

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Indigenous Veterans Day Lesson # 1 Date: Nov. 8, 202x
 Name: Dalton Hargreaves Subject: Soc. Studies/Eng. LA Grade(s): 3-6

Rationale:

This lesson is important because of the significance and importance of Remembrance Day in Canadian society. Additionally, recognizing members of the Indigenous community and their service in the armed forces is arguably forgotten in Canada. This lesson will hope to provide students the opportunity to explore Indigenous veterans and their role in the Canadian armed forces.

Core Competencies:

Communication	Thinking	Personal & Social
	Creating and innovating Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.	Building relationships Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

Big Ideas (Understand)

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Explain why people, events, or places are significant to various individuals and groups 	<ul style="list-style-type: none"> cultural characteristics and ways of life of local First Peoples and global indigenous peoples

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • SWBAT: Demonstrate an understanding of importance for remembrance of veterans and fallen victims of war. • SWBAT: share their findings with their peers and listen to others sharing. 	<ul style="list-style-type: none"> • T: Assess notes made by students • T: observe group interaction

Prerequisite Concepts and Skills:

Familiarity with Remembrance day and who veterans are

Indigenous Connections/ First Peoples Principles of Learning:

- Learning is embedded in memory, history, and story
- Learning involves generational roles and responsibilities.

Universal Design for Learning (UDL):

Students can challenge themselves with more difficult poetic capabilities in writing poetry. Students may require pictures or visual learning to establish context or may need their part spoken audibly.

Differentiate Instruction (DI):

The 'research' portion may involve "sage and scribe" lesson with a CEA there for assistance, or a CEA may be present to help the student share their findings

Materials and Resources

Computers/laptops/chromebooks. Paper/pencil for jotting down points

Website: <https://www.veterans.gc.ca/eng/remembrance/people-and-stories/indigenous-veterans#02>

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): gather students' attention. start with a question to the students such as "what is remembrance day about? (Show of hands)" How do we feel remembrance day is important to us? Have we heard of Indigenous veterans day? What role do we think indigenous peoples had in Canada's military?	Students answer questions by raising their hands.	10-15min

<p>Body: have students fetch computers and/or log on. Provide weblink to students to find an interesting individual for them to retell their contributions to Canada. (guiding questions: what was their role, their rank? What war did they participate in? where are they from? Did they have family? Why do you think you chose this person? How could we remember this person?</p> <p>Alternatively, student groups could be provided with preassembled bios, and shared among the group. Then as a group, they could write a letter to the veteran (highlighting ideas of thanking them for their service, wondering about their experience from info within the bio, etc.).</p>	Students work individually, completing their notes	15-20min
<p>Closure: Have students form groups of 4 with those closest to them, and have them retell the story of the individual they chose</p>	Students retell a story from research and listen to others.	5-10min

Organizational Strategies:

Have students seated and ready for the start of the lesson. Use classroom helpers for handing out materials.

Proactive, Positive Classroom Learning Environment Strategies:

Seek students' attention in a fun manner "1-2-3 eyes on me". Students raise hands. Engage with students while they are writing down the emotions/synonyms they find.

Extensions:

Could connect to English language arts and surround oral storytelling, short story writing.

Reflections (if necessary, continue on separate sheet):

Pre-submission reflection: This lesson was difficult to the curriculum, but nevertheless is an important part to include within instruction. It fits best at grade 3 but could arguably be expanded to multiple grades. Perhaps with grade 3, instead of having them search for a person, provide pre-printed bios and have the students discuss from the questions listed within the content, then write a letter as a group or as individuals.

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