

Bachelor of Education (Elementary) Unit Plan Template EDTL 3200 – Winter 2022

Unit Title: Build a Mosaic! **Number of Lessons:** Five **Days:** Five

Your Name: Dalton Hargreaves **Subject(s):** Socials/ELA/Arts Ed. **Grade:** Five

Rationale

This Unit is important because it teaches the importance of identifying that we are all individuals in a society, and we all bring our own ideas, ways, beliefs, and cultures into our overarching society. We are like little tiles that on our own are unique, and when brought together, we can create a beautiful collection of colour and community. This plan, using indigenous ways of knowing, as well as student self exploration, will hope to achieve a class understanding and assembling of all of our diverse backgrounds, how we came to be in Canada, and what we add to both our class and societal mosaic.

Overview

This Unit plan will focus on classroom introduction and identity. Who we are individually, and how we contribute to/make up our classroom identity.

The unit will begin (1) with some ice-breaker activities to help the students feel comfortable within the classroom and to know one another a bit better, as well as extend to the teacher participating for the students to know the teacher a bit better. Students will engage in class and peer discussion, as well as personally reflect on what they may know already about their own identity.

The second lesson (2) will examine how language and story assemble our identities, how Indigenous storytelling/language carried/carries culture, teachings, and ideas through generations and become a part of people's lives and actions. Students will hear an oral telling from an indigenous telling. Students will work on finding what concepts they hear in the story, and how they could connect the concepts to their lives and identity. Student's will hopefully identify how language upholds Indigenous identity.

Next lesson (3), students will explore the idea of “what’s in a name?” and ideas, concepts, origins attached to, specifically their names. This can connect to indigenous concepts, how names often carry specific meanings and representations. What words or concepts are attached to our names? Why did our parents perhaps choose that name (i.e., for strength, fortune, biblical name, etc.)? Students will think, then write this as a question in their agendas to ask their parents before this class (end of day of lesson 2). It will help students choose concepts to attribute to themselves, and of the main activity of this lesson: Students will create a mind map with their name in the middle and connect it to all the words they could find or think of attributed to their names. Students will then try to answer the question: **What do all these words mean to my identity? Does my Identity match these words?**

Next lesson (4) will have students assemble a collage of a role model (more specifically a family member or directly connected individual, not a famous person or a stranger). Students will supply a photograph of their role model (teacher can scan/print), or they may wish to draw/sketch/paint their role model. They will then brainstorm what symbols/words they would attach to the person and their relationship to the person and begin to assemble their collage. The role model will be on one half of the paper, and the students name will be on the other half of the paper.

The final lesson (5) will be a continuation of the previous lesson but focusing on students finishing their role model and moving on to their self identity portion on the other half of the paper. Students can paint, draw, sketch their name, and add symbols, attributes, etc., that they feel makes up their identity. Students are encouraged to look beyond just their likes and hobbies, and connect to ideas of heritage, culture, belief, etc. Students will share (if comfortable) with the class or in their group their role model and their identity. The teacher will then place all the students work on a wall to display as a (hopefully colourful and artistic) mosaic!

Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)

Learning requires exploration of one's identity: This principle is at the core of this unit plan. It is the primary focus of lesson(s)/activity that the students will be engaging in. From an Indigenous perspective, having a strong awareness of one's own identity, their community connection, and connection to the world (socially and physically) brings greater appreciation for our existence and role in this world. Learning about our identity helps us also to learn about others' identities and appreciate and celebrate diversity.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors & Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): These two principles can be explained and experienced together. From understanding our own identity, this principle elaborates on how our identity contributes to our family's identity, community's identity, and so on. Becoming more aware of our identities provides opportunity for sharing and prohibits values and ideas from being lost to time and/or neglect. This can be done through holistic and relational teaching/learning methods centralized on community participation. By being with others and sharing our identity, rather than just reading about them, we become more engrossed into that way of life and better understand it.

