

LESSON PLAN TEMPLATE

Date	Nov 17th, 2021	Lesson Title	Metis Week Lesson - An Introduction to Metis	Grade Level	4
Time in Lesson	35 mins	Subject	During the writing block, has social studies POS	Lesson #	1
Developed by	Danielle Gauthier				

IDENTIFY DESIRED RESULTS

<p>Learner Outcomes from the Programs of Study What are the SPECIFIC outcomes to be addressed in this lesson?</p>	
<p>Teacher Quality Standard (TQS) connections</p> <ol style="list-style-type: none"> 1. Establishing Inclusive Learning Environments 2. Applying Foundational Knowledge about First Nations, Métis, and Inuit <p>Competencies</p> <p>Critical Thinking • Problem Solving • Managing Information • Creativity and Innovation • Communication • Collaboration • Cultural and Global Citizenship • Personal Growth and Well-being</p>	
<p>Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?</p>	<p>Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?</p>
<p>By the end of this lesson students will have an opportunity to learn about Metis people.</p>	<p>How students engage with the learning. How they listen, follow along and participate. How they work together during group work. How they fill out their visual journal. How students summarize their culture card.</p>
<p>Resources What materials/resources/technology will be required?</p>	<p>Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?</p>

<p>Video: https://www.youtube.com/watch?v=YRBxFN3iczg&t=946s</p> <p>Culture Cards Printed: http://www.rupertland.org/wp-content/uploads/2019/06/Culture-Cards-29May2019.pdf?r=1</p> <p>Smartboard - Googlesides w embedded videos</p> <p>My Metis Sash from home</p> <p>Visual Journals</p>	<p>Watch video with pauses for clarification, allowing students to ask questions.</p> <p>Put students in balanced groups for the culture cards.</p> <p>Allow students to fill their visual journals with words and pictures.</p> <p>Allow groups to decide who will present. Not all group members need to say something.</p> <p>Group work will allow students to work together, learn together and bring their strengths to the task.</p> <p>Visual journal activity will allow students to connect their own culture to the culture of the Metis people.</p>
---	---

LESSON PLAN SEQUENCE

<p style="text-align: center;">Introduction</p> <p style="text-align: center;">How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?</p>		
<p>This week is a special week, does anybody know why? It is Metis week. Does anybody know what I am wearing, Metis Sash. Discuss. Today we are going to learn about the Metis people.</p>		
<p style="text-align: center;">Learning/Activity Sequence</p> <p style="text-align: center;">How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/OR EVALUATE their understandings of the outcomes.</p>		
<p>What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?</p>	<p>What are the STUDENTS doing? How are they engaged while you are teaching the lesson?</p>	<p>Approx. time</p>
<p>Watch video from start to 5:22 Do the word activity get students to split their visual journal page in two and on one side write things that are important to their culture and on the other side get students to write</p>		<p>12 mins</p>

<p>the words they see in the wordle. Go over what each of those are with a brief description.</p> <p>Watch video from 11:56 to 15:39</p> <p>*pause through out the video to ask questions or to offer clarification</p>		
<p>Split students into 7 groups and get them to read one of the culture cards together</p> <p>http://www.rupertsland.org/wp-content/uploads/2019/06/Culture-Cards-29May2019.pdf?r=1</p> <p>Explain how to summarize. Find the main point and some interesting facts and put them together in a short explanation and or paragraph.</p> <p>Students will be tasked to annotate and then summarize what they have learned in their culture card and share their summarization to the class -decide who will speak and what they will say in advance. May be helpful to write their summarization on a whiteboard. Summarizations should be short 1-2 mins max.</p>		<p>15 mins</p>
<p>Conclusion</p> <p>How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</p>		
<p>Summary of what we learned:</p> <ol style="list-style-type: none"> 1) Metis people are a distinct strong and vibrant culture and are part of the Indigenous community in Alberta but are distinct from the First Nations and Inuit people. 2) Metis people can speak up to four languages: Cree, Michif, English and French 3) Metis people have culture and traditions. Do you remember the cultural items we explored 		

4) Metis people have lived in Alberta and Canada for a long time (before Alberta was a Province in 1905)

PRE-SERVICE TEACHER SELF-REFLECTION

- **How do you feel your students experienced this lesson?**
- **How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- **How did you employ formative assessment for/of/as learning?**
- **Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- **Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**
- **What went well and what needs refinement? What might you do differently next time?**

Went overall well. Had technical difficulties with tech several times. Was proud of all the students for making their first summaries with the Metis culture cards. Most students spoke or worked hard on developing the summary for their other teammates to present.

I think the students enjoyed the lesson and I could tell they were watching the video because when I asked what they had learned from the group discussion they could explain what they had learned.

Formative assessment was done observing how students participated in the class and how they engaged in group work and presentation of their summaries. I also walked around the room when students were filling out their whiteboards to answer questions and to assure that they were on track.

I noticed that one of my students who has an IPP was very engaged with the video and was excited to participate in the group work afterwards.

This lesson's main focus was Indigenous and was to give students an awareness of the Metis peoples and their culture.

I did go over time and I could have shortened the video segment to give students more time for their summaries so it did not bleed into the social studies time. Next time I also need to be clear that students need to stay in the circle formation even if they are done presenting. Some students returned back to their desks because they thought since they were done they could do so which made it distracting for the other students who still needed to present.