

Lesson Plan

Grade	First Nations Studies 12	Topic	Inquiry: Chilcotin Conflict
Date		Allotted Time	80 min
Cite sources used to develop this plan: Campbell, K., Menzies, C., & Peacock, B. (2003). <i>B.C. First Nations studies</i> . Victoria: British Columbia Ministry of Education. Welcome. (n.d.). <i>We do not know his name: Klatsassin and the Chilcotin War</i> . Retrieved November 1, 2013, from http://canadianmysteries.ca/sites/klatsassin/home/indexen.html			

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

This inquiry will build on the students' knowledge of B.C. First Nations culture and the events and circumstances which impacted them (especially colonization, the gold rush, etc.). This knowledge is essential to understand current events and circumstances of B.C. First Nations, and will hopefully broaden students' awareness of B.C. History and Aboriginal understandings.

The terms: war, massacre, uprising/rebellion/revolt, terrorism, resistance, and murder are also very relevant to students' lives. These terms are used constantly in media and current events, and an understanding of the meanings of these terms will increase their understanding of events that are currently shaping our world (or have in the past).

2. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

- A1: Apply critical thinking- including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position- to make reasoned judgments about a range of issues, situations, and topics.
- C3: Assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of land-based fur trade up to Confederation.
- C5: Analyse the varied and evolving responses of First Nations peoples to contact and colonialism.

3. **Assessment**

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
1) The definitions of war, massacre, uprising/rebellion/revolt, terrorism, resistance, and murder.	1) Group brainstorm on chart paper: responses	1) Students discussing ideas, appropriate definitions, examples, sentences, and non-examples.
2) How disease, the gold rush, different world	2) Group completion of worksheet #1	2) Incorporation of information they have

<p>views, and colonial government policy affected the Tsilhqot'in people.</p> <p>3) Details about the Chilcotin Conflict, and how this "evidence" can be interpreted to deepen our understanding of the events and decide whether or not it was a war.</p>	<p>3) Worksheet #2. Group Discussions Group Presentations Reflection Journal</p>	<p>previously learned, as well as from the text and evidence provided. Thoughtful connections.</p> <p>3) A deep understanding of both sides of the conflict and how they viewed the events. Clear understanding of the meaning of war (and other definitions)</p>
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4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

Resources:

- Computer & projector set up
- Powerpoint

Materials:

- Chart paper (5) with words: war, massacre, murder, resistance, terrorism.
- 5 different coloured markers (1 per group)
- Group packages (Intro, Evidence, Worksheets)
- Photocopies of documents (5)
- Dictionaries at each station

Preparation:

- Outline written on the board (1. Story time, 2. Definitions activity, 3. About the conflict, 4. Group Analysis & Decision, 5. Presentation, 6. Reflection Journal)
- Chart paper words written (+ example using "murder") at the front.
- Papers taped to walls
- Load ppt. on computer, set up projector.
- Desks in groups of 5: Names of group + package of info already set on the desk.

5. Lesson Development	Pacing
<ul style="list-style-type: none"> • Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Start by reading the story from <i>We do not know his name: Klatsassin and the Chilcotin War</i> (included in my notes).</p> <ul style="list-style-type: none"> • Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills</i> 	<p>2 minutes</p>

<p><i>and/or attitudes needed to meet the outcome?</i></p>	
<p>1. Definitions Activity: Group (5) brainstorms on chart paper. 2 minutes at each station (5), and then move to the next. Rounds: 1) Definition for word; 2) Example(s); 3) Sentence using the word; 4) Non-example(s); 5) Anything else to add.</p>	<p>15 minutes</p>
<p>Discuss the results of the activity with the class. Add anything that might be needed to clarify, etc.</p>	<p>5 minutes</p>
<p>2. Learn More Powerpoint: Overview of conflict, map, photos, "facts"</p>	<p>10 minutes</p>
<p>3. Analysis & Decision (in groups) Read through the resources + textbook to complete the handouts</p> <p>Analysis: -List the evidence that supports it being called a war. -List the evidence that does not support it being called a war.</p> <p>Decision: -Decide if <i>you</i> would call the conflict a war - If you decide it was not a war, what label would you give the conflict?</p>	<p>30 minutes</p>
<p>4. Presentation As a group, students will need to tell the class what they have decided and why. What are the key points which back up your decision?</p> <ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> 	<p>8 minutes</p>
<p>5. Reflection Journal Students will reflect on the following questions (individually): <i>What are your personal views on what the Chilcotin conflict was? Why? Are they different from what your group came up with?</i> <i>What is the most memorable or interesting thing you learned today?</i></p>	<p>10 minutes</p>

6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

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Learning/behaviour difficulties: Students are pre-assigned groups which will allow those students with difficulties to get help from and participate with those students who are stronger academically.

Adaptations:

- Additional documents printed for students who would like more information (if they finish reading & analysis early or want some more information/sources to come up with their answer)
- If time is running short, the closure will be groups presenting, rather than the reflection journal.