

<ul style="list-style-type: none"> ● ELA 6/7 - Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. ● Socials 6/7 -Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> ○ leadership ○ problem-solving and decision-making strategies ● ELA 6/7 - Strategies and processes <ul style="list-style-type: none"> ○ oral language strategies ○ metacognitive strategies ○ writing processes ● Socials 7 - social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas ● Socials 6 - different systems of government
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> ● Students will be able to manipulate the text ideas and connect to COC values using strategies and processes to create a class leadership project. 	<ul style="list-style-type: none"> ● Formative- Observational checkbrick <ul style="list-style-type: none"> ○ Students are able to contribute to the discussion, brainstorming and make connections with the story in their groups and in the lesson. Students will hand in or submit notes digitally.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> ● Ability to respectfully participate ● Participate in classroom collaboration/discussion ● Knowledge of some Indigenous communities ● Circle of Courage philosophy
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Indigenous Connections/ First Peoples Principles of Learning:

<p>FPPoL:</p> <ul style="list-style-type: none"> ● Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <ul style="list-style-type: none"> ○ The giving tree: A retelling of traditional metis story, talks about community, land and ancestors ○ Generosity (ties in to Circle of Courage Values) ○ Belonging (ties into the Circle of Courage Values) ● Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <ul style="list-style-type: none"> ○ The giving tree: A retelling of traditional metis story, is relational and talks about give and take (reciprocal) relationships, community, connectedness. ○ Use of a circle to show equality and connectedness for the reflective portion ○ Think about generosity - what can we do in our school community to reflect a similar idea of generosity.
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Universal Design for Learning (UDL):

<p>MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:</p>
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- Teacher will deliver some background knowledge (auditory)
- Class discussions will scaffold knowledge as a group

MULTIPLE MEANS OF ACTION AND EXPRESSION –

I provide multiple means of action and expression in this unit in the following ways:

- Use of Google Read and Write/Speechify to enable fuller access for students who need it or google read and write or use of scribe for those with reading or writing diversities.

MULTIPLE MEANS OF ENGAGEMENT –

I provide multiple means of engagement in this unit in the following ways:

- Discussions scaffold knowledge as a group/white board & paper brainstorm
- Google Classroom brainstorm

Differentiate Instruction (DI):

- Additional supports can be made available in the form of adapted activities
- Extra support from TC and CEAs, and verbal explanations when necessary
- Teacher will be flexible in delivery of lessons, accommodating students needs as they become apparent
- Scaffolding knowledge as a class

Materials and Resources

- The Giving Tree - by Leah Dorion
- Large white paper
- Projector for [team wheel picker](#)
- Google Classroom
- White board and markers

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none"> ● Teacher will play 2 videos: <ul style="list-style-type: none"> ○ The Purpose of Government ○ What are Types of Govern... 	<ul style="list-style-type: none"> ● Students will watch/listen 	12 min
Body: <ul style="list-style-type: none"> ● Teacher will take student thoughts on the board about the video ● Teacher will randomly sort students ● Teacher will ask students in partners to look at specific ancient civilizations and find which forms of government they used? (Egypt, Rome, China, Japan, etc.) <ul style="list-style-type: none"> ○ Have worksheets with different ancient civilizations to research their government. Pair students give them a worksheet with 1 	<ul style="list-style-type: none"> ● Students will share their learning about the different kinds of governments (think/pair/share), and brainstorm applications (padlet/jamboard). ● Students will be randomly sorted into pairs. ● Students will pair and work together using one chromebook for research, as well as some library books. Students will be assigned an ancient civilization and given a worksheet to fill in. 	5 min 4 min 15 min

<p>ancient civilization to research, to share at the end.</p> <ul style="list-style-type: none"> • Teacher will collect the class back together to review what each group found. • Teacher will put each type of government as headings (autocracy, democracy, absolute monarchy, oligarchy). • Teacher will ask students where they think each ancient civilization should be put under, after reading the research on each civilization. • Teacher will photograph the board to load into google classroom. 	<ul style="list-style-type: none"> • Students will work on research and share it in padlet/jamboard or similar brainstorm app. • Students will share what they found about their assigned civilization. • Students will debate and choose where they believe the civilization belongs. 	<p>1 min</p> <p>10 min</p> <p>1 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> • Teacher will pose reflective questions about the government types with students. 	<ul style="list-style-type: none"> • Students will add their thoughts. 	<p>2 min</p> <p>50 min</p>

Organizational Strategies:

<ul style="list-style-type: none"> • Have the class list pre-loaded into team wheel picker and the projector warmed up. • Have papers ready • Civilizations ready to be assigned. • Have whiteboard markers available. • Library or Library books available on ancient civilizations

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Ability to respectfully participate • Participate in classroom collaboration/discussion • Knowledge of different Indigenous communities • Circle of Courage philosophy

Extensions:

<ul style="list-style-type: none"> • Continue to move forward with supporting students' ideas, and creating a community of generous students that foster belonging in their school.
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Reflections (if necessary, continue on separate sheet):

<ul style="list-style-type: none"> • I enjoyed writing this lesson; I think it is great to let students research with a specific goal in mind. I hope to get to use this lesson in the future. I hope that assigning one chromebook to 2 students will result in less reduced opportunity for students going off task with them.