Learning is embedded in memory, history, and story & Learning involves generational roles and responsibilities: We become more aware of our identity and heritage through hearing the stories of those before us, especially in an oral history-based passage of knowledge found in Indigenous communities and peoples. Our identity is shaped by the values passed onto us from our elders, ways of knowing and being are preserved through story and memory. It is important for students to identify and discover the knowledge held by our elders of our families and our society, and strive to preserve their stories and teachings, especially of Indigenous language and Indigenous ways of knowing and being.

CORE COMPETENCIES

(Continue to thoughtfully choose which competencies relate to your unit plan. Explain how/why the competency can be seen in your unit/lessons. Use the facets subtitles to help support your explanations.)

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <u>Communicating</u> <ul style="list-style-type: none"> ○ Connecting and engaging with others: This lesson will have students exploring their own identities and sharing them with their peers. They will connect and engage through visual and oral means to explore their identities and learn more about one another 	<ul style="list-style-type: none"> • <u>Creative thinking</u> <ul style="list-style-type: none"> • Creating and innovating: Students will use creative methods to explore their identities, significantly through artwork they create. Their ideas will be formed into artistic expression and will innovate their ideas into an artistic means to be shared with the class. Their thinking about their identity in a creative lens will allow for the creative expression of their identity 	<ul style="list-style-type: none"> • <u>Positive personal and cultural identity</u> <ul style="list-style-type: none"> • Understanding relationships and cultural contexts: Students learn in understanding their identity in relation to others, and how their identity presents them in context to others/society. Through expression in the lessons, students will find this understanding. • Recognizing personal values and choices: Students will understand in exploring their identities how their identity is influenced by their personal values and beliefs/mottos. Students will learn to understand that by expressing their identity, they also express their values and beliefs, primarily in artistic expression and learning about Oral language. • Identifying personal strengths and abilities: By students learning about their identities and how they express them, they will hopefully be able to identify what they may be strong or weak at. As well, exploring their role model, they

		<p>will identify perhaps the strengths of that person they wish to emulate in their lives and actions.</p> <ul style="list-style-type: none"> • <u>Social awareness and responsibility</u> <ul style="list-style-type: none"> • Building relationships: Students will hopefully understand that their identity is significant to them, and therefore, another's identity is just the same. Students will build positive awareness and respect for others and their identity by actively and positively engaging/listening to others when sharing another's identity. • Valuing diversity: By students working towards a collective goal of building a classroom mosaic, students will have a visual opportunity to witness their peers' identities and form an appreciation for how unique not only that person is, but how unique their class, community, and the world is. This will hope to encourage a valuing of diversity and promote students to be encouraging of diversity.
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BIG IDEAS

Explain how your unit plan speaks to each big idea you have included in 1 or 2 sentences each. For our purposes, connecting to one subject area is fine. However, feel free to connect to more than one if you feel your topic needs it.)

Social Studies 5	English Language Arts 5	Arts Education 5
<ul style="list-style-type: none"> Immigration and multiculturalism continue to shape Canadian society and identity. <p>The addition of new cultures, practices, beliefs, and ideas to Canadian society through the practice of immigration and promotion of multiculturalism begins at the basis of personal identity. When students (and more broadly, people in general) express their identity, these expressions are added in to the large, beautiful mosaic that is Canada</p>	<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. <p>In the context of Indigenous storytelling, such stories provide meaning and lessons and ways of knowing. By engaging and learning from such stories, students can find appreciation for diverse ways of knowing, and perhaps mould some of these teachings into their own lives and practice (ex. Caring for the earth, relationship to the earth and its creatures, kindness, and judgement, etc.)</p> <ul style="list-style-type: none"> Using language in creative and playful ways helps us understand how language works. <p>Examining other languages such as Indigenous languages can help students understand cultural and identity-significant topics in their community, as well as examine that one thing could have two different names.</p>	<p>Engaging in creative expression and experiences expands people's sense of identity and belonging.</p> <p>Students engaging in creating identity-related artwork permits them to freely express their identity through a creative lens. Sharing one's creative work (especially about identity) affirms to students the uniqueness of their identity by the uniqueness of their work.</p>

LEARNING STANDARDS & ASSESSMENT

(List appropriate and sufficient learning standards. Brainstorm ideas for formative and summative assessment(s) for your unit plan. In particular, think about how you will “measure” or “seek to provide evidence” that students are meeting the learning standards you have set out. The learning standards and assessments here should also appear in your lessons below).

