

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

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| Unit Title: <u>Cariboo Runaway SS/Novel Study</u> | Number of Lessons: <u>8</u> | Time (in weeks): <u>2</u> |
| Name: <u>Tamsin Bell, Donri Helmer</u> | Subject(s): <u>Social Studies</u> | Grade(s): <u>5</u> |

Lessons 1-4: Donri Helmer

Lessons 5-8: Tamsin Bell

RATIONALE

The purpose of the unit is to teach students the challenges that families faced during the Cariboo Gold Rush, and how immigration influenced the development of natural resources in the area. This is important because it provides a baseline understanding for students about British Columbia's heritage.

OVERVIEW:

This unit is supplemental to the class English Language Arts novel study on *Cariboo Runaway*, that will be facilitated by the Teacher Mentor. In its entirety, the unit includes two weeks' worth of instruction. Throughout this unit, important themes from the novel will be explored, including the challenges of travelling the distance of the Cariboo Road. Students will also learn about Barkerville and its growth as a result of the Gold Rush, including contributions of Chinese immigrants. They will also study the towns along the Cariboo Road and how each was established.

**** Please note that at this point, the Teacher Mentor will have taken over the novel study in English Language Arts and the following four lessons are developed around the topics that the chapters include. ****

During the second half of this unit, students will complete a historical figure analysis of Sir James Douglas and Sir Matthew Baillie Begbie, effects on the Land for First Nations, transportation, and Fort Victoria. This unit includes a variety of lesson activities to engage students in their learning. The lessons include the following activities: analyzing videos, comparing distances on maps, a video listening activity, a mapping game, and a jeopardy style review game. Students will also create a fake Facebook Profile page for Sir J. Douglas or Sir M.B. Begbie, a journal response, collaborating in groups to plan a packing list for a journey on foot on Cariboo Road, and creating a brochure for Fort Victoria.

OUTCOME STATEMENTS

- ❖ ***By the end of this unit, students will be able to:*** understand the challenges of travelling the Cariboo Road
- ❖ know how Barkerville, BC is connected to the Cariboo Gold Rush
- ❖ know the locations of towns along the Cariboo Road
- ❖ understand the role of Chinese immigrants in the Cariboo Gold Rush, and the challenges they faced in a new country

- ❖ **By the end of this unit**, students will have a deeper understanding of the ways that Sir James Douglas and Sir Matthew Baillie Begbie were influential to the colony of British Columbia.
- ❖ **be able to** explain First Peoples' connection to the land and natural resources.
- ❖ describe the impact of European settlement on the land for First Peoples.
- ❖ identify the main modes of transportation used on Cariboo Wagon Road.
- ❖ identify why Fort Victoria's location was chosen for a fur trading post.

GENERAL ASSESSMENT METHODS (Overview)

- The unit will be assessed throughout, using class list record sheets that are specific to the activity and individual teacher notes to assess *for* learning.
- Students will be given opportunities for self-assessment in some of their Gold Rush Journal activities. (self-reflection, assessment *as* learning)
- At the completion of the unit, the teacher will provide a completed rubric indicating a final summative assessment *of* learning.
- Students may draw or verbalize to provide evidence of learning

CORE COMPETENCIES

| Communication | Thinking | Personal & Social |
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| <ul style="list-style-type: none"> ● group work involves constant communication, which will be implemented at various points throughout the eight lessons ● Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. <p>Students will practice communication throughout this</p> | <p>Creative thinking (Creating and Innovating)</p> <ul style="list-style-type: none"> ● By constructing a map <p>Critical and Reflective Thinking (Analyzing and Critiquing)</p> <ul style="list-style-type: none"> ● students will have to think critically about the video and other lesson presentations in order to effectively master the learning outcomes | <p>Personal awareness and responsibility</p> <ul style="list-style-type: none"> ● By working in groups for some of the lesson activities, students will grow confidence when sharing information and have an increased sense of self-worth. Students will learn to take ownership and responsibility within a small group setting, leading to security when |

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| <p>unit, helping them to make connections between the challenges of the Cariboo Road and the ease of modern travel. Students will learn from each other by listening to, and presenting information to their peers. They will acquire information from a variety of sources such as media and technology, and observe how each individual interprets this information.</p> <p>Collaboration:</p> <p>Students need to collaborate for certain lessons, helping them to realize the importance of interdependence and cooperation. Students will develop relationships that involve trust and responsibility.</p> | <ul style="list-style-type: none"> ● Students will have to reflect on their own connections between any prior knowledge of the gold rush and the new information they attain by working through the unit. ● By completing the lesson activities, students will analyze and critique data, question and investigate new information, design and develop visual representation of the Cariboo Road and some influential figures of the time. ● of the Cariboo Road, and making a media page for Sir Douglas or Sir Begbie, students will have a chance to be creative and express their learning in a variety of ways. (Visual representation of learning) | <p>sharing with the entire class.</p> <p>Positive personal and cultural identity</p> <ul style="list-style-type: none"> ● The lessons in this unit will allow each student to express their views based on personal identity and beliefs. They will be able to compare the rugged lifestyle of the gold rush days to the conveniences of modern times ● By participating in various group activities, students will learn about their strengths and abilities. They will have a chance to present their learning in verbal, written, digital, and artistic hands-on mediums. <p>Social Awareness and Responsibility</p> <ul style="list-style-type: none"> ● The lessons in this unit will help students build positive peer relationships that teach them to share their opinions in respectful ways ● Watching videos or participating in lesson activities will encourage students to take responsibility for being more aware of local environments with respect to First Nations culture. |
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| | | <ul style="list-style-type: none"> • Small group and class discussions within the lessons will offer students a chance to express their learning in a variety of methods |
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BIG IDEAS

(multiple subject areas for integrated unit)

| Social Studies | Language Arts | Science | Career Education |
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| <p>Natural resources continue to shape the economy and identity of different regions of Canada.</p> <p>Canada's policies and treatment of minority peoples have negative and positive legacies.</p> | <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>Language and text can be a source of creativity and joy.</p> | <p>Earth materials change as they move through the rock cycle and can be used as natural resources.</p> | <p>Public identity is influenced by personal choices and decisions.</p> |

LEARNING STANDARDS

(specific reference to unit/lessons is indicated in RED font)

| Curricular Competencies (Do) | Content (Know) |
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| SOCIAL STUDIES | |
| <p>CCSS1 - Use Social Studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions (learn about steamship travel, Cariboo Road)</p> <p>CCSS2 - develop a plan of action to address a selected problem or issue (learn new vocabulary, learn towns along the Cariboo Road)</p> <p>CCSS3 - Construct arguments defending the <u>significance</u> of individuals/groups, places, events, and developments (offer opinion on immigration, behaviour of gold miners)</p> <p>CCSS4 - Ask questions, corroborate inferences, and draw conclusions about the</p> | <p>CSS 1 - The development and evolution of Canadian identity over time. (changes brought about by the Cariboo Road)</p> <p>CSS 2 - Resources and economic development in different regions of Canada. (gold rush days, fools gold-iron pyrite)</p> <p>CSS 3 - Changing nature of Canadian immigration over time (Chinese immigration, Barkerville)</p> <p>CSS 4 - human rights and responses to discrimination in Canadian society (discrimination against Chinese immigrants)</p> <p>CSS 5 - First Peoples land ownership and use</p> |

