Social Justice Picture Books

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Lesson plans for the junior-intermediate classroom

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MAIN BODY

Introduction to this Project

A collection of lesson plans for grades 4-8 based on picture books dealing with social justice. The lessons focus on Literacy but many also connect across subjects to Social Studies (geography and history), Health, the Arts, or Science & Technology

This project is released under creative commons 4.0 share-alike.

This project is made possible with funding by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy (VLS) and Central Virtual Learning Platform (CVLP). To learn more about VLS and CVLP visit: https://vls.ecampusontario.ca.



INTRODUCTION

On the most basic level this text is a compendium of social justice lesson plans for classroom teachers of grades 4-8. Each lesson is based on a picture book that deals with an aspect of equity or diversity. The lesson plans have been developed by teacher

education students at Brock University in Ontario, Canada. We welcome you to use and adapt any of the exciting ideas presented in over 50 plans that cover at least 9 areas of social justice. Each lesson plan has been vetted by course instructors and is aligned with Ontario curriculum documents.

BACKGROUND

This project is part of an initiative to foster Connected Educators (Nussbaum-Beach & Ritter Hall, 2012) in the two-year Teacher Education Program. Students in the Junior/Intermediate Language Arts courses focus in Year One on becoming critical curators of digital resources for teaching Language Arts in grades 4-10. They learn to access online resources from sources such as educational blogs, podcasts, websites, and Ministry of Education support documents. These are shared and critiqued within their class on the Learning Management System and discussed in small face-to-face groups during weekly Professional Learning Conversations. Each student selects an online curation tool to save and organize the many resources gathered over the term.

In Year Two, the focus shifts from curating teaching resources to creating them. One assignment is to select a picture book that deals with an aspect of social justice, plan a lesson that could be used in Ontario classrooms, and share the plan with their classroom colleagues using the Brock Teacher Education lesson plan format (see Appendix A). They are then invited to reach beyond the immediate Brock classroom and contribute to a world-wide audience of educators through Open Access Publishing. The lesson plans of students who have given written permission are included in this anthology Appendix C.

Over the two-year period teacher candidates begin to develop Personal Learning Networks to take with them as they begin their teaching careers. They not only become critical users of resources

created by others but they engage in professional dialogues with their immediate colleagues and gradually expand their networks by reaching out and sharing with a global community of educators. This text marks an important contribution to that development.

WHY PICTURE BOOKS?

It is often assumed incorrectly that picture books are meant exclusively for younger grades. In fact, students of all grade levels respond to issues and stories raised by picture books. In those dealing with social justice topics, the focus is often on a main character experiencing marginalization. This aspect creates a more personal context that students can relate to. These lesson plans, while incorporating expectations from provincial curricula, are not meant to provide a detailed literary analysis, but rather a jumping off point to classroom discussions and actions that respond to the problems highlighted in the stories. Many also have cross-curricular connections to subjects such as social studies, health, the Arts, and science and technology.

A teacher candidate in my class commented on the importance of students being exposed to social justice issues, and the benefit of doing so through picture books:

Representation is incredibly important. Equity is incredibly important. Inclusion, acceptance, and diversity are incredibly important. As educators, we are not just teaching students how to add and subtract, to name all the provinces, and write in complete sentences. Those facts and skills are important too to be sure. But our bigger and more important job is that we are helping to raise our world's next generation of human beings. It is our job to make sure we do all we can to help shape well-rounded, empathetic, compassionate, critically thinking members of society. In order to do so, we must address the complex and hard topics of our world. Race, gender,

sexuality, ability, Indigenous teachings, diversity, kindness, inclusion – these themes need to be discussed in every classroom. Social Justice texts are how we get there. It is important that every child see themselves represented in the resources in their classroom. It is also important that children see people unlike them represented and celebrated also. This is how we breed understanding and compassion. Since my last placement, I have spent a fair amount of time and money perusing the children's section of Indigo, looking for and buying picture books that address race, inclusion, kindness, environmental protection, and Indigenous histories, excited by the lessons that begin to formulate in my head when I find them. As J.K. Rowling wrote for Dumbledore in the seventh Harry Potter book "Words are, in my not so humble opinion, our most inexhaustible source of magic, capable of both inflicting injury and remedying it." By utilizing social justice books in our classrooms, we can do so much good for our students and our community.

Morgan Perrotta

ORGANIZATION OF THE TEXT

The lesson plans are organized into nine chapters, each devoted to an aspect of social justice. The 52 plans cover a total of 51 different picture books and apply to a span of grades from four to eight. Many, however, could be adapted to a wide range of grade levels.

The 9 chapters are as follows:

1. Anti-bullying
2. Mental Health
3. Human Rights
4. Gender Identity and gender roles
5. Peace
6. Anti-poverty
7. Anti-racism

8. Environment
9. Indigenous Perspectives

The Overview of each chapter outlines the topics addressed within the social justice area and the student who contributed each lesson plan. Appendix B provides a chart covering all 52 lesson plans, with links to Indigo and Amazon.

ACKNOWLEDGEMENTS

I would like to begin by acknowledging the tremendous support of Giulia Forsythe, Associate Director of the Centre for Pedagogical Information at Brock University. Giulia introduced me to Open Education Publishing and the E-Campus Ontario site. She guided me through each step of the production process and provided the technical support needed to bring this text to life.

My thanks to the 52 teacher candidates who generously gave their permission for the lesson plans included in this compilation. Their names are listed alphabetically below, in the Overview Chart (Appendix B), and in the Overview at the beginning of each chapter.

I would also like to acknowledge Dr. Keri Ewart for gathering and contributing lesson plans from her section of the course, and Gurbinder Kaur, my research assistant who put over 60 hours of time into organizing the material, formatting the files, and keeping track of a myriad details.

I welcome feedback at rmcquirter@brocku.ca

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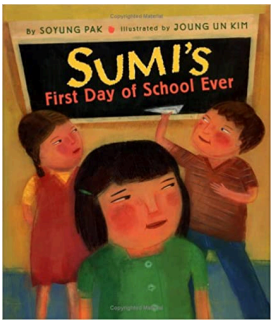
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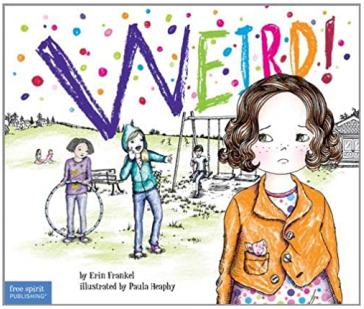
ANTI-BULLYING

Overview

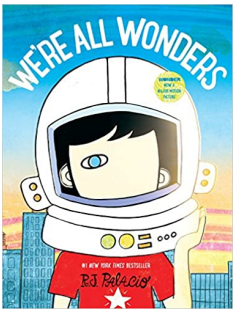
Sumi's first day of school ever
– *Joung Un Kim & Soyung Pak*
Amazon: https://amzn.to/3cnzhqd
Indigo: Not Available
Focus: Discrimination against different cultures
Recommended Grade: 5
Contributor: Amber Bauman



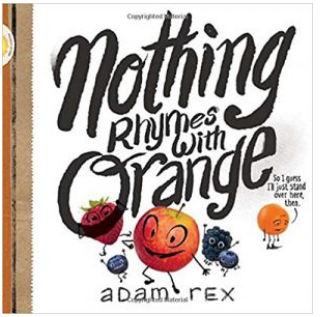
Weird: A story about bullying in schools
– *Cheryl Kilodavis & Suzanne DeSimone*
Amazon: https://amzn.to/2FaMS71
Indigo: https://bit.ly/2TYuzec
Focus: Bullying in schools
Recommended Grade: 5
Contributor: Nancy McCrae



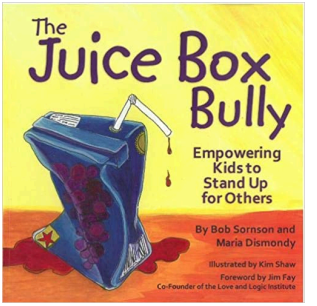
We're all wonders
– *R. J. Palacio*
Amazon: https://amzn.to/2F9aHvT
Indigo: https://bit.ly/2YuN0G7
Focus: Bullying based on facial differences
Recommended Grade: 6
Contributor: Teodora Prostran



Nothing rhymes with orange
– *Adam Rex*
Amazon: https://amzn.to/2Y47YeS
Indigo: https://bit.ly/2WmjBMm
Focus: Pro-inclusion; diversity
Recommended Grade: 4
Contributor: Anthony Skrinjar



The juice box bully
– *Bob Sornson*
Amazon: https://amzn.to/3hMmF1Q
Indigo: https://bit.ly/3hNB9yw
Focus: Empowering children to stand up for others
Recommended Grade: 3/4
Contributor: Amber Curry



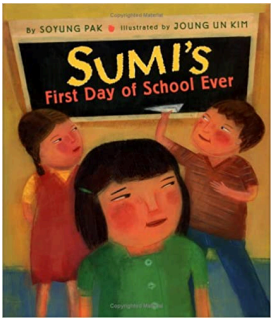
Sumi's first day of school

Author(s): Joung Un Kim & Soyung Pak

Links:

Amazon: https://amzn.to/3cnzhqd

Indigo: Not Available (N/A)



Social Justice focus: Discrimination against different cultures; bullying

Synopsis: The story follows Sumi, a young Korean girl, on her first day of school in a new classroom. Sumi doesn't speak the same language as her classmates and the story goes through everything that she feels throughout that first day. The social justice issues that this book deals with are discrimination against different cultures as well as bullying.

Lesson Plan: Amber Bauman

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice

Grade: 5

Lesson: *What is the focus of this lesson in relation to the unit?*

Discrimination and bullying

Curriculum Areas: *What are possible connections to other curricular areas?*

Language, Health and Physical Education

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Grade 5 Language Arts

Overall:

Reading 2: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing 3: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Specific:

2.3 Text Features: identify a variety of text features and explain how they help readers understand texts.

3.6 Proofreading: proofread and correct their writing using guidelines developed with peers and the teacher.

Grade 5 Health and Physical Education

Overall:

Healthy Living 3: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific:

3.2 Personal Safety and Injury Prevention: explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- We are learning to use features of the text, such as pictures to help us make predictions about the text, as well as to help us understand the text
- We are learning to peer edit by following a checklist of things to look for
- We are learning to understand and explain how our actions can make other people feel by writing ourselves into situations similar to what Sumi experienced on her first day of school

Success Criteria: *How will students know they have met the learning goal? I can….*

- I can look at a picture and predict what is going to happen in a story
- I can edit my classmates' work by using a checklist to help guide what I look for
- I can explain the affect that my actions have on other people and the way that they can make people feel

MODIFICATIONS / ACCOMMODATIONS

- The use of technology
- Option to create a comic book instead of writing out a full story
- Option to create a skit to act it out instead of writing

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 5-10 minutes

Task: Class discussion- have you ever been to a place where you couldn't speak the language? How did you feel? How did you communicate? Looking at the cover of the book, what do you think Sumi is going to go through on her first day of school? After class discussion read the book.

Assessment: Anecdotal notes- learning skills (how well do they listen to each other, do they respect the ideas of other students, do they listen when others are talking)

Action:*How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 40 minutes

Task: Think about your first day of school, write about how it would have been different if you were in a place where you didn't know anyone and didn't speak the language OR write about how it

would have been different if you were in a place where you knew people and spoke the language.

Think about what the other students say to you, how they act around you etc. How do those things make you feel?

Assessment: Peer editing checklist, checklist of things that they need to cover in their writing

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 minutes

Task: Class discussion- What was it like putting yourself in a different situation from what you had on your first day of school? How would you feel now if you experienced the things that Sumi did? What can you do to ensure that no one at school feels how Sumi did?

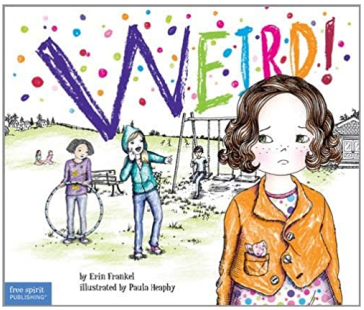
Assessment: Exit card- answer the question: why is it important to treat everyone with respect not only at school but in your everyday lives?

MATERIALS: Sumi's First Day of School Ever by Soyung Pak

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Weird: A story about bullying in schools



Author(s): Cheryl Kilodavis & Suzanne DeSimone

Links:
Amazon: https://amzn.to/2FaMS71
Indigo: https://bit.ly/2TYuzec

Social Justice focus: Bullying in schools

Synopsis: The narrator is a child who is being taunted by another. Gradually, she loses her sense of self and seeks help from her mother. The girl decides to just be herself, and resumes her former activities. In the end, her confidence is restored and the bully has lost her power.

Lesson Plan: Nancy McRae

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: The Dangers of Bullying

Grade: 5

Lesson: *What is the focus of this lesson in relation to the unit?*

I am teaching this lesson to increase student knowledge of bullying as we learn about responsible citizenship, fairness and healthy relationships and to observe students' collaborative work skills and provide an opportunity for students to incorporate this learning through reading and writing activities.

Curriculum Areas: *What are possible connections to other curricular areas?*

In addition to Language Arts (Reading and Writing), there are connections to Social Studies (responsible citizenship), Health and Physical Education (Healthy Living), Art (expression through drawings/posters/paintings) and Religion (Catholic teachings of peace, kindness).

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Grade 5 Language Arts

Overall:

Reading 1: Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Specific:

Reading for Meaning 1.4: demonstrate understanding of a variety of texts by **summarizing important ideas** and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles)

Writing 1.1: Developing and Organizing Content: Purpose and Audience: identify the topic, purpose, and audience for a variety of writing forms (e.g.**, a poem or song on a social issue** for performance by the class

Writing 1.3: gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

Writing 1.4: sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining or highlighting key words or phrases; by using a **graphic organizer** such as a web or ranking ladder)

Writing 1.5: identify their point of view and other possible points of view

Grade 5 Social Studies: People and Environments: The role of Government and Responsible Citizenship

Overall:

Inquiry 2: Differing Perspectives on Social and Environmental Issues: Use the social studies inquiry process to investigate Canadian **social** and/or environmental issues from various perspectives (FOCUS ON: Perspective)

Specific:

2.4 Interpret and analyze information and data relevant to their investigations, using a variety of tools.

2.5 Evaluate evidence and draw conclusions about social and/or environmental issues.

2.6 Communicate the results of their inquiries, using appropriate vocabulary a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue.

Grade 5 Health and Physical Education

Overall:

Healthy Living 1: Demonstrate an understanding of **factors** that contribute to **healthy development**.

Healthy Living 2: Demonstrate the ability to **apply health knowledge** and living skills to make reasoned decisions and take appropriate actions relating **to their personal health and well-being**.

Healthy Living 3: Demonstrate the ability to **make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others,** and how factors in the world around them affect their own and others' health and well-being.

Specific:

1.1 Personal Safety and Injury Prevention: identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations.

2.2 Personal Safety and Injury Prevention: demonstrate the **ability to deal with threatening situations** by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, **including assertiveness and refusal skills**)

3.2 Personal Safety and Injury Prevention – explain **how a person's actions**, either in person or online, can **affect their own and others' feelings, self-concept, emotional well-being**, and reputation (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying)

Grade 5 The Arts

Overall:

Visual Arts 1: Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to **communicate feelings, ideas, and understandings**.

Specific:

1.1 Create two- and three-dimensional art works that **express feelings and ideas** inspired by their own and others' points of view

1.3 Use elements of design in art works to communicate ideas, messages, and understandings (e.g., a poster that presents solutions to stereotyping, bias, or bullying, using angle of view).

1.4 Use a variety of materials, tools, and techniques (e.g. coloured pencils, paints)

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

I will learn about the different types of bullying.

I will learn about some of the results of bullying.

I will learn some facts about bullying. (i.e. how common it is)

I will compose a poem/message/artwork about the dangers of bullying and how it impacts us.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can work together with my group to discuss the video and articles and contribute to the graffiti activity.

I can identify and describe different forms of bullying.

I can create an effective poem/message/drawing or painting to reflect my ideas.

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

Modification: Matching Activity: Handouts of the following to be provided to students

Match the words (on the left) to the appropriate description (on the right):

Bully	Spreading information that is often false
Bullying	Threatening and insulting messages, postings and e-mails; can be a criminal act.
Cyberbullying	A person who is repeatedly cruel, insulting, or threatening to others who are more vulnerable (i.e. weaker, smaller)
Intimidation	To make some feel ashamed or foolish
Exclusion	Being considerate of others' feelings, wishes, rights, or traditions of others
Rumours	Abuse and mistreatment of someone vulnerable by someone who is more powerful
Humiliation	Social rejection; ignoring a peer; preventing someone from joining a group
Respect	Frightening someone, making them feel inferior

Accommodations:

- Group work activities to assist students who may struggle with individual work
- Preferred groups for certain students
- Scribing for students who have difficulty writing

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 5 *minutes*

Task: *What will I be doing? What will students be doing?*

Start the class with the following video that depicts the destructive nature of words when bullying. https://binged.it/2DAMXlF

Have an open discussion with the students about their understanding of bullying.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for Learning – this is a diagnostic assessment to determine student perceptions about bullying.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 45 *minutes*

Task: *What will I be doing? What will students be doing?*

- Reading: Students will read the picture book, Weird! by Erin Frankel.
- Graffiti board: Working in groups of 4, students will then complete a graffiti board activity to discuss the actions and consequences as well as the feelings/emotions of the characters. Who is the bully, bystander and target? What did the bully do? How was Luisa affected? What would you (as Luisa) do in a similar situation?
- Writing/art activity: Students can take on the persona of Luisa and write a message about bullying and her experience with bullying to a local newspaper using supplemental facts from the following articles:
    - https://www.bullyingcanada.ca/what-is-bullying
    - https://www.prevnet.ca/research/bullying-statistics/bullying-the-facts
    - https://www.prevnet.ca/sites/prevnet.ca/files/standup_2016_student_tips.pdf
    - https://www.sparkofhope.net/short-and-long-term-

effects-of-bullying-the-victim-the-bully

or

- create a poster by drawing/painting pictures about the dangers of bullying and/or how to be a friend.
- Students with special needs may use Google Read & Write as a reading aid (text to speech) and as a writing aid (speech to text) or can be paired with a peer.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment As Learning – Students will share their opinions with members of their group. Based on their readings and group discussions, students will each write a short message about bullying or create a poster/picture about bullying.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10

Task: *What will I be doing? What will students be doing?*

A new initiative has started at the school to reward students' positive actions to address the problem of bullying. Every Friday, a student will be recognized as the winner of the weekly Really Awesome Deeds (RADs) – students who demonstrate fairness, inclusivity and kindness are nominated by others. Prizewinners receive gift cards ($5-10) or other rewards such as free pizza lunches and movie tickets.

Ask the students to think about ways that they can make a difference.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment As Learning: Students reflect on their learning.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

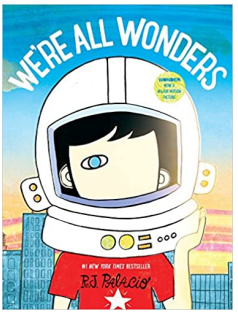
- Smartboard

- Projector
- Speakers
- Laptops/Computers
- iPads
- Text-to-speech software
- Chart-paper
- Markers
- Lined paper
- Paint
- Paintbrushes
- Construction paper
- Blank paper for sketching, painting
- Pencil crayons

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

We're all wonders



Author(s): R. J. Palacio

Links:

Amazon: https://amzn.to/2F9aHvT

Indigo: https://bit.ly/2YuN0G7

Social Justice focus: Bullying based on facial differences

Synopsis: This story is about Auggie, who stands out because he doesn't look like an ordinary kid even though he does all of the same things other kids do. The message of the story is that he is not the only person who is different, but everyone is unique in their own way. Auggie tries to get everyone else to see that as well. It is a story designed to spread kindness and inclusivity.

Lesson Plan: Teodora Prostran

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: We're all Wonders

Grade: 6

Lesson: *The focus of the lesson is to have the students develop an understanding of various perspectives. The lesson will focus around listening, and identifying the importance of inclusion/kindness in the school, and in their daily lives.*

Curriculum Areas: *What are possible connections to other curricular areas?*

Art

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall:

2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

Specific:

2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey

Curriculum Expectations:

Overall Expectations

Reading:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to

construct meaning;

Writing:

1. Generate, gather and organize ideas and information to write for an intended purpose and audience
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Specific Expectations

Reading:

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives

Writing:

1.1 Identify the topic, purpose, and audience for a variety of writing forms

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate

Learning Goal(s):

Students are expected to…

Apply critical analysis process to reflect on the artwork in the picture book to communicate feelings, ideas, and messages that the story conveys.

Use their knowledge of reading to understand the "we're all wonders" picture book, and make connections with experiences similar to theirs,

Identify the point of view in the story, as well as their own point of views to write a letter to Auggie, as well as understand Auggie's point of view.

Success Criteria: *How will students know they have met the learning goal? I can….*

Use my knowledge of the elements and principles of design to find the meaning of “we’re all wonders” and the artwork used in the story.

Using Auggie’s and their own point of view, students will write an inclusive and kind letter to Auggie, as well as identify the purpose and audience of the story as well as their letter. .

Use reading strategies to understand the picture book by making connections through personal experiences to create a letter of kindness for Auggie.

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

- Provide writing prompts to put ideas down
- Assistive technology – if students prefer to type their letter rather than write.
- Provide writing prompts to write letter to Auggie
- Print off cover art for the students to have their own to analyze

Minds-on:

Minutes: *10 Minutes*

Task: *Think pair and share with partner/table*

Discuss the cover art and what they observe/notice, and any predictions they might have about the book (Art). What do you think the story will be about?

Assessment: *Through conversation/Provide with a sticky note to write their own thoughts, and then add on anything after discussion with partner/class*

Action:

Minutes: *30 minutes*

Task: *Independent work/Writing task*

After reading the story aloud, have the students jot down on a piece of paper what they think the story is about. Once they have completed this, have the students write a paragraph (4/5 sentences) written to Auggie inviting him play/join in during recess, or during an after-school activity. This will be independent work.

Examples of writing prompts for differentiation: Who/What/When/Where/How – Refer to Appendix for handout

Assessment: *I will collect the jot notes after the story reading, and the paragraph, or if they are typing it they can email it to me, and I will assess the paragraph using a rubric for writing. I will use the notes to assess their thinking/critical literacy about the story to determine comprehension.*

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 *minutes*

Task: *Application/Creative thinking*

Come up with 2 wishes that Auggie (The main character of the story) might have after they have read the book. This will develop perspective of the main character of the book,

Examples to show: I wish for more people to invite me to play...

Assessment: *Write it on two stars and hang it up on a bulletin board in the classroom as a reminder to be kind/inclusive*

MATERIALS *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Picture book
- Photo copies of the cover art
- Paper for the letter titled "Dear Auggie...", which includes writing prompts as well to organize ideas
- Sticky notes for exit passes
- Stars for the wish board
- Assistive technology if necessary

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?

- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Appendix:

Dear Auggie,

Ideas: What are you inviting Auggie to do? How excited are you to play with him?

Organize ideas – Feel free to use these questions, or come up with your own!

Who are you writing this letter to?

Who will all be playing?

How will you invite them?

What will you be doing?

When will you be playing?

Where will you be going?

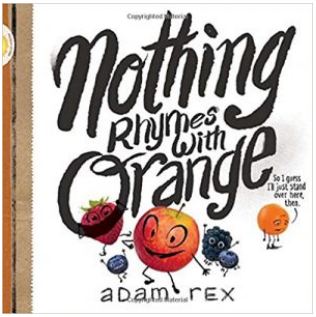
Nothing rhymes with orange

Author(s): Adam Rex

Links:

Amazon: https://amzn.to/2Y47YeS

Indigo: https://bit.ly/2WmjBMm



Social Justice focus: Pro-inclusion; diversity

Synopsis: This delightful parable sings the praises of various fruits through rhyme. The problem is that nothing rhymes with "orange" and the orange feels left out. In the end the other fruits create a word that rhymes with orange and everyone is happy.

Lesson Plan: Anthony Skrinjar

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice & Picture Books

Grade: 4

Lesson: Social Justice: Nothing Rhymes with Orange

Curriculum Areas: Language Arts: Reading

Curriculum Expectations:

Overall:

Reading 1: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing 2: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Oral Communication 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific:

1.6 Extending Understanding: extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

1.9 Point of View: identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

3.1 Reading Familiar Words: automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts

2.3 Word Choice: use specific words and phrases to create an intended impression

1.9 Presentation Strategies: identify the presentation strategies used in oral texts and analyze their effect on the audience

Learning Goal(s):

- We are learning to connect the meaning of picture books to real-life experiences
- We are learning to understand the point of view of a main character and supporting characters
- We are learning to relate different words that we know to each other in different reading styles
- We are learning to create a written piece using specific words and phrases related to a common theme.

Success Criteria:

- I can connect different types of readings to real-life experiences in the world around me
- I can understand and display the point of view of a specific character and supporting characters
- I can relate and connect familiar words to each other in different reading styles
- I can effectively write a story using specific words relating to a

common theme while using different writing styles

MODIFICATIONS / ACCOMMODATIONS I can effectively meet the needs of my students firstly by grouping them into groups of 4-5 to complete the task given. With this task, students at a lower reading/ writing level can be given easier and more familiar words.

Minds-on:

Minutes: 10 Minutes

Task:

- Begin by explaining that different forms of writing, especially picture books, always relay a clear message and different forms of writing are used;
- Have the students provide examples of different forms of writing and where they have seen them;
- After this, introduce the book *Nothing Rhymes With Orange* by Adam Rex and instruct the students to listen and view the illustrations carefully;
- Conduct a read aloud and question the students about what they think the meaning of the story is, and how is it relevant to everyday life.

Assessment: Assessment FOR Learning: Diagnostic Assessment. Anecdotal notes to record student participation in discussion.

Action:

Minutes: 30 Minutes

Task:

- Divide the class up into groups of 4-5 students each, ensuring to carefully select groups for differentiation/accommodation purposes detailed above;
- Provide each group with a set of 6 pictures (5 Characters & 1 Setting) and have them construct a story similar to *Nothing Rhymes With Orange* through connections via rhyming. [THE CATCH IS – ONE CHARACTER'S NAME DOESN'T RHYME

WITH ANOTHER WORD (like orange)];
- Provide the class with 25 minutes to create their written piece;

Assessment: Assessment FOR Learning: Formative Assessment. Checklist along with Anecdotal Notes to monitor and evaluate student progress towards achieving the expectation.

Consolidation:

Minutes: 15

Task:

- When all pieces are complete, each group will present their creation to the other groups in the class – selected in random order for presentation;
- Once all presentations are complete, place each written piece on the wall in the classroom to show off their work!
- Review the connection between *Nothing Rhymes With Orange* & social justice and explain how each group met the expectation of connecting a piece to a real world experience.

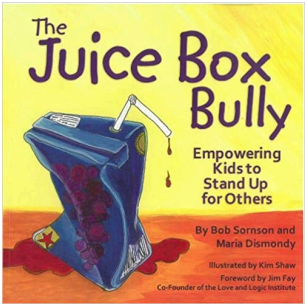
Assessment: Assessment FOR Learning: Formative Assessment. Checklist along with Anecdotal Notes to monitor and evaluate student progress towards achieving the expectation.

MATERIALS: White Paper/Graph Paper; Sets of 6 pictures for every group; Markers; *Nothing Rhymes With Orange* by Adam Rex; PowerPoint Presentation

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

The Juice Box Bully



Author(s): Bob Sornson & Maria Dismondy

Links:

Amazon: https://amzn.to/3hMmF1Q

Indigo: https://bit.ly/3hNB9yw

Social Justice focus: Bullying

Synopsis: Pete acts like a bully in his new school. Rather than being bystanders, the kids at the school become involved and teach him about "The Promise." Will Pete decide to change his bullying habits and make "The Promise"?

Lesson Plan: Amber Curry

Unit/ Topic: Bullying Language Arts & Visual Arts

Grade: 3/4

Duration: 1 Lesson – 2 periods (40 minutes each)

Lesson: The Juice Box Bully

Rationale: Address the importance of writing for kindness, acceptance, and inclusion; help students acknowledge and prevent bullying

Curriculum Areas: Language Arts; Visual Arts

LANGUAGE

Oral Communication

Grade 3:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Purpose

1.1. Identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks

1.2 Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

Comprehension Strategies

1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts

Extending Understanding

1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

Writing

Grade 4:

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Spell Familiar Words

3.1. Spell familiar words correctly

Spelling Unfamiliar Words

3.2. Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

Publishing

3.7. Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout

Visual Arts

p. 92 Fundamental concepts using elements of design

- Line
- Shape
- Form

Learning Goals:

I can identify bullying and I will act appropriately when necessary.

I will acknowledge the importance of helping stop bullying in the classroom as well as in my everyday life.

Success Criteria:

The students will identify what bullying looks like and what to do to avoid becoming a bystander

The students will create goals that they think are important to help stop bullying

Modifications/ Accommodations

Learning Materials (Content)

Have pre-cut leaves for students with fine motor skills

Ways of Learning (Process)

If students feel uncomfortable reading aloud their card they can ask for help or say "Pass."

Ways of Demonstrating (Product)

Identify all aspects of assessment to demonstrate (observation, conversation and product), not any one by itself

Accommodations:

Have students who struggle with written work do their on the iPad and have it printed off and glued to a leaf

Modifications:

Draw a picture instead of writing a response

Minds-on: (20 minutes) *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Transition students to the carpet while I sit at the front.

Ask initial questions:

Questions Before:

- What do you think the story is about?
- How would you define a bully?

Read The Juice Box Bully

Pause reading to ask questions within the story.

Questions During:

- What would you do if you saw Pete acting this way?

– What is a bystander?

– What do you predict will happen next?

Ask consolidation questions when the story is finished.

Questions After:

– What did you think of that story?

– What is your classroom promise?

ACTION (35 mins)

On the board it says:

"What to do…" and "What not to do" with the title: "Help Stop Bullying"

In a minute, I am going to hand a little card to each one of you. I will then pick out of a hat and to ask students to read what their card says.

Then we will have a vote between the class to determine which side of the T-Chart it goes on.

We will have a brief discussion about the situation and identify what type of bullying is taking place (verbal, physical, etc.)

Hand out a small cut out of an action (see print resource)

Pull names to choose students to read their card *(proactively aware of students with behavioural needs and yell if they do not get chosen next. Hopefully the use of randomization will adhere to this issue)*

Consolidation and Connection (45 minutes)

Ask initial questions.

Now that we have established right from wrong in particular situations, we are going to create a form of 'classroom promise' as was discussed in the story.

I have drawn a tree trunk that looks to be quite bare.

What I want you to do now, is write (or draw) something to answer this prompt:

"What will you do to STOP bullying"

Once you have a few ideas, use the construction paper that is on the front counter and cut out leaves.

I then want you to glue them all over the tree to liven it up a little.

Does that make sense?

When this is done we will hang it up on the wall and refer to it to make sure our class adheres to the promises we are currently creating.

Go!

ASSESSMENT TASK /STRATEGY Observation/Conversation/ Product PURPOSE: For/As/Of NATURE: Diagnostic/ Formative/Summative

Observation: As students respond to the action cards and create their goals to help stop bullying

Conversation: As the students discuss what the problem on the action cards are and what can be done to fix it

Product: The completion of at least 2 leaves posted on the tree trunk.

Purpose: FOR learning – Students will be able to identify what bullying looks like, what to do and what not to do and how they will apply their learning in their lives.

Formative Assessment – Student are receiving a grade for the completion of two or more leaves on the class tree (based on anecdotal notes).

ASSESSMENT TOOL(S) Anecdotal Record, Checkbric (see attachment)

Anecdotal notes

Checkbric

Completion of messages on leaves (according to a simplistic rubric)

Materials: *What resources and materials do I need? Where can I find them?*

Minds-On: The Juice Box Bully Story

Action: Action card cut-outs, white board, white board markers

Consolidation: Tree trunk drawing, construction paper, scissors, markers, glue

Checkbric for Unity Tree Assignment:

I completed **at leas**t two different leaves

My leaves are:

Meaningful
Unique
Descriptive
Realistic
Written clearly and concisely
Have no spelling errors
Use effective presentation elements of script, font, and/or graphics

Activity 1: Bystander action (print and cut up for small groups)

Hitting or punching someone after other students have
Telling someone to ignore mean words that have upset them
Saying, 'Just stop it, leave them alone'
Telling someone they can sit with you so they don't get bothered
Telling someone that no one likes what the person bullying is doing
Threatening someone, 'She's gonna get you again tomorrow, haha!'
Joining in throwing around someone's hat so they can't get it
Saying 'I'm not part of this' online and leaving the chat
Walking to class to help someone who is often picked on
Passing on someone else's nasty image of another person
Joining in a group of students who is standing over someone
Repeating the chant together 'Here comes the weirdo again'
Liking a nasty image of someone
Adding to comments online about someone being a loser
Watching while a group of students pick on another student
Telling someone who is bullying to go and find something else to do
Helping to stop someone from joining in with a group of bullies
Cheering on when bullying involves a physical fight
Tagging someone in nasty or inappropriate content online
Changing the topic away from rumours that people are sharing
Recording a fight and sharing it

Asking a person who has been bullied if they want help to report it

Organizing a game at lunch somewhere the teacher can see you

Saying, 'Let's keep this fun, okay."

Going to talk to a teacher to tell them bullying is happening

Making fun of someone at school the day after online bullying

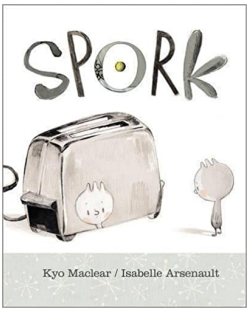
Laughing when someone who is being called names gets upset

Reporting the bullying you see to the social media service

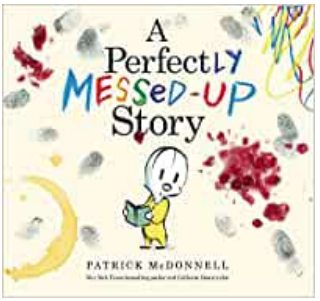
MENTAL HEALTH

Overview

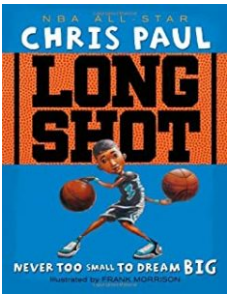
Spork
– *Kyo Maclear & Isabelle Arsenault*
Amazon: https://amzn.to/2TxMRTm
Indigo: https://bit.ly/2JTDteEz
Focus: Having a unique identity
Recommended Grade: 6
Contributor: Alasdair Dunbar



A perfectly messed up story
– *Patrick McDonnell*
Amazon: https://amzn.to/2T40sgi
Indigo: https://bit.ly/2JTOiae
Focus: Dealing with the unexpected
Recommended Grade: 6
Contributor: Christine Henstridge



Long shot: never too small to dream big
– *Chris Paul*
Amazon: https://amzn.to/2Hhdh5h
Indigo: https://bit.ly/2OsE4MM
Focus: Overcoming obstacles
Recommended Grade: 4
Contributor: Tyler Moreira



Love

– *Matt de la Pena & Loren Long*

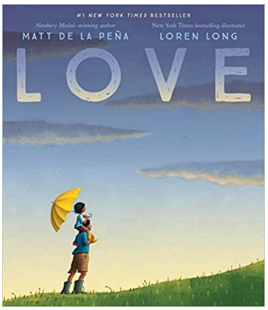
Amazon: https://amzn.to/2Hs22X8

Indigo: https://bit.ly/2FwzCZy

Focus: Love

Recommended Grade: 6

Contributor: Teddy Spassova



The Dot

– *Peter H. Reynolds*

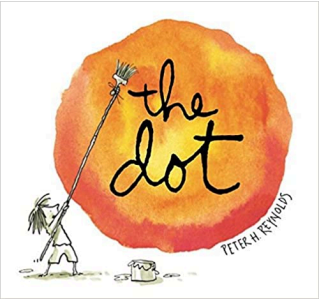
Amazon: https://amzn.to/2HAR5Cq

Indigo: https://bit.ly/2YvI6ZB

Focus: Creativity

Recommended Grade: 8

Contributor: Taylor Simons



My great big Momma

– *Olivier Ka*

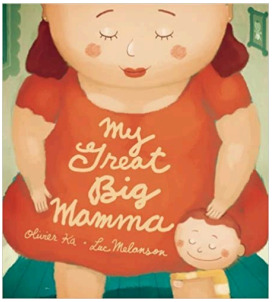
Amazon: https://amzn.to/2CgeSo4

Indigo: https://bit.ly/2UZTwm6

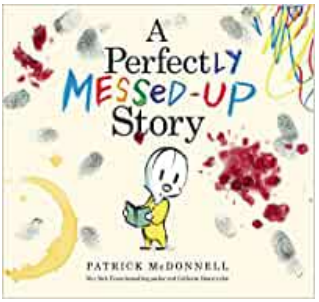
Focus: Body Image

Recommended Grade: 6

Contributor: Stephanie Hinks



A perfectly messed up story



Author(s): Patrick McDonnell

Links:

Amazon: https://amzn.to/2T40sgi

Indigo: https://bit.ly/2JTOiaez

Social Justice focus: Dealing with the unexpected

Synopsis: This story, narrated by Louie, begins in a traditional "Once upon a time" manner, but quickly is derailed by various stains that appear on the pages of the book – peanut butter, jam, crayons. Louie is frustrated and depressed when his perfect story is ruined. He discovers, however, that it's fine for life to be messy and complicated..

Lesson Plan: Christine Henstridge

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice

Grade: 6

Lesson: The focus of this lesson is to expose students to different emotions in an uncontrolled situation, make connections between the story and their own life, and to teach some coping strategies that they can use in these kinds of situations.

Curriculum Areas: Language Arts, Drama, and Health.

Curriculum Expectations:

Language Arts:

- Writing: OE 2 (draft and revise their writing, [...] appropriate for the purpose and audience)

    - SE 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- Oral Communication: OE 1 (listen to understand and respond appropriately [...]) & 2 (use speaking skills and strategies appropriately to communicate with different audiences [...])
    - SE 1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
    - SE 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning

The Arts:

- Drama: OE 1 (Creating and Presenting)
    - SE B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining issues, themes, and ideas from a variety of fiction and non-fiction sources from diverse communities, times, and places
    - SE B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role
- Health: OE C3 (Making Connections for Healthy Living)
    - SE C3.2 recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations.

Learning Goal(s): *What are students expected to know, do and understand?*

Students will:

- Show and understand different ways to handle their emotions through individual actions and class discussions (K & T)
- Identify emotions within the story by actively participating in partner and class discussions (K & C)
- Make connections between Louie's story and their own personal experiences (T & A)
- Create a 45 second skit with a partner that applies the framework of Louie's story in a similar context but with a different emotion (A & C)

Success Criteria: *How will students know they have met the learning goal?*

I can:

- Move my body and use my voice to show how I feel in a certain emotion
- Listen to the story and find emotions that Louie showed in his story
- Think of a time in my life where I felt like how Louie felt in his story
- Choose an emotion and make up my own 45 second version of Louie's story with a partner
- Reflect on ways of handling my emotions.

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- Music to help students get in the mindset of the emotion
- Partner work (can be preselected)
- ELMO for all students to see the book
- Online version of anchor charts/concept maps of the Emotions, Evidence, Coping Strategies chart
- Model example for students to refer to
- Extra copies of the book for students to look through
- Online graphic organizer to help students create their story

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 10 minutes

Task:

- Ask students What do you do when you're feeling…? followed by the emotions happy, angry, annoyed, sad, excited. Allow some time for students to react to the emotion
- Give students the question What do you do when something doesn't go your way and ask them to jot down their response in the notebooks.

Assessment:

- Nature: Assessment for learning – diagnostic
- Purpose: To allow students to generate ideas of different emotions and the ways in which they react to them in their everyday live

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: Total= 55 mins

Task 1 (20 mins)

- Read aloud of A *Perfectly Messed-Up Story*
- After the read aloud, students will use think-pair-share to talk about Louie's emotions and how he handled them. They will share their ideas with the class
- Create a chart with three columns: **Emotions, Evidence, Coping Strategies** on the board, followed by asking the students:
- *What are some emotions you saw in the story? How do you know he feels this way? Give an example from the book*
- *What are some strategies that Louie did or could have done to handle his emotions like anger and sadness?*

- Using todaysmeet.com, have students reflect on and make connections to Louie's story by asking *Are there any similarities between Louie and the way you react when experiencing one of the emotions? Make sure to give the emotion.*

Assessment:

- Nature: Assessment for Learning
- Purpose: To ensure students have identified emotions and coping strategies from the text as well made some connections to their lives

Task 2 (35 mins)

- Explain to student that they will be creating their own version of Louie's story. In partners, their version be a 45 sec. skit where one person is Louie, telling their own story, and the other interrupts the story using different interruptions (ex. audio, visual, voice). This time will decide how Louie reacts to the interruptions – will he overcome them? or will he get angry, sad, etc.?
- Give each student the graphic organizer to help organize their skit. Be sure to go through it with them and answer any questions they may have.

Assessment:

- Nature: Assessment of Learning
- Purpose: To note if students can take what they have learned and apply it in a similar context and to see if they can use coping strategies on their own.

<u>Consolidation:</u>

Minutes: 15 mins

Task:

- In groups of 6-8, partners will present their skits to their smaller group. After each presentation, they will discuss in their groups the emotion used, whether it was good way to handle the emotion, and why they think so. Give students the guiding questions:
- *If the emotion was positive, what did Louie do?*
- *If it was negative, brainstorm strategies Louie could have used to handle the situation better.*
- As a class and students will re-look at their responses the question W*hat do you do when something doesn't go your way?*. They will add to their response by listing some strategies they learned or strategies they know.

Assessment:

- Nature: Assessment as Learning
- Purpose: To allow students to reflect on the skits as well as make connection to their response to the initial question using strategies discussed

MATERIALS:

Copies of book, chart paper, markers, students' notebook, pencils, music, laptop, graphic organizer, todaysmeet.com

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

A Perfectly Messed Up Story Skit

Emotion chosen? *Will Louie be happy, frustrated, upset, excited, depressed, calm, etc. during your story?*

_____
_____

Beginning: *Introduce your story, no interruptions just yet!* (1-2 *sentences*)

_____
_____
_____
_____
_____
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_____

Middle: *Explain your story and show your emotion. Your interruptions will start!*

Detail: (1 sentence) **INTERRUPTION:**
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_

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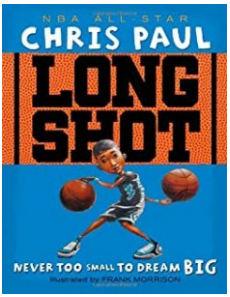
Detail: (1 sentence) **INTERRUPTION:**
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Detail: (1 sentence) **INTERRUPTION:**

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Long shot: never too small to dream big



Author(s): Chris Paul

Links:

Amazon: https://amzn.to/2Hhdh5h

Indigo: https://bit.ly/2OsE4MM

Social Justice focus: Overcoming obstacles

Synopsis: N.B.A player Chris Paul tells his story of making his high school basketball team despite being one of the shortest players trying out. He demonstrates the value of determination, hard work, and the refusal to accept limitations.

Lesson Plan: Tyler Moreira

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Creative Writing

Grade: 4

Lesson: *What is the focus of this lesson in relation to the unit?*

The focus of this lesson is to reassure students that they are capable to achieve their dreams and remind students of the various support systems they have. In this lesson, students will be guided through goal setting strategies to help achieve them.

Curriculum Areas: *What are possible connections to other curricular areas?*

Cross-curricular connections to health and physical education – healthy living strand in the Physical Education curriculum

document in the ways it allows students to reflect on their support systems in life and their emotions as individuals.

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall:

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Overall Expectations:

generate, gather, and organize ideas and information to write for an intended purpose and audience;

Specific:

Developing Ideas

generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., since, through, until)

Physical Education

Overall: identify the physical, interpersonal, and emotional aspects of healthy human beings.

Specific:

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to…*

- We are learning to explore and discover our SPARKS (Goals, interests, dreams, passions) in our lives
- Set a plan in place to help us achieve our goals (Goals, Plan and shift (GPS) to achieve these goals)
- Reflect and identify our support that is available from our peers, family and school and their importance to our mental health

Success Criteria: *How will students know they have met the learning goal? I can….*

- Identify/brainstorm ideas which make me happy in life and identify my dreams for the future
- Set short- and long-term goals, develop a plan and adapt to potential bumps in the road to achieve my goal
- I can write about my dreams and tell my story through writing or digital display (Ipad, Chromebook etc.)

