

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

Unit Title: Finding Identity in Community **Number of Lessons:** 5 **Days:** 2 weeks

Your Name: Hannah Parker **Subject(s):** Social Studies/English
Language Arts **Grade:** Grade 5

Rationale

This unit is developed in these ten lesson plans to explore themes of identity and community, while helping students and teachers build a productive, safe learning environment. It is important to teach about identity and community because they are central themes in the minds of young adolescents. As students begin a year in a new school (or at least in a different classroom), many wonder about who they want to be in this new space and what it means to be part of a group. The lives of early adolescents are centered around peer groups and mutual relationships.

By beginning the year with themes that resonate with students' moral and social development— themes such as identity, membership, and belonging—teachers engage students not only in studying themselves but also in studying peoples of the past. Encouraging students to think critically about issues of identity and community is not only an effective way to engage them in the study of world history; it also provides a way to build a class culture that supports learning.

By engaging in identity and community, the students are learning about the fundamental principles of First Peoples as well as the social and personal responsibility competencies within the curriculum.

This unit is important to me because learning and unpacking identity helps students understand who they are and allows them to metacognitively think about the decisions they will make within the year. Helping students understand themselves in a personal goal for myself, and students sharing those parts of themselves, the class can better understand and learn to communicate with others.

Overview

In this unit, students are interacting with the lessons to not only support their development as students of social studies but also support their growth as citizens and community members. Students will explore their individual identity, how they shape that

identity, and how that identity is defined by others. Additionally, students will explore who they are as a class, as a school community, as a Kamloops community, and how those communities are defined and shaped. At the end of this unit, the class will create a positive self-identity and a positive classroom environment to go about the rest of the year. Also, students as a class will put together a class community display that will be up for other class, other teachers, and parents to see.

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

This unit is not only connected to Indigenous knowledge and principles of learning, but it is Indigenously inspired where students will be interacting with the place of Kamloops and the original community of Kamloops which is the Tk'emlúps te Secwépemc people. Students will not only be learning about the traditional community of Kamloops, but how that community has been shaped historically (e.g., colonialism, residential schools, and policies like the Indian Act).

Looking directly at the lessons, students will be interacting with indigenous texts and also looking at Kamloops historically there will be pictures of land and the local residential school.

Looking directly at the First Peoples Principles of Learning, the principles that directly co-relate to this unit are:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - Students will be learning about the importance of community, specifically the Kamloops community. Also, students will learn the importance of belonging, but also the difference between belonging and conformity.
- Learning requires exploration of one's identity.
 - Students in the first few lessons of the unit will be asking themselves, "Who am I?" Also, student's will be exploring the role that identity plays in forming their values, ideas, and actions.

Indigenous Resources Used:

- The first people's principals of learning: <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
- Orange Shirt Day Teacher Resources: <https://www.orangeshirtday.org/teacher-resources.html>
- Kamloops Indigenous Community: <https://tkemlups.ca/> AND <https://www.kamloops.ca/our-community/tkemlups-te-secwepemc>
- "Nokum is My Teacher" by David Bouchard

CORE COMPETENCIES

Communication	Thinking	Personal & Social
---------------	----------	-------------------

<ul style="list-style-type: none"> • Communicating <ul style="list-style-type: none"> ○ Students will be connecting and engaging with others. Specifically, they will listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. Students will accomplish this by exploring their own identity and sharing that with class and also the class exploring community and listening to diverse outlook the students describe the community. 	<ul style="list-style-type: none"> • Critical thinking <ul style="list-style-type: none"> ○ Students will be questioning and investigating challenges, key issues, and problematic situations relative to their lives and communities. Specifically, students will be questioning “who am I?” and “who are we?” 	<ul style="list-style-type: none"> • Positive personal and cultural identity <ul style="list-style-type: none"> ○ Students will learn how to understand their relationships and cultural context shape who they are. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them. Specifically, the unit accomplishes this by having lessons first have students deal with their personal identities and then looking at how their personal identities are shaped by others. Second, students will be looking at the identities within the community and how the community is and was shaped.
--	--	--

BIG IDEAS

Subject Name: Social Studies

Subject Name: English Language Arts

Subject Name: English Language Arts

<u>Canada's policies and treatment of minority peoples have negative and positive legacies.</u>	<u>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</u>	<u>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</u>
The unit plan accomplishes this by looking at the Kamloops community, and how currently and historically minority groups that make up the community are treated from Canadian policies (e.g., Indian Act of 1876). The students will learn about this with some in-class readings.	This unit accomplishes this by having students question what they see and hear about themselves and within the community. Students will be using critical thinking to question "who they are" but also "why they are" and how their identities can shape the community (engaged citizens).	This unit accomplishes this by having students tell their personal identity stories and learning about themselves in this process, but also learning about their classmates. Also, the unit will use a variety of texts to get students started in thinking about identity and community.

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<u>Social Studies</u> <ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) <u>English Language Arts</u> <ul style="list-style-type: none"> Explain the role of language in personal, social, and cultural identity 	<u>Social Studies</u> <ul style="list-style-type: none"> The development and evolution of Canadian identity over time Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, <u>residential schools</u>, and internments Human rights and responses to discrimination in Canadian society <u>English Language Arts</u> <ul style="list-style-type: none"> Story/text <ul style="list-style-type: none"> Perspective/point of view Strategies and Processes <ul style="list-style-type: none"> Oral language strategies 	<u>Formative Assessments</u> <ul style="list-style-type: none"> Exit Tickets (Lesson 1-4) Group Identity Chart (Lesson 1) Kamloops Map (Lesson 5) Kamloops Identity Chart (Lesson 4) Group Poster Boards (Lesson 5) All these assessments are given to give practice to students to identifying identity and community. They are marked based on participation (<u>checklist</u>) Instructor is providing feedback <u>Summative Assessments</u> <ul style="list-style-type: none"> Class Community Display containing...

<ul style="list-style-type: none"> • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world 		<ul style="list-style-type: none"> ○ Personal Identity Chart (Lesson 1) ○ Personal Bio-poem (Lesson 2) ○ Identity Mask with identity mask handout (Lesson 3) ○ The display will include the formative assessments as well (not the exit ticket journals) • All these assessments are marked with a rubric.
--	--	---

Prerequisite Concepts and Skills

<p>Students should be able to:</p> <ul style="list-style-type: none"> • Students will need to have some prior knowledge about themselves and where they come from • Students will also need to understand that it's ok to have differences from others and we should all be treated equally no matter what • Students should be able to somewhat critically think about texts and topics • Read • Work in groups (this might need to be worked on in the first lessons but some understanding) <ul style="list-style-type: none"> ○ Example Discussion <ul style="list-style-type: none"> ▪ What does terrible group work look like? ▪ What does fantastic group work look like? • Have some prior understanding about <u>First Peoples and European Contact</u> from Grade 4 Socials Studies • Have some prior understanding about how to use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text

Teacher Preparation Required

Lesson 1	Arrange desks in a circle Bring a journal for every student that they will use for the unit. Create a sample identity chart
----------	---

	Print 30 copies of “My Name” by Sandra Cisneros or bring the picture book “The Name Jar” by Xangsook Choi Bring to class 30 index cards Ensure classroom has whiteboard markers
Lesson 2	Create a sample bio-poem Print 30 brainstorm scaffolds Bring folder to collect identity chart from last class
Lesson 3	Bring materials for mask making <ul style="list-style-type: none"> • Markers • Paper plates • Old Magazines and Newspapers • Scissors Print 30 mask making worksheets
Lesson 4	Ensure classroom has whiteboard markers Make signs labeled “Strongly agree,” “Agree,” “Disagree,” and “Strongly disagree” Bring in picture book “Nokum is My Teacher” by David Bouchard Bring in poster board with markers
Lesson 5	Ensure classroom has whiteboard markers Bring in large map of Kamloops Post-it-notes Print images of Kamloops Bring in poster boards with markers

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

The unit itself is cross-curricular with Socials and English integrated together. The Socials piece is related to community and how Kamloops itself is full of diverse communities (including the Tekemlups te Secwepemc community). The Socials piece also looks at the Indigenous community and how First Peoples have been impacted by Canadian policies (Indian Act-Residential Schools). The English piece is more related to the assignments and how students interact with texts. There are a few class readings in which students will dissect. Also, students will be creating a poem and be journaling throughout the unit which is related to ELA.

Also, students in this unit will be making personal masks. This has the unit further in cross-curricular nature, as this touches the Arts Education curriculum.

Universal Design for Learning (UDL)

1. **MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways:
 - Orally Sharing: students will be sharing their work from assignments and personal experiences when dealing with topics of identity and community.
 - Reading texts: teacher will be reading stories related to identity and community. Teacher can have students read the stories in a reading circle.
 - Concept webs on the board: students will be interacting with defining identity and community by writing their ideas on the board.
 - Pictures of Kamloops: images of Kamloops (community of Kamloops) will be physically shared to students and passed around (interaction with physical materials).

