



Lesson Plan Template

Teacher Candidate: Chloe Rogers		Date: 2024-11-15	Title: Discover, Create, Teach: An Exploration of Culture & Identity
Grade: 6	Subject: Language Arts	Unit: Reading	Lesson #: 1-5
Core Competency: Communication		Profile: I communicate purposefully, using forms and strategies I have practiced.	
Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.		Content: Presentation techniques	
Essential Question: How can I communicate the content I read about in an engaging and immersive way?			
Curricular Competencies: <ul style="list-style-type: none">• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability• Synthesize ideas from a variety of sources to build understanding• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts			
Indigenous Perspectives and FPPL: Compare & Contrast cultural practices of a chosen group to local indigenous communities. In what ways does the land we live on shape our cultural identity?			
Learning Intention: To read and explore content relating to a particular culture from a variety of sources and share that information in an engaging and diverse format.			
Materials: Computers, poster paper, markers, colored pencils, glue, tape. Access to school library			

Introduction - Activate and Engage: *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

Approx Time 20 minutes	Intro mini activity: 'My Culture and Traditions' worksheet. Give students 10 minutes to fill out each of the boxes about their own culture. Provide an opportunity to share and tell with the class. (see below)
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	<h3>My Culture and Traditions</h3> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid red; padding: 5px; width: 30%;"> <p>Languages My Family and I Speak</p> </div> <div style="border: 2px solid green; padding: 5px; width: 30%;"> <p>My Favourite Tradition</p> </div> <div style="border: 2px solid purple; padding: 5px; width: 30%;"> <p>My Favourite Food to Eat</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 2px solid orange; padding: 5px; width: 30%;"> <p>Clothes Worn in My Culture</p> </div> <div style="border: 2px solid blue; padding: 5px; width: 30%;"> <p>Holidays Celebrated in My Culture</p> </div> <div style="border: 2px solid red; padding: 5px; width: 30%;"> <p>Other Interesting Facts</p> </div> </div> <p style="font-size: small; margin-top: 10px;">Source: https://www.calgary.ca/parks-rec-programs/at-home/culture-grade-4-6-activities-1.html</p>		

Body - Explore and Discover: *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.*

<p>Approx Time</p> <p>35-55 minutes</p>	<p>Discussion: <i>Okay, I want you to think about the information you have written down about yourself and your culture. Who taught you the language, tradition, or shared the holiday experience with you?</i></p> <p>How is this information shared and communicated? Lead a discussion with the class on how information is relayed from one individual to another, one to a group, and how it is relayed through time.</p> <ul style="list-style-type: none"> • Possible answers: oral communication, text, the world wide web • Questions to ask to encourage critical & reflective thinking: What is useful about written text? What about oral methods? How are they similar and how are they different? <p>Next discussion question: How do we know we can trust a source of information? Review what a primary source is vs a secondary source. Why is it important to verify the information we read is factual?</p> <p>Intro to project: We are going to do a research project on a culture of your choice. It can be your own culture, an ancient culture, or a modern one. You will explore resources that are factual and accurate. We are going to share the information we have read with a visual poster board. Your poster board and how you present the necessary information is up to you.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. The people- Describe the individuals within this culture. What are their
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	<p>religious beliefs? Detail traditions, cultural values, languages spoken, and clothing.</p> <ol style="list-style-type: none">History- when and where does this culture originate?Geographical location- Where do the people within this culture live/originate from? How does the land connect back to their beliefs and values? <p>One traditional culinary dish. What is special about this dish? Where can you find the ingredients?</p> <p>Day 1: Students brainstorm and choose a culture they would like to learn more about.</p> <p>Day 2 (in the library): Begin research, hand out notes template. Before independent research, teacher will show useful resources, offer guides, tips, and tricks into finding relevant and factual information.</p> <p>Day 3: Research continued. Hand out poster paper and materials.</p> <p>Day 4: Create/finish posters.</p> <p>Day 5: Present posters in a gallery walk.</p> <p>If there is time, have a discussion on the similarities and differences you see with the culture you researched with local indigenous cultures.</p>
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Closure - Organize and Integrate: *How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.*

Approx Time 10 minutes	Exit ticket/reflection: After the final day, have the students write three things they learned and two things they enjoyed from the gallery walk.
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<p>Tier 2/Tier 3: (Adaptations/Modifications)</p> <p>If a student struggles with writing, they can fill their poster with pictures to talk about. Ideally, the poster would have a combination of the two but I'm leaving that choice up to them!</p> <p>For those who may struggle speaking or presenting in front of others:</p> <ul style="list-style-type: none">Record yourself talking about your	<p>Extensions:</p> <p>To extend this lesson, have the students interview a person from the culture (or their own culture).</p> <p>Another idea: Beyond the listed requirements, have the students choose one additional thing from the culture to research and write about. Encourage the students to find something similar to their own interests like hunting, sports, astronomy, etc.</p>
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<p>culture and poster and play that for students during the gallery walk</p> <ul style="list-style-type: none">• Find a short informative video about your culture to be played along with your poster.	
<p>Assessment Plan:</p> <p>Students will be assessed on their research content selections, detail included in required features of poster, and presentation of findings.</p> <p>Content: Are the sources accurate and up to date? Are there primary resources available?</p> <p>Detail: Has the student included all of the required information on their poster? This can be displayed either in written or in picture format.</p> <p>Presentation: Has the student created a visually appealing and informative poster about their selected culture? Are they able to communicate their research in an articulate and engaging manner?</p>	
<p>Lesson Notes/Reflection:</p> <p>Assessment plan should be modified to match a student's IEP if necessary.</p>	