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

Pair up students for the first two minutes of ACTION into THINK/PAIR/SHARE for 2 minutes with the intended goal of having students share ideas and spark interest in finding out something which they love. With this activity, it allows for those students whom are more-timid or need motivation to bring out their ideas to get that push and share their ideas

- Allow students to use iPads, Chromebook, writing utensils etc. to map out their dreams and goal setting however they feel comfortable.
- Allow students to use MIND MAP APPLICATIONS ON DEVICES TO HELP ORGANIZE IDEAS

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 15 minutes

Task: *What will I be doing? What will students be doing?*

Teacher leads the discussion:

Talk about your own personal story – Your SPARK /INTEREST and how you respond to it and how your interests relate to your dreams. For example, my interest/spark is coaching soccer – it is something I do every day, and I love working with kids. This led me to my dream, of becoming a lifelong learner and educator both in the classrooms and on the field. So, I chose the dream of becoming a teacher. My SPARK – coaching/soccer. My DREAM – teaching kids and seeing them develop knowing I was a part of the process.

Read Aloud of the book –

- Have students identify the SPARKS/GPS that are mentioned in the books
- Students will have prior knowledge of SPARKS – What are some things that you like to do that are: fun, interesting, and make you feel good about you? (Put sparks on a chart paper or white board.)
- GPS – Goal (what is wanted), Path (strategies), Shift (adjusting to road blocks)
- Getting the reader to ask; "what did I learn about myself after reading this book?" (This allows for personal connection and deeper meaning of the message)
- What was the main message/idea the author was trying to get across/make me understand? (This allows for deeper understanding)
- How is this text changing the way I think? (Personal reflection on their decision making and mindset and how one can change that to become or remain positive)
- Can I relate to this story? If so, how? (Personal connection)

Assessment: *What is the Nature and Purpose of assessment?*

- Nature of assessment – Formative- Assessment for Learning –

students are taught the basics of SPARKS/GPS MODEL

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 40 minutes

Task: *What will I be doing? What will students be doing?*

Have students close their eyes and think about their dreams. What or who do they want to be when they grow up? Think about the steps it takes to reach these dreams: athletes practicing skills, professionals attending school, etc. What can they do right now to start working on their dreams?

Pass out blank paper and have each student draw a picture showing them achieving their dream.

Talk about the following: Critical Literacy

1. **GOAL SETTING** – DRAW A WEB ON THE BOARD – IDENTIFYING YOUR SPARKS AND GOALS. Have students write down their goals on the paper and allow them time to map out their goals. **IDENTIFY THEIR SPARKS AND GOALS**
2. Ask students what steps would they pursue to make these dreams come true? **PATH**
3. If there were roadblocks, how could they shift gears and do something different? **SHIFT**
4. Who could help them with this goal and be a goal champion? (Touch upon family, friends, teachers, principals, coaches etc.) **SUPPORT**
5. TALK ABOUT SMART GOALS (Smart, Measurable, Attainable, Realistic, Time)

NEXT: Ask students to identify how this relates to their personal lives and the importance of healthy relationships – peers, teachers, friends, family etc.

Ask the students: Why are these important? Why is it important to speak nicely and motivate our friends? Why shouldn't we talk bad and say mean things towards them?

****USE THIS AS A LINK TO NEXT CLASS – TOUCHING ON THE VARIOUS FORMS OF BULLYING – Social, physical, verbal) ****

Assessment: *What is the Nature and Purpose of assessment?*

Assessment – as learning – observing the students create a map of goals in which they wish to achieve and create a pathway in doing so.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 5

Task: *What will I be doing? What will students be doing?*

At the end of the lesson I will have a group discussion about the important of goal setting and have students share one thing they learned (voluntarily).

EXIT TICKET – Students write down their goal and one support system in which they have to help them achieve that goal. Students hand in the paper and teachers keep those papers in a safe spot to return to the students at a later point.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment as learning

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

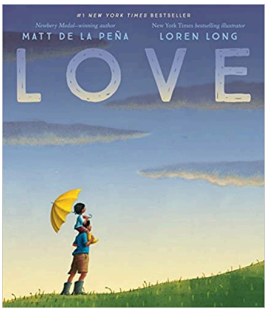
- Picture book
- Research on SPARKS/GPS
- Pens/Papers
- Digital Devices for students with IEP's or differentiated learning

REFLECTION: Questions to determine the success of your lesson:

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?

- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Love



Author(s): Matt de la Pena & Loren Long

Links:

Amazon: https://amzn.to/2Hs22X8

Indigo: https://bit.ly/2FwzCZy

Social Justice focus: Love

Synopsis: This moving book reveals the presence of love in every aspect of life. Its characters reflect a variety of abilities and cultures. The message is that love is found during difficult times as well as joyous, and is with us from birth through the various passages of our lives.

Lesson Plan: Teddy Spassova

Junior/Intermediate Lesson Plan

Consecutive and Concurrent Programs

Unit/Topic: Building Empathy Around Social Justice Through Creative Monologue Writing

Grade: 6

Lesson: The purpose of this three-part lesson is to explore inferencing the greater ideas from seemingly simple short story books and their illustrations. Moreover, creative monologue writing is practiced as a form of written and then dramatic expression, in accordance to the development of a point of view. An important underlying theme in this lesson is empathy building, as social justice themes are critically analyzed.

The picture book in this lesson, "Love", by Matt de la Peña, explores issues of growing up and facing the challenges in the world. The main idea of the book is that as we are growing older, we realize that we face many challenges and may sometimes feel vulnerable and even unloved. There is pain that can exist in us and in the

world and we need to recognize that we must be strong, loving and empathetic towards ourselves and each other, because everyone is deserving of this kind of love.

Curriculum Areas: Language Arts, Arts; Dramatic Arts, Empathy & Current Events

Curriculum Expectations:

ARTS; DRAMATIC ARTS

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction source

LANGUAGE

Oral Communication

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Making Inferences/Interpreting Texts

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

Extending Understanding

1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Writing

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience

Point of View

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

Students will be able to make inferences and connections to the world around them from the illustrations and text in the short story picture book.

Students will write their monologues in first person from a character's point of view, using a convincing character voice.

Students will be able to present the point of view of their character by role playing during their monologue performance.

Students will be able to speak clearly and speak at an effective pace and volume when performing their monologue.

Students will be able to use appropriate facial expressions, gestures and make eye contact with their audience during their monologue performance.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can make an inference from the illustrations and/or text from the short story picture book.

I can make connections to the world around me from illustrations

and/or text from the short story picture book.
I can brainstorm social justice issues that are going on around the world.
I can create a character that might be experiencing a social justice issue.
I can write a creative monologue in the first person, from the point of view of my character, that explains how my character might be feeling, and what my character needs to feel better.
I can role play and be convincing when presenting my character's monologue to the class.
I can speak clearly, at a good pace and with an appropriate tone during my monologue performance.
I can use convincing facial expressions and gestures while making eye contact with the audience.

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

- Allow extra time during any phase of the lesson, for accommodation
- Allow use of Google Chromebooks, computer lab or iPads, for writing and typing accommodations (i.e., ELL students can use Google Speech-to-Text, students with fine-motor issues can type)
- Allow student(s) to present to teacher only, instead of class. Students can also use a video recording App, such as YouTube, to record presentation
- Use of YouTube video for reading the short story in the Minds-On is for visual/auditory learners
- Students on the ASD spectrum, or with communication exceptionalities, could be given a guided inquiry to follow instead writing and presenting a monologue
- Show a model of a written and performance monologue

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: ~15 – 20 minutes
Task: *What will I be doing? What will students be doing?*

1. Play/read "Love" by Matt de la Peña from YouTube video (if available, teacher will be holding hard copy of book and changing pages with the video).
2. When finished, pull up PowerPoint with screenshots of the "piano and child scene" and "family and television" scene.
3. Next, the individual quick write task (5 minutes):
   Ask students to make inferences about the two scenes presented in front of them on the board. Questions to ask to elicit answers:

   - "What might be going on in these illustrations?", "What does the author mean here?", "What inferences can you make and how do you know?", "Looking at the text and illustrations, what messages is the author conveying?",
   - "What are some events, big or small, you may have seen being experienced in the world?",
   - "What are some social justice issues going on in the world around you?", "How has growing up and maturing impacted what you see in the world and how you feel about it?", "What are some events around the world that are unfair, sad, terrifying, or important for us to know and understand?".

4. Allow students ~5 minutes to write. Allow extra time for any student accommodations.

Assessment: *What is the Nature and Purpose of assessment?*

The quick write task will allow the teacher to collect evidence for the reading expectations. This will be an assessment for learning with a checklist and the criteria "Met/Not Met". There will be room for teacher comments.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: ~120 minutes

Task: *What will I be doing? What will students be doing?*

PART 1: Think-Pair-Share

1. Teacher will have a PowerPoint with the visual prompts that cover social justice issues intended for their monologue tasks. (i.e., these visuals could be of current events like: hurricanes & hurricane relief, people affected by natural disasters or people in protests. The visuals could also be of bullying, environmental issues such as pollution, deforestation, poachers, etc.)

    - Questions to ask students before (and during their monologue writing):
        - "How might those people in these sorts of situations be feeling?", "What are some current events or social issues that are going on in our world? In our communities?", "How should we react to social injustice events and what can be done to help those in need?", "What are some events around the world that are sad, terrifying or important for us to know and understand?".

2. Students will be asked to Think-Pair-Share with the person beside them. Students will then be asked to share their discussions.

PART 2: Creative Monologue Writing

1. Next, teacher will discuss the monologue writing. (NOTE: depending on the students, teacher might have to have had a lesson about monologue writing and performing, or do a lesson about monologue writing/performing in between parts 1 and 2 of the action phase. The teacher could have a model

monologue written/performance, to help students as an accommodation).

2. Next, students will choose a current social event, one that was just discussed or one that they are interested in. Teacher will check-in with each student to make sure ideas are appropriate and on task. For their monologue, students will pretend to be a nameless person that has been affected by that social justice issue (i.e., person living in the U.S.A that could have been displaced by the 2018 Hurricane Florence, or a student that has just been bullied in the hallway, etc.).
3. The teacher will then tell students that the monologue will be written in 1st person, from a personal point of view. It must describe how the person/character might be feeling (ex., I feel hurt and alone. I was bullied and no one was there to help me, etc.). Then, the monologue must include the needs and wishes for that person to get and feel better (ex., I wish that the bully could understand how much they are hurting me. I want our school to talk about bullying more often and have strict consequences for bullies. The world does not need these types of people and this hatred, etc.).

    - Teacher can ask students to relate back to the book by asking, "How might the characters we saw in the book be feeling?", "Can you make a connection with your character, to the emotions in the illustrations? Who else can?"

<u>PART 3: Dramatic Monologue Presentations</u>

1. Presentation: Each student will present their monologue, pretending to be a person/character undergoing a social justice situation. Students will be able to see the success criteria for this task because drama and oral communications skills will be evaluated of learning.

Assessment: *What is the Nature and Purpose of assessment?*

- The creative monologue writing will be an assessment for learning on writing expectations, with a checklist and the criteria "Met/Not Met". There will be room for teacher comments.
- Oral communication expectations during the monologue performance will be assessment of learning with a checklist of the learning goals and the achievement levels (levels 1-4). There will be room for teacher and student comments.
- Drama expectations during the monologue performance will also be an assessment of learning with a checklist of the learning goals and the achievement levels (levels 1-4). There will be room for teacher and student comments.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 – 15 minutes

Task: *What will I be doing? What will students be doing?*

1. Exit Card: After their monologue presentations, students will be asked the question: "*What did you learn from your own and your peers' monologues? Why is it important to have empathy towards others?*"
2. Students will be given ~10 minutes to complete this prompt to consolidate the social justice and empathy themes touched in this lesson.

Assessment: *What is the Nature and Purpose of assessment?*

The exit card will be an assessment as learning, regarding character education and empathy building. There will be a ***checklist*** and the criteria "Met/Not Met". There will be room for teacher and student comments.

Possible next lesson(s):

- Could be tied in with the Social Studies curriculum, Strand B:
    - B1. Application: explain the importance of international

cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena
    - B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
    - B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement
- HPE 'Healthy Living Strand':
    - C1.3 Development of a self-concept
    - C2.5 Healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence
- Questions for the next lesson(s):
    - "How can we show empathy as Canadian citizens? What are our global responsibilities?",
    - "What new issues have you learned about?", "What are ways to deal with these issues? As responsible global citizens in our community?", "Are their government or non-governmental organizations that might be responding to these issues and persons in need?", "How should we deal with problems as we get older?", "How do we maintain healthy relationships with ourselves and others during harder times?"

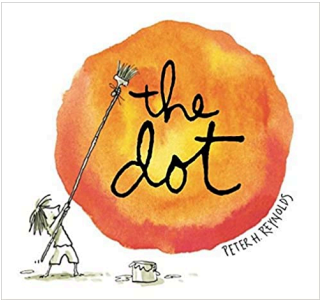
MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Storybook- "Love", by Matt de la Peña, illustrations by Loren Long (could be found in the library or on a YouTube link: https://www.youtube.com/watch?v=Kno8ql4bCLM)
- Screenshots/scans of pages 11-12 of "piano scene with child and dog" and pages 13-14 of "television scene with family"

(alternative would be a screenshot of the YouTube video, at minutes: 1:31 & 1:42)

- PowerPoint for the Minds-On and Action parts
- Smartboard, projector or document camera
- Paper and pencil for writing, or student writing notebooks/ duo-tangs
- Exit cards (could also be written on a paper or student writing notebooks/duo-tangs)
- Access to internet
- Google Chromebooks, computer lab or iPads

The Dot



Author(s): Peter H. Reynolds

Links:

Amazon: https://amzn.to/2HAR5Cq

Indigo: https://bit.ly/2YvI6ZB

Social Justice focus: Creativity

Synopsis: The child in this story dislikes art class because she is convinced, she can't draw. Her teacher gently encourages her to begin with a single dot and her creativity takes off. The story celebrates the creative spirit in everyone.

Lesson Plan: Taylor Simons

Junior/Intermediate Lesson Plan

Consecutive and Concurrent Programs

Unit/Topic: Language Arts – Writing: "I never thought I could"

Grade: 8

Lesson: The purpose of this lesson is to have students interpret their own meaning of The Dot, make connections between the book and personal, educational or life experiences, and communicate their understanding through a written reflection.

Curriculum Areas: Possible areas

Language Arts – Reading- OE 1 Read and demonstrate understanding, Writing – OE 1 & 2 Develop and organize information; use language skills in writing

Visual Arts – OE D 1 & 2 Creating and Presenting; Reflecting, Responding, and Analyzing

Physical Education and Health – Mental Health (Grade 8 C2.3) Consider the effectiveness of support and feedback, explore ways to deal with stress

Curriculum Expectations: Language Arts – Writing

OE 1 generate, gather, and organize ideas and information to write for an intended purpose and audience;

SE 1.1 identify the topic, purpose, and audience for more complex writing forms

SE 1.2 2 generate ideas about more challenging topics and identify those most appropriate to the purpose

OE 2 draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

SE 2.1 write complex texts of a variety of lengths using a wide range of forms

SE 2.2 establish a distinctive voice in their writing appropriate to the subject and audience,

SE 2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

Learning Goal(s):

- Identify themes and generate meanings of the Dot (K) (T)
- Make connections between the book and personal, educational, and/or life experiences (T) (A)
- Convey meaning through a first person POV written reflection

(C) (A)

Success Criteria:

- I can discuss ideas with my peers and ask questions
- I can identify an overall message of the book
- I can generate my own meaning from the book
- I can explain how I relate or do not relate to Vashti and her experience
- I can write a 1-page written reflection in my POV using personal experiences or other experiences that are similar to Vashti's

MODIFICATIONS / ACCOMMODATIONS

- Learning Styles:
    - Visual: Class can build concept map on board together, lists to show ideas
    - Auditory: Create opportunities for verbal discussion, one LOUD and CLEAR voice
    - Kinesthetic: Imitate the book (Create something you never thought you could)

- Exceptionalities/Disabilities/Special Needs & Other Considerations
- Projector to see the book (words, pictures),
- One reader with loud and clear voice
- Work with a partner to discuss ideas
- Use technology or digital support

Minds-on: Icebreaker drawing activity, classroom discussion, introduction to book.

Minutes: 10 minutes

Task:

Students will draw a picture on a blank piece of paper; it can be anything they wish, using whatever writing utensils they have.

Teacher will observe.

Classroom discussion afterwards, discussing difficulties, choices, pictures, likes and dislikes about the task. Students will be asked to sign their artwork.

Introduction and read through of The Dot

Assessment: Observation – For learning – teacher will observe and listen to student discussion to clarify students learning and check for understanding.

Action: Class/Peer Discussion and Written Reflection

Minutes: 40 minutes

Task:

CLASS & PARTNERS: After the book has been read aloud to the class, teacher can use these discussion prompts with the entire class:

- How did you feel when you signed your artwork?
- Are you proud of your drawing?
- Has there ever been a time where you thought you couldn't do something and then you did it?

Students will then work with their elbow partner to brainstorm ideas about the book's meaning and begin to build connections between their own experiences (past or present) and Vashti's experience in the book.

INDIVIDUAL: Students will write a 1-page reflection, first person POV, that discusses any themes, meanings, and connections they made to the book.

Assessment: As and for learning – students will reflect on their own understanding and try to make deeper connections to the book. Teacher will observe and check reflections for understanding, critical thinking, and communication; this will give the teacher an idea of where the students are and what they will need in order to build on their literacy skills in future lessons.

Consolidation: Exit card

Minutes: 5 minutes

Task: Students will complete an exit card that will ask them to share the most important concept/lesson they learned from The Dot.

Assessment: As learning – The exit card is inviting them to make one conclusive and meaningful statement to demonstrate what they have learned. It encourages deeper thinking, summary of ideas, and will help students to adjust their mindsets in future academic settings.

MATERIALS:

- The Dot Picture book
- Blank paper
- Pencils/Markers/Pencil Crayons
- Notebooks/ iPads/Laptops
- *Possible* Examples of success stories for students to see connections

REFLECTION:

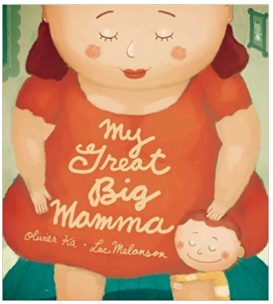
Questions to determine the success of your lesson-

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students?

If not, what are my next steps?

- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

My great big Momma



Author(s): Olivier Ka

Links:

Amazon: https://amzn.to/2CgeSo4

Indigo: https://bit.ly/2UZTwm6B

Social Justice focus: Body Image

Synopsis: The narrator of the story is a boy whose mother is large – in size, personality, affection. He loves his mother as she is. When she goes on a diet to lose weight "because of others" he is fearful and sad. He tells his mother she is perfect just as she is.

Lesson Plan: Stephanie Hinks

Rationale: I selected this book because there are a lot of negative stereotypes about body image and physical appearances in society today. I believe it is important to teach young students to break these stereotypes, to stop judging others, and to build strong self-confidence and self-worth. The biggest strength of this book is that it highlights a lot of positive traits about the mamma, who is a large woman. Her oversized features are highly admired by her son, who does not want her to change. The only drawback to this book is one scene where the little boy states that he would not want his mamma to be thin, as her lap wouldn't be soft to sit on and he would be afraid of breaking her. This is concerning because it goes to the other extreme of shaming people who are very thin. Although this is viewed as the boy's personal opinion, it does imply negative stereotypes about individuals who are thin.

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Picture Book

Grade: 6

Lesson: *What is the focus of this lesson in relation to the unit?*

The focus of this lesson is to make connections between personal experience, media influences, and fictional characters when brainstorming and communicating ideas about body image. Focus will be placed on student ability to demonstrate written and oral communication skills about the health and body image notions suggested in the picture book "My Great Big Mamma".

Curriculum Areas: *What are possible connections to other curricular areas?*

Language: Reading, Writing, Oral Communication

Health & Physical Education: Healthy Living

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language:

Oral Communication: 1. Listening to Understand

- **Purpose 1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks. (page 108)

Reading: 1. Reading for Meaning

- **Comprehension Strategies 1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts. (page 111)
- **Extending Understanding 1.6** extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them. (page 112)

Writing: 1. Developing and Organizing Content

- Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose. (page 114)

Health & Physical Education:

Healthy Living

- **Human Development and Sexual Health C2.6** make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (page 175)
- **C3.3** assess the effects of stereotypes, including mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes (page 177)

Learning Goal(s): *What are students expected to know, do and understand?*

- We are learning to make connections between ideas suggested in a story and real-life situations.
- We are learning to organize personal thoughts and opinions in written form by completing the picture book worksheet.
- We are learning to use critical listening skills when the teacher reads the text out loud and during class discussion.
- We are learning to understand the book that is being read by making connections to personal thoughts and experiences in relation to body image and stereotypes.

Success Criteria: *How will students know they have met the learning goal? I can….*

- I can participate in class discussion and develop my own ideas about the people or characters that I consider to be heroes.
- I can use writing and processing skills to complete the questions in the Picture Book Worksheet.

- I can use critical listening skills to understand the story being read aloud and to understand the opinions expressed by my peers.
- I can make connections between the picture book story and my own personal experiences.

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

- Students may work in pairs to complete the worksheet.
- Extra time will be allotted for students who require a longer working period.
- The picture book will be available for students who wish to read through it again individually after the teacher has read it aloud to the class.
- Students may use digital tools such as text-to-speech software on laptops or iPads to record their worksheet answers.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Begin by asking students "what is a hero?" to ensure that everyone is familiar with the term. This will connect to student prior knowledge of heroes and set the context for learning throughout the rest of the lesson. This also engages students with the topic for the Picture Book Worksheet.

Minutes: *How much time will I allocate?*

35 minutes (5 minutes: hero discussion, 20 minutes: worksheet, 10 minutes: discussion)

Task: *What will I be doing? What will students be doing?*

Engage the class in a brief discussion about heroes, then hand out Picture Book Worksheet. Students will work individually to complete the worksheet (students requiring accommodations may work in pairs to brainstorm ideas or use technology). Teacher will observe to make sure everyone is on track and to answer any student questions or concerns about the worksheet. Once

worksheet questions are completed, begin class discussion by asking students about their answers. Encourage conversation about the three heroes they wrote about, their characteristics, and the influence of appearances/body image. Clarify the term "body image" by asking students to explain what they think it means and discuss the definition (a person's perception or mental image of their own body). Make connections between the physical appearances of heroes, how they come in all shapes and sizes, and are often admired for their strengths and personalities. Point out that anyone can be a hero, no matter what they look like. Stress the importance of maintaining a positive body image and feeling comfortable with yourself.

Assessment: *What is the Nature and Purpose of assessment?*

A tracking sheet will be used to monitor student participation during discussion as well as the completion of the worksheet. The purpose of this type of assessment is to monitor student participation and working habits in class.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Introduce the picture book "My Great Big Mamma". Teacher will read the story aloud and show the pictures to the class. After the read-aloud, ask students for their thoughts and opinions about the story. Reinforce prior learning about Use thought provoking questions such as the following:

"*why does the little boy love his mom?*", "*does he want her to change her physical appearance?*", "*why do you think the little boy wants his mom to stay the way she is?*", "*why does the mom want to lose weight in the story?*", "*why does she decide to stop her diet?*"

Minutes: *How much time will I allocate?*

40 minutes (15 minutes: read aloud and discussion, 25 minutes: paragraph writing)

Task: *What will I be doing? What will students be doing?*

Instruct students to write a paragraph explaining what they like the most about themselves, describing three personal traits that they believe are assets to have. Use encouraging phrases such as,

"think about what makes you special or unique" and "what are some good qualities that you like about yourself?".

Assessment: *What is the Nature and Purpose of assessment?*

A checklist will be used to assess student writing, comprehension, and participation in class discussion.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Reflect on the learning goals by asking students to consider the work they had completed in the Picture Book Worksheet and make comparisons to the characters in "My Great Big Mamma". Recap the importance of valuing others for their personalities and traits opposed to physical appearances. Refer to the little boy character from the story as a positive role model and a good example of smashing stereotypes. Discuss ideas of body image and why it is essential to acknowledge traits that you like about yourself. Explain the purpose of writing the paragraph about themselves as a way of improving their self-worth and building confidence.

Minutes: *How much time will I allocate?*

10 minutes: discussion

Task: *What will I be doing? What will students be doing?*

Once written paragraphs have been submitted, facilitate oral discussion to recap key points of the lesson. Address common struggles that people may battle in relation to maintaining a positive body image. Discuss the importance of avoiding stereotypes or judging others based on appearances. Encourage students to ask questions and offer suggestions about body image.

Assessment: *What is the Nature and Purpose of assessment?*

Record anecdotal notes about student comprehension of body image and stereotypes. The purpose of this assessment is to keep track of students who are having trouble understanding the topic, if any, and to assess whether further discussion/activity is necessary to reinforce comprehension.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- A copy of the book “My Great Big Mamma”, which can be found in the library (IRC)
- Picture Book Handout
- Paper, notebooks, writing utensils
- Laptops/iPads for students with IEP’s

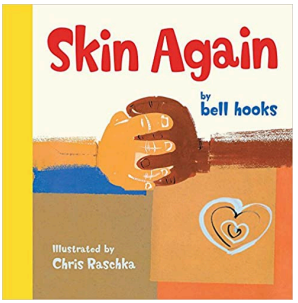
REFLECTION *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

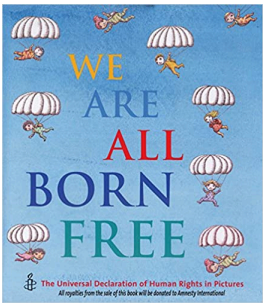
HUMAN RIGHTS

Overview

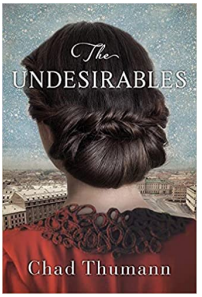
Skin again
– *Bell Hooks*
Amazon: https://amzn.to/2u6bwiI
Indigo: http://bit.ly/3aAMcET
Focus: External appearances, especially racial identity
Recommended Grade: 4
Contributor: Justin Plant



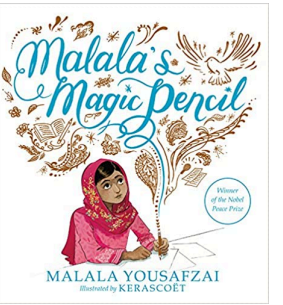
We are all born free
– *Amnesty International*
Amazon: https://amzn.to/2VRL5sU
Indigo: http://bit.ly/2v4OhKd
Social Justice focus: Human Rights
Recommended Grade: 6
Contributor: Nadine Zahabi



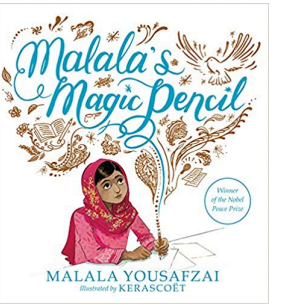
The undesirables
– *Chad Thumann*
Amazon: https://amzn.to/2HiizgW
Indigo: http://bit.ly/2vOr2V3
Social Justice focus: Intolerance
Recommended Grade: 8
Contributor: Haley Besworth



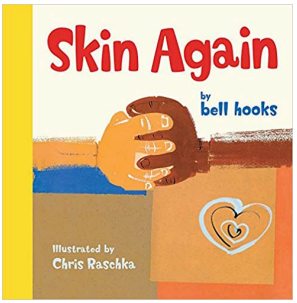
Malala's Magic Pencil
– *Malala Yousafzai*
Amazon: https://amzn.to/2Cup3p3
Indigo: https://bit.ly/2HGBYZn
Social Justice focus: Gender roles/ peace
Recommended Grade: 4
Contributor: Rabia Khan



Malala's Magic Pencil
– *Malala Yousafzai*
Amazon: https://amzn.to/3iHeyTH
Indigo: https://bit.ly/2HGBYZn
Social Justice focus: Education rights; gender equality
Recommended Grade: 6/7
Contributor: Ceilidh Stidwill



Skin again



Author(s): Bell Hooks

Links:

Amazon: https://amzn.to/2u6bwiI

Indigo: http://bit.ly/3aAMcET

Social Justice focus: External appearances, especially racial identity

Synopsis: The basic message of this book is that the skin we are in cannot tell our stories. To know and understand one another we must go inside and meet the other person beyond external labels or appearances. Our stories are complex and cannot be defined by superficial assumptions.

Lesson Plan: Justin Plant

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice

Grade: 4

Lesson: *What is the focus of this lesson in relation to the unit?*

To help introduce students to biases that they may have and why they are important to identify.

Curriculum Areas: *What are possible connections to other curricular areas?*

Language, Social Studies.

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language:

Overall: *Oral Communication*

- 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Reading- 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Specific: *Oral Communication*

- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.
- 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience.

Reading:

- 1.1 read a variety of texts from diverse cultures, including literary texts), graphic texts and informational texts.
- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes.
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.
- 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- 1.5 make inferences about texts using stated and implied ideas from the texts as evidence.

- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- 1.7 analyse texts and explain how specific elements in them contribute to meaning.
- 1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Writing

- 1.1 identify the topic, purpose, and audience for a variety of writing forms.
- 1.4 sort and classify ideas and information for their writing in a variety of ways.

Social Studies:

Overall- A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day

Specific- A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

Students are expected to be able to read the assigned book and deconstruct its meaning and relate it to the world today and to themselves and how it has changed from past views.

Success Criteria: *How will students know they have met the learning goal? I can….*

- successfully read and deconstruct Skin Again by Bell Hooks
- successfully write about the meaning of the book
- successfully share with the class one interesting thing about themselves that you wouldn't know by looking at them.

MODIFICATIONS/ ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

If necessary, provide a less challenging book to read, or have students work in pairs to meet time constraints. If a student is especially shy have them create a digital file to share with the class rather than standing in front of the class to speak.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Show a slide show with pictures of several different people from different walks of lives and different ethnicities.

Minutes: *How much time will I allocate?* 5 minutes

Task: *What will I be doing? What will students be doing?*

Show a slide show of 5-10 people and ask the class to say one thing they notice about the people. After ask if because we notice that one thing about the person ie. They play hockey, do we really know anything about them. Ask students if this is a fair way to judge people of categorize them.

Assessment: *What is the Nature and Purpose of assessment?*

Formative assessment to see what they know about the topic already.

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 10 minutes

Task: *What will I be doing? What will students be doing?*

Read the book Skin Again by Bell Hooks as a class. Ask students what they think the main topic of the book is. Ask them how it could relate to them.

Assessment: *What is the Nature and Purpose of assessment?*

Formative assessment to see how well they understood the book and its themes. Summative assessment to assess their reading skill.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 25 minutes

Task: *What will I be doing? What will students be doing?*

Have the students reflect on the book and what it might mean.

Have them write a 5-sentence paragraph stating what they thought of the book, what they thought its main ideas were, what it made them feel, and one thing they would like to share about themselves with their classmates that they might not know by just looking at them. Once all students have completed the task, have them share one at a time, the item they chose to write about themselves.

Assessment: *What is the Nature and Purpose of assessment?*

Formative assessment of how well they understood the goal of the lesson and how well they were able to articulate it both oral and written form.

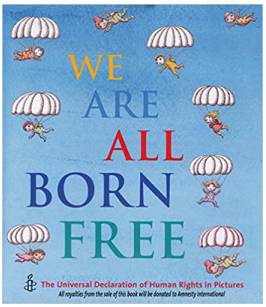
MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Pen and paper
- Skin Again by Bell Hooks

REFLECTION: Questions to determine the success of your lesson:

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

We are all born free



Author(s): Amnesty International

Links:

Amazon: https://amzn.to/2VRL5sU

Indigo: http://bit.ly/2v4OhKd

Social Justice focus: Human Rights

Synopsis: Amnesty International produced this book to celebrate the 60th anniversary of the Universal Declaration of Human Rights. The original 30 statements are simplified for children and each is accompanied by a colourful illustration. The principles have great relevance for everyday life, both on the individual and international scale.

Lesson Plan: Nadine Zahabi

Primary/Junior/Intermediate Lesson Plan (ABBREVIATED TEMPLATE)

Consecutive and Concurrent Programs

Unit/Topic: Introductory Lesson Human Rights via 'We are all born free'

Grade: 6

Lesson: The focus of this lesson is for students to develop an understanding of human rights and the role it plays in their everyday life. Students will reflect on and the importance of having rights and what life may be like with the lack of rights.

Curriculum Areas:

Language arts: Reading/Writing/Oral Communication

Social Studies: Heritage & Identity: Communities in Canada Past & Present

Curriculum Expectations:

Social Studies

OVERALL EXPECTATIONS

1. **Application:** assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)
2. **Understanding Context:** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)

SPECIFIC EXPECTATIONS

- **Understanding Context:** A3.8 identify and describe fundamental elements of Canadian identity pg.123
- **Application:** Diversity, inclusiveness, and Canadian Identity: A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada and assess the contribution of some of these features to Canada's image and identity pg. 120

Language Arts

Oral Communication

OVERALL EXPECTATIONS

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes pg.108
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; pg 108

SPECIFIC EXPECTATIONS

- **Active Listening Strategies 1.2** – demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations,

including work in groups pg.108
- **Interactive Strategies 2.2** – demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions pg. 109

Reading

OVERALL EXPECTATIONS

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; pg 111

SPECIFIC EXPECTATIONS

- **Variety of Texts 1.1** – Read a wide variety of texts from diverse cultures, including literary texts, graphic texts and informational texts pg.111
- **Making inferences/Interpreting Texts 1.5** – develop interpretations about texts using stated and implied ideas to support their interpretations pg 111

Writing

OVERALL EXPECTATIONS

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience; pg 114

SPECIFIC EXPECTATIONS

- Developing Ideas 1.2 – generate ideas about a potential topic and identify those most appropriate for the purpose pg. 114

Learning Goal(s):

- We are learning what 'Human Rights' are

- We can make connections between human rights and our everyday lives
- I can make use my strategies to help me understand a book (reading)
- We can participate and collaborate with our peers (Speaking)
- We can explain the role of human rights in our lives (Writing)

Success Criteria:

- I can actively participate in classroom and group discussions
- I will collaborate with a peer to write a paragraph about how Human Rights affect us
- I can effectively present my ideas to my peers.

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Possible modifications/accommodations are:

- Provide text digitally
- Provide text book to students
- Book is accompanied by pictures
- Student seating can be adjusted as required
- Students can work together or alone as required
- Student product can be adjusted based on varying student needs

Minds-on:

Minutes: 15 to 20 mins

Task:

- Show students the cover of the book 'We are all Born Free'
- Have them make predictions about what the book is about
- Guide them to 'Rights' & 'Human Rights'
- Reflect quickly on what a right is
- Read some or all (if time permits) of the rights with students

*The **educator** will be facilitating the classroom discussion and later reading excerpts from the book and asking poignant critical literacy questions.*

***Students** will be using reading strategies to inference and participate in classroom discussion.*

Assessment: *Assessment for learning – listen to conversations and communication between students.*

Action:

Minutes: 30 to 35 mins

Task: Students: In a group of two students will select one of the rights discussed in the classroom. They will draw an image to represent this right and will explain in 1 to 2 sentences how this right affects them or why it is important. Students will then have a gallery walk in order to see what other students have drawn and why this particular right is important to them.

The educator will be observing and listening to group discussions to gauge depth of student understanding and participation.

Assessment: Assessment of learning- educator will be able to collect images/sentences for assessment.

Consolidation

Minutes: 5 Mins

Task: Students will write an exit card to show their learning. Possible Questions are 'What have I learned about human rights?', 'How do human rights affect my life?', 'Do I believe everyone should have the same rights?'

The **educator** will circulate to ensure students understand the question and are on task.

Assessment: Assessment of learning – The educator can collect the exit cards for assessment.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

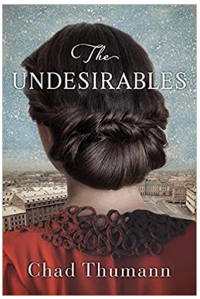
- We are all born free
- Smartboard
- Blank paper (Large chart paper or regular size printer paper)

- Writing/drawing implements
- Erasers
- Cut-out of each of the 30 articles of rights

REFLECTION: Questions to determine the success of your lesson:

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

The undesirables



Author(s): Chad Thumann

Links:

Amazon: https://amzn.to/2HiizgW

Indigo: http://bit.ly/2vOr2V3

Social Justice focus: Intolerance

Synopsis: In this fable the king and queen of the kingdom order that all the "undesirables" be locked away. When Granvilan, the chief jailor, asks who qualifies as an undesirable they list one category after another – Archprickilys to Zoozles. Granvilan eventually realizes no one will escape banishment and he comes up with a more satisfying solution. Clear connections to current political realities throughout the world.

Lesson Plan: Haley Besworth

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Intro Class: Historical Inclusion/Exclusion

Grade: 8

Lesson: What is the focus of this lesson in relation to the unit?

1. Diagnostic questioning to see where student knowledge/ understanding and opinions/feelings are regarding inclusion and exclusion and residential schools
2. Reflect on previous knowledge of bias, point of view, and symbolism
3. Structured research and questions to model inquiry-based projects

Curriculum Areas: *What are possible connections to other curricular areas?*

- Grade 8 History
- Grade 8 Language Arts
- Grade 8 Visual Arts

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Grade 8 History

B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (pg. 163)

B3.5 Describe significant examples of cooperation and conflict in Canada during this period (i.e. conflict or cooperation between Indigenous families and residential schools) (pg. 167)

Grade 8 Language Arts

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning (pg. 141)

1.6 Extending Understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them (i.e. do you have prior knowledge or experiences that affect the way you interpret the author's message?) (pg. 142)

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (pg. 141)

2.4 Elements of style: identify a range of elements of style—including symbolism, irony, analogy, metaphor, and other rhetorical devices—and explain how they help communicate meaning and enhance the effectiveness of texts (pg. 142)

Grade 8 Visual Arts

D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies (pg. 154)

D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (pg. 155)

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- I will communicate uniqueness and difference through creating an art piece resembling the style of characters found in the book (C)
- I will use my prior knowledge of bias and point of view and relate it to the book through orally discussing questions as a class (K/U)
- I will discuss how symbolism is used connecting historical events to the book through answering the reflection questions (K/U)
- I will do research on residential schools and the names listed in the book acknowledgements by reading the Google doc provided to my group (I)
- I will connect the themes in the book to the further reading I have done (i.e. in the written answers as a group) (A)
- I will relate the conflicts among the characters/events in the book to the conflicts found in the residential school system and other historical events in my group's answers to the reflection questions (A)

Success Criteria: *How will students know they have met the learning goal? I can….*

Art Piece:

I can:

1. Independently work to create a "undesirable subject" from the book of my own, that resembles the style of "subjects" found in the book (i.e. unique, colourful, multiple textures, different objects, facial features, clothing)
2. Use a minimum of two materials used (i.e. magazine clips, markers, construction paper, textures)
3. Fit my art piece onto a regular sized piece of paper

Reflection Questions and Group Work:

I can:

1. Actively listen to the reading of the book "The Undesirables" by Paule Briere
2. Think pair share regarding the classroom discussion questions with my partner and with the class
3. Read the book with my table group
4. Answer part one of the reflection questions about the book independently (on the back of my art piece)
5. Read the Google doc provided about the "book acknowledgement" names, and residential schools
6. Answer part two of the reflection question about the book as a group and record the answers on a chart paper
7. Staple my art creation to the chart paper and place my anchor chart around the room
8. Participate in the gallery walk of anchor charts by reading what other groups have answered and check-marking ideas that I liked
9. Participate in a classroom discussion and exit pass after the gallery walk by expressing my observations, questions, opinions, feelings, or likes/dislikes, etc.

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

- Purposeful groupings based on strengths, next steps, learning

styles, achievement levels, background knowledge
- Pre-picked Google doc with information on historical events (with reading levels, content, and level of understanding predetermined)
- Visual component: picture book
- Artistic component: art piece
- Technological component: research
- Auditory component: teacher reading the book and group reading the book
- Small-group work
- Partner work
- Independent work
- Inquiry questions provided, but room for creative and deeper thinking based off of the questions
- Prompts throughout learning (teacher moving between groups to conference)
- Use of think, pair, share
- Scaffolding the learning throughout: start as a class and end in groups; begin with artistic component and lead into reflection questions; difficulty of questions increasing; simple reading resource leading up to website articles; only introducing one component of the learning at a time (i.e. art piece first, then independent questions, then group questions, then gallery walk)

**** Please note each 'period' is 50 minutes ****

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* (0.5-1.0 of a period)

Task: *What will I be doing? What will students be doing?*

- Brainstorm previous knowledge about residential schools (first think, pair, share, and then teacher writes on the white board)
- Present learning goals to the class
- Read the book as a class

Class discussion: (recapping on our last lesson about bias and points of view; think, pair, share and class-wide discussion)

1. Do you think there is any bias in the story?
2. Who's point of views were included and who's were excluded?

- Read the book at your table groups (photocopies; acknowledgement page not included)

** Please note table groups are previously set up for success (i.e. multiple learning styles, achievement levels, different prior knowledge) **

Assessment: *What is the Nature and Purpose of assessment?*

Nature of the assessment: *for learning* – class participation and discussion to further learning development and assess learning styles (anecdotal notes)

Purpose of the assessment: *diagnostic* (gain understanding of if students understood the previous lesson on bias/point of view; and understanding of where knowledge of residential schools/inclusion and exclusion is at).

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* (Art piece creation: 1.0 period; Part one reflection questions: 0.5 period; Part two reflection questions: 1.5-2.0 periods; 3.5-4.0 periods total)

Task: *What will I be doing? What will students be doing?*

** Handout "Reflective Activity & Questions" sheet to the students and explain the instructions on it

Part One: Present Success Criteria for the art project portion

1. Students will make their own "undesirable subject" who lives in the Kingdom using the materials provided (magazines, construction paper, markers, etc.)
2. Paste your "subject" onto a piece of paper

Part Two: Present Success Criteria for the first part of the reflection questions portion

On the back of the art pieces' students will answer the following four questions:

1. What makes your "subject" unique?
2. Would your "subject" be considered undesirable by the King and Queen? Why or why not?
3. Why were certain subjects deemed undesirable? What was their punishment for being undesirable?
4. What are your thoughts and opinions on the King's and Queen's actions?

** As a class read the "book acknowledgement" **

Part Three: Present Success Criteria for the second part of the reflection questions and the group anchor chart portion

- Distribute book acknowledgement photocopied page to each table group
- As a group discuss students will discuss if they recognize any of the names listed in the book acknowledgement
- Students will then refer to the google doc shared with them on Google Drive (which gives further information about the names listed as well as residential school events/ circumstances)
- Students will answer the following questions on an anchor chart:

1. What do all the names listed in the "Book Acknowledgement" have in common (make dot jot points about commonalities)?
2. What do you think the purpose of the "Book Acknowledgement" is?
3. Now that you have read the "Book Acknowledgement" and read some further information, do you have different opinions, or feelings about the story?

4. What could the characters in the book symbolize in relation to the historical events in the Google doc and why do you think that?
5. How does the book relate to residential schools?

After students answer the questions, students will staple the art pieces on the anchor chart.

Assessment: *What is the Nature and Purpose of assessment?*

Nature of the assessment: *for learning* – Art piece (visual); answering independent reflection questions (written); answering group reflection questions (written) [assess learning strengths and next steps].

Purpose of the assessment: *formative* – deeper thinking about the themes of the book; connections to historical events; research and connecting research to the book; answering IBL questions; [inform teacher of where to take the unit from there to best benefit the students].

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* (1.0 period)

Task: *What will I be doing? What will students be doing?*

- Gallery walk – read other groups' work and check-mark what you liked or had not previously thought of
- Class discussion consolidating the learning: what we learned, what we want to know more about, and our feelings surrounding the topic/our opinions of the book

Exit pass:

1. What question(s) do you still have? Or what do you want to learn more about?
2. What would you tell any of the following characters/people if you had the opportunity to share your feelings or opinion on the situation? (i.e. a more inclusive solution)

- The King and Queen
- Those in charge of residential schools
- Any of the names listed in the "book acknowledgement"

** Next class we will be discussing about how the book uses **dramatic irony** and relating it to **residential schools** and literature/ artistic works focused on mistreatment of indigenous peoples that also use dramatic irony **

Assessment: *What is the Nature and Purpose of assessment?*

Nature of the assessment: *for learning* – Gallery walk, class discussion, exit pass

Purpose of the assessment: *formative* – Allow students to view other opinions, feelings, perspectives; gain insight into further areas of interest students may have; understand if students gained an understanding of the content studied; [assess next steps for individuals as well as the class as a whole]

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Photocopies of the book "The Undesirables" by Paule Briere
- Hardcopy book "The Undesirables" by Paule Briere
- Chart paper
- Markers
- Magazines
- Construction paper
- Textured materials
- Glue
- Scissors
- Chromebooks/laptops
- Pre-picked websites (on historical events)

REFLECTION: Questions to determine the success of your lesson:

- Were my students successful in meeting the learning goals and success criteria? How do I know?

