

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

Unit Title: What is Significance? **Number of Lessons:** 5 **Days:** 5

Your Name: Jacob **Subject(s):** Social Studies/English
Language Arts **Grade:** 3

Rationale

This unit plan will cover part of the grade 3 social studies curriculum and give students an understanding of the concept of significance. We will explore what it means for something to be truly significant to an individual or group and look inward to find something that is truly significant to ourselves. This unit incorporates indigenous content throughout and uses it to supplement and expand student learning. Over the week students will be thinking of things that are significant to them, and then at the end of the week they will share with their peers what that is and why it is so meaningful to them. This unit won't just teach students about the concept of significance, it will teach them to recognize the things that are significant in their lives and appreciate them more than ever before. Throughout this unit plan we will work not only on our social studies competencies but also work on several facets of the grade 3 English language arts curriculum as we explore language, story, and first peoples oral traditions.

Overview

This unit focuses on the concept of significance to others and to ourselves. What makes something significant to someone and how something may be significant to one group but not another.

The unit begins with a lesson on the definition of significance, and an activity about what is significant to you. This activity should begin to show students how some things are significant to different people, and that everyone may have unique things that are significant to them. This first lesson will also include an overview of the unit for the students, with an explanation of what our final summative assessment will be so they know what to expect and what we will be building towards. They will be informed that for the final class we will be sharing something that is significant to us in front of the class for two minutes so they should start thinking about what they might want to share.

Lesson number two will explore why stories are so significant to indigenous people. We will begin with a KWL chart on the board where as a class we can come up with what we know and wonder about it. Then we will read a story about indigenous storytelling (The Thundermaker by Alan Syliboy), then revisit our KWL chart with some things that we have learned. After this lesson, we will hand out a scaffold worksheet for students to begin putting their thoughts down about the significant thing they want to share at the end of the week.

The third lesson will explore why elders play an important role in the lives of first peoples. For this lesson we will use another KWL chart on the board as a schema activation, then we will try and get a local elder to come in and share a story and discuss their role in their community. We will have a backup plan in the case that is not possible where we will read a story (The Elders are Watching by Roy Henry Vickers) and discuss the importance of elders using a KWL chart and class discussion similar to the previous class. At the end of the class, we will discuss some things the students could talk about at their little presentation at the end of the week, and they will have a bit more time to work on their scaffold worksheets.

In the fourth lesson, we will continue to expand on what is significant to indigenous people. We will do a group activity where each group will be given a piece of indigenous artwork illustrating a part of traditional indigenous life (fishing, hunting, storytelling, etc.). The groups will have to examine the artwork and discuss the things they think were significant to the artist and why. The art will be passed around until all the groups have had a chance to examine them. After that, the art will be shown at the front of the class, and we will share what we thought was significant to the artists and write it on the board. Students will get their final reminder to be ready to share their one significant thing in the next class and their last chance to work on their scaffold worksheets.

In the fifth and final lesson, students will come to class having identified something in their life that is significant and meaningful and explain what it is and why it is significant to them. Each student will come up to the front of the class, and for two minutes they will share with their classmates. This will provide the summative assessment for the unit; students should be able to demonstrate that they understand the concept of significance and show that they can speak in front of the class for two minutes.

Indigenous Connections/ First Peoples Principles of Learning

This unit is influenced heavily by indigenous content. All of the stories being shared are by indigenous authors and allow for an exploration of significance in unique ways. In this unit we will be trying to get a local indigenous elder to come in and speak with the students and share firsthand knowledge with them which would be an exceptionally valuable experience. Throughout this unit we will be covering content such as the significance of indigenous storytelling, elders, and other significant aspects of indigenous

life and culture. The summative presentation activity will have students looking to themselves to find a topic that is meaningful and significant to them and then share that with their peers in a way that furthers our class community and strengthens student relationships. Through the process of working on this presentation all week, students will see that learning involves patience and time. We will use storytelling to learn and understand concepts and we will share and work together to ask and answer questions as a group. Each lesson will begin with a land acknowledgment where students can be reminded to appreciate the area in which they are learning.

