

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 Social Studies	School:	Dragon Lake Elementary
Date:	February 10, 2023	Allotted Time:	45 minutes
Topic/Title:	Has Canada Treated Diverse Groups Fairly? (Discrimination & Inequality)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.



This lesson is part of a Social Studies unit that has students exploring issues of inequality and why and how they came about. Canada's past discriminatory policies and prejudices will be discussed so that students better understand why inequalities still exist in Canadian society today and what actions can be taken to right the wrongs of the past.

Throughout the unit, students will practice their social studies skills by taking part in large and small group inquiry, as well as in independent inquiry. Students will focus on significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgement. Students will ask questions; gather, interpret, and analyze ideas; and communicate their findings and decisions. Students will work on organizing their ideas and expressing comprehension of the big ideas, essential questions, and curricular content.

Various listening, reading, speaking, and writing activities will be undertaken in an effort to prepare students for the end-of-unit inquiry project, wherein they will work in groups to research one minority group that has been targeted by a Canadian government policy and answer the following question: "Has Canada treated diverse peoples fairly?" Students will need to choose and consult reliable sources and present their findings of the causes and consequences of the policy via a poster, PowerPoint/Google presentation, written essay, graphic story, or video.


2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>


Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies.</p> <ul style="list-style-type: none"> Students will be active listeners, make connections, and ask clarifying and extending questions when appropriate. Students will share their thoughts and ideas and try to connect them to others' thoughts and ideas. <p> Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual</p>

benefit.

- Students will take on different roles and tasks when working in groups and they will work respectfully in their shared space.
- Students will express their ideas and help others feel comfortable to share theirs so that all voices are included.
- Students will work with others to achieve a common goal and will evaluate their group processes and results.

 **Critical and Reflective Thinking** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will ask questions, gather information, and make judgments based on the evidence they find.
- Students will explore with a purpose in mind and use what they learn.
- Students will tell or show others about their thinking.
- Students will reflect on their work and experiences.
- Students will give, receive, and act on feedback.

 **Social Awareness and Responsibility** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

- Students will demonstrate respectful and inclusive behaviour when exploring and discussing discrimination, prejudice, and inequality.
- Students will understand that minority groups in Canada have been treated unjustly and that these injustices have had negative legacies.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<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. ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. ✓ Learning involves generational roles and responsibilities. ✓ Learning recognizes the role of Indigenous knowledge. ✓ Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. ✓ Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>This unit explores hard truths about Canada's history and its effects on First Peoples and other minority groups.</p> <p>Indigenous knowledge and perspectives are integrated throughout the learning and in the materials and resources.</p> <p>The unit's big ideas, essential questions, and learning standards reflect the importance of using an Indigenous lens when approaching historical inquiry, placing significance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.</p> <p>Students will be asked to stretch themselves in the exploration of Canada's history and the inequality that has arisen from it, with the intention of promoting a growing understanding of diverse peoples in Canada and the development of educated citizens who reflect on and support reconciliation.</p> <p>These learning outcomes will take patience and time and students will be reminded that social justice education will get easier the more they practice and push themselves out of their comfort zones.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <ul style="list-style-type: none"> • What effects did discriminatory policies (i.e. residential schools, reserves, & the Indian Act) have on First Nations families and communities? • What types of discrimination have immigrants to Canada faced (e.g. cases of discrimination by local, provincial, and federal levels of government)? • How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history? • How have women faced discrimination in Canada?
<p>Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <ul style="list-style-type: none"> • How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past (e.g. systemic discrimination, overt racism)?

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>In this unit, students are expected to DO the following:</p> <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. • Construct arguments defending the significance of individuals/groups, and developments (significance). • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence). • Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and change in the past and present (continuity and change). • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence). • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgment). 	<p>In this unit, students are expected to KNOW about:</p> <ul style="list-style-type: none"> • Past discriminatory government policies and actions: <ul style="list-style-type: none"> ○ Indian Act ○ Numbered treaties with First Peoples ○ Reduction or relocation of First Nations reserves ○ Historical wrongs against East and South Asian immigrants ○ Head Tax on Chinese immigrants ○ 1907 Anti-Asian Riots ○ Japanese and Ukrainian internments ○ Ethnic minorities denied the vote ○ Women denied the vote • Global poverty and inequality, including class structure and gender: <ul style="list-style-type: none"> ○ Treatment of minority populations in Canada (e.g. segregation, assimilation, integration, and pluralism; settlement patterns; residential schools, internment of Japanese-Canadians, and Head Tax on Chinese Immigrants) ○ Unequal distribution of wealth, corruption, lack of judicial process ○ Infant mortality ○ Women's rights ○ Social justice