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| <p>content and origins of a variety of sources, including mass media (evidence) (collaborate in small groups to complete group activities)</p> <p>CCSS5 - Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) (Think about how the gold rush changed British Columbia, how females were treated differently in gold rush times)</p> <p>CCSS6 - perspective: take stakeholders perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (consider the gold rush from First Nations, Chinese immigrant, and female perspectives)</p> <p>CCSS7 - make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (ethical judgement) (make judgements on pros and cons of the gold rush-human and environmental impact)</p> | |
| LANGUAGE ARTS | |
| <p>Comprehend and connect (reading, listening, viewing)</p> <p>CCLA1 - Access information and ideas from a variety of sources and from prior knowledge to build understanding (gain information on the gold rush from written text, images, video, and verbal discussion)</p> <p>CCLA2 - Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text (group and class discussion, asking questions)</p> <p>CCLA3 - Synthesize ideas from a variety of sources to build understanding</p> | <p>Story/Text</p> <p>CLA1 - forms, functions, and genres of text (written, video, audio, pictorial)</p> <p>CLA2 - perspective/point of view</p> <p>Strategies and Processes</p> <p>CLA3- reading strategies</p> <p>CLA4 - oral language strategies</p> <p>CLA5 - metacognitive strategies</p> <p>CLA6 - writing processes</p> |

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| <p>CCLA4 - Consider different purposes, audiences, and perspectives in exploring texts (consider views of miners, immigrants, and First Nations Canadians)</p> <p>CCLA5 - Apply a variety of thinking skills to gain meaning from texts (critical, creative, reflective thinking)</p> <p>CCLA6 - Identify how differences in context, perspectives, and voice influence meaning in texts</p> <p>CCLA7 - Explain the role of language in personal, social, and cultural identity (Chinese, First Nations)</p> <p>CCLA8 - Respond to text in personal and creative ways (group activity work)</p> <p>CCLA9 - Demonstrate awareness of the First Peoples cultures and purposes of First Peoples texts</p> <p>CCLA10 - Identify how story in First Peoples cultures connects people to land</p> <p>Create and communicate (writing, speaking, representing)</p> <p>CCLA11 - Exchange ideas and perspectives to build shared understanding</p> <p>CCLA12 - Develop and apply expanding word knowledge (Cariboo Road group map activity)</p> <p>CCLA13 - Use oral storytelling processes (sharing information from small groups and individuals with the class)</p> | <p>Language features, structures, and conventions</p> <p>CLA 7 - features of oral language</p> |
| SCIENCE | |
| <p>Questioning and Predicting</p> <p>CCS1 - Demonstrate a sustained curiosity about a scientific topic or problem of</p> | <p>CS1 - The rock cycle</p> <p>CS2 - local types of earth materials (gold, iron pyrite-fool's gold)</p> |

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| <p>personal interest (researching characteristics of gold)</p> <p>CCS2 - Identify question to answer or problems to solve</p> <p>Planning and Conducting</p> <p>CCS3 - Choose appropriate data to collect to answer their questions</p> <p>Processing and Analyzing Data and Information</p> <p>CCS4 - experience and interpret the local environment</p> <p>CCS5 - Identify patterns and connections in data</p> <p>Evaluating</p> <p>CCS6 - Identify some of the assumptions in secondary sources (challenging the way information about Chinese immigration and First Nations during this era is presented)</p> <p>CCS7 - Demonstrate an understanding and appreciation of evidence (understand the information that is being presented and researched)</p> <p>CCS8 - Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations (environmental implications of the gold rush)</p> <p>Applying and Innovating</p> <p>CCS9 - cooperatively design projects (collaborate and cooperate during group lesson activities)</p> <p>CCS10 - generate and introduce new or refined ideas when problem solving</p> <p>Communicating</p> | <p>CS3 - First Peoples concepts of interconnectedness in the environment</p> |
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| CCS11 - communicate ideas, explanations, and processes in a variety of ways (write, draw, speak) | |
| CCS12 - express and reflect on personal, shared, or others' experiences of place | |
| CAREER EDUCATION | |
| CCCE 1 - Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences. | CCE 1 - Problem-solving and decision-making skills. |

PREREQUISITE CONCEPTS AND SKILLS

Prior to commencing this unit, students should have a basic understanding of the concept of a “gold rush” and that gold is a valuable resource, even in present-day. It would be beneficial if they had background knowledge about the Fort Langley, Fort Victoria, Cariboo, and Barkerville locations. Students should have a general idea of what social media is and the key elements that are typically included on a social media profile page. They should have an understanding of how important the local environment and land is to First Nations and demonstrate respect for this.

TEACHER PREPARATION REQUIRED

| Lesson # | Teacher Preparation Required |
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| Lesson 1 “Introduction of Novel and Vocabulary Gold Pan” | <p>Have class set of novel, <i>Cariboo Runaway</i> by Sandy Francis Duncan</p> <p>Class set of assessment rubric (to be handed out)</p> <p>Assessment Binder: (rubric, class list for formative assessments/notes)</p> <p>Brown, yellow, grey/black poster paper - make large gold pan, nuggets (for vocabulary terms/definitions. Display where students can see easily and reach to add new “nuggets” with vocabulary terms. Leave displayed throughout unit</p> <p>Video showing the Fraser River/Bedford Channel/Fort Langley (loaded, ready) SSBeaver: https://youtu.be/EdCqe52asU0?list=PLZsSCILFgxILBz62ji-RHly4sNvY_e02r</p> <p>Fort Langley images</p> <p>Cariboo Runaway “Gold Rush Journal” (notebook, papers, set up for each student prior to start of the Unit)</p> <p>Class set of named popsicle sticks (to make groups), container/bag</p> <p>technology and internet in working order</p> |

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| <p>Lesson 2 “Road Trip! Let’s go to Barkerville!”</p> | <p>Internet connection: computer/Smartboard set to Google Earth: Barkerville</p> <p>Class set of novel: <i>Cariboo Runaway</i></p> <p>Students’ copies of “Gold Rush Journals”</p> <p>writing, colouring supplies</p> |
| <p>Lesson 3 “The Road to Gold-Along the Cariboo Trail”</p> | <p>White poster Board prepped with OUTLINE map of British Columbia, marked with the Cariboo Road and dots where the main towns are located</p> <p>Images of The Cariboo Road</p> <p>Each group researches a town/ settlement on the Cariboo Trail and places this info on a big map, eventually completing the Cariboo Road to Barkerville - Blank paper to place on map</p> <p>Colouring supplies and felts</p> <p>class set (enough for groups) of chrome books/ipads</p> <p>writing supplies (students should have their own</p> <p>names of Cariboo Road towns written on sticky notes or small cards</p> |
| <p>Lesson 4 “Chinese Immigration and the Gold Rush”</p> <p>Review Day: JEOPARDY!</p> | <p>Chinese Immigration Website: chin.htm</p> <p>Video for Hook: https://youtu.be/bU69fSwbe0I</p> <p>Class set of Cariboo Runaway-Read Chapter 6 and 7</p> <p>Jeopardy! Review Game</p> <p>Lesson close: Reflective Journal Activity-write and draw</p> <p>Chinese Prospectors: Teaching notes:</p> <p>“During the Cariboo gold rush the first Chinese community was established in Canada in Barkerville. Discrimination toward Asians prevented the Chinese from prospecting anywhere other than on abandoned sites, and so they did not make as much money as the white prospectors. Despite this discrimination, the Chinese community thrived by providing many of the required services to the 20,000 prospectors who came into the Barkerville region in the 1860s, including operating grocery stores and restaurants. At the height of the gold rush there were as many as 5,000 Chinese living there.</p> <p>During both the Fraser and Cariboo gold rushes, Chinese immigrants also landed in Fort Victoria, having moved from California to escape the discrimination there, and once the gold rush was over, many stayed on. In Victoria, the Chinese started import businesses</p> |