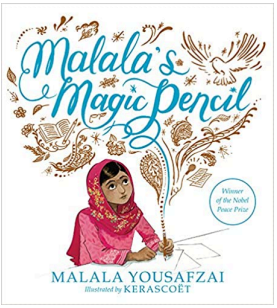
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Name: _____Date: _____

Reflective Activity & Questions on:
"The Undesirables" by Paul Briere

1. Create your own "Undesirable Subject" who lives in the Kingdom from the book using the materials provided (i.e. magazines, construction paper, markets, glue sticks, scissors)
2. Paste your "Undesirable" creation on a blank piece of paper
3. After reading the picture please answer the following questions independently and write the answers on the back of your "Undesirable" creation:
4. What makes your "Undesirable" subject unique?
5. Would your "Undesirable" subject be considered undesirable by the King and Queen? Why or why not?

Malala's Magic Pencil



Author(s): Malala Yousafzai

Links:

Amazon: https://amzn.to/2Cup3p3

Indigo: https://bit.ly/2HGBYZn

Social Justice focus: Gender roles/ peace

Synopsis: Malala Yousafzai, Nobel Peace Prize recipient, tells her story of finding her voice to fight for peace and the right of all girls to an education. As a young child in Pakistan, Malala dreamed of a magic pencil that would create the world she wanted. Later, when the Taliban tried to prevent girls from attending school, she used her ability to write and speak to promote change. She challenges everyone to use their voices to make a better world.

Lesson Plan: Rabia Khan

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Issues in Picture Books

Grade: 4

Lesson: Malala's Magic Pencil by Malala Yousafzai

The purpose of this lesson is to bring awareness to certain social justice issues to children such as gender inequality, bullying, and more. Malala first uses her magic pencil as a form of entertainment, but as she grows older she is more aware of the social inequalities that surround her. The magic pencil evolves to include erasing "war, poverty, and hunger".

Curriculum Areas & Expectations:

Overall:

Reading 1: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

Oral 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Visual Arts 1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

Specific:

Variety of Texts 1.1: read a variety of texts from diverse cultures, including graphic texts (picture books).

Making Inferences/Interpreting Texts 1.5: make inferences about texts using stated and implied ideas from the texts as evidence (without text, what do the pictures imply?).

Extending Understanding 1.6: extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them (social justice issues).

Purpose and Audience 1.1: identify the topic, purpose, and audience for a variety of writing forms (Letter to Malala congratulating her hard work and ethics).

Demonstrating Understanding 1.4: demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details (represent the important ideas of an oral text through visual art).

1.2: demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (emphasize on w the "magic pencil" fixes the situation).

1.3: use elements of design in art works to communicate ideas,

messages, and understandings (make clear of what the social justice issue is).

Learning Goal(s): I will…

- Read a variety of texts
- Read between the lines
- Connect ideas to reality
- Identify the social justice issues hidden within the text
- Summarize important details from the text
- Contrast between before and after in their artwork
- Communicate ideas and messages through their drawing

Success Criteria: I can…

- Understand what the text is saying
- Identify the message behind the text
- Connect ideas from the text to real life situations that are occurring today
- Recall the different social justice issues within the text
- Use jot notes to take down important details
- Use black & white for the background and colour for the foreground
- Colour represents the magic pencil whereas, black & white is the social justice issue

MODIFICATIONS / ACCOMMODATIONS:

- Visual learners can read on their own.
- Auditory learners can participate in the read-aloud or listen to an audiobook version of the story.
- Oral learners can read to a partner.
- Students can use technology or any other assistive devices to edit their picture.
- Students can use the selected images provided for them or come up with their own social justice scenarios.
- Students can work together with a partner.

- They can have extra time during recess to complete their artwork.

Minds-on: Read-aloud & discussion

Minutes: 15 minutes

Task: I will be reading Malala's Magic Pencil while the students pay attention to the story. They can take notes or draw ideas if they'd like.

Assessment: Assessment for Learning

I will use a checklist to determine which students participated in the discussion session.

Guiding Questions:

- What does the title Malala's Magic Pencil make you think about?
- Do you believe in magic?
- What is Malala doing? Where is she? What surrounds her?
- What is she thinking about?
- What comes out of Malala's pencil? What do these icons symbolize?
- If you found out that you could not go to school because of your gender, how would you feel?
- Do you think that girls and boys are treated equally?

Action: Picture edit & gallery walk

Minutes: 60 minutes

Task: I will be assisting any students who require my help, with a great focus on those who have IEPs. The students will have about 5 mins to decide which picture to choose from, each picture represents a different social justice issue such as poverty, racism, sexism, LGBTQ rights, bullying etc. Once they have chosen their specific topic they must then use coloured markers to draw on top of the black and white picture to improve it. The coloured portion should represent the after or the 'what has been fixed?'. Whereas,

the black and white picture is the before, displaying the current social justice topic.

Assessment: Assessment As Learning

Students will conduct a gallery walk and evaluate their peer's artwork using the 2 stars and 1 wish method at the end of the activity.

Guiding Questions:

- How might a pencil be "magic"? What power does a pencil have?
- If you had a magic pencil, what would you draw?
- What social justice issue is presented within the picture you chose?
- Explain what you did to fix it.
- What are 2 things you like about your class-mates' artwork and 1 suggestion?

Consolidation: Dear Malala,

Minutes: 25 minutes

Task: Students will write a short letter, about one paragraph long to Malala Yousafzai about what they have learned from her book and how they can help to create change within their own community. As they are writing their letters, I will take notes on their finished artwork and record the data using a rubric.

Assessment: Assessment Of Learning

I will use a rubric that addresses the success criteria of the letter and the picture activity and grade them based on the learning goals provided.

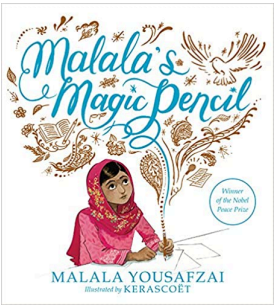
Guiding Questions:

- What are some details you would like to include in your letter?
- How can you help create change within your own community?
- What would you change and why?
- How will this change improve the community? The world?

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Malala's Magic Pencil by Malala Yousafzai
- Chromebooks or iPads
- Pictures of social justice issues
- Coloured markers
- Paper & pencil

Malala's Magic Pencil



Author(s): Malala Yousafzai

Links:

Amazon: https://amzn.to/3iHeyTH

Indigo: https://bit.ly/2HGBYZn

Social Justice focus: Education rights; gender equality

Synopsis: As a child in Pakistan, **Malala** made a wish for a **magic pencil** that she could use to redraw reality. She would use it for good; to give gifts to her family, to erase the smell from the rubbish dump near her house. (And to sleep an extra hour in the morning.) As she grew older, **Malala** wished for bigger and bigger things.

Contributor: Ceilidh Stidwill

Primary/Junior Lesson Plan

Grades 6/7 160 minutes

Curriculum Area: Language Arts

Curriculum Expectations: Writing; Media

<u>Writing</u>:

Overall Expectations:

3.use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Specific Expectations:

3.8 produce pieces of published work to meet identified criteria based on the expectations

<u>Media Literacy:</u>

Overall Expectations:

3.create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific Expectations:

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Learning Goals:

I will draft a 6-frame comic about how I can change the world.

I will revise my comic and publish it using Pixton Comic Maker.

I will brainstorm different ways I can change the world.

I will include a minimum of 3 bigger picture ideas about how I can change the world in my comic.

Success Criteria:

I can draft a 6-frame comic about how I can change the world.

I can revise my comic and publish it using Pixton Comic Maker.

I can brainstorm different ways I can change the world.

I can identify and use a minimum of 3 bigger picture ideas about how I can change the world in my comic.

Modifications/Accommodations

audio recording of the book; extra time; one-on-one time; use of iPad for writing tasks; 3-frame comic strip with level 2 criteria

Minds On (5 minutes)

Begin the class by explaining who Malala is.

Malala was born in 1997 in Pakistan where girls are not given the same rights or opportunities as boys. Her father was determined that she would grow up not having less than the boys and swore to give her every opportunity he could. Malala went to a girls school where her father taught but when a political group called the Taliban took power, everything changed. The Taliban banned listening to music, watching tv and no longer allowed girls to go to school. There were very harsh punishments for those who did not follow the strict rules. A year after the Taliban made the changes (2012), when Malala was only 15 years old, she spoke out on behalf of girls and their right to learn. After this Malala became a target and one day a masked gunman boarded a bus she was on, asked "Who is Malala?" and shot her. Her family fled to England where she had to have many surgeries in order to recover and

is now free to tell her story and stand up to the injustices she faced. She has now finished university in Economics and runs a foundation for girls who struggle for education the same way she did.

She wrote the book we are going to read called "Malala's Magic Pencil"

ACTION (130 minutes

(15 min) Read the book "Malala's Magic Pencil" aloud to the class.

Discuss what Malala would do if she had a magic Pencil.

Prompt 1:

What are some of the things Malala did with her magic pencil? (Erase the smell of the dump, snooze her alarm before school.)

What are some things you would do if you had a magic pencil?

(20 Min) Brainstorm ideas for things we could do with our magic pencil.

List ideas on the board.

E.g.Draw food for all the starving children in the world, draw homes over the homeless, erase the trash from the landfills or erase dirt from drinking water.

(35 min) Students will then be given a draft paper to create sketches of how they would change the world with their Magic Pencils. These sketches will be used to create a digital comic strip powered by Pixton comic maker.

Explain to students that a **minimum** of 3 images must be related to the bigger picture of helping the world.

Go over Criteria

Prompt 2

What would make a comic not engaging? (If it has no colour, images, or text)

What could make an excellent draft? (Lots of detail, lots of ideas)

Hand out Rubric and draft paper.

(40 Minutes) Once students finish their drafts, we open Pixton comic strip maker build our personal Avatars (changing features and clothes etc..) and create our 6-image comic strip about how we can change the world with our magic pencils.

Consolidation and Connection (20 minutes)

As a class we will project each of our comic strips one at a time and collaboratively discuss (in a constructive way) strengths and suggestions for each other's work.

Prompts:

What do you see in this comic strip that you wish you would have included? What do you think is creative about this comic? How would you have added your personal touch to this comic? What do you like about this comic? What might you change?

Assessment Task/Strategy

Summative: Students will be graded on their drafts and final comic strips using a rubric.

ASSESSMENT TOOL(S) Anecdotal Record, Rating Scale, Checklist, Rubric, Other

Rubric

I have not included any big picture ideas in my comic.	I have included limited big picture ideas in my comic.	I have included some big picture ideas in my comic	I have included mostly big picture ideas in my comic.
My comic is much less than 6 frames.	My comic is approaching 6 frames.	My comic is exactly 6 frames.	My comic is more than 6 frames.
I have not included a draft of my comic.	I have created a limited draft of my comic.	I have created and revised a draft of 6 ideas.	I have created and thoroughly revised a detailed draft of many ideas.
My comic does not engage the viewer.	My comic is somewhat engaging to the viewer.	My comic engages the viewer.	My comic exceeds engagement expectations.

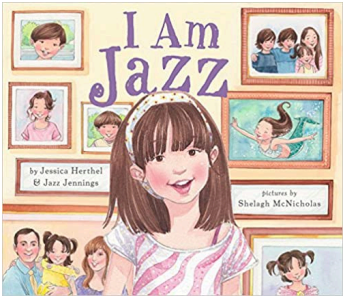
MATERIALS / PREPARATION / SAFETY CONSIDERATION(S) FOR TEACHING *What do I need to prepare before I begin the lesson?*

Rubric handout_____
Worksheet handout_____
iPads_____
"Malala's Magic Pencil" book _____
Audio recording of the book_____

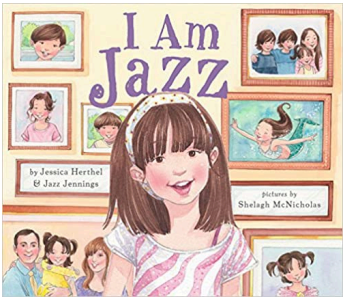
GENDER IDENTITY & GENDER ROLES

Overview

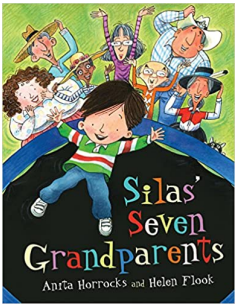
I am Jazz
– *Jessica Herthel & Jazz Jennings*
Amazon: https://amzn.to/2uqVS1T
Indigo: https://bit.ly/2JTrQym
Focus: Gender Identification
Recommended Grade: 4
Contributor: Alexa Talucci



I am Jazz
– *Jessica Herthel & Jazz Jennings*
Amazon: https://amzn.to/2uqVS1T
Indigo: https://bit.ly/2JTrQym
Focus: Gender Identification
Recommended Grade: 6
Contributor: Lindsay Jenkins



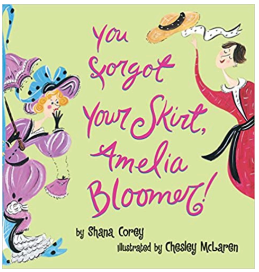
Silas' seven grandparents
– *Anita Horrocks & Julie Flet*
Amazon: https://amzn.to/2OfE3vD
Indigo: https://bit.ly/2WrmNGD
Focus: Family configuration
Recommended Grade: 4
Contributor: Brooke Ezekiel



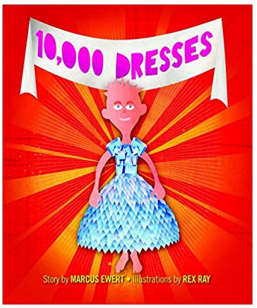
The Kugel Valley Klezmer Band
– *Joan Stuchner*
Amazon: https://amzn.to/2TTYyU1
Indigo: https://bit.ly/2OwBVzF
Focus: Gender roles
Recommended Grade: 4
Contributor: Daniel Du



You forgot your skirt, Amelia Bloomer
– *Shana Corey & Chesley McLaren*
Amazon: https://amzn.to/2TXhAc8
Indigo: N/A
Focus: Gender roles/ Women's rights
Recommended Grade: 6
Contributor: Britney Milhomen



10,000 dresses
– *Marcus Ewert & Rex Ray*
Amazon: https://amzn.to/2FnYZxx
Indigo: https://bit.ly/2JM34zS
Focus: Gender roles/ Women's rights
Recommended Grade: 8
Contributor: Emily Todd



My princess boy

– Cheryl Kilodavis and Suzanne DeSimone

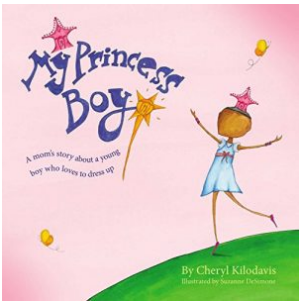
Amazon: https://amzn.to/3eAxdxD

Indigo: https://bit.ly/2uxjRwe

Focus: LGBTQ+

Recommended Grade: 4

Contributor: Natasha Lundy



Pink is for boys

– Robb Pearlman & Eda Kaban

Amazon: https://amzn.to/2RWDRUZ

Indigo: https://bit.ly/34SAXWC

Focus: Societal Norms, Equality and Binary

Recommended Grade: 5

Contributor: Emma MacDonald



Red: A crayon story

– Michael Hall

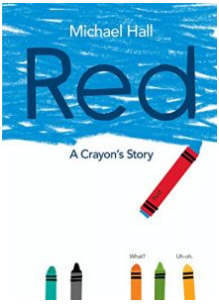
Amazon: https://amzn.to/2XpHEgU

Indigo: https://bit.ly/3dFuAK9

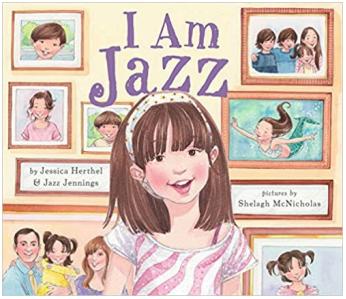
Focus: Identity Crisis

Recommended Grade: 7

Contributor: Victoria Nestico



I am Jazz



Author(s): Jessica Herthel & Jazz Jennings

Links:

Amazon: https://amzn.to/2uqVS1T

Indigo: https://bit.ly/2JTrQym

Social Justice focus: Gender Identification

Synopsis: I am Jazz is the true-life story of Jazz Jennings, a child who, in her own words, was born with "a girl's brain and a boy's body." The picture book follows the gradual acceptance by Jazz's parents and teachers of her transgender reality. Information is provided about the Trans Kids Purple Rainbow Foundation (TKPRF), of which Jazz is an honorary co-founder.

Lesson Plan: Alexa Talucci

Primary/Junior/Intermediate Lesson Plan

Consecutive and Concurrent Programs

Unit/Topic: Social Justice

Grade: 4

Lesson: The focus of this lesson is to introduce and expand student's understanding of gender identity through looking at controversial social justice issues such as transgender, more specifically in youth.

Curriculum Areas: Language Arts, Visual Arts

Curriculum Expectations:

Language Arts- Oral Communication

Overall Expectations

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific Expectations

2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions]

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Language Arts-Reading

Overall Expectations

1. Read and demonstrates an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific Expectations

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

Visual Arts

Overall Expectations

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Specific Expectations

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

Learning Goal(s):

- To introduce and expand students' understandings of gender identity
- To help students conceptualize what it means to be transgender using developmentally appropriate language for younger audiences
- To foster creativity and expression in the form of a personal collage

Success Criteria:

I Can

- Understand the meaning of gender identity through the unique story of Jazz, representing transgender youth
- Communicate my thoughts and feelings in relation to Jazz's story in a small and large group setting
- Convey my own personal identity artistically and creatively through developing a personal collage

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- Partner work to collaborate thoughts and ideas
- ELMO for all students to see the book
- Multiple copies of the book for students to physically and visually go through
- Online graphic organizer to help students sort their ideas for the collage
- Access to YouTube to watch clips of "I Am Jazz" the reality show

Minds-on:

Minutes: 10 mins

Task: First I will introduce the topic of Social Justice and the theme of Gender Identity, more specifically transgender youth. I will ask questions to test student's prior knowledge on these issues. Then I will ask their honest feelings and opinions prior to reading the text. I will then read the book "I Am Jazz" by Jessica Herthel and Jazz Jennings to the class.

Assessment: Assessment for Learning (Diagnostic)- to test student's prior knowledge and readiness through a series of questions

Action

Minutes: 40

Task: I will give students a list of discussion questions and split them into 4 or 5 smaller groups in which they are supposed to collaborate with their peers by discussing the topics and questions

on the handout. This will prepare them for the task of creating a personal collage. Jazz is transgender, but that's only one aspect of what makes her who she is. She also loves dancing, swimming, soccer and makeup. Her favourite colour is pink and her second is silver. Students are asked to create a collage that includes a variety of aspects that make up their individual self. Students have a choice of drawing the collage, making a collage using digital images online, or creating the collage from real objects/magazines. (I will supply the needed materials)

Assessment: Assessment of Learning (Summative)- checklist for visual arts criteria, create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

Consolidation

Minutes: 20

Task: Students will then write a paragraph reflection explaining their choices of pictures in their collages and how they can relate themselves with Jazz.

Assessment: Assessment of Learning (Summative)-Rubric outlining visual arts and language arts elements, demonstrates an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

MATERIALS:

- Multiple copies of I Am Jazz
- YouTube videos of I Am Jazz clips on TLC
- Magazines
- Discussion Questions Handout
- Decorative objects and materials
- Computer/Ipad (picture collage program/app)

REFLECTION:

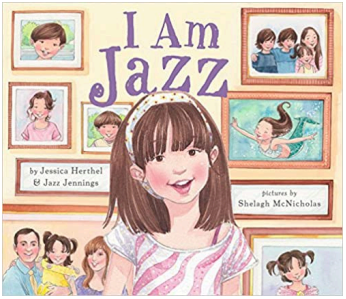
Questions to determine the success of your lesson:

- Were my students successful in meeting the learning goals and

success criteria? How do I know?

- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

I am Jazz



Author(s): Jessica Herthel & Jazz Jennings

Links:

Amazon: https://amzn.to/2uqVS1T

Indigo: https://bit.ly/2JTrQym

Social Justice focus: Gender Identification

Synopsis: I am Jazz is the true-life story of Jazz Jennings, a child who, in her own words, was born with "a girl's brain and a boy's body." The picture book follows the gradual acceptance by Jazz's parents and teachers of her transgender reality. Information is provided about the Trans Kids Purple Rainbow Foundation (TKPRF), of which Jazz is an honorary co-founder.

Lesson Plan: Lindsay Jenkins

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Issues-LGBTQ Rights (trans rights)

Grade: 6

Lesson: The focus of this lesson is to raise student awareness surrounding the term transgender, (including the importance of ally-ship) by specifically focusing on the life of a transgender female.

Curriculum Areas: Language Arts: Reading, media literacy, visual arts

Curriculum Expectations:

Reading: Overall Expectations:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Reading: Specific Expectations:

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Writing: Overall Expectations:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Writing: Specific Expectations:

1.1 identify the topic, purpose, and audience for a variety of writing forms

Media Literacy: Overall Expectations:

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Media Literacy: Specific Expectations:

1.1 explain how a variety of media texts address their intended purpose and audience

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

Visual Arts: Overall Expectations:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that

communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

Visual Arts: Specific Expectations:

D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

Learning Goal(s):

- We are learning to read text with an intended purpose
- We are learning to gain the perspective of others through their writings
- We are learning to be accepting of others, no matter who they are and where they come from
- We are learning descriptive words to describe the characteristics of an ally
- We are learning to communicate important messages through our words
- We are learning to communicate important messages through our art

Success Criteria:

- I can read the provided text and see the point of view of the main character Jazz
- I can use my collaboration skills to brainstorm descriptive words at my table group
- I can communicate my ideas through visuals in my poster
- I can be respectful of the thoughts and ideas of my peers
- I will be respectful when choosing the words to use in my ally poster

MODIFICATIONS / ACCOMMODATIONS:

- Have the read along video available for students who need it
- Pause and take beaks from the read aloud to ensure everyone has an understanding of what has been read up to that point
- Have a slideshow with pictures of each page of the book to ensure every student can see the imagery and words in the book
- Flexible seating during the read along

Minds-on:

Minutes: 5-10 mins

Task: In table groups students will brainstorm words and characteristics that they would use to describe a best friend. Teacher will then lead a group discussion around what words students came up with.

Assessment: Anecdotal note taking: assess students' participation at their table group, their respectfulness of other peoples opinions, their ability to share their thoughts, and their ability to brainstorm descriptive words.

Action

Minutes: 35-40

Task: Teacher will introduce and lead a discussion around the idea of allyship, and what being an ally means. Teacher will talk about the connection between the words they used to describe a best friend to word to describe an ally. Following, individually, in partners or groups of 3 students will create ally posters for their classroom/ school. Teacher will provide an exemplar for students to refer to. Teacher will go over learning goals and success criteria with students, clearly outlining the expectations and criteria for the posters.

Assessment: Anecdotal note taking: assess students' ability to make

meaning of the text, brainstorm descriptive words, create a visual representation of their understanding of what it means to be an ally

Checklist: A checklist of various criteria that should be included in the students' ally poster.

Consolidation

Minutes: 10 minutes

Task: Discussion based learning: Teacher will encourage a discussion around what students learned while making their ally posters. Conversation and discussion can be encouraged by asking the following questions:

- Did you enjoy creating these posters? Why/why not?
- Who do you think will benefit from seeing the posters you have made?
- Why is it important that our posters are up around the classroom/school?
- What did you learn when making your poster?
- Did you learn anything about LGBTQ rights that you want to share with the class?

Assessment: Diagnostic: Are students participating in group discussion? Are they sharing their thoughts, opinions, and what they learned? Are they making a meaningful contribution to the conversation?

MATERIALS:

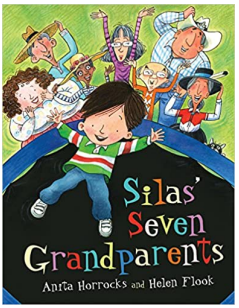
- "I Am Jazz" picture book
- A way of projecting book onto screen
- blank poster paper
- markers
- pencil crayons
- paint

- paintbrushes
- Ally poster exemplar

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Silas' seven grandparents



Author(s): Anita Horrocks & Julie Flet

Links:

Amazon: https://amzn.to/2OfE3vD

Indigo: https://bit.ly/2WrmNGD

Social Justice focus: Family configuration

Synopsis: Silas is a little boy who has seven grandparents. While this brings him much joy, it also poses challenges. All his grandparents are eager to be involved in his life, and it can at times be overwhelming. Silas comes up with a creative solution. The illustrations and storyline reflect racial and cultural diversity as well as exploring the complexity of non-traditional family dynamics.

Lesson Plan: Brooke Ezekiel

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Every Family is the Same and Every Family is Different!

Grade: 4

Lesson: The focus of this lesson is to introduce students to different social justice issues present in society by introducing them to different family dynamics and various types of families. Students will identify similarities and differences between themselves and other students in the class in order to better understand the people around them, and to learn that it is important to embrace and celebrate these differences.

Curriculum Areas: Language/Mathematics

Language → Oral Communication

Language → Writing

Mathematics → Data Management and Probability

Curriculum Expectations:

Language → Oral Communication (p.80)

Overall Expectations

- (1) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- (2) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific Expectations

- Active Listening Strategies (1.2): Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- Interactive Strategies (2.2): Demonstrate an understanding of appropriate speaking behaviour in a variety of situations; including paired sharing and small- and large-group discussions
- Clarity and Coherence (2.3): Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
- Appropriate Language (2.4): Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately

and engage the interest of their audience

Language → Writing (p.86)

Overall Expectations

- (1) Generate, gather, and organize ideas and information to write for an intended purpose and audience
- (2) Draft and Revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Specific Expectations

- Developing Ideas (1.2): Generate ideas about a potential topic using a variety of strategies and resources
- Classifying Ideas (1.4): Sort and classify ideas and information for their writing in a variety of ways
- Form (2.1): Write more complex texts using a variety of forms

Mathematics → Data Management and Probability (p.74)

Overall Expectations

- Collect and organize discrete primary data and display the data using charts and graphs
- Read, describe, and interpret primary data and secondary data presented in charts and graphs

Specific Expectations

- Collection and Organization of Data: Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements

- Collection and Organization of Data: Collect and organize discrete primary data and display the data in charts, tables and graphs
- Data Relationships: Compare similarities and differences between two related sets of data, using a variety of strategies

Learning Goal(s):

- Students will explain, "what makes a family a family" in their own words.
- Students will explain the terms "same" and "different".
- Students will provide specific examples between their own families and their peer's families.
- Students will appreciate and respect other's similarities and differences.
- Students will participate in the group discussions.
- Students will cooperatively collaborative with their peers.
- Students will use organizational tools to organize their ideas.

Success Criteria:

- I can identify specific similarities and differences between my family and my peer's families.
- I can understand the benefits of being different and unique within my classroom and society.
- I can be respectful of others.
- I can attentively listen to my peers and participate at the appropriate times.
- I can use a T-Chart and Venn Diagram to compare similarities and differences.

MODIFICATIONS / ACCOMMODATIONS:

Modifications → N/A

Accommodations → I could provide students with extra prompts

or questions while completing the T-Table and the Venn Diagram in order for them to understand how to properly use these charts to organize their data. I can allow students to use technology to record their information, or explain the information orally and get another student or myself to scribe for them. In addition, I could pair certain students together for the partner or small group section of the lesson in order to benefit their individual learning.

Minds-On

Description → I will begin the lesson by telling students that we are going to be reading a picture book as a class called Silas' Seven Grandparents. However, before we begin reading the book, we are going to have a class discussion. I will draw a graphic organizer on the board with the question "What makes a family a family?" in the middle. Students will have two minutes to think about it themselves, two minutes to discuss with a partner and then they will have the chance to share their ideas with the class (Think-Pair-Share Activity). I will write students thoughts and ideas in the graphic organizer on the board. Once we have completed the graphic organizer answering the question, "What makes a family a family?" we will read the picture book in a read aloud together as a class.

Minutes: ~20 Minutes (~10 Minute Think-Pair-Share, ~10 Minutes Reading)

Task: Students will be doing a Think-Pair-Share Activity to respond to the question "What makes a family a family?" I will write their answers in the graphic organizer on the board. Following the Think-Pair-Share, we will read the picture book, Silas' Seven Grandparents together as a class.

Assessment: Assessment FOR Learning

Assessment: Anecdotal (participating, listening attentively, collaboration)

Action

Description → After reading the picture book together as a class, we will review the terms "same" and "different" as a class. I will use examples from the picture book to reiterate the terms after students had shared their thoughts and ideas. For example, the grandparents in the picture book are the same because they all love Silas but the grandparents are different because some wear glasses and some do not or because some are tall and some are short. After clarifying these terms, I will split the class up into partners or small groups (depending on the number of students in the class).

Each partner or small group will receive "Question Cards." Each card will have a specific question. Students will take turns reading the question from the "Question Card" aloud. After asking each other the question and sharing their responses, students will record whether their answers were the same or different on the T-Chart. Once the students have gone through all the cards, they will tally up how many responses were the same and how many were different. Students will repeat this process with three different partners or small groups, recording the number of same results and different results each time. Once students have completed the "Question Cards" three times with different groups, they will return to their seats for a group discussion.

As a class, discuss whether students had answers mostly the same or mostly different (most students should have more answers that are different in comparison to their partners or small groups). Ask the students:

- Is it okay to have different opinions and responses in comparison to your classmates?
- Is it good that people in the class are different?
- What would happen if everyone in the class was the exact same?

By completing this activity and asking these questions, students should have a better understanding of similarities and differences among students, as well as have a better understanding of uniqueness and how every individual is unique.

Minutes: ~30 Minutes (~3 Minute Discussion, ~7×3 = 21 Minutes Question Cards, ~5 Minute Discussion)

Task: Review the terms "same" and "different" as a class. Students will get in partners or small groups and work through the "Question Cards", while recording the number of same and number of different responses. Students will repeat this process three times with different partners. After completing the table, calculating the number of same and different responses, we will have a class discussion about the student's answers. I will explain to the students that it is a good thing that people got different answers because we want everyone to be different and unique.

Assessment: Assessment FOR Learning

Assessment: Anecdotal (on task, collaborating with others, participating, listening attentively)

Consolidation

Description → After having a class discussion on similarities, differences and uniqueness present in the class, we will relate this information back to Silas' Seven Grandparents. How is Silas' family the same and different to yours? For example, I have grandparents who love me, which is the same as Silas, but my grandparents don't take me to the museum, which is different in comparison to Silas. If students are willing to share, they can come up with similarities or differences that they notice between themselves and Silas. This will demonstrate to students that although we are different, we have similarities, but that it is okay to be different.

Give students the Venn Diagram handout with instructions. Get

them to choose a partner that they haven't worked with yet (different that the three previous partners). Have a discussion with your partner about your family. In the middle section where the circles meet, include three similarities between your family and your partner's family. In either side of the circles, write three things that are different about your family and your partners. Students can use the questions from the "Question Cards" if they need some examples of questions.

Students will hand in their Venn Diagram once finished as an exit card from class.

Minutes: ~15 Minutes (~5 Minute Discussion in Relation to Silas, ~10 Minutes Venn Diagram)

Task: Relate the information of similarities and differences back to the picture book, Silas Seven Grandparents. Students will complete the Venn Diagram by coming up with similarities and differences between their families and their partner's family. Students will hand in their Venn Diagram once completed.

Assessment: Assessment FOR Learning

Assessment: Exit Card (check for comprehension – similarities/ differences and data organization)

MATERIALS:

- Silas' Seven Grandparents Picture Book (can borrow from library)
- Question Cards (written on Q-Cards, prepared before class)
- T-Table Same/Different (printed for students before class)
- Handout à Venn Diagram and Instructions (printed for students before class)

REFLECTION: (CANNOT BE COMPLETED UNTIL AFTER THE LESSON)

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

RESOURCES

Teaching Tolerance. Retrieved from: https://www.tolerance.org/classroom-resources/tolerance-lessons/every-family-is-the-same-every-family-is-different

*Lesson Plan Ideas Were Taken from This Resource

Appendix 1: Questions for Question Cards

Questions for "Question Cards"

What is your favourite food?
What is your favourite season?
Where is one place you would love to visit?
In what month is your birthday?

What is your favourite subject in school?

What is your favourite family holiday?
What is something your family likes to do together?
How many brothers and sisters do you have?
Does anyone in your family speak a language other than English?
Can you speak a language other than English?
How old are you?
What is your favourite colour?

How do you get to school?

Appendix 2: T-Table for Same/Different Results

T-Table to Record Same/Different Results

	Same	**Different**
Partner 1		
Partner 2		
Partner 3		

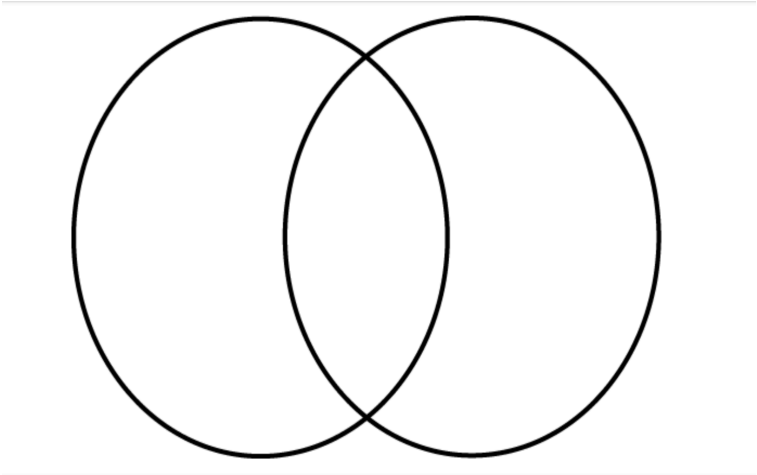
Appendix 3: Handout for "Every Family is the Same and Every Family is Different" Lesson

My Name:

_____

My Partner's Name:

_____



Instructions: With your partner, look at the diagram above. In the space where the two circles meet (middle section), record three similarities between your family and your partner's family. In the other spaces on either side, write three things that are different about your family and your partner's family.

The Kugel Valley Klezmer Band



Author(s): Joan Stuchner

Links:

Amazon: https://amzn.to/2TTYyU1

Indigo: https://bit.ly/2OwBVzF

Social Justice focus: Gender roles

Synopsis: The Kugel Valley Klezmer Band is a group of travelling musicians who play at weddings, parties, dances, and bar mitzvahs in Maritime Canada. Ten-year-old Shira longs to be a fiddler but her father objects since a girl has never been in a klezmer band. Nevertheless, the star fiddler Isaac notices Shira watching him and makes her a fiddle. She practices and practices, and when the chance comes, she takes over for Isaac. Her parents relent and present her with her own fiddle. Rich illustrations.

Lesson Plan: Daniel Du

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language Arts – Reading & Writing

Grade: 4

Lesson: The focus of the lesson will be the use of a cultural lens to bring to light a social issue while also increasing the interpretation and writing skills of the students. (45 mins)

Lens: Cultural and Inclusive Education

Curriculum Areas: Social Studies: Heritage and Identity: Communities in Canada 1780-1850

Curriculum Expectations:

Reading

2 – recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

2.1 – explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal

2.3 – identify a variety of text features and explain how they help readers understand texts

Writing

1 – generate, gather, and organize ideas and information to write for an intended purpose and audience

1.1 – identify the topic, purpose, and audience for a variety of writing forms

1.2 – generate ideas about a potential topic using a variety of strategies and resources

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- As a group, read the picture book as a group and identify the conflict that is occurring within the characters.
- Identify a prevalent social issue that occurs in the book that is also prevalent in the lives of students in the present day.
- Generate ideas and examples of relevant personal experiences based on prompts.
- Produce a written product that organizes a unique set of novel information and present it in a creative way.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can understand how a written piece is created for a specific

audience based on its components (i.e. visuals, back cover summaries, pacing)

I can compare and contrast the social justice issue that occurs in the book to some present-day experiences.

I can create a creative written product that introduces a brand-new culture based on a unique set of cultural characteristics.

MODIFICATIONS / ACCOMMODATIONS

Oral group reading will be able to accommodate students with a lower reading level.

For the writing portion, a spoken delivery of the product can be created with prompts from the teacher.

Students who are less comfortable sharing personal experiences or their cultural traditions can instead choose to create a writing journal response based on the prompts given in the worksheet.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 15 minutes

Task:

Students will read the book "The Kugel Valley Klezmer Band" by Joan Betty Stuchner and Richard Brow. Volunteers will be responsible for reading one page of the book in front of the class and then the next volunteer will be responsible for another page.

After the book is finished, students will be asked to give an initial reaction to the book. Following that, the teacher will ask some critical literacy questions. After each question, students will be encouraged to discuss with their elbow partner on what their response would be. Questions include:

- Was there a personal connection where you felt a similar frustration to Shira when her desire to learn the fiddle was dismissed?
- What was the cultural, geographical, and time-period setting of the book? How was the setting used to create the narrative and drive it forward?
- Has your attitude towards learning a new skill changed after

hearing this story?

Assessment: *What is the Nature and Purpose of assessment?*

An anecdotal checklist on learning skills can be used to assess student participation and engagement during this portion of the lesson

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 20 Minutes

Task: *What will I be doing? What will students be doing?*

Students will be given the handout called the "Klezmer Band Activity" (see attached at the end of the lesson plan). They will first create a written response to the first question. If there is difficulty coming up with an answer, the teacher can prompt the students by giving a personal example. (i.e. I practiced a lot of clarinet back in Middle School, but it was difficult for me to show my talent

Afterwards, they will engage in a cultural mosaic scavenger hunt. By mingling with other students in the class, individual students need to complete their cultural mosaic with unique cultural characteristics from four different cultures. Essentially what they will create is a hybridized cultural mosaic which contains holidays, food, art, and geographical characteristics from multiple cultures around the world.

Assessment: *What is the Nature and Purpose of assessment?*

The completion of the worksheet will act as an exit card for the class and it can be formatively evaluated for learning skills and assessment as learning.

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 minutes + homework time

Task: Students are to create a short, written piece that shares the unique hybrid culture that they've created during the class. The audience and perspective of the piece can be fairly open-ended. Students can write as someone who is describing the cultural

customs as if they were their own. The article can also be written as a report from a third party.

Assessment: *What is the Nature and Purpose of assessment?* Students will hand in this written piece and will be graded using a rubric based on the third success criteria.

MATERIALS:

- 1 or more copies of "The Kugel Valley Klezmer Band" book
- A copy of the handout Klezmer Band Activity for every student

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my critical literacy questions incite interesting and meaningful discussion?
- Did the activity work well and were the students comfortable in sharing their cultural characteristics?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?

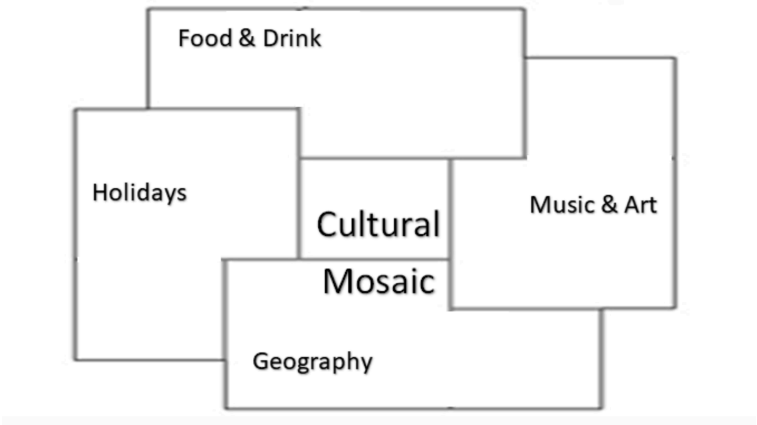
Kugel Valley Klezmer Band Activity Handout

Icebreaker

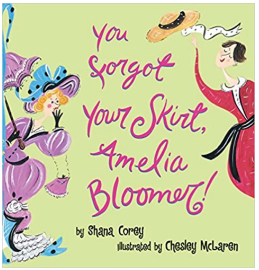
What is a secret talent that you have that you spend a lot of time practicing?

Cultural Mosaic

Take something from your culture that is unique and add it to one aspect of the mosaic. Combine this aspect with three other members of the classroom to create a cultural mosaic.


Food & Drink
Holidays
Cultural
Mosaic
Music & Art
Geography

You forgot your skirt, Amelia Bloomer



Author(s): Shana Corey & Chesley McLaren

Links:

Amazon: https://amzn.to/2TXhAc8

Indigo: N/A

Social Justice focus: Gender roles/ Women's rights

Synopsis: This picture book explores women's rights in America at the end of the 19C through the lens of fashion. Amelia Bloomer popularized a style of clothing that was less restrictive than the stiff petticoats then worn by women. At the end of the story the Author's Note gives historical details about Amelia Bloomer and the "bloomers" named after her.

Lesson Plan: Britney Milhomens

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Detecting Biases and Stereotypes in the Media

Grade: 6

Lesson: Students will be looking at the effects of gender stereotypes in the media and creating alternative representations of ads and commercials.

Curriculum Areas:

1) Grade 6 Social Studies Strand A: Heritage and Identity: Communities in Canada, Past and Present

A1: Application: assess contributions to Canadian identities made

by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (p. 126).

A1.3: explain how various groups have contributed to the goal of inclusiveness in Canada and assess the extent to which Canada has achieved the goal of being an inclusive society (p. 121)

***For the purpose of this lesson, the historical implications/ portrayals of women will not be included but can be in a future lesson.**

2) Grade 6 The Arts Strand B: Drama

B1: Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives (p. 124)

B1.3: Plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role (p. 125).

***For the purpose of this lesson, the dramatic portion of the lesson (presenting alternative views of media texts) and the curriculum expectations will be used for the final task of this lesson.**

****3) Grade 6 Health and Physical Education (see below)**

****4) Grade 6 Language Arts (see below)**

Curriculum Expectations:

Grade 6 Language Arts: Media Literacy

1. Demonstrate an understanding of a variety of media texts.

-1.2: Interpret media texts, using overt and implied messages as evidence for their interpretations (p. 117).

Grade 6 Language Arts: Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (p. 108)

-1.8: Identify the point of view presented in oral texts, determine wither they agree with the point of view, and suggest other possible perspectives (p. 109)

Grade 6 Health and Physical Education

C3: Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (p. 171).

C3.3: Assess the effects of stereotypes, including…assumptions regarding gender roles and expectations…on an individual's self-concept, social inclusion, and relationships with other, and propose appropriate ways of responding to and changing assumptions and stereotypes (p. 177).

Learning Goal(s):

We are learning to listen and interpret oral texts about a social justice issue and make personal or worldly connections.

We are learning to interpret media texts and to identify and justify overt or implied messages based on gender.

Success Criteria:

I can identify the difference between overt and implied messages.

I can identify biases and stereotypes in society based on prior knowledge.

I can identify the main message or goal in a media text (advertisements, commercials, etc.) while considering gender biases/ stereotypes.

I can discuss the effects of stereotypes in an oral or written form.

MODIFICATIONS / ACCOMMODATIONS:

- The short story has YouTube videos available for students that need to hear the book a second time or prefer to use a Chromebook to view the book personally.
- Provide additional time for reflection.
- Instructions written on the board and/or extra visual and verbal cues and prompts.
- Use of a Chromebook or iPad to write reflection. Use of google read-and-write available.
- If necessary, use ability grouping or meaningful pairings in the class.
- Provide a graphic organizer for ELL students or lower level

writing students to aid with writing reflection and/or scribe for the student or provide the student with the opportunity to verbally reflect on their learning.

Minds-on: Students will have some prior knowledge about implied/overt messages and stereotypes in their own lives or in society to be able to call on these experiences and make connections. Students will be engaged by being able to express their own knowledge to start the lesson.

Minutes: 15 minutes

Task:

- Teacher will ask the question, "what is a stereotype?" Using student responses, the teacher will write a definition on the board of what the students came up with.
- Students will be put in groups by being numbered off into numbers 1-6. There will be 6 groups of approximately 4 students.
- Students will be given a piece of chart paper with the drawing of a large box on it. Half the groups (3 groups) will have the word "girl" in the box and the other 3 groups will have the word "boy" in their box. Students will be asked to write gender stereotypes inside the box that they know from either previous experiences or stereotypes they've seen or heard someone say. **EXTENSION: This could be done in the form of using magazines and cutting out words/images that perpetuate stereotypes/implied meanings in the form of a collage.**
- Students will post their chart papers around the room and share their responses, either using words or by acting it out.
- The teacher will be moving from group to group encouraging discussion and/or asking critical questions. Examples of questions:
- Do you agree with…?
    - What do you think about…?
    - How is… an example of a stereotype?

