Lesson Plan #3

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**Subject: Treaty Education Grade: 6/7**

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| **Essential Question** (guiding overall unit of study): **Why are Relationships Important?**  **Guiding Questions** (specific to this lesson): **How is a treaty a form of relationship? Why do some relationships become stronger with time?** | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **TR6-** Analyze the concepts, structures, and processes which have been developed for the purpose of treaty implementation | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statements.  -Students will know the structures and processes regarding treaty implementation.  **“I can explain the structures and processes regarding treaty implementation.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  **During:** The teacher will assist the students in creating a classroom treaty (Formative) (Conversation)  **After:** Exit slip asking that students, “What do you think it means to be a treaty person?” (Formative) (Product) | |
| **Instructional Strategies:** (specific strategies)  **-**Direct instruction | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  Use a combination of advanced and simple vocabulary during instruction (Instruction), Use visual aids to support instruction (Process) | |
| **Materials Needed:**  -Smart board to show a video  -Laptop to type up the students’ responses on what should be included in the classroom treaty  -Exit slip handouts for students- Copy of Treaty 4 info for teacher  -Pens or pencils for students  -Jackets and boots for outdoor portion of the lesson | |
| **Learning Experiences: 45min-1hr lesson  Set (10 min)**  - The students will watch a ten minute video on Treaty 4 implementation (<https://m.youtube.com/watch?v=VhwZQdaPdo0>)  **Development (30 min)**  -Create a classroom Treaty with the students. I will sit at the front of the classroom with my laptop and write the responses that the students give to me directly into an “official” document that will be printed off for them to sign. The treaty will look similar to this:  I promise to always arrive prepared for class. If I am not prepared … I will  I promise to respect my peers and treat them with kindness. If I fail to do so, I will…  I promise to listen when others are talking and raise my hand when I have a thought or idea. If I fail to do so, I will…  I promise to put my best effort into my assignments. If I fail to do so, I will….  I promise to be a leader to those students younger than me. If I fail to do so, I will…  Once our classroom treaty has been documented, explain to the students that with current treaties, when they are violated there are court cases that come into effect. In reality, we cannot promise things if we do not truly believe that we can keep our promises.  -The classroom treaty will be printed off for students the following day and can be kept in their clear duotangs.  -Once the classroom treaty is created, I will ask the students to put on their boots and jackets so that we can go outside for a discussion. The students will need a binder or something hard to write on as well as a pen or pencil. I will have the exit slips for distribution after the discussion.  -Once outside, the students and I will stand in a circle.  -Read to the students the information on the treaty four handout (basic information because we will be covering more later). Once finished reading, ask the students the following two questions:   1. Do we still use the term “Indian?” Why not? 2. Now that we know which lands we live on, let us use this time to reflect on why the treaties are important and why we are all considered to be “Treaty People.”   -Provide the students with the exit slip handout and give them 5-7 minutes to complete it (using as a pre-assessment)  **Closure (5 min)**  -This time will be used for the students to put their exit slips into their duotangs and hand them into the hand-in box at the back of the classroom once completed.  -The students will also use this time to take off their jackets and get settled for the next lesson of the day.  -Remind the students that they need to take their duotangs home so that their track sheets can be filled out with their daily information and support person signatures. | |