Curricular Competencies (Students will)	Content (Students are Expected to Know)	Assessment (How Will I Know they Know)
Social Studies: <ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, and developments English Language Arts: <ul style="list-style-type: none"> Explain the role of language in personal, social, and cultural identity Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts Identify how story in First Peoples cultures connects people to land Exchange ideas and perspectives to build shared understanding Arts Education: <ul style="list-style-type: none"> Explore connections to identity, place, culture, and belonging through creative expression Explore a range of cultures, and the relationships among cultures, societies, and the arts Examine relationships between the arts and the wider world 	Social Studies: <ul style="list-style-type: none"> the development and evolution of Canadian identity over time English Language Arts: <ul style="list-style-type: none"> Strategies and processes: <ul style="list-style-type: none"> Oral Language Strategies Metacognitive Strategies Story/Text: <ul style="list-style-type: none"> Perspective/Point of View Arts Education: <ul style="list-style-type: none"> symbolism and metaphor to explore ideas and perspective personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment 	<ul style="list-style-type: none"> Record periods/events of students displaying moments of active listening and positive reception of their peers. Create notes of interest. Assess completion of expectations such as “did the student ask about their name?” “Did they provide a photo of their role model or alternatively choose a method to express their role model (such as a sketch)? Record/assess: did students try to add as much creativity as possible to their role model/self identity artwork that is within their capabilities? Not necessarily grade whether the art is a “Rembrandt,” but did they try more or less. Self-assess students. Do they feel their work presents their identity?

Prerequisite Concepts and Skills

Students should firstly have some understanding of their identity, culture, ethnicity, forms of belief, etc. Students should be aware of respect for others and their identity, display active listening and appropriate response. Students should know to be respectful if discussing with another student regarding that student's work or abilities. Students should be supportive of the idea that disagreement is possible and show respect and appropriate response regardless of if they agree or not.

Teacher Preparation Required

(What do you need to do to be prepared for each lesson in your unit plan? This likely needs to be completed *after* you have articulated your lessons. Remember, planning – no matter what the template – it is not a linear process!)

Lesson 1	Prepare parents for later activity. Write a short letter for parents explaining: Need photo of role model. Can be digital and emailed. Can be physical photo (teacher can scan)
Lesson 2	<p>Students write in agendas to ask what is in their name? Students can write in agenda or separate piece of paper at home and bring to school (alternatively can remember in brain) what words they would attribute to their name from what they asked their parents.</p> <p>Indigenous oral telling video: Video First Voices: Link 7 Grandfather Teachings: Link</p>
Lesson 3	Blank paper for students to draw out their mind map. Marker to write the question on the board.
Lesson 4	<p>Art supplies: poster paper, construction paper (for collaging), crayons, pencil crayons, pastel crayons, coloured markers.</p> <p>Premade role model/identity poster of teacher</p>
Lesson 5	<p>Art Supplies (see above)</p> <p>Blank wall for pinning up identity posters. Hallway or in-class?</p>

Cross-Curricular Connections (Concurrently – At the same time)

This unit is primarily focused on social studies and the understanding of identity through topics such as immigration. This unit is somewhat equally focused on Arts education as a method of students to express their identity and learn that art is often tied to social studies as a means of a culture to express its overall identity. The arts will explore how students can present their identity through creative means and tie into perhaps traditional forms of art from their heritage. Language arts will comprise centrally around oral language and oral identity, telling our personal stories, and be the main branch of indigenous connections looking at Indigenous oral telling and how that expresses identity.

Universal Design for Learning (UDL)

(This section must be framed using the 3 principles of UDL set up below. List and describe points under each principle. Use your UDL wheel for support!)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

Oral Sharing: Not only will the teacher communicate. Students are encouraged to share orally but is not required.

Video: An Indigenous story will be shared via video (YouTube), allowing for more than one teaching voice to exist.

Recorded audio (Indigenous Words): Similar to the video portion, Indigenous words will be played audibly (via first voices) and encourages students to try to speak the word as a class based on what they hear.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

Arts: Expression through art form medias including drawing, painting. This will be the primary form of expression as part of the unit. Students are encouraged to express however they can through their capabilities. Their work is not assessed on how good their art is, but on how well they feel it presents their identity

Classroom communication: Beyond artwork, students will have opportunities to express themselves in classroom discussions either to the class or to peers/the teacher.

Writing/Mapping: Students will map out what their name means. This may provide students to express themselves in a simplistic method that can be more private/non-intrusive.

3. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:

Creative engagement through Art: Engaging students through art can often be exciting and encouraging for them to put their most capable effort into their work.

Class Discussion/ Peer discussion: Students can engage entirely at their choice whether with the class, to a group or friend, or to the teacher. Students are not required to but are encouraged.

Individual Reflection: Students will have opportunity to reflect on their work and learning, both in creating a mind map and through self assessment. This may provide students an important moment to clearly be able to express themselves.

Differentiated Instruction (DI)

Students with motor-related diverse abilities: Some students may have extreme difficulty with motor-related functions such as drawing or painting. The arts portion could be adapted so that they could assemble a collage from cut-up construction paper or with printed graphics from the internet or from recycled magazines/physical media.

Students with Audio/Visual-related diverse abilities: Some students may have a challenging time hearing, reading, or speaking. Parts such as oral story telling may be difficult for students to engage in. If for example a video of Kenthen Thomas telling a story was played, the teacher could provide a transcript for the student to read, use closed captioning, or use a scribing technique for the student to express themselves in oral story telling through words or visual media.

Students with Behavioural diverse abilities: Some students may struggle with staying on task, controlling behaviour, or have anxiety/fear over the work related or sharing, especially personally related information. The teacher will strive to provide alternatives for the students to express themselves in a way that is most comfortable to them (ex. The teacher acts as the voice for the student in speaking). Additionally, the teacher will circle the class, check in with all students, and help in helping students overcome a challenging step, as well as be aware of ensuring students remain relatively focused.

Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about alignment and flow in your lessons, or “mapping”)

Lesson 1

Lesson Name & Time (Minutes Allotted):	Break the Ice (30-45min)
Learning Standards: Curricular Competencies	SS: <ul style="list-style-type: none"> • Construct arguments defending the significance of individuals/groups, places, events, and developments ELA: <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	SS: <ul style="list-style-type: none"> • the development and evolution of Canadian identity over time ELA: <ul style="list-style-type: none"> • Oral Language Strategies
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • contribute to a class/peer conversation and make personal connections
Assessment:	Record periods/events of students displaying moments of active listening and positive reception of their peers. (Create notes of interest as reference)
Teaching Strategies:	Explanation, questioning, peer discussion, class discussion. Think pair share
Materials:	Whiteboard to record what students think identity means. Blank paper for students. Agendas for students to write home what is required for next lessons.
LESSON ACTIVITIES	
Introduction/Hook:	Pose the question: What does identity mean? What (facets) make up our identity? What makes our identities unique in comparison to others? record responses on whiteboard
Body:	Pose final question: What do you know about your identity? (Family, heritage, culture, belief, etc.) Have students think pair share for about 10min. Think: Think about it, write down some words that come to mind

	Pair/share: Pair up with the closest person and share your findings. Showing good listening skills and perhaps relish in your partner's identity by asking positive and constructive questions.
Closure:	<p>Gather students back and ask if anyone would like to share.</p> <p>Teacher shares a little about their identity to the class.</p> <p>Prep students for next lessons: Have them write in their agendas to ask about name and find/prepare a photo of a role model (must be a family member or someone close)</p>

Lesson 2

Lesson Name & Time (Minutes Allotted):	Oral story sharing and language (45min-1hr)
Learning Standards: Curricular Competencies	ELA: <ul style="list-style-type: none"> • Explain the role of language in personal, social, and cultural identity • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land SS: <ul style="list-style-type: none"> • Construct arguments defending the significance of individuals/groups, places, events, and developments
Learning Standards: Content	ELA: <ul style="list-style-type: none"> • Strategies and processes: <ul style="list-style-type: none"> ○ Oral Language Strategies ○ Metacognitive Strategies • Story/Text: <ul style="list-style-type: none"> ○ Perspective/Point of View SS: <ul style="list-style-type: none"> • the development and evolution of Canadian identity over time
Instructional Objectives (SWBAT...):	<ul style="list-style-type: none"> • Listen to an oral story from an Indigenous telling. • Identify what ideas are present in the video. • Hear and retell some Indigenous words from the story. • Understand the value of language to Indigenous identity
Assessment:	Exit ticket: question – how does language relate to your identity? Do you speak other languages at home? How might some of the themes from our video be incorporated in your everyday life?
Teaching Strategies:	Video, class discussion, questioning, sharing Think pair share .
Materials:	Secwepemc oral teaching video , whiteboard, paper for exit slips, first voices , wall space for word wall.
LESSON ACTIVITIES	
Introduction/Hook:	Gather students' attention. Discuss that we will be watching a story told by Kenthen Thomas. Before playing, ask students “what do we know about language and its role

	<p>with Indigenous peoples? (is it important)” write responses down on the board as sort of ‘predictions.’</p> <p>If they can’t predict, explain that Indigenous stories carry a theme or lesson of morals.</p> <p>Explain that certain Animals often represent certain morals. Briefly show 7 Grandfather teachings</p>
Body:	<p>Play video.</p> <p>Get students attention again after video. Ask them to think and then pair/share what themes, morals, or animals (in relation to the 7 teachings) they could identify in the video.</p> <p>Ask if anyone would like to share with the class.</p> <p>After sharing, bring up first voices, and explain that we will be assembling a word wall as a class. Start with four words: hello (to one), yes, no, and thank you. This can be expanded to include more words, and/or use Metis Michif words.</p> <p>Play the words individually on first voices and have the student’s choral respond.</p>
Closure:	<p>Hand out exit ticket and pose the question: how does language relate to your identity? Do you speak other languages at home? How might some of the themes from our video be incorporated in your everyday life?</p> <p>Students hand in exit ticket and prep for next class/lesson.</p> <p>While students answer, assemble the word wall list (if not already done).</p> <p>Wrap up for next class. Remind students to ask their parents about their names if they haven’t already, and photo of role model (must be family member or someone close).</p>

Lesson 3

Lesson Name & Time (Minutes Allotted):	What is in a name? 30-45min
Learning Standards: Curricular Competencies	ELA: <ul style="list-style-type: none"> • Explain the role of language in personal, social, and cultural identity
Learning Standards: Content	ELA: <ul style="list-style-type: none"> • Strategies and processes: <ul style="list-style-type: none"> ○ Oral Language Strategies ○ Metacognitive Strategies
Instructional Objectives (SWBAT...):	Identify the meaning or origin of their name Identify that name carry a value to a person. Assemble a mind map with words they associate to their name/identity
Assessment:	Assess completion of expectations such as “did the student ask about their name?” Assess Mind map for completion
Teaching Strategies:	Writing exercise, brainstorming/mind map
Materials:	Paper for mind map. (legal size). Whiteboard.
LESSON ACTIVITIES	
Introduction/Hook: (5-10min)	Gather students’ attention. Ask question: who knows what their name means? Take 2-3 students responses. Question for them to chew on during brainstorming: how does my name influence my identity? What is associated to my name that I feel makes up my identity (i.e. name origin, specific meaning/translation, biblical, etc.)
Body: (15min)	Prep students for the mind-map activity. Provide instructions about the task. Use example of teacher’s last name, or just a random word/blank circles. Draw diagram of mind map. The central idea, the branches to major associated concepts, and little stems from those concepts if we can find them. Once mind map complete, turn the paper over and answer the question: What do all these words mean to my identity? Does my Identity match these words?