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| | and worked as small merchants, building a strong community in the city. The first Chinatown in Canada was founded in Victoria in the 1850s, and by the end of the 1860s there were approximately 7,000 Chinese living in British Columbia” (opentextbc.ca). |
| Lesson 5 “Sir James Douglas and Sir Matthew Baillie Begbie” | <p>Class list prepared for formative assessment (and comments) of lesson</p> <p>Copy of “Cariboo Runaway” by Sandy Francis Duncan (students should each have a copy)</p> <p>Print class set of the Historical Figure Facebook Page Template</p> <p>Print class set of the rubric</p> <p>Prepare PowerPoint</p> <p>Pencils, erasers (students should have their own)</p> <p>Pencil crayons (students should have their own)</p> <p>Technology in working order, internet connection</p> |
| Lesson 6 “Effects on the Land for First Nations” | <p>Class list prepared for formative assessment (and comments) of lesson</p> <p>Pencils, erasers (students should have their own)</p> <p>Print class set of the guided response worksheet</p> <p>Print class set of the Indigenous Cultural Areas: Land and Resource Connection worksheet</p> <p>Print photo collage</p> <p>Technology in working order, internet connection</p> |
| Lesson 7 “Transportation” | <p>Class list prepared for formative assessment (and comments) of lesson</p> <p>Copy of “Cariboo Runaway” by Sandy Francis Duncan (students should each have a copy)</p> <p>Chart paper</p> <p>Markers</p> <p>Write student names on popsicle sticks</p> <p>Tape</p> <p>Print pictures of the modes of transportation</p> <p>Technology in working order, internet connection</p> |

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| Lesson 8 “Fort Victoria” | <p>Class list prepared for formative assessment (and comments) of lesson</p> <p>Pencils, erasers (students should have their own)</p> <p>Pencil crayons (students should have their own)</p> <p>Print class set of the historical figure travel brochure template</p> <p>Print class set of the rubric</p> <p>Create PowerPoint</p> <p>Ensure Chromebooks have been rented for the class period, in advance</p> <p>Technology in working order, internet connection</p> |
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Cross-Curricular Connections:

Language Arts
 Science-minerals
 Career Education

Aboriginal Connections/ First Peoples Principles of Learning:

According to the First Peoples’ Principles of Learning:

- 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 recognizes the role of indigenous knowledge.
- Learning requires exploration of one’s identity.

As students read through the novel, *Cariboo Runaway* they will learn to be cognizant of how the First Nations perceived the many people infringing upon their cultural places in order to find riches. They will consider how mining and panning for gold affected the environment, such as the salmon in the river and the land damaged by the prospectors.

UNIVERSAL DESIGN FOR LEARNING (UDL)

This unit is designed to cover multiple forms of engagement, expression, and representation of learning, allowing success for the diverse learners of a classroom. It includes learning activities that “expand students opportunities for acquiring information and demonstrating learning” (BC New Curriculum 2019). By having the students work in groups they will learn about social participation and inclusion.

By keeping the students moving around the classroom (and outside to read, weather-depending) this unit appeals to **kinesthetic learners** because they are not restricted to learning at their desks. They have ample opportunity to change location when working in groups and using the technology. These

students will be able to express and represent their learning through multiple outlets that allow them to present or display their understanding of the lesson topics.

This unit provides many instructions and information presented with speech that allows **auditory learners** to expand their knowledge to meet the learning outcomes.

Through anchor charts, mind maps, videos, images, and hands-on assignments, **visual learners** will find that this unit works to enhance their understanding. By providing students with visuals alongside verbalized information, students will find that the lessons in this unit are engaging and well-rounded. The assignments included in this unit work to ensure that students are getting the opportunity to visually represent their learning.

DIFFERENTIATED INSTRUCTION (DI)

- ★ If a particular student works with a CEA, unit lesson activities should coincide with their scheduled time in the classroom.
- ★ The teacher or CEA can provide assistance (as required) with the lesson activities (cutting or assembling)
- ★ The Teacher or CEA may scribe for struggling learners
- ★ If required, the CEA could take a group with behavioural issues to a separate learning area so as not to distract the rest of the class.
- ★ Alternate work space will be provided either in the classroom or hallway
- ★ The teacher may simplify or shorten lesson outcome requirements if necessary
- ★ Technology “speech-to-text” feature (if available) may be used for a student with difficulties writing or typing.
- ★ A student may observe rather than participate if this is required for easier learning
- ★ The teacher may have a one-on-one discussion to assess learning if the group or classroom setting causes anxiety for a particular student. An individual project to assess learning may be assigned if necessary.
- ★ **L - IEP:** Provide constant check-ins.
- ★ Students may draw or verbalize to provide evidence of learning

OVERVIEW OF LESSONS

LESSONS 1-4: Donri Helmer

LESSONS 5-8: Tamsin Bell

LESSON 1

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| Name & Time (Minutes Allotted): | LESSON 1: Introduction of Novel and Vocabulary Word Pan Time allotted: 60 minutes |
| Learning Standards: Curricular Competencies | CCSS 1,4-7 CCLA 1-3, 5-8, 11,12 |

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| | CCS 4,7 |
| Learning Standards: Content | CSS 1,2 CLA 1-7 CS2 |
| Instructional Objectives | <p>By the end of lesson 1, students should:</p> <p>have a basic understanding of the concept of distance between Vancouver Island (Fort Victoria), Fort Langley, and their hometown (Kamloops BC)</p> <p>understand how long the trip between Fort Victoria and Fort Langley would have taken in an old steamship like The Beaver</p> <p>know the new vocabulary terms: hobnailed, canteen, deportment, pence, Union Jack</p> <p>be familiar with the beginning of the story, <i>Cariboo Runaway</i></p> |
| Assessment: | <p>Assessment for learning: noting participation and involvement in prepared class list. Take note of students who either struggle or are extremely keen to participate in oral reading.</p> <p>Assessment as learning: During journal time, students will use reflective, critical, and creative thinking to predict the events of the next chapter.</p> |
| Teaching Strategies: | <p><u>General (applicable to each lesson)</u></p> <p><i>Make behaviour expectations known prior to beginning the activity</i></p> <p><i>Have all worksheets and projector images ready, and videos loaded</i></p> <p><i>Use technology, prepared in advance, to provide an engaging lesson, easily viewed by everyone</i></p> <p><i>Have assessment documents (class lists etc) ready</i></p> <p><i>Show enthusiasm for the unit!</i></p> <p><i>Choose student groups randomly, but adjust for success, behaviour, and cooperation if necessary</i></p> <p><i>Allow students to work in locations that provide comfort, safety, and minimal distraction</i></p> <p><i>Ensure CEA or other help (if required) is booked for group work</i></p> <p><i>Consider IEP, DI, and UDL for all lesson activities and assignments</i></p> |

