

Lesson Plan

School of Education and Professional Learning



Topic: Water in Canada	
Course: Social Studies	Grade Level: Grade 8
Unit: TDB	Teacher: Brianna Elliot Date: TBD

Rationale - Curriculum Expectations:

Overall Expectation(s) addressed: 1. Assess the personal, social, and/or environmental impacts of a system and/or alternative ways of meeting the same needs 3. Demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operations	Specific Expectation(s) addressed: 1.2. Assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into considerations 3.1. Identify various types of systems
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Learning Goal(s):

Students will be able to: <ul style="list-style-type: none"> ✓ Explore Indigenous perspectives on water ✓ Analyze case studies that address issues of Canada’s water and sanitation, and in particular, the status of water on Canada’s First Nations Reservations 	Success Criteria: I can: <ul style="list-style-type: none"> ✓ Identify at least 1 water issue in Canada ✓ Describe main idea from ‘Indigenous Right to Water’ video ✓ Describe main idea from ‘Story of Bottled Water’ video
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Key/Essential Questions for Lesson:
 1. Water issues have been in the forefront for Indigenous people for decades, yet it is just now that we are starting to hear about these issues. How can we all make a difference regarding water?

Assessment/Evaluation:

Diagnostic: class discussion and observations
 Formative: ‘Story of Bottled Water’ presentations, journal entry
 Summative: none

<i>Lesson Sequence</i>	Time	Activities / Planning
Activating Student Learning		I. Two Eyed Seeing - Bringing the best of science and Indigenous knowledge, having multiple tools to solve problems - Students make a triangle with both hands and look through at something: close one eye at a time shifts perspectives. We need both perspectives to see the whole picture. Students will use this framework throughout the lessons II. Water in Canada - On the board, write the phrase “In Canada, water is...” The class has three minutes to give answers. Write answers on the board.
Developing Student Learning		III. Safe Water to Drink - Watch the video ‘The Story of Bottled Water’. Split students into small groups and have them create a summary of the video in any format they choose (writing, illustration, oral, re-tell, performance). Have student groups present summary to the class. After each performance, conduct a peer assessment where students offer constructive criticism. After all the groups have presented their

		<p>summaries, discuss the issue in the large group to consolidate understanding</p> <ul style="list-style-type: none"> - Teacher Prompt: Are there any common values between Indigenous worldviews and the viewpoint expressed by Annie Leonard in the video? - Background Information: Indigenous peoples believe that the water and land must be protected and preserved for all the benefit of the next seven generations and for the future of all humankind. Annie Leonard speaks about preserving the Earth and ensuring that everyone has access to clean water - Teacher Prompt: How does the story of bottled water affect your life? What impact does bottled water have on your community? Does this issue have a positive or negative image for First Nations, Metis, and Inuit people? - Background Information: Annie Leonard says that governments should ensure that everyone has access to safe water. However, there are many hundreds of on-reserve communities that do not currently have access to clean water <p>IV. Indigenous Right to Water</p> <ul style="list-style-type: none"> - Watch ‘The Indigenous Right to Water’ video. Students break into small groups (3-4) and discuss what points in the video were most impactful to them. The teacher circulates to collect the focus of each group and ensure they are on track <p>V. Water Magic Trick</p> <ul style="list-style-type: none"> - To reengage students, the teacher will perform the following magic trick, see references for instructions <p>VI. Case Studies</p> <ul style="list-style-type: none"> - As a class, look at the cases of Saddle Lake, AB and Kashechewan, ON in the PowerPoint presentation titled “A Tale of Two Communities” (see resource) - Extension: discuss local water quality issues
Consolidating Student Thinking		<p>VII. Reflections</p> <ul style="list-style-type: none"> - Have the students complete a water journal entry: “Is Canada doing enough to give ALL people access to clean, healthy drinking water? What can be done to improve the water situation in Canada?”

Accounting for Learner Diversity:

- Group work
- Individual work
- Visual/auditory activities

Materials Needed:

- ✓ Cups x 3
- ✓ Water
- ✓ Chart paper
- ✓ PowerPoint Presentation

References:

A Tale of Two Communities
https://static1.squarespace.com/static/583ca2f2d482e9bbbf7dad9/t/58d5af20c534a536b88971fb/1490399013072/A_Tale_of_Two_Communities_powerpoint_lesson%2B7.pdf
 Water Magic Trick *PREP BEFORE CLASS*
<https://www.youtube.com/watch?v=dYjNHtF8A1M>