

LESSON PLAN TEMPLATE

Date	Nov 15 and 17	Lesson Title	Chapter 2 - Lessons 3 and 4	Grade Level	4
Time in Lesson	40 mins	Subject	Social Studies	Lesson #	3 and 4
Developed by	Danielle Gauthier				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Programs of Study
 What are the SPECIFIC outcomes to be addressed in this lesson?

General Outcome 4.1 Alberta: A Sense of the Land

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, **geology and paleontology are integral to the landscapes and environment of Alberta.**

4.1.1 value Alberta's physical geography and natural environment: • appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) • appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP) • appreciate the variety and abundance of natural resources in Alberta (ER, LPP) • appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) • appreciate how land sustains communities and quality of life (ER, LPP) • demonstrate care and concern for the environment through their choices and actions (LPP)

4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues: • How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)

4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: • In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC) • How can ownership of a discovered artifact be determined? (C, ER, PADM)

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity: • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)

Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	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>By the end of this lesson students will...</p> <p>Lesson 3: Learn about different fossil perspectives (Black Foot and Barnum Brown)</p> <p>Lesson 4: Learn what we should do if we find a fossil.</p>	<p>How students interact in group discussion (answering questions and listening), how students work in pairs, how students write or draw on their personal white boards, writing journals and visualization journals.</p> <p>Students Chapter two sheet will also provide summative assessment information.</p>
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<ul style="list-style-type: none"> - Powerpoint with embedded videos - textbook - Voices of Alberta - personal whiteboards - visual journals - chapter 2 worksheet 	<p>Videos supplementing the textbook reading will help students who have difficulty reading. Reading along will also support this. (ELL, ESL)</p> <p>Students will demonstrate their learning through writings and drawings</p> <p>Partner time will allow students to demonstrate their own knowledge without the pressure of speaking to the whole class</p> <p>Personal white board sections will allow students to feel less pressure when writing down thoughts and ideas</p>

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?
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Previous connection class discussion: Connect to Nat Geo video they watched last year about mongolian fossils. Who remembers how the Mongolian people felt about the return of their fossils? 5mins

Learning/Activity Sequence

How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.

What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?

What are the STUDENTS doing? How are they engaged while you are teaching the lesson?

Approx. time

<p>get students to open to page 54, get students to hypothesize what the bones/fossils belong to in the picture.</p> <p>read pages 54 (students follow along) (7mins) ask questions while reading</p> <p>Why do you think the Black Foot people would put iinisskimm in a pouch that they would carry around?</p> <p>ask students if they have ever hear about “Head-Smashed in Buffalo Jump” give short explanation if students are unfamiliar</p> <p>watch video: https://www.youtube.com/watch?v=5UMh6HCKIWQ</p> <p>Read page 55</p> <p>Why did the Canadian Government hire its own fossil hunters/paleontologists? What would have happened if more and more people came and took Alberta’s fossils to other parts of the world?</p> <p>Guiding questions: Why do you think people felt it was important to keep the fossils in Canada. Think. Pair. Share. (5 mins)</p> <p>Get students to share with a partner what the perspectives of iiniskimm was for the Blackfoot people and what the perspectives of Barnum brown a early paleontologist would be. How are they different?</p>	<p>Watching, listening, answering questions, reading along, working in pairs, writing and drawing in their visual journals, writing journals, white boards and worksheets.</p>	<p>*Look at what is teacher doing section</p>
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brown's perspective) in visual journals (10 mins)
*Be clear to students that the information they write down will be used to help them fill out their graded worksheet next

Get students to fill out the chapter 2 sheet. They can use the information they created as a group that they wrote down in their venn diagrams. (10 mins)

Conclusion: Today we learned about two different perspectives about fossils, The Blackfoot Perspectives and Barnum Browns perspective.

Show of hands

Who agrees with Barnum Brown's perspective?

Who agrees with the Black Foot perspective?

Who agrees with both perspectives?

Next class we will learn what we should do if we find a fossil?

Lesson 4 *getting moved to next week will have a debate class on Wednesday (Nov 23rd)

Go through viewpoints page 56 and 57 (students read along)
get students to write down their responses to the questions in the text on their white boards

get students to discuss as partners which perspective they agree with most, get students to evaluate if their answers to the previous questions align with their chosen perspective

Read page 58 students follow along

ask questions:

-Why do fossils have to be reported?

-Why did the government want to stop people from taking fossils?

-Do you think this law is fair?

<p>-What might you add to this act to protect Alberta's fossils? watch video: https://www.youtube.com/watch?v=ERHi_xSaDjk Who remembers what steps you should take if you were to find a fossil? (if its loose on private/crown land vs if its still stuck in the ground)</p> <p>exit slip sticky note: What if I found a fossil loose on top of the land on my grandpas farm? Can I keep it? Can I bring it out of the province?</p> <p>Fill out questions on the worksheet that correspond with finding fossils.</p> <p>Conclusion: Today we learned what we should do if we were to find a fossil in Alberta.</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>		

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?

Lesson 3

Students enjoyed the lesson. I evaluated students by how they participated in class, how they filled out their venn diagrams, and how they discussed partners. The worksheet is also being used as a summative assessment. By having a multitude of ways to access the information = text, discussion and video gives students multiple entry points into the learning. Additionally by reading the text instead of getting students to read the text. This assures all students get the information even if they struggle with reading.

Lesson 4

I think they enjoyed the lesson. Lots of participating and interested in the information. The students compared what they wrote on their whiteboards with the perspectives they agreed on. I asked if students saw similarities in both answers. Some students did not see similarities... This showed me a change of perspective (I announced this). I got students to complete the grandpa's farm question on a sticky note which I collected for assessment. Additionally the worksheet will provide summative feedback for the entire unit. I reached most students but need to focus on reaching certain students who may need additional support or assistance. I scribed the sticky note for the student that has a broken hand. A student brought up the previous indigenous connection about buffalo stones in their perspective we discussed quickly. Next time I want to make sure I support Henry and scribe for students who need it.