Action The teacher will introduce the short story, "You Forgot Your Skirt, Amelia Bloomer," by Shana Corey using critical questions before, during and after reading.

Minutes: 30 minutes.

Task:

- Teacher will read the short story, "You Forgot Your Skirt, Amelia Bloomer," by Shana Corey and ask questions before, during, and after reading. Questions might be:

BEFORE:

- Tell class they are about to hear a picture book about the life and times of Amelia Bloomer. Show students the cover and ask them to make observations and predictions about the story.

DURING:

- Are there any styles today that your parents disapprove of? Do you agree? Would you wear them? Would you object to other people wearing them?
- Why do you think it was only appropriate for women to wear skirts? Are girls able to do as much as the boys in the book?
- Why does Amelia think it's so silly that women are expected to dress this way?

AFTER:

- How and why did Bloomer change women's dress and how did people react to these changes?
- Did you detect any stereotypes in the short story? If so, what were they?
- The story ends with two questions. How would you answer them?
- Does the school have a dress code? What is it? Do you think it's fair that the school has a dress code?

- Teacher will provide a quick overview of the short story: There were many inequalities between men and women during this time period. Amelia Bloomer decided to go against the social norms of society and do something that made her happy. This made her an "out of the box" character.
- One student from each group will gather their group's chart paper. Students will be asked to write ways boys/girls could be "out of the box" relating to stereotypes. Students will write their responses visually outside the box on their chart paper.
- Teacher will circulate to observe discussions amongst each group.

Consolidation: Students will be able to reflect on a stereotype they find in the media and offer ways to combat stereotypes.

Minutes: 15 minutes

Task:

- Students will research or use a magazine to find a commercial or advertisement that perpetuates a gender stereotype.
- Students will be given an opportunity to write in their response journal and will be given a list of guiding questions:
- What is a gender stereotype? Have you experienced a gender stereotype in your life? How is the example you found a gender stereotype?
- Using your example, how might gender stereotypes be negative? Positive?
- Using your example, how could gender stereotypes be implied or overt? Is your example an example of an implied or overt stereotype? How do you know?

Assessment: Assessment for learning using a checkbric (using the learning goals) with a section on written feedback and next steps. Students will be assessed on their ability to identify the difference between overt/implied messages and detect biases and stereotypes by picking an example of one in the media/online. Students will also

be assessed on their ability to make personal or worldly connections to stereotypes. Students will also be assessed on their ability to discuss the effects of stereotypes in an oral or written form.

MATERIALS:

- 6 chart papers with a box drawn on it/markers.
- White board with markers.
- Magazines with scissors and/or glue.
- iPads, Chromebooks/ access to internet.
- Short story entitled "You Forgot Your Skirt, Amelia Bloomer" by Shana Corey.

REFLECTION: *Questions to determine the success of your lesson:*

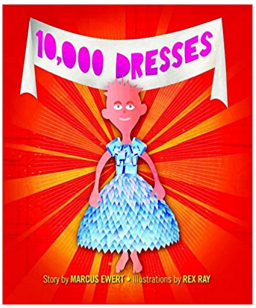
- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

FINAL TASK:

Students will use the example of the commercial or magazine/ online stereotyped advertisement they found to create an alternate version of it that doesn't perpetuate a stereotype. Students will be able to create their own dramatic skit or use technology to recreate the commercial/ advertisement.

***Students will be assessed using overall expectation 3 in the grade 6 media literacy strand (creating media texts).**

10,000 dresses



Author(s): Marcus Ewert & Rex Ray

Links:

Amazon: https://amzn.to/2FnYZxx

Indigo: https://bit.ly/2JM34zS

Social Justice focus: Gender roles/ Women's rights

Synopsis: This picture book is a modern-day fairy tale that explores the possibility of becoming the person you feel you are on the inside. Dreams are not bound by gender roles. Everybody has their own imagination and outlook towards life. The story of Bailey, a boy who is fascinated by dreams about magical dresses every night. Even his parents do not acknowledge his passion. However, he does realize his dreams as he finds a companion Laurel and the two work together to make dresses.

Lesson Plan: Emily Todd

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Topics in Picture Book

Grade: 8

Lesson: Breaking Down Gender Stereotypes with "10,000 Dresses"

Curriculum Expectations:

Language Arts

- *Oral Communication- Listening to Understand, Making Inferences/ Interpreting Texts* 1.5: develop and explain interpretations of oral texts using the language of the text and

oral and visual cues to support their interpretations
- *Media Literacy- Producing Media Texts* 3.4: produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health and Physical Education

- *Healthy Living- Human Development and Sexual Health* D1.5: demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept.

Learning Goal(s):

- Understand the importance of freedom of gender expression and identity.
- Keep an open mind during class discussions to learn about and accept new opinions.
- Listen to an oral text to make interpretations and draw conclusions about the characters' development.

Success Criteria:

- Represent my understanding of gender identity using a visual poster.
- I can use the text to promote equity and eliminate gender stereotypes, using the poster.
- I can contribute to the class discussion (Ladder of Inference).
- I can work independently to create my poster.

_____

MODIFICATIONS / ACCOMMODATIONS:

- Students can be given a list of vocabulary associated with the lesson (i.e., gender, identity, expression).
- Students can present their media poster in a variety of ways: drawn poster, Google Doc or Slides, Book Creator, website, video, etc.
- Students can be given a checklist of what is expected for the task.
- Students can have a conversation with the teacher about their understanding of gender identity and expression, instead of writing an exit ticket.

MINDS- ON: 20 minutes
Task:

1. Teacher will read the book, "10,000 Dresses," aloud to students.
    - Students can sketch note during the reading, drawing images of what the text means to them, writing down key terms and ideas.
2. Ladder of Inference: students come together in a circle to discuss the following questions, using the "Ladder of Inference" framework.
    - Guiding questions:
        - What do you see, describe the main character? The mother and father?
        - What assumptions can we make about their appearance? How does this relate to their character development in the story (consider their relationships to other characters, their own self-identity and self-

expression).
    - What real-world connections can we make?

Assessment:

- Anecdotal notes: the teacher can record which students are participating in the discussion.
- Checklist (Y/N): the teacher can collect the students' sketch notes to determine who was listening to the reading, what ideas they formed, etc.

ACTION: 30 minutes
Task:

1. The teacher will show the following video to students, and ask them to make connections between what they see, and themes in the book:

    - https://www.youtube.com/results?search_query=boys+and+girls+can+do+anything

2. The teacher will show students examples of gender equity posters from the CCGSD website, as students will be creating their own:

    - http://ccgsd-ccdgs.org/gender-elephant/
    - Using the book and video as inspiration, students will create a poster promoting gender equity and the freedom to express gender.

Assessment: Rating scale- using the success criteria, students will be assessed using a + or – to determine if they met or exceeded the criteria.

CONSOLIDATION: 5 minutes

Task: Students will complete an exit card to reflect on the class activity. They will answer the question: "why do you think it is important for individuals to have the freedom to express their gender identity?"

Assessment: Students will be given feedback on their answer, based on their ability to answer the question, make connections to the text(s), and real-world connections.

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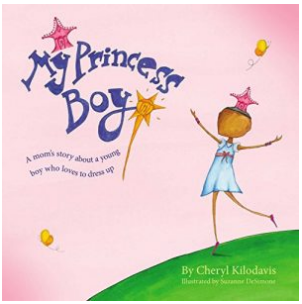
MATERIALS:

- Cue cards
- Ladder of Inference Framework: https://methods.sagepub.com/reference/encyclopedia-of-action-research/n191.xml
- Poster paper, pencil crayons, markers
- Book, "10,000 Dresses"
- CCGSD sample gender equity poster
- Video: Boys and girls can do anything
- Chromebooks

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

My princess boy



Author(s): Cheryl Kilodavis and Suzanne DeSimone

Links:

Amazon: https://amzn.to/3eAxdxD

Indigo: https://bit.ly/2uxjRwe

Social Justice focus: LGBTQ+

Synopsis: My Princess Boy is a nonfiction picture book about acceptance and kindness. Cheryl Kilodavis's son loves to wear dresses so she wrote this book to promote compassion and unconditional friendship. This book explores how everyone is unique, and it is our responsibility to respect everyone for who they are!

Lesson Plan: Natasha Lundy

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Unit – Friendship and Kindness

Grade: 4

Lesson: *My Princess Boy* – A lesson on unconditional friendship and acceptance

Curriculum Areas: Language Arts (reading and oral communication) and Dramatic Arts

Curriculum Expectations:

Language Arts:

Overall Expectations (Oral Communication):

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific Expectations (Oral Communication):

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately

Overall Expectations (Reading):

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations (Reading):

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Drama Expectations:

Overall Expectations:

B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Specific Expectations:

1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

Learning Goal(s):

We are learning to:

- make connections between My Princess Boy and our own personal experiences
- communicate our ideas and opinions in a clear and coherent manner
- be mindful of our pace and volume while presenting our skit
- plan and create our own skit by working collaboratively with our group
- understand how to be kind to others and what kindness looks like

Success Criteria:

- I can make connections between myself and the reading
- I can clearly share my ideas with my classmates
- I can speak loud enough for everyone to hear when I am presenting my skit to the class
- I can speak at the right pace when I am presenting my skit to the class
- I can be kind and work well with my group members
- I can understand what it means to be a kind person

MODIFICATIONS / ACCOMMODATIONS:

- Provide students with a list that gives various examples for how to be kind to others (pictures included)
- Conference one-on-one with groups
- Complimentary group pairings
- Give prompts or examples to students needing some help with their skit
- Give students a checklist for the different tasks they need to accomplish throughout the lesson
- Instead of presenting in front of the class, students can present in small groups or just in front of the teacher

Minds-on:

Minutes: 10 minutes

Task:

Have a class discussion with the students with the following prompts:

- When is one time that you got made fun of or teased?
- How does it make you feel when someone laughs at you?

Engage in a class discussion with the students. Students will have time to think/pair/share their ideas with their elbow partners.

After students are given enough time to talk with their elbow partner, the class will engage in a whole class discussion.

The teacher will record the different answers on the white board or chart paper for students to see.

Assessment:

- Using anecdotal notes, students will be assessed on their participation in the class discussion
- The teacher will ensure that students are communicating their opinions in a clear and coherent manner to their peers.

Action:

Minutes: 30 minutes

Task:

Read *The Princess Boy by Cheryl Kilodavis* to the entire class. During the reading, make sure to pause and ask students:

- how do you think the princess boy is feeling?
- what are the pictures showing you?

Review with students what kindness means. Ask students to give their own definitions of kindness and write these on the board. Make sure to ask students how they believe they can show kindness to others.

Separate students into groups of 3 or 4 depending on the class size. Taking the examples that students gave during the Minds On in regards to times they had been made fun of or laughed at, students will brainstorm in their group how they could change that situation and show kindness to the individual who was teased.

Make a co-created success criteria with students regarding their drama presentation. (ie: tone, pace, etc.).

Students will have some time to brainstorm how they would act out the scene they were given, changing the scenario from a negative situation to a positive situation.

Have students act out in their groups how they would ensure that their friend was shown kindness instead of being laughed at or teased.

Students will present the skits they have created in front of the class. Students will be asked to tell the rest of the class what their initial situation was. After that, students will present their skit to the class.

Assessment:

- Anecdotal notes based on whether students are able to make connections with themselves and the reading.
- The teacher will co-create the success criteria with the students and make this into a rating scale rubric for the skits.
- On this rating scale rubric, students will be assessed on their ability to work in their group and their presentation skills (tone and pace).

Consolidation

Minutes: 5-8 minutes

Task:

Exit Ticket:

After students finish their presentation, students will be given an exit ticket to complete to ensure they understand what it means to be kind.

Write the following question on the board:

"What is one thing you learned from reading this book today?"

Assessment:

- The teacher will use a checklist to ensure that students understand the theme of the book and are able to communicate their ideas in a clear and coherent manner

MATERIALS:

- My Princess Boy – picture book
- Co-created success criteria
- Whiteboard + whiteboard markers
- An open space (in your classroom works as well)
- Anecdotal notes sheet

- Rating scale rubric for the presentations
- Sticky notes for the exit ticket
- Checklist for the exit ticket

Pink is for boys



Author(s): Robb Pearlman & Eda Kaban

Links:

Amazon: https://amzn.to/2RWDRUZ

Indigo: https://bit.ly/34SAXWC

Social Justice focus: Societal Norms, Equality and Binary

Synopsis: This book explains in simple form how all colours can be liked by girls and boys, as well as the items that go with them, such as a brown teddy bear, green grass, blue sport uniforms and yellow crowns. It is an empowering picture book that demonstrates that any color can be like by anyone, irrespective of the gender.

Lesson Plan: Emma MacDonald

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Unit/Topic: Societal Norms using media literacy and visual arts

Grade: 5

Lesson: *What is the focus of this lesson in relation to the unit?*

This lesson will focus on social justice through the use of a picture book. Specifically, societal norms and equality using media literacy, writing and visual arts will be addressed to junior students.

Curriculum Areas: *What are possible connections to other curricular areas?*

Visual arts will be used as a way for students to display their findings:

D1. Creating and Presenting: apply the creative process (see pages 19-22) to produce a variety of two and three-dimensional art works,

using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Media Literacy:

1. Demonstrate an understanding of a variety of media texts

1.1 Identify the purpose and audience for a variety of media texts

1.2 Use overt and implied messages to draw inferences and construct meaning in media texts

1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

Writing:

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

2.2 – Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences

2.5 – Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to identify how our world separates things for boys and girls differently

We are learning to read advertisements for reasons of how companies can improve their separation of toys between genders

We are learning to write with the purpose of finding a solution to advertising for one gender

We are learning to present our ideas and corrections by creating a picture

Success Criteria: *How will students know they have met the learning goal? I can….*

I can give examples of places I have seen objects separated into separate boys and girls sections

I can use my advertisement to find problems with the advertisement and come up with better ways to sell the toys

I can create a picture to show how the add should be presented

I can write to the company to explain my point of view on their advertisement

MODIFICATIONS / ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

Allowing opportunities for learning and presenting their learning using written words, visual using collages or drawn pictures of some type and giving visual representations of the main message of gender norms and segregation using images of advertisements. Students can have more time if needed to complete activities as well as use technology to assist in the completion of work.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 10 minutes

Task: *What will I be doing? What will students be doing?*

We will begin with a think pair share where students will discuss in their groups a question posed by the teacher: "Can you think of examples of when there were outline things for "boys" and "girls" separately?". Once the students have discussed it in their groups the teacher will direct a large group discussion. Some ideas that may come up:

- Clothing in stores
- Toys in toy store and colours used (pink and blue)
- Sports they can play and the rules used
- The teacher will then read the book: Pink is for boys aloud to the class

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning – Anecdotal record – looking for students to relate this concept to real world examples and situations they have come across in real life as well as collaboration as the LS/WH.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 30 minutes

Task: *What will I be doing? What will students be doing?*

After reading the book as a read aloud, discuss what book is telling us in terms of social norms and gender roles/equality between genders (girls and boys can like all colours and partake in all activities and should be accepted and not made fun of for it).

- Each student/ pair of students if it is a large class who works well with collaboration, will choose an advertisement from the printed ones that the teacher has
- They will discuss with their partner what is wrong with the advertisement and what it is telling the viewers
- Students will then brainstorm how the advertisement can be improved using a type of graphic organize to help organize their thoughts independently using a graphic organizer of their choice
- They will then independently write a letter to the company explaining what they could do better to not fall to societal norms and improve their advertisement

Assessment: *What is the Nature and Purpose of assessment?*

AFL – Anecdotal notes about ideas that come up regarding how the advertisements are specific to boys vs. girls and why this should change/how it can change.

AOL – written letter to assess using check rubric for writing with a purpose using voice and point of view to get their message across accurately with social justice topics addressed and how adds were specific to boys or girls.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 20 minutes

Task: *What will I be doing? What will students be doing?*

- Students will create their own advertisement that shows equity and is not aligned with societal norms/ gender roles using hand drawing, cut outs from magazines, online collage, or another digital source to create a 2-D visual representation of the corrected advertisement
- Students will show their learning by creating their own advertisement of the same product but without segregating by gender and falling victim to gender roles and social norms, as explained in their written assignment

Assessment: *What is the Nature and Purpose of assessment?*

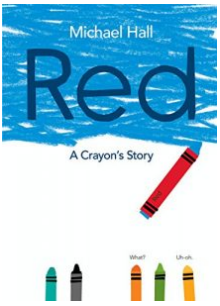
AOL – Visual product to show the solution of how the company can improve their advertisement to reach all genders rather than just including one gender

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Pink is for boys book, advertisement's printed off, magazines for collage, markers, paper, pencil crayons

REFLECTION: *Questions to determine the success of your lesson*

Red: A crayon story



Author(s): Michael Hall

Links:

Amazon: https://amzn.to/2XpHEgU

Indigo: https://bit.ly/3dFuAK9

Social Justice focus: Identity Crisis

Synopsis: This book is based on the theme of identity crisis, whereby Michael Hall emphasizes on the importance of being true to your inner self and follow your own unique path despite the obstacles that one faces along the way. Red and blue are two different colours, offering two different perspectives and both are beautiful in their own ways.

Lesson Plan: Victoria Nestico

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Gender Identity, Gender Expression and Sexual Orientation

Grade: 7

Lesson: *What is the focus of this lesson in relation to the unit? This lesson will focus on the LGBTQ+ community and allowing students to understand and distinguish between gender identity, gender expression and sexual orientation using the book Red as a source of inquiry.*

Curriculum Areas: Language Arts, Health & Phys-Ed, Drama

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall Expectations:

Language Arts: Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Drama

B1.Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Health and Physical Education: Healthy Living

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

Specific Expectations:

Language Arts: Reading

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own

knowledge, experience, and insights, to other familiar texts, and to the world around them

2.4 identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts

Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects

B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

Health and Physical Education

D2.4 demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health

Learning Goal(s): *What are students expected to know, do and understand?*

We are learning to….

Read and understand a variety of texts

Develop and explain interpretations of texts using stated and implied ideas

Connect ideas from a text to the world around us, and our prior knowledge

Identify metaphors and symbolism in the mentor text

Engage in drama role play with a focus on perspectives related to the text

Demonstrate an understanding of the elements of role on and the wall and tableaux

Construct meaning from our interpretation of a drama work

Demonstrate an understanding of the physical, emotional, social and cognitive factors about our sexual health

Success Criteria: *How will students know they have met the learning goal?*

I can….

Read the picture book Red by Michael Hall and make connections between myself and the world around me

Explain interpretations of the book to my classmates

Identify metaphors and symbolism in the mentor text

Participate in the Role on the Wall activity with my group members

Create a variety of tableaus to represent my interpretation of implied information from the text

Distinguish between sexual orientation, gender identity, gender expression

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Modifications:

Can be made according to students and their IEP recommendations. Modifications can be made to the reading expectations, health expectations or drama expectations depending on the student.

Accommodations:

- Audiobook of Red by Michael Hall available on YouTube here for students who may need it https://www.youtube.com/watch?v=ytZ2fhuj6kA
- Strategic grouping for the collaborative aspects of the tasks
- Genderbread answer key provided for the worksheet for students.
- Extended time for students to complete their tableaux and worksheet

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 15 mins.

Task: *What will I be doing? What will students be doing?*

Give each student a mislabelled crayon and get them to draw something that is not the colour of the crayon. For example: give someone a green crayon mislabelled as yellow crayon and get the student to draw a sun. Tell the students that they cannot switch crayons with anyone else and they must draw what they were told to draw. Ask the students how they felt when they couldn't properly draw what they were told to do? How could they solve the issue? Did they feel as though someone was asking them to do something that they were not able to do?

After they discuss, get the students to draw something with the crayon that they feel represents their colour more. What did you choose to draw? Why? How did it make you feel when you could draw what represented your colour more?

Read the book Red by Michael Hall to the class.

Ask the students: What is this book talking about? What perspective is the story being told from? Is there a narrator for the story?

What is gender identity? – Get the students to use sticky notes to write a short definition of what they know as gender identity and place it on the board.

What is sexual orientation? What is gender expression?

Discuss with students what these terms mean.

Play the YouTube video: https://www.youtube.com/watch?v=Vlx9iZ9g_9I

Assessment: For learning- *Anecdotal Records of the conversations occurring with students. Do they understand the premise of the book? Do they understand the difference between sexual orientation, gender expression and sexual orientation? Can the students make connections between the text and the definition of gender identity?*

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 30 mins.

Task: *What will I be doing? What will students be doing?*

After the students have had a discussion about gender identity, gender expression and sexual orientation, organize the students into groups of 3-4. Provide each group of students with a chart paper and markers. They will be required to draw the outline of a person. Each group will be assigned a different character from the book (Group 1: Red crayon, Group 2: purple crayon, Group 3: Red crayon). Get the students to conduct the Role on the Wall activity. The students will put words inside the outline of the body that represent how the character feels and what the character feels people think about them. The students will write words outside of the outline of the body that represent how other people perceived them/what they thought about them.

Get the students to work on this portion of the lesson for 20 mins. Go around the room and ask/pose questions about how the emotions of what they were feeling and what people were saying about them relate to gender identity. How do they relate to the story?

Get the students to present their posters and quickly explain why they chose the words inside/outside of the outline. Is there any textual evidence to support your word? Did you have to imply information to make these connections about emotions?

Students will make a series of tableaus to represent their role on the wall activity, students will present these to the class. The teacher will prompt the students with: what emotion did you feel when you watched the tableaux?

Assessment: For learning- *anecdotal records of the conversations that students are having with each other. Circulate through the classroom and ask the different groups how the words they chose can relate to gender identity? Did you experience similar feelings to the characters when we did the task at the beginning of the lesson?*

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 mins.

Task: *What will I be doing? What will students be doing?*

After discussing gender identity, sexual orientation, gender expression, hand the students the Genderbread worksheet [Appendix A].

In pairs, the students should distinguish between the various parts of the Genderbread and determine which parts represent the definitions mentioned in the Minds On. The Genderbread worksheet will be used as an assessment tool to ensure that students can distinguish between gender identity, gender expression and sexual orientation.

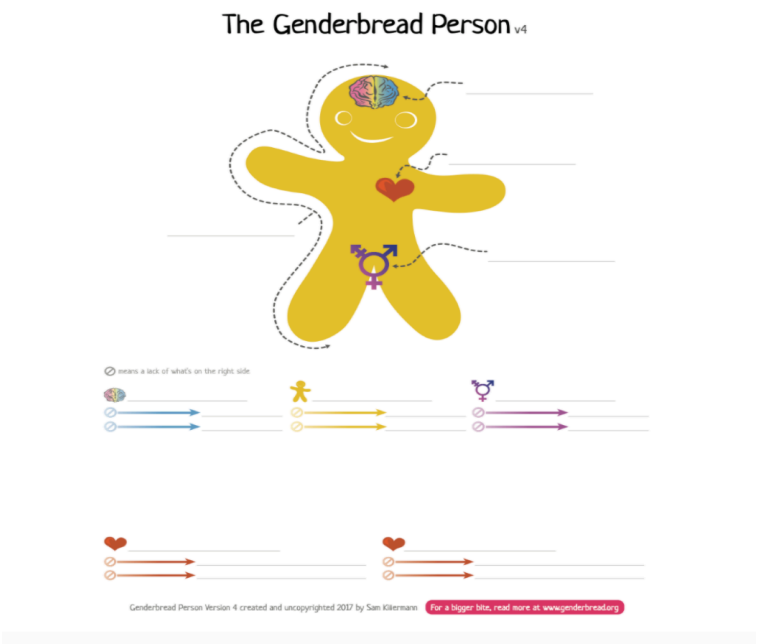
Assessment: *For learning – exit ticket.*

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Red by Michael Hall
- Chart Paper
- Markers
- Genderbread worksheet

REFLECTION: *Questions to determine the success of your lesson:*

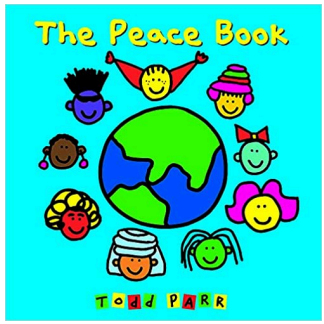
- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?


The Genderbread Person v4
means a lack of what's on the right side
Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann
For a bigger bite, read more at www.genderbread.org

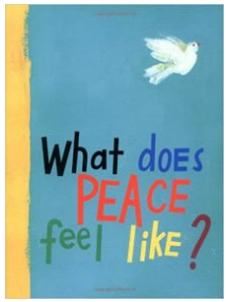
PEACE

Overview

The Peace Book
– *Todd Parr*
Amazon: https://amzn.to/2HJRYZu
Indigo: https://bit.ly/2uwEjNW
Focus: Peace
Recommended Grade: 5
Contributor: Alexandra Markes



What does peace feel like?
– *Vladmir Radunsky*
Amazon: https://amzn.to/2Ybn9TB
Indigo: https://bit.ly/2uwEjNW
Focus: Peace
Recommended Grade: 4
Contributor: Rachel Sawatsky



Sea Prayer

– Khaled Hosseini

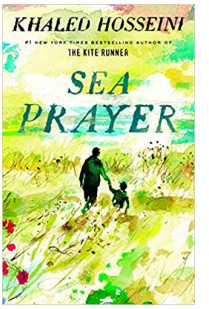
Amazon: https://www.amazon.ca/Sea-Prayer-Khaled-Hosseini-author/dp/0525539093

Indigo: https://www.chapters.indigo.ca/en-ca/books/sea-prayer/9780735236783-item.html

Focus: Refugee Crisis

Recommended Grade: 7

Contributor: Nicole Ruegg



The Peace Book

Author(s): Todd Parr

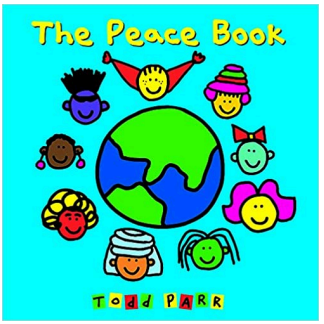
Links:

Amazon: https://amzn.to/2HJRYZu

Indigo: https://bit.ly/2uwEjNW

Social Justice focus: Peace

Synopsis: Each page of this simply illustrated picture book provides a different explanation of peace, following the pattern "Peace is..."



Lesson Plan: Alexandra Markes

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Poetry

Grade: 5

Lesson: This lesson aims to show students that profound messages can come from simple words.

Curriculum Areas: Physical Education – Healthy Living

Overall: C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific: C3.2 Personal Safety and Injury Prevention – explain how a person's actions (negative & positive) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

Curriculum Expectations:

Reading

Overall: 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific: 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Media Literacy:

Overall: 3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific: 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to connect our understanding of the text to our own experiences by creating a collage of what peace means to us in order to promote positive behaviours among students in our school.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can brainstorm ideas about what peace means to me.

I can create a collage, using PicCollage, which includes attractive texts, pictures of peace taken from the Internet and pictures of examples from around the school.

I can share my ideas about why it is important to make and keep peace in my life.

I can list ways to make and keep peace in my life.

I can work respectfully in a group.

INSTRUCTIONAL LENS: *What non-curriculum considerations can be addressed in this lesson?*

Peace

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Students will work in small groups of 3.

Instructions will be shared orally and written on the board.

Students will use a graphic organizer to organize their ideas.

Students can sit wherever they will be most productive in the classroom.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 10 mins

Task: *What will I be doing? What will students be doing?*

Students will write what peace means to them, with a "Peace is..." sentence.

I will read The Peace Book by Todd Parr.

Students will add to their definitions of peace and share their ideas with an elbow partner.

In groups of 3, students will brainstorm the importance of making and keeping peace as well as how to make and keep peace in their live, including at school. Students will be provided with a worksheet to record their thinking.

Assessment: Diagnostic and Assessment For Learning

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 30 mins

Task: In groups of 3, students will be using the application, PicCollage on the iPads to create a collage about what peace means to them, why it is important to make peace and examples of peace they find on the Internet and around the school.

I will be walking around, monitoring student progress and guiding their thoughts as they go.

Assessment: Formative. Assessment as Learning

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 10 mins (5 mins per group)

Task: Students will share their PicCollage collages with another group.

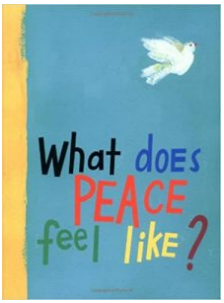
Assessment: Formative. Assessment as Learning

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

iPads from the library or classroom (Access to the Internet)
The Peace Book by Todd Parr from the library (or IRC)
Peace worksheets
Pencils
REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

What does peace feel like?



Author(s): Vladmir Radunsky

Links:

Amazon: https://amzn.to/2Ybn9TB

Indigo: https://bit.ly/2uwEjNW

Social Justice focus: Peace

Synopsis: This picture book explores the meaning of peace from the perspective of the senses, using a simile for each. It also provides the word for "peace" in many of the world's languages.

Lesson Plan: Rachel Sawatsky

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language Arts/Writing

Grade: 4

Lesson: The focus of this lesson is for students to reflect on the peace that different kids around the world experience. Students will have the chance to brainstorm their ideas, turn them into a poem. Afterwards students have to communicate their poem in a different way, into a picture.

Curriculum Areas: Visual Arts

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change; use contour lines of various weights in a charcoal gesture drawing of a person to capture the impression of movement; create a paper sculpture portrait of a favourite comic character that explores

positive and negative space, using techniques of folding, scoring, fringing, and crimping)

Curriculum Expectations: Language Arts – Writing

1.2 generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)

2.3 use specific words and phrases to create an intended impression (e.g., compara tive adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain)

3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)

Learning Goal(s): *We are learning to…. reflect on our own experiences and create a 3-line poetry piece and artwork based on our personal reflections.*

Success Criteria: *I can…. Brainstorm ideas about what peace is to me using the graphic organizer.*

I can… Use my graphic organizer to create a 3-line poem about what peace is to me.

I can communicate my ideas/ my poem in a visual manner with art supplies.

MODIFICATIONS / ACCOMMODATIONS:

To meet the needs of students there is a variety of tasks that involve group work, written work, independent work, drawing, and creativity. If a student needs speech to tech software they will have access to that. As well as all students will have access to the book throughout the whole assignment.

Minds-on: Read book "*What Does Peace Feel Like?*"

Minutes: 5 minutes

Task: I will be reading the book to students and they will listen and look at the pictures.

Assessment: Are students listening? Students graphic organizer that will be created will reflect their listening.

Action Introduce my example of the graphic organizer. Students will create their own graphic organizer (15) with either drawings, words or both. The purpose of this is to get their thoughts out on paper before they know they have to write a poem. This will help the students to have ideas without second guessing them. Students then share their graphic organizer with a peer then with their table group (10). I will then show students a three line poem about what peace is to me. And have them recreate it using their own mind maps. (20)

Minutes: 45 minutes

Task: I will be introducing the task and walking around seeing if students are first able to work independently, then in groups. I will be looking if students can stay on task.

Assessment: Assessment of Learning. What did students learn from reading the peace book?

Consolidation Students will reflect on their learning by having a discussion about other places that do not experience peace such as some native reserves, or people living in war torn countries. As a class we will come up with these ideas based on what we thought peace was. Asking questions such as do these people experience the same peace as I do

Minutes: 15 mins

Task: I will record the info on a mind map for the whole class to see, as I record info on the mind map I will check off students names who participate in the math lesson.

Assessment: Assessment of Learning. Were students able to relate their own experiences to those of others around them?

MATERIALS:

Arts supplies (markers, crayons, pencil crayons, paper, pens, pencils, rulers, tape, glue, ruler)

Paper for graphic organizers

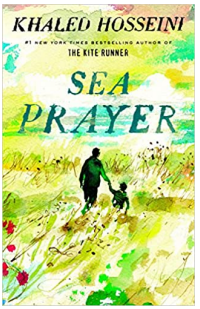
What does peace feel like book.

Document camera

Anecdotal notes for walking around classroom
Class checklist for consolidation
Rubric For Action Activity
REFLECTION:

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Sea Prayer



Author(s): Khaled Hosseini

Links:

Amazon: https://www.amazon.ca/Sea-Prayer-Khaled-Hosseini-author/dp/0525539093

Indigo: https://www.chapters.indigo.ca/en-ca/books/sea-prayer/9780735236783-item.html

Social Justice focus: Refugee Crisis

Synopsis: A short, powerful, illustrated book written by Khaled Hosseini in response to the current refugee crisis, Sea Prayer is composed in the form of a letter, from a father to his son, on the eve of their journey. Watching over his sleeping son, the father reflects on the dangerous sea-crossing that lies before them. It is also a vivid portrait of their life in Homs, Syria, before the war, and of that city's swift transformation from a home into a deadly war zone.

Contributor: Nicole Ruegg

Curriculum Area: Language Arts

Lesson Plan: Grade 7

Oral Communications:

Overall Expectations:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (p. 124)
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific Expectations:

1.3 Identify a variety of listening comprehension strategies and

use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (p.124)

1.5 Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation (p. 124)

1.6 Extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (p. 124-125)

1.8 Explain the connection between a speaker's tone and the point of view or perspective presented in oral texts

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience (p. 125)

Learning Goals:

Students can choose the appropriate listening strategies for a task

Students will share my opinions while respecting the opinions of others

Students can make inferences based on the clues from the text and my prior knowledge

Students can use connecting, comparing, and contrasting to help me understand the text

Success Criteria:

Students will demonstrate active listening skills

Students will understand the meaning of the text

Students will form an opinion on the text and the questions to share with the classStudents will make connections from the text to other texts as well as the world around me

Students will make inferences about the text Students will share my ideas respectfully and collaborate with the class in discussion

Students will think critically about what I am seeing and hearing

Students will connect my thoughts and contributions to class conversation to the social justice picture book

Modifications/Accommodations:

Esme will work with her Educational Assistant to answer individualized questions about the text at her grade level while still being given the opportunity to be involved in class discussion

Mikhail, Leah, Hassan, and Nadia will be given extra time to re-listen to the text

Jonah and Yvonne can use personal laptops to type answers

MINDS-ON:

Kahoot! Game (10 minutes)

At the beginning of the period, students will go to their seats with either a Chromebook or an iPad

They will access the Kahoot website and answer the questions that connect to the upcoming lesson

Questions will draw on prior experience/learning and can also be used to help the teacher gauge student understanding and schema (*e.g., what is the definition of a refugee?, what is the definition of a migrant?, what are some examples of good listening skills?, what are some examples of good communication skills?*)

This activity will engage students and create a positive atmosphere before dealing with subject matter that can be more challenging

Each question will be answered and then briefly explained

Teacher will then give an introduction to the lesson and what is expected

ACTION: Critical Listening and Hosseini's *Sea Prayer*

1. Play the audio/visual recording of Khaled Hosseini's *Sea Prayer* to the class (6 minutes)

a. Have the class respond to lower-level thinking questions to get them warmed up (*e.g., What was this story/poem about? What are your opinions about the text so far?*) (10 minutes)

2. Select several questions that relate to context, audience, and

key literary features of the text and have students answer these questions while listening to the text a second time (10 minutes) (*e.g. What is the speaker hoping to achieve? How does the speaker's context or identity influence the way the text is presented? What might a listener bring to this text that could influence the way they interpret the content?*))

a. Have the class respond to the questions using the Think/Pair/Share model, giving the students opportunity to practice sharing their opinions and ideas about the text with a partner before sharing with the class (10 minutes)

b. Be sure to write all questions on a whiteboard or Smart Board so students can refer back to them

c. Give students time to write answers and do Think/Pair/Share

3. Pose several higher order thinking questions (*e.g. What might the author be feeling while writing this text?*) and questions from the Critical Listening Guide (preferably ones that are higher numbers and are more challenging to answer) and have students answer these questions while listening to the text a third time (10 minutes)

a. Have the class do the Think and Pair portion on the Think/Pair/Share model to prepare answers for the class discussion (10 minutes)

b. Give students extra time to write answers and participate in the Think/Pair

4. Have students move away from the desks to sit in a circle and discuss the questions as a group (25 minutes)

a. Allow students to share their ideas, debate between themselves, and think critically about both the text and the subject matter

CONSOLIDATION AND CONNECTION: Exit Card (10 minutes)

Students will complete an exit card before leaving class

Write exit card questions on the board for students to answer (*e.g., how did this lesson expand your understanding on refugees/migrants? How did this lesson expand your knowledge on listening/oral communication? List one thing that you learned from one of your*

peers during the class discussion or Think/Pair/Share, or List one thing that you agreed or disagreed with during the class discussion)

Completing an Exit Card will allow students to reflect on their learning as well as give the teacher a good picture of what was learned during the lesson or what needs to be expanded on

Materials:

Print copies of the text to hand out to students to be marked-up

– YouTube video (*Sea Prayer: a 360° illustrated film by award-winning novelist Khaled Hosseini*)

– Assessment checklist *(See Appendix One)*

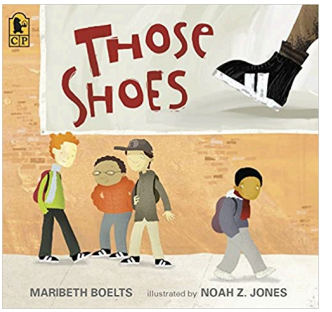
Appendix One: Checklist

Student Name	**Demonstrates knowledge of listening skills and strategies**	**Demonstrates ability to share and back-up opinions while respecting the opinions of others**	**Demonstrates ability to create inferences and connections from the text and prior knowledge**	**Demonstrates higher order thinking skills and critically questions their opinions and opinions of others**	**Demonstrate ability to connect, compare, and contrast to understand the text**
Student 1					
Student 2					
etc.					

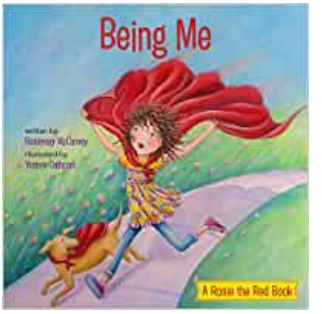
ANTI-POVERTY

Overview

Those shoes
– *Maribeth Boelts & Noah Jones*
Amazon: https://amzn.to/2WdqQ9c
Indigo: https://bit.ly/2I2AojV
Focus: Poverty
Recommended Grade: 4
Contributor: Jordan Huffman



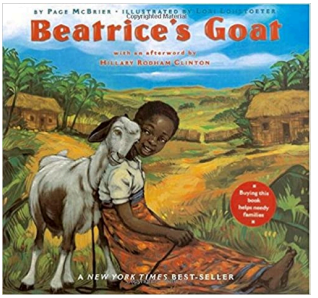
Being Me
– *Rosemary McCarney*
Amazon: https://amzn.to/3c3MBAZ
Indigo: https://bit.ly/3dat41I
Focus: Being young doesn't mean being powerless
Recommended Grade: 5
Contributor: Alessia Bisogni



Lessons from a street kid
– *Craig Kielburger*
Amazon: https://amzn.to/3dsBBgT
Indigo: https://bit.ly/2WqHDaJ
Focus: Generosity
Recommended Grade: 5
Contributor: Chris Hehenkamp



Beatrice's goat
– *Paige McBrier & Lori Lohstoeter*
Amazon: https://amzn.to/2L5HOTr
Indigo: https://bit.ly/3c44kZ5
Focus: Poverty & Education
Recommended Grade: 5
Contributor: Danielle Boiago



Gandhi's glasses
– *Students in Model Schools for Inner Cities, Cluster A, Toronto, Ontario*
Amazon: N/A
Indigo: N/A
Available at https://bit.ly/2SB6yr2
(Toronto District School Board)
Focus: Justice for all
Recommended Grade: 5



Contributor: Laura Dusmet

The lunch thief

– *Anne C. Bromley and Robert Casilla*

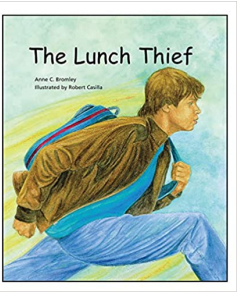
Amazon: https://amzn.to/3b2PzUT

Indigo: https://bit.ly/2WkFxsM

Focus: Poverty

Recommended Grade: 5

Contributor: Nick Bruccoleri



A life like mine

– *DK and UNICEF*

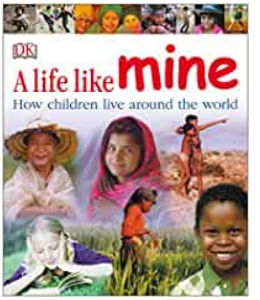
Amazon: https://amzn.to/3c6lWU2

Indigo: https://bit.ly/2SDBSW3

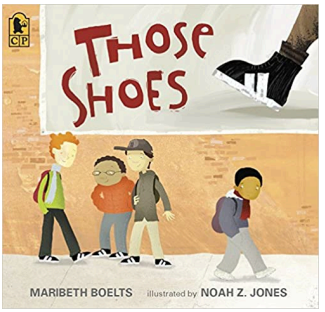
Focus: Global poverty, diversity and refugees in Civil War

Recommended Grade: 6-8

Contributor: Laura Harris



Those shoes



Author(s): Maribeth Boelts & Noah Jones

Links:

Amazon: https://amzn.to/2WdqQ9c

Indigo: https://bit.ly/2I2AojV

Social Justice focus: Poverty

Synopsis: A touching story about a boy who wants the latest shoes but whose grandmother is unable to buy them for him. He is given a pair of shoes by his school guidance counsellor but is teased by his classmates because they are meant for a younger child. He strikes up a friendship with a boy in his class who is also without the "in" shoes.

Lesson Plan: Jordan Huffman

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Those Shoes by Maribeth Boelts

Grade: 4

Lesson: *What is the focus of this lesson in relation to the unit?*

This lesson focuses on engaging student's critical literacy abilities by having students examine the feelings of the characters, supported by evidence from the text, and make meaningful connections to their own lives.

Curriculum Areas: *What are possible connections to other curricular areas?* (please see below)

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language Arts

Overall:

Oral Communication 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific:

1.4 Demonstrating Understanding: Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

1.6 Extending Understanding: Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Overall:

Reading 1: Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific:

1.5 Making Inferences/Interpreting Texts: Make inferences about texts using stated and implied ideas from the texts as evidence

1.6 Extending Understanding: Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Overall:

Writing 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience

Specific:

1.3 Research: Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources

1.6 Review: Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary

Social Studies: Heritage and Identity: Early Societies to 1500 CE

Overall:

A1. Application: compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society

Specific:

A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society

Description:

This story explores needs versus wants. Very relevant connections can be made to social studies by asking students to compare their own needs and wants to those of a First Nations group residing in Ontario for example.

Social Studies: Religion: Living a Moral Life

Overall:

ML1: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition

Specific:

ML1.3: Identify efforts being made by your family, school community and Church to live according to the Ten Commandments

Description:

The theme to catholic social teachings for grade 4 is the option for the poor and the vulnerable, which directly relates to the theme of the book. As planned in my consolidation activity, students reflect upon ways in which they can help those in need, just like Jeremy helped Antoine in the story.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to identify the difference between wants and needs.

We are learning to support our ideas by finding evidence in the text.

We are learning to make connections between the story read aloud in class, and our own life experiences.

We are learning to organize our ideas using technology (Padlet).

We are learning of ways to help the poor and vulnerable through our Catholic Faith.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can explain the differences between a need and a want.

I can find evidence in the text to support my ideas.

I can use Padlet to communicate my learning.

I can show my understanding of the text by writing at least one-way that I can help the poor and vulnerable using complete sentences and proper conventions.

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students?*

- Bring in concrete materials when discussing the difference between needs and wants
- Graphic organizer available for students to gather their ideas
- Electronic copy of graphic organizer available for students
- Distribute copies of the story text for students to reference (can highlight key words/ideas)
- Review active listening skills as a class
- Provide an example of evidence pulled from the story (model for students)
- Co-create criteria for evidence that can be used from the story
- Pair oral and written instructions
- Peer scribe or use of assistive technology to dictate notes/ ideas (ie. Dragon Dictation)
- Use Padlet as an online platform for sharing
- Provide students with sentence starters to guide their thinking

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 15 minutes

Task: *What will I be doing? What will students be doing?*

Bring in basket of items that include both wants and needs (ie. food, clothing, toys, etc.). Through whole class discussion, students will decide which items are considered wants and which are considered necessary. Teacher will generate the list on chart paper, and visually organize the items into 'wants' and 'needs' based on the class discussion

Guiding Questions:

- What differentiates a want from a need?
- What is something children your age want?
- What is something children your age need?
- Is brand name clothing a need?

Show students the front cover of the book, Those Shoes by Maribeth Boelts. Read the title aloud. Draw attention to the four boys on the cover and the shoe adjacent to the title. Note the facial expressions of the four boys. Provide students with the opportunity to ask questions and to make predictions about the story after having the chance to make observations about the cover of the book.

