

Lesson Plan Title	
Date	
Subject	Social Studies Grade 4
Topic	Strategies Saskatchewan people have developed to meet challenges presented in the natural environment
Essential Question	How has farming evolved and why?
Materials	Primary Resource – Explore Sask Ag - https://exploresaskag.ca/ https://exploresaskag.ca/past/settlement/settlement-overview/laptops KLWS sheet Jigsaw organizer sheet

Stage 1 – Desired Results – you may use student friendly language	
<i>What do they need to understand, know, and/or be able to do? What is the purpose of the lesson?</i> <i>Students will understand that before the arrival of Europeans, land was used by First Nations people. With the arrival of Europeans came a development of farming technology and the diminishing of way of traditional First Nations life (and finally the disappearance). Technology allowed fewer people to do more work and more land came into agricultural use.</i>	
<i>How does your lesson promote or incorporate...?</i>	
Broad Areas of Learning:	
<input checked="" type="checkbox"/> Sense of self, community, and place	How? The settlement overview will give students the opportunity to understand the Saskatchewan that existed prior to the present, and also to better understand the community in which they currently live. Seeing technology through a historical lens allows students to value lifelong learning, as many developments were initiated by the farmers themselves – bringing home the lesson that any person can do something themselves.
<input checked="" type="checkbox"/> Lifelong learners	
<input type="checkbox"/> Engaged Citizens	
Cross-Curricular Competencies:	
Goals to develop Thinking <input checked="" type="checkbox"/> Think & learn contextually <input type="checkbox"/> Think & learn creatively <input checked="" type="checkbox"/> Think & learn critically	How? Students will consider the context of the technological developments and the reason that they occurred.
Goals to develop Identity and Interdependence <input type="checkbox"/> Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually) <input type="checkbox"/> Understand, value, and care for others <input type="checkbox"/> Understand and value social, economic, and environmental interdependence and sustainability	How?
Goals to develop Literacies <input type="checkbox"/> Construct knowledge related to various literacies <input checked="" type="checkbox"/> Explore and interpret the world using various literacies <input type="checkbox"/> Express understanding and communicate meaning using various literacies	How? Students will use viewing literacy and interpret the visual and the description to develop an understanding of changes in farming over the years.
Goals to develop Social Responsibility	How?

<input type="checkbox"/> Use moral reasoning processes <input type="checkbox"/> Engage in communitarian thinking and dialogue <input type="checkbox"/> Take social action	
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Outcomes and Indicators (cut and paste from curriculum.gov.sk.ca)

RW4.1

Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

Indicators

- (g) Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.

Treaty Outcomes and Indicators:

HC43 : Explore the historical reasons why people entered into treaty.

Indicator

→ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan.

<p>FNMI</p> <p><input type="checkbox"/> Content</p> <p><input type="checkbox"/> Perspectives</p> <p><input type="checkbox"/> Ways of knowing</p> <p>TRC:</p>	<p><i>Details</i></p> <p><i>Prior to the concept of “agricultural” in the colonial sense, students will understand the First Nations of the prairies utilized the land, but not seen through a settler lens.</i></p>
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PGP Goals: intended to be chosen by teacher candidate to reflect focus of instruction and of student group

- 1.
- 2.
- 3.

Assessment FOR Learning (formative)

(Assess the students during the learning to help determine the teacher’s next steps.)

<input type="checkbox"/> work samples <input type="checkbox"/> observations <input type="checkbox"/> journals <input checked="" type="checkbox"/> exit slips <input type="checkbox"/> learning centers <input type="checkbox"/> anecdotal records <input type="checkbox"/> checklist <input type="checkbox"/> games <input type="checkbox"/> conferences or interviews <input type="checkbox"/> portfolios	<p>[Please select a strategy, considering how it relates to the curriculum outcome, and explain how you will do this. For example, if you choose observation – state what you expect or hope to observe.] How will you record this?</p> <p>The KWLS chart and the jigsaw organizer will serve to identify both what students need to learn yet and what they want to learn about.</p>
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x questioning
(This is a small sampling
of strategies. You can do
something different.)

Assessment AS Learning

(Guides and provides opportunities for each student to monitor and critically reflect on his/her/their learning and identify next steps) (e.g. self-assessment, peer assessment)

Not this lesson

Assessment OF Learning (summative)

Assess the students after learning to evaluate what they have learned

Not this lesson

Stage 3 – Learning Plan

Motivational/Anticipatory Set (introducing topic in a way that engages students, piques their curiosity)

- Essential question
- Song
- Story
- Diagram/photo/video clip
- Gif
- Action/scenario
- Object
- X website

*These are only a few ideas.
Specify what you chose to get
students interested.*

Details:

- Have students complete the first section of the KLWS sheet.
<https://exploresaskag.ca/wp-content/uploads/2021/04/KWLS-1.pdf>
- Let the students know that they will learn about how farming has evolved and why.
- Share the following website with students that provides an overview of the settlement of the Canadian prairies.
<https://exploresaskag.ca/past/settlement/settlement-overview/>
- It is important for students to understand that the prairies were not empty; they were already populated. The following website takes students through the life of Indigenous peoples before settlement began.
<https://exploresaskag.ca/past/settlement/indigenous-peoples/>
- Now the students can complete any other sections of the KLWS sheet that they feel confident about.

