



Unit Planner

Overview		
Subject:	Social Studies	Topic:
Unit Overview:	This unit explores British Columbia's path to becoming part of Canada, focusing primarily on the Pacific Coast and the development of the Canadian Pacific Railway in BC's development. Students will explore factors that influence the potential of the land and the people they do. There is some overlap between this social studies unit and language arts as well.	
Grade:	4	
Unit Duration:	3-4 Weeks	Date:

Stage 1 – Desired Results

Big Ideas

British Columbia followed a unique path in becoming a part of Canada.
The pursuit of valuable natural resources played a key role in changing the land, people and communities of Canada.

Core Competencies

Critical and Creative Thinking
Communication

Stage 1 – Desired Results

Concepts	Unit Understandings	Transfer Goals
Cause and consequence Perspective Change	Students will understand that... <ul style="list-style-type: none"> Communities developed in different ways and changed over time The Gold Rush played a part in BC becoming part of Canada The Canadian Pacific Railway connected BC to the rest of the country 	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Think critically about historical events Identify causes and consequences of decisions in Recognize factors that influenced the development created change within, communities

First Peoples Principles

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 Learning involves the consequences of one's actions.
 Learning is embedded in memory, history, and story.

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supported?

Curricular Competencies

Students will be skilled at... <ul style="list-style-type: none"> Differentiate between intended and unintended consequences of events, decisions, or developments and speculate about alternative outcomes (cause and consequence) Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) 	Students will know the... <ul style="list-style-type: none"> Economic and social history of British Columbia and Confederation The history of the First Peoples of British Columbia Physiography of British Columbia
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Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:

Culminating Performance Task(s) at the end of the unit to show understanding

Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

GOLD RUSH - (adapted from Connections Canada – Outlooks 5 (Oxford Publishing))

Goal – to show your understanding of how some communities can thrive and survive while others can bust

Role – Barkerville Residents in 1863

Audience – Community Members

Situation – You are a long-time resident of Barkerville and really like your town. The Gold Rush is going to end soon and you are worried that many people are going to leave and your town is going to struggle to survive. With a small group of fellow townspeople, you need to analyze the problems facing the community and then find some possible solutions to keep the town going. You will need to think about how the community will need to change in order to survive, while also thinking about land features and natural resources available.

Product – Create a plan to show how you can keep Barkerville thriving.

OTHER EVIDENCE: Assessing for Knowledge

Students will show they have acquired Stage 2

- Teacher Observation
- Exit Slips
- Interviews
- Check Ins
- Group Discussions

Assess: Know & Do

Summative:

Final assessments of knowledge and skill at the end of the unit

Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning

Checkpoint

Teachers should consider how this

- Quizzes
- Respond to Essential Question: What does the study of natural resources help us to understand about British Columbia's history?

- Teacher Observation
- Exit Slips
- Interviews
- Check Ins
- Group Discussions
- Class Work

Stage 2 – Evidence: Assessing for Understanding

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students.

Why do communities develop where they do?

Lesson One – Why do we settle where we do?

Talk about features of the local community (land, resources, etc); Why do you think Vancouver is where it is? Extend to other communities.

Think back to the 1800s – show historical photos of Vancouver and discuss why people may have come here in the first place

Discuss early First Nations villages and where they tended to be, in relation to resources

Have students generate a list of the 'must haves' that people need to get them to settle in a place.

After discussion, have students answer essential question on post it notes, and post in class.

Lesson Two – How did people in the past get around?

Show historical photos of Canada and discuss how people got around – there were no cars, roads (as we know them today), so how did people get around?
Canada – Outlooks 5 (Oxford Publishing)

Options for follow up activities- Try This page. 118, or Think for Yourself, p. 119

Lesson Three - How did people in the past get around? – The Canadian Pacific Railway

Using the THIEVES strategy from Adrienne Gear (Non-Fiction Reading Power) read information about the Railway on pages 122-125 of **Con** pages and allow students to highlight and write questions as they read. For students with written output challenges, give them a 'code' to use next to things you are unsure of, or have a question about; draw a star next to things you have a connection to.

This will likely take two lessons – one to preview with THIEVES and one to read in its entirety.

Follow up – revisit essential question – Why do communities develop where they do? With this new information, what do students think now? changed now? Have students put old post it notes on “I Used to Think” side of handout and use a new post it to record the “Now I Think” to s

I Used to Think...	Now I Think...
Insert post it note from Lesson One here	Insert new thinking here

Why do some communities survive while others bust?

Lesson Four:

Show students two communities that are on the railway line in BC – one that is still thriving, and one that is not. Use maps (perhaps topographic) to discuss ideas about what has happened to the communities. Link back to discussions from Lesson One.

Lesson Five: Zoom in on Barkerville.

Using the THIEVES strategy from Adrienne Gear (Non-Fiction Reading Power) read information about the Gold Rush on pages 147 - 151 of (the pages and allow students to highlight and write questions as they read. For students with written output challenges, give them a ‘code’ to mark next to things you are unsure of, or have a question about; draw a star next to things you have a connection to.

This will likely take two lessons – one to preview with THIEVES and one to read in its entirety.

Extension Activity – What we know about Barkerville and the Gold Rush? Create an on-going class chart recording what we have learned about

Lesson Six: Zoom in on Barkerville

Using articles, books or websites, gather more information about Barkerville and the Gold Rush. Share stories with students and add to on-going chart about the Gold Rush. Use THIEVES strategy to read information.

Revisit list from Lesson One of what students thought were the ‘must haves’ for a community and the essential question of ‘Why do Communities Survive? Repeat “I Used to Think, Now I Think Activity” from lesson three, so students can add their new thinking.

What does the study of natural resources help us to understand about British Columbia’s history?

Lesson Seven:

Discuss what a natural resource is – brainstorm a list with students. Support this discussion by reading/showing some non-fiction books about

to science unit on Natural Resources. Gold is a mineral.

Discuss with students why people want/need natural resources? Discuss how natural resources are not infinite – they eventually run out. Link development and the demise of the Barkerville community.

Possible Activity – create a timeline showing the rise of Barkerville, but leave the end blank for a future lesson on the fall of Barkerville.(Student

Add to on-going class chart recording what we have learned about Barkerville and the Gold Rush.

Why do some communities survive while others bust?

Lesson Eight - discuss the fall of Barkerville. Using a book or article, use THIEVES strategy to learn more about the fall of Barkerville. Point

Add to on-going class chart recording what we have learned about Barkerville and the Gold Rush. Also add to timeline – the fall of Barkerville

Ask students to choose the reason they think contributed the most to the bust of Barkerville and explain why.

Lesson Nine – GRASP Task

Resources:

Textbook:

Connections Canada – Outlooks 5 (Oxford Publishing).

Reading Power – Non Fiction by Adrienne Gear

Online Articles:

<http://www.cariboogoldrush.com/barker/>

<http://www.thecanadianencyclopedia.ca/en/article/barkerville/>

<http://cariboogoldrush.csp.net/site/en/pdf/GRADE5intro-Teacher.pdf>

<http://www.barkerville.ca/about-us/#history>

<http://knowbc.com/farwest/Books/Far-West/Contents>

Books:

Barkerville: British Columbia's Heritage of Gold by Chris Harris

British Columbia: Provinces and Territories by Trudie BonBernard

Gold Rush Fever: A Story of the Klondike, 1898 by Barbara Greenwood

Far West: The Story of British Columbia by Daniel Francis

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?
