

EDUC 450 Lesson Plan (Teacher and Student Activities)

Melissa Bruce, [REDACTED]

Class: Grade 1 Social Studies

Date: _____

Title: This is How We Do It - Identity and Culture

Objective of Lesson:

Connecting students to their home and school communities through examining “This is How We Do It”, comparing and contrasting as well as reflecting on their own practices throughout the book.

Learner Outcomes (Program of Studies)	Plan for Differentiation / Inclusion
<p>1.1.1 value self and others as unique individuals in relation to their world.</p> <p>1.1.2 value the groups and communities to which they belong (Alberta Education, 2005, p.11)</p> <p>Social Justice Standards</p> <p>Identity 5: ID.K-2.5 - I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.</p> <p>Diversity 7 DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.</p> <p>Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.</p> <p>(Teaching Tolerance, 2016)</p>	<p>Technology will be available for those students who need it, the ability to access the book before the lesson, and the ability to read along in the book.</p> <p>By including a movement break during the lesson, we allow students to get a break from such focused work. Also allow students to sit on wobble stools, chairs, or classroom bicycle (if available) instead of on the carpet.</p>

Prerequisite Knowledge, Skills, Strategies and Attitudes The day before the book reading, ask the students to go home and talk to their families about where they and their ancestors are from.	Preliminary Matters (Announcements, etc.) Introduce the title of the book, and preface with a discussion about how we each have our own identity, and how identities are different for each person in our home city but also all over the world.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Time	Teaching Strategy	Student Activity	Resources	Assessment
Introduction (Link to previous learning, hook, introduction of new concepts,)	5 minutes	Tactile learning for the student, teacher will help students find the proper country when needed.	With teacher guidance, have students put a sticker(s) on the map where they or their ancestors are from.	A world map hung up on the wall, stickers	N/A
Activity Sequence May involve Presentation, Explanation, Guided Practice, Independent Practice OR	25 minutes	Large Group - YouTube video of the reading or utilize Smart technology while teacher reads. Teacher will pause to engage students in reflection and discussion. <ul style="list-style-type: none"> <i>This is where I live</i> – Does your home look anything like this? In what ways? <i>This is who I live with.</i> – Who do YOU live with? <i>This is what I eat for breakfast</i> – which country is your breakfast most like? <i>This is how I go to school</i> – What do you see on your way to school? Fill in Venn Diagram. <i>This is my teacher</i> - do you 	Active Listening, as well as discussion, three Venn diagram connecting students to the book.	This Is How We Do It – Matt Lamothe https://www.chroniclebooks.com/landing-pages/pdfs/this-is-how-we-do-it-activity-kit.pdf Pages 5, 6, ad 7 for the Venn Diagram idea. We suggested having the Venn diagrams already written on the board.	Formative – teacher observation based off group discussion

Approaching, Encountering, Noticing Internalizing Applying, Refining Personalizing, Transforming, Assessing		<p>notice anything the same in these pictures?</p> <ul style="list-style-type: none"> • <i>This is how we learn</i> – How do we learn in our classroom? How do YOU learn best? What do you learn? Fill in Venn Diagram. • <i>This is how I spell my name</i> – How are these different (talk about different languages AND different alphabets) • <i>This is what I eat for lunch</i> – What do you eat for lunch. Fill in Venn Diagram. • <i>This is how I play</i> – Do you notice similarities to how they play and how you play? • <i>This is how I help</i> – what do you do to help your family? • <i>This is how we eat dinner</i> – What time do you eat dinner? What is your favourite dinner? Does your family ever go out or order in? • <i>This is what I do in the evening</i> - What do you do? Do you spend any family time? • <i>This is where I sleep</i> - which room set up is most like yours? • <i>This is my night sky</i> – What do you think this means? Is the night sky the same for you? 			
-------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

	3 minutes	Kinesthetic	Movement break	https://www.youtube.com/watch?v=fpD9kRyBn8o	N/A
	10 minutes	Independent practice	Show Us “How You Do It?” Create an artistic representation of your identity/culture using cut out pictures from a magazine or drawing.	Posters, crayons/ markers, scissors, magazine clippings	Peer Assessment: Share your product with a partner. Talk about similarities and differences.
Closure (Summary of learning, link to upcoming learning)	2 minutes	All these cultures live here in Canada as well as many more, in this way being a Canadian can look many different ways	Listening/ reflecting	N/A	N/A

Reflection

Limitations of the book- the snapshot doesn’t reflect diverse family units, LGBTQ, students with disabilities, class variations. Follow up lesson or questions to content could consider higher-level connections of diversity within communities. Reiterate Canadian values that different does not equal less than. Social Justice connections/issues. Racism, classism, Sexism.