	<p>Use hander-outers or ask volunteers to hand out blank paper.</p> <p>Clarify if students understand.</p> <p>Have them get to work, and circle the class for help, clarification, monitoring, etc.</p> <p>If done early, silently read, or think about what words we could/may associate to our role model (if chosen already)</p>
Closure: 5-10min	<p>Once a majority or all are done or have a good amount down. Have picker uppers or 2 volunteers collect their work.</p> <p>Ask a fun math-y type question (raise your hands). Who found/knew at least one thing associated to their name?, 2?, 5?, 10?</p> <p>Who better understands their name now (show of hands)?</p> <p>Prep for next class/lesson. Remind about role model photo for next lesson/class.</p>

Lesson 4

Lesson Name & Time (Minutes Allotted):	Role model collage/self identity collage (45min-1hr)
Learning Standards: Curricular Competencies	Arts: <ul style="list-style-type: none"> • Explore connections to identity, place, culture, and belonging through creative expression • Explore a range of cultures, and the relationships among cultures, societies, and the arts • Examine relationships between the arts and the wider world
Learning Standards: Content	Arts: <ul style="list-style-type: none"> • symbolism and metaphor to explore ideas and perspective • personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
Instructional Objectives (SWBAT...):	Identify who their role model is and how they feel connected to them Express their role model and connection through an artistic means
Assessment:	<p>Assess completion of expectations previously outlined: Did they provide/have a photo on-hand of their role model or alternatively choose a method to express their role model (such as a sketch)?</p> <p>Record/assess: did students try to add as much creativity as possible to their role model/self identity artwork that is within their capabilities? Not necessarily grade whether the art is a “Rembrandt,” but did they try more or less.</p> <p>Exit ticket: do they feel their work speaks to the identity of their role model? How so? Include points of symbolism, words used, etc., collect exit ticket and prep for next class/lesson</p>
Teaching Strategies:	Art/creative expression, individual work time, class discussion
Materials:	Art/art supplies (poster paper, construction paper (for collaging), crayons, pencil crayons, pastel crayons, coloured markers.). whiteboard. Paper for exit ticket Poster paper: try to pre-draw line down middle or score the paper so there is a middle line width wise.

LESSON ACTIVITIES

Introduction/Hook:	<p>Gather students' attention.</p> <p>Ask if everyone knows who they have chosen for their role model (by show of hands). Ask (by show of hands) if they all have a photo, sketch, or piece of some sort to use of their role model, or if they are going to draw their role model. (Basically, who doesn't have what they need to work.)</p> <p>Outline what will be going on. One half of the paper will have your role model, and attributes you believe make up their identity (loving, generous, etc., bring it back to 7 Grandfather teachings. As well as possible cultural/ethnic, language, etc, attributes of your role model. Other half of the paper, will be your personal identity, taking from the what's in your name lesson, language lesson exit ticket, and first lesson things they wrote down.</p> <p>Ex. To draw on board</p> <div data-bbox="968 779 1602 1063" data-label="Diagram"> <pre> graph LR subgraph MainBox [] direction LR subgraph LeftHalf [] direction TB RM[Role model] end subgraph RightHalf [] direction TB YI[Your identity] end end </pre> </div> <p>Have art supplies available where possible (or if students have their own).</p> <p>Before students begin, explain they should be working on their role model portion first (unless they don't have their image yet. If so, see lesson 5). Also, that it is only on half the paper. The other half will come tomorrow.</p>
Body:	Distribute poster paper, and previous assessment pieces with the information they need to help them create their work (so they aren't spending time rethinking).

