** LESSON PLAN TEMPLATE**

**Candidate’s name:** Mikeila Oliveira

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| Grade/Class/Subject: | Humanities 8 | School: | PGSS |
| Date: | Monday, February 27 | Allotted Time: | 80 mins |
| Topic/Title: | Feudalism | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *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.* |
| The purpose of this lesson is to follow up from Thursday’s lesson on the Battle of Hastings where we ended with the note that the Norman Conquest resulted in significant political and social changes in present-day England. We will be covering feudalism, specifically, the feudal system and the feudal pyramid. |

1. **CORE COMPETENCIES**

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

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| **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.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | There are various breakout group-esque tasks throughout this day which target communication, collaborating, critical thinking, and reflective thinking. Students will be working as a class or in their table groups to brainstorm answers.  Students will also use critical thinking and reflective thinking skills during their assessment. The assessment is prompted with a ‘why’ question and a choice between two sources, to analyze one. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** [First Peoples Principles of Learning](http://www.fnesc.ca/first-peoples-principles-of-learning/) (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| 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.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | Students will explore the Lheidli T’enneh governance structure. This will provide them with the opportunity to analyze aspects of generation roles (ie: hereditary chiefs). All the pyramids that we look at during this class will review the relationships between groups of the pyramids observed. Students will be provided with a various new ideas and it will be important to remind them that their learning will take time and concepts may not make sense initially. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Essential Q throughout this unit: When comparing the Middle Ages to current society, what is different and what has stayed the same?  Contact and conflicts between peoples stimulated significant cultural, social, political change  Human and environmental factors shape changes in population and living standards. |

1. **LEARNING STANDARDS/INTENTIONS**

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

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| Students are expected to characterize different time periods (feudal Europe, modern wealth, present-day indigenous governance) and identify key features of similarities and differences (continuity and change) | Changes in population and living standards; social, political, and economic system and structures, including those of at least one indigenous civilization. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, descriptive or otherwise, and other forms of 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?* |
| Students’ ‘What Do You Know’ Assessment will be assessed using a proficiency scale that was created by my coaching teacher and me. I will collect them and return to students with feedback by Thursday (Wednesday T-block used for students who missed). 🡪 formative  During the class, I will use observations and conversations to assess learning. 🡪 during thinking question (full class and cycling around classroom during group time) 🡪 formative |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *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.* |
| The students in my class who have an IEP require most of their assistance with scribing. One student thrives in a group that is predetermined, so he will join the group where he is successful. The other students work well in the table group that they are at, and there is a classmate at the table who can scribe their ideas. The popsicle stick activity will be an aid to students with strong spacial learning styles, lecture for those who are auditory, and images for visual learners. Notes have been modified for students who can fill out important information and for those who follow along with a highlighter. There is space in the classroom to move students around if distractions such as conversations with peers becomes too distracting for the learning environment. There will be opportunities to listen, speak, and write. The assessment give students the opportunity of choice of question, as well as freedom to write or aid their answer with drawings and labels. |
| **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.* |
| PowerPoint, notes package, popsicle sticks with role, assessment sheets printed, assessment example created, song of the day loaded and ready to go, video on feudalism (incase needed for end of class), mini whiteboards and a marker per group. |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *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* | Greet students at door from warning bell to start of class bell  Land acknowledgement, ☺☹, plan for the day  Guess the Song Hook 🡪 walk to wall if you know it | 5 min (before start of class)  3 min  4 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | “What Do You Know – Battle of Hastings” Assessment   * Show students an example of what I am looking for that I have made * Read instructions to students and confirm understanding of task * Students complete assessment and then work on their coat of arms creation once assessment is handed in.   Feudalism Notes/Discussion   * Students have notes package that goes along with a corresponding PowerPoint that I have created to aid in the lecture * Notes prompted with thinking questions and sections for group collaboration in this order: * Ask the Q of does land = wealth? Is it the form of all wealth? What are other forms of wealth? (whole class) * Venn Diagram to analyze Knights Oath with Canadian Citizenship Oath (table groups – then I show an example from the class) * Filling out the feudal pyramid with roles of the groups, students will pick one popsicle stick from a cup. There are 22 peasants (serfs and freeholders), 3 knights, 2 nobles, 1 queen, and 1 king. 🡪the students will the organize themselves by their role and this will provide a visual of the population distribution of power and control. When in their groups I will pose a question such as, “Can the queen and one serf woman step forward. Who do you think had more freedoms in this period? Students will stand behind who they think would and then one person from the queen side will say why and on from the peasant (if there are any) and plea their case. I will follow with things to think about such as, the peasants having relations with who they please, whereas queens were arranged for the most part; the aspect that are they both tied to the last? * Analyzing the global wealth pyramid 🡪 q’s on one mini whiteboard per group and share out to the class. * Lheidli T’enneh governance organization and feudal system of governance Venn Diagram | 15-20 min  45-55 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | If need more material   * Video on feudalism and students write 1 take away and 1 question they have * Discussion on medievalism 🡪 media depiction of the medieval times vs reality (ex: Shrek, GoT, Robin Hood, DnD, Assassin’s Creed, dragons, elves, wizards, fantasy ideas… what is “Hollywood” or “fairy tail” and what is historically evident?) 🡪 why it is important to know about historical fact vs fabrication   Remind students that they will have feedback from their What Do You Know Assessment by Thursday; T-block Wednesday used for students who missed Monday. | 1 min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *Are there specific focus points you’d like to include in a pre-conference?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| I will reflect after the lesson in more detail after:  Having ran a couple lessons like this with this class, I think that they will engage well with the material 🡪 their engagement sometimes lengthens discussion and sometimes does not, so I may have too many materials to run through… whatever doesn’t get covered, can be pushed to Tuesday.  Post Lesson Reflection:   * The assessment took longer than anticipated so I only got through 2/3 of my lesson plan. The material that wasn’t covered will be moved tomorrow. I did not account for the length that my explanation of the assessment would take. I am going to work on receiving feedback from the students to gather their understanding and where I might need to explain better or differentiate the teaching method. * Overall, the lesson went well. I will account for timing the next time I do this assessment. I look forward to finishing this lesson tomorrow and reenforcing the learning from today! |