2. **MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:
 - Identity Charts: students will be creating identity charts for characters in class readings but also personal identity charts describing themselves. This activity is a more reflection piece, looking within themselves.
 - Art Project (Personal Mask): students will be interacting with materials to create masks. This activity is more an art interaction piece.
 - ELA Project (Bio-poem)
 - Class Discussion: most conversations will be taught as a discussion format, allowing the students to give input on what it is their learning as a class, and debating their opinion over issues.
 - Individual Expression (Exit Journals): students will also have the opportunity to express themselves in a more individual way with journaling. At the end of every class, students will a variety of questions to chose from to reflect on.
 - Group in-class activity (Kamloops community posters): student will have time to work in groups to create community posters of Kamloops. This activity allows students to express themselves in a group setting.

3. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:
 - Class Discussion: this creates opportunity for students to get involved (not just merely listening to the teacher instruct).
 - Concept Webs: this creates opportunity for students to interact with concepts and ideas physically on the whiteboard.
 - Group Work (Poster Boards): this creates opportunity for students to build of each other and become engaged with their peers.
 - Individual Work Periods (Exit Journaling): this creates opportunity for students to reflect individually, without fear that their engagement with the concepts will be criticized from peers.

- Sharing Work: this creates a fun opportunity for students to share their personal experiences and work, gets them engaged about things that are important to them.
 - To the class
 - To a buddy

Differentiated Instruction (DI)

- ESL Learners
 - Have a recording device for the exit tickets, so students that struggle writing English can still participate in this learning opportunity.
 - For personal identity charts provide “basic character traits/descriptions words” so that the ESL learners can match those to their charts
 - For the bio-poem, provide the scaffold, but also a basic instruction sheet, in order to provide more structure and a resource to go back to in order to navigate their poem successfully.
- Behavioral Diversability
 - Have a class discussion before unit begins about group work and what effective group work looks like; students with behavioral challenges struggle with group work
 - Pick groups properly (these students sometimes do not work well with specific students)
 - Provide lots of opportunity to work on assignments; extra time for students that struggle to stay on task during the activity.
 - Provide encouragement to keep these students on task.
 - Have scaffolds and instruction sheets to keep students on task and to go back to.
- Physical Diversability
 - For writing their own ideas for the concept web, have people that struggle with mobility pick a friend to write on the board for them OR have little whiteboards at their desks to contribute to the larger whiteboard concept web.
 - For the agree and disagree game in Lesson 4, have students instead of moving to corners have paddles that switch over to agree and disagree.
- Auditory/Visual Diversability
 - When doing class readings, provide a script for auditory diversability and/or an auditory device that the teacher uses to amplify sound to a student’s hearing device.

- When doing concept webs or any whiteboard activity, have students with visual diversability have them sit closer to the front.
- The Kamloops map activity, have the map be sensory (mountains sharp, grass areas soft) so that visual diversabilities can relate with feel and touch.
- The photos passed around in Lesson 5 will also be passed with a recording device for auditory captions of the images for those that cannot see them.

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	Who Am I? (60 minutes)
Learning Standards: Curricular Competencies	Use personal experience and knowledge to connect to text and develop understanding of self, community, and world Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
Learning Standards: Content	Story/Text <ul style="list-style-type: none"> • Perspective/point of view Human rights and responses to discrimination in Canadian society
Instructional Objectives (SWBAT...):	Students will be able to define the word identity Students will be able to identify various factors that shape their identity Student will complete a personal identity chart
Assessment:	Group Identity Charts (Formative Assessment) <ul style="list-style-type: none"> • Give feedback to class as they are working on Sandra's or Unhei's identity chart • Observe how comfortable students are with unpacking identity Personal Identity Charts with Exit Ticket (Summative Assessment) <ul style="list-style-type: none"> • They will have opportunity to work on it throughout unit • Assessment style: Rubric • Give feedback to students (thank them for honesty)

	<p>Exit Ticket</p> <ul style="list-style-type: none"> • Participation: complete/incomplete • Provide feedback to students
Teaching Strategies:	<ul style="list-style-type: none"> • Activate schema around identity by students writing a fact about them on the index card • Student relationship building as students read each other’s index cards • Class Discussion around what the word “identity” means • Learning Circle Environment <ul style="list-style-type: none"> ○ Students go into a reading circle and together we read a book ○ In our circle we create an identity chart for the character in the book • Personal work time environment <ul style="list-style-type: none"> ○ Students create their own personal identity charts ○ Exit ticket journaling
Materials:	<p>Reading: “My Name” by Sandra Cisneros (30 copies) or “The Name Jar” by Xangsook Choi (1 picture book)</p> <p>Whiteboard</p> <p>Whiteboard Markers</p> <p>30 Index Cards</p> <p>Example Personal Identity Chart</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p><u>How Well do We Know Each Other Activity?</u></p> <p>-Distribute an index card to each student.</p> <p>-Ask students to write one little-known fact about themselves on this card. It should be something that people could not know just by looking at them. Their names should not appear on the cards.</p> <p>-Then collect the cards.</p> <p>-Read a card and ask the class to guess who the fact describes. You might read several cards at the beginning of each class period throughout this unit.</p> <p>(Through this activity students often learn that they have something in common with a classmate or they learn something interesting about someone that might otherwise have taken all year to discover.)</p>