Guiding Questions:

- What questions come to mind after seeing the front cover of the book? What do you wonder?
- What do you think the title means? Why?
- What do you think this story is about? Why?
- Who is the author? – Ask students to keep the author in mind when listening to the story.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment For Learning

Make anecdotal record of students who are able to pose critical

questions/observations about the story and those who can differentiate between a want and a need in their own life.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 60 minutes

Task: *What will I be doing? What will students be doing?*

During the read-aloud, students will be actively listening. Prior to starting, review active listening strategies with the class (ie. 'Give me 5' – eyes watching, ears listening, mouth quiet, hands still and brain turned on). Encourage students to search for the answers to the questions they came up with.

After the first read aloud, return to the front cover of the book. Guiding questions:

- Were you able to find answers to your questions after listening to the story? Provide students will the opportunity to share.
- Were your predictions about the title and the story accurate?
- What is the main message in this story?
- Opportunity for Critical Literacy:
- Why do you think the author chose to write the story?
- Do you think this happens at our school?

Return to the class-generated list of needs and wants. As a class, students will identify Jeremy's needs and wants as we know them from the story. They will be added to the list in a different colour. Students will also have the chance to revise the list they have generated based on what is presented in the story. (i.e., Is there anything missing from our list?)

Students will independently re-read the story using a paper copy or, if tablets are available, an electronic copy of the text. Students will be asked to place smiley stickers/sad stickers beside the sentence(s) in the story that act as evidence describing how Jeremy is feeling. Students will be provided with a maximum of 6 stickers (3 of each). Encourage students to use their stickers wisely, thinking deeply about the best choice of evidence.

Students will then be asked to share their observations with a partner, comparing the evidence they identified in the text. If there are any differences, have students explain their reasoning.

Working in partners, students will be asked to record evidence of the main character's feelings. The pair will decide upon a minimum of one piece of supporting evidence to post onto the class Padlet. A paper graphic organizer will be available for students who may benefit. Encourage students to use words besides 'happy' and 'sad' to describe how Jeremy is feeling.

The teacher and students will co-create the first example and discuss what constitutes valid evidence (Ex. Jeremy was upset when his grandmother told him he needed new boots instead of the high-top shoes he wanted. Evidence – Jeremy believes that he is no longer the fastest runner because he doesn't have the shoes).

Guiding Questions:

- What clues in the illustrations help us to know how Jeremy is feeling? (Ex. facial expressions, hunched shoulders at door to classroom.)
- What clues in the words help us to know how Jeremy is feeling? (Ex. He says, "...my grip is so tight on my pencil I think it might bust.")

Critical Literacy Opportunity: Through classroom discussion, students are asked to examine multiple perspectives in the story (both Jeremy and Antonio), putting themselves in the shoes of each character.

Guiding Questions:

- How would you feel if you were Jeremy?
- How would you feel if you were Antonio?
- Jeremy feels both happy for Antonio and mad about the "Mr. Alfrey" shoes. Ask: Can we feel both happy and sad at the same time? Explain, using personal experience if possible.

Emphasize that although Jeremy really wanted those shoes, he felt happy when he was able to give them to Antonio, who needed a new pair of shoes.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment For Learning

The teacher will conference with students working in pairs, providing feedback and suggesting areas for improvement. Students will demonstrate their ability to support their ideas with evidence from the text through their Padlet post. Checklist: valid evidence, a good descriptive word.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 15 minutes

Task: *What will I be doing? What will students be doing?*

Critical Literacy Opportunity: This activity provides students with the chance to take action, recognizing that the story can extend to our own lives.

Students will work independently to brainstorm ways they can help those in need in their own community. On the shoe cut-out provided, students will write about an important need they would like to satisfy for someone and how they might accomplish it.

Students will do a gallery walk to share ideas and consolidate their learning.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment For Learning, Assessment As Learning

Teacher will collect the shoe cut outs, checking for writing conventions and connections made to their own lives. Rubric addressing the communication and application (i.e., the use of conventions and making connections within and between various contexts)

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

Picture book (Those Shoes – Maribeth Boelts)

Paper copy of the text (http://files.baudashistorias.webnode.pt/

200000190-0a7720abf1/
Those%20shoes%20-%20Maribeth%20Boelts.PDF)

Chart paper, markers

Graphic organizer

Padlet (https://padlet.com/miss_jhuffman/85pkvv757cwg)

Internet connection

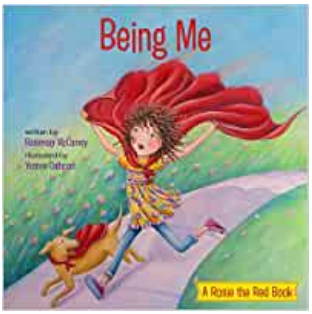
Access to ipad/computer

Handout: Shoe cut-out

Items to sort (wants and needs)

Stickers (happy/sad face)

Being Me



Author(s): Rosemary McCarney

Links:

Amazon: https://amzn.to/3c3MBAZ

Indigo: https://bit.ly/3dat41I

Social Justice focus: Being young doesn't mean being powerless

Synopsis: Eager to help the world, Rosie is thinking about what she'll be when she grows up, but she doesn't have an answer just yet. However, she does believe that she can still do lots of terrific things right now. After a walk with her dad, Rosie is introduced to the local food bank where the manager, Mr. Santino, shows them around the busy warehouse and allows them to help pack cartons. While there, Rosie spots her friend Sam and his mother getting a box of food. Because he's obviously embarrassed, Rosie spends the rest of the day thinking about how she could make him feel better. Eventually, Rosie comes up with a plan to help the food bank and Sam both.

Lesson Plan: Alessia Bisogni

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Making a Difference

Grade: 5

Lesson: *What is the focus of this lesson in relation to the unit?* Using a variety of media texts, forms, conventions, and techniques to display how students would use their strengths to face a social justice challenge in our world.

Curriculum Areas: *What are possible connections to other*

curricular areas?

Visual Art

Overall Expectations

D1. Creating and Presenting: Apply the creative process to produce a variety of to-and three-dimensional art works, using elements, principles, and techniques to visual art to communicate feelings, ideas, and understandings;

Specific Expectations

D1.3 Use elements of design in art works to communicate ideas, messages, and understandings

Family Life

E1. Appreciating God's Goodness: Appreciate that humans are called to image the love of God by caring for all of God's gifts of creation.

E1.1 recognize and appreciate the importance of using their gifts to make the world a better place for everyone

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Oral Communication

Overall Expectations

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific Expectations

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

Media Literacy

Overall Expectation

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Specific Expectations

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

I will produce a media text for a specific purpose

I will utilize an appropriate form to suit the specific purpose and audience for a media text

I will incorporate conventions and techniques appropriate for the media text and explain how these conventions and techniques help communicate my message

I will demonstrate an understanding of appropriate speaking behaviour in a variety of situations

I will communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Success Criteria: *How will students know they have met the learning goal? I can….*

I can effectively create a media text for a specific purpose

I can choose an appropriate form to suit the purpose of a media text

I can implement effective conventions and techniques for the media text and clearly articulate how these conventions and techniques help communicate my message
I can appropriately and effectively articulate my ideas, opinions, and information in a variety of situations

MODIFICATIONS / ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

Students will be given oral and written instruction.
Students are able to create their media text using technology resources or devices if they choose.
Students are also able to create their media text by hand if they choose.
Students can share their ideas and understanding orally in class discussion or written (by hand or tech device) by submitting their ideas at the end of class.
Students can be provided with checklists and anchor charts to help organize and guide their ideas.

Minds-on:

How will I connect to prior and future learning? How will I engage students and set the context for learning?

Have students independently brainstorm personal strengths (through written work or pictures) on a piece of paper.
With their elbow partner, have students think, pair, share and document some problems/issues in their school, community, country, world.

Minutes: *How much time will I allocate?* 10 mins

Task: *What will I be doing? What will students be doing?*

I will be observing student conversation during think, pair, share. and using a check-brick to see if they are meeting oral communication expectations.
Students should be actively brainstorming and reflecting on personal strengths and social issues.
I will also be taking note of LSWH during the independent task.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment as learning, as students are actively engaged in this assessment process: that is, they monitor their own learning during individual tasks and think, pair, share.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Read the story "Being Me" by Rosemary Mccarney.

Have students write down questions they may have during the reading

Conduct a class discussion and ask the following inferential questions on the book "Being Me"

Why do you think people believe kids like Rosie can't make a difference?

Do you think there is a certain age in which you can make a difference?

What personal strengths did Rosie have?

How did Rosie make a difference?

How do you think Sam felt after Rosie proposed to do a food drive at the school?

How is Rosie similar to you?

Minutes: *How much time will I allocate?* 25 mins

Task: *What will I be doing? What will students be doing?*

I will be observing and taking anecdotal records of class discussion. Providing effective oral feedback during discussion, in the form of verbal appraisal or affirmation.

Students should be actively participating during discussion to help draw connections and ideas which will further assist them in their media text task.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment as learning, as students are actively engaged in this assessment process: that is, they monitor their own learning during class discussion; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Students are required to create a media poster, of their choosing

(technological or hand-made), about themselves that demonstrates and highlights their personal strengths and ways they can use these to face a social justice issue that they've identified in their school/community/country.

Minutes: *How much time will I allocate?* 25 minutes

Task: *What will I be doing? What will students be doing?*

I will be assessing through observation and check-brick to see if students are able to create an effective media text for a specific purpose, choose an appropriate form for their media text ,and implement effective conventions and techniques to communicate their overall message.

Students will be actively working on their media text individually.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment of learning through demonstration of how their personal strengths can be used to create positive change in the world around us. Demonstrate this learning through media text.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

Paper

Writing Utensils

Colour Utensils

"Being Me" by Rosemary Mccarney

Smart board for presentation and instructions

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Lessons from a street kid



Author(s): Craig Kielburger
Illustrators(s): Marisa Antonello & Victoria Laidley

Links:
Amazon: https://amzn.to/3dsBBgT
Indigo: https://bit.ly/2WqHDaJ

Social Justice focus: Generosity

Synopsis: In this book, Craig visits Brazil as a teenager. While there he notices that a lot of children around his age are working in the streets. While there, he meets Jose, a homeless kid selling oranges. Jose brings Craig to where he lives in a bus shelter and shows him what generosity is truly about. Jose has nothing but is willing to give away his most prized possession despite this.

Lesson Plan: Chris Hehenkamp

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language

Grade: 5

Lesson: *Lessons from a street Kid*

Curriculum Areas: *Language, social studies*

Curriculum Expectations: Social Studies – B1.2, B3.1, B3.7

Oral Communication

Overall Expectations:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations:

Demonstrating Understanding

1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

Extending Understanding

1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Point of View

1.8 Identify point of view presented in oral texts and ask questions to identify missing or possible alternative points of view

Media Studies

Overall Expectations:

1. Demonstrate an understanding of a variety of media texts

Specific Expectations:

Purpose and Audience

Identify the purpose and audience for a variety of media texts

Point of View

1.5 Identify whose point of view is presented or reflected in a media text, ask questions or identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented

Social Studies

Overall Expectations

B1: Application: Assess responses of governments in Canada, including First Nations, Metis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to assess social and environmental issues (Focus On: Interrelationships; Cause and Consequence

B3: Understanding Context: Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Metis, and Inuit governments (Focus On: Significance).

Specific Expectations

B1.3: Create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance.

B3.1 Describe the major rights and responsibilities associated with citizenship in Canada

B3.7 Describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues

Application

Possible connections to Religion – Living a Moral Life- ML2.3: Describe the three sources of morality outlined in the moral teachings of the Church upon which the morality of a human act depends (i.e. the morality of a human act depends on: the object of the act that is chosen, the intention of the person acting, and the circumstances of the action) and apply them to an analysis of various moral dilemmas a person might face.

Learning Goal(s): *I will…*

Be able to follow along with a book reading to discover the meaning of generosity and connect it to my own experiences.

Be able to identify the point of view of the storyteller and the point of view of others in the story.

Be able to understand my responsibility as a citizen to improve my community.

Success Criteria: *How will students know they have met the learning goal? I can….*

Explain what generosity means using my own experiences to convey meaning

Explain how both Jose and Craig may have felt and why they chose to be generous

Demonstrate through my exit ticket, my understanding of generosity and how it may affect the receiver of my gift.

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- Students needing extra assistance can discuss possible answers and ideas with elbow partners

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: 5 minutes

Task: *What will I be doing? What will students be doing?*

Students will be asked 2 questions:

- "What does it mean to be generous?"
- "Do you need to have a lot (of money or things) to be generous?"

Students will be given 2 minutes to consider their answers and ideas around these questions

Teacher will then have a class discussion, first asking students to all raise their hands if they have thought of an answer to the questions. Students will then volunteer their answers.

Assessment: *What is the Nature and Purpose of assessment?*

AFL – formative

- Teacher will monitor students, making sure they are focused on the question
- Using the hands up method of determining if everyone has considered the question, teacher can make anecdotal notes of any students that may have been hesitant to raise their or who didn't raise their hand at all

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 25 minutes

Task: *What will I be doing? What will students be doing?*

Teacher will read the story "Lessons from a Street Kid" to the class.

Class discussion, teachers will lead the discussion using the following questions:

- "What do you think about this story?" – Get a general feeling of

how students may have felt, what messages they may have taken from the story
- Who was generous in the story? How were they generous?
- Did you feel like any characters in the story were being "greedy" at any point?
- How did the generosity effect others in the story?
- Why might Jose have been so willing to give?
- How does it feel to give a gift compared to getting a gift?
- How can you be generous to those in your lives?
- Have you ever given someone a gift, or received a gift? How did it make you feel?
- Who in the story do you think was affected more by the generosity of the other? Why?
- Who do you think benefits from reading this story?
- Do you have to be rich or have a lot to give?

Some of these questions may naturally come up through conversation, if that happens the questions do not need to be ask again.

Assessment: *What is the Nature and Purpose of assessment?*
AFL – formative

- Teacher will monitor students, making sure they are focused on the question
- Anecdotal notes tracking participation

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 15 min

Task: Writing and providing feedback

Students will come up with a gift that they can give someone that will help that person. (Not just, "I will give them an iPad because it is cool", or "I'd give them $1,000,000")

(Giving their time, doing something for some one, giving a physical item that will really help that person, etc.)

Students will be given a white piece of paper and they will write what the gift is, and how it will help that person.

Students will write their name on the back. Gifts will be displayed in the classroom for a time to help students be mindful of how our generosity and gifts can help others.

Students will be given an opportunity to do a "gallery walk" to see what other students have given as gifts, students will be given post it notes to add a comment/suggestion/feedback to one gift. (Writing their name on the back of the sticky-note)

Before sending students to provide their feedback, review how to give good feedback. Positive feedback, things that can help make their gift better, reasons why they think the gift is great, etc.

Assessment: for and as learning. Students will have an opportunity to receive feedback from peers and teacher, as well as by looking at other students' gifts and feedback, and have the opportunity to revise their gift.

Teacher will collect gifts and feedback, making anecdotal notes regarding both the student's gift and their feedback they provided to other students. This will help the teacher determine each student's learning from this lesson.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

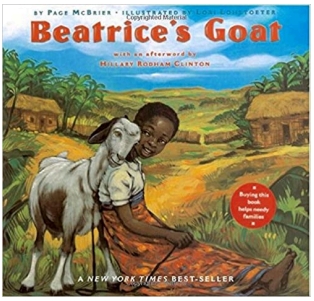
- Book "Lessons from a Street Kid".
- paper squares roughly 5" x 5" for students to write their gift on.
- Post it notes for students to provide feedback.
- PowerPoint presentation.

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?

- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Beatrice's goat



Author(s): Paige McBrier & Lori Lohstoeter

Links:

Amazon: https://amzn.to/2L5HOTr

Indigo: https://bit.ly/3c44kZ5

Social Justice focus: Poverty & Education

Synopsis: Beatrice's Goat is a story about a young girl living in Uganda who longs to be a schoolgirl. However, in their village only children who can afford a uniform are allowed to attend school. Beatrice, who lives with her mother and 5 siblings, must work in order to help keep her family afloat. There is no money for Beatrice to attend school and she must help take care of her younger siblings. This all changes when Beatrice's family receives a special gift: a goat named Mugisia. With plenty of milk to drink and sell, as well as baby goats on the way, Beatrice's dream of attending school becomes a reality.

Lesson Plan: Danielle Boiago

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Media Literacy & Oral Communication- Social Justice Issues

Grade: 5

Lesson: The purpose of this lesson is to have students ponder and reflect on social justice issues, such as education and poverty, and have students communicate their opinions on these issues.

Curriculum Areas:

Religion

OE: ML3: Explain the importance of the teaching role of the Church in assisting society and individuals to reflect on moral issues and to respond in ways that promote the dignity of the human person and the call to holiness.

SE: ML3.3: Identify the principles of social justice outlined by the Magisterium of the Church and explain why they are teachings that address communal social sin and are called to holiness.

Curriculum Expectations:

Media Literacy

OE: 1. demonstrate an understanding of a variety of media texts

SE: 1.3 express opinions about ideas, issues, and/or experiences presented in media texts

Oral Communication

OE: 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

SE: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

I am learning to:

- Independently reflect, ponder, and ask questions about education and poverty
- Form an opinion on a social justice statement with some reference to the Catholic teachings
- Orally communicate my opinion with small and large groups

Success Criteria:

I can:

- Formulate questions based off what I have heard in a story as well as my prior knowledge
- Use the information I have been provided as well as my own

personal thoughts and ideas to formulate an opinion
- Express and share my opinion with others in a clear and coherent manner
- Use the Catholic teachings to reflect on what I have learned and ask additional questions that I am unsure about

MODIFICATIONS/ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

Every student will be provided with the accommodations that they need in order to be successful in this task. Some of these accommodations may include but are not limited to:

- Writing down opinions instead of sharing them orally
- Sharing opinions with just the teacher instead of a small or large group
- Using technology to type/have opinions read out loud
- Draw a picture of ideas
- Work with a peer tutor
- Provided with additional clarification of the statements
- Provided with more time to decide on an opinion
- Provided with additional one on one teacher support

Minds-on:

How will I connect to prior and future learning? How will I engage students and set the context for learning?

Minutes: 10 minutes

Task:

In this minds on task, I will be reading the picture book, Beatrice's Goat to the students. After the book has been read, students will be given a couple minutes to think about the story that they have just heard and to write down any questions or concerns that they might have about the story.

Assessment: *AfL – Formative – Observation*

Through observation, I will be scanning to see which students are

able to generate questions based on the story they have read as well as their prior knowledge and which students are struggling to do so.

Action:

Minutes: 20 minutes

Task:

Students will be taking part in a 4 corner debate. They will be provided with statements that are related to the story or the social justice issues that the story discusses. Upon hearing the statement, students will then decide if they strongly agree, agree, disagree, or strongly disagree with what has been said. They will then move to the respective corner of the room and will discuss with their peers that also chose that stance why they feel that way about the statement. Students from each corner will then be able to share with the whole class what their small group discussed. It is imperative for students to remember that everyone has different opinions on social justice issues and it is important that everyone listens to all points of view without judgement. After each group has had a chance to share, the students will then be given another statement and will once again decide whether they agree with the statement or not.

Some possible statements:

- I would go to school if I didn't have to
- It is the responsibility of the oldest child to take care of their younger siblings
- A child can lift their family out of poverty
- We would not be able to succeed without the help of others
- It is better to help those in our own country than those that live far away

Assessment: *AfL – Formative – Observation*

Through observation of the debate, the teacher will be looking to see if students are able to form an opinion on the statement presented to them using information from the story and their prior knowledge. The teacher will also be listening in on small and large group

conversations to see if students are communicating in a clear and coherent manner.

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 5 minutes

Task:

Students will be reflecting on the questions that they initially wrote down after hearing the story of Beatrice's Goat. They will be asked to think about whether these questions were answered for them throughout the 4 corner debate activity. Students will be asked to write down any questions that have not yet been answered on a sticky note and place them on the "parking lot" for further discussion next class. Students will also be asked to share how listening to their classmate's thoughts and ideas might have changed their opinion on a particular statement.

Additionally, this story provides an excellent opportunity to take on a social justice class initiative. The class can work together to donate funds to the Heifer Project International who sends livestock to families in poor communities around the world so that another family like Beatrice's can send their kids to school.

Assessment: *AfL – Formative – Observation*

The teacher will be looking to see if students are able to reflect on the content of the debate using a Catholic lens and if they are able to ask questions that they are still interested in finding out the answers to.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- The picture book – Beatrice's Goat
- Paper
- Pencils
- Signs
- Tap
- Sticky Notes
- Personal Assistive Technology

_____
_____

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Gandhi's glasses

Author(s): Students in Model Schools for Inner Cities, Cluster A, Toronto, Ontario

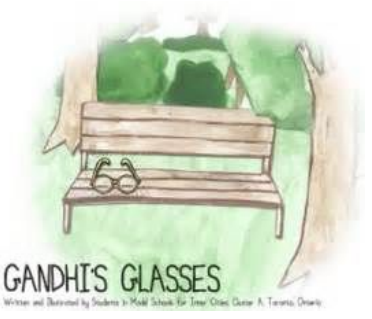
Links:

Amazon: N/A

Indigo: N/A

Available at https://bit.ly/2SB6yr2

(Toronto District School Board)



Social Justice focus: Justice for all

Synopsis: Gandhi's Glasses is a story about a little girl named Asha who is empowered to be the change she wants to see in the world after she learns about Mahatma Gandhi and finds a pair of shiny gold glasses that help her see the world differently.

Lesson Plan: Laura Dusmet

Primary/Junior/Intermediate Lesson Plan (ABBREVIATED TEMPLATE)

Consecutive and Concurrent Programs

Unit/Topic: Language arts – Social Justice and My impact through action

Grade: 5

Lesson: *What is the focus of this lesson in relation to the unit?*

This lesson focuses on oral communication, and visual arts. It is addressing different points of view and asking students to communicate their thoughts clearly to express their relation to the story and how they themselves can improve on their impacts to society. This also sees that students understand how others might be feeling in these situations.

Curriculum Areas: *What are possible connections to other curricular areas?*

Science Interactions in the environment), Social Studies (Environmental impact), Health and Physical Education (Safety online), Visual Arts.

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall Expectations:

Oral Communication:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Visual Arts:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Specific Expectations:

Oral Communication:

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view

1.9 identify a range of presentation strategies used in oral texts and analyse their effect on the audience

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

2.7 use a variety of appropriate visual aids

Visual Arts:

D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to recognize how our actions impact the everyday lives of others

We are learning to understand that being a bystander is just as bad as committing the crime

We are learning the value in standing up for what we believe is right

Success Criteria: *How will students know they have met the learning goal? I can….*

I can take initiative when I see litter on the ground

I can stand up for people when they are being mistreated (so long as I am not in harm's way)

I will help others instead of standing aside

_____

MODIFICATIONS/ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

For students that read slowly/ are visual learners I have provided the pictures from the story to help remind them what they heard

For students that speaking in from of the class/have anxiety I

have provided options for them as to how they can present their information and drawings

———————————————————————————————————————

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

We will talk about the word 'Bystanders'

What do you think of when you think of this word? Is it positive or negative? How does it make you feel and why?

Minutes: *How much time will I allocate?* 15 minutes

Task: *What will I be doing? What will students be doing?*

Reading of Gandhi's Glasses (first half)

How did these situations make you feel? Would you have done anything different?

Assessment: *What is the Nature and Purpose of assessment?*

Making sure that students understand the value of not being a bystander and acting out to the right thing – assessment will happen through assessing the classes' discussion.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 15-30 minutes

Task: *What will I be doing? What will students be doing?*

Students take a situation of Asha's where she walked away

They will create a list of who's there and how do they feel

They are drawing a solution to the problem to create a visual to explain what went wrong and how it could be done better.

The students will then develop their own stance on the issue and then we will discuss the issues as a class.

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Reading of second half of Gandhi's Glasses

Remember how we talked about how we feel about the word bystander?

Now that you've considered it from different perspectives and

we've read this cool book, what does it mean to you now? Has it made you revaluate how you see it?

Minutes: *How much time will I allocate?* 10 minutes

Task: *What will I be doing? What will students be doing?*

Can you come up with a situation that you can think of where you walked away instead of doing something? What could you have done instead?

Assessment: *What is the Nature and Purpose of assessment?*

Assessment will be the chart paper that students hand in of the drawing and the written component from the handout.

_____
_____**MATERIALS:** *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

Chart paper

Markers

Gandhi's Glasses (the book)

Work sheet (1 per group) (https://docs.google.com/document/d/1z2k-1fdQrUugZdqWMHX4109f2yriIrmI_5VCFzQ4Us4/edit?usp=sharing)

Photos of pages from the book for each group

_____
_____

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Resources:

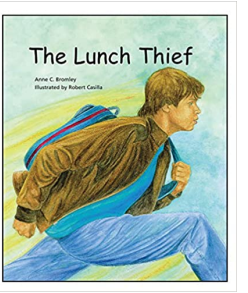
Lynch, M. January 9th, 2019. Teaching Social Justice in your Classroom. January 16th/2020, from https://www.theedadvocate.org/teaching-social-justice-in-your-classroom/

Anecdotal Checklist

Group # (People in group)	Collaborations to contribute to task (Y/N)	Respectfully express opinions and views of others (Y/N)	Can contribute to the conversations in a meaningful way (Y/N)	Note
Group 1				
Group 2				

Group 3				

The lunch thief



Author(s): Anne C. Bromley and Robert Casilla

Links:

Amazon: https://amzn.to/3b2PzUT

Indigo: https://bit.ly/2WkFxsM

Social Justice focus: Poverty

Synopsis: Someone stole Rafael's lunch, leaving him quite hungry. His mom packed his lunch bag and it contained two burritos, a bag of corn chips, some carrots, and an apple. Rafael saw Kevin, a new student in his class, sneak his lunch bag from underneath his desk and tuck it in his backpack. Rafael is never one to fight, so he tried to find another solution. Inspired by his mother's advice to "use your mouth before your fists," Rafael bides his time, but other kids' lunch are disappearing too. While running errands with his mom, Rafael sees Kevin carrying a basket of laundry into a motel room, and his mom tells him Kevin's family might be one of the families who lost their homes in the recent wildfires. The next day, instead of accusing Kevin, Rafael invites him to share his lunch, offering a friendship as well as lunch.

Lesson Plan: Nick Bruccoleri

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice/ Prediction

Grade: 4

Lesson: *What is the focus of this lesson in relation to the unit?*

Students will begin to understand how students in a classroom

have unique stories and it may not be similar to their own, also, how to understand why some people do the things they do.

Curriculum Areas: *What are possible connections to other curricular areas*?

Literacy: Prediction

Health: Healthy Living/ nutrition

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Literacy Overall Expectations:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Literacy Specific Expectations

1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence

1.6 Extend understanding of texts by connecting the ideas to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

1.7 Analyze texts and explain how specific elements in them contribute to meaning

Health Overall Expectation:

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Health Specific Expectations:

D3.1 Identify ways of promoting healthier eating habits in a variety of settings and situations

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- I can look at the cover, title and illustrations in the book to predict the ending of the story
- I understand the connection of nutrition (from the news article) to the story The Lunch Thief
- I can draw on personal experiences to resonate with Rafael/ and or Kevin
- I can read the story to identify certain themes

Success Criteria: *How will students know they have met the learning goal? I can….*

- I will ask questions if I do not understand a word or phrase
- I can read silently
- I can participate in partner discussion by sharing my opinion
- I will actively listen to the story when it is being read to me

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*
N/A

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 15 minutes

Task: *What will I be doing? What will students be doing?*

Inform students that they will be reading a short story entitled the The Lunch Thief and that there is an emphasis on the need for a nutritional diet in order to learn and grow as a student.

Students will read the following news article:

https://www.publicschoolreview.com/blog/how-diet-and-nutrition-impact-a-childs-learning-ability

Students will be asked to read the news article provided, which talks about the benefits of students eating "healthy" foods and what effect it has on student's learning. After reading the article, students will then be asked to do a think-pair-share with their elbow partner to discuss why they think it is important to eat properly and if they

have any personal experiences of a time, they think being hungry effected their learning.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment as learning: Students will be assessing their own learning through discussion with a partner to see what each individual was capable of pulling from the article and ability to draw on personal experiences.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 55 minutes

Task: *What will I be doing? What will students be doing?*

Read aloud The Lunch Thief until page 22. Inform the student to pay attention the illustrations and to listen carefully to determine what is happening in the story.

After each page, stop and ask the students: "What is happening?" the follow up question would be "How do we know this?"

If there are any words you think students may not understand, stop and explain the word. (first ask the class to see if any students know.. explanation from teacher is last resort).

Once you have reached page 22, ask the students what they think is going to happen next in the book based on the pages they have already read. Provide students with the handout attached to the lesson which students will have to complete based on the story.

Make sure to walk through the worksheet with the students so they understand the expectations. Students will first have to determine what they think the ending of the book is. They then have to provide three pieces of information that led them to think of their ending (the proof), this could come from the illustrations or the text. Last, students will then have to explain why they think their proof supports their ending.

AFTER ALL STUDENTS HAVE COMPLETED THE WORKSHEET you can then continue to read the rest of the story to the students.

Upon completion of the story, have a group discussion on whether the endings they had come up with are close to what happened in the book.

Continue the discussion by asking what types of themes they can see in this short story (probe for nutrition and how some students do not have the same opportunity of receiving proper nutrition like some students do.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning: During class discussion anecdotal note taking will take place to see the students ability to identify theme and ability to use proof from text to come up with their own ending of the book.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 10 minutes

Task: *What will I be doing? What will students be doing?*

Students will complete an exit card, the objective is to make connections between the article about nutrition and the story (2-3) connections.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning: students will show their ability to make text-to-text connections between the story and news article. Upon collection of exit tickets, students will be given written feedback.

———————————————————————————————

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Copy of The Lunch Thief (hard copy or online for smart board)
- Class set of worksheets (provided below)
- Copy of news article (most likely online)

Make a Prediction Sandwich

Name: _____ Date: _____

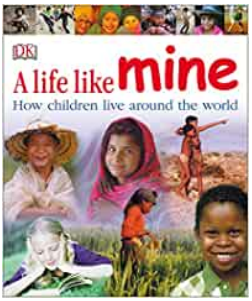
A **prediction** is something you think will happen based on clues or evidence. The prediction and your reasoning are like the bread in a sandwich, and the evidence is the meat!



While reading, find evidence in the story that supports your prediction. Then, explain your reasoning (why you think that the evidence supports your prediction).

My Prediction		
Evidence #1	Evidence #2	Evidence #3
My Reasoning		

A life like mine



Author(s): DK and UNICEF

Links:

Amazon: https://amzn.to/3c6lWU2

Indigo: https://bit.ly/2SDBSW3

Social Justice focus: Global poverty, diversity and refugees in Civil War

Synopsis: This book reflects upon the lives of children across the globe leading their lives in fascinating ways. DK and UNICEF published the results of the convention on the Rights of the Child after ten years of consultation. The book highlights stories from both developed and developing nations in this special volume. It is a launching place for inquiry into globalization and the ways that other people live around the world. The book "Where Will I Live" could be a nice compliment to this book.

Lesson Plan: Laura Harris

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language/ social justice

Grade: 6-8

Lesson: How do other children/people live around the world

Curriculum Areas: Language and social studies

Curriculum Expectations:

Language:

S. 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or

a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video).

Point of View 2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate

Social studies:

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions (e.g., the stabilization of regions resulting from Canada's peacekeeping efforts; the development of maquiladoras as a result of trade agreements; change in the status of women as a result of education projects in a developing region)

Learning Goal(s):

- I can read/ learn about different cultures globally. I can acknowledge my own perspective as well as the position of others.
- I know that other cultures around the world live in different homes and eat different food than I do
- I can collaboratively share ideas with my peers
- I can select an independent case study for further research

Success Criteria:

- I can critically read for understanding and to learn about new perspectives
- I have learned about how different children live globally
- I can work with my classmates to brainstorm what a typical Canadian life might look like in any given city (I realize the

need to use caution here and avoid over generalizing and perhaps alienating students who come from different backgrounds).
- I can research and record (using technology or hand printed) my findings on a case study
- I can share my findings with my classmates

MODIFICATIONS/ACCOMMODATIONS:

- Students are welcome to make use of technology to access their learning, for example, students could search information on case studies and have text read to them using Google read and write.
- The photo journalism component of the Time Magazine article also makes the lesson quite accessible for students, as a launching point into a discussion

Minds-on:

I will ask students to review the photographs from the article below, What the World Eats. We will then discuss our reflections on the questions and create list of questions about them. For example, I could ask: "Why do you think people eat different foods based upon where they live?" or "What are the environmental and health related implications associated with the type of food one eats?"

Article to view:

Time magazine: "What the world eats"

https://time.com/8515/what-the-world-eats-hungry-planet/

Minutes: 15 minutes for students to look through pictures and discuss

Task: Students will take turns flipping through the book and also looking at the online images from "What the world eats"

Assessment: Here I will conduct an assessment of learning as I make anecdotal notes on student engagement. I will also make notes on a checklist to reflect the student's level of participation,

ability to focus during an independent activity and ability to work well with others when sharing a common resources.

Action: The second part of this lesson will include sharing the stories from the book with the class and having discussions after each section is shared. The discussion will likely include questions about the types of schools children attend globally, what foods they eat, which types of homes they live in etc.

During our action portion, as a group, we will come up with a sample info graphic, aimed at providing information to a newcomer to Canada. Our info-graphic will explain: the various types of homes people in Canada live in, which types of food we eat, what our schools look like, our transportation options.

Minutes: 30 minutes

Task: I will be reading excerpts from the book to the class, pausing for questions and reflections. What does what we have read make us think about? Which questions do we have. During our brainstorming for our Canada info graphic, I will record the comments and data shared by the class (or I will ask a student volunteer to be our recorder, so that I can focus on classroom management).

Assessment: *What is the Nature and Purpose of assessment?*

Consolidation The consolidation for this lesson will be for students to select a Country or regional case study that they wish to explore further. Their task will be to explain, which type of school students attend in their case study, what families eat, the type of transportation they use, which types of homes do they live in. A bonus could be for students to explore the political structure governing the area they have chosen to research.

Minutes: 15 minutes and likely into future lessons

Task: I will be consulting with students, walking around the room to check in with them and answer any questions that may arise

Assessment: Exit card, student's exit card will be for them to have selected a case study and shared their choice with me.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Notes:

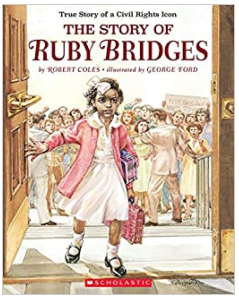
In the success criteria section, imagine what you will see and hear from students while they are completing the lesson. Indicators should be action oriented. Eg. Moving from phase to phase, students are modelling for each other, seeing discussion, questions are being asked, noises being made.

Anecdotal notes: what are you recording? Which phase of a lesson are you looking at and how will you know things have been done correctly.

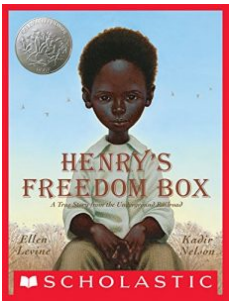
ANTI-RACISM

Overview

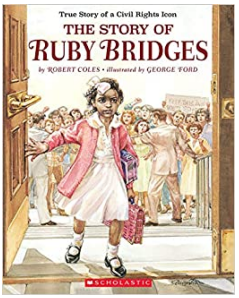
The story of Ruby Bridges
– *Robert Coles*
Amazon: https://amzn.to/2TO0Tka
Indigo: https://bit.ly/2YuzimH
Focus: Racism
Recommended Grade: 5
Contributor: Rosanna Bernardo



Henry's freedom box
– *Ellen Levine and Kadir Nelson*
Amazon: https://amzn.to/2SBpbeq
Indigo: https://bit.ly/2SCN9WB
Focus: Racism
Recommended Grade: 5
Contributor: Hayley Lukich



The story of Ruby Bridges



Author(s): Robert Coles

Links:

Amazon: https://amzn.to/2TO0Tka

Indigo: https://bit.ly/2YuzimH

Social Justice focus: Racism

Synopsis: This is the story of Ruby Bridges, who at age 6 became the first Afro-American to be sent to an all-white school in New Orleans. She needed to be escorted to school by Federal Marshalls and for most of her first year Ruby sat alone in an empty classroom with her teacher. The other children had been kept home by their parents.

Lesson Plan: Rosanna Bernardo

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice in Literature

Grade: 5

Lesson: The Story of Ruby Bridges

The focus of this lesson is to have students reflect on the words: segregation and equality. Students will understand how powerful these words are, and how they've impacted our society. Students will be asked to participate in a multitude of activities that will foster their oral communication skills and deepen their comprehension on the topic.

Curriculum Areas: *What are possible connections to other curricular areas*?

This lesson could connect with Social Studies – specifically the Grade 5 Unit "The role of Government and Responsible Citizenship"

as students will address how history changed when the law stated that black children will be integrated in all-white elementary schools. Students will also analyze the impact Ruby Bridges made on society by facing prejudice with grace and courage.

Social Studies Curriculum Connection: Grade 5 Unit – The Role of Government and Responsible Citizenship:

- B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.
- B3.8 explain why different groups may have different perspectives on specific social and environmental issues

This lesson could also be connected to Visual Arts Curriculum as students will consolidate this lessons' learning by creating a visual representation of their reflections on The Story of Ruby Bridges, their understanding of prejudice and segregation, as well as their opinions on equality.

Visual Arts Grade 5 Unit:

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Oral Communication: Overall Expectations

1. listen to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Writing:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Oral Communication: Specific Expectations:

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

Purpose

2.1 identify a variety of purposes for speaking

Visual Aids

2.7 use a variety of appropriate visual aids to support or enhance oral presentations

Writing: Specific Expectations:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

Students will recognize the importance of character and individual action. (K)

Students will reflect on how Ruby Bridges and others have faced prejudice and overcome social justice issue. (T)

Students will choose words that reflect their comprehension based on the criteria discussed in class. (T)

Students will work in groups to create a word wall as a representation of what the Story of Ruby Bridges means to them. (A) and (T)

Students will share their group work with the class. (C)

Success Criteria: *How will students know they have met the learning goal? I can….*

I will define what it means to be a real hero and identify leadership qualities. (K)

I will reflect on the value of civil rights, the intent to protect humanity, and how they have and continue to impact our society. (T)

I can express the significance of my words of choice. (A)

I will share, discuss, and present my final work with the class. (C)

I will collaborate contribute and participate during the presentations of my peers. (C)

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Accommodations:

Construct word wall using a digital media resource instead of writing.

Present their work in a small group setting or to the teacher individually.

Take more time to complete the task.

Arrange a 'check-in' time to discuss the progress of the task.

Modifications:

Create an alternate task.

Provide a word list for students to use rather than coming up with their own, they can choose from the list.

Student can work with a partner rather than a group.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

The Minds-On Activity will incorporate visuals to stimulate higher-order thinking. It will require partner and group work which will foster student motivation and engagement. Students will be asked a series of open-ended questions so that they can discuss, reflect, make connections, and draw conclusions.

Minutes: 15 min

Task: *What will I be doing? What will students be doing?*

Step One: Show the student two peeled hard-boiled eggs. Ask the students if these two eggs are more different or alike.

Ask the following questions to stimulate critical-thinking skills and promote comprehension:

- *Will they taste the same?*
- *Will they both be nutritious?*
- *Is the texture the same?*
- *Do they both have a yolk?*

Step Two: Ask if the students could tell that in fact one of these eggs had a brown shell and one a white shell.

- *Does anything about these eggs change with this new information?*
- *How can what we just learned, be used as a metaphor for people? (Allow students to discuss with a peer before sharing with the class)*

Step Three: Next, have students turn to their elbow partner and each one writes down the differences they note among their classmates. I.E what color eyes do they have, what color hair, what languages do they speak, etc.

The teacher will then chart down a few differences from groups that volunteered to share their answer. The teacher will point out that we are all different, possessing a variety of qualities that makes us unique. Although we are all unique, we all have an equal right to live and learn. Teacher makes note that our differences do not make one person better than the other. Relate it back to the egg activity where some eggs were given the privilege of being eaten while the other eggs could not – just for being different.

Introduce the book "The Story About Ruby Bridges" and explain that this is a true story about a girl who was told she could not have certain opportunities or privileges just because of the colour of her skin.

Introduce the term 'segregation' and 'equality'. Define the term

with the class and write the definition you've created on the board or in the slide.

Assessment: *What is the Nature and Purpose of assessment?*

The Action piece of this lesson is designed to be an Assessment for Learning. Here I will be taking Anecdotal Notes, observing how my students are collaborating, sharing ideas, and listening to one another's perspectives. This book provides a relevant and historically appropriate opportunity to speak openly with one another about serious topics such as discrimination, privilege, prejudice, and heroism. My goal is to help students gain a deeper understanding of social justice and civil rights, thus the learning will stem from discussion. As I hold the class discussion, I will monitor how students as responding to the lesson and the questions. This will help both myself and the students because I will gain a better understanding of what my students have learnt, what they still need to know, and how I can improve the lesson to make it more effective.

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: 80 minutes (Two 40-minute periods)

Task:

Step One:

As a class, the teacher will read The Story of Ruby Bridges.

Use the Digital Resource – Wordle (Wordle is a tool for creating a text cloud that uses the size of the text to represent the frequency of each word in the source sample)

The teacher asks the questions and the students will respond. Note which words grow larger – which will mean that multiple students are using the same word. Together you see opinions become artwork. Words will populate, and the teacher will address them. The answers are anonymous, so students can privately share their ideas.

Teacher: Use one word to represent your answer to the following questions: (Teacher will hold a brief discussion after receiving all the answers)

- *In your opinion, who was Ruby Bridges?*
- *What did Ruby Bridges represent?*
- *Why do you think Ruby was titled a hero?*
- *Who is a hero to you?*
- *How would you feel if you were Ruby? (Teacher will ask students who would like to elaborate as to why they wrote that word – this question highlights empathy and perspective)*
- *What was the most inspiring part about Ruby's story?*

Step Two:

Next, ask a yes or no question which will spark class discussion: Does segregation still exist?

In groups of 4 – 5, students will create their own physical "Wordle word wall" using a Bristol board. The Word Wall topic will surround Ruby Bridges, equality, and segregation. Allow the groups to come up with a title of their choice. Encourage the students to use words that reflect and depict how this book made them feel. Provide students enough time to gather their thoughts.

The group will present their word wall to the class and share what their group has discussed.

Assessment: The purpose of this Assessment will be For Learning and As Learning.

For Learning: During the group work and presentations of their Word Wall, the teacher will take down notes on how students are working, behaving, responding to the learning content. Were students voicing their ideas/opinions/thoughts with their peers? Were they maintaining open communication with their group? The teacher will also take photos of each word wall and write down key points made during their presentation. This will demonstrate how rich the learning has been and if this activity was effective.

As Learning: Students will build their metacognition skills as they are reflecting on what they have taken from the book and what they learnt from the class discussions. Students will write the words that they have chosen to represent their own ideas about the topic – what matters to them and why?

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: 25 – 35 min (Depending on the amount of time needed to finish)

Task: *What will I be doing? What will students be doing?*

Students will individually create an image using artistic tools of their choice to reflect what they've understood from The Story of Ruby Bridges, what equality means to them, and what kind of future they want for humanity. The students will attach their images as a border around their groups' Word Wall. The teacher will put up the images around the classroom.

Assessment: *What is the Nature and Purpose of assessment?*

As this topic requires a significant amount of reflection, I have chosen to make the assessment of this task Assessment as Learning as students will have to think individually and privately throughout the entire lesson.

MATERIALS:

Minds On: Brown Eggs, White Eggs, Paper, Pens

Action: Wordle, Smart Screen, Chromebooks, Bristol Board, Markers

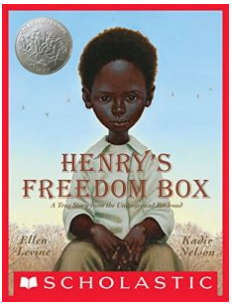
Consolidation: White drawing paper, Art tools (crayons, pencil crayons, paint, etc.)

Potential Resources: Individual Chromebooks, Laminator for final product of task

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Henry's freedom box



Author(s): Ellen Levine and Kadir Nelson

Links:

Amazon: https://amzn.to/2SBpbeq

Indigo: https://bit.ly/2SCN9WB

Social Justice focus: Racism

Synopsis: This is a gripping story of Henry Brown, who is unaware of his age. He is a slave who dreams of freedom. He hopes to celebrate his birthday once he seeks freedom breaking the shackles of slavery. He grows up in a warehouse away from his family. After he is married, things get worse as his family is sold at the slave market. One fine day, he decides the break the chain of slavery by mailing himself north in a crate. He finally celebrates his birthday the day he seeks freedom.