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>Throughout the unit, there will be class discussions, group activities, reflections, and informal written tasks. Students will participate, extend their thinking, and consider different perspectives as they engage in activities. Students will be given verbal feedback and any written work will be tracked and handed back with comments and suggestions so that they know how they are doing, what they can do to improve, and where they should go next.</p>

At the end of the unit, students will complete a scaffolded group inquiry project that will allow them to demonstrate their understanding of the content and answer the big question: Has Canada treated diverse peoples fairly? Why?/Why Not? What can Canada learn from this?

Students will also spend time thinking, reflecting, and self-assessing their work using the “Thinking About My Work” handout and the “Inquiry and Skills Processes – Rubric” (included with the unit).

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in lessons and work blocks. Effective UDL strategies (tailored to the classroom and students) will be utilized to ensure that lessons and tasks are accessible to all learners.

Lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with technology and hands-on activities to engage all learners.

Composite tasks will be broken down into steps and parts, and the robust class discussions and group activities will be geared toward an intensified understanding that will prepare students for the scaffolded group inquiry project.

Additional support and voice to text software will be made available to students. Groups will be selected carefully to meet the needs of specific students.

TEACHING CONSIDERATIONS

- Students may be upset to learn about the history of discriminatory policies and actions of the Canadian government and the racism of private citizens. You may need to point out examples of positive change over time and encourage students to contribute to change through their actions. It might be a good opportunity to introduce Canada’s efforts to move toward reconciliation.
- Students may feel self-conscious about identifying with a group that has been historically discriminated against in Canada.
- Students may feel defensive about being part of a group that has contributed to historical injustices in Canada.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

-Google slideshow presentation (self-made)

- https://docs.google.com/presentation/d/163wX76FiGK-C11IH6d8uPi_BaD26zDvZHfTfTIX_9g0/edit#slide=id.g1eee2b139cf_0_1

-Class set of Pearson Textbooks: *Inquiring Minds – Canadian Issues and Governance* (signed out from DAO)

- Online Teacher Guide and resources found at – pearson5-1@sd28.org pwd:sd28staff
- Companion worksheets, as suggested in the Pearson Teacher Guide (included in the unit plan)
- Supplemental videos (listed with each lesson in the unit plan), as recommended in Pearson Teacher Guide

-Classroom Smartboard for lessons and Google slideshow presentation

-Chromebooks and/or access to a computer lab w/ voice-to-text software for group research project

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue ALL students that it is time for Social Studies, referencing the visual schedule.</p> <p>When students are seated, organized, quiet, and have eyes on, say:</p> <p>“Today, we will be starting a new Social Studies unit.”</p> <p>Bring up the following slide from my Google slideshow presentation:</p> <p>https://docs.google.com/presentation/d/163wX76FiGK-C11IH6d8uPi_BaD26zDvZHFtTIX_9g0/edit#slide=id.p</p> <p>Read the title of the unit & unpack the words discrimination, inequality, and diversity.</p> <div data-bbox="527 766 1258 1102" data-label="Image"> </div> <p>Go to slide 2 and unpack what is meant by “Canada” in the context of this unit.</p> <p>What is meant by “Canada” in this unit/context?</p> <p>Canada as entity or “being”:</p> <ul style="list-style-type: none"> • Canadian society • Dominant culture of the country (i.e. white European settlers) • The people who hold the power to make decisions that impact the lives of others • Government at various levels & elected members of government • A group of people who live in a nation that has a colonial (colonizing) history <p>There is a lot tied into Canada - “the nation” - and “Canada” means many different things to many different people!</p>	<p>Quick transition to lesson; interactive and lively pace. (10 min)</p>

