

Lesson Guide for Educators: Lesson Five (7-9)		
Lesson Question: What are the relationships between colonialism and wildfires?		
Lesson Challenge: Design a series of social media posts that describe relationships between attitudes, laws, and actions related to colonialism and wildfires.		
In the detailed lesson plan, you'll find three parts: Start the Thinking , Grow the Thinking , and Reflect on the Thinking . While these parts can be used in order, this lesson is designed to be flexible—use the activities in order as a complete lesson or pick and choose individual activities to fit your needs.		
Start the Thinking: To begin students' thinking about the relationships between colonialism and wildfires, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide each pair of students with a copy of Activity Sheet A. Briefly explain that Indigenous peoples around the world have used cultural burning for cultural and land stewardship purposes since time immemorial. Invite groups to read the information about the banning of cultural burning and then to choose the words and phrases that best describe the relationship between cultural burning and wildfires. Ask groups to share their decisions and thinking with the class.	20 min	1-3
Explain that the banning of cultural burning is an example of an action related to colonialism. Introduce the main features of colonialism and invite students to suggest any other examples of attitudes, laws, and that could be related to colonialism. Introduce the lesson question and challenge, informing students that their task will be to create social media posts that describe the relationships between attitudes, laws, and actions related to colonialism and wildfires.	20 min	3-6
Grow the Thinking: To help nurture and deepen students' thinking about the relationships between colonialism and wildfires, use at least one of these activities.		
Possible learning activities	Time	Steps
Introduce the three types of cause-and-effect relationships (see detailed lesson plan for more information). Ask groups to look for any connections or relationships related to the banning of cultural burning that might match the types of cause-and-effect relationships.	10 min	1,2
Provide each group with a copy of Activity Sheet B and the Briefing Sheet. Ask groups to note any ideas that help describe relationships between attitudes, laws, and actions related to colonialism and wildfires. Prompt groups to decide which type of best describes each of the ideas. Invite groups to present their ideas, encouraging students to refine their initial thinking on Activity Sheet A. If time allows, extend the activity with additional sources.	20 min+	4-6
Reflect on the Thinking: To guide students' reflection about the relationships between colonialism and wildfires, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Invite students to share one or two of their most descriptive words and phrases that could be used to describe relationships between colonialism and wildfires. As they share, guide them in discussing the legacies of historical colonialism and wildfires.	10 min	1,2
Encourage students to refine their descriptions of colonialism and wildfires using Activity Sheet A. Have them use these ideas to create social media posts that describe relationships between colonialism and wildfires.	15min+	3,4
Key terms and vocabulary		
Features of colonialism	Colonial policies are usually designed to control people, land, and resources. For more information, see the detailed lesson plan.	
Cause-and-effect relationships	Types of cause-and-effect relationships include direct, indirect, and reciprocal relationships. For more information, see the detailed lesson plan.	