Project Plan

December 11, 2015

Class Description:

Our main class for this project was a grade 3/4 split class in the Delta School District. They are ethnically diverse, and of the middle class. It has not been indicated to us if any student was designated English Language Learners or on an Individualized Education Plan. The students are energetic, outgoing, opinionated and very high energy. We taught students in the 45 minutes before recess, leading to fairly focused work for the majority of the lesson, though leading to some restlessness in the final ten minutes. The school is technologically advanced, with projectors in each room, and SMART boards in the primary rooms. Our first classroom uses the projector regularly, but whiteboards are used more commonly to display information. Our second classroom has a permanent projector platform set up, with little to no use of whiteboards in that room. Students offer answers and contributions in written form by coming up to the computer console set in the middle of the room and type in their answers to be projected to the front of the room. Our main class is composed of 13 males and 10 females, consisting of one student diagnosed with ADHD and another student with Autism. There are a few very vocal and eager students, who are always willing to answer with much thought in their responses. There is only one or two students who need to be reminded to focus and/or cease talking and listen to the speaker.

The school has a good reputation, and is located in a middle to upper middle class area, with an extremely active and engaging administrative team. The school is at capacity, and there is a constant waiting list to get into the school, There is also a secondary school in the area that has a similar reputation, therefore parents want to have their children go to this elementary school in order to be streamed into the nearby secondary school.

Rationale:

We originally intended our unit to focus on the basics of Canadian Government, as directed by the class instructor. We found that the information might have been slightly above the grasp of understanding for our class, and therefore we assessed the situation and took the symbols we used in the first lesson and honed in on it for further lessons in order to build a solid foundation in Canadian identity. We then began to focus on Canadian symbols, learning about the importance of symbols to represent a vast populace, and the meanings behind them, often alluding to the historical foundations of the country.

Students explored symbols through lecture, then through games and exercises performed as a class. Students then were asked to create their own Coat of Arms featuring symbols that represented themselves, their classroom, their home, and their country. We made it explicit that they could choose to portray any country they wished, and that it did not have to be Canada. As a Grade 3 Big Idea from the new curriculum in Social Studies, we used “ People from diverse

cultures and societies share some common experiences and aspects of life. (Grade 3 Social Studies) to talk about the Canadian Coat of Arms and the history of the diverse peoples it represented for the foundations of Canada. We encouraged students to understand what symbolism meant, what Canadian symbols represented, then what symbols they could use to represent themselves holistically.

Lesson Assessment:
Lesson 1: In groups, students were asked to categorize items into the correct categories

Lesson 2: Students filled out an exit slip at the end of our Canadian symbol lesson regarding what they learned or they can brainstorm on the exit slip symbols they would want to include on their coat of arms artwork they will be doing next class.

Lesson 3: Students were asked to recall the symbols we discussed and learned last class to check for understanding. The majority of the students included designs from the Canadian Coat of Arms and Canadian symbols in the design of their coat of arms.

Lesson 4: Students played a quiz type game together in two groups, discussing answers and choosing a writer to respond for the group. We also selected a few students to present their finished coat of arms to the class.

Lesson Overview:
Lesson 1: Students were introduced to the topic of Canadian government at a basic level, which included the three levels of government, what each level of government is responsible for and provided a brief explanation on why the government is in charge of creating the rules.

Lesson 2: Students learned about symbolism and the importance of symbols. They explored familiar symbols and were gradually introduced to several Canadian symbols as well as what they represent.

Lesson 3: The class explored the symbols that make up the Canadian Coat of Arms, in particular their origin and the representation. Students had the opportunity to design their own coat of arms, which included symbols that represented themselves, their homes, communities and country.

Lesson 4: The last lesson consists of a review of the importance of symbolism and the Canadian symbols as well as the Canadian government. Students participated in a fun quiz covering the topics we address in our unit. They also had the opportunity to present and share their coat of arms to the class.

