

Social Studies- Grade 6		Lesson Title: Exploring Community and Identity	
Teacher: Rowena Cuento, Liam McKenzie, Brayden Lovas, Cheyenne Miller			
Stage 1: Identify Desired Results			
Established Goals: (Learning outcome/s & indicator/s from curriculum)			
<ul style="list-style-type: none"> • Students will evaluate their own beliefs and values. • Students will analyze how culture and place influence these beliefs and values. 			
IN6.1			
Evaluate and represent personal beliefs and values by determining how culture and place influence them.			
Indicators			
a. Identify personal roles in, and responsibilities toward, the family and local community.			
b. Compare and contrast family and community roles and responsibilities of young people in Canada, including First Nations, Inuit, and Métis families, with the roles and responsibilities of age-equivalent youth in a selection of countries bordering the Atlantic Ocean (e.g., conduct interviews with local youth and elders, use technology to link with youth in provincial, territorial, national and global communities).			
c. Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.			
d. Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.			
e. Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local community.			
f. Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.			
Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>		Essential Questions:	
<ul style="list-style-type: none"> • I can understand that personal beliefs and values are shaped by cultural and geographical influences. • I can understand that my own beliefs can lead to greater empathy and connection to others. 		<ol style="list-style-type: none"> 1. How do culture and place shape individual beliefs and values? 2. In what ways can we represent and communicate our beliefs and values? 3. How can we respect and learn from cultures that are different from our own? 	

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to identify and respectfully express their personal beliefs and values. ● How to analyze the the different cultural influences on their beliefs ● How to create a representation of their beliefs that reflects cultural and geographical influences 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain how my culture and community influence my beliefs and values. ● Identify my personal beliefs and discuss where they come from. ● Create a project that represents my beliefs and the cultural influences behind them.
--	---

Stage 2: Determine Evidence for Assessing Learning

Performance Evidence:

- Personal Reflection Essay: Students will write a reflective essay on their personal beliefs and values, discussing how these have been influenced by their cultural background and geographic location.
- Cultural Influence Presentation: Students will create a visual or multimedia presentation that represents their beliefs and values, highlighting the cultural and geographical influences. This could include images, a collage, or short video presentations.

Other Evidence:

- Participation in class discussions.
- Peer feedback on presentations.
- Exit tickets summarizing key insights about how culture influences beliefs.

Stage 3: Build Learning Plan

Instructional Strategies:

1. Interactive Learning:
Implementation: Use the "Guess the Culture Game" as a way to engage students right from the start. This interactive approach not only spur students’ interest but also encourages participation and discussion. Following the game, prompt students to share their thoughts on beliefs and values, reinforcing their understanding through peer interaction.
2. Collaborative Learning
Implementation: In the "Cultural Influence Mapping" activity, students work in pairs. This lets them share what they know, talk with each other, and learn about a culture together. By discussing and mapping out beliefs and values, they gain a better understanding through teamwork.
3. Reflective Learning
Implementation: A journal writing activity encourages students to reflect on what they learned during the lesson. This strategy helps them consolidate their understanding and make personal

connections to the content. Reflection can enhance retention and allows students to articulate their thoughts, which promotes a deeper appreciation for the topic of community and identity.

1. Introduction to Concepts: (15 minutes)

Hook: Guess the Culture Game: Present students with various beliefs or practices and have them guess which culture they belong to. This can spark curiosity and discussion about different influences. Then ask students what they think beliefs and values are? Write key responses on the board.

Introduce the concept of Identity in relation to cultural background

Activity: Have students share two truths and one lie about their cultural background or family traditions. The class guesses which statement is the lie, sparking discussion about different cultural identities.

2. Collaboration: (In pairs, 25 minutes)

Activity: Cultural Influence Mapping

- Each pair selects one culture they are familiar with or interested in learning more about.
- On their blank world map, students locate the region associated with their chosen culture.
- They will write down key beliefs and values related to that culture in the corresponding area of the map. Encourage creativity by using colors or symbols to represent these ideas.
- Invite pairs to share their findings with the class, discussing the culture they chose and the beliefs and values they mapped.

3. Reflection: (5 minutes)

Activity: Allow students to write a paragraph in their journals about one thing that stood out to them regarding the lesson on Exploring Community and Identity

4. Closure: (5 minutes)

Use a visual summary using Canva or Google Slides and project it on the board to highlight key terms, concepts, and examples from the lesson. This visual representation reinforces learning and serves as a reference for future discussions about community and identity.

<p>Set (Engagement): Length of Time: 15 minutes</p> <p><i>Interactive Learning</i> Hook: Guess the Culture Game: Present students with various beliefs or practices and have them guess which culture they belong to. This can spark curiosity and discussion about different influences. Then ask students what they think beliefs and values are? Write key responses on the board. Introduce the concept of Identity in relation to cultural background</p> <p>Activity: Have students share two truths and one lie about their cultural background or family traditions. The class guesses which statement is the lie, sparking discussion about different cultural identities.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> ● videos of various beliefs or practices for the Guess the Culture Game ● blank world maps ● crayons ● whiteboard ● visual summary on Canva or Google slides <p>Possible Adaptations/ Differentiation:</p> <p><i>For the Interactive Learning part:</i> Provide images or symbols for each</p>
--	---

<p>Development: Time: 30 minutes <i>Collaborative Learning</i></p> <p><i>Activity:</i></p> <ol style="list-style-type: none"> 1. Cultural Influence Mapping: (25 minutes) <ul style="list-style-type: none"> ● Each pair selects one culture they are familiar with or interested in learning more about. ● On their blank world map, students locate the region associated with their chosen culture. ● They will write down key beliefs and values related to that culture in the corresponding area of the map. Encourage creativity by using colors or symbols to represent these ideas. ● Invite pairs to share their findings with the class, discussing the culture they chose and the beliefs and values they mapped. 2. <i>Reflective Learning:</i> (5 minutes) <ul style="list-style-type: none"> ● Allow students to write a paragraph in their journals about one thing that stood out to them regarding the lesson on Exploring Community and Identity. <p>Closure: Time: 5 minutes</p> <ul style="list-style-type: none"> ● Use a visual summary using Canva or Google Slides and project it on the board to highlight key terms, concepts, and examples from the lesson. This visual representation reinforces learning and serves as a reference for future discussions about community and identity. 	<p>culture in the "Guess the Culture Game" to help visual learners engage.</p> <p><i>For the Collaborative Learning Part:</i> Pair stronger students with those who may need more support, fostering peer mentoring and enhancing learning.</p> <p><i>For the Reflective Learning Part:</i> Allow students to express their reflections through drawings or other forms of visual representation.</p> <p>Management Strategies:</p> <ul style="list-style-type: none"> ● Start with clear and concise instructions to ensure all students understand the layout of the lesson. ● Make students aware of a structured time for each of the 3 activities for the lesson. ● Circulate around the classroom to provide support and guidance, ensuring all students are engaged and on task.. ● Create a calm atmosphere during the reflection period, encouraging mindfulness and concentration. <p>Safety Considerations:</p> <ul style="list-style-type: none"> ● Be mindful of cultural sensitivities. Ensure that the game does not unintentionally stereotype or make fun of any culture. Set ground rules for respectful dialogue. ● Be aware that reflections may bring up sensitive topics. Provide a supportive environment and let students know they can talk to you if they need to. ● Organize the classroom to facilitate safe movement and prevent overcrowding during
--	--

	activities. Have some groups work in the hallway if there's more than one adult in the classroom to help supervise.
Stage 4: Professional Development Goal	
<p><i>In this plan, we have focused on developing this particular aspect of our teaching practice (i.e. Learning to Plan from the PPP):</i></p> <p>We focused on <i>Learning to Review, Reflect, and Self-Evaluate</i> by building in time for structured reflection after each teaching experience. These post-conferences will be a great chance for us to come together and discuss what went well and what we can improve, focusing on both our teaching methods and student learning outcomes. We'll make it a habit to revisit our Professional Development Plans (PDPs) regularly, setting new goals based on our reflections and experiences.</p> <p>Additionally, we're committed to seeking feedback from our pre-internship partners and cooperating teachers. Their insights will be invaluable as we continue to grow and develop our teaching practice. By approaching this feedback with an open mind, we can turn it into a powerful tool for improvement, helping us grow in our teaching practice.</p>	