	<p>Students begin working and creating their art piece</p> <p>Help students where needed, and ensure they followed directions.</p>
Closure:	<p>Gather students' attention. Collect posters. Put aside for tomorrow</p> <p>Ask question as exit ticket (if time): do they feel their work speaks to the identity of their role model? How so? Include points of symbolism, words used, etc., collect exit ticket and prep for next class/lesson</p>

Lesson 5

Lesson Name & Time (Minutes Allotted):	Mosaic (extending of Role model collage/self identity collage) – 45min-1hr
Learning Standards: Curricular Competencies	Arts: <ul style="list-style-type: none"> • Explore connections to identity, place, culture, and belonging through creative expression • Explore a range of cultures, and the relationships among cultures, societies, and the arts • Examine relationships between the arts and the wider world
Learning Standards: Content	Arts: <ul style="list-style-type: none"> • symbolism and metaphor to explore ideas and perspective personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
Instructional Objectives (SWBAT...):	Creatively express their identity through artwork. Answer as exit ticket: Do they feel their work presents their identity?
Assessment:	Record/assess: did students try to add as much creativity as possible to their role model/self identity artwork that is within their capabilities? Not necessarily grade whether the art is a “Rembrandt,” but did they try more or less. Self-assess: Do they feel their work presents their identity?
Teaching Strategies:	Art/creative expression, individual work time, class discussion
Materials:	Art/art supplies (poster paper, construction paper (for collaging), crayons, pencil crayons, pastel crayons, coloured markers.). Empty wall for displaying. Paper with lines on it.
LESSON ACTIVITIES	
Introduction/Hook:	Gather students’ attention. Explain that this class will resume the tasks of yesterday, now instead focusing on their personal identity. Explain that if they need to finish up their role model, they can. Remind them of the task: One half of the paper will have your role model, and attributes you believe make up their identity (loving, generous, etc., bring it back to 7 Grandfather teachings. As well as possible cultural/ethnic, language, etc, attributes of your role model. Other

	<p>half of the paper, will be your personal identity, taking from the what's in your name lesson, language lesson exit ticket, and first lesson things they wrote down.</p> <p>Explain also that they will write a short artist's statement about why they chose specific words for their role model, specific symbols/art pieces, colour, etc. Do they feel their work presents their identity</p>
Body:	<p>Hand out student's work, along with any exit ticket or previous lesson work that will assist them.</p> <p>Students begin work. Help where needed, and ensure students are on task.</p> <p>Once complete, student's will write their artist's statement on a small sheet of printed lined paper, outlining from the requirements above. As students' finish, begin pinning posters to wall and have them work on artists statement below the student's work. That way other's can read about their work.</p>
Closure:	<p>Gather student's attention.</p> <p>Ask if anyone would like to share their artist's statement. They can present from where their poster is on the wall, or if they have it on hand (not yet pinned), or just share orally.</p> <p>Ask broadly: do we feel we better understand our identity?</p> <p>Have students' hand in artist's statement as they prepare for the next class/lesson</p>

Resources

Resources:

- BC curriculum: [ELA](#), [SS](#), [Arts Ed](#).
- The first people's principals of learning: <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
- Kenthen Thomas Video: https://www.youtube.com/watch?v=5DObeGFg_OQ&t=28s
- First Voices – Secwepemc: <https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsln/Secwepemc/learn/words?page=1&pageSize=10>
- Michif Dictionary: https://www.metismuseum.ca/michif_dictionary.php
- 7 Grandfather Teachings: <https://clubrunner.blob.core.windows.net/000000000608/en-ca/files/homepage/7-grandfathers/7grandfathersaug2018.pdf>
- Identity poster example (teacher's example covers just the role model part. In this lesson, students will do their role model on one half, and their own identity attributes on the other half):

Extensions to Unit (Consecutive – After)

If this specific unit was extended, students could begin to use social studies methods of inquiry, and perhaps write or make an interview with another person (a family member, family friend, or a researched person) to share their identity. The unit is also continued by introducing new Indigenous words to a word wall as the school year progresses, reinforcing the 2nd lesson of this unit that language is a strong part of Indigenous culture and identity. As well as reconnecting on the 7 Grandfather teachings in future lessons.