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| | <p><i>Give ample opportunity for students to ask questions throughout the activity. Encourage participation.</i></p> <p><i>Circulate when students are doing group work, check for engagement, understanding, and behaviour.</i></p> <p><i>Separate students who are a continuous distraction (adjust groups, arrange independent work if necessary).</i></p> <p><u>Specific to Lesson 1:</u></p> <p>Have class set of novel, <i>Cariboo Runaway</i> by Sandy Francis Duncan</p> <p>Class set of assessment rubric copied and ready to hand out</p> <p>Assessment Binder Prepared: (rubric, class list for formative assessments/notes)</p> <p>Brown, yellow, grey/black poster paper - made ahead of time into large gold pan, nuggets (for vocabulary terms/definitions. Displayed where students can see easily and reach to add new “nuggets” with vocabulary terms. Leave displayed throughout unit</p> <p>Videos loaded:</p> <p>BC Ferries Clip: https://youtu.be/75kc7SYXdgA</p> <p>SSBeaver: https://youtu.be/EdCqe52asU0?list=PLZsSCILFgxILBz62ji-RHly4sNvY_e02r</p> <p>Fort Langley images</p> <p>map of British Columbia</p> <p>Cariboo Runaway “Gold Rush Journal” (notebook, papers, set up for each student prior to start of the Unit</p> <p>Class set of named popsicle sticks (to make groups), container/bag</p> <p>technology and internet in working order</p> |
| <p>Materials:</p> | <p>Have class set of novel, <i>Cariboo Runaway</i> by Sandy Francis Duncan</p> <p>Class set of assessment rubric (to be handed out)</p> <p>Assessment Binder: (rubric, class list for formative assessments/notes)</p> <p>Brown, yellow, grey/black poster paper - make large gold pan, nuggets</p> |

(for vocabulary terms/definitions. Display where students can see easily and reach to add new “nuggets” with vocabulary terms. Leave displayed throughout unit

Cariboo Runaway “Gold Rush Journal” (notebook, papers, set up for each student prior to start of the Unit

Class set of named popsicle sticks (to make groups), container/bag

technology and internet in working order

extra pencils/pens/erasers (students should have their own)

LESSON ACTIVITIES

Introduction/Hook:

15 min

Ask: How many students have been to Victoria, BC? To Fort Langley, BC?

How long did it take you to get to Victoria on the Ferry?

What was the ride like?

If no one has been, show map:



*note distance from Kamloops to Victoria (444 km)

Distance from Victoria BC to Fort Langley BC 135 km, but 3 hours 8 min including ferry

BC Ferries Clip: <https://youtu.be/75kc7SYXdgA>

Clip of the SS Beaver: https://youtu.be/EdCqe52asU0?list=PLZsSCILFgxILBz62ji-RHly4sNvY_e02r

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| | Class discussion: How would these two rides be different? What troubles might I encounter? |
| Body: 15-20 min | Introduce the “ Vocabulary Gold Pan ” (already placed on the wall, eye-level so students can see and reach it) At the beginning of each lesson, we will be adding some new words to our “pan” before we read a section of the Novel Have an ipad or laptop ready, connected to the internet, set to an online dictionary. First, ask if anyone knows the word definition. Ask for a student volunteer to look up a word and another to write the definition on a nugget. (Write the definition on the whiteboard or smartboard so the student can copy it). Have the writer then attach the paper “nugget” to the gold pan on the wall. <u>Lesson One Word Nuggets:</u> <ol style="list-style-type: none"> 1. Hobnailed: heavy shoe soles containing blunt nails so the soles last longer 2. Canteen: a water container made of metal with flat sides, covered in cloth, with a loop to be carried on a belt 3. Deportment: manners or behaviour accepted in polite society 4. Pence: British pennies 5. Union Jack: The British Flag (Also the Canadian flag until 1965) If there is a “reading area” ask students to quietly move to this area. If not, then they should stay at their tables/desks. **Is it nice outside? Take the group outside to gather in an area suitable for reading! **If they go outside, have the students take their Gold Rush Journals and a pen along with them, READ to students: Chapter 1 and 2 of <i>Cariboo Runaway</i> . At some point, choose some students to read aloud as well |
| Closure: 5 min | <u>PREDICT:</u> What do you think will happen next? Ask students to write a prediction for the next chapter in their “Gold Rush Journal” |

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| | Announce that the activity is ending. Ask students to put their things away and prepare for the next subject. |
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LESSON 2

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| Name & Time (Minutes Allotted): | LESSON 2: Road Trip! Let's go to Barkerville! Time Allotted: 60 minutes |
| Learning Standards: Curricular Competencies | CCSS 1,2,4,7 CCLA 1-3, 5,6,8,11,12 CCS 2,3,6,8,11 |
| Learning Standards: Content | CSS 1-4 CLA 1,2,5,6 CS 2 |
| Instructional Objectives | By the end of Lesson 2, "Let's go to Barkerville", students should be able to/understand: where Barkerville is located compared to Victoria, BC and their hometown (Kamloops BC) How Barkerville was connected to the Cariboo Gold Rush |
| Assessment: | Assessment <i>for</i> learning: Circulate and record on class list sheet for attitude, collaboration, and participation Assessment <i>of</i> learning: Highlight learning outcomes met on Unit Rubric. Comment as necessary to guide further learning |
| Teaching Strategies: | See Lesson 1 for General Teaching Strategies <u>Specific to Lesson 2:</u> Book chromebooks/ipads well in advance of class have class set of worksheets copied and ready extra writing tools (students should have their own) Gold Rush journals ready |
| Materials: | Have class set of novel, <i>Cariboo Runaway</i> by Sandy Francis Duncan Assessment Binder: (rubric, class list for formative assessments/notes) ipads or chrome books for each student group main class computer set to google earth and connected to smartboard class set of worksheets for "Barkerville Listening Activity" extra pencils etc (students should have their own) |

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| | <p>“nuggets” to write on for vocabulary activity</p> <p>Students’ Gold Rush Journals</p> |
| Lesson Activities: | |
| <p>Introduction/Hook:</p> <p>10 minutes</p> | <p>Connect to Google Earth and view Barkerville, BC</p> <p>Distance from Victoria BC: 837 km! (11 hour DRIVE) Distance from Kamloops BC: 486 km (5.5 hour DRIVE)</p> <p>What is Barkerville “about?”</p> <p>Notes on Barkerville:</p> <p>Barkerville is situated on the western edge of the Cariboo Mountains in British Columbia. It was named after Billy Barker from Cambridgeshire, England, who was among those who first struck gold at the location in 1861. His claim was the richest and the most famous.^[2]</p> <p>Barkerville was built up almost overnight, and was a case of "growth via word of mouth". It grew as fast as word of Barker's strike spread. His claim would eventually yield 37,500 ounces^[3] (1,065 kg/2,350 lb) of gold.</p> <p>Before the construction of the Cariboo Wagon Road, people hauled their own supplies to Barkerville, either on their backs or in a pack train. Because supplies were scarce, the prices of even the most everyday items were extremely high. High prices for goods in Barkerville did not ease up until the Cariboo Road had been finished, when goods could be transported by huge freight wagons. Soon, movers of freight boasted that they could pack and carry a set of champagne glasses without any breakage—for a price, of course. More women came to Barkerville after the construction of the Cariboo Road.</p> <p>Cattle were driven north up the Okanagan valley via what is now Highway 97 into Canada to provide meat for the miners and residents of Barkerville (Wikipedia, 2019).</p> |
| <p>Body:</p> <p>10 minutes</p> | <p><u>Lesson 2 Word Nuggets</u></p> <ol style="list-style-type: none"> 1. bank a fire: to cover a fire with fresh fuel so it will burn slowly for a long time 2. bowie knife: large hunting knife with a guarded handle 3. Tender: a small boat used to ferry people to a ship 4. Port: the left side of a ship 5. Starboard: the right side of a ship <p>Have an ipad or laptop ready, connected to the internet, set to an online dictionary.</p> |

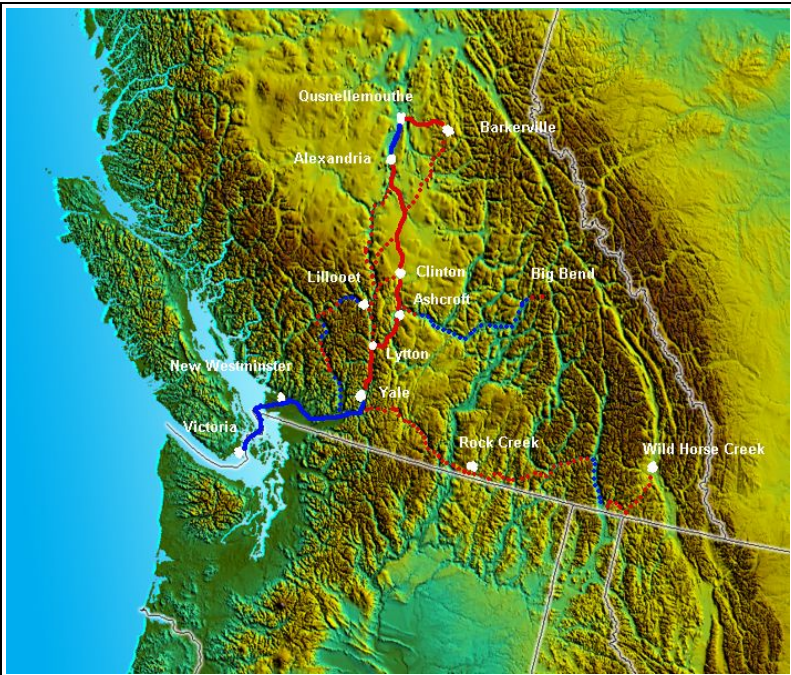
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| <p>20 minutes</p> | <p>First, ask if anyone knows the word definition.</p> <p>Ask for a student volunteer to look up a word and another to write the definition on a nugget. (Write the definition on the whiteboard or smartboard so the student can copy it). Have the writer then attach the paper “nugget” to the gold pan on the wall.</p> <p><u>READ to students: Chapter 3 and 4</u></p> <p>At some point, choose some students to read aloud as well</p> <p>If there is a “reading area” ask students to quietly move to this area. If not, then they should stay at their tables/desks.</p> <p>**Is it nice outside? Take the group outside to gather in an area suitable for reading!</p> <p>**If they go outside, have the students take their Gold Rush Journals and a pen along with them,</p> <p>Listening Skills Activity:</p> |
| <p>20 minutes</p> | <p>Divide students into random groups of 3 using popsicle sticks</p> <p>Have each group get an ipad or chrome book etc (they will need internet)</p> <p>ALTERNATIVE: if there is an issue with using the ipads or chromebooks then play the video on the big screen. Students can still do the work in groups</p> <p>Play Barkerville Video: https://youtu.be/Jqh6qy85lcc</p> <p>Give the students a worksheet with the following 9 questions (The website will also show the following nine questions. The time at which the answer can be found is also listed. Encourage students not to use this unless they absolutely must.)</p> <ol style="list-style-type: none"> 1. What was Barkerville built upon? Did many people strike it rich? (00:01:09) 2. What was one of the most difficult parts of the journey? (00:01:40) 3. Why were the bargemen out of work? (00:02:17) 4. What is a flume? (00:02:43) 5. What caused the rush of people to the area of Barkerville? (00:04:33) |

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| | <p>6. Who was Begbie? (00:06:26)</p> <p>7. What does it mean that the area was isolated? (00:07:48)</p> <p>8. Why was it difficult to keep living in the Williams Creek area? (00:09:18)</p> <p>9. What is one question you still have about the establishment of Barkerville? (00:09:41)</p> <p>Have students glue or attach the worksheet into their Gold Rush Journals</p> |
| <p>Closure:</p> <p>5 minutes</p> | <p><u>Gold Rush Journal Activity:</u></p> <p>Have each student record something they found interesting about Barkerville in their journal (CEA or teacher may scribe if necessary)</p> <p>Collect Journals to assess the Lesson activities</p> |

LESSON 3

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| Name & Time (Minutes Allotted): | LESSON 3: The Road to Gold, Along the Cariboo Trail Time Allotted: 60 minutes |
| Learning Standards: Curricular Competencies | CCSS 1-5 CCLA 1-5, 8, 11-13 CCS 1-3, 7.9.11 |
| Learning Standards: Content | CSS 1-3, 5 CLA 1-7 CS 2 |
| Instructional Objectives | <p>By the end of Lesson 3, students should be able to/understand:</p> <p>The location of the main towns along the Cariboo Trail (in context to a Map of British Columbia)</p> <p>The purpose of the towns along the Cariboo Trail, and some main attractions within the towns</p> <p>The start and end point of the Cariboo Trail</p> <p>the basic characteristics of gold, and why it was so sought after</p> |
| Assessment: | <p>Assessment <i>for</i> learning: Circulate and record on class list sheet for attitude, collaboration, and participation</p> <p>Assessment <i>of</i> learning: Highlight learning outcomes met on Unit Rubric. Comment as necessary to guide further learning</p> |
| Teaching Strategies: | See Lesson 1 for General Teaching Strategies |

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| | <p><u>Specific to Lesson 3:</u></p> <p>Have all technology prepped and images loaded to display</p> <p>have map prepped and marked with Cariboo Road and “dots” for towns</p> <p>have each Cariboo trail town labelled on sticky note or card</p> <p>have popsicle sticks ready to make groups</p> <p>have chromebooks/ipads ready in classroom</p> <p>have blank paper ready for students</p> <p>have novels ready for closure Story Time activity</p> |
| <p>Materials:</p> | <p>White poster Board prepped with OUTLINE map of British Columbia, marked with the Cariboo Road and dots where the main towns are located</p> <p>Images of The Cariboo Road</p> <p>Each group researches a town/ settlement on the Cariboo Trail and places this info on a big map, eventually completing the Cariboo Road to Barkerville - Blank paper to place on map</p> <p>Colouring supplies and felts</p> <p>class set (enough for groups) of chrome books/ipads</p> <p>writing supplies (students should have their own</p> <p>names of Cariboo Road towns written on sticky notes or small cards</p> |
| <p>Lesson Activities:</p> | |
| <p>Introduction/Hook:</p> <p>10 minutes</p> | <p>Ask students if they have driven the Fraser Canyon to get to Vancouver or another destination</p> <p>Show pictures of the Old Cariboo Road, Discuss and compare:</p> |



Cariboo Road (Red) Steamboat Route (Blue) Alternate Routes (dotted line)



Thompson River at Saddle Rock, 1867



Above Yale, 1867

Body:
40 minutes

Display Map of the Cariboo Trail, and the Blank Poster map (marked with the Cariboo Road and “dots” where the towns are located. Mark Victoria on map-will be studied in subsequent lesson)

Write the following towns on the Smartboard/Whiteboard

(no “nugget words” for this lesson-leave display up for Teacher Mentor to use as she continues the novel study with the class)

***Victoria (use as start point only-Tamsin to teach in Lesson 8)**

1. **New Westminster**
2. **Yale**
3. **Lytton**
4. **Lillooet**
5. **Ashcroft**
6. **Clinton**
7. **Alexandria**
8. **Quesnel**
9. **Barkerville**
10. **GOLD (its characteristics, why is it valuable)**

*Have each town also written on a sticky note or small card

Using popsicle sticks, divide students into groups of 2 or 3

Have students gather a chrome book/ipad and find an area to work, taking writing and colouring tools.

Once students have settled, hand each group a sticky note with the name of a town on it, and some blank paper

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| | <p>Announce that each group will be creating an information sheet on their respective Cariboo Road Town</p> <p>Display the following criteria (pre typed) on the document camera or Smartboard:</p> <p>What you need to find out about your Cariboo Road Town:</p> <ol style="list-style-type: none"> 1. Where is the town situated along the Cariboo Road? (Its location on the road) 2. At least five details about your town. Examples: Where did people eat or sleep? What did they do for entertainment? Were there stores or banks? What did the town look like? (environment-near the main road or river?) Why was the town built? <p>Get the students to search their town on the internet and write/draw information on the blank paper.</p> <p>Tell them to choose one group member to write, another to draw, and another to search, although they should all be helping each other.</p> <p>Circulate to assist the students with search engines, websites etc</p> <p>Once the groups have found their information, go through the towns from Victoria northward (**or mix up the order and see if they can place it in the right spot - depends on class dynamics), asking each group to come up, say a quick note about their town, and place the paper at the right spot on the map.</p> |
| <p>Closure:</p> <p>10 min</p> <p>Extension:</p> | <p>Story Time: Gather students in “Reading Area” and read together read Chapter 5 of Cariboo Runaway</p> <p>Announce that the lesson is ending and ask students to clean up and transition to the next subject</p> <p>The class or a group of students could do an inquiry report on “The Old Cariboo Road” and compare its towns to the Cariboo Road in Lesson 3</p> |

LESSON 4

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| Name & Time (Minutes Allotted): | LESSON 4: Chinese Immigration and the Gold Rush Review Time: JEOPARDY! Time Allotted: 60 minutes |
| Learning Standards: Curricular Competencies | CCSS 1-7 CCLA 1-8, 11, 12 CCS 4,6,7,11 |
| Learning Standards: Content | CSS 1-4 CLA 1, 3-7 CS 1,2 |
| Instructional Objectives | By the end of Lesson 4, Students should be able to/understand: basic reasons for Chinese immigration to Barkerville Chinese accomplishments in the town of Barkerville difficulties faced by Chinese immigrants recall simple facts about the first four lessons in order to play the Jeopardy style review game |
| Assessment: | Assessment <i>for</i> learning: Circulate and record on class list sheet for attitude and participation (discussions, jeopardy game, journal activity) Assessment <i>of</i> learning: Highlight learning outcomes met on Unit Rubric. Comment as necessary to guide further learning in second set of lessons, Complete rubric and return to students next class. Add comments to encourage and acknowledge successes in learning. |
| Teaching Strategies: | See Lesson 1 for General Teaching Strategies <u>Specific to Lesson 4:</u> have videos/websites loaded jeopardy game prepped and loaded “nuggets” to write on for vocabulary activity Students’ Gold Rush Journals ready writing/ drawing tools (students should have their own) |
| Materials: | Chinese Immigration Website: chin.htm Video for Hook: https://youtu.be/bU69fSwbe0I |

Nugget Words:

1. **goldfield:** the area where gold is found
2. **immigrant:** a person who comes to live permanently in a foreign (new) country
3. **Celestial:** a 19th century name for Chinese (Heaven was a translation for one of China's names for its country)

Class set of Cariboo Runaway-Read Chapter 6 and 7

Jeopardy! Review Game prepped and loaded on smartboard/document camera

Gold Rush Journals

jeopardy game prepped and loaded

“nuggets” to write on for vocabulary activity

laptop ready to search vocabulary definitions

Students' Gold Rush Journals ready

writing/ drawing tools (students should have their own)

Chinese Prospectors: Teaching notes:

“During the Cariboo gold rush the first Chinese community was established in Canada in Barkerville. Discrimination toward Asians prevented the Chinese from prospecting anywhere other than on abandoned sites, and so they did not make as much money as the white prospectors. Despite this discrimination, the Chinese community thrived by providing many of the required services to the 20,000 prospectors who came into the Barkerville region in the 1860s, including operating grocery stores and restaurants. At the height of the gold rush there were as many as 5,000 Chinese living there.

During both the Fraser and Cariboo gold rushes, Chinese immigrants also landed in Fort Victoria, having moved from California to escape the discrimination there, and once the gold rush was over, many stayed on. In Victoria, the Chinese started import businesses and worked as small merchants, building a strong community in the city. The first Chinatown in Canada was founded in Victoria in the 1850s, and by the end of the 1860s there were approximately 7,000 Chinese living in British Columbia” (opentextbc.ca)

Lesson Activities:

Lesson 5

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| Name & Time (Minutes Allotted): | Sir James Douglas & Sir Matthew Baillie Begbie Time Allotted: 60 m. |
| Learning Standards: Curricular Competencies | CCSS 3 CCCE 1 |
| Learning Standards: Content | CSS 1 CCCE 1 |
| Instructional Objectives: | SWBAT... <ul style="list-style-type: none"> ● Imagine the social media activity of a historical figure. ● Create a fake Facebook profile page for a historical figure. ● Summarize, in their own words, the choices made in deciding what to include and exclude in the fake profile. ● Explain how Sir James Douglas and Sir Matthew Baillie Begbie were influential to the colony of British Columbia. |
| Assessment: | Historical Figure Facebook Page - <i>summative assessment of learning</i> |
| Teaching Strategies: | <p><i>General (applicable to each lesson)</i></p> <p><i>Make behaviour expectations known prior to beginning the activity</i></p> <p><i>Have all worksheets and projector images ready, and videos loaded</i></p> <p><i>Use technology, prepared in advance, to provide an engaging lesson, easily viewed by everyone</i></p> <p><i>Have assessment documents (class lists etc.) ready</i></p> <p><i>Show enthusiasm for the unit</i></p> <p><i>Choose student groups randomly, but adjust for success, behaviour, and cooperation if necessary</i></p> <p><i>Allow students to work in locations that provide comfort, safety, and minimal distraction</i></p> <p><i>Ensure CEA or other help (if required) is booked for group work</i></p> <p><i>Consider IEP, DI, and UDL for all lesson activities and assignments</i></p> <p><i>Give ample opportunity for students to ask questions throughout the activity. Encourage participation.</i></p> <p><i>Circulate when students are doing group work, check for engagement, understanding, and behaviour.</i></p> <p><i>Separate students who are a continuous distraction (adjust groups, arrange independent work if necessary).</i></p> <p><u>Specific to Lesson 5</u></p> |

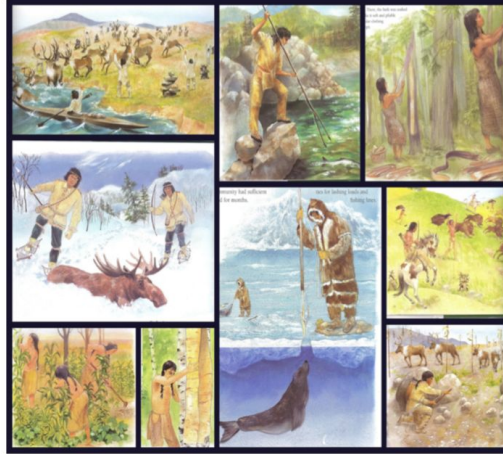
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| | <p>Have Facebook profile templates copied and ready for handout, have extras on hand, just in case</p> <p>Have rubric copied and ready for handout</p> <p>Copy of “Cariboo Runaway” by Sandy Frances Duncan</p> <p>Have PowerPoint prepped, set up, and ready to go</p> |
| Materials: | <ul style="list-style-type: none"> ● Copy of “Cariboo Runaway” by Sandy Frances Duncan ● Class set of Historical Figure Facebook Page Template ● Class set of the rubric ● PowerPoint ● Pencils ● Erasers ● Pencil crayons |
| Lesson Activities: | |
| Introduction/Hook: 5 minutes | <p>Schema Activation: Ask students to think about a time when they needed to decide whether or not to share a picture on social media. What are some questions you ask yourself when deciding what to share online?</p> <p>Whole Group Discussion: Does your social media accurately reflect who you are as an individual? Or is it different? How so?</p> |
| Body: 50 minutes | <p>Direct Instruction: PowerPoint on Sir J. Douglas and Sir M.B. Begbie</p> <p>Explain historical figure Facebook profile page activity.</p> <p>Show students examples of historical figure Facebook profiles and discuss the kind of information that was chosen to use.</p> <p><i>Ask a student volunteer to hand out rubrics.</i></p> <p>Walk through rubric with students.</p> <p><i>Ask students for a thumbs up if everyone understands the activity.</i></p> <p>Independent Work Time: Students will choose either Sir J. Douglas or Sir M.B. Begbie to focus on, gather information, and create the Facebook profile.</p> <p>**Teacher Notes** Sir James Douglas - fur trader, Canadian politician, first governor of the colony of British Columbia, “asserted the authority of the British Empire during the Fraser Canyon Gold Rush”, signed to join the North West Company, later joined the Hudson’s Bay Company, Fort Vancouver, Fort Victoria - traded land with First Peoples’ in the form of blankets.</p> |