LESSON PLAN 1

Big Idea: Listening and speaking helps us to explore, share, and develop our ideas. (English Language Arts Grade 3 Big Idea) Listening carefully helps us learn (English Language Arts Grade 4 Big Idea)	
Learning Standard: Use Social Studies inquiry processes and skills to; ask questions; gather, interpret, analyze ideas; and communicate findings and decisions. (Social Studies Grade 3) Begin to use sources of information and prior knowledge to make meaning. (English Language Arts Grade.3)	
Materials, Resources, Vocabulary: Materials: Ball, Markers, Chart Paper, Backpack with Municipal, Provincial, and Federal artifacts (i.e. passport, money, toy fire truck, letter, school bell...etc.), prepared Exit Slips Resources: Video Clip on YouTube: "Who Does What?" Vocabulary: Government, Municipal, Provincial, Federal	
Lesson Hook: Game without Rules: Gather students in a circle and place a ball in the middle of the circle. Gently remind students that we are respectful and safe with each other at all times. Explain to class that there are no rules to this game, the instructions will be to just "go." Wait a few moments or minutes depending on the outcome to observe, then stop the game and ask for suggestions on how to make the game more effective (i.e. rules we could integrate). Integrate these suggestions or rules and continue on with the game. After the game, we will debrief with the class in our circle and ask them how they felt at the beginning and then how they felt after rules were established. Afterwards, we will further debrief by asking students what it would be like if there were no rules in the classroom and in the school.	10 mins

Lesson Intro: We can then begin to explain how the government is in charge of creating the rules in which we live by, in order to maintain stability and peace within our communities. We will determine prior knowledge of the students by doing a KWL chart about Government with the class, going over what they know and want to know. We will then briefly explain what government is and the three levels of government in Canada: Federal, Provincial and Municipal. We will also provide a visual aid on a slide of the branches of government and what each branch is responsible for.	10 mins
Activity: We will begin the activity by showing the video "Who Does What?". While the video is playing Jennifer and Emilie will prepare three spaces at the front, marked Municipal, Provincial, and Federal. When the video is over we will pull out our "Canada" backpack and ask the students what could be inside. We will take some suggestions before we unzip the backpack and take out the artifacts. We will then distribute the artifacts around the desks and ask the students to get up and work together to place the artifacts on the right table. We will tell the students that each artifact belongs to federal, provincial, or municipal governments, or can belong to all three. We will circulate and encourage questions, debate, and group decision making. After the items have all been sorted, we will write down on the board what we have categorized and refer back to the image of what each branch is responsible for.	15 mins
Lesson Closure and Assessment: We will encourage the students to go back to their desks so that we can finish our KWL chart. We will then distribute Exit Slips and ask our students to complete one or two sentences about what they have learned today, and what their favourite municipal or provincial responsibility is. This will reinforce what we have gone over in the lesson, and provide some freedom to express what each student finds most interesting.	10 mins
Transition: We will collect the slips, and offer praise and encouragement about the lesson. We will express our excitement to meet them again next week.	

Reflections/Enrichment/Notes for Next Time: Next time, we will establish a form of getting attention with the class before we start the lesson, whether it be clapping, hands up, or counting. We also have to be more cognisant of time management, and how we position ourselves in the classroom. For the grouping of the symbols from each level of government, make sure that the students are getting up and physically taking the objects over to another table in order to minimize opportunity to become distracted by keeping them at their desks.	

LESSON PLAN 2

Big Idea: Listening and speaking helps us to explore, share, and develop our ideas. (English Language Arts Grade 3 Big Idea) Listening carefully helps us learn (English Language Arts Grade 4 Big Idea The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. (Social Studies Grade 4 Big Idea)	
Learning Standard: Use Social Studies inquiry processes and skills to; ask questions; gather, interpret, analyze ideas; and communicate findings and decisions. (Social Studies Grade 3) Begin to use sources of information and prior knowledge to make meaning. (English Language Arts Grade 3)	
Materials, Resources, Vocabulary: Materials: Symbols Identification Activity, Who or What am I? Pictionary Cards Resources: Prezi on Parliament Symbols Vocabulary: Symbolism, Parliament, House of Commons, Senate, Miner, Lumberjack, Fleur-de-Lys, Orca and Inuk	
Lesson Hook: Good Ol' Hockey Game Tim Hortons commercial, https://www.youtube.com/watch?v=yXE_p_1Squg. We will briefly ask the class if they feel the video was a good representation of Canada, why or why not?	7 mins
Lesson Intro: We will begin by defining symbolism as: "Something used for or regarded as representing something else; a material object representing something, often something immaterial; emblem, token, or sign." We will then go through some symbols on the projector of symbols they may already know (Canucks logo, Cougar Canyon logo, City of Delta logo, Blue Jays logo). Afterwards, we will ask if there are any symbols that they know of in their own lives? Then we will ask students if anyone has ever taken a trip to Ottawa, before we all as a class "take a trip to Ottawa" (via projector) where we will explore symbols at the Parliament	10 mins