Body:	<p><u>Discussion/ Concept Web</u></p> <ul style="list-style-type: none"> -Write the word identity on the board -Ask for volunteers to share their thoughts on what that means and come write it up on the board <p><u>Class Reading:</u></p> <ul style="list-style-type: none"> - Distribute copies of “My Name,” a chapter from Sandra Cisneros’s book <i>The House on Mango Street</i>. <p>(In this excerpt a young girl, Esperanza, reflects on her name. In the process she reveals information about her identity—how she perceives herself, what she values, where her family is from, and so on.)</p> <ul style="list-style-type: none"> -Ask student volunteers to read a paragraph of this excerpt to the class. -As the text is read aloud, students can underline any words or phrases that give them information about how Esperanza would answer the question, “Who am I?” <p>(The text also introduces other interesting themes such as the concepts of stereotypes and prejudice. Students will have the opportunity to address questions such as, “How do we perceive and judge others?” and “How does it feel to be labeled?” For now, you can frame questions about the way Esperanza describes Mexicans, Chinese, and women in terms of what this says about her own beliefs and experiences).</p> <ul style="list-style-type: none"> -Alternative to this reading could be “The Name Jar” by Xangsook Choi. <p>(In this picture book, Unhei just moves from Korea, and is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning).</p> <p>-</p>
-------	--

	<p><u>Identity Charts</u></p> <ul style="list-style-type: none"> - As a class have students create an identity chart for Esperanza. - You can also provide groups with some questions to guide them: <ul style="list-style-type: none"> • Who is in Esperanza’s family? • Where is her family from? • What languages does she speak? • What does she hope for her future? • What does she think about her name? What does this reveal about her personality? -Students create their own identity charts -Explain to students that they will be sharing their identity charts with the class so they should be cautious about including information that they want to remain private. <p><i>Teaching note: In preparation for this class, you may want to create your own identity chart. Not only will this model the assignment for students, but it also provides a way for students to get to know you.</i></p>
Closure:	<p><u>Exit Ticket</u></p> <ul style="list-style-type: none"> - Students can complete their identity charts for homework if they are not finished -Handout journals to students that they will keep for the unit to use for exit tickets -Exit ticket question (2 options) <ul style="list-style-type: none"> • Look over your identity chart. What aspects of your identity are most important to you? Select one characteristic from your identity chart and write about why it is an important part of defining who you are. • Following Esperanza’s example, write about your own name. This can include how it became your name and why it is important to you.

Lesson 2

Lesson Name & Time (Minutes Allotted):	What Shapes Your Identity? (60 minutes)
Learning Standards: Curricular Competencies	Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
Learning Standards: Content	<p>Story/text</p> <ul style="list-style-type: none"> • Perspective/point of view

	<p>Strategies and Processes</p> <ul style="list-style-type: none"> • Oral language strategies
Instructional Objectives (SWBAT...):	<p>Students will review and deepen their understanding of identity. Students will be able to identify how their experiences have shaped their identities. Students will create a personal bio-poem.</p>
Assessment:	<p><u>Personal Bio-poem (Summative Assessment)</u></p> <ul style="list-style-type: none"> • Students will have opportunity to work on it throughout unit • Assessment style: Rubric <p><u>Exit Ticket (Formative Assessment)</u></p> <ul style="list-style-type: none"> • Participation mark: complete/incomplete • Feedback to students
Teaching Strategies:	<p>Students build confidence with oral presentation of identity charts Teacher collects identity charts in folder (if students have completed them) Class brainstorm characteristics about themselves (experiences, hopes, accomplishments) Student work individually on bio-poem (teacher goes around to provide support) Students' journals exit ticket question.</p>
Materials:	<p>Sample (Personal) Bio-poem Brainstorm Scaffold (30 copies) Folder to collect identity charts from last class</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p><u>Sharing Session</u></p> <ul style="list-style-type: none"> -Students share their completed identity charts from previous lesson -Can either do this in small groups, classroom speech style, or pass around the charts to the right until every student has seen everyone's chart. -Collect students identity charts (if completed)
Body:	<p><u>Pre-Bio Poem Discussion</u></p>

	<p>-Ask students to write a list of they type of factors or characteristics they used to describe themselves on their identity charts</p> <p>- See if any of them mention hopes, personal experiences, or accomplishments. If not, ask students to identify an example of an experience that shaped how they answer the question, “Who am I?”</p> <p>(Or refer back to the “My Name” reading. In this excerpt, Esperanza describes how her great-grandmother’s identity was shaped when she was “kidnapped” by Esperanza’s great-grandfather. Before this event she was “a wild, horse of a woman.” After she was married off to Esperanza’s great-grandfather, she became a sad woman who sat at a window much of the day.)</p> <p>(Or look at character change in Unhei, when she was able to not share her name she was anxious and when she was able to share her name she was happy).</p> <p>- When students have an initial understanding of the relationship between identity and personal experience start the Bio-poem.</p> <p><u>Bio Poem Procedure</u></p> <ol style="list-style-type: none"> 1. Prepare students and tell them that a Bio-poem is an 11-line poem that includes <ul style="list-style-type: none"> ○ Adjectives that you would use to describe yourself ○ Relationships in your life (e.g., friend, brother, daughter) ○ Things you love ○ Important memories ○ Fears ○ Accomplishments ○ Hopes or wishes ○ Home (location) 2. Students Brainstorm <ul style="list-style-type: none"> ○ Give students an opportunity to think about the things in step 1 ○ Give students a scaffold if they need help to think about it 3. Students Write Their Poems
--	--

	<ul style="list-style-type: none"> ○ Give students time to write their poems ○ Remind students of criteria ○ Show an example of a Bio-poem from me <p>4. Students Share Their Poems</p> <ul style="list-style-type: none"> ○ Students read their poems to the whole class. ○ Each reader is assigned a “responder.” ○ After the bio-poem is read aloud, the responder has to comment about something he or she heard that was particularly interesting or surprising. ○ Remind students to be respectful. <p>If some students are not finished, then have them take the poems home to complete and then share their poems next class.</p>
<p>Closure:</p>	<p><u>Exit Ticket</u></p> <p>-Have students pull out their exit ticket journals</p> <p>-Exit Ticket Question:</p> <ul style="list-style-type: none"> • Experiences help us define who we are and who we are not. Identify an experience that shaped your identity. Describe this event or experience and then explain the impact it has had on how you answer the question, “Who am I?”

Lesson 3

<p>Lesson Name & Time (Minutes Allotted):</p>	<p>What Aspects of Our Identities Do We Show to Others? (60 minutes)</p>
<p>Learning Standards: Curricular Competencies</p>	<p>Explain the role of language in personal, social, and cultural identity</p> <p>Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</p>
<p>Learning Standards: Content</p>	<p>Story/text</p> <ul style="list-style-type: none"> • Perspective/point of view
<p>Instructional Objectives (SWBAT...):</p>	<p>Students will identify the aspects of their identities that they want to present to others and the aspects they want to conceal.</p> <p>Students will be able to represent their identities visually through making a mask.</p>

Assessment:	<p><u>Identity Masks (Summative Assessment)</u></p> <ul style="list-style-type: none"> • Students will have opportunity to work on it throughout unit • Preparation worksheet: participation (complete/incomplete) • Mask: Rubric <p><u>Exit Tickets (Formative Assessment)</u></p> <ul style="list-style-type: none"> • Participation mark: complete/incomplete • Feedback to students
Teaching Strategies:	<ul style="list-style-type: none"> • Teacher guides students in a mindfulness reflection • Students fill out mask making worksheet before getting started in worksheet • Teacher gets students back into discussion by “1,2,3 eyes on me” • Students work in their desk groups and make individual masks (materials are handed out) • Students work at their desks for exit ticket journaling
Materials:	<p>Materials for mask making, such as paper plates, large pieces of paper, glue, scissors, markers, magazines</p> <p>Mask making handout sheet https://www.facinghistory.org/sites/default/files/Mask_Making_Worksheet.pdf</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p><u>Class Discussion</u></p> <p>-Ask students to think about this question for 1 minute</p> <p>- Think about a time when you have pretended to be something that you are not or when you have hidden your true feelings. Why did you choose to hide a part of your identity?</p> <p>- Given the personal nature of this prompt, it is best to allow students to keep this reflection private.</p> <p>-All students can participate in answering general questions such as “Why do people sometimes hide their true selves? What would happen if we never concealed our feelings or parts of our identities?”</p>
Body:	<u>Mask Making</u>

-Explain to students that they will be making a mask that will be displayed in the classroom. The purpose of the mask is to answer the question, “Who am I?”