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| | <p>Sir Matthew Baillie Begbie - British lawyer, politician, judge, 1st Chief of Justice of the Crown Colony British Columbia, respected by the First Peoples.</p> <p>All teacher notes are from Wikipedia.</p> |
| Closure: 3 minutes | <p>Whole Group Discussion: What kind of information did you decide to include? Why?</p> <p>Students hand in Facebook profiles and prepare for the next lesson.</p> |

Lesson 6

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| Name & Time (Minutes Allotted): | Effects on the Land for First Nations Time Allotted: 60m. |
| Learning Standards: Curricular Competencies | CCSS 6 - 7 CCSC 4 CCSC 12 |
| Learning Standards: Content | CSS 5 CSC 2 CSC 3 |
| Instructional Objectives | <p>SWBAT...</p> <ul style="list-style-type: none"> ● Explain how Indigenous culture is connected to the land. ● Describe First Peoples relationship with the land and natural resources. ● Define what a natural resource is. |
| Assessment: | Journal Response - <i>summative assessment of learning</i> |
| Teaching Strategies: | <p><u>General (applicable to each lesson)</u></p> <p><i>Make behaviour expectations known prior to beginning the activity</i></p> <p><i>Have all worksheets and projector images ready, and videos loaded</i></p> <p><i>Use technology, prepared in advance, to provide an engaging lesson, easily viewed by everyone</i></p> <p><i>Have assessment documents (class lists etc.) ready</i></p> <p><i>Show enthusiasm for the unit</i></p> <p><i>Choose student groups randomly, but adjust for success, behaviour, and cooperation if necessary</i></p> <p><i>Allow students to work in locations that provide comfort, safety, and minimal distraction</i></p> <p><i>Ensure CEA or other help (if required) is booked for group work</i></p> <p><i>Consider IEP, DI, and UDL for all lesson activities and assignments</i></p> |

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| | <p><i>Give ample opportunity for students to ask questions throughout the activity. Encourage participation.</i></p> <p><i>Circulate when students are doing group work, check for engagement, understanding, and behaviour.</i></p> <p><i>Separate students who are a continuous distraction (adjust groups, arrange independent work if necessary).</i></p> <p>Specific to Lesson 6</p> <p>Have guided response worksheet copied and ready to go</p> <p>Have Indigenous Cultural Areas: Land and Resource Connection worksheet copied and ready to go</p> <p>Have mind map worksheet copied and ready to go</p> <p>Copy of “Cariboo Runaway” by Sandy Frances Duncan</p> <p>Have copy of photo collage for doc cam ready to go</p> <p>Ensure teacher has checked to make sure doc cam is working and ready to go</p> |
| Materials: | <ul style="list-style-type: none"> ● Class set of the guided response worksheet ● Class set of the Indigenous Cultural Areas: Land and Resource Connection worksheet ● Class set of mind map ● Copy of “Cariboo Runaway” by Sandy Frances Duncan ● Pencils ● Erasers ● Photo collage for doc cam |
| Lesson Activities: | |
| Introduction/Hook: 5 minutes | Schema Activation: Mind map with the centre bubble being “How are Indigenous cultures connected to resources and the land?” |
| Body: 50 minutes | <p>Class Discussion: <i>Ask students for examples from their mind maps. Create a class mind map on the whiteboard.</i></p> <p><i>Ask “how can we define what a natural resource is?”</i></p> <p><i>As a class, create a couple definitions for the term “natural resource”.</i></p> <p><i>Revisit the class mind map and go through items, determining if they fit our definition or not.</i></p> <p><i>Display photo collage with doc cam. Have students observe the photo collage. Meanwhile, handout the Indigenous Cultural Areas: Land and Resource Connection worksheet.</i></p> |



Instruct students that they will be using their observations from the photo to help them complete the worksheets. One worksheet is a chart to document the types of natural resources that would be available in the corresponding geographical area and the second worksheet is a guided response. Students may work individually or in pairs. Ensure students are aware of the expectations of working in pairs.

Guide students by asking “what do you notice about these photos? what natural resources are there?”

Student Work Period - check in at the halfway point to ensure students are moving onto the second worksheet or have already started.

**** Teacher Notes ****

First Peoples consider the natural world as home and they believe it is their responsibility to care for it and in return, it will care for them. Understanding of the weather, seasons, geography, animal behaviours, etc. Sacred ties to the land.

Teacher notes are from: <https://firstnationspedagogy.com/earth.html>

Closure:
3 minutes



Exit Ticket: Each student will be given a post-it note and asked to respond to the following: what would happen if all these resources were taken away?


Students hand in worksheets, exit ticket, and prepare for next lesson.

Lesson 7

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| Name & Time (Minutes Allotted): | Transportation Time Allotted: 60m. |
| Learning Standards: Curricular Competencies | CCSS 1 |
| Learning Standards: Content | CSS 2 |
| Instructional Objectives | SWBAT... |

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| | <ul style="list-style-type: none"> ● Identify the difficulty in travelling the Cariboo Road prior to stagecoaches. ● Create a packing list for a successful journey on foot on the Cariboo Road. ● Explain the purpose of items they included in their packing list. |
| Assessment: | Packing List - <i>formative assessment of learning</i> Exit Ticket - <i>formative assessment of learning</i> |
| Teaching Strategies: | <p><u>General (applicable to each lesson)</u></p> <p><i>Make behaviour expectations known prior to beginning the activity</i></p> <p><i>Have all worksheets and projector images ready, and videos loaded</i></p> <p><i>Use technology, prepared in advance, to provide an engaging lesson, easily viewed by everyone</i></p> <p><i>Have assessment documents (class lists etc.) ready</i></p> <p><i>Show enthusiasm for the unit</i></p> <p><i>Choose student groups randomly, but adjust for success, behaviour, and cooperation if necessary</i></p> <p><i>Allow students to work in locations that provide comfort, safety, and minimal distraction</i></p> <p><i>Ensure CEA or other help (if required) is booked for group work</i></p> <p><i>Consider IEP, DI, and UDL for all lesson activities and assignments</i></p> <p><i>Give ample opportunity for students to ask questions throughout the activity. Encourage participation.</i></p> <p><i>Circulate when students are doing group work, check for engagement, understanding, and behaviour.</i></p> <p><i>Separate students who are a continuous distraction (adjust groups, arrange independent work if necessary).</i></p> <p><u>Specific to Lesson 7</u></p> <p>Ensure chart paper is ready to go</p> <p>Markers all work</p> <p>Have worksheet copied and ready to go</p> <p>Pictures of the modes of transportation have been printed in advance and are ready to go</p> |