Lesson Plan: Hayley Lukich

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

8P43: Henry's Freedom Box

Grade(s): 5

Lesson Topic/Title: Henry's Freedom Box

Subject(s): Language, Drama, and Social Studies

Strand(s): Oral Communication & Reading, Creating and Presenting & Reflecting, Responding, and Analyzing, & Understanding Context

CONTENT STANDARDS & PERFORMANCE STANDARDS: *What are students expected to learn? Which Achievement Chart Category(ies) will be addressed?*

Overall Expectation(s):

- Oral Communication: 1 & 2
- Reading: 1
- Drama: B1 & B2
- Social Studies: A3

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Drama:

B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Social Studies

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada

Specific Expectation(s):

- Oral Communication: 1.1, 1.2, & 2.1
- Reading: 1.7
- Drama: B1.1 & B1.2
- Social Studies: Understanding Context: A3.1

Oral Communication

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks

Oral Communication

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

Oral Communication

Purpose

2.1 identify a variety of purposes for speaking

Reading

Analysing Texts

1.7 analyse texts and explain how various elements in them contribute to meaning

Drama

Creating and Presenting

B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places

Drama

Reflecting, Responding and Analysing

B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

Social Studies

A3.1 identify the main reasons why different peoples came to Canada

Achievement Chart Category(ies)

Knowledge & Understanding

- students will build on prior knowledge of equity and freedom
- students will interpret the books meaning and significance

(true story)
- students will consider the box that was brought in and what it represents

Thinking

- students will consider what freedom means to them and how is that idea changing
- students will compose meaningful questions for the person in the hot seat
- students will think critically about their freedom wall comment

Communication

- students will communicate their thoughts, wonderings, and/or experiences with the class
- students will ask any questions or wonderings they may have

Application

- view and compare their ideas and add to their perspectives through a gallery walk of a Freedom Wall

LEARNING SKILLS AND WORK HABITS: Responsibility, Independent Work, Collaboration, Initiative, Self-Regulation

- Responsibility – students will actively listen and show they can be responsible for their behavior
- Independent work – students can come up with a question on their own
- Collaboration – students will discuss and build on their perspectives by learning from one another
- Initiative – students will ask questions and share ideas without hesitation
- Self-Regulation – students can monitor, assess and control their own behaviours to suit the needs of the class and

activities

ASSESSMENT:

LEARNING GOAL(S):

- I can listen actively to the story and understand why it is important to listen
- I will ask thoughtful questions when it is time to do so and when I am unsure of something
- I will reflect on the fact that this is a true story with real life significance and consequences
- I can share my thoughts and ideas both verbally and written
- I can self-regulate my behaviours to suit the needs of the classroom and activity

ASSESSMENT TASK /STRATEGY: Observation/Conversation/ Product

PURPOSE: For/As/Of NATURE: Diagnostic/Formative/ Summative

Diagnostic/Formative Assessment

FOR/AS Learning – this lesson is designed as the beginning of a deeper unit on social justice and literacy. Students will learn about social justice issues while instilling reading, listening and speaking strategies.

Diagnostic – Getting an idea of what students think and how they see the world is incredibly important so that teachers can start to lay the foundation of a topic. The freedom wall will help inform me of various mindsets in my classroom.

Observation – I will observe my students and take Anecdotal notes to indicate who is a respectful listener, and is thoughtfully able to compose a question, as per the language curriculum.

Conversation – I will assess the mindfulness of the questions asked, and the depth of the conversations between students' groups. I will add details to my anecdotal notes.

Product – Students will add a card to the Freedom Wall with a

comment or word of their choice. This activity is meant to collect thoughts into one place, and get students to reflect on various aspects of social justice

SUCCESS CRITERIA:

- Students will listen actively to the story and understand why it is important to listen
- Students will ask thoughtful questions when it is time to do so and when I unsure of something
- Students will reflect on the fact that this is a true story with real life significance and consequences
- Students will share thoughts and ideas both verbally and written
- Students will self-regulate behaviours to suit the needs of the classroom and activity
- Students will ask meaningful questions related to the themes presented
- Students will use text evidence to support thinking and questions

ASSESSMENT TOOL(S) – Anecdotal Record

- Anecdotal notes will be taken to indicate who is a respectful listener, and on the depth of student comments, questions and peer discussions. I will use this form of assessment to get an idea of what students think and how they see the world, and so that that I can start to lay the foundation of what this unit needs to touch on

PRIOR LEARNING:

- Prior to this lesson students will have a base knowledge understanding of equity, freedom and slavery. This lesson will introduce the idea of escape and the underground railroad in North America for subsequent lessons to build upon

Accommodations: *Helps teach same material and same expectations*

Student A – will sit next to peer models and be given copies of the text to help guide him. He will highlight text evidence that exhibits Henry's bravery in his pursuit of freedom to help guide him compose a question

Modifications: Changes learning and expectations

Student B (ELL) – will work on his letters and sounds using his iPad during the freedom wall activity. Associated words will be included in his work to build the connection to the story. I will check in often to ensure he is on task

MATERIALS:

- My iPad
- iPad slide show with pictures of ways people tried to obtain freedom for visual reference (pews, boxes, etc.)
- Connection to Apple TV or projector
- A BIG box – minds on – to encourage students to think about the ways people were willing to go to obtain freedom
- Physical book: Henry's Freedom Box book by Ellen Levine and Kadir Nelson
- Notes ready in Henry's Box book for prompting
- Photocopies of text evidence for target group
- Construction paper
- Tacks
- Blank paper for all students
- Pencils and erasers for all students

MINDS ON:

The Box (10 minutes)

- I will have the students sit on the carpet
- **HOOK**
    - I will bring in a big cardboard box in that can fit a person inside!
    - We will talk about what it would be like to be in a box like

that…

- I will ask the students questions to generate discussion:
    - 1) What would be difficult about being in that box?
    - 2) How long do they think they could stay in that box?
    - 3) What reasons would they need to be in that box?
- We will then talk about freedom:
    - Explain how slaves had to make sacrifices in order to obtain/find freedom
    - I will then share some pictures from my iPad/Apple TV connection of other ways people escaped to freedom (eg. church pews, boxes, mail, etc.)
    - Very small introduction to Underground Railroad – a system of paths, safe houses, secret codes, etc. to obtaining freedom across north America and beyond
    - Introduce book

ACTION:

Read Aloud (20 minutes)

- I will read aloud Henry's Freedom Box book by Ellen Levine and Kadir Nelson
- I will providing prompting questions throughout the read aloud to encourage students to think about freedom, racism, prejudice and social justice, and slavery deeply

Hot Seat Activity (10 minutes)

- I will have a volunteer come up and sit on the "hot seat"
- The volunteer will take on the character of Henry. They will answer the audience's questions by pretending to be the character and speak from his point of view
- I will model the first question
- I may have a second set of volunteers come up and pretend to be Henry's children or wife if time allows

CONSOLIDATION AND CONNECTION:

The Freedom Wall and Gallery Walk (10 minutes)

- We will share some written thoughts and ideas aloud on the carpet, and once shared aloud (and approved), we will have a discussion about its value to the Wall, and add the card to the Freedom Wall
- Finish by having the students look at the Freedom Wall in a gallery walk and reflect alone or in a Think, Pair, Share

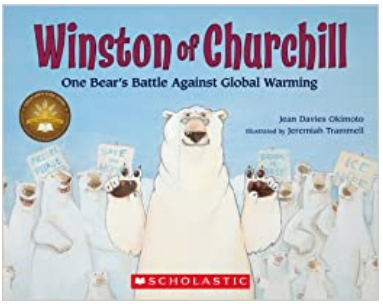
REFLECTION:

1. Were my students successful in meeting the learning goals and success criteria? How do I know
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently:
    - When teaching this lesson again?
    - For the subsequent lesson?
5. What are the next steps for my professional learning?

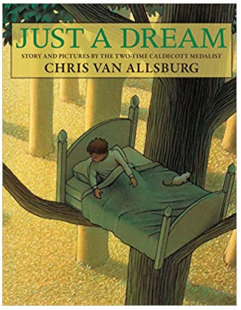
ENVIRONMENT

Overview

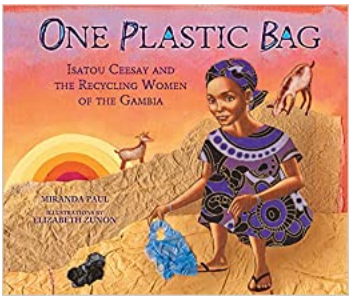
Winston of Churchill
– *Jean Davies Okamoto & Jeremiah Trammell*
Amazon: https://amzn.to/2UHlrqN
Indigo: N/A
Focus: Environment – Climate change
Recommended Grade: 7
Contributor: Kait Principi



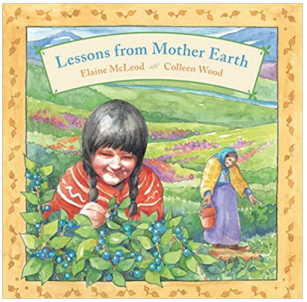
Just a Dream
– *Chris Van Allsburg*
Amazon: https://amzn.to/2uft2kT
Indigo: http://bit.ly/3aD7WQn
Focus: Environment – Respect for the Environment
Recommended Grade: 4
Contributor: Nigel Kennedy



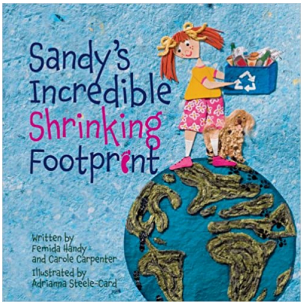
One plastic bag
– *Miranda Paul and Elizabeth Zunon*
Amazon: https://amzn.to/35xuPDz
Indigo: https://bit.ly/2SCsz8M
Focus: Environment – Environmental/Plastic pollution
Recommended Grade: 4
Contributor: Aatiqiha Abdin



Lessons from Mother Earth
– *Elaine McLeod & Colleen Wood*
Amazon: https://amzn.to/2WmPWEw
Indigo: https://bit.ly/2W4L7Ri
Focus: Environment – Environmental Stewardship
Recommended Grade: 4
Contributor: Daniela Presutto



Sandy's incredible shrinking footprint
– *Femida Handy & Carole Carpenter*
Amazon: https://amzn.to/3dgEJMv
Indigo: https://bit.ly/2ywCF4n
Focus: Environmental
Recommended Grade: 7
Contributor: Karly Bignell



Seeds of change

– *Jen Cullerton Johnson*

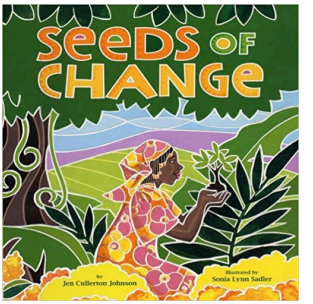
Amazon: https://amzn.to/3chBQv3

Indigo: N/A

Focus: Environment

Recommended Grade: 6

Contributor: Toni Macdonald



Planting the trees of Kenya

– *Claire A. Nivola*

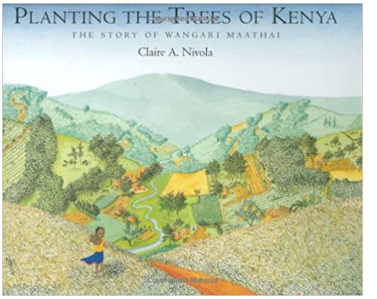
Amazon: https://amzn.to/3czVYI7

Indigo: https://bit.ly/2z3dmqL

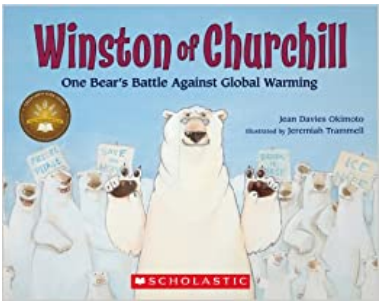
Focus: Environmental degradation

Recommended Grade: 7

Contributor: Sarah Castelli



Winston of Churchill



Author(s): Jean Davies Okamoto & Jeremiah Trammell

Links:

Amazon: https://amzn.to/2UHlrqN

Indigo: N/A

Social Justice focus: Environment – climate change

Synopsis: Winston, a polar bear who lives near Churchill, Manitoba, teaches other bears about climate change and its impact on the North. She leads a protest against the habits of tourists who come to Churchill. There are many parallels to Sir Winston Churchill and his leadership in Britain during World War II.

Lesson Plan: Kait Principi

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Writing and Media/ Understanding and creating media based on global warming and supporting evidence from the book Winston of Churchill

Grade: 7

Lesson: *What is the focus of this lesson in relation to the unit?*

The focus of this lesson is to challenge students to think on an individual level about how they can contribute to slow the process of global warming. Students will focus on how their individual contribution adds to the bigger perspective (national and international levels).

Curriculum Areas: *What are possible connections to other curricular areas?*

The main curriculum areas for language arts that this lesson will focus on will be the strands of writing and media literacy. The cross curricular strands that will be explored throughout this lesson will be geography and science.

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall expectations:

Language arts:

- Writing: Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Media Literacy: Identify some media forms and explain how the conventions and techniques associated.

Science:

- Understanding Earth and Space Systems: Heat in the Environment: Assess the costs and benefits of technologies that reduce heat loss or heat-related impacts in the environment.

Geography

- Physical Patterns in a Changing World: Analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them.

Visual Arts

- Creating and Presenting: Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using

elements, principles, and techniques of visual arts as well as current media technologies.

Specific Expectations:

Students will not be assessed on science, visual arts, or geography expectations. The assessment of specific expectations will focus on language arts

Language arts:

Writing:

1.2 Generate ideas about more challenging topics and identify those most appropriate for the purpose.

2.5 Identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate.

Media Literacy:

1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to analyze different types of media for the purpose of building widespread understanding of our country's involvement in the world's environmental issues.

Success Criteria: *How will students know they have met the learning goal? I can….*

I can… use supporting details from the text to prove my understanding of the author's message.

I can… connect my ideas on my poster tile to what is happening in the world around me.

I can… collaborate artistically with my fellow students.

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- In order to reach every student in my class I will modify by having students on language arts IEPs write fewer than 8 sentences in their paragraphs

- In order to reach every student in my class I will accommodate by allowing students to capture their responses on their sticky notes and for their paragraphs by using an audio recorder.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

- I will connect to prior learning by engaging students to sit in a circle and observe photos related to the topic at hand.

Minutes: *How much time will I allocate?*

- I will allocate approximately 20 minutes to this part of the learning.

Task: *What will I be doing? What will students be doing?*

- Before reading Winston of Churchill, students will gather on the carpet.
- Students will watch 'Meltdown'
- Teacher will lead students in a discussion about what types of information they recognize from the media shown.
- Teacher will write down on chart paper some of the answers to these questions.

Teacher prompts:

1. "Why do the polar bears leave their home?"
2. "How did the polar bear(s) do at their new job?"
3. "What do the new jobs say about adaptation?"
4. "What is the significance of the ice cubes at the end of the film?"

- Students will stay on carpet and listen to Winston of Churchill
- Students will attain sticky notes from teacher

Assessment: *What is the Nature and Purpose of assessment?*

- By using the teacher prompts, students will be assessed using strategic questioning.

Action: *How will I introduce new learning / reinforce prior learning / practice learning /scaffold learning?*

- After students listen to the book and create their own images and write ups that can be added to a larger mural that the class will create.

Minutes: *How much time will I allocate?*

- I will allocate 30 minutes for the remainder of the first class.
- An additional language arts period may be allocated to finish researching, writing a paragraph, and drawing their tile poster.

Task: *What will I be doing? What will students be doing?*

- Students will go back to their desks and fill out their KWL sticky notes (making sure to leave the 'L' sticky note blank until after research and completion of paragraph).
- Students will add their sticky notes to the white board chart
- Students will okay their "what I want to know about global warming sticky notes with teacher and will attain an ipad for their research.
- Students will research individual responsibilities they can take to slow the effects of global warming on our earth
- Students will take a tile paper for their mini posters and sketch their ideas from their research
- Students will write their paragraph about their responsibility they will take on in order to remain environmentally friendly.
- Students will complete their tile poster and hand it in to the teacher to be assessed.

Assessment: *What is the Nature and Purpose of assessment?*

Students will be assessed using a checklist that they will fill out upon handing in their projects. There will be space on the checklist for teachers and students to fill out corresponding checks.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Students will write an exit card to show their understanding and completion of the task.

Minutes: *How much time will I allocate?*

I will allocate 5 minutes to consolidate.

Task: *What will I be doing? What will students be doing?*

Students will write their final sticky note about what they will do in order to maintain a healthy environment (this is the 'L' portion of the KWL sticky notes). They will add a checkmark to the sticky note if they have finished their assignment and hand it in as an exit card.

Assessment: *What is the Nature and Purpose of assessment?*

Teacher uses a checklist to evaluate who is finished their work and who needs more time.

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

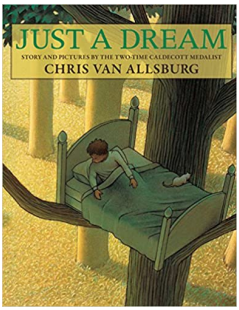
- chart paper
- Projector for film
- Sticky notes
- Tile poster paper
- Write up paper
- iPads

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?

- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Just a Dream



Author(s): Chris Van Allsburg

Links:

Amazon: https://amzn.to/2uft2kT

Indigo: http://bit.ly/3aD7WQn

Social Justice focus: Respect for the Environment

Synopsis: Walter is a boy who shows no concern or respect for the environment. That night he has a series of disturbing dreams of what the future will be like if current practices continue. Walter wakens and vows to change his habits.

Lesson Plan: Nigel Kennedy

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Reading Comprehension/Environmentalism

Grade: 4

Lesson: I am teaching students to find the inferred message within the text

Lens: Environmental Education

Curriculum Areas: Science and Technology

Curriculum Expectations:

Reading

1 Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

2 Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

3 Use knowledge of words and cueing systems to read fluently

1.1 Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts

1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

1. 5 Make inferences about texts using stated and implied ideas from the texts as evidence

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

1.1 Automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts

1.3 Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

Oral Communication

2 Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

1.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

1.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Science and Technology

1 Analyse the effects of human activities on habitats and communities

1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts

Learning Goal(s):

[R 1.1, 3.1] We are learning to read a literary text by automatically understanding common words and words that we are interested in

[R 1.3, 3.3] We are learning to use reading strategies before, during, and after reading to help us read at good pace and convey the meaning of the text

[R 1.5, 1.6] We are learning to read beyond the text and understand the greater meaning of a literary text so that we can connect it to our own knowledge and experiences

[R 1.8] We are learning to convey our own opinions about the text by citing evidence from the text

[OC 2.2, 2.3] We are learning to use appropriate speaking behaviours to communicate, in a clear and coherent manner, our ideas in group discussions

[ST 1.1] We are learning about the impact human actions have on the environment

Success Criteria:

I can read by using different strategies before, during, and after reading to understand the greater meaning behind a literary text

I can use information from the story to infer meaning that isn't directly given in the text

I can convey my ideas in a group discussion by using appropriate speaking behaviours and communicating in a clear coherent manner

I can explain certain negative impacts that human actions have on the environment

MODIFICATIONS/ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

A printed copy of the text will be made available to students that have poor eyesight or prefer to make notes to help them read

With a digital copy, students could have Google read and write read the story to them in private

Students could pair up or work in small groups to help each other read the book

Students could be allowed to go to the library to have a quiet reading space

Students would be allowed to type their writing piece if it is easier for them

Minds-On:

Minutes: 10 minutes

Task: As a class we will discuss what we think the future will look like using the following prompts:

- What will cities look like?
- How will people get from one place to another?
- What kind of technology will we have?
- Where might people live?

Afterward we will discuss how human activity has long term effects on the environment and ways that we can lessen that impact. Answers will be written on chart paper and linked together based on similarities.

Assessment:

[OC 2.2, 2.3] Anecdotal record of students' prior knowledge of the impact of human activity and environmental activism in their community and across the globe.

[R 1.1, 1.3, 3.1, 3.3] Checklist of student ability to read the text at grade level

Action

Minutes: Thirty minutes

Task:

We will read the book as a class using an overhead projector to allow everyone to see it and do a quick discussion using critical literacy questions like:

- Would the world be different if everyone read this book?
- Is there a point of view missing from the story?
- Is there anyone who would disagree with the story's message?
- How do certain actions in the story affect larger communities?

- Does the author think the world needs to change in some way?

Students will then break into groups and match cut-outs of everyday objects with how long they take to decompose. By giving examples of similar lengths of time, we will discuss how impactful throwing away each object might be, and which ones are recyclable. We will also discuss how sometimes actions we take in our region of the world can have negative consequences in other regions of the world. This is known as environmental marginalization.

Assessment:

[R 1.6] Checklist for each item correct that will be filled out for each group.

Consolidation

Minutes: Twenty minutes

Task:

Students will write a short piece about somewhere they like to visit outside and what sort of problems that environment might be facing because of human actions and making connections to the story. Those pieces will be on display in the classroom so that anyone can read them and gain a new perspective on the activity.

Assessment:

[R 1.5, 1.6, 1.8] Rubric that looks for their comprehension of the text, connections to the text, and application of new knowledge in their writing.

MATERIALS:

Overhead projector
Chart paper
Markers
"Just A Dream" by Chris Van Allsburg
Everyday objects cut-outs
Decomposition time cut-outs

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?

- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

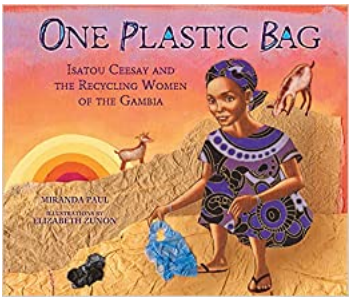
RECYCLING ACTIVITY

Cut out the images and times below. In groups or as a class, students try to match the object with the time it takes to decompose. After revealing the answers, use the information below to give students context about how long each time period really is. You can also discuss which objects are recyclable and the importance of reducing and reusing things.

- Paper towel – 2-4 weeks
- Orange or Banana peel – 2-5 weeks
- Time it takes to get a passport
- Apple core – 2 months
- Hair grows by an inch
- Cotton shirt – 2-5 months
- How long it takes to build a house
- Plywood – 1-3 years
- How long it took to make Toy Story 3
- Cigarette filter – 1-5 years
- Time it takes to become a full citizen
- Plastic bag – 10-20 years
- Time it took to build the Great Pyramid
- Nylon – 30-40 years
- How long it took to narrow the gender pay gap by 20 cents
- Leather – 50 years
- Time it takes for bamboo to flower
- Styrofoam cup – 50 years
- Lifespan of an African elephant
- Rubber Boot sole 0 50-80 years

- Time between the sinking and discovery of the titanic
- Aluminum can – 80-200 years
- Time the 13 colonies were under British rule
- Disposable diapers – 450 years
- Length of the Han Dynasty
- Glass bottle – 1 million years
- Comet siding spring comes closest to mars

One plastic bag



Author(s): Miranda Paul and Elizabeth Zunon

Links:

Amazon: https://amzn.to/35xuPDz

Indigo: https://bit.ly/2SCsz8M

Social Justice focus: Environmental/Plastic pollution

Synopsis: "The inspiring true story of how one African woman began a movement to recycle the plastic bags that were polluting her community. Plastic bags are cheap and easy to use. But what happens when a bag breaks or is no longer needed? In Njau, Gambia, people simply dropped the bags and went on their way. One plastic bag became two. Then ten. Then a hundred. The bags accumulated in ugly heaps alongside roads. Water pooled in them, bringing mosquitoes and disease. Some bags were burned, leaving behind a terrible smell. Some were buried, but they strangled gardens. They killed livestock that tried to eat them. Something had to change. Isatou Ceesay was that change. She found a way to recycle the bags and transform her community. This inspirational true story shows how one person's actions really can make a difference in our world."

Lesson Plan: Aatiqiha Abdin

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Reflective Writing on a Social Justice Issue

Grade: 4

Lesson: What is the focus of this lesson in relation to the unit?

To have students understand the impact that plastic has on the environment and challenges communities' face with this issue. Students will be introduced to a story called, "One Plastic Bag" where they will acknowledge that one person's actions really can make a difference in the world.

Curriculum Areas: *What are possible connections to other curricular areas*?

Drama:

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Specific Expectations

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose

and audience;

Specific Expectations

1.2 generate ideas about a potential topic using a variety of strategies and resources (including written text and videos)

Oral Communication

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectation

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to

- Respond to the book being read and using it to support my thoughts and reflections
- Gather my ideas to write for an intended purpose
- Create a mime to communicate a scenario given
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
- Understand the book that is being read aloud and discuss what the story is about and the morale of the story

Success Criteria: *How will students know they have met the learning goal?*

I can….

- Collaboratively work with my peers to create a mime
- Use my listening skills and discuss questions related to the book being read
- Participate in big group discussions while respectfully expressing my thoughts
- Use reflective skills and write about an issue I would like to fix in my community
- Explain how Isatou inspires me and write about it

MODIFICATIONS / ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

Accommodations

- The book will be read aloud which will accommodate students who have difficulty with reading
- The book is a picture book which greatly helps students who are visual learners
- The teacher can scribe for students who have difficulty with writing
- Students who feel really shy to perform their mimes can have the opportunity to opt out from presenting. This will be done in groups to make some students feel more comfortable in presenting.
- Chunking of information
- Extra time for processing information
- Modification
- Modified checklist (expectations are modified)
- Shorter paragraph

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 20 minutes

Task: *What will I be doing? What will students be doing?*

The teacher will ask students to get into groups of 3 or 4. Each group will be given a scenario (They will be given different types of ecosystems). Students will be miming 3-4 characteristics of their scenario and present it to the class. Once presented, the teacher will ask students if they used any form of plastic today. The teacher will go over that plastic is something that is being used by us every day and that we have become too dependent on it. Students will then be asked to imagine how their skit would be different if there was the impact of plastic pollution. To show their reflective process, students will re-enact their original skit with the changes based on the scenario given to them. Once all groups have presented, the teacher will put on a YouTube video of the picture book, "One Plastic Bag."

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning: Teacher will gain insight into prior

knowledge of students around the effects of plastic pollution, and how humans have impacted ecosystems.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 35 minutes

Task: *What will I be doing? What will students be doing?*

After reading *One Plastic Bag*, as a class, students will be discussing the following questions;

1. What Problem did Isatou want to fix in her community?
2. What was her plan?
3. Who did she recruit to help her?
4. What was the result of her actions?
5. What do you think is the moral of this story? (how one person can make a difference)

These questions will be discussed as a class.

After, students will be asked to write a reflective paragraph on how Isatou is an inspiring individual. They will be asked to write an issue they want to fix in their community and how they plan on doing so. Students will be encouraged to connect their ideas to the picture book, their own experience, and also connect them to the world around them.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning: Teacher will observe students discussion on the questions.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 5 minutes

Task: *What will I be doing? What will students be doing?*

Students will hand in their paragraphs and get into a learning circle. To wrap up, the teacher will ask if there are any students who would like to share what their action was or what problem they wanted to fix in their community.

Assessment: *What is the Nature and Purpose of assessment?*

Assessment for learning: A checklist will be used as an assessment tool to assess the reflective written paragraph. Can the student explain what the problem is they want to fix in the community? Can they reflect on the book and connect their ideas to the picture book?

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

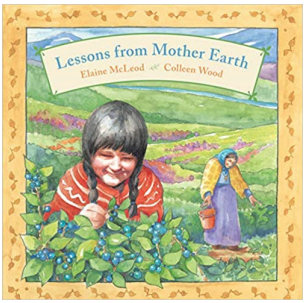
- Picture book: One Plastic Bag/Showing the video of it
- https://www.youtube.com/watch?v=_B6p04Zph04
- Scenario sheets for the mime activity (minds on)
- Anchor chart or Smartboard presentation with discussion questions.
- Reflective paragraph worksheet

_____

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Lessons from Mother Earth



Author(s): Elaine McLeod & Colleen Wood

Links:
Amazon: https://amzn.to/2WmPWEw
Indigo: https://bit.ly/2W4L7Ri

Social Justice focus: Environmental Stewardship

Synopsis: Lessons from Mother Earth is a story about a young girl named Tess and her grandmother. While Tess visited her grandmother often, she didn't really have much knowledge about her grandmother's garden. But, her grandmother felt like Tess was old enough to see this garden and learn about how to take care of it. Tess and her grandmother had to go on a long walk throughout nature in order to get to the garden, where she learns that all of nature can be a garden. Her grandmother shares with her how to take care of all the plants that are growing. She teaches Tess that it is important to know when each plant is ready and when they should be left alone, as well as how much of it to take when it is ready, without having taken too much and letting it go to waste. The plants will continue to nourish you for as long as you take care of the garden.

Lesson Plan: Daniela Presutto

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Reflective Writing on a Social Justice Issue

Grade: 4

Minds-on: 6 minutes

Task: *What will I be doing? What will students be doing?*

- Read the short story, Lessons from Mother Earth – Elaine McLeod & Colleen Wood

Assessment: *What is the Nature and Purpose of assessment?*

- Assessment for learning: check list that will assess whether or not students understood the message that the short story was portraying.

Action: 12 minutes

Task: *What will I be doing? What will students be doing?*

- Students will be shown a series of powerful environmental images, demonstrating the reality of how the environment is being treated through various human-based actions and its consequences.
- Pictures shown in the following Google Slides link:
- https://docs.google.com/presentation/d/1Zz-xSPYws9r4db4OPHeqtm6BNSR5WJPZuIcmv6HI-FE/edit?usp=sharing
- Create a discussion with the class about the message of the story and how our actions correspond to the consequences that they see through these images.
- Ask students for their thoughts and feelings about what has been shared. Use prompting questions and guide the discussion to ensure that students are actively contributing to the discussion.

Assessment: *What is the Nature and Purpose of assessment?*

- Assessment as learning: anecdotal notes through conducting a discussion with students about the images they see and the connections they can make with the message from the short story to the real world.

Consolidation: 22 minutes

Task: *What will I be doing? What will students be doing?*

- Students will be required to write a 1 – 2 page reflection about what was discussed and their perspective on the matter. They may include their contribution to the wellness of our planet, what they do or what they can do to help, as well as reflecting on how our actions as humans have an impact on our planet.

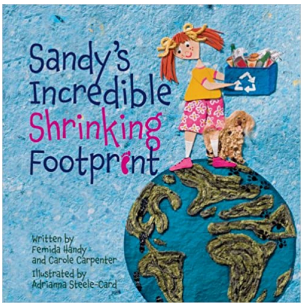
Questions to consider…

- How has the condition of our environment gotten worse over time? What were the influences?
- What are current consequences that exist in our environment based on the actions of humans?
- What can be long-term impacts that will result from these ongoing issues in our future?
- What actions can we make in order to make a change and help our planet?
- What direct impacts/events can you think about that have or are currently occurring globally?

Assessment: *What is the Nature and Purpose of assessment?*

- Assessment as learning: rating scale would be used to assess how deep each student went into their reflection and the amount of points and critical thinking was used throughout their writing.

Sandy's incredible shrinking footprint



Author(s): Femida Handy & Carole Carpenter

Links:

Amazon: https://amzn.to/3dgEJMv

Indigo: https://bit.ly/2ywCF4n

Social Justice focus: Environmental

Synopsis: Sandy and her dog Pepper love to play on the beach when visiting her Grandpa's house. One day when they are playing on the beach, Sandy notices that people had left behind a bunch of garbage from their beach party. Sandy struggles understanding why someone wouldn't clean up after themselves. While she is busy cleaning the mess, she meets the Garbage Lady. The Garbage Lady explains to Sandy that we all have an ecological footprint and it's up to us to shrink it as much as possible. Full of inspiration for shrinking her footprint, Sandy rushes home to tell her Grandpa everything that she has learned and all the ways she wants to work on shrinking her footprint. At the end of the picture book, a list of ways you can shrink your footprint is provided so that everyone can be inspired, just like Sandy!

Lesson Plan: Karly Bignell

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Global Citizenship/ Ecological Footprint

Grade: 7

Lesson: *What is the focus of this lesson in relation to the unit?*

The purpose of this lesson is to educate students on what we are using natural resources for and how much natural resources they consume themselves in order to get an idea of how much resources need to be produced for every person.

Curriculum Areas: *What are possible connections to other curricular areas?*

Geography Overall Expectations:

Inquiry – Use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective

Understanding Geographic Context – Demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

Specific Expectations:

Inquiry: Investigating Issues Related to Natural Resources

B2.1 Formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective

B2.5 Evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world

Understanding Geographic Context: Using Natural Resources

B3.2 describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants

Visual Art Overall Expectations:

D1.Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

Specific Expectations:

D1.1 Create art works, using a variety of traditional forms and

current media technologies, that express feelings, ideas, and issues, including opposing points of view

D1.3 Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language Overall Expectations:

Oral Communication:

1.Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Writing:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Language Specific Expectations:

Oral Communication:

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

1.9 Identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness

Writing:

1.2 Generate ideas about more challenging topics and identify those most appropriate for the purpose

1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

1.5 Identify and order main ideas and sup-porting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies

3.1 Spell familiar words correctly

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

I will know what impact my ecological footprint has on the environment.

I will explain ways to reduce my ecological footprint in a thoughtful response.

I can use elements of design (lines) to create a personalized footprint.

Success Criteria: *How will students know they have met the learning goal? I can….*

- Submits a completed ecological footprint calculation
- Student submits a completed reflection with thoughtful ways to reduce their ecological footprint
- Student submits a personalized footprint using the art component of lines incorporated into the design.

MODIFICATIONS/ACCOMMODATIONS:

How will I meet the needs of my students? Have I addressed any IEPs?

Accommodations:

- Extra time to complete Ecological Footprint test
- Send to SERT Room if available for one on one assistance
- Assistance in adding total numbers on Ecological Footprint test

Modifications:

- Calculate total points for students in order to reduce the mathematical component
- A minimum of one way to reduce their ecological footprint

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Students will be connecting to their prior learning of

sustainability and natural resources. A picture book will be introduced that will explain future learning of ecological footprints.

Guiding Questions:

- What is a natural resource?
- What example was used in the video to show how many resources contribute to our everyday life?
- What is an ecological footprint?
- Do you consider the amount of resources you use each day?

Minutes: How much time will I allocate? 20 Minutes

Task: *What will I be doing? What will students be doing?*

- Introduce Sandy's Incredible Shrinking Footprint
- Read the book to the class
- Ask students what they think the main message from the story is and why it's important and have a group discussion
- Play video: "What do we use resources for?" https://www.youtube.com/watch?v=8LfD_EKze2M
- Discuss other examples of what we use resources for with the class

Assessment: *What is the Nature and Purpose of assessment?* Assessment for learning

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Learning will be built upon their introduction of what an ecological footprint measures as students will be entering in their own resource consumption information in order to calculate their own footprints.

Minutes: *How much time will I allocate?* 40 Minutes

Task: *What will I be doing? What will students be doing?*

- Distribute one copy of the Ecological Footprint test to each student

- Instruct students to answer each question to the best of their ability
- They must then add together each section (food, water, transportation, etc)
- They must then divide their total by 300. This will give students the number of Earth's required if everyone lived like they did. (This is their ecological footprint)
- In order to get the number of acres, multiply the number of Earth's needed by 4.7

Assessment: *What is the Nature and Purpose of assessment?* Assessment for learning

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Students will use the knowledge they gained from their ecological footprint quiz and apply it in the consolidation. They will be looking at their results and determine how they can reduce their footprints based off the results they received.

Minutes: *How much time will I allocate?* 50 Minutes

Task: *What will I be doing? What will students be doing?*

- Once their footprint is calculated, students will get a lined sheet of paper and move on to writing their reflection. It doesn't have to be based on categories, it can based on a point they scored really high in and have ideas about how to lower it. They must submit two paragraphs (one paragraph for each point) for a complete reflection.
- Once the reflection is complete, they may bring it up and show the teacher their calculation and reflection and get a footprint sheet.
- Distribute one copy of the footprint outline to each student
- Instruct students to write their name and how many Earth's it would take to sustain people if everyone lived like they did.
- They can then get creative! Colour the foot in and make it theirs stand out

- Split the class up into three groups. We will then be doing a gallery walk so students can see their peers footprints. (Optional: Display footprints on the wall as a reminder to your class their commitment to lowering their own footprint!)

Assessment: *What is the Nature and Purpose of assessment? Assessment for learning. Evaluation of completion of ecological footprint calculation, two realistic ways they can reduce their footprint and the use of lines on their foot outline.*

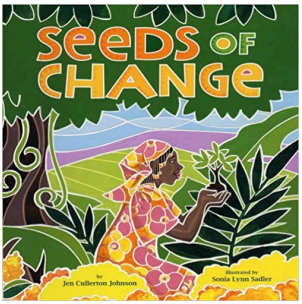
MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Ecological Footprint test
- Handout with Footprint outline
- Markers/ Pencil Crayons
- Preparation:
- Photocopy Ecological Footprint test (one per student)
- Photocopy footprint outline handout (one per student)
- Have student attendance sheet on hand (for participation marks)

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Seeds of change



Author(s): Jen Cullerton Johnson

Links:

Amazon: https://amzn.to/3chBQv3

Indigo: N/A

Social Justice focus: Environment

Synopsis: Seeds of Change is based on the true story of Wangari Maathai. The first African woman, and environmentalist to win the Nobel Peace Prize. Wangari was born in Kenya, she grew up loving the land and respecting the natural environment that surrounded her. Wangari's curiosity and passion about the environment helped her excel in school. She became a scientist and environmentalist, seeking ways to protect and take care of the natural land she grew up loving. Wangari stood in the face of opposition, standing up for women's rights and her own Green Belt Movement in an effort to restore Kenya's ecosystem by planting millions of trees.

Lesson Plan: Toni Macdonald

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language – Social Justice Picture Book: Environmentalism

Grade: 6

Lesson: In this lesson we will be reading, Seeds of Change: Planting a Path to Peace, a social justice picture book about the environment, women's rights and education. Students will use the context of the picture book to explore environmental protection and activism. Examining the actions of Wangari Maathai on the

environment. Connecting to the ideas that maintaining biodiversity is critical to the health of our planet, and humans make choices that impact biodiversity.

Curriculum Areas:

Language: Writing and Oral Communication

Science and Technology: Understanding Life Systems, Biodiversity

Curriculum Expectations:

Language

Overall Expectations:

Writing:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations:

Writing:

1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

2.1 Write longer and more complex texts using a wide variety of forms

Oral Communication: 1.2, 1.6

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

1.6 Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Science and Technology

Overall Expectations:

Understanding Life Systems, Biodiversity:

1. Assess human impacts on biodiversity, and identify ways of preserving biodiversity

Specific Expectations:

Understanding Life Systems, Biodiversity: 1.2

Learning Goal(s):

- We are learning to effectively listen to a story in order to understand its meaning and message.
- We are learning to develop thought-provoking questions with the use of a Question Matrix.
- We are increasing our knowledge and understanding of environmentalism and social justice.

Success Criteria:

- I can demonstrate attentive and effective listening during the book read aloud.
- I can make connections between environmental protection, biodiversity and social justice.
- I am able to develop 3-6 interview questions that demonstrate a deep level of thinking.

MODIFICATIONS / ACCOMMODATIONS:

- Provide students a copy of the book text to read and follow along.
- Group entire class together when reading book in order for everyone to hear and see.
- Use document camera to display picture book on screen for the whole class to see.
- Use of slideshow to display book information, background and information on environmentalism.
- Give students the Question Matrix handout to use.
- Provide students with example interview questions.

- Allow students to work with a peer partner.
- Use of technology (Chromebooks, iPads, PEDs) to complete research and type paragraph and questions.
- Provide students with informational text on environmental lesson topics, non-fiction books, articles, journals and magazines.

_____

Minds-on:

Minutes: 20 minutes

Task:

- Introduction to Social Justice Picture Book and introduce lesson learning goals (reference goals written on board or displayed in slideshow)
- Facilitate mini discussion about, "What is Social Justice?" and "What is Environmentalism?"
- Book Background/ Wanagri Maathai
- Read aloud, Seeds of Change: Planting a Path to Peace
- Circulate while reading and share photos in book to students
- Students will be listening to read aloud
- Give students time to ask questions after book has been read

Assessment:

Purpose: Assessment for learning – Nature: Formative

Action:

Minutes: 30 minutes

Task:

"Pretend you are a reporter assigned to interview Wangari Maathai after she is released from jail."

Students will be preparing for an interview with Wangari Maathai, the main character and inspiration for the picture book, Seeds of Change: Planting a Path to Peace. In order to have a successful interview students must research the social justice topic that we are

examining, environmental protection and activism in relation to the story. They must also write a series of thought-provoking questions to ask Wangari.

Introduce and review research techniques using devices (Chromebooks, iPads, PED's) as well as the Question Matrix. The question matrix is used to develop deep and highorder thinking questions. It helps students develop meaningful and thought-provoking questions. It helps students think critically about their interview questions for Wangari.

- Students will research environmental protection/activism and biodiversity. **They will write 1 paragraph that will be their "background knowledge" for the interview**
- Examples: The Green Belt Movement, The Mugumu Tree, Wangari's Nobel Peace Prize, What does an Environmentalist do?... etc
- **Students will write 3-6 questions to ask Wangari**. Students will use the Question Matrix to develop their questions.

Assessment:

Purpose: Assessment for learning – Nature: Formative

- Assessment Tool: Anecdotal Record
- Record observations and conversations with students
- Completion of lesson tasks: 1 paragraph "background knowledge," 3-6 interview questions?
- Understanding of environment and social justice?

Consolidation:

Minutes: 10 minutes

Task:

- Review lesson learning goals
- Have students share their interview questions with the class along with any important information they learned while researching

- Facilitate class discussion
- Questions to ask class:
    - Why are planting trees important for the environment?
    - What is the importance of environmentalism?
    - How does human activity affect the environment?

Assessment:

Purpose: Assessment for learning – Nature: Formative

Next Steps: Get Involved & Lesson Extension

Wangari has an organization called The Green Belt Movement, on her website they are ways to get involved in the movement.

- Plant a tree "Be a Hummingbird"
- Teaching resources can be accessed on website
- https://www.greenbeltmovement.org/get-involved

MATERIALS:

- Picture Book, Seeds of Change, By: Jen Cullerton Johnson
- Lesson Slideshow
- Question Matrix Chart and student handouts
- Informational texts, books, articles… etc

Students will need:

- Paper
- Pencil, Pen
- Chromebooks, iPads, PED's
- Question Matrix Chart handout

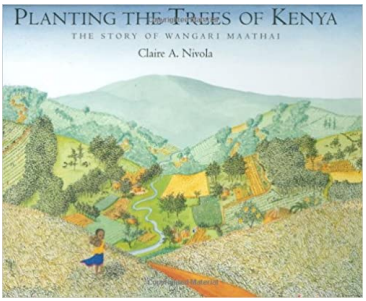
REFLECTION:

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students?

If not, what are my next steps?

- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Planting the trees of Kenya



Author(s): Claire A. Nivola

Links:

Amazon: https://amzn.to/3czVYI7

Indigo: https://bit.ly/2z3dmqL

Social Justice focus: Environmental degradation

Synopsis: This book highlights the destruction of the environment, that has been a repeating issue for many years. I feel like many generations can learn the lessons from this book. One current event that we can connect to this is deforestation, especially deforestation of the rainforest. The rainforest makes up 20% of the planet's oxygen, and by cutting down the plants and trees for illegal logging, agriculture, forest fires, and oil drilling, not only the people in the Amazon suffer, but everyone globally suffers. Students can further explore this issue and how look deeper into the impacts. Additionally, we can discuss the fires in Australia and how that is impacting the lives of the people and animals in Australia.

Lesson Plan: Sarah Castelli

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Procedural Writing

Grade: 7

Lesson: Introduction to Procedural Writing

Curriculum Areas: Literacy, Geography, Science

Curriculum Expectations:

Literacy – Writing

Overall Expectations:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

2.Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Specific Expectations:

1.3Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources

1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary

2.1 Write complex texts of different lengths using a wide range of forms

Geography

Overall Expectations:

B1 By the end of Grade 7, students will B1 Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world and assess ways of preserving these resources (Focus On: Spatial Significance; Interrelationships)

B3 Understanding Geographic Context:

Specific Expectations:

B1.2 Analyse natural resource extraction/harvesting and use in some specific regions of the world

B1.4 Create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/ harvesting and/or use

B3.2 Describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants

B3.3 Identify significant short and long-term effects of natural resource extraction/harvesting and use on people and the environment

B3.5 Describe some responses to social and/or environmental challenges arising from the use of natural resources

Science

Overall Expectations:

2.Investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem

3.Demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment

Specific Expectations:

2.5 Use a variety of forms (e.g. oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

3.8 Describe ways in which human activities and technologies alter balances and interactions in the environment

Learning Goal(s):

Students will demonstrate their current knowledge of procedural writing, by writing a procedure on how to plant a seedling.