	<p>Go to slide 3 and pose the question:</p> <p>Has Canada treated diverse peoples fairly? Yes/No? Examples?</p> <div data-bbox="568 357 885 441"> <p>Has Canada treated diverse peoples fairly?</p> <p>Class discussion...</p> <p>Yes/No?</p> <p>Examples?</p> </div> <div data-bbox="950 346 1209 682"> </div> <hr/> <p>Give students a few minutes to think to themselves, letting them know that they will have to “Say Something” in response to the query when time has elapsed.</p>	
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Give students 2-3 minutes to think and reflect on the question.</p> <p>STUDENTS DO: Think and prepare something to say.</p> <p>WE DO: Each student has an opportunity to respond to the query.</p> <p>I DO: Acknowledge student responses. When everyone has had a chance to share, state the big idea of the unit: “Canada’s policies and treatment of diverse people have negative and positive legacies” – flipping to Slide 4.</p> <div data-bbox="552 1344 860 1596"> <p>Canada’s policies and treatment of diverse peoples have negative and positive legacies.</p> </div> <div data-bbox="925 1281 1234 1690"> </div> <hr/> <p>I DO: State the following - “This unit will uncover the dark history of institutional discrimination in Canada. It is intended to help us explore examples of our government’s discriminatory policies toward Asians, Ukrainians, and Indigenous peoples in Canada. During the unit, we will investigate the causes and consequences of racism, as well as the role that the media plays in shaping people’s perspectives. This topic requires us to</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (10 min for the “Say Something” discussion, followed by 20 min to go over the unit’s Big Idea, key terms, and learning goals)</p>

make ethical judgments about past practices, such as the internment of ‘enemy aliens’ during both world wars and the mandatory enrollment of Indigenous children in residential schools. We will analyze the Eurocentric view that shaped the Canadian government policies for First Peoples, evaluate the short-term and long-term impacts of residential schools on First Nations in BC, determine the causes and consequences of racism against Africans in Canada and Asian immigrants in BC, and understand the perspectives that led to the internment of Canadian residents during the First and Second world wars. Our main focus will be on the causes and consequences of the Indian Act, why we need Truth and Reconciliation, how Canada treated Asian immigrants, racism, and how Canada has changed.”

I DO: Bring up a list of the key terms that students will need to be familiar with during the unit:

Key Terms

- **Assimilate:** a person or cultural group merging into the dominant cultural group in a society. In extreme cases, assimilation can cause whole cultures to disappear.
- **Doctrine of Discovery:** a European law that stated that when European nations “discovered” non-European lands, they gained ownership of that land, even when it was home to Indigenous peoples
- **Enemy aliens:** a citizen of a country at war with Canada who lived in Canada
- **Governance:** how society, or groups within it, organize to make decisions
- **Head tax:** a fee that had to be paid by any Chinese person immigrating to Canada, beginning in 1885. The tax was designed to discourage Chinese immigration.
- **Indian:** an outdated, colonial term to identify a First Nations person
- **Indian Act:** a set of laws passed by the Canadian government in 1876. It was designed to control First Nations people.
- **Indian Agent:** a government-appointed official with the job of enforcing the Indian Act on a reserve
- **Internment:** imprisonment for political or military reasons
- **Land claim:** an assertion of the right to an area of land based on either a treaty or the traditional use and occupancy of the land by First Nations, Métis, or Inuit
- **Picket line:** a boundary set up at the entrance of a place of work along which striking workers march—or picket. The purpose is to prevent supplies, finished products, or replacement workers from entering or exiting the workplace, effectively stopping production.
- **Potlatch:** a traditional ceremony held by Northwest Coast First Nations to celebrate weddings and births, to distribute wealth, and to mark the passing of names and titles
- **Racism:** discrimination against someone of a different race based on the belief that one’s own race is superior
- **Reserve:** land set aside under the Indian Act and treaty agreements for the exclusive use of a particular First Nation
- **Residential schools:** schools run by Christian churches with funding from the Canadian government. The purpose was to remove Indigenous children from the cultural influence of their parents for months or years at a time, and thereby assimilate them.
- **Status Indian:** a First Nations person registered under the Indian Act, a set of Canadian laws that the government uses to decide who has status and therefore Aboriginal rights
- **Strike:** a protest during which workers refuse to work
- **Truth and Reconciliation Commission:** an official committee that researched and documented what happened in the Canadian residential school system and that made recommendations for building respectful relationships between Indigenous and other Canadians
- **Union:** a group of workers joined together for the purpose of protecting or improving their working conditions

I DO: Review terms & ask students if they have any questions or concerns.