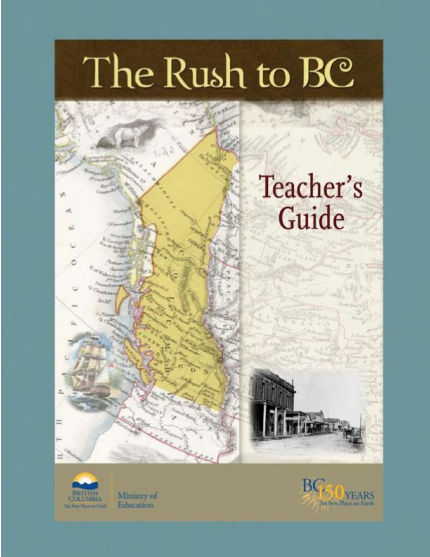
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| Materials: | <p>Popsicle sticks with student names are up to date and ready to be used</p> <ul style="list-style-type: none"> ● Chart paper ● Markers ● Tape ● Class set of worksheet ● Pictures of the modes of transportation ● Popsicle sticks with student names |
| Lesson Activities: | |
| Introduction/Hook: 3 minutes | <p>Schema Activation: You're going on vacation for 2 weeks, what are some things you would bring with you that you couldn't live without?</p> |
| Body: 10 minutes. | <p>Direct Instruction: Discuss the modes of transportation we have available today vs. during the gold rush. (airplanes, trains, helicopter vs. walking, canoeing, ships, stagecoach).</p> <p>Introduce students to the Cariboo Wagon Road and discuss the early modes of transportation. Use the doc cam to show students examples of the modes of transportation.</p>  <p>Explain to students that you want them to put themselves in Jack and Elva's shoes from the novel we are studying. Think about what you would need to pack for your journey on foot along the Cariboo Wagon Road.</p>  |

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| 5 minutes | <p>Explain to students that they will be put into groups of 4 and given a marker and a piece of chart paper. On the chart paper, students are going to make a list of 10 items that they would bring in their backpack for their travels and they're going to write 1 sentence explaining why they would bring the item. Let students know that they might want to keep in mind and consider weight, geography, time away, supplies available in the wilderness, etc. When everyone is done, we are going to regroup as a class and each group is going to share their packing list. Remind students to write their names on their chart paper.</p> <p><i>Ask students to show a thumbs up if they understand what they're going to be doing.</i></p> <p>Divide class into groups of 4 - use popsicle sticks with student names.</p> <p><i>Set up chart paper along the perimeter of the classroom to ensure that the teacher is able to circulate the classroom and see what each group is adding and how they're interacting.</i></p> |
| 20 minutes | <p>Group Activity Time.</p> <p>Regroup.</p> |
| 15 minutes | <p>Group Presentations.</p> <p>** Teacher Notes **</p> <p>Cariboo Wagon Road is considered the first highway in British Columbia. The road was initiated by Sir James Douglas in 1860. Travels through an "extremely hazardous canyon territory". Road was built because there was lots of gold in the Cariboo and the previous trail was dangerous and narrow.</p> <p>Teacher notes are from https://en.wikipedia.org/wiki/Cariboo_Road</p> |
| Closure: 5 minutes | <p>Exit Ticket: Each student will be given an index card and the prompt will be verbalized and written on the whiteboard. "If we think about how Jack and Elva walked the Cariboo Wagon Road versus how today, we would just take a car, what advantage do we have?"</p> |

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| | Students hand in exit ticket and prepare for the next lesson. |
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Lesson 8

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| Name & Time (Minutes Allotted): | Fort Victoria Time Allotted: 60m. |
| Learning Standards: Curricular Competencies | CCSS 1 CCSS 5 CCLA 5 CCLA 8 |
| Learning Standards: Content | CSS 2 CLA 1 -2 |
| Instructional Objectives | SWBAT... <ul style="list-style-type: none"> Identify the main reasons as to why Fort Victoria was chosen as a location for a fur trading post. Independently conduct research. |
| Assessment: | Brochure - <i>summative assessment of learning</i> |
| Teaching Strategies: | <p><i>General (applicable to each lesson)</i></p> <p><i>Make behaviour expectations known prior to beginning the activity</i></p> <p><i>Have all worksheets and projector images ready, and videos loaded</i></p> <p><i>Use technology, prepared in advance, to provide an engaging lesson, easily viewed by everyone</i></p> <p><i>Have assessment documents (class lists etc.) ready</i></p> <p><i>Show enthusiasm for the unit</i></p> <p><i>Choose student groups randomly, but adjust for success, behaviour, and cooperation if necessary</i></p> <p><i>Allow students to work in locations that provide comfort, safety, and minimal distraction</i></p> <p><i>Ensure CEA or other help (if required) is booked for group work</i></p> <p><i>Consider IEP, DI, and UDL for all lesson activities and assignments</i></p> <p><i>Give ample opportunity for students to ask questions throughout the activity. Encourage participation.</i></p> <p><i>Circulate when students are doing group work, check for engagement, understanding, and behaviour.</i></p> |

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| | <p>Circulate the classroom and provide clarification, encouragement, and assistance as needed.</p> <p>** Teacher Notes **</p> <p>Fur forts needed to be located near water in order for canoes, ships, and bateaus to have access. To build fur forts, the area was cleared, which saw harm to the local environment because trees and plants were cleared. This also meant that animals left. Prior to the fur trading post, Victoria consisted of 232 Europeans, 1 church, 6 sawmills, 3 flour mills, 39 stores, 3 schools.</p> <p>Teacher notes are from: The Rush to BC Teacher's Guide</p>  |
| <p>Closure: 3 minutes</p> | <p>Regroup as a class and ask for student volunteers to share any interesting facts they found about Fort Victoria that they included in their brochure.</p> <p>Students hand in brochures and prepare for the next lesson.</p> |

RESOURCES

Historical Figure Facebook Profile Template:

<https://www.teacherspayteachers.com/Product/Historical-Figure-Book-Character-Factbook-Project-869197>

Brochure Template:

https://convertkit.s3.amazonaws.com/landing_pages/incentives/000/447/004/original/Brochure_Template.pdf?1540949400

<https://www3.sd71.bc.ca/School/abed/resources/staffresources/elementary/Documents/Land%20and%20Resources%20Lesson%202.pdf>

Case Study 1: The Gold Rush. Retrieved from: [5-4-case-studies](#)

Davis, D., Mumford, D., & Duncan, F. (1997). *Cariboo runaway*. Don Mills, Ontario: Burns & MacEachern Ltd.

SuperTeacherTools. (2020). Jeopardy Style Review Game Creator. Retrieved from: [jeopardyx](http://jeopardyx.com)

EXTENSIONS TO UNIT

Inquiry projects:

1. Ask questions to learn more detailed knowledge of gold (or other precious metal) and create a report or digital presentation
2. Complete a detailed character report on either Sir Douglas or Sir Begbie
3. Research more detail about any of the towns on the Cariboo Road
4. Report on the life of women in the gold rush days
5. Complete a more detailed report on the contributions of the Chinese during the gold rush, and how these contributions have led to modern times (Chinese restaurants, medical services-acupuncture, herbal medicine etc)
6. Clothing of the gold rush times

Create a detailed, textured map project of the Cariboo Road.

Create models: stagecoach, steamship, panning equipment, etc.

Create diary entries of a journey on Cariboo Road.

Explore other Canadian historical figures as a research project.

REFLECTIONS AND REVISIONS

N/A