Success Criteria:

I can write a procedure for planting a seed.

I can write step-by-step in great detail.

I can communicate my thoughts and ideas throughout the lesson.

MODIFICATIONS /ACCOMMODATIONS:

Accommodations: Student A can type out his procedure on his iPad instead of writing it out.

Modifications: Student B can write a procedure based on an example online that requires less steps.

MINDS-ON

Minutes: 10 minutes

Task:

- Start by reading the book Planting the Trees of Kenya
- Ask the students what is a procedure? Generate ideas on chart paper. Introduce to the students that we will be starting procedural writing. Ask students what they think they need to do when writing out a procedure.

Assessment: Assessment for learning/Conversation

ACTION
Minutes: 15
Task:

- Watch the "exact instructions challenge": https://www.youtube.com/watch?v=cDA3_5982h8 (start at 40 seconds and end at 4:50)
- Ask students what they noticed in the video. Ensure to inform students that they need to be as detailed as possible and that their procedure needs to be in order!
- Introduce the task to the students. As a class, we will put ourselves in Wangari's shoes. We have just arrived back to Kenya and noticed that the water has dried up, the trees are gone, and the people are suffering. As Wangari, we need to teach the people of Kenya the importance of taking care of the environment and sustainability. We will need to give the people of Kenya step-by-step instructions on how to properly plant a seed. *This can be done in 2 ways depending on your class. Option 1: You can demonstrate to students how to plant the seedling and they can follow along and then write the procedure afterwards. Option 2: Similar to the exact instructions challenge, students can give you the next step and you can perform what they tell you to do, and then write out the procedure for you afterwards. Option 3: Have students write out a procedure for planting a seed in a cup. Students can swap their procedures and do the "exact instruction challenge" and plant each others's seed using their instructions.
- After planting the seedlings, students will have to write out their procedure for how they did it.

Assessment:

- Assessment as Learning/Observation/Conversation/ Anecdotal Record

CONDOLIDATION

Minutes: 5

Task:

- To consolidate, as students to reflect on something that they do on a daily basis or something that they enjoy doing (making cookies, building lego, etc.) and ask them to bring an idea for the next day so they can begin their next procedural writing task.
- Exit Ticket: ask students to write on a sticky note anything they would like to know about procedural writing or anything they are confused about.

Assessment: Assessment as learning/Anecdotal record

MATERIALS:

- The book: Planting the Trees of Kenya
- Styrofoam cups
- Soil
- Seeds
- Pens or pencils
- Paper
- Chart Paper
- Markers

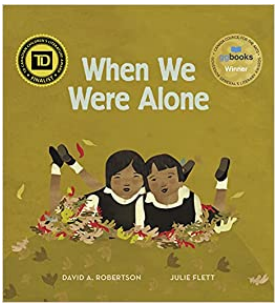
REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

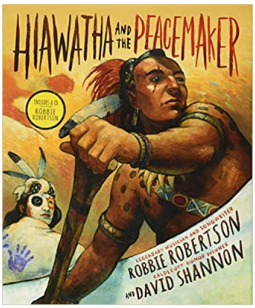
INDIGENOUS PERSPECTIVES

Overview

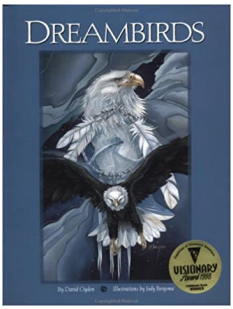
When we were alone
– *David Robertson & Julie Flett*
Amazon: https://amzn.to/2TZaDHq
Indigo: https://bit.ly/2JTzvwC
Focus: Indigenous perspectives – Residential schools
Recommended Grade: 8
Contributor: Ayda Ghaffari



Hiawatha and the Peacemaker
– *Robbie Robertson & David Shannon*
Amazon: https://amzn.to/3eytShC
Indigo: https://bit.ly/2Ug6Kht
Focus: Indigenous perspectives
Recommended Grade: 8
Contributor: Mark Diggon



Dreambirds
– *David Ogden and Illustrator Jody Bergsma*
Amazon: https://amzn.to/3gFaBwV
Indigo: N/A
Focus: Identity
Recommended Grade: 8
Contributor: Andre Walker



The great Kapok tree

– *Lynne Cherry*

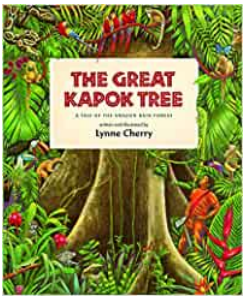
Amazon: https://amzn.to/3dlEMXN

Indigo: https://bit.ly/2yPyQYd

Focus: FNMI Environmentalism

Recommended Grade: 6

Contributor: Brent Vandenheuvel



Stolen words

– *Melanie Florence and Gabrielle Grimand*

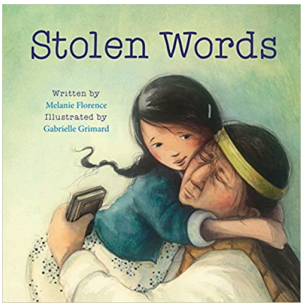
Amazon: https://amzn.to/3eNFcXx

Indigo: https://bit.ly/2MivZKi

Focus: Language barriers for indigenous community

Recommended Grade: 7

Contributor: David Laing



Thanks to the animals

– *Allen Sockabasin*

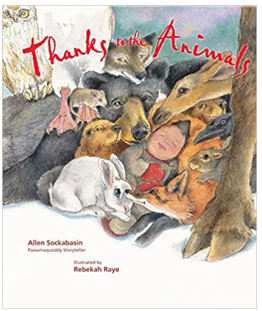
Amazon: https://amzn.to/2XkrWU5

Indigo: https://bit.ly/2TXDLO1

Focus: Seasonal movement of Passamaquoddy people

Recommended Grade: 4

Contributor: Emily Stachera



Shi-shi-etko

– Nicola I. Campbell; illustrated by Kim LaFave

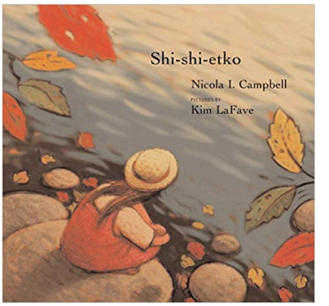
Amazon: https://amzn.to/3gFs9ZP

Indigo: https://bit.ly/2XJCAmo

Focus: Indigenous perspectives – Residential Schools

Recommended Grade: 5

Contributor: Iryna Babiychuk



I am not a number

– Jenny Kay Dupuis and Gillian Newland

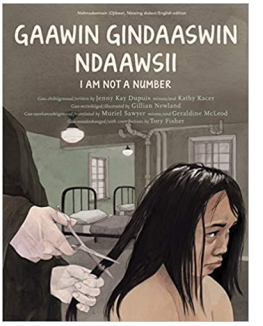
Amazon: https://amzn.to/3ePXcjN

Indigo: https://bit.ly/3dBS8iN

Focus: Racism against Aboriginal peoples in Canada

Recommended Grade: 6

Contributor: Jaabir Patel



Gray Wolf's search

– Bruce Swanson and Gary Peterson

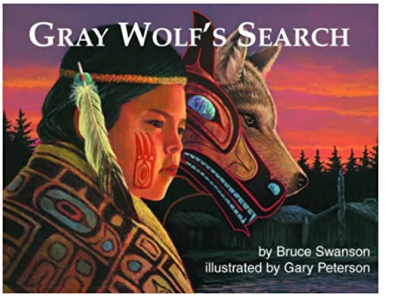
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Indigo: https://bit.ly/2Y65UE1

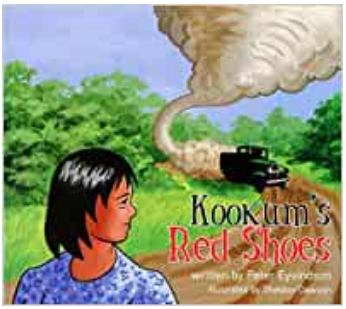
Focus: Equality and Inclusion

Recommended Grade: 5

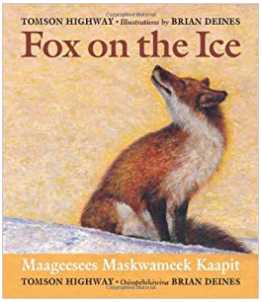
Contributor: Maicee Sorensen



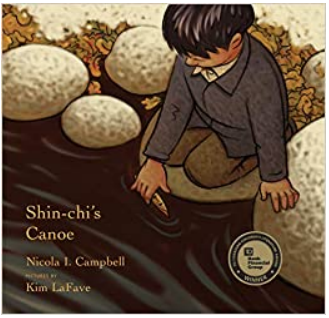
Kookum's red shoes
– *Peter Eyvindson and Sheldon Dawson*
Amazon: https://amzn.to/2U7UsX6
Indigo: https://bit.ly/3eUtgTU
Focus: Residential Schooling
Recommended Grade: 8
Contributor: Meg Krumins



Fox on the ice or Maageesees Maskwameek Kaapit
– *Tomson Highway and Brian Deines*
Amazon: https://amzn.to/373Q2Wz
Indigo: https://bit.ly/36ZiBED
Focus: The other of FNMI people/s
Recommended Grade: 6
Contributor: Olivia Amorim



Shin Chi's Canoe – Part 1 of 2
– *Nicola Campbell*
Amazon: https://amz.run/4pNH
Indigo: https://bit.ly/3j0U6hW
Focus: Equity, FNMI
Recommended Grade: 6/7
Contributor: Ceilidh Stidwill



Shin Chi's Canoe – Part 2 of 2

– *Nicola Campbell*

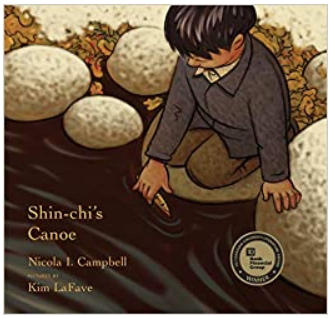
Amazon: https://amz.run/4pNH

Indigo: https://bit.ly/3j0U6hW

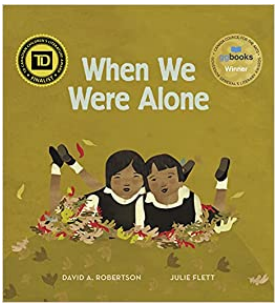
Focus: Equity, FNMI

Recommended Grade: 6/7

Contributor: Ceilidh Stidwill



When we were alone



Author(s): David Robertson & Julie Flett

Links:

Amazon: https://amzn.to/2TZaDHq

Indigo: https://bit.ly/2JTzvwC

Social Justice focus: Indigenous perspectives – Residential schools

Synopsis: A young Indigenous girl who is curious about why her grandmother always wears colourful clothing, keeps her hair long, speaks Cree, and loves to spend time with her brother. Her grandmother explains how residential schools enforced conformity and tried to destroy the culture of Indigenous residents. Now the grandmother proudly embraces her Indigenous roots.

Lesson Plan: Ayda Ghaffari

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Picture Book – Social Justice

Grade: 8

Lesson: *What is the focus of this lesson in relation to the unit?*

This lesson starts by focusing on residential schools and the traumas caused by it through out the Aboriginal communities. The focus is family and inter-generational trauma caused by the separation of families. By reading the picture book When We Were Alone, the dialogue about this topic will commence and the conversation can be shifted to modern day atrocities. The class will look at how cultural genocide is prevalent in current times and where in the world families are still being separated and children segregated.

Curriculum Areas: *What are possible connections to other curricular areas?*

By using the picture book and introducing the topic of Residential Schools, the students can make the connection to the grade 8 history curriculum:

B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Oral

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific:

Reading

1.6 Extending Understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

Writing

1.1 Purpose and Audience: identify the topic, purpose, and audience for more complex writing forms

1.2 Developing Ideas: generate ideas about more challenging topics and identify those most appropriate to the purpose

1.3 Research: gather information to support ideas for writing,

using a variety of strategies and a wide range of print and electronic sources

Oral

2.4 Appropriate Language: use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience

2.7 Visual Aids: use a variety of appropriate visual aids to support and enhance oral presentations

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- Students will be able to explain the purpose of Residential Schools and the reason the Canadian Government built them.
- Students will be able to explain the term inter-generational trauma and expand on its effects.
- Students will be able to explain the term cultural genocide and will be able to identify some major events that have taken place in the past 20 years, including the ones currently happening.
- Students will be able to present and share their findings in a clear and concise manner with their peers. They will also be able to answer the questions of the peers about their topic and expand on the discussion.

Success Criteria: *How will students know they have met the learning goal? I can….*

- The students will be able to participate in the discussion and conversation in a respectful manner.
- The students will contribute to the group discussions with relevant information, while inferring and sharing their experiences.
- The students will utilize their time efficiently to gather

information and put together a presentation.

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- Reading: the level of the picture book is primary and the teacher will be reading it out loud to the student. Audio books can be provided.
- Writing: the length and the expectations of the letter can be modified to a few sentences.
- Oral: if the student is not comfortable presentation in a group setting, their project can be presented in a one-on-one setting with the teacher. Modifications to the expectations can be made depending on the ability of the student.
- Students can work alone if they are more comfortable in solitary settings.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 15 -20 minutes.



Task: *What will I be doing? What will students be doing?*

The students will be read When We Were Alone. A discussion will follow with the students about the theme of the book and the message of the author.

Guiding Questions:

- Has your grandmother ever told you stories of her childhood?
- What kind of school was Grandma attending?
- Has anyone heard of residential schools before? If so, what do

you know about them?

- Why did the school have regulations such as the ones Grandma talked about?
- What do you think happened to the kids when they went back to their communities?
- How do you think the families felt about their kids attending residential schools?

Assessment: *What is the Nature and Purpose of assessment?* The assessment for this portion of the lesson will be diagnostic based on the conversation had by the students, and their participation.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 45 minutes (the students will start this activity and will continue during the following class).

Task: *What will I be doing? What will students be doing?*

The students will work in groups of 3-4 and will be given photographs of Grandmothers. These photographs will be from all over the world. They will be asked to write down a paragraph length story from the Grandma's perspective. This will be done by assessing the photograph.

Guiding questions:

- What decade is this photograph from?
- Where in the world is she from?
- What does her expression tell you?
- What stories does she look like she would have to share?

The students will then share their stories with the class. Once they have done that, the teacher will inform the student of the exact heritage and the age of the Grandmother. The students creativity and efforts will be celebrated before introducing the following topic: 'Cultural Genocide'. This will be written on the board and the students will share what they think or what they know this means

in a POPCORN manner (each table sharing an idea while the teacher write them down).

The students will then re-group in pairs and commence a research session to find out exactly what kind of stories this Grandmother would have to share. The ethnicity of the Grandmothers will be linked directly to cultural genocides that have taken place in the past 20 years. (SEE ATTACHED SHEET OF PHOTOGRAPHS AND DESCRIPTIONS).

Assessment: *What is the Nature and Purpose of assessment?* Formative assessment will take place during this section of the lesson. This will be a conversation based session where the students will be given their learning goals and their success criteria and will be guided in achieving these.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 45 minutes

Task: *What will I be doing? What will students be doing?*

The students will have this time to put together a mini presentation about their findings. They will at this time have been given the basic information about the Grandmothers in the photographs and will have had the time to research how their lives would have been affected by the cultural genocide taking place in their country. The students will present their findings with a five slide PowerPoint presentation which will address the following questions:

- What country is this Grandmother from?
- What ethnicity is she?
- What year did a cultural genocide take place in her county? And by whom?
- What was done about it by the international committee?
- What is the status of her people in present day?

These presentations will guide the students to the final concluding

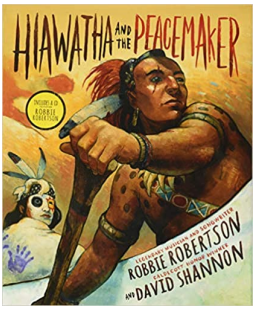
question of the lesson: what can we do about these issues, and how can we bring about change?

Assessment: *What is the Nature and Purpose of assessment?* The assessment for this presentation will be summative. The students will have had access to the learning goals and the success criteria from the previous session, and they will have access to a copy of an assessment rubric clearly outlining the expectations of each level (levels 1-4)

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Picture book: When We Were Alone, by: David Robertson
- Writing utensils – pen, pencil, paper
- Photographs of Grandmothers – provided by the teacher
- Access to computers and/or tablets (and internet) to do research and put together a PowerPoint presentation

Hiawatha and the Peacemaker



Author(s): Robbie Robertson & David Shannon

Links:

Amazon: https://amzn.to/3eytShC

Indigo: https://bit.ly/2Ug6Kht

Social Justice focus: Indigenous perspectives

Synopsis: This is a powerful story of Hiawatha, a Mohawk warrior who travels with the Peacemaker to bring peace to the five Haudenosaunee (Iroquois) nations. This beautifully illustrated book contains historical background and a CD of a song written by the author, Robbie Robertson.

Lesson Plan: Mark Diggon

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Picture Book – Social Justice

Grade: 8

Lesson: *What is the focus of this lesson in relation to the unit?*

This lesson starts by focusing on residential schools and the traumas caused by it through out the Aboriginal communities. The focus is family and inter-generational trauma caused by the separation of families. By reading the picture book When We Were Alone, the dialogue about this topic will commence and the conversation can be shifted to modern day atrocities. The class will look at how cultural genocide is prevalent in current times and where in the world families are still being separated and children segregated.

Curriculum Areas: *What are possible connections to other curricular areas?*

By using the picture book and introducing the topic of Residential Schools, the students can make the connection to the grade 8 history curriculum:

- B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Overall:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Oral

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific:

Reading

1.6 Extending Understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

Writing

1.1 Purpose and Audience: identify the topic, purpose, and audience for more complex writing forms

1.2 Developing Ideas: generate ideas about more challenging topics and identify those most appropriate to the purpose

1.3 Research: gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources

Oral

2.4 Appropriate Language: use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience

2.7 Visual Aids: use a variety of appropriate visual aids to support and enhance oral presentations

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- Students will be able to explain the purpose of Residential Schools and the reason the Canadian Government built them.
- Students will be able to explain the term inter-generational trauma and expand on its effects.
- Students will be able to explain the term cultural genocide and will be able to identify some major events that have taken place in the past 20 years, including the ones currently happening.
- Students will be able to present and share their findings in a clear and concise manner with their peers. They will also be able to answer the questions of the peers about their topic and expand on the discussion.

Success Criteria: *How will students know they have met the learning goal? I can….*

- The students will be able to participate in the discussion and conversation in a respectful manner.
- The students will contribute to the group discussions with

relevant information, while inferring and sharing their experiences.
- The students will utilize their time efficiently to gather information and put together a presentation.

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

- Reading: the level of the picture book is primary and the teacher will be reading it out loud to the student. Audio books can be provided.
- Writing: the length and the expectations of the letter can be modified to a few sentences.
- Oral: if the student is not comfortable presentation in a group setting, their project can be presented in a one-on-one setting with the teacher. Modifications to the expectations can be made depending on the ability of the student.
- Students can work alone if they are more comfortable in solitary settings.

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 15 -20 minutes.

Task: *What will I be doing? What will students be doing?*



The students will be read When We Were Alone. A discussion will follow with the students about the theme of the book and the message of the author.

Guiding Questions:

- Has your grandmother ever told you stories of her childhood?

- What kind of school was Grandma attending?
- Has anyone heard of residential schools before? If so, what do you know about them?
- Why did the school have regulations such as the ones Grandma talked about?
- What do you think happened to the kids when they went back to their communities?
- How do you think the families felt about their kids attending residential schools?

Assessment: *What is the Nature and Purpose of assessment?* The assessment for this portion of the lesson will be diagnostic based on the conversation had by the students, and their participation.

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 45 minutes (the students will start this activity and will continue during the following class).

Task: *What will I be doing? What will students be doing?*

The students will work in groups of 3-4 and will be given photographs of Grandmothers. These photographs will be from all over the world. They will be asked to write down a paragraph length story from the Grandma's perspective. This will be done by assessing the photograph.

Guiding questions:

- What decade is this photograph from?
- Where in the world is she from?
- What does her expression tell you?
- What stories does she look like she would have to share?

The students will then share their stories with the class. Once they have done that, the teacher will inform the student of the exact heritage and the age of the Grandmother. The students creativity and efforts will be celebrated before introducing the following topic: 'Cultural Genocide'. This will be written on the board and the

students will share what they think or what they know this means in a POPCORN manner (each table sharing an idea while the teacher write them down).

The students will then re-group in pairs and commence a research session to find out exactly what kind of stories this Grandmother would have to share. The ethnicity of the Grandmothers will be linked directly to cultural genocides that have taken place in the past 20 years. (SEE ATTACHED SHEET OF PHOTOGRAPHS AND DESCRIPTIONS).

Assessment: *What is the Nature and Purpose of assessment?* Formative assessment will take place during this section of the lesson. This will be a conversation based session where the students will be given their learning goals and their success criteria and will be guided in achieving these.

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 45 minutes

Task: *What will I be doing? What will students be doing?*

The students will have this time to put together a mini presentation about their findings. They will at this time have been given the basic information about the Grandmothers in the photographs and will have had the time to research how their lives would have been affected by the cultural genocide taking place in their country. The students will present their findings with a five slide PowerPoint presentation which will address the following questions:

- What country is this Grandmother from?
- What ethnicity is she?
- What year did a cultural genocide take place in her county? And by whom?
- What was done about it by the international committee?
- What is the status of her people in present day?
- These presentations will guide the students to the final concluding question of the lesson: what can we do about these

issues, and how can we bring about change?

Assessment: *What is the Nature and Purpose of assessment?* The assessment for this presentation will be summative. The students will have had access to the learning goals and the success criteria from the previous session, and they will have access to a copy of an assessment rubric clearly outlining the expectations of each level (levels 1-4)

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Picture book: When We Were Alone, by: David Robertson
- Writing utensils – pen, pencil, paper
- Photographs of Grandmothers – provided by the teacher
- Access to computers and/or tablets (and internet) to do research and put together a PowerPoint presentation

Hiawatha and the Peacemaker Exit Card

What does the Hiawatha Wampum Belt and the Haudenosaunee mean to you with regards to bullying and conflict resolution?_____
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Hiawatha and the Peacemaker Exit Card

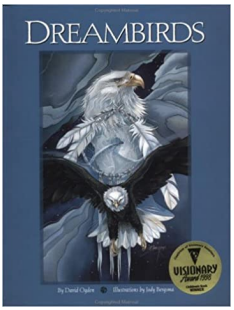
What does the Hiawatha Wampum Belt and the Haudenosaunee mean to you with regards to bullying and conflict resolution?_____
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Hiawatha and the Peacemaker Exit Card

What does the Hiawatha Wampum Belt and the Haudenosaunee mean to you with regards to bullying and conflict resolution?_____
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Dreambirds



Author(s): David Ogden and Illustrator Jody Bergsma

Links:

Amazon: https://amzn.to/3gFaBwV

Indigo: N/A

Social Justice focus: Identity

Synopsis: Natsama is excited when his grandmother tells him about the dream bird. Determined to find a dreambird and claim its mysterious gift, the young boy devotes himself to becoming the greatest hunter and fisherman in his tribe. When he reaches sixteen, the confident young warrior begins his quest, But months pass and he still can't find one. Only after seeking his grandmother's guidance does Natsama find his dream bird which teaches him about the importance of humility and taking care of others which means finding his true self.

Lesson Plan: Andre Walker

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Social Justice Picture Book

Grade: 8

Lesson: *What is the focus of this lesson in relation to the unit?* The focus of this lesson is to identify and understand what your true self is and create a rhyming couplet poem to show your understanding. Also this lesson focuses on how expressing your true self gives you confidence.

Curriculum Areas: *What are possible connections to other curricular areas?*

Health- How students see themselves having a healthy understanding of yourself and identity

Literacy- Writing different forms for different audiences

Art- You could connect this as an art project self-portrait type assignment getting them to use different media to show their image such as using paint, pencil crayons

History- You could connect this with how FNMI cultures may have expressed the importance of showing your true self as they had their land taken away and would want to show their true self so they didn't lose their culture or customs

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language- 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

Health- A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging]

D1.5 demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning to identify the social justice issue/ theme

We are learning to identify the importance of being yourself

We are learning to create a rhyming couplet poem

We are learning how being yourself gives your confidence

Success Criteria: *How will students know they have met the learning goal? I can….*

I can identify the social justice issue/ theme

I can identify the importance of being yourself

I can create a rhyming poem using a graphic organizer

I can identify that being myself gives me confidence

MODIFICATIONS/ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Students with difficult drawing can use an iPad to help them create an image

If they can't write a poem they can then write down adjectives to describe them

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?* 10 minutes

Task: *What will I be doing? What will students be doing?* Get students thinking about what it means to be your true self? Give students a piece paper – ask the students to draw themselves and then ask them to write down some words that they use to define them and if they are comfortable ask a few to share them with the rest of the class

Assessment: *What is the Nature and Purpose of assessment?* Anecdotal notes

Action: *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?* 30 minutes

Task: *What will I be doing? What will students be doing?* We will read Dream birds and discuss the theme and social justice topic of being yourself

Ask students about how Natsama saw himself before and after he saw the dream bird?

Ask students about how being your true self could affect them? Ask students do you think that being your self is important to your health? How could it affect your health if you don't choose to be yourself?

Assessment: *What is the Nature and Purpose of assessment?* Assessment of learning- Anecdotal notes

Consolidation: *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?* 40 minutes

Task: *What will I be doing? What will students be doing?* Students will create a pic collage showing their true self using images, words and then write a poem about their true self using the organizer to help them

Assessment: *What is the Nature and Purpose of assessment?* Assessment for learning- Check brick

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

Mirrors or reflective surface (If students want to make a self portrait image)

IPad

Marker

Pencils crayons

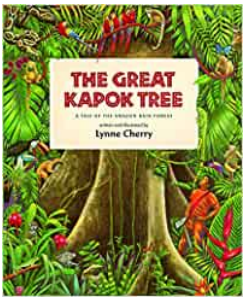
Blank paper

Graphic Organizer

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

The great Kapok tree



Author(s): Lynne Cherry

Links:

Amazon: https://amzn.to/3dlEMXN

Indigo: https://bit.ly/2yPyQYd

Social Justice focus: FNMI Environmentalism

Synopsis: In the Amazon rain forest, a man is chopping down a great Kapok tree. Exhausted from his labours, he puts down his ax and rests. As he sleeps, the animals who live in the tree plead with him not to destroy their world.

Lesson Plan: Brent Vandenheuvel

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Persuasive Reading and Writing/ Sustainability and Stewardship

Grade: Grade 6

Lesson:

The focus in this lesson is on persuasive writing and the recognition of different endangered species and their environments around the world. In relation to this unit, students will focus on creating a short persuasive speech by placing themselves in the perspective of an endangered species. The focus will be on reading through the story and acknowledging the persuasive reasonings the animals make to the man with the ax. After this, students will create a one or two sentences persuasion to people as an assessment as learning to get them familiar with persuasive writing. By the end of

this unit, students will be able to write a short persuasive paper on a topic of their choice involving environmentalism or FNMI.

Curriculum Areas:

This lesson can connect to the Grade 6 Science and Technology curriculum in the Ontario curriculum. More specifically, this lesson is designed to emphasize the Understanding Life Systems strand by highlighting the importance of biodiversity in environments around the world and the importance in preserving the living things in these communities.

Curriculum Expectations:

Literacy:

Reading: OE– 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

SE– 2.4 identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning.

Writing: OE– 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

SE– 1.1 identify the topic, purpose, and audience for a variety of writing forms.

Science and Technology:

Understanding Life Systems: OE– 3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

SE– 3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities.

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- recognize the form of a persuasive piece of writing
- evaluate text and understand the importance of biodiversity in environment

- create a short piece of persuasive writing using proper text and word choice
- explain our reasoning for your selected animal and word choice
- relate the connection between humans and natural environments

Success Criteria: *How will students know they have met the learning goal? I can….*

- Identify the importance of biodiversity and support my animal choice
- Understand and apply concepts of persuasiveness in my writing
- Choose strong vocabulary to enhance my persuasive writing
- Refer to anchor charts to support your writing

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Modification:

- student working below grade level will focus on the language used in persuasive writing and less focus on biodiversity and environmentalism.
- student's working above grade level will not only write a persuasive piece about the preservation of an endangered species, they will also create an infographic of this information to present with their persuasive piece. The infographic will be a calling to humans to save the endangered animal.
- Students working below grade level will not have to research animals endangered. They will be given a list of animals with information on them. The students will use this information to create a persuasive piece.

Accommodations:

- Students who struggle with reading comprehension will receive a handout of the book so they can follow along with the text and refer back to throughout the activity.
- Student can use chrome book or IPAD to search for information rather than cellular device.

Minds-on:

Minutes: 10-15 minutes

Task: *What will I be doing? What will students be doing?*

- Students will be asked what the word persuasive means to them.
- a definition created by the class will be written on chart paper or the board
- Student will then be asked what biodiversity means and why they may think it is important in our environment.
- this will also be written on the board.
- students will then be asked if they know of any endangered species.
- Students will then be told they will be read a story book. They will be asked before reading, how persuasiveness and biodiversity are involved in this book?
- Story book will be read

Assessment: Assessment For Learning

- this is for the teacher to observe the understanding of the students and their knowledge of persuasion and environmentalism. This will determine how in depth the teacher can teach.

Action:

Minutes: 30-40 minutes

Task: *What will I be doing? What will students be doing?*

- after reading the story book, ask the students what stood out

to them? What did this storybook make them feel and think about?

- Ask:
    - How was persuasiveness in this story and who was trying to be persuasive? (all animals and rainforest child)
    - What was the man with the ax's effect on his environment? Was it positive or negative?
    - What words did the animals use that gave a persuasive voice to their pleeds to the man with the ax?
    - Explain that the purpose of the speech of the animals is to express an opinion they want others to share. To be convincing, writers need to support their opinions with examples, reasons, or facts.
    - Who can the rain forest child represent in our present day today? (Indigenous people)

Activity: Have the class create a set of sentences that will persuade the teacher into allowing students to have 10 extra minutes of DPA at the end of the day. The class will generate the persuasive text and the teacher will guide and lead the class and write their persuasive piece on the board.

- This will give students a first hand guided instruction on how to be persuasive.
- The teacher will refer back to the animals in the story and their pleads several times to show the language and voice that they use to persuade the man with the ax not to cut down their home.
- Thumbs up down or in middle to gage understanding.

Activity: Students will now be asked to write a persuasive piece of writing themselves. It will be several sentences long but does not need to be a paragraph. The students will research, using their phones or chrome books, an animal that is endangered somewhere on earth.

- After researching this endangered animal, students will find information on them and create a plea to humans to try to persuade them to help the endangered species or to stop hurting the endangered species environment. Students will be able to share these sentences with friends in order to receive feedback. Once the students have completed this task, they will get into groups of four and read their persuasive pieces. They will then give feedback as the teacher monitors the conversations.

Assessment: Assessment As Learning

- students will be providing feedback to each other and assessing each others understanding and evaluating themselves as well on their understanding and knowledge.

Consolidation:

Minutes: 5-10 minutes

Task:

Questions:

- What did you find difficult about persuasive writing?
- What strategies did you use to help yourself in your writing?
- Why did you select the animal you chose?
- How are we, as humans, capable of helping endangered species?

These questions will help teachers understand the level of understanding in the class and will see if anything needs to be re-taught in the next lesson

Assessment: Assessment As Learning

- Students will be able to evaluate themselves even further by answering these questions and thinking about their answers to prepare themselves for the next lesson.

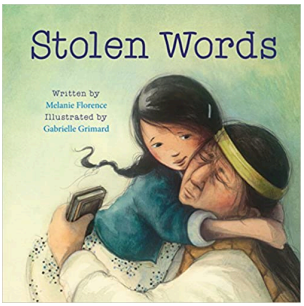
MATERIALS:

- chrome books
- IPADS
- pencils
- The Great Kapok Tree Book
- Markers
- Chart Paper
- Cell phones

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Stolen words



Author(s): Melanie Florence and Gabrielle Grimand

Links:

Amazon: https://amzn.to/3eNFcXx

Indigo: https://bit.ly/2MivZKi

Social Justice focus: Language barriers for indigenous community

Synopsis: This book is an exemplary instance of demonstrating the impact of the residential school system on the lives of indigenous community. It reflects how their language was stolen from them in their childhood to separate them from their cultural roots. The story has a beautiful setting that embraces the relationship of a young girl with her grandfather and how she helps him find his language once again.

Lesson Plan: David Laing

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language Arts/FNMI

Grade: 7

Lesson: This lesson will introduce students to a series of picture books that deal with the FNMI experience in Canada. The overall unit is a series of lessons and tasks to educate and challenge students on their ideas about the FNMI experience in Canada. This section will focus on residential schools.

Curriculum Areas: History/Social Studies

Curriculum Expectations: Language Arts

Reading: 1. read and demonstrate an understanding of a variety of

literary, graphic, and informational texts, using a range of strategies to construct meaning;

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning

2.3 identify a variety of text features and explain how they help communicate meaning

Writing: 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;

1.1 identify the topic, purpose, and audience for more complex writing forms

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources

Media Literacy: 3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

3.1 explain why they have chosen the topic for a media text they plan to create

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create

Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings,

using elements, principles, and techniques of visual arts as well as current media technologies.

D1.1 create art works, using a variety of traditional forms and current media technologies, which express feelings, ideas, and issues, including opposing points of view.

Learning Goal(s): Students will have a better understanding of what a residential school was, what the purpose the schools served and what effects the schools had on the students that attended. Students will also learn different and creative ways to present the material they have learned to display understanding.

Success Criteria: Students will answer a series of questions about the picture book, they will then create a 6 word story about the picture book they have chosen. Students will then create a poster or power point slide expressing their 6 word story.

Examples: What was a residential school? Who did it affect? Why were the schools started? What were some of the results of residential schools? How does the book you chose depict residential school life? How did you feel reading your book?

MODIFICATIONS / ACCOMMODATIONS:

- extended time limits
- Alternative settings, a quiet room free of distractions
- Peer or scribe note-taking
- Space for movement or breaks

Minds-on: Students will watch a short video on residential schools https://www.youtube.com/watch?v=TK483UHGd7k

Minutes: 10 minutes

Task: I will lead a discussion on the content of the video. As a group we will create a KWL chart to get a better understanding of what students already know and what direction they want to take their learning.

Assessment: Assessment For learning, I will take some anecdotal notes on their current understanding

Action: I will introduce the class to a series of picture books that

describe and discuss the residential school program in Canada. In groups of 3 or 4, students will choose and read one of the picture books.

Minutes: 15

Task: Students will work in groups of 2-3 and answer a series of question about the book. They will focus on the themes of the book, why the book was written, what they felt was the meaning of the book, who the audience was intended to be, is this a good format to tell this type of story?

Assessment: For Learning using anecdotal notes.

Consolidation: Students will create a 6 word story on one aspect of the picture book they have chosen. Students will create a power point slide or poster with illustrations to display their story. They will also complete a 2 stars and wish exit ticket, describing what they enjoyed and what else they want to learn. We will also finish the KWL chart allowing students to demonstrate what they have learned.

Minutes: 25

Task: I will be observing student interaction, sitting in with groups as they work and answering any questions that may arise. Students will be working on their poster/slide.

Assessment: Of Learning, to determine how well students have demonstrated achievement in their reading and learning. Students will submit their completed work for marking using a rating scale. We will also complete the KWL chart that we started at the beginning of the lesson.

MATERIALS: Picture books, chart paper, chrome books or Ipads

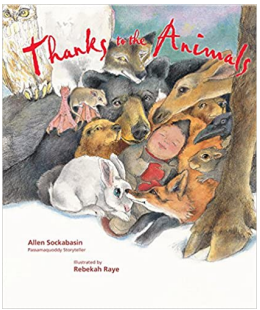
REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this

lesson? For the subsequent lesson?

- What are the next steps for my professional learning?

Thanks to the animals



Author(s): Allen Sockabasin

Links:

Amazon: https://amzn.to/2XkrWU5

Indigo: https://bit.ly/2TXDLO1

Social Justice focus: Seasonal movement of Passamaquoddy people

Synopsis: In THANKS TO THE ANIMALS, by Allen Sockabasin, Little Zoo Sap and his family are moving from their summer home on the coast to the deep woods for the winter, traveling on a big bobsled pulled by big horses. When Zoo Sap falls off of the sled unnoticed, the forest animals hear his cries and come to shelter him—everyone from the tiny mouse to the giant moose to the great bald eagle—keeping him warm and safe until his father comes back to find him. Allen Sockabasin is a Passamaquoddy who devotes much of his time to teaching and preserving the Passamaquoddy language. A master musician, he has written, performed, and recorded Passamaquoddy stories and songs. He has been a tribal governor, a member of the tribal council, and director of child welfare for his tribe, and a health educator.

Lesson Plan: Emily Stachera

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Storytelling/Habitats and Communities

Grade: Grade 4

Lesson: Thanks to the Animals reading and oral presentation

Curriculum Areas: Language

Curriculum Expectations:

Language (Writing) Overall:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Language (Writing) Specific:

1.2 generate ideas about a potential topic using a variety of strategies and resources

Language (Oral Communication) Overall:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Language (Oral Communication) Specific:

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Science Overall:

3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Science Specific:

describe ways in which humans are dependent on natural habitats and communities

Learning Goal(s): *We are learning to….*

- Listen to stories from different cultures and understand their values and perspectives
- Extend our understanding of stories by connecting them to our own knowledge and experiences
- Speak in a clear and coherent manner to allow peers to understand our connections
- Describe ways in which humans are dependant on animals and their natural environment
- Explain why we are thankful for animals in a clear way

Success Criteria: *I can….*

- Listen to a story about an indigenous family from the past, and learn about and understand their values and perspectives
- Discuss these values and perspectives with the class
- Understand this story better by connecting it to my own knowledge and experiences of animals and the environment
- Create a 2-5 minute presentation about why I am thankful for animals
- Speak in a clear and coherent manner to allow peers to understand my connections
- Describe ways in which humans are dependent on animals and their natural environment

MODIFICATIONS/ACCOMMODATIONS:

If students are afraid to present in front of others, they could have the option of filming themselves. They could also choose to just present to the teacher at a later time. There could also be presentations in small groups, if the teacher did not wish to have this lesson as a formal evaluation.

Minds-on:

Minutes: 20 minutes

Task:

*This task is taken from "Cultural Perspectives on Sustainability: Lessons to Support Science 10" by John Wright: https://www.stf.sk.ca/sites/default/files/unit-plans/s106_20.pdf

Invite students to participate in a talking circle to discuss the question: What are our roles and responsibilities in looking after the earth?

- Hand out envelopes containing the following words on individual pieces of paper: sun, planet, plants, insects, animals, and people.
- Ask students to rank the words in order of importance.
- When students have completed this task, ask them to remove

the word plants. Ask them how the planet would be affected as a result of this change.
- Remove the word sun and ask the same question.
- Replace all the words and ask students to remove the word people. Ask them the same question.

Once this exercise is done, ask students to connect this to what they've been learning in science about Habitats and Communities.

Would they say that humans are part of a habitat with animals? Are we a community? Do we depend on each other? If so, how?

Assessment: *Observation of student conversation and understanding.*

Action:

Minutes: 30 minutes

Task: Read the book Thanks do the Animals by Allen Sockabasin aloud to the class.

(Thanks to the Animals is a book by a Passamaquoddy storyteller that shares a tale that models an ideal, peaceful coexistence for humans and animals. It is about a young boy who falls off a sled while his family moves their summer home to their winter home inland, and animals come to keep him warm and safe until is family returns).

After finishing the book, ask students to Turn and Talk with their elbow partner:

- What is the indigenous perspective on our connection with animals and the environment, as displayed in this book?
- How might this differ from some other perspectives you've heard (maybe that humans are more important than animals)
- If we share the First Nations and Métis perspective, how would we view and treat the world's resources?

Ask the pairs to report back to the class.

Assessment: Observation of group discussion and understanding.

Consolidation:

Minutes: 50 minutes

Task: Read some or all of the back portion of the book that explains the author's tribe's history and their connection to the land and animals.

This also explains the traditions of his people and the importance of storytelling.

How are his people's traditions different from ours? How are they the same?

What is the importance of storytelling for his culture?

Tell students they will be creating their own oral presentation on why they are thankful for animals, and how they have been personally touched by animals' presence.

Go over what makes a good oral presentation (eye contact, slow and clear speech, visual aids, a beginning, middle and end)

Go over how humans are dependent on animals (we eat them, they keep the natural environment around us in balance by eating and dying, they teach us things, the entire food chain is reliant on animals, any personal connections they might have to animals)

Explain that even though we eat animals, just like the author does, we still need to have respect for where our nutrition is coming from, and be mindful of maintaining balance in the natural environment.

Hand out the Success Criteria Checkbric for this assignment:

- Consistent use of direct eye contact with audience (L1 L2 L3 L4)
- Speaks with variation of volume and tone (L1 L2 L3 L4)
- Speaks slowly and clearly (L1 L2 L3 L4)
- Has a clear beginning, middle and end (L1 L2 L3 L4)
- Answers all questions with extra details (L1 L2 L3 L4)
- Provides facts and personal experiences that support opinion (L1 L2 L3 L4)
- Shows enthusiastic feelings about topic (L1 L2 L3 L4)
- Presentation is 2-5 minutes long (L1 L2 L3 L4)
- Connects speech to at least two facts learned during the science unit "Habitats and Communities" (L1 L2 L3 L4)

Students could also use visual aids if they so choose.

Students get about 20-30 minutes to work on this, depending on how the work period is going.

Students could either start presenting before the end of the period, or if more time is needed, presentations could occur on a separate day.

Assessment: *Assessment of Learning – could be used to evaluate for and Oral Communication, Writing and Science grade.*

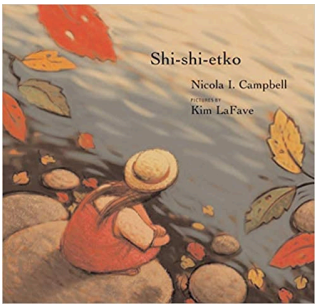
MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Envelopes with different names for Minds On Activity
- The book Thanks to the Animals
- Access to tech if visual aids are wanted

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Shi-shi-etko



Author(s): Nicola I. Campbell; illustrated by Kim LaFave

Links:

Amazon: https://amzn.to/3gFs9ZP

Indigo: https://bit.ly/2XJCAmo

Social Justice focus: Indigenous perspectives – Residential Schools

Synopsis: In just four days young Shi-shi-etko will have to leave her family and all that she knows to attend residential school. She spends her last days at home treasuring the beauty of her world. Her mother, father and grandmother, each in turn, share valuable teachings that they want her to remember. And so, Shi-shi-etko carefully gathers her memories for safekeeping.

Lesson Plan: Iryna Babiychuk

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Picture Book Study / An Introduction to the Residential School System

Grade: 5

Lesson: This introductory lesson gives students background knowledge on Residential Schools.

Curriculum Areas:

- Language Arts: Reading
- Social Studies: Heritage and Identity: Interactions of Indigenous Peoples and Europeans

Curriculum Expectations:

Language Arts – Reading

OE: 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

SE: Variety of Texts – 1.1 Read a variety of texts from diverse cultures.

Extending Understanding – 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Social Studies

OE: A1 **SE:** A1.1

Learning Goal(s): *We are learning to….*

- infer the author's message and use evidence from the text
- extend our understanding of the text by connecting he ideas in it to our knowledge

Success Criteria: *I can…*

- understand the book that is being read aloud to the class by making connections to my prior learning
- draw out important information from the book being read
- participate in small group and big group discussions while respectfully expressing my opinions and insights

MODIFICATIONS / ACCOMMODATIONS:

- Students with difficulty hearing and understanding text read aloud will be provided with printed text so that they can follow along with the teacher and properly understand what is being said.
- For students who are visual learners, the questions that are asked will be posted on the smartboard.
- Preferential seating (in a specific location to support students' needs).

Minds-on

Minutes: 15

Task: Before Reading

- As a class, talk about the title and cover of the book, and discuss ideas on what Shi-shi-etko means. Once the class discovers that Shi-shi-etko is the little girl's name and that it means "she loves to play in the water," ask them how it affects how they see the cover.
- Have students do a "picture walk" through the story, noting the significance of water throughout the book. Ask students:
- Why do you think the author and illustrator included so many references to and pictures with water? What do you notice about all the illustrations throughout the story? (All have a red hue). Why do you think the illustrator may have done this? (Maybe as we read the story, we will understand why).
- Introduce the author's notes at the beginning of the book. The introduction from the author gives students background knowledge on the residential school system and how the government at that time forced all Indigenous children to attend schools away from their families.