This unit further extends greatly into concepts of immigration, cultural influences, etc. More specifically subjects around Chinese/south Asian immigration to Canada, the head tax. Indigenous peoples, residential schools, 60s scoop, and how all these events may have influenced those cultures/ethnicities identities. It could also examine lenses of new/emerging identities such as LGBTQ2S+ community, how identity does not necessarily have to be our physical self (transgender/sexual identity).

For building up to older ages, this can extend into nationalism, and how the identity(ies) of specific people may influence a nation, or how a strong sense of nationalism may impact the identities of certain peoples (Jewish peoples in 20th century).

Reflections

As I began this unit plan, it was a struggle to get off the ground. I felt overwhelmed by the idea of a 'unit plan' in comparison to lesson plans. The biggest hurdle at first was coming up with where I wanted the lesson to go. Using the strategy though of planning the result and not focusing on the specific content (instead letting those fall into where they need to after I have my lesson ideas) was very helpful. I didn't necessarily start at the end of lesson 5, but I started with a bit of a question myself of what I want students to learn: "Does this speak to my identity?" "Do I know my identity?" What also helped, but was albeit challenging, was assessment. I knew this unit would be boring if I made the assessment boring. I wanted to find an assessment that would give the students' brains something to chew on, something they could ask their family or find personal discovery. Using exit tickets/self assessment I thought was an excellent option, because its informal but still thought-provoking.

The Indigenous inspiration was probably the greatest challenge. I just didn't know how to fit it in. I was fortunate enough to have a class where we looked at role models and how they shaped Identity. We had a guest speaker, Trudi Nielsen, come into our EDEF 3200 class and have us make our own identity posters. That was an inspiration for this unit, but I wanted to take it further, as I found doing her lesson, I got too caught up in my role-model's identity, and not enough that would speak to my own. I thought why not have both. I was also randomly thinking about how Indigenous names, biblical names, last names, etc., have meaning... whether literally or culturally. I thought about what I knew about my own name, which wasn't much, and so I thought it would be a great point for this unit. Along with names, there's words! That lead me to want to make my own word wall. I'm very intrigued by them, as we're starting to see Indigenous words pop up everywhere. They speak to the identity of the land, its people. We see depictions of the animals, stories, and ideas around us now, so I wanted to speak about how these are related to Indigenous Identity (and sort of engrain in students that Indigenous art is cool, but it has meaning, it has identity... ex. Each totem pole speaks for someone or for a group about their identity). The 7 Grandfather teachings came along with the Indigenous language lesson and the name/role model lesson. They're principles we can emulate in our lives very easily. Am I showing love, am I humble, do I give respect or demand it? I feel I could have done more with Indigenous inspiration into my lesson, but I also wanted to respect that some knowledge is sacred, and not tread into a realm of appropriation such as having students create indigenous art without first contacting an elder (and with this lesson being for a classroom set-up, that might be challenging to pull off in September). I feel at the core though, the principles I touch on are a guiding framework in all the lessons.

I think in my next unit lesson, I will continue with both finding the indigenous inspiration first, and finding the end goal/lesson goals first, then worrying after how it fits into curriculum and content points. Differently, I would definitely break up the lesson plan more into better writing chunks instead of cramming it all at once. Additionally, finding more facets and resources I can include into my lessons, such as a book, song, more videos, etc.

I enjoyed writing this unit plan, and it taught me a lot. I hope I can be able to use this unit plan at some point, and explore the beautiful identities of my students.

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