-Before beginning the mask-making activity, ask students to list the reasons people wear masks. (Some students will for sure say COVID :P)

-Encourage them to think about masks both literally and figuratively while helping them to consider the multiple purposes of masks. Sometimes people wear masks to hide their feelings or to pretend to be something they are not; at other times people wear masks to emphasize a particular facet of their personalities. For example, a clown mask emphasizes humor and playfulness. Masks can also function as protection (e.g., a doctor’s mask) or as entertainment.

-To make their masks, students must determine

- Which aspects of their identities do they want to emphasize? Which aspects of their identities do they wish to conceal?

-Students can also refer to their identity charts and biopoems for ideas about what to include on their masks.

-Before they begin, show students the materials they can use. In addition to markers and paper plates, old magazines are especially useful for this activity because students can cut out words and images.

-Also, inform students that they can decorate both the outside and the inside of the masks. They can use the outside to represent the aspects of their identities they openly show to the outside world and the inside to represent the more private aspects of their identities.

-You may want to stop class a few minutes early to discuss the idea that identities change over time.

-The way students design their masks at the beginning of fifth grade is probably different from the way they would have designed them at the beginning of fourth grade.

-Similarly, the way they answer the question “Who am I?” at the beginning of fifth grade is probably different from the way they would answer it at the end of fifth grade.

-They can take this mask home for homework or do during free-time during the day.

Closure:	<p><u>Exit Ticket</u></p> <p>Have students pull out their journals</p> <p>Exit Ticket Question Options:</p> <ul style="list-style-type: none"> • When you see this mask at the end of the school year, which aspects of your identity do you hope to have stayed the same? • What is one thing about yourself that you hope has changed by the end of the school year?
----------	--

Lesson 4

Lesson Name & Time (Minutes Allotted):	Who are We? (60 minutes)
Learning Standards: Curricular Competencies	<p>Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</p> <p>Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</p>
Learning Standards: Content	<p>Story/text</p> <ul style="list-style-type: none"> • Perspective/point of view <p>The development and evolution of Canadian identity over time.</p>
Instructional Objectives (SWBAT...):	<p>Students will learn about the qualities that make their classmates unique as well as the qualities they have in common.</p> <p>Students will be able to define what community means.</p> <p>Students will be able to begin starting to describe Kamloops as a community</p>
Assessment:	<p><u>Class Kamloops Identity Chart (Formative Assessment)</u></p> <p>Identify students who are comfortable or struggling</p> <p>Feedback provided to students</p> <p><u>Exit Ticket (Formative Assessment)</u></p> <ul style="list-style-type: none"> • Participation: incomplete/complete • Feedback given to students by teacher
Teaching Strategies:	<p>Move the desks and put-up signs in each corner</p> <p>Encourage students to debate their decisions during the corner game</p>

	<p>Move the desks into a learning circle Class discussion with learning circle to define community</p> <ul style="list-style-type: none"> • Encourage students to listen to each other • Have students extend to thinking about Kamloops (make an identity chart for Kamloops) <p>Create an environment of flexibility (flex time to work on assignments) Students work at their desks for exit ticket journaling</p>
Materials:	<p>Signs labeled “Strongly agree,” “Agree,” “Disagree,” and “Strongly disagree” Class reading: “Nokum is My Teacher” by David Bouchard (bring the picture book) Whiteboard markers Whiteboard</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p><u>Agree/Disagree Game</u></p> <ul style="list-style-type: none"> - Label the four corners of the room with signs reading “Strongly agree,” “Agree,” “Disagree,” and “Strongly disagree.” - Give students a specific statement to which they respond by standing in the corner that best represents their opinions. - When all students have moved to a corner, ask a representative from each corner to explain his or her opinion. - After someone from each corner has explained his or her opinion, facilitate a discussion among students from all corners, encouraging them to ask each other questions and to challenge each other’s ideas. <p>Questions</p> <ul style="list-style-type: none"> • Communities should only include people who are friends and who like each other. • I believe that communities are sometimes made up of people who are not working toward a common goal. • Members of a community feel responsible to one another. • Communities are a kind of group. But not all groups are communities. • Our classroom is a community.