During Reading

- Read the book aloud
- As a purpose for listening, ask students to listen to find out what the family members teach Shi-shi-etko.
- These are guiding questions that can be discussed orally as a class:
    - Looking at the picture of the mom and girl in the water, what time of year is it? How do you know? What are the signs that reveal the seasons? How many months will it be until spring? Is that a long time?
    - What does the mom want Shi-shi-etko to remember? What emotion or feeling does the mother want her

daughter to remember when she is away from the family? How do you know?
    - What does Shi-shi-etko do with her father? What does he want her to remember when she leaves for residential school?
    - What does Shi-shi-etko's yayah give her? What is she supposed to put in the small bag? What keepsakes would you choose to put in a small bag like Shi-shi-etko's? What do you predict that Shi-shi-etko will put in her bag?
    - Where did Shi-shi-etko decide to put her memories? Why do you think she didn't take this object with her to residential school?

Assessment for Learning: Checklist to record student participation in whole class discussions.

Action

Minutes: 30

Task: After Reading

- Shi-shi-etko's family members all had valuable teachings they wanted her to remember. Have the students work in groups and create on chart paper an anchor chart of the valuable teachings. It should list all the family members and what they taught Shi-shi-etko, as well as all the items she wanted to remember.
- Ask students to discuss: Why was family so important to Shi-shi-etko? What have the members of your family taught you? What are the things that you would have gathered into your memory bag? What do these things mean to you?

Assessment for Learning: Anecdotal journal to record notes during action portion.

Consolidation

Minutes: 10

Task: Before leaving for school, Shi-shi-etko looks at everything

around her home. She collects keepsakes in her bag of memories to remind her of home.

- Ask students to recall some of the descriptions of different senses Shi-shi-etko experiences. Lead a discussion about how the use of sensory images adds to our appreciation and understanding of the story.
- Have students think about their home and the natural world around them. Ask them to describe using Remembering Home handout what their home looks like, smells like, tastes like, sounds like and feels like and draw their representations on the handout.

Assessment for Learning: Checklist to record student completion of Remembering Home activity.

MATERIALS:

- Book: Shi-shi-etko
- SmartBoard
- Chart paper
- Markers
- Remembering Home handout

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?



Remembering Home

Description automatically generatedBefore leaving for school, Shi-shi-etko looks at everything around her home. She collects keepsakes in her bag of memories to remind her of home. Think about your home and the natural world around you.

- What reminds you of home when you are away?
- The smell of banana bread baking
- The taste of spaghetti and meatballs
- Lighting up our Christmas tree

Home

Home looks like

_____

Home smells like

_____

Home tastes like

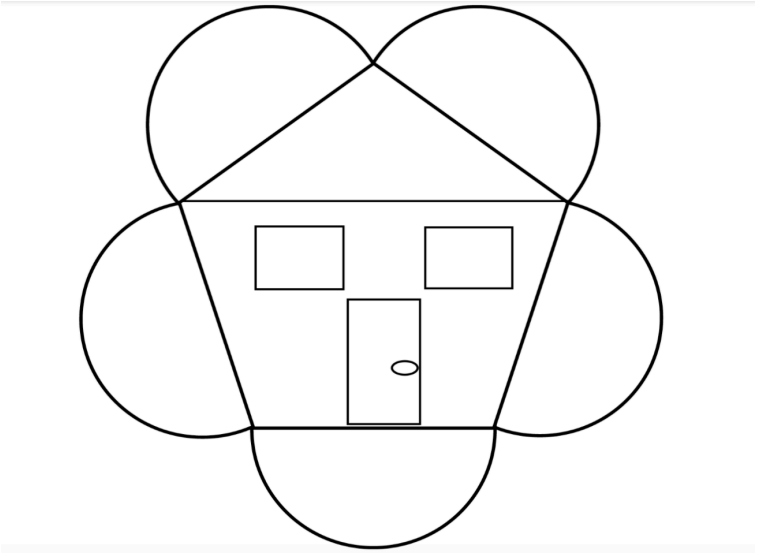
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Home sounds like

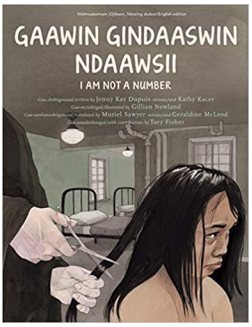
_____

Home feels like

_____



I am not a number



Author(s): Jenny Kay Dupuis and Gillian Newland

Links:

Amazon: https://amzn.to/3ePXcjN

Indigo: https://bit.ly/3dBS8iN

Social Justice focus: Racism against Aboriginal peoples in Canada

Synopsis: This book is based on the life of co-author Jenny Kay Dupuis's grandmother, who was removed from her First Nations family at the age of eight. The book revolves around her struggles at the residential school that does not even allow her to use her own name, rather a number is allocated to her. Later, when she visits home during summer vacations, her parents decide to never send their children to these schools.

Lesson Plan: Jaabir Patel

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language Arts Social Studies—Heritage and Identities – Social Justice Picture book

Grade: 6

Lesson: *What is the focus of this lesson in relation to the unit?*

Curriculum Areas: *What are possible connections to other curricular areas?*

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Language:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Making Inferences/Interpreting Texts

1.5 interpret oral texts by using stated and implied ideas from the texts

Social studies:

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada

A3.7 describe significant changes within their own community in Canada (e.g., their ethnic or religious community, their local community, their region)

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

We are learning how the Aboriginal people struggled with maintaining their identity with the presence of residential schools

We are learning to empathize with the thoughts and feelings of the main character in the book

Success Criteria: *How will students know they have met the learning goal? I can….*

- I can make real world connections
- I can understand why residential schools are problematic
- I can identify what a human right is

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Accommodations:

- To optimize time on task, teacher will assign students to look up words in the dictionary. Assigned students will also read definition aloud to the class.

Modifications:

Students will be given sentence starters to help frame ideas:

- The story made me feel…
- Irene (main character) is different from me because..
- I think privilege is…
- The story is sad/good/upsetting because…
- Summary of the book will be given beforehand to Students X, Y, and Z to help aid their comprehension and direct their focus more towards the thoughts/feelings of the characters

Minds-on: *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?*

3-5 minutes

Task: *What will I be doing? What will students be doing?*

- Students will be asked the question "What am I thankful for in my life?"

Emphasize freedom

Students will have 10 minutes to write a brief response

Take 2 minutes to think about what you are thankful for with your eyes closed.

Where do you think this book takes place? (setting)

Why? (Students will provide evidence via details in picture)

Assessment: *What is the Nature and Purpose of assessment?*

Teachers should be looking for observations made by students about the cover, what prompts them towards making those observations, and how they explain their thought process

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?*

50-75 minutes

Reading (20-30 minutes)

Community circles (20-30 minutes)

Task: *What will I be doing? What will students be doing?*

Begin reading I Am Not A Number (TEACHER LED READING)

*Questions will be minimal throughout the story to maintain continuity and flow. Periodical questions on the plot will be asked to ensure students are following along

- Examine pictures, body language, facial expressions, word choice
- Review vocabulary

Teachers may focus on pictures only to create a story OR may read an image only story then reading the text during the second reading

Questions:

- What do we notice about the pictures? Is it like Canada? Could it be Canada? Why/why not
- What is a right that the Irene (main character) don't have that we do?
- What seems different about this school compared to ours?
- Why do you think the father lets the children go with the agent?

Community Circles Activity:

This activity is designed to promote discussion and expand on the emotionally charged events in the book. The open-forum discussion is meant to remove structure from the learning environment to evoke a sense of authenticity within the classroom.

1. Teachers will ask students to create a circle with their chairs
2. Teachers will read a prompt and one by one students will respond with anything that comes to mind (students may pass)
3. Teachers should lead by example and express their own thoughts to serve as a participant in the conversation
4. Offer opportunities for students to facilitate a conversation

Assessment: *What is the Nature and Purpose of assessment*?

- Assess how well students are engaging with the main themes and ideas in the book
- Assess engagement with the book and participation within the community circles activity

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?*
5-10 minutes
Task: *What will I be doing? What will students be doing?*

- Think again: A response to the initial question: What are some things that you appreciate about your life that you value?

Students will be given 10 minutes to reflect and write the 2nd response.

- Class discussion on what students wrote and how it changed from their first entry to the second

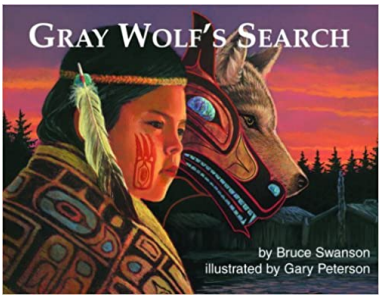
Assessment: *What is the Nature and Purpose of assessment?*

- Collect responses from students and assess how responses changed. Their responses should reflect their engagement and exchange of ideas while discussing the book

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Projector
- "I Am Not A Number" book
- PowerPoint (time permitting)
- 3-4 copies of teacher selected images to help modified students look at the visuals more carefully

Gray Wolf's search



Author(s): Bruce Swanson and Gary Peterson

Links:

Amazon: https://amzn.to/3cx4szp

Indigo: https://bit.ly/2Y65UE1

Social Justice focus: Equality and Inclusion

Synopsis: This book revolves around the Gray Wolf, a happy member of the wolf clan. The water and forest gave his people everything that they needed. Gray Wolf is assigned a task to "find a very important person and get to know this person well." Gray Wolf sets out on his task talking to beavers, bears, owls and others. He asks them all to tell him who a very important person was. All the animals responded with the same answer "I have seen none more important that you." Finally, after talking to many creatures of the woods Gray Wolf returns to his tribe excited to share his findings! No one person is more important than another, each one of us is a very important person.

Lesson Plan: Maicee Sorensen

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Language Oral Communication and Drama

Grade: 5

Lesson: Making connections to text & developing Drama works

Curriculum Areas: *Language and Drama* (Arts)

Curriculum Expectations:

Language:

OE: Language Pg. 103

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Pg. 94

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

SE: 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

SE: 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Drama

OE: B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories;

SE: B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (e.g., interview story characters who represent opposing views on an issue; use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child)

Learning Goal(s): Students are learning to make connections to text and use role play to represent a message such as creating a video discussing the importance of equality.

Success Criteria:

- I can make connections to the story and relate them to my everyday life experiences
- I can actively engage in drama exploration through role playing

- I can actively participate in a discussion on the story we have listened to

MODIFICATIONS / ACCOMMODATIONS:

- If any students have hearing impairments or struggle with hearing the teacher will being given the text to follow along with the story as we go through it.
- As we move through the discussion portion of the lesson, the questions I as the class will be posted on the projector or whiteboard. Teacher will be sure to show them as we go so that some students do not go too far ahead
- While reading the story if some students struggle to pay attention we can move them to a specific seat to make sure the teacher and keep them on task

Minds-on

Minutes: 15 minutes (discussion may go longer, let it run as long as they are quality ideas)

Task:

- Teacher reads "Gray Wolf's Search" to the class.
- Following the reading the teacher will ask the class a few questions about the meaning of the book
    - what do you think the meaning of this story is?
    - Is there a main lesson that you took away?
    - *teacher pushes conversation towards the topic of inclusion and equality.* class will most likely get here on their own.
- The students share as much as they would like in the discussion about their personal experiences in relation to the meaning of the story (equality and inclusion)
- Why is equality and inclusion such an important thing to understand?

Assessment: Teacher leads discussion, can make anecdotal notes about what students understand the story of Gray Wolf, take note of what students participate in the discussion

Action

Minutes: 45 minutes, and perhaps another 50 minutes period to rehearse or make video edits

Task:

- Teacher arranges the students into groups of 5-6 people, simply hands out a paper with an animal on it, go find the other students with the same animal
- Once in the groups the students are instructed to choose a message that they took away from the book, it can be anything as long as it is in relation to the book. (i.e. we are all equal)
- Once your group has decided on an important message you will then decide how you would like to present this message to your peers, and potentially to the school at an assembly.
- Options for the presentation include: making a video, OR creating a skit. The class will show their video or present their skit in front of their peers to pass on the message or lesson they have learned.
- It is important the students understand
    - The goal of your presentation is to pass on an important social message, or a lesson that is important for life
    - You can draw on personal experience to inspire the context of your presentation, BUT it can be completely fictional (i.e. new reporter interviewing someone who did not feel included)

Assessment: *What is the Nature and Purpose of assessment?*

- Teacher can use anecdotal notes to assess their learning skills such as collaboration and leadership
- Teacher will also take notes of how the video or performance is going. Teacher will look for the student's ability to connect to

the text, and ability to role play

Consolidation

Minutes: completing presentations will take 1-2 periods depending on the number of groups

Task:

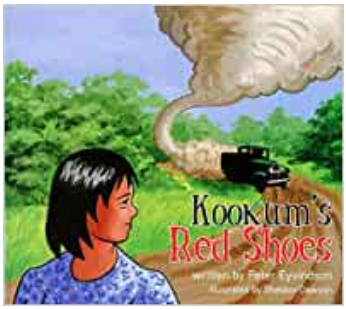
- Show the video or present the skit that they have created to their peers here in class. (if any video or skit stands out to teacher, maybe you can show it at an assembly if the message is worthy)

Assessment: Based on the video or skit the teacher will use a check list to assess the following learning goals: presentation connects to text, actively engages in drama role playing, and collaboration

MATERIALS: *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

- Some device to record the videos on, could be a Chromebook, laptop, phone, iPad dependent on the resources at that school
- The book "Gray Wolf's Search" written by: Bruce Swanson, illustrated by Gary Peterson
- Any devices or visuals required for student using accommodations à board to write questions on if needed

Kookum's red shoes



Author(s): Peter Eyvindson and Sheldon Dawson

Links:

Amazon: https://amzn.to/2U7UsX6

Indigo: https://bit.ly/3eUtgTU

Social Justice focus: Residential Schooling

Synopsis: As a child, Kookum was a victim of residential schooling. Prior to her attendance at a residential school, Kookum lived a happy life with her brother and family. One day, she was shopping with her parents and came across a beautiful pair of red shoes that she loved and adored. Although her parents explained to Kookum the red shoes were too expensive, she came home one day a few weeks later to find her red shoes sitting on the kitchen table. She tried them on, and they fit like a glove. Shortly after, Kookum was taken away from her home and brought to a residential school where she was forced to adapt to a different way of living such as attending church and speaking only English. When Kookum was finally able to go back home, she threw her heavy black boots out of the truck and said she wanted to wear her new red shoes. However, when she gets home, she finds the red shoes that she loves and adores no longer fit her. This story runs parallel with the famous Wizard of Oz with respect to red shoes and the fact that there is no place like home. Several times throughout the story, connections to the Wizard of Oz are made such as a tornado, Dorothy in Kansas, the yellow brick road, a tin cup, a lion, and a scarecrow. Kookum's red shoes are symbolic to her loss of innocence as they no longer fit her once she comes back home, and she never received the opportunity to wear them. The end of the story reveals Kookum as an adult and it explains how it took a long

time for her to feel comfortable back at the reserve. It ends off with Kookum explaining that she loves the school that is across the street from her home, and is happy to become involved with the students, ensuring that they always feel as though they belong.

Lesson Plan: Meg Krumins

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Indigenous History/Residential Schooling

Grade: 8

Lesson: *What is the focus of this lesson in relation to the unit?*

The purpose of this lesson is to educate students on the topic of residential schooling. As an introductory lesson, students will read a story about the experiences of a young child and residential schooling. They will reflect on the impact of the residential school system on one's emotional well-being by reflecting on their own emotions.

Curriculum Areas: *What are possible connections to other curricular areas?*

History

Strand A. Creating Canada, 1850-1890 & Strand B. Canada, 1890-1914: A Changing Society

Overall Expectations

A1. Application: assess the impact of some key social, economic, and political factors including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890.

A3. Understanding Historical Context: describe various significant people, events and developments in Canada between 1850 and 1890, including the Indian Act, treaties between

Indigenous nations and the Crown, and the residential school system, and explain their impact

B1. Application: analyze key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Specific Expectations

A1.2 assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850-1890.

A3.3 identify some key factors that contributed to the establishment of the residential school system and explain the impact of this system on Indigenous individuals and communities

B1.2 analyze some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system

Curriculum Expectations:

Language Arts

Strand: Oral Communication

Overall Expectations

1 listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations

1.2 Active Listening Strategies – demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

Strand: Writing

Overall Expectations

1 generate, gather, and organize ideas and information to write for an intended purpose and audience

2 draft and revise their writing, using a variety of informational,

literary, and graphic forms and stylistic elements appropriate for purpose and audience

3 use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Specific Expectations

1.2 Developing Ideas – generate ideas about more challenging topics and identify those most appropriate to the purpose

2.5 Point of View – identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

3.1 Spelling Familiar Words – spell familiar words correctly

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

- Reflect on the impact of the residential school system on students and their emotional well-being
- Identify the emotions Kookum was feeling throughout the story and why
- Express my opinion during large group discussion

Success Criteria: *How will students know they have met the learning goal? I can….*

- Determine the difference between my own school and a residential school
- Write a reflection about a time where I felt one (or more) of the emotions Kookum might have been feeling

MODIFICATIONS / ACCOMMODATIONS: *How will I meet the needs of my students? Have I addressed any IEPs?*

Accommodations

- Story will be read aloud to the students
- Students will visually see the pictures within the book as it is

being read as the pictures create a powerful visual representation of the story
- Students will be able to look through the book on their own time, at their own pace
- Provide students with an audio version of the book where they can pause and replay if required
- Students can share and express their emotions in a way that is best for them (written, orally, visually, etc.)

Modifications

- Lessons and materials will be modified for students based on the individual needs of each student and their Individual Education Plan.

Minds-On

Minutes: 15 minutes

Task: To begin this lesson, I will read the story Kookum's Red Shoes to the class. Once this is completed, students will be asked to discuss with their elbow partner how the school Kookum was forced to attend (a residential school) is different from their own to have them begin to understand what a residential school is.

Assessment: Assessment for Learning. As I read the story to the students, I will be observing their attentiveness. While they share their thinking with their elbow partners, I will be observing and listening to their dialogue regarding the question that was asked.

Action

Minutes: 35 minutes

Task: As a class, students will be asked to think about some of the emotions that Kookum might have been feeling during the story. I will record their answers on the board in a chart or graphic organizer for the students to refer to and reflect on throughout the lesson. Some questions that I might ask to prompt their thinking on how Kookum felt:

- How might Kookum have felt to leave her parents and brother?
- What do Kookum's red shoes represent?
- What was a symbol of hope for Kookum in the story?
- What is the relationship between Kookum's Red Shoes and the Wizard of Oz?
- What happened to Kookum's father in the story?
- How do you think Kookum felt when she tried to put on her red shoes to find that they no longer fit her?

After students have shared some of the emotions Kookum might have been feeling, I will ask the students to think about a time when they have felt one of the mentioned emotions. The students will then be required to write about that time and the emotion that they were feeling to truly reflect on the types of feelings that Kookum might have had as a victim of residential schooling.

Assessment: Assessment for Learning. As students discuss the emotions that Kookum might have been feeling, I will observe the kind of language and vocabulary they use with respect to her experiences and residential schooling.

Consolidation

Minutes: 10 minutes

Task: At the end of the lesson, I will ask students to share the differences between the school Kookum went to (a residential school) and their own that they discussed at the beginning of the lesson. Students will also have a cue card on their desk. They will be asked to share any questions that they still have about residential schooling or Kookum's experiences that we can address the next class.

Assessment: Assessment as Learning. Students will reflect on what they already learned today as well as what they are curious about and would like to continue to learn about with respect to the topic of residential schooling. Once they have recorded these thoughts, I will be able to review their interests and gain insight on what to include in future lessons based on their interests and the curriculum.

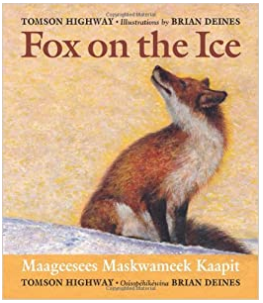
MATERIALS:

- Picture Book: Kookum's Red Shoes
- Pencil
- Eraser
- White board
- White board markers
- Cue cards

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Fox on the ice or Maageesees Maskwameek Kaapit



Author(s): Tomson Highway and Brian Deines

Links:

Amazon: https://amzn.to/373Q2Wz

Indigo: https://bit.ly/36ZiBED

Social Justice focus: The other of FNMI people/s

Synopsis: This book tells the heartwarming tale of a young family of four and their lovable hunting pup Ootsie, carrying about in Northern Manitoba. Written in a lyrical fashion, told in both English and Cree, the author, Tomson Highway captures the passing of a unique way of life for future generations to cherish. The tale tells of two young brothers, Joe and Cody, spending a frigid but beautiful afternoon with their parents. After a delicious, smokey lunch of bannock and fried fish, the family's sled dogs spot a stunning red fox across the lake, her fur a stark contrast to the endless white of the deep Manitoba winter. Naturally intrigued, the sled dogs give chase, pulling Mamma and Joe across the lake on a wild ride, as they attempt to catch the fox. Papa has a choice to make- abandon his nets in the water, or surrender his wife, son and sled dogs to the expansive frozen desert. An easy decision, Papa and Cody drop their fishing nets and come to Mamma and Joe's rescue before they get too far, laughing as they catch the handles of the sled. Just when they believe the fishing nets to have disappeared, the family dog, Ootsie comes running with net in her mouth, saving the afternoon's cheerful mood.

Lesson Plan: Olivia Amorim

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Othering

Grade: 6

Lesson: Fox on the Ice

Curriculum Areas:

Social Studies:

Heritage and Identity: Communities in Canada, Past and Present

A1.4 explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada (e.g., with reference to the efforts of women's rights, civil rights, Indigenous, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups; the Métis idea of and belief in respectful blending), and assess the extent to which Canada has achieved the goal of being an inclusive society.

A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada.

Language Arts:

Oral Communication:

1.4 Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea.

1.5 Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

1.6 Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Reading:

1.8 Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their view

Curriculum Expectations:

Learning Goal(s):

- We are learning to summarize text
- We are learning to make inferences using text
- We are learning to make extend our understanding of ourselves and others
- We are learning to learning to explain our thinking orally and in a written manner
- We are learning to support our ideas
- We are collaborating with our classmates

Success Criteria:

- I can work collaboratively with my classmates to fill out a worksheet collectively
- I can share my ideas
- I can use active listening strategies to encourage my peers
- I can recall previous knowledge from past lessons
- I can make inferences from text
- I can make connections between my own experiences and those of others

MODIFICATIONS / ACCOMMODATIONS

Students who are permitted assistive tech as per their IEP's will be permitted to use a google doc to record their answers rather than on a sheet of chart paper

Minds-on

Minutes: 5-7 minutes

Task: We will be discussing previous books, articles we've read regarding FNMI peoples as well as any preconceived ideas about them

Assessment: Anecdotal record will be used to record students depth of knowledge and understanding as well as their ability to recall previous lessons

Action

Minutes: 20-25 minutes

Task:

- Students will then be divided into groups and asked to fill out a chart labelled with one side labelled "Similarities" and the other "Differences".
- Before reading the book, they will be asked to fill out what the believe the differences and similarities between a Cree family living in Manitoba and their own families.
- After reading the book aloud with the class, students will be asked to reconsider what they have written down.
- Is there anything they would like to add or change?
- Have them add these points in in a different colour marker than their original notes
- Ask students if they know what "othering" means. Inform students and have a discussion about the definition

Assessment: Anecdotal records will be kept to monitor students active listening skills as well as their ability to work collaboratively. The depth of their insights within their answers will be marked for thinking as well.

Consolidation

Minutes: 10-15

Task:

- Have each group share what they wrote in the "similarities" and "differences" column before the read the book and were only given a brief description as to what it was about.
- What connections did they make to past literature we've studied and discussed
- Do we often "other" FNMI peoples and communities?

Assessment: Students will be assessed for the completion of their group chart as well as the thoroughness, thought and depth of both their written and oral answers. Students with exceptionalities may be assessed only for their verbal answers or written answers depending on their individual abilities.

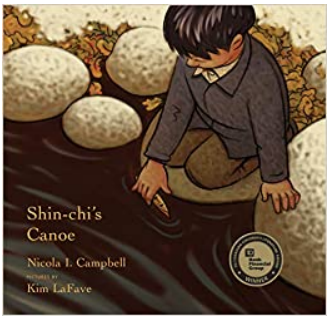
MATERIALS:

- Chart paper
- Markers
- Copy of Fox on the Ice

REFLECTION: *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Shin Chi's Canoe - Part 1 of 2



Author: Nicola Campbell
Illustrator: Kim Lafave
Links:
Amazon: https://amz.run/4pNH
Indigo: https://bit.ly/3j0U6hW
Social Justice focus: Equity, FNMI
Synopsis: When they arrive at school, Shi-shi-etko reminds Shinchi, her six-year-old brother, that they can only use their English names and that they can't speak to each other. For Shinchi, life becomes an endless cycle of church mass, school, and work, punctuated by skimpy meals. He finds solace at the river, clutching a tiny cedar canoe, a gift from his father, and dreaming of the day when the salmon return to the river — a sign that it's almost time to return home. This poignant story about a devastating chapter in First Nations history is told at a child's level of understanding.
Rationale: I am teaching this lesson as an introduction to the Residential School System in Canada, to give students a jumping off point for concepts such as Reconciliation, Inclusion and Assimilation. Students will be introduced to the concepts of Equity vs Equality in relation to fairness.

Lesson Plan: Ceilidh Stidwill

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Equity, FNMI

Grade: 6/7

Lesson: Shin Chi's Canoe – Part 1 of 2

Curriculum Areas: Language Arts:

Curriculum Expectations:

Overall:

Grade 6 Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

Grade 7 Writing 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Grades 6 & 7 Oral Communication 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific:

Grade 6 Writing 1.2: generate ideas about a potential topic and identify those most appropriate for the purpose

Grade 7 Writing 1.2: generate ideas about more challenging topics and identify those most appropriate for the purpose

Grade 6 Oral 1.5: interpret oral texts by using stated and implied ideas from the texts

Grade 7 Oral 1.5: develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

Achievement Chart Categories:

- Knowledge: Building knowledge about the complexities of fairness.
- Thinking: Processing information and prompts.
- Communication: Putting the concept of assimilation in student friendly writing. Prompts for oral communication. Prompts for reading.
- Application: Creating an image as a class to represent assimilation. Students will hold up images and use analysis of the collective assimilated flower drawings to grasp the foundations of the concept of assimilation and what that means to identity.

Learning Skills and Work Habits

- Independent work: students will work independently to create a flower that represents assimilation
- Self-regulation: I will encourage that students work in a constructive way and review the class rules
- Collaboration: we will work as a group to find student friendly definitions to words like assimilation and equity

Learning Goal(s):

- I will be able to explain the terms assimilation and equity in a simple way.
- I will create a paragraph related to the terms learned in today's lesson.
- I will learn about drafting ideas by creating a first draft in my literacy book.

Success Criteria:

- I can explain the terms assimilation and equity in a simple way.
- I can relate the terms learned in class to a situation that happened to me.
- I can write a paragraph and focus on getting the information on paper to create a first draft.

ASSESSMENT TASK /STRATEGY

- Diagnostic: In the minds on I will ask for a show of hands, who knows what equity could mean? Who has heard of assimilation before?
- Formative: Drafting work and revising (later) on being treated unfairly.
- Summative: Exit Card.

ASSESSMENT TOOL(S)

- Exit Card
- Checkmark for working on their writing draft.

PRIOR LEARNING

- Some students will have background knowledge of Orange Shirt Day but for most, this will be an introductory lesson.

DIFFERENTIATED INSTRUCTION

Learning Materials (Content)

- Audio Recordings of questions and instructions
- Ways of Learning (Process)
- Extra time
- Visual Aids
- One on One Time

Ways of Demonstrating Learning (Product)

- Simplified tasks
- Chunking tasks
- Bartering for iPad breaks.

Accommodations:

Student 2:

- 10 min writing, 10 min free time on iPad.
- 10 min writing, 10 min magnetic sand.

Student 1:

- Voice amplifying necklace

Modifications:

Student 1: 3 sentences about being treated unfairly and an image from a google search. Use of iPad for all writing activities.

Student 2: Use of iPad for all writing activities. 3 sentences about being treated unfairly.
Student 3: Record on iPad via voice to text (3 simple sentences).
Student 4: 3 sentences about being treated unfairly and an image from a google search.

MATERIALS / PREPARATION / SAFETY CONSIDERATION(S) FOR TEACHING

8 by 10 white paper_____
Pencil Crayons_____
Literacy Workbooks_____
iPads_____
Voice Amplifying Necklace_____
Projector_____
Images of Equity_____

MINDS ON (10 min)

Read the Learning goals of this lesson aloud to students.

- Give each student a sheet of paper box of pencil crayons, pencil and eraser.
- Direct each student to draw a flower any way they like.
- at (1 min) instruct the class that you have changed your mind and the flower must have 5 petals.
- At (2 min) instruct the class that your flower can only have two leaves.
- At (3 min) instruct the class that the flower needs a yellow center.
- At (4 min) Tell the class to finish up.
- Have each student raise their paper and show the class the same drawing.

Prompts:

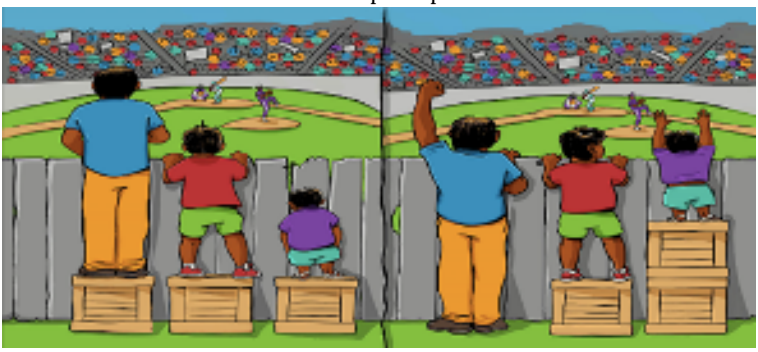
- How does it make you feel that I kept forcing you to remake

your drawing so that it matched what I wanted? Frustrated, sad, annoyed

- Who has heard the term Assimilation before?
- Definition: Define assimilation in kid friendly terms:Assimilation is when you must hide parts of your identity or culture in order to fit in.
- Can you relate this drawing exercise to how assimilation might feel? Yes, because I could not draw the flower that I wanted to make.

ACTION

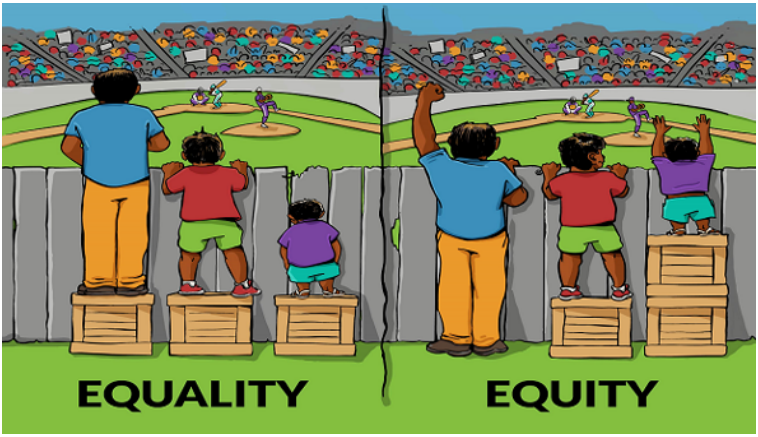
Show the students the following Equity without the words and then with the words. Proceed with prompts 1.



Prompt 1: What does this image mean to you? Show image without words.

Different people get different things based on needs.

Show second image and proceed with prompts 2 and brainstorming



Prompts 2: Do you know the difference between equity and equality?

What do you think these words mean?

Equality means everyone gets the same treatment

Equity Means everyone gets their needs met so they are at an even playing field.

"That's not fair"

Has anyone ever said to you "life is not fair"? Why might fairness not always mean everyone gets the same things? Answers: because some people may have less to start with.

Prompt 3: What would be an equitable way to help the person with the broken pencil?

Sharpen the pencil, Give them a second pencil etc.

Sometimes for things to be truly fair, we have to give people who have less advantages more.

Pencil situation: Have students hold up their pencil. Everyone has a pencil but what if mine keeps breaking? (break pencil tip). If life was fair, I would have to do my work with my broken pencil and not get any work done.

See Prompt 3

Have students write a paragraph about a time they were treated unfairly, or you saw someone being treated unfairly.

CONSOLIDATION AND CONNECTION

Exit Card:

One new thing you learned today,

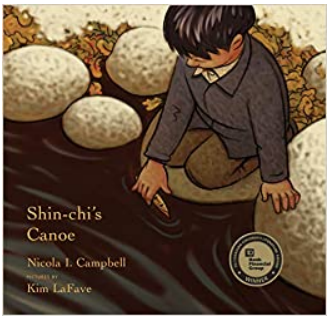
Questions I still have are…

REFLECTION:

1. Were my students successful in meeting the learning goals and success criteria? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
   I would like to be able to spend more one on one time with my IEP students. If I were to use this lesson again, I would record simple examples of situations where children were treated unfairly to help generate ideas for their class writing.
3. What worked well? Why?
4. What will I do differently?

    - When teaching this lesson again?
    - For the subsequent lesson?
    - What are the next steps for my professional learning?

Shin Chi's Canoe - Part 2 of 2



Author: Nicola Campbell
Illustrator: Kim Lafave
Links:
Amazon: https://amz.run/4pNH
Indigo: https://bit.ly/3j0U6hW
Social Justice focus: Equity, FNMI
Synopsis: When they arrive at school, Shi-shi-etko reminds Shinchi, her six-year-old brother, that they can only use their English names and that they can't speak to each other. For Shinchi, life becomes an endless cycle of church mass, school, and work, punctuated by skimpy meals. He finds solace at the river, clutching a tiny cedar canoe, a gift from his father, and dreaming of the day when the salmon return to the river — a sign that it's almost time to return home. This poignant story about a devastating chapter in First Nations history is told at a child's level of understanding.
Rationale: I am teaching this lesson to further student knowledge of the concept of assimilation and as an introduction to Residential Schools in Canada.

Lesson Plan: Ceilidh Stidwill

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic: Equity, FNMI

Grade: 6/7

Lesson: Shin Chi's Canoe – Part 2 of 2

Curriculum Areas: Language Arts:

Curriculum Expectations:

Overall:

Grade 6 Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

Grade 7 Writing 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Grades 6 & 7 Oral Communication 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Grades 6 & 7 Oral Communication 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific:

Grade 6 Writing 1.2: generate ideas about a potential topic and identify those most appropriate for the purpose

Grade 6 Writing 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas

Grade 6 Oral 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Grade 6 Oral 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

Grade 7 Writing 1.2: generate ideas about more challenging topics and identify those most appropriate for the purpose

Grade 7 Writing 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas

Grade 7 Oral 1.2: demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

Grade 7 Oral 2.2: demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of

situations, including paired sharing, dialogue, and small- and large-group discussions

Achievement Chart Categories:

- Knowledge: Teaching the facts of residential schools. Building knowledge about the complexities of fairness.
- Thinking: Processing information and prompts. Relating the residential school system to the lives of students.
- Communication: Discussing inequity via prompts about the fairness of the distribution of drawing tools. Prompts for reading. Writing responses and culminating discussion.
- Application: Creating an image as a class to represent inequity. Students will be prompted to engage in a free drawing period with few or many tools.

Learning Skills and Work Habits

- Responsibility and Independent Work: Each student is responsible for staying on task and completing their 3 prompts in their Literacy Journals independently.
- Collaboration: As a class we will collaborate to take up our writing responses and share ideas.
- Self-Regulation: Students will follow class rules and raise their hands to add to the conversation.

Learning Goal(s):

- I will understand that what happened in Residential Schools was unfair.
- I will relate my free draw to what it is like to be given less or more opportunities than a different group.
- I will learn the importance of standing up for others in times of injustice.

Success Criteria:

- I can relate my free drawing activity to what it is like to be given more or less than someone else.
- I can understand why it is important to stand up for the rights of others.

ASSESSMENT TASK /STRATEGY

- Formative: Students will be given an introduction to Residential School History and be asked to respond to prompts that promote empathy.

ASSESSMENT TOOL(S)

- Checkmark for completed writing work.

PRIOR LEARNING

- Students are able to define equity and assimilation in basic terms. Some have participated in orange shirt day.

DIFFERENTIATED INSTRUCTION

Learning Materials (Content)

- Voice amplifying device
- Use of iPads

Ways of Demonstrating Learning (Product)

- Allowing for extra processing time, extended timelines
- Providing gestures and cures for task chunking

<u>Accommodations:</u>

Student 1: Use of iPad scribing software; Voice amplifying device for teacher;
Extra time for processing; Extended timelines

Student 2: Frequent Breaks; Extra time for processing; Gesture cues for time limits on breaks

Modifications:
Student 1: Pick one Prompt to respond to from the board.
Student 2: Pick one Prompt to respond to from the board.

MATERIALS / PREPARATION / SAFETY CONSIDERATION(S) FOR TEACHING

4-iPads _____
10 sheets-11 by 14 paper_____
Pencil Crayons_____
Literacy Journals____
Book: Shin-Chi's Canoe (Nicola L. Campbell)

MINDS ON (10 min)

Bring students back to the talk about assimilation and fairness. (5 minutes)
Go over equity/ Equality Assimilation

Prompts:

- What do we think fairness means?
- How does fairness relate to being treated equal?
- How does fairness relate to being treated equitably?
- Who can tell me what we learned about assimilation last class? What does it mean?
- What is the difference between equity and equality?

ACTION

- 30 min for this part of the activity).
  Separate students into 4 colours (these are their hand washing colours): Green, Orange, Pink, Yellow
- Groups will get different drawing supplies based on their colour.Green/ Pink: Pencil, Pencil Crayons and 11 by 14 sheet of

paper.
- Orange/Yellow: Pencil, crumpled up piece of scrap paper.
- Students will be asked to participate in a "free drawing" exercise where they can create any drawing they like with the tools they have.

Prompts 1

To the groups with less tools:

- What parts of your identity would you have shown if you had more tools? What did you think about the groups with more tools?

To the groups with more tools:

- Did you really need all these tools?
- How did it feel having all these fun supplies when your classmates had much less?

To Everyone:

- How do you feel about the fairness of what you were given as tools?
- Do you think everyone was given the same opportunity?

Activity: Have students return to desks and read the Forward for Shin-Chi's Canoe aloud to them as an introduction to Residential School: (5 min)

Close your eyes and imagine.

> *Imagine North America (Canada USA) without buildings, cars and electricity. You can only eat what you gather, hunt or catch. You get fresh water from the creek. Your home was built using trees and animal hides (skins and furs), or it is underground. Your people live by their own rules and take*

care of their families and communities. As a child, you are surrounded by the love of your family and community.

When Europeans (People from England) came to the Americas, they believed native people were Uncivilized (wild people). They pushed them off their traditional lands and onto reserves, or reservations. In the late 1800s governments decided to colonize (assimilate) native people, forcing them to adapt to the European way of life. In both Canada and the US (as well as Australia and New Zealand), laws were passed forcing children to be educated in church-run boarding schools (schools where you live away from your parents). The purpose of these schools was to sever all ties the children had to their families, cultures and traditional territories. While attending these schools the children learned European culture, religion and language. They were given European names. They learned how to grow a garden, run a farm and do carpentry. The children weren't allowed to talk to their parents or their siblings. They weren't allowed to speak their traditional language or practice their traditional way of life. Sometimes the children weren't allowed to return home for many years; sometimes they never returned. Although some children had good experiences, many did not.

There were approximately 130 residential schools in Canada and about 80,000 people living today attended those schools. Although most closed in the 1970's, the last government-owned residential school in Canada did not close until 1996. More than 100,000 Native American children were forced to attend similar schools in the United States.

In order to make up for the devastating experiences of being sent to these schools, governments around the world have tried to make amends in various ways- either through financial compensation, such as the Common Experience Payment offered to living survivors by the Canadian government or through formal apology. However nothing can make up for the tremendous loss of language, culture and

> *family. Steadfast resistance, determination, courage, healing, strength of spirit and an overwhelming love for our children and culture are the tremendous forces that have empowered indigenous peoples around the world to overcome the profound impact that this part of history has had on them.*

–Nicola I. Campbell (Forward to Shin-chi's Canoe)

Inform class that we are going to be discussing a very difficult topic in Canada's History for the next few classes and that topic is Canada's Residential School System.

Proceed with Prompts 2 about the reading of the forward

Have students Pick 3 questions (35 minutes)

Write 2-3 sentences for each.

1. Do you think it is fair that Aboriginal Students were given less than other students? Why?
2. How do you feel about residential schools? Why?
3. Do you think Aboriginal Students were given the same opportunities as other students? What is an example of the different treatment?
4. Do you think residential school students got to express their identity the same way you do? Why?
5. How do you think identity can be lost through assimilation?
6. What would you do if you saw someone being treated unfairly?

Early finishers pick an extra question.

CONSOLIDATION AND CONNECTION (15 Minutes)

Take up questions as a group and discuss.

Make notes on the board.

References

Nussbaum-Beach, S. & Ritter Hall, L. (2012). The connected educator: Learning and leading in a digital age. Bloomington, IN: Solution Tree Press.

The Ontario Curriculum Grades 1-8 Language (2006) http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf

Primary/Junior/Intermediate Lesson Plan (Abbreviated Template)

Consecutive and Concurrent Programs

Unit/Topic:

Grade:

Lesson *What is the focus of this lesson in relation to the unit?*

Curriculum Areas: *What are possible connections to other curricular areas?*

Curriculum Expectations: *What Overall and Specific Expectations will be addressed?*

Learning Goal(s): *What are students expected to know, do and understand? We are learning to….*

Success Criteria: *How will students know they have met the learning goal? I can….*

MODIFICATIONS / ACCOMMODATIONS *How will I meet the needs of my students? Have I addressed any IEPs?*

Minds-on *How will I connect to prior and future learning? How will I engage students and set the context for learning?*

Minutes: *How much time will I allocate?*

Task: *What will I be doing? What will students be doing?*

Assessment: *What is the Nature and Purpose of assessment?*

Action *How will I introduce new learning / reinforce prior learning / practice learning / scaffold learning?*

Minutes: *How much time will I allocate?*

Task: *What will I be doing? What will students be doing?*

Assessment: *What is the Nature and Purpose of assessment?*

Consolidation *How will I reflect on the learning goal? How will I have students reflect on the learning goal?*

Minutes: *How much time will I allocate?*

Task: *What will I be doing? What will students be doing?*

Assessment: *What is the Nature and Purpose of assessment?*

MATERIALS *What resources and materials do I need? Where can I find them? In a perfect world what other resources might I need?*

REFLECTION *Questions to determine the success of your lesson:*

- Were my students successful in meeting the learning goals and success criteria? How do I know?
- Did my instructional decisions meet the needs of all students? If not, what are my next steps?
- What worked well and why?
- What will I do differently in the future when teaching this lesson? For the subsequent lesson?
- What are the next steps for my professional learning?

Appendix B: Overview chart of all picture book lesson plans

Ruth McQuirter, editor; Gurbinder Kaur, contributing editor.



An interactive H5P element has been excluded from this version of the text. You can view it online here: https://ecampusontario.pressbooks.pub/SocialJusticePictureBook/?p=265#h5p-1

Appendix C: Agreement to contribute to open textbooks

AGREEMENT TO CONTRIBUTE TO OPEN TEXTBOOKS

I, _____, agree to participate in the creation of Social Justice Picture Books, an open textbook, in collaboration with my professor, Dr. Ruth McQuirter. This work will comprise part of my coursework for EDBE 8P43 – Language Arts, Year 2.

I understand that inclusion of my work in the final text is conditional upon my willingness to license my contributions under a CC-BY license (Creative Commons).

I have read the Guide to Creative Commons Licenses and understand that a CC-BY license allows others to share, use and adapt my work so long as they attribute me as the original author.

I understand that I have the right to request that my name and/or work be removed from the original text, or change the license on my contributions at any stage prior to publication.

Signed: _____ Date: _____

I, Ruth McQuirter, agree to work with my student _____ on the creation of **Social Justice Picture Books**, an open textbook in partial completion of EDBE 8P3 – Language Arts, Year 2.

I commit to supporting _____ throughout this project, and ensuring they have the knowledge and resources they need to be an informed contributor.

I agree that the student may request that their name and/or work be removed from the original text or change the license on their

contributions to this work at any stage prior to publication of the work.

I confirm that the student's decision to change the license they place on their work or to not participate in the project will not impact on their course assessment.



Signed:

Date: January 30, 2020

Adapted from Mays, E. (Ed.) (n.d.). *A guide to making open textbooks with students.* Retrieved from: https://press.rebus.community/makingopentextbookswithstudents/