

Lesson	What is the primary objective of this lesson in your own words?	Learning Activities/ Teaching Strategies	Assessment/ Evaluation/ Communication (how will you employ formative assessment)	Notes
Week 2 Day 1 Review, introduction of summative task, and proper research methodologies	Students will be introduced to the task, and will start thinking about national parks, their purpose, and development. We will also discuss proper research methods.	Class discussion about what national parks are (personal experience), how many we have in Canada and how much land they cover (~3% - what is this like compared to other countries?). Will also have a class discussion and demonstration on research techniques. Guiding Question: How can you use multiple sources to find information from multiple perspectives from reliable sources?	Reflection Journal: Rank all of the National Park options in order of interest.	The teacher will use student ranking list to inform the creation of mixed groupings. Different learning needs will also be used to inform group creations.
Week 2 Day 2 Formation of groups, beginning research.	Initial group research (they may use their journals as a place to collect information, or create a shared document)	Groups (based on previous day reflection) will be made. In their groups they will start with OPEN research on their national park. Then their research will be facilitated with questions: what is the history of the land where the natural park resides, who was there before colonization, general statistics (size, geography, population, etc).	Reflection Journal: Imagine yourself standing in your assigned National Park. Draw a picture or write a poem reflecting what you see and what you might feel.	Summative Assessment of student connections to the land. Class will generate a rubric together before completing the reflection to clarify expectations/criteria

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Week 2 Day 3 Park's Canada Representative	Talking with an expert in the field, to help increase authenticity.	Come up with questions for a National Park ranger/representative as a class, then have a Skype interview with the representative. Students will then reflect through conversation in their groups, putting their thoughts in a large piece of paper on a mindmap. They will discuss if the ideas apply to their own park, or what further questions relate to their specific park.	Reflection Journal: Create a mindmap that connects the issues discussed to your National Park.	Teachers can review mindmaps to see where students are at, indicating their baseline knowledge and help guide student's future research.
Week 2 Day 4 Application of FNMI perspectives to a specific national park.	Students will utilize what they learned last week related to Indigenous ways of knowing and connection to the land to further understand their own national park.	Students will research what Indigenous groups habited in the treaty area of their national park and how they used the land?	Reflection Journal: What is an Indigenous Connection to your national park?	As this is a largely independent research day, teacher will check-in with each group individually ensuring they are on the right track and using authentic research techniques. Students can choose from multiple

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Week 2 Day 5 Application of Western perspectives related to geography to a specific national park.	Students will research their specific national park, and the geographic features it contains.	Students will research what geographical features make up their national park Guiding question: What is a unique geographical feature of your national park?	Reflection Journal: What is a unique geological feature of your national park?	Student represents their learning in their mode of choice.