Main Procedures/Strategies (Step by step)

How do your students know what the target of the lesson is?

1. To transition to the lesson part, let students know that they will become “experts” in a particular section of farming equipment. Let students know the group that they are in (groups created ahead of time) and assign the section. They will use the following organizer to complete their jigsaw:

<https://exploresaskag.ca/wp-content/uploads/Activities/Simple%20Lessons/Jigsaw%20Organizer.pdf>

The sections can be found at <https://exploresaskag.ca/evolution/farm-equipment-explosion/>

- Tractors
- Tillage equipment
- Seeders
- Sprayers
- Harvest equipment

2. Give students 10 minutes to explore each section and 10 minutes to discuss some of the main points. They will be sharing with the class, so they should decide the important points they would like the rest of the class to know.
3. Each group will have 2 minutes to share what they learned.
4. Each student must hand in the jigsaw and the KLWS sheets.

Strategies – KWLS chart & jigsaw organizers – both are graphic organizers; viewing for meaning; group work – jigsaw; Discussion – small group

<p>Adaptations/Differentiations (this should be a part of every lesson - consider your students):</p> <p>Content</p> <p><input checked="" type="checkbox"/> Resource</p> <p><input checked="" type="checkbox"/> Questions asked</p> <p>Process</p> <p><input type="checkbox"/> Instructional strategy</p> <p><input type="checkbox"/> Assessment technique</p> <p><input checked="" type="checkbox"/> Working group</p> <p><input type="checkbox"/> Trigger warning given</p> <p>Product</p> <p><input type="checkbox"/> Individual conferences</p> <p><input type="checkbox"/> Reduced assignment</p> <p>Environment</p> <p><input checked="" type="checkbox"/> Separate space</p> <p><input checked="" type="checkbox"/> Earbuds</p> <p>Quadrant needs addressed:</p> <p><input type="checkbox"/> Spiritual</p> <p><input checked="" type="checkbox"/> Emotional</p> <p><input checked="" type="checkbox"/> Physical</p> <p><input checked="" type="checkbox"/> Mental</p>	<p>Specifics</p> <p>The key resource uses visuals. The teacher may have to read sections to the class, but there will a visual to rely on.</p> <p>Students are linking this information to prior knowledge.</p> <p>Groups are pre-constructed for optimal interactions (and to decrease friction).</p> <p>If necessary, a student may be allowed to work individually, either in a separate space or using earbuds.</p>
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<p>Closing of lesson (the following are examples)</p> <p><input type="checkbox"/> Exit slip</p> <p><input type="checkbox"/> One minute essay</p> <p><input type="checkbox"/> Journal entry</p> <p><input type="checkbox"/> Add to anchor chart</p>	<p>Details</p> <p>Ask students to share one thing they learned that they may not have seen on a farm or at a museum.</p>
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Name of Teacher Candidate: _____ Sample Lesson written for EDLC 101 Fall 2023 by Kathy Pryor-Hildebrandt

<input type="checkbox"/> Self-assessment (achievement of "I Can" statements) <input type="checkbox"/> Essential question <input checked="" type="checkbox"/> Round up discussion	
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Personal Reflection

How was the lesson effective/not effective?

Changes made to the lesson while teaching?

Suggestions for a future lesson this topic:

KLWS chart:

BEFORE Exploring Agriculture in Saskatchewan

What I already KNOW

What I WONDER ABOUT

AFTER Exploring Agriculture in Saskatchewan

What I LEARNED

What I STILL WANT TO KNOW

The graphic organizer is a large rectangle divided into four quadrants by a central horizontal and vertical line. The top half is titled 'BEFORE Exploring Agriculture in Saskatchewan' and the bottom half is titled 'AFTER Exploring Agriculture in Saskatchewan'. Each half contains two columns: 'What I already KNOW' and 'What I WONDER ABOUT' on the left, and 'What I LEARNED' and 'What I STILL WANT TO KNOW' on the right. The top-left corner features an illustration of a hand holding green seeds. The top-right corner shows three chickens. The middle-left area has three piglets. The middle-right area shows wheat stalks. The bottom-left corner depicts three cows. The bottom-right corner shows a red combine harvester in a field. The entire graphic is decorated with various agricultural icons and illustrations.



Jigsaw

My Expert Group:	My "Jigsaw" Group:
3 things I learned from my research that I want to share: 1. 2.	Things I learned from my peers:
3.	Something I still have questions about: