

Class Description

The classroom that I am teaching is a Delta District school called Gibson Elementary. Grade 4 students, ages 9 and 10 range from Canadian born English speakers to ELL learners who are recent immigrants. Collectively, this class has 28 students, of which five are first language English speakers and the remaining 23 are English language learners. Language abilities with consideration to reading, writing and comprehension are strong, regardless of the large number of ELLs in the classroom. When it comes to behavior, a few students require extra direction during classroom activities or during deskwork time but disruption is minimal and classmates seem well adjusted to the needs of one another. This classroom is very culturally diverse students come from many different ethnic backgrounds including British, French, Spanish, Irish, Scottish, First Nations, East Indian, Middle Eastern, and Canadian. There are also a number of languages present in the classroom including Punjabi, Hindi, Urdu, Spanish and French.

Student's interaction is at a high level, boys and girls enjoy working together on both projects, assignments and during free time. There are some very apparent bonds in the classroom between students, and all students have friends in the classroom. These relationships are particularly beneficial to those students that exhibit issues with behavior and hyperactivity. Students are very curious; they often ask questions about languages, cultural practices and each others customs. They are open to trying new foods, experiencing different cultures and learning from one another.

Overview

Rationale- I wanted to create a unit plan that was enactive and relatable. With consideration to the diverse backgrounds in the classroom and students curiosity I chose to introduce the concept of multiculturalism. Students could draw from their own backgrounds and experiences, and use that of their classmates to build on their understanding. Because of the many cultures in the classroom, it made sense to build a unit around what the students could teach each other as well as what could feed their curiosity. Students are at an age where they are beginning to recognize differences, it is important to allow them to explore their curiosity, ask questions and gain understanding. This helps to prevent the formation of stereotypes and prejudice, and promotes unity in diversity.

It was important to build on existing knowledge, especially with the limitation of time. An interactive unit that promoted discussion, sharing and reflection was ideal for this environment that had many unique approaches to learning and a number of different levels in ability.

Objectives- The main objective in this unit was to provide an introduction to multiculturalism in an informative manner. I wanted to create a platform to build an

understanding of the different cultures, customs and practices that exist among the students. The idea was for students to recognize the multicultural nation they are a part of and take part in building the idea of multiculturalism right in their classroom. Each lesson was introduced with a different intended objective (what the student will be able to do). I wanted to facilitate the students learning, but allow them to learn from each other. My intention was to expose students to diverse approaches to people, place in an effort to promote critical thinking, imagining, inferring, respect and compassion.

Strategies and Activities- Strategies for presenting material and engaging students were based on the theory of enacted learning. My intention was to “plant the seed” and allow student to provoke thought in one another. A combination of classroom discussion, group work, individual reflection and sharing were the particular tactics employed throughout the implementation of this unit. I was able to draw on previous knowledge of the students as I have been working with them for a number of months, this allowed me to strategize and develop activities with unique learning abilities and learning approaches considered.

The unit was introduced with a reflection activity where students drew on their own experiences, similarities and differences.

Lesson 1- Idea web (group white board activity)

- Multicultural Shield (individual identity art piece)
- Shield Coordination (enacted learning activity, students put together individual pieces to create a collaborative work, bringing together the multiple cultures)
- Sharing (presentation to class and discussion)

Lesson 2- Problem solving activity (Group collaboration/discussion)

- Enacted Exploration (drawing on existing knowledge, collaborating with knowledge of peers to solve a riddle)
- Oral Presentation (presenting findings, proposing solutions)

Lesson 3 - Classroom read aloud (Listening Activity, Shi Shi Etko)

- Reflection of Story (Student discussion, small groups)
- Art and Language activity (create an expression of what you would take with you if you knew you were leaving home)
- Emotion and Awareness activity (Students reflect and share what items are important in their lives)
- Acknowledgement Activity (Students discuss, reflect and acknowledge their peers and their cultural significance)

Resource Critique-

<http://www.cic.gc.ca/english/multiculturalism/citizenship.asp>

Canadian, Government website addressing multiculturalism, citizenship and inclusion.

Available publicly on the Internet at the website above.

Cautions- This website provides a historic overview of the growth of Canadian multiculturalism, it is extremely comprehensive however and requires significant “combing” to produce information appropriate for a grade 4 classroom

Strengths- The content is informative and presents information that is relatable to the grade 4 curriculum.

http://www.bced.gov.bc.ca/irp/curric_grade_packages/gr4curric_req.pdf

British Columbia Education Curriculum Package in Social Studies 4.

PDF available to the public via website above.

Strength-This package is clearly laid out and a very useful resource when developing lessons that adhere to the curriculum. The website is updated regularly, so the information is up to date and reliable.

Story- Shi Shi Etko

A short story written by Nicola Campbell, about a young girl leaving her family to return to residential school.

Available at the Vancouver public library, teacher resource center in most elementary schools and via order on both Ebay and amazon.com

Strength- The story through the eyes of a child, making it relatable and allowing students to really understand what it would have been like to leave home at such a young age. The artwork is brilliant and engaging and the story is a good length. There are many activities that can be drawn from this story and multiple resources online particular to the story.

LESSON: What is Multiculturalism

Upneet Bassi

Grade : 4

Unit : Social Studies

Lesson : Understanding Multiculturalism in Canada

Rationale :

A1 Apply critical thinking skills- including comparing, imagining, inferring and identifying to proposed ideas

A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and Listen purposefully to audiences, by

– staying on topic in a focused discussion

– recounting experiences in a logical order

– using an effective introduction and conclusion

– using effective details, evidence, or examples to enhance meaning – explaining and supporting a viewpoint

Objective :

Student Will Be able to:

1. Demonstrate an understanding of Multiculturalism by providing examples
2. Reflect on personal experiences pertaining to multicultural identity
3. Identify Multicultural aspects of their surrounding community

Time	Activity	Teacher Does	Student Does
5 minutes	Introduction: Warm up	<p>-Teacher will begin the lesson by posing the question “what is Multiculturalism?” “Who has heard this term before?”</p> <p>Teacher will write student ideas up on the board.</p> <p>Multiculturalism in Canada is the sense of an equal celebration of racial, religious and cultural backgrounds</p>	<p>-Students engage in class activity, and ask questions</p> <p>-Students participate by listening attentively, participating in discussion</p>
10 minutes	Body: Explanation of Term and presentation of activity	<p>Teacher will ask the class “Does every person have the same culture?” “Does we all have some culture in</p>	<p>-Students ask any questions they may have -Students engage in class discussion</p>

<p>15minutes</p>	<p>Class Activity: Game</p>	<p>common?” Teacher explains that everybody has different practices, celebrations, and backgrounds, but we can all live together here happily. This is what makes us and Canada, Multicultural. Examples: Black History Month Diwali Christmas</p> <p>-Teacher presents the idea of “Unity in Diversity” Together in differences -Teacher will present the activity to class. “Multicultural Shield” Student will create one shield as a class that contains -What represents me/my family (siblings, celebrations, language) -What I like (Sports, food, games, activities) -What represents my history (birthday, birthplace, country of origin,)</p> <p>-Teacher will provide examples to aid understanding (See above) -Teachers will ask students to make a list of what constitutes their identity -Teacher will ask students to begin on an art piece from their personal list -Students will work on art piece in table groups and add individual pieces to class multicultural shield</p>	<p>-Students will ask questions about concept or activity -Students will participate in discussion</p> <p>-Students will create a list or draw pictures on an individual piece of paper that reflects their identity or culture. -Students will reflect on their cultural or family customs and celebrations for ideas -Students will use personal activities and hobbies for ideas -Each student will create a picture to add to the class shield -Students may contribute more than one piece for the shield but each student must make a minimum of one contribution</p>
<p>5 minutes</p>	<p>Conclusion</p>	<p>-Teacher will address the class and ask students to share their individual art pieces -Teacher will ask if any student would like to talk about what they have created on their art piece -Teacher reaffirms the idea that the ability to practice our own culture but live together makes us multicultural</p> <p>-Multi (many) -Culture (Beliefs, customs, practices)</p>	<p>Students will present their personal pieces on the class shield and explain their art to the class Student will listen to their peers presentations and observe other students cultures</p>

During this lesson the student:			
<p>Demonstrated a willingness to participate in classroom activity by listening to and following direction and participating in class discussion</p> <p>Student responses demonstrate comprehension of the topic</p>	<p>Exceeding Expectations</p> <p>Student displays a willingness and eagerness to participate in discussion without being prompted</p> <p>Student responses to probing questions show an understanding of concept</p>	<p>Meeting Expectations</p> <p>Student is willing to contribute ideas when prompted</p> <p>Student response to questions display a basic understanding of the concept</p>	<p>In Progress</p> <p>Student chooses not to/ does not participate in discussion or contribute ideas</p> <p>Student does not display an understanding of concept</p>
<p>Demonstrate an understanding of the concept of Multiculturalism by creating an effective art piece that identifies with their personal identity</p> <p>-white space, shape, use of colour</p>	<p>Exceeding Expectations</p> <p>Art piece is a reflection of one or more aspects of students identity</p> <p>Little to no white space, use of multiple colours, rectangular piece is cut/shaped in a creative manner</p>	<p>Meeting Expectations</p> <p>Art piece is a reflection of an aspect of students identity</p> <p>Little white space, student has used at least two colours on art piece</p> <p>Rectangular piece is modified (ie. Corners cut off)</p>	<p>In Progress</p> <p>Art piece does not display a reflection of students identity (based on list)</p> <p>Much of piece is white space</p> <p>One or no colours is utilized</p> <p>Rectangular piece remains uncut</p>
<p>Ideas presented in Students personal list are relevant to the topic and demonstrate an understanding of the concept (relationship between personal identity and multiculturalism) (connection to content)</p>	<p>Exceeding Expectations</p> <p>Student represents several topics and identifies multiculturalism in multiple manners (personal, ethnic, family</p>	<p>Meeting Expectations</p> <p>Student represents multiple topics and identifies multiculturalism in one or more manners</p>	<p>In Progress</p> <p>Student has no aspects of multiculturalism recorded/ students reflections do not identify with the topic</p>

LESSON: Where did this come from?

Upneet Bassi

Grade : 4

Unit : Social Studies

Lesson : Using critical thinking for problem solving

Rationale :

A1 Apply critical thinking skills- including comparing, imagining, inferring and identifying to solve a riddle

A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and Listen purposefully to audiences, by

– staying on topic in a focused discussion

– recounting experiences in a logical order

– using an effective introduction and conclusion

– using effective details, evidence, or examples to enhance meaning – explaining and supporting a viewpoint

A3 gather information from a variety of sources (asking questions, making comparison, drawing on background knowledge

Objective :

Student Will Be able to:

1. Identify patterns in information, and use those patterns to draw inferences
2. Demonstrate an ability to imagine situations and results in relation to a selected problem or issue
3. Compare information and viewpoints about a selected problem or issue

Time	Activity	Teacher Does	Student Does
5 minutes	Introduction: Warm up	<p>-Teacher will begin the lesson by reviewing multiculturalism “what is Multiculturalism?”</p> <p>Teacher will refer to the ideas students proposed in previous lesson</p> <p>(for reference) Multiculturalism in Canada is the sense of an equal celebration of racial, religious and cultural backgrounds</p> <p>Teacher will ask students to write down on a piece of paper, one thing that identifies their culture (using class shield as a reference)</p> <p>One thing that makes Canada multicultural</p>	<p>-Students engage in class activity, and ask questions</p> <p>-Students participate by listening attentively, participating in discussion and contributing ideas</p>

		(Multiple religions, celebrations, holidays, languages)	
10 minutes	Body: The Mystery	<p>Teacher will present an artefact to the class and ask them to identify it</p> <p>What is it?</p> <p>Where did it come from?</p> <p>How old is it?</p> <p>What does it do?</p> <p>Who might it belong to?</p>	<p>-Students ask any questions they may have</p> <p>-Students engage in class discussion</p>
20minutes	Class Activity: Game	<p>Students will work in teams at their individual pods (if some students are absent or groups are uneven, teams will be adjusted at teachers discretions.</p> <p>Student teams will discuss together ideas and opinions.</p> <p>Teams will take turns asking questions and recording answers to eliminate or support their guesses</p> <p>Teacher will present probing questions to guide students “Think about the colour, the size etc”</p> <p>Teacher will inform students that they can ask as many yes/ no questions as they like</p> <p>Teacher will guide students to ask questions that will help determine what is this artefact</p> <p>Teacher will provide examples to aid understanding (See above)</p> <p>Teachers will ask students to record their ideas to help them organize their thinking</p> <p>Teacher will ask students to work in their groups to solve the mystery of the artefact</p>	<p>-Students will ask questions about concept or activity</p> <p>-Students will participate in discussion</p> <p>-Students will participate in investigation/ problem solving activity</p> <p>-Students will work together to solve the riddle</p> <p>Students will raise hands to ask questions and provide input</p>
5 minutes	Conclusion	<p>-Teacher will address the class and ask students to share their ideas one group at a time</p> <p>-Teacher will ask if any</p>	<p>Student will listen to their peers ideas and provide input</p> <p>Students will provide reasoning for their conclusions</p>

		<p>student/group has an idea of the identity of the artefact</p> <p>Teacher will reveal what the artefact is</p>	
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Assessment Criteria:

During this lesson the student:			
<p>Demonstrated a willingness to participate in classroom activity by listening to and following direction and participating in class discussion</p> <p>Student responses to probing questions demonstrate comprehension of the topic</p>	<p>Exceeding Expectations</p> <p>Student displays a willingness and eagerness to participate in discussion without being prompted</p> <p>Student responses to probing questions show an understanding of concept</p>	<p>Meeting Expectations</p> <p>Student is willing to contribute ideas when prompted</p> <p>Student response to questions display a basic understanding of the concept</p>	<p>In Progress</p> <p>Student chooses not to/ does not participate in discussion or contribute ideas</p> <p>Student does not display an understanding of concept</p>
<p>Student was able to demonstrate a grasp of multiculturalism by recording aspects of personal identity</p>	<p>Exceeding Expectations</p> <p>Students has several recording of personal identity and is able to reexplain how they relate to both multiculturalism and themselves</p>	<p>Meeting Expectations</p> <p>Student has multiple recordings of personal identity and is able to relate them to themselves</p>	<p>In Progress</p> <p>Student has less than two recordings of personal identity</p> <p>Student recording does not display a connection to self or concept</p>
<p>Student was able to demonstrate a grasp of multiculturalism by recording one aspect of multiculturalism in Canada (Multiple religions, cultures, celebrations, languages etc)</p>	<p>Exceeding Expectations</p> <p>Students understanding of multiculturalism encompasses multiple aspects of the topic</p>	<p>Meeting Expectations</p> <p>Students understanding of multisulturalism encompasses one or more aspects of the</p>	<p>In Progress</p> <p>Students understanding of multiculturalism does not display an accurate understanding (no relation to</p>

	(identifies religions, ethnic groups, language customs) Relating not only to self identity	topic (religion, ethnicity, languages, customs) Relates to self identity	religion, language, celebrations, ethnicity etc.) Does not relate to self identity
Student demonstrates ability to work cooperatively in a team by adding ideas, listening to classmate's ideas and contributing in the effort to solve mystery.	Exceeding Expectations Student displays cooperative teamwork and shows the ability to take leadership and listen to peers Student is open to ideas and uses them constructively to contribute to a team and help solve mystery	Meeting Expectations Students works in team without issue and makes contributions. Student is willing to listen to peers ideas Student displays effort to participate in helping solve mystery	In Progress Student does not participate in team activity and does not show a willingness to contribute to team Student does not display an interest in ideas of peers Student does not make a notable effort to contribute to solving mystery.

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Student was able to demonstrate a grasp of multiculturalism by recording one aspect of multiculturalism in Canada (Multiple religions, cultures, celebrations, languages etc)	Exceeding Expectations Students understanding of multiculturalism encompasses multiple aspects of the topic (identifies religions, ethnic groups, language customs)	Meeting Expectations Students understanding of multisulturalism encompasses one or more aspects of the topic (religion, ethnicity, languages, customs)	In Progress Students understanding of multiculturalism does not display an accurate understanding (no relation to religion, language, celebrations, ethnicity etc.)

	Relating not only to self identity	Relates to self identity	Does not relate to self identity
<p>Student demonstrates ability to work cooperatively in a team by adding ideas, listening to classmate's ideas and contributing in the effort to solve mystery.</p>	<p>Exceeding Expectations Student displays cooperative teamwork and shows the ability to take leadership and listen to peers Student is open to ideas and uses them constructively to contribute to a team and help solve mystery</p>	<p>Meeting Expectations Students works in team without issue and makes contributions. Student is willing to listen to peers ideas Student displays effort to participate in helping solve mystery</p>	<p>In Progress Student does not participate in team activity and does not show a willingness to contribute to team Student does not display an interest in ideas of peers Student does not make a notable effort to contribute to solving mystery.</p>