Buildings at Parliament Hill, in Ottawa. We will then show many symbols found around Parliament Hill and give a description of each one, and why they matter to Canada.	
Activity: We will begin the activity by giving each table group a worksheet with 9 different symbols and several coins. The students will work together to identify what they think is a symbol by placing a coin on the image or images. Then we will ask each table what they have decided is a symbol and why. Afterwards, we will play a game of Pictionary with Canadian symbols and divide the class into teams. We will provide cards with symbols we have already gone over in this lesson. A member of the group who volunteers to be the artist will choose a card from the pile, then draw on the board, and their teammates will guess what their symbol is. We will then introduce our activity for next week in which each student will create a symbol drawing of something meaningful to them within their communities. We can brainstorm ideas of things that are specific to our area, that some other people may not experience, like getting fish and chips, walking the pier, seeing the White Rock, Stanley Park Sea Wall, PNE, visiting Whistler, going on hikes, going on walks in our neighbourhoods, being in the RAIN..etc)	15 mins
Lesson Closure and Assessment: We will encourage the students to go back to their desks, and then distribute Exit Slips and ask our students to complete one or two sentences about what they have learned today, and what they would like to create as their own symbol meaningful to themselves in their communities. This will reinforce what we have gone over in the lesson, and provide some planning and insight to what we will be creating in the next lesson.	10 mins
Transition: We will collect the slips, and offer praise and encouragement about the lesson. We will express our excitement to meet them again next week.	

Reflections/Enrichment/Notes for Next Time: Students were very engaged, and they enjoyed being able to do group work to figure out symbols, and being able to draw during the pictionary variation. Students were inquisitive about the animals featured within the Canadian coat of arms, especially about the unicorn who acts as a supporter. Next time, we could have more specific information about the symbols, and we researched and elaborated for next lesson on the coat of arms.	

LESSON PLAN 3

Big Idea: Listening and speaking helps us to explore, share, and develop our ideas. (English Language Arts Grade 3 Big Idea) Listening carefully helps us learn (English Language Arts Grade 4 Big Idea)	
Learning Standard: Use Social Studies inquiry processes and skills to; ask questions; gather, interpret, analyze ideas; and communicate findings and decisions. (Social Studies Grade 3) Begin to use sources of information and prior knowledge to make meaning. (English Language Arts Grade 3)	
Materials, Resources, Vocabulary: Materials: Coat of Arms outline, information sheet listing meanings of animals and colours, art supplies provided by us or students Resources: GoogleDoc Powerpoint Vocabulary: Heraldry, Coat of Arms, Knights, Governor General, Symbolism	
Lesson Hook: Lululemon OM Canada - By Lululemon https://www.youtube.com/watch?v=U18JSPlKWPw(edited for content)	3 mins
Lesson Intro: We will begin by refreshing student memories of our last lesson by defining symbolism as: “Something used for or regarded as representing something else; a material object representing something, often something immaterial; emblem, token, or sign.” We will quickly go over some symbols we discussed last lesson, and ask the class if they could list some of the Canadian symbols we introduced last class. We will then introduce the definition of Heraldry, which “is the study of the coat of arms”.	10 mins

Activity: We will then give a brief explanation of the history of the Coat of Arms, and why it came into existence. We will show Canada's Coat of Arms, and briefly go over some of it's features (we will explain the unicorn!) We will explain the medieval European past, as well as comparing it with the totem poles of the Pacific Northwest. Both symbolize family history and loyalties. We will then explain to the students that they are going to create their own personal Coat of Arms, and we would like it to represent themselves, their class, their home, and their country. We will brainstorm ideas that students could include in their artwork, and we will then distribute lists for each table describing what some colours, flora, and fauna symbolize. For criteria, we will remind students that all illustrations do not necessarily need to be explicitly intricate, but there must be at least one drawing depicting each of the four categories we have explained. They must be able to explain their Coat of Arms, and will be asked to share to the class on a volunteer basis. We will then hand out the outline and give students time to work.	20 mins
Lesson Closure and Assessment: We will encourage the students to put away art supplies and hand their work in to us. We will have been going around while they were working asking what they were drawing and what it symbolized while they were working.	5 mins
Transition: We will collect each Coat of Arms, and tell students they will have time to finish next week if necessary. We will express our excitement to meet them again next week.	

Reflections/Enrichment/Notes for Next Time: Students were unable to finish their coat-of-arms within the lesson, and the classroom teachers were gracious in letting the students finish their work during class time, and they were handed back during our Lesson 4. Students enjoyed having a list of official animal and colour meanings to incorporate into their work, and readily used them if they wished.	

LESSON PLAN 4

Big Idea: Listening and speaking helps us to explore, share, and develop our ideas. (English Language Arts Grade 3 Big Idea) Listening carefully helps us learn (English Language Arts Grade 4 Big Idea	
Learning Standard: Use Social Studies inquiry processes and skills to; ask questions; gather, interpret, analyze ideas; and communicate findings and decisions. (Social Studies Grade 3) Begin to use sources of information and prior knowledge to make meaning. (English Language Arts Grade 3)	
Materials, Resources, Vocabulary: Materials: A few objects from first lesson (tuna can, letter, firetruck), finished coat of arms, treats to celebrate the end of our unit Resources: GoogleDoc Powerpoint	
Lesson Hook: We will splice together the three videos we have shown as hooks to help to briefly review our past lessons.	2 min
Lesson Intro: We will begin by refreshing student memories of our past lessons through the use of a presentation platform. We will go over symbols of Canadian government we taught in the first lesson (ie. game with no rules, symbols to represent levels of government). Then briefly review our second and third lessons about symbols of Canada.	10 mins

Activity: We will play a Canadian trivia game, incorporating facts about symbolism within Canadian Government and BC, and Canada as a whole. After the game, we will briefly go over how further learning could occur, through focusing more in-depth into government structures, Indigenous symbolism, and Canadian history. Afterward, students will get into partners to do a pair and share of their own coat of arms they created last class. We will have several student volunteers present their coat of arms to the class and explain the different symbols they included. After, we will invite students to celebrate their learning together, where we will provide some treats.	25 mins
Lesson Closure and Assessment: We will show a video clip to conclude our unit on Canadian symbols. Canada in my Pocket - By Michael Mitchell https://www.youtube.com/watch?v=VnZlAOSEmYQ	5 mins
Transition: We will emphasize how excited and happy we were to have to opportunity to learn and grow together throughout our lessons as a class. We will invite them to come by after school next Friday to look around the expo and come visit with us.	
Reflections/Enrichment/Notes for Next Time: Try to make sure all technology is working and completely loaded before students come into the room, or become more comfortable with technology set-ups in various rooms in the school. Overall, we were happy with how our lesson went, as students were engaged and demonstrated the learning that had taken place over the course of the lessons. We were able to celebrate some of their coat-of-arms at the front of the room, and students were proud of their work.	

Resources for Lesson 1:
Who Does What?
https://www.youtube.com/watch?v=AVE3OsR5W-0

This video clip is from the TVO channel on YouTube, which is an Ontario public television program. The video clip "Who Does What" is an informative resource to introduce the topic of government to primary students in an entertaining and simple way. The video clip briefly explains the different jobs each level of government is responsible for under five minutes. It is age appropriate for younger students, because it does not describe all the jobs these levels of government are accountable for and the details of each job.

Resources for Lesson 2:
Symbols of Canada info
http://www.parl.gc.ca/About/Parliament/Education/SearchingForSymbols/index-e.asp

This resource is from the Canadian government website called the Parliament of Canada. The website provides teacher and classroom resources, which is helpful in educating students on Canadian symbols. It consisted of many activities, such as the symbol gallery, interactive games, exploring the symbols that make up the coat of arms, and several worksheets. Overall, the resource is valuable and useful for teachers to use for their Canadian government unit, because it provides numerous activities for all grade levels as well as resources for English language learners.

Good Ol' Hockey Game Tim Hortons commercial,
https://www.youtube.com/watch?v=yXE_p_1Squg

Resources for Lesson 3:
http://www.gg.ca/document.aspx?id=14748&lan=eng

The Governor General of Canada His Excellency the Right Honourable David Johnston is a website that provides educational resources on the topic of heraldry in Canada. The website consists of detailed information and lesson plans on the Canadian Coat of Arms. This resource is only valuable for teachers who are focusing on heraldry in Canada.

Lululemon OM Canada - By Lululemon
https://www.youtube.com/watch?v=U18JSPlKWPw(edited for content)

Resources for Lesson 4:

Canada in my Pocket - By Michael Mitchell
https://www.youtube.com/watch?v=VnZlAOSEmYQ