**LESSON PLAN**
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**Subject**: History **Grade/Class**: 5

**Date**: December 7, 2015 **Time**: 9:00 - 10:15

**Duration**: 75 min

**Lesson Topic**: The First Nations and Europeans in New France and Early Canada

**CURRICULUM EXPECTATIONS**:

* Students will learn about key characteristics of various First Nations and European settler communities in New France up to 1713. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate relationships and interactions among these communities from a variety of perspectives and will develop their understanding of how historical events in early Canada have had an impact on present-day Canada.

**SPECIFIC EXPECTATIONS**:

* **A1.** Students will analyse some interactions among and between First Nations and European explorers and settlers in New France prior to 1713. Through this, students will be able to answer the following: Why might the same event have a different impact on different people? Why is it important to understand that people have different perspectives? How do we form our own perspective? How do other people form theirs? What causes conflict? Do all conflicts have a resolution? Why is it important to cooperate with others?
* **A2.** Students will use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved

**SUCCESS CRITERIA:**

By the end of the lesson students should/will be able to:

1. Attitudes:
	1. Respond appropriately to causes and consequences towards and as a result of their character in the board game.
	2. Actively engage and participate.
2. Skills:
	1. Understand different points of view
	2. Communicate information with other students, using appropriate vocabulary
	3. Learn through various multimodalities, including reading and writing, working with textural components (moving a character piece on a gaming board, rolling dice), use mathematical skills such as multiplication, addition, and subtraction in order to record numbers in a table, and relate visual content to related information.
3. Knowledge:
	1. Describe significant effects of European conflicts on First Nations and on early Canada
	2. Identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.
	3. Identify the ways in which settlers in New France met the physical, social, and economic challenges of the new land and the ways that they collaborated yet also negatively impacted the First Nations.

**LEARNING/TEACHING RESOURCES**:

* Grade 5 History Textbook
* Trading Cards for “ A ‘New’ Land”
* Character Cards for “ A ‘New’ Land”
* “ A ‘New’ Land” Gaming board
* Game Instructions
* Dice

**LESSON SEQUENCE**

**A) INTRODUCTORY ACTIVITY**: **(10-15 minutes)**

* The teacher will begin the lesson by reading out two letters, one from a Native tribe member and the other one from a European settler. This will put the students in the proper mindset to later take on a character role as they will explore the different perspectives provided by the different letters. The teacher will also ask questions like: “Can these two groups build lasting relationships?” and “Or are their ways of life too different in order for them to have a sustaining relationship?”. With this, perspective thinking will be modelled and introduced. The teacher can also perform a think-aloud so that the students have a better idea what to expect later on in the reflection portion. For example, when asking if they can build lasting relationships, the teacher could say “Well, maybe they won’t be able to after all because their values in terms of how they’ll use the land will be different”. Finally, this introductory activity will also be a way to scaffold students’ prior knowledge of the material.
* Next, students will be explained the object of the game. They will understand that:
	+ The game is intended for 2-6 players. Every player picks a character card. There must be at least one Native and one European in every game (Native character cards are orange and European character cards are red).
	+ Every player gets an inventory and reflection sheet. Depending on the character the student has chosen, they must draw five trading cards that correspond to their race, and then record the number of points they have drawn on their inventory sheet; the number of points is determined by the quantity indicated on the trading card. For example, if a beaver pelt is worth 25 points, and there is a quantity of 3 indicated on the card, that card is worth 75 points.
	+ Students will roll a dice to see who goes first. The person who rolls the highest number will start the game. Players take turns moving around the board depending on the dice roll. The player will then follow the rules to the corresponding space they have landed on.
	+ As students draw cards throughout the game, they must remember to keep track of their trading points as well as their population points on their inventory sheet. As they record population points, they must add or subtract the population indicated on the population cards from the population of their tribe or settlement indicated on their character card.
	+ The game continues until there are no trading cards left, or until the teacher decides to stop the game. At the end of the game, students will total their trading points as well as their population points, and the person with the most points is the winner. Students will then fill out the player reflection sheet and compare their results with other players.

**B) DEVELOPMENT STRATEGIES**: **(35-40 minutes)**

* Students are given the opportunity to explore the material they have been learning through the interactive game “A ‘New’ Land”.
* During the game,the students are taking on the point of view of a specific character with a list of characteristics that will affect the outcome of their game.
* Students are also responsible for organizing and keeping track of their game experience through the use of an “Inventory Chart”, which is a graphic organizer to help students collect and track their progress in the game.
* Students will be asked to provide a reflection piece on their experience as their character. They will explain how their point of view was different from the point of view of their opponents and the reasons why. They will then connect this to a present day experience of inequality that they have had.

**C) CONCLUDING ACTIVITY: (15-20 minutes)**

* During the time allotted for the game, students will have completed a reflection sheet that allows them to think critically about the game they just played.
* The remaining time of the lesson will be dedicated to consolidation. As a class, have students share and discuss some of the answers from their discussion. Discussion not only allows students more time to think about the questions, but it is an excellent form of modelling as it allows them to see how their peers answered as well.
* During this time students may realize that other players had completely different experiences throughout the game than they did, helping them further develop an understanding of different points of view.
* Consolidation is also a great opportunity for students to explain their thinking. Not only does explaining your thinking to others develop metacognition, it also helps the student see the purpose in what they are discussing.

**E) METHODS OF EVALUATION:**

* A lesson on the various types of interactions between the First Nations and the Europeans would have already been given to assess the students’ prior knowledge and to provide them with insight into the reality of this time period.
* During the game, we would be noting level of participation, how engaged each student is, and each students’ commitment to learning about the different varieties this game provides through the comments they make in their reflection sheet
* After the lesson, students will be handing in their reflection sheet that will be evaluated using a rubric to assess content learning. We would have also been discussion the sheet as a class, so taking note of participation would be another evaluation method.

**F) FOLLOW UP IDEAS:**

* As students progress through this unit, they will continue to learn about key players on both the European and Native side of history.
* Students will also be gaining additional knowledge about items and goods that were specific to the Natives and Europeans.
* As this knowledge builds, the teacher can pull the board game back into the students’ learning by having them come up with new characters and trading goods for the game.
* A class period could be allotted to the creation of a character that the student finds interesting. Students can use the graphic organizer that is set up on the blank character cards to organize their ideas about the character, and to help them ensure that they include all details that will allow their character to be used the next time they play the game.
* Throughout the unit, the teacher could also keep a chart or an organizer full of items that are specific to European settlers and specific Native tribes. This can be an ongoing follow up in which students take some of the empty trading cards and add these new items to the game. Based on what the student knows about the item, they will be required to give that item a value in terms of trading and provide a brief description of why it is either a ‘valuable’ commodity or an invaluable one.