STUDENTS DO: Raise questions and/or concerns.

I DO: Answer student questions and concerns. Let them know that we will return to these terms several times throughout the unit.

I DO: Acknowledge and address the following “Teaching Considerations.”

TEACHING CONSIDERATIONS

- Students may be upset to learn about the history of discriminatory policies and actions of the Canadian government and the racism of private citizens. You may need to point out examples of positive change over time and encourage students to contribute to change through their actions. It might be a good opportunity to introduce Canada’s efforts to move toward reconciliation.
- Students may feel self-conscious about identifying with a group that has been historically discriminated against in Canada.
- Students may feel defensive about being part of a group that has contributed to historical injustices in Canada.

Let students know that this unit is not intended to make them feel bad or become defensive. Rather, it is intended to inform and educate them about past injustices so that they can become socially responsible and considerate citizens who will advocate for social justice and work toward reconciliation.

STUDENTS DO: Listen attentively.

I DO: Project and go over the “Find Out For Yourself” note-taking worksheet. Inform students that this template will guide them through upcoming lessons and that it will be their responsibility to pay attention and take notes to help solidify their learning. They will also draw upon their notes at the end of the unit, when they work in groups to complete an inquiry project.

Name: _____ Date: _____

Find Out For Yourself

As you work through this topic, use this chart to record examples of policies or actions by a government or individuals that discriminated against a group in Canada.

Policy or Action	Causes	Consequences

I DO: Have a helper give each student a copy of the note-taking sheet.

CLOSING: <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is the end of Social Studies.</p> <p>Ask students to file their note-taking sheets <u>inside</u> their binders so that they have them for our next Social Studies block.</p> <p>Cue ALL students to move on to the next activity/scheduled task</p>	<p>Wrapping it up! (5 min)</p>
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REFLECTION

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>Prior to this lesson, I had conversations with my practice evaluator about ensuring that I discuss and clarify with the students what was meant by “Canada” in the context of this lesson and unit. Although I had already planned on doing so, I thought it was best that I incorporate an extra slide at the beginning of the slideshow to guide instruction and have a visual that students could follow. This was a wise choice as it got the message across and allowed me to springboard into conversations about this unit’s seriousness and how it might make some uncomfortable and/or initiate different feelings and reactions. I was able to clarify that the intent was not to make them feel guilty if they were members of the dominant group culture (i.e. of white European ancestry) or less than or sad if they were part of a minority group culture, but to educate them on the history of Canada so that past mistakes are never repeated, and so that we can all learn from the truth, make strides towards reconciliation, and advocate for what is just and right (social justice education). Students seemed to take this message well, but I think the seriousness of the issue also intimidated many as they were relatively quiet during the lesson and some were reluctant to contribute too much to the discussion (i.e. during “Say Something”). Still, overall and as a class, we had a rich discussion and many ties and cross-curricular connections were made to the current novel study (The Barren Grounds), to past curricular content (the Fur Trade), and to school-wide events such as Orange Shirt Day and Truth & Reconciliation week.</p> <p>In the future, if I were to teach this lesson again, I would enlarge different images from the Pearson textbook that touch upon the issues that were discussed and that will be up for discussion in this unit (i.e. treaties, residential schools, the Indian Act, internment camps, slavery, unfair treatment of South and East Asian immigrants, etc.) and place them around the classroom. Students could then be given the opportunity to get up, move around, look at the images, and place sticky notes on them asking questions or sharing their feelings, thoughts, and/or reactions.</p> <p>As my coaching teacher and I discussed, this addition to the lesson may get students to ‘buy in’ more and take the initial pressure off of voicing their thoughts, feelings, ideas, or questions aloud with regard to such serious (and perhaps new-to-them) issues and events—anything that will help bring this heavy content down to the students’ level will be beneficial to student learning and understanding.</p> <p>Overall, I think that I approached and handled this important curricular content and big idea well. I am proud of my professional conduct and my ability to answer difficult and sensitive questions about discrimination, inequality, and Canada’s unfair treatment of minority groups. I will continue to do my best when it comes to bringing truth and reconciliation and social justice education into the classroom.</p>