	<ul style="list-style-type: none"> • A community has certain rules about membership. Not everyone can belong; some people must be excluded in order for a community to exist.
Body:	<p><u>Community Concept Web</u></p> <ul style="list-style-type: none"> -Write community on the board -Prompt: “What makes a group a community” -Have students think about it and then come up on by one and write on the board about what they think community means. <p><u>Class Reading</u></p> <ul style="list-style-type: none"> -Read the book “Nokum is My Teacher” by David Bouchard -Have students gather around in a circle to see the pictures. <p>(This book is a poetic story of a young indigenous boy, posing questions to his grandmother, his “Nokum,” about the wider world beyond the familiarity of their home and community. Through a series of questions, Nokum guides her grandson towards an understanding of his need to fit into and learn more about this large world beyond the reserve. Nokum offers her grandson a vision of a world he can enter through imagination and reading, while retaining respect for the ways of his people. By the conclusion of the book, the young grandson has learned many new ideas from his grandmother and discovered his own wisdom in dealing with changes in his life.)</p> <p><u>Class Reading Reflection</u></p> <ul style="list-style-type: none"> -Have a class discussion about the reading -What did students notice about the community of the boy? What does his Nokum suggest about community? <p><u>Assignment Catch Up (if big chunk of time remains)</u></p> <ul style="list-style-type: none"> -Students might need time to catch up on personal identity charts, bio-poem, or masks -Time will be provided

	<p>-Students who are all finished: Can create a school community poster</p> <ul style="list-style-type: none"> • Can interview other students, teachers, the librarian, school secretaries, custodians, administrators, or other staff. • Students might also learn about their school by looking at their school's website. In the next lesson, students can share the results of their interviews and use all of the information they've gathered to create an identity chart for the school.
Closure:	<p><u>Exit Ticket</u></p> <p>-Ask students to pull out their journals</p> <p>-Exit Ticket Question</p> <ul style="list-style-type: none"> • Write your own definition of community. Based on your definition, write a list of the communities to which you belong. <p>Ask students to bring in an artifact (e.g., a newspaper article, postcard, photograph, or souvenir) that represents the community to which they all belong for next class.</p>

Lesson 5

Lesson Name & Time (Minutes Allotted):	What Makes Kamloops a Community? (60 minutes)
Learning Standards: Curricular Competencies	<p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</p> <p>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</p>
Learning Standards: Content	<p>The development and evolution of Canadian identity over time</p> <p>Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, <u>residential schools</u>, and internments</p>
Instructional Objectives (SWBAT...):	Students will be able to describe the community they come from (many will say Kamloops, but others might vary)

	Students will be able to describe Kamloops, BC. Students will identify factors that shape the identity of a community.
Assessment:	<u>Group Poster Boards (Formative)</u> <ul style="list-style-type: none"> • Participation: complete/incomplete • Feedback <u>Exit Ticket (Formative)</u> <ul style="list-style-type: none"> • Participation: complete/incomplete • Feedback
Teaching Strategies:	Set up a show and tell environment (class artifact sharing) Encourage students to fill out post-it-notes to add to our map (make it fun!) Make groups for poster activity with deck of cards Students at their desk for exit ticket journaling
Materials:	Post-it-notes Images of Kamloops Map of Kamloops (large class style) Poster Board Markers
LESSON ACTIVITIES	
Introduction/Hook:	<u>Class Sharing</u> -Last exit ticket students wrote about the communities they belonged to. -Students were also to bring a personal artifact to represent the community they belong to. -Have each student share their personal artifact with the class (show and tell style).
Body:	<u>Post-it-Note Activity</u> -Handout post-it-notes to students -Ask students to brainstorm individually a list of words and phrases that complete the sentence “Kamloops is...” -Students should record these words or phrases on post-it-notes. -Have a map of Kamloops up at the front. -Have each student put their post-it-note on the map. <u>Kamloops Images Activity</u>

	<p>-Divide the class into small groups</p> <p>-Distribute pictures of Kamloops (current or historical)</p> <ul style="list-style-type: none"> • Get pictures from <ul style="list-style-type: none"> ○ https://tkemlups.ca/ ○ https://www.kamloops.ca/our-community/tkemlups-te-secwepemc • This is where discussion of residential schools can come up with pictures of historical pictures of the Kamloops Residential School <p>- Ask students to add to their lists of words and phrases that complete the sentence “Kamloops is...” (As in the warm-up exercise, students can record these words or phrases on post-it-notes)</p> <p>-Have groups make about 20 descriptions of Kamloops</p> <p>-Once groups of finished making 20 post-it-notes ask groups to organize the post-it-notes into broad categories</p> <p><u>Group Analyzing of Kamloops</u></p> <p>-From the prior activity, have groups look at their broad categories and pick one category.</p> <p>-Hand out poster board to each group</p> <p>-The groups have to come up with some ways Kamloops has changed in relation to their category. For example, the category could be geography, and the group would write/draw how Kamloops has changed geographically.</p> <p>-Collect poster board from groups.</p>
Closure:	<p><u>Exit Ticket</u></p> <p>-Ask students to pull out their journals</p> <p>-Exit Ticket Question</p> <ul style="list-style-type: none"> • What are important or defining moments in the history of Kamloops? • What is an example of a time when you feel that the Kamloops community was divided? • How would you describe Kamloops to others? <p>Tell students next class will be a free time to complete if not yet completed</p> <ul style="list-style-type: none"> • Personal Identity Chart • Personal Bio-poem

	<ul style="list-style-type: none"> • Mask • Bring in an artifact <p>Once all the class has completed this, the teacher will make a station in the room to display all the students work and they will have classes from the school come in and check out their display.</p>
--	---

Resources

Class Texts

- “My Name” by Sandra Cisneros
- “The Name Jar” by Xangsook Choi
- “Nokum is My Teacher” by David Bouchard

Teacher Copy Examples

- personal identity chart
- personal bio-poem
- personal identity mask
- (These need to be added in the future for implementation of the unit plan)

Bio-poem Scaffold + Instruction Sheet

- this needs to be created for future implementation of the unit plan

Mask Making Worksheet

- https://www.facinghistory.org/sites/default/files/Mask_Making_Worksheet.pdf



Handout

Mask-Making Preparation Worksheet

1. What aspects of your identity would you like to present to others?

Biographical information:

Experiences and accomplishments:

Hopes and fears:

Likes and dislikes:

2. What labels or adjectives would you like others to use when they think about you?

3. What are some aspects of your identity that you might not present to others and why do you choose to keep them to yourself? (These are ideas you might include on the inside of your mask)

© Facing History and Ourselves Visit www.facinghistory.org

<https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>

<https://www.kamloops.ca/>

<https://www.kamloops.ca/city-services/maps-apps>

<https://www.kamloops.ca/our-community/tkemplups-te-secwepemc>

<https://curriculum.gov.bc.ca/>

<https://tkemplups.ca/>

<https://www.facinghistory.org/resource-library/identity-and-community>

Extensions to Unit (Consecutive – After)

After these five lessons, I would want to extend this and talk about Canada as a country. The unit has already looked at identity personally and community locally, and then this could set up Socials for the year looking at the history of Canada and other histories and communities of others around the world. Also, this unit was so quick and there were so many assignments, but I would love to have a flex class, so that it would prevent students from feeling overwhelmed about the number of assignments. These five lessons could have easily been ten lessons, but I wanted to include it all in and just cut things out depending on time and lessons I have the opportunity to teach.

Also, I mentioned it briefly in lesson 5, but I would love to have our class show our Kamloops community display with other members of the school community, which builds that positive relationship with school community. I could even do a parent's night, and have students show their display to their guardians to create that positive family community. Another thing I would like to do in further lessons, would be to do a class field trip that the students would be interacting with the community (maybe volunteering at Salvation Army?).

I also found the curricular competencies and content worked better with this unit for Grade 5, but I found it could be flexible to use in Grade 6 and Grade 7 as well. I would not use this for the primary grades, or I would have to really take out a lot of content just because there is a lot of critically thinking about culture and society.

Other subject areas that could connect to this unit would be the science unit. The topic of community really relates to how we as a community can respect and take care of the land and environment. We could do some environmental activities like garbage pick up or tree planting to create this atmosphere of respect. We could bring in an elder to talk about land and relationship with the land (being cognizant this is a huge burden).

Reflections

This unit was mainly using an inquiry-based model, specifically a project-based approach. The students are researching and discovering what makes them who they are, but also what makes Kamloops a community. By using this approach, I want to have students engaged by discovering things personal to them, and so that they can make connections to their personal experiences and to their society/community around them. I also made my unit indigenously inspired, in which I made connections to indigenous texts, indigenous local communities, and how Kamloops, as a community, has changed over time.

To create this unit, I relied heavily on a unit plan that was done in Memphis, however I adapted and adjusted it to fit Kamloops and my own personal ideas.

By looking at identity, and then community, I did not use the backwards design. This is because my lessons built off each other each day, and so did the projects, in order to create this class work display that will be showed to the school.

Reflecting, on the actual experience of creating this lesson, I found it very fun. Once I got started, I was unable to stop as ideas continued to build off each other. I also found my topic surrounding community a little vague. I wished I could have created some more lessons in order to have kids interacting specifically with their community (something to do in my future),
The hardest part about creating this unit plan was finding some indigenous texts that I would share with my students. In the future, I would love to research some good indigenous reading material to create my own collection of texts to use throughout my teaching career.