CORE COMPETENCIES

| Communication | Thinking | Personal & Social |
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| <p>Communicating</p> <ul style="list-style-type: none"> • Connecting and engaging with others <ul style="list-style-type: none"> ○ In this unit students will be sharing something from their own lives that is significant to them. They will be expected to respectfully listen to their classmates and ask meaningful questions if they would like. • Focusing on intent and purpose <ul style="list-style-type: none"> ○ While presenting to the class students will have to communicate a significant aspect of their lives and defend why it is truly significant to them. <p>Collaborating</p> <ul style="list-style-type: none"> • Working Collectively <ul style="list-style-type: none"> ○ This unit contains group work and class wide collaboration in which students will be practicing | <p>Critical thinking</p> <ul style="list-style-type: none"> • Reflecting and Assessing <ul style="list-style-type: none"> ○ Students will be working on a summative presentation in which they will be sharing a facet of their lives that is significant to them and why. This will require meaningful reflection to complete effectively. | <p>Personal awareness and responsibility</p> <ul style="list-style-type: none"> • Self Advocating <ul style="list-style-type: none"> ○ Students will learn more about what is significant to themselves and hopefully learn to value that and value their individuality. • Well-being <ul style="list-style-type: none"> ○ Understanding what is significant in ones own life promotes personal well-being and understanding what is important in life. <p>Positive personal and cultural identity</p> <ul style="list-style-type: none"> • Recognizing personal values and choices <ul style="list-style-type: none"> ○ Through choosing a topic that is truly significant to them students will begin to recognize things that they value. |

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| <p>their collaboration and collective working skills.</p> | | <p>Social awareness and responsibility</p> <ul style="list-style-type: none"> • Valuing Diversity <ul style="list-style-type: none"> ○ Through the activities in this unit, students will learn about how every individual values different things in different ways and holds different things as significant. |
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BIG IDEAS

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| <p>Subject Name: Social Studies</p> | <p>Subject Name: English Language Arts</p> |
| <p><i>Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</i></p> | <p><i>Stories and other texts help us learn about ourselves, our families, and our communities.</i></p> |

LEARNING STANDARDS & ASSESSMENT

| Curricular Competencies | Content | Assessment |
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| <p>Lesson 1</p> <ul style="list-style-type: none"> • SS3 CC2 Explain why people, events, or places are significant to various individuals and groups <p>Lesson 2</p> | <p>Lesson 1</p> <ul style="list-style-type: none"> • SS3 C2 Aspects of life shared by and common to peoples and cultures <p>Lesson 2</p> <ul style="list-style-type: none"> • SS3 C1 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples | <p>Lesson 1</p> <ul style="list-style-type: none"> • Exit ticket <ul style="list-style-type: none"> ○ At the end of class students will use a scrap piece of paper to write down what significance means and hand it in to the teacher before moving on. <p>Lesson 2</p> <ul style="list-style-type: none"> • Class wide KWL chart |

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| <ul style="list-style-type: none"> • SS3 CC2 Key Question 1: Why are stories important to indigenous people? • ELA3 CC10: Show awareness of how story in First Peoples cultures connects people to family and community <p>Lesson 3</p> <ul style="list-style-type: none"> • SS3 CC2 Key Question 2: Why do elders play an important part in the lives of first peoples? | <p>Lesson 3</p> <ul style="list-style-type: none"> • SS3 C4 Governance and social organization in local and global Indigenous societies | <ul style="list-style-type: none"> ○ KWL chart on the whiteboard, as a class we write the KW, then after story time we revisit the L <p>Lesson 3</p> <ul style="list-style-type: none"> • Class wide KWL chart <ul style="list-style-type: none"> ○ KWL chart on the whiteboard, as a class we write the KW, then after presentation we revisit the L <p>Lesson 5</p> <ul style="list-style-type: none"> • Students will be assessed using presentation rubric (found below in lesson 5) |
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Prerequisite Concepts and Skills

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| <p>Students should be able to:</p> <ul style="list-style-type: none"> • Have an introductory knowledge of the concept of significance • Have grade level reading writing and oral language skills • Understand whole body listening for storytelling and presentations • Have a basic understanding of indigenous cultural aspects |
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Teacher Preparation Required

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| <p>Lesson 1</p> | <ul style="list-style-type: none"> • Preread book: Nokum Is My Teacher by David Bouchard <ul style="list-style-type: none"> ○ Take note of points where you can show examples of significance • Create PowerPoint of 5-8 images of people doing things (a man fishing, children at a birthday party, a big family dinner, someone paying with a dog, etc) |
| <p>Lesson 2</p> | <ul style="list-style-type: none"> • Preread book: The Thundermaker by Alan Syliboy <ul style="list-style-type: none"> ○ Take note of points where you can show examples of the significance of indigenous storytelling |

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| | <ul style="list-style-type: none"> • Print out enough ‘What is significant to me?’ worksheets for every student |
| Lesson 3 | <ul style="list-style-type: none"> • Find a local indigenous elder who is willing to come in and speak to the class regarding their role in the community and discuss the significance of elders in indigenous culture • If unable to organize a local elder to come in, preread book: The Elders are Watching by Roy Henry Vickers <ul style="list-style-type: none"> ○ Take note of points where you can show examples of the significance of elders in indigenous culture • Ensure you have all the ‘What is significant to me?’ worksheets to hand back out to the students |
| Lesson 4 | <ul style="list-style-type: none"> • Scan 8 different indigenous paintings illustrating traditional indigenous life for distribution • Ensure you have all the ‘What is significant to me?’ worksheets to hand back out to the students |
| Lesson 5 | <ul style="list-style-type: none"> • Print copy of the presentation rubric for each student • Ensure you have all the ‘What is significant to me?’ worksheets to hand back out to the students |

Cross-Curricular Connections

This unit would lend itself well to other aspects of the social studies curriculum as well as the English language arts content. It introduces public speaking in a small scale and easily approachable way. The class could expand on the public speaking and continue working towards longer presentations incorporating more group work. This unit could coincide with an English unit that examines elements of story and oral language strategies.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:
 - a. Options for Perception
 - i. Content will be shared orally using stories and a presentation from an indigenous elder
 - ii. Content will be shared visually using images, indigenous artwork, work on the whiteboard, and pictures from the storybooks
 - b. Options for Comprehension
 - i. This unit utilizes multiple schema activation activities such as KWL charts and story readings
2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:
 - a. Options for Expressive Skills & Fluency

- i. Students will be given a scaffold worksheet for them to work through the main summative presentation activity where they can get their thoughts written down, or draw they thoughts as pictures
- ii. They will be able to have this scaffold worksheet with them when they present so they can refer to it, or if they are not able to or comfortable with presenting, they can submit their scaffold worksheet to be reviewed for content comprehension

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

- a. **Options for Recruiting Interest**
 - i. The content will be shared in multiple different contexts, using both personal and indigenous lenses through which to view it
 - ii. Content will be presented in multiple ways, and students will be given the freedom to choose their own presentation topic provided it is meaningful to them and relevant to the lesson
- b. **Options for Sustaining Efforts & Persistence**
 - i. Students will be given time at the end of lessons to work on their presentation scaffold worksheets
 - ii. Students will participate in group and class wide work where they can learn from and assist one another

Differentiated Instruction (DI)

This unit could be differentiated for students of different profiles in several different ways. Through the variety of methods of representation of the material, students of different profiles should find one that resonates with them to be able to understand the concept of significance. However some students may have difficulty with the aspect still. These students can get some extra attention during the times set aside to work on the scaffold worksheet to find a suitable topic that is truly significant to them and get some help filling out the different questions on the worksheet. The presentation is another area where the lesson can be differentiated. It may not be feasible for some students to be able to present in front of the class for 2 minutes. If this is the case, we can either allow for a shorter presentation time, or no presentation at all, and simply a thoughtful completion of the scaffold worksheet that shows comprehension of the content, and some level of meaningful introspection.

Overview of Lessons:

Lesson 1

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| Lesson Name & Time (Minutes Allotted): | Introducing Significance: 30 minutes |
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| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> • SS3 CC2 Explain why people, events, or places are significant to various individuals and groups |
| Learning Standards: Content | <ul style="list-style-type: none"> • SS3 C1 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples • SS3 C2 Aspects of life shared by and common to peoples and cultures |
| Instructional Objectives (SWBAT...): | <ul style="list-style-type: none"> • SWBAT Define significance • SWBAT Understand that significance varies from person to person |
| Assessment: | <ul style="list-style-type: none"> • Exit ticket <ul style="list-style-type: none"> ○ At the end of class students will use a scrap piece of paper to write down what significance means and hand it in to the teacher before moving on. |
| Teaching Strategies: | <ul style="list-style-type: none"> • Reminder of whole body listening before beginning story time <ul style="list-style-type: none"> ○ “Sitting in your seat, hands are free, zip your lips, eyes on me” |
| Materials: | <ul style="list-style-type: none"> • Book: Nokum Is My Teacher by David Bouchard • PowerPoint of 5-8 images of people doing things (a man fishing, children at a birthday party, a big family dinner, someone playing with a dog, etc) |
| LESSON ACTIVITIES | |
| Introduction/Hook: | <ul style="list-style-type: none"> • Land Acknowledgment • Introduction to unit, review of expectations <ul style="list-style-type: none"> ○ Explain that we will be spending the next few days learning about significance, and on the last day they will all be doing a short 2 minute presentation in front of the class discussing something significant to them ○ Clarify that we will be working in class on this and not to stress about presenting in front of the class • Story time <ul style="list-style-type: none"> ○ Review whole body listening expectations ○ Read ‘Nokum Is My Teacher’ <ul style="list-style-type: none"> ▪ Discuss cover (take questions and predictions) ▪ After the book is finished, discussion about significance <ul style="list-style-type: none"> • Use examples from the story to help students understand that significance means more than |

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| | something you like, it needs to be something truly meaningful to you |
| Body: | <ul style="list-style-type: none"> • Significance Activity <ul style="list-style-type: none"> ○ Show images from PowerPoint one at time and have students guess at what might be significant to the individuals in the image <ul style="list-style-type: none"> ▪ Examples could be nature, family, friends, pets, etc. depends on the image and could be many things ○ Provide some additional suggestions if the students are having trouble |
| Closure: | <ul style="list-style-type: none"> • Exit ticket <ul style="list-style-type: none"> ○ On a scrap piece of paper have each student write down what they think significance means ○ Collect the exit tickets • Ask that students begin to think about something that is significant to them and bring some ideas to next class |

Lesson 2

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| Lesson Name & Time (Minutes Allotted): | The Significance of Indigenous Storytelling: 45 minutes |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> • SS3 CC2 Key Question 1: Why are stories important to indigenous people? • ELA3 CC10: Show awareness of how story in First Peoples cultures connects people to family and community • ELA3 CC11: Develop awareness of how story in First Peoples cultures connects people to land • ELA3 CC17: Explore and appreciate aspects of First Peoples oral traditions |
| Learning Standards: Content | <ul style="list-style-type: none"> • SS3 C1 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples |
| Instructional Objectives (SWBAT...): | <ul style="list-style-type: none"> • SWBAT Understand that storytelling is significant in indigenous culture |
| Assessment: | <ul style="list-style-type: none"> • Class wide KWL chart <ul style="list-style-type: none"> ○ KWL chart on the whiteboard, as a class we write the KW, then after story time we revisit the L |
| Teaching Strategies: | <ul style="list-style-type: none"> • Reminder of whole body listening before beginning story time <ul style="list-style-type: none"> ○ “Sitting in your seat, hands are free, zip your lips, eyes on me” |

| Materials: | <ul style="list-style-type: none"> • Book: The Thundermaker by Alan Syliboy • What is significant to me? Worksheet <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 2px;">What is Significant to Me?</th> </tr> <tr> <td style="width: 50%; padding: 2px;">Name:</td> <td style="width: 50%; padding: 2px;">Date:</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Topic:</td> </tr> <tr> <td colspan="2" style="padding: 2px;">My topic is significant to me because...</td> </tr> <tr> <td colspan="2" style="padding: 2px;">How does your topic make you feel? Why?</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Make a drawing of your topic!</td> </tr> </table> | What is Significant to Me? | | Name: | Date: | Topic: | | My topic is significant to me because... | | How does your topic make you feel? Why? | | Make a drawing of your topic! | |
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| What is Significant to Me? | | | | | | | | | | | | | |
| Name: | Date: | | | | | | | | | | | | |
| Topic: | | | | | | | | | | | | | |
| My topic is significant to me because... | | | | | | | | | | | | | |
| How does your topic make you feel? Why? | | | | | | | | | | | | | |
| Make a drawing of your topic! | | | | | | | | | | | | | |
| LESSON ACTIVITIES | | | | | | | | | | | | | |
| Introduction/Hook: | <ul style="list-style-type: none"> • Land Acknowledgment • Begin KWL chart on the whiteboard <ul style="list-style-type: none"> ○ The question is “what do you know about indigenous storytelling?” ○ Take raised hands from the class about things they know and things they want to know • Transition to story time | | | | | | | | | | | | |
| Body: | <ul style="list-style-type: none"> • Story time <ul style="list-style-type: none"> ○ Review whole body listening expectations ○ Read ‘The Thundermaker’ <ul style="list-style-type: none"> ▪ Discuss cover (take questions and predicitions) ▪ After the book is finished, discussion about significance of storytelling in indigenous culture | | | | | | | | | | | | |
| Closure: | <ul style="list-style-type: none"> • Revisit the KWL chart <ul style="list-style-type: none"> ○ Take raised hands from the class about what they have learned about indigenous storytelling | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> ▪ Key learning point: Storytelling is significant in indigenous culture • Hand out what is significant to me worksheet and explain how we will be filling it out <ul style="list-style-type: none"> ○ Have students fill out their name and date and their topic of choice ○ Collect them all when finished to make sure they are kept safe for next class |
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Lesson 3

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| Lesson Name & Time (Minutes Allotted): | The Significance of Elders in Indigenous Culture: 45 minutes |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> • SS3 CC2 Key Question 2: Why do elders play an important part in the lives of first peoples? • ELA3 CC10: Show awareness of how story in First Peoples cultures connects people to family and community • ELA3 CC11: Develop awareness of how story in First Peoples cultures connects people to land • ELA3 CC17: Explore and appreciate aspects of First Peoples oral traditions |
| Learning Standards: Content | <ul style="list-style-type: none"> • SS3 C1 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples • SS3 C4 Governance and social organization in local and global indigenous societies |
| Instructional Objectives (SWBAT...): | <ul style="list-style-type: none"> • SWBAT Understand that Elders are significant in indigenous culture |
| Assessment: | <ul style="list-style-type: none"> • Class wide KWL chart <ul style="list-style-type: none"> ○ KWL chart on the whiteboard, as a class we write the KW, then after presentation we revisit the L |
| Teaching Strategies: | <ul style="list-style-type: none"> • Reminder of whole body listening before beginning presentation <ul style="list-style-type: none"> ○ “Sitting in your seat, hands are free, zip your lips, eyes on me” |
| Materials: | <ul style="list-style-type: none"> • Book: The Elders are Watching by Roy Henry Vickers • What is significant to me? Worksheet |
| LESSON ACTIVITIES | |
| Introduction/Hook: | <ul style="list-style-type: none"> • Land Acknowledgment • Begin KWL chart on the whiteboard |

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| | <ul style="list-style-type: none"> ○ The question is “what do you know about elders in indigenous communities?” ○ Take raised hands from the class about things they know and things they want to know ● Transition to presentation from local elder (here to discuss their role in their community) ● If unable to get a local elder to come in to speak then we transition to story time |
| Body: | <ul style="list-style-type: none"> ● Review whole body listening expectations ● Presentation from local elder <ul style="list-style-type: none"> ○ If unable to get a local elder to come in, read ‘The Elders are Watching’ <ul style="list-style-type: none"> ▪ Discuss cover (take questions and predictions) ▪ After the book is finished, discussion about significance of elders in indigenous culture |
| Closure: | <ul style="list-style-type: none"> ● Revisit the KWL chart <ul style="list-style-type: none"> ○ Take raised hands from the class about what they have learned about indigenous storytelling <ul style="list-style-type: none"> ▪ Key learning point: Elders are significant in indigenous culture ● Hand out What is significant to me? Worksheet <ul style="list-style-type: none"> ○ Have students begin filling it out and provide 5-10 minutes of work time ○ Answer questions for whole class and ensure the expectations are clear ○ Make sure students know that this is providing things for them to talk about during their presentation and that they can have their worksheet with them when they present |

Lesson 4

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| Lesson Name & Time (Minutes Allotted): | Things of Significance in Indigenous Culture: 45 minutes |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> ● SS3 CC2 Key Question 3 What values were significant for local first peoples? |

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| Learning Standards: Content | <ul style="list-style-type: none"> • SS3 C1 Cultural characteristics and ways of life of local First Peoples and global indigenous peoples |
| Instructional Objectives (SWBAT...): | <ul style="list-style-type: none"> • SWBAT hypothesize about what may have been significant to an artist based on their painting |
| Assessment: | <ul style="list-style-type: none"> • No formal assessment <ul style="list-style-type: none"> ○ Informal observation of student understanding |
| Teaching Strategies: | <ul style="list-style-type: none"> • |
| Materials: | <ul style="list-style-type: none"> • 8 different indigenous paintings illustrating traditional indigenous life |
| LESSON ACTIVITIES | |
| Introduction/Hook: | <ul style="list-style-type: none"> • Land Acknowledgement • Show off the art to the students from the front of the class to get them engaged • Explain activity to class <ul style="list-style-type: none"> ○ Students will be put into groups ○ Each group will receive one piece of art ○ Students will examine art and discuss in their groups things they think may be significant to the artist who made it ○ The art will be circulated from group to group ○ After, we will discuss it as a class • Break the class into groups of roughly 4 students each |
| Body: | <ul style="list-style-type: none"> • Hand out one piece of art to each group and remind them that they are to discuss what they think is significant to the artist • Circulate the class and check in on groups to make sure everyone is on task <ul style="list-style-type: none"> ○ Additionally, assess student understanding of the concept of significance, as well as group work skills ○ Provide prompts and suggestions if needed • After 3-4 minutes, all the groups pass their art off to the next group and begin again • Continue until all groups have examined all pieces of art, then collect them |
| Closure: | <ul style="list-style-type: none"> • Get student attention back to the front of the class • Go through the different pieces of art, asking the different groups to contribute their thoughts on what was may have been significant to the artist |

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| | <ul style="list-style-type: none"> • Hand out What is significant to me? Worksheet <ul style="list-style-type: none"> ○ Give students 10-15 minutes to finish working on their worksheets and add a drawing and color it if they would like ○ Remind students that they will be presenting for 2 minutes next class |
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Lesson 5

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| Lesson Name & Time (Minutes Allotted): | What is Significant to Me? Presentations: 40-60 minutes (depending on class size, may need to split across 2 classes) | | | | |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> • SS3 CC2 Explain why people, events, or places are significant to various individuals and groups | | | | |
| Learning Standards: Content | <ul style="list-style-type: none"> • SS3 C2 Aspects of life shared by and common to peoples and cultures | | | | |
| Instructional Objectives (SWBAT...): | <ul style="list-style-type: none"> • SWBAT Share a brief 2 minute oral presentation in front of the class on the topic of something that is significant to them • SWBAT Understand the concept of significance | | | | |
| Assessment: | <ul style="list-style-type: none"> • Students will be assessed using the following rubric | | | | |
| | Category | Emerging | Developing | Proficient | Extending |
| | Oral Presentation | Student presentation shorter than one minute | Student presented for between 1 and 2 minutes | Student completed 2 minute oral presentation | Student presented minimum 2 minute oral presentation and exhibited some public speaking skills (Spoke clearly, good volume, did not rely completely on notes, etc.) |

| | Content | Student chooses topic that demonstrates they have not fully grasped the concept of significance | Student shows some understanding of the concept of significance but may not be able to explain their topic choice effectively | Student shows understanding of the concept of significance through the choice of their topic and their explanation | Student show excellent understanding of the concept of significance by choosing truly meaningful topic and explaining their choice effectively |
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| Teaching Strategies: | <ul style="list-style-type: none"> Reminder of whole body listening for listening to students peers presenting <ul style="list-style-type: none"> “Sitting in your seat, hands are free, zip your lips, eyes on the presenter” | | | | |
| Materials: | <ul style="list-style-type: none"> Copy of the above rubric for each student What is significant to me? Worksheet | | | | |
| LESSON ACTIVITIES | | | | | |
| Introduction/Hook: | <ul style="list-style-type: none"> Land Acknowledgement Randomize selection of students for presentation order | | | | |
| Body: | <ul style="list-style-type: none"> Students will present one at a time for the class for 2 minutes each <ul style="list-style-type: none"> Teacher will assess student performance and content using the above rubric Listeners will likely need to be reminded of what it is to be a respectful whole body listener throughout the presentations Praise students for the hard work and presenting skills throughout the lesson | | | | |
| Closure: | <ul style="list-style-type: none"> Debrief about the unit with the class, discuss how they learned about different things in indigenous culture that are significant, as well as looked at what was significant in their own lives. | | | | |

Resources

- Books:
 - Nokum Is My Teacher by David Bouchard
 - The Thundermaker by Alan Syliboy
 - The Elders are Watching by Roy Henry Vickers
- Color photocopies of indigenous artwork
- What is significant to me? worksheet
- Lesson 5 rubric

Extensions to Unit (Consecutive – After)

This unit covers the concept of significance thoroughly and I would not want to spend more time covering it unless it was very clear that students were not grasping the concept, in which case there is a deeper issue with the unit itself. This unit does provide a great framework to move on to teaching the concept of worldview which is another aspect of the grade 3 social studies curricular competencies. Using the same lesson layout and final summative assessment of a class presentation discussing how a student's worldview is constructed. This not only covers more curricular content but also gives students more experience presenting in front of the class which I believe should be utilized more at younger grades to help students become more comfortable with it. The unit could easily be leveled up in grades by asking for longer presentation times and more thoughtful content. To level the unit down is more challenging and would require a shift to more approachable content and much shorter presentation time. This unit could be used as a jumping off point to more English language arts content with a focus on public speaking.

Reflections

In the planning process of writing this unit plan I relied heavily on the mapping scaffold worksheet. I was able to lay out my lesson ideas, then add to them, move them around, and edit them until they covered the content I wanted them to and flowed well one lesson to the next. The social studies curriculum has a great deal of indigenous content to cover in it and I found it easy to find some content I was interested in covering. Even with the support from the curriculum I tried to incorporate more indigenous content than I have in my lessons in the past. I did get sick at the time I had originally scheduled to complete this unit plan which ended up putting way behind schedule. Because of that and the piling up of other coursework, I did feel rushed to complete it. With that in mind and knowing that this feeling will likely be common once I am teaching, it went well, and I am happy with how the unit ended up. I found the entire process very time consuming and look forward to getting more practice writing unit plans to get faster at the process. I feel like I am improving in finding more concrete assessment strategies compared to last term, but I recognize that I still have improvements to make in that department. For future unit plans, I want to try and just get my ideas out of my head and on to

the template rather than overthinking and second guessing myself into making the process take twice as long as it needed to. With the amount of work we have this term and the amount of work I can only imagine we will have next term and beyond, I desperately need to develop more strategies to speed up my process.