Adapted from Alberta Education, Canada, 2005

Notes to the Teacher:

Central to this lesson plan are the concepts of **community** and **culture**. Our Canadian communities are made up of a rich tapestry of diverse cultures and identities. As a microcosm of the (Calgary) community we live in, the students in our classroom will explore the diversity that they bring to the classroom community, and the cultures that their families bring to our larger (Calgary) civic community. The teacher will emphasize the concept of each belonging to our community and will help students to connect their home and school communities (Alberta Education, General Learner Outcome 1.1, Grade one Social Studies program of studies). This lesson plan will also provide grade one learners the opportunity to compare and contrast parts of their everyday life to their classroom peers and investigate what makes them unique/different and what similarities are observed. They will also have opportunity to view components of everyday life of children who are similar aged to them who live in various parts of the world through the literature *This is How We Do It* (Matt Lamothe). Observations and discussion will include differences and similarities in cultural practices (e.g. the food we eat, how we get to school) and may extend to social justice issues related to race, gender, and socioeconomic class. Paramount to this lesson is the knowledge and value that different does not mean “less than”.

There are some notable limitations observed in the content of *This is How We Do It* (Matt Lamothe) that the teacher should consider when presenting the material. Specifically, the parents represented in the book are all heterosexual married couples. It presents a single view, dominant norm representation of families, and LGBTQ, single parent, children raised by grandparents, and foster families are not included. Also, the students represented in the book do not include any children with visible disabilities but are only reflective of able-bodied children. Furthermore, the children in this book seem to all belong to middle class families, attend good

schools, are provided with nutritious food to eat and have all their basic needs met. The teacher should include inclusive language while reading the book and be sure to reiterate that the children in the book are only representative of one type of family in each of these countries, and that diversity within those countries also exists.

The teacher will emphasize how our community includes citizens/families from each of the different cultures examined in the book, and many others. This blend of cultures is a mosaic (Sensoy, Diangleo, 2017, chapter 10) that provides our Canadian communities with blended diversity, the opportunity to learn from each other, and is a strength not a weakness. Exploration of applicable concepts to the lesson and deeper understanding of **culture** can be based from principles outlined in *Is everyone really equal?* Chapter 3, pages 35-49, Culture and Socialization, and Chapter 9, pages 141-142. (Sensoy & DiAngelo, 2017). Beyond defining culture, these chapters will provide an introduction and awareness of norms within cultures, both those surface and deep. It is recommended that the teacher build on the content of the lesson to discuss how in addition to the cultural differences easily observed, as in *This Is How We Do It*, there are many deep culture unspoken rules that members of the communities are socialized to accept as the norm. (e.g. Body language, eye contact, courtesies, notions of modesty, concepts of beauty, attitudes towards elders, concepts of “self”, relationship to animals, etc.) By providing an understanding and awareness of both the surface and the deep components of culture, students will gain a greater understanding of how they connect to their communities and cultures and the ways they can promote change within the norms they have been socialized to accept but disagree with.

References

Activity Kit <https://www.chroniclebooks.com/landing-pages/pdfs/this-is-how-we-do-it-activity-kit.pdf>

Alberta Education (2005). *Social studies program of studies*. Retrieved from <https://education.alberta.ca/media/159594/program-of-studies-k-3.pdf>

GoNoodle. (2017) *Get Yo body Movin*, Retrieved from: <https://www.youtube.com/watch?v=fpD9kRyBn8o>

Lamothe, M. (2017). *This is how we do it : One day in the lives of seven kids from around the world*.

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd Ed.). New York: Teachers College Press.

Teaching Tolerance (2016). *Social justice standards the teaching tolerance anti-bias framework*. Retrieved from https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf