**LESSON PLAN**

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| **Grade level:** | **4/5** |  | **Your name:** | **Denis Walsh** |  | **Theme(s):** | Identity and Culture |
| **Subject:** | **Social Studies** |  | **Title of Lesson:** | **Identity Bracelets** |  | **Lesson duration:** |  |

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| **Big Ideas:** |  | **Objectives [teacher’s rationale for this lesson – key questions]** |
|  |  | **(rational is a paragraph that states why the students need to do this lesson)**  **(learning objective)**  **(essential questions)** |
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| **First Peoples Principles of Learning** |
| Learning requires exploration of one’s identity |

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| **Materials & Technologies** |  | **Pre-Class Preparation** |
| *Students will use the following materials, tools, equipment* |  | *The teacher will need to make the following preparations prior to the class(es)* |
| Twine  Beads (enough 25x 6 of 6-10 different colours)  Pencil paper |  |  |

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| **Resources & References** | | | |  |
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| **Lesson** *(Teacher Action/Student Action)* | | | | |
| **Resources** | **Time** | **Teacher** | **Student** | |
|  |  | Students will be making bracelets out of beads and twine   * The bracelets will be a metaphor for important things about themselves * Through this activity Ss can put words and meanings to their identities | The twine needs to be cut into appox. 15cm in length and a large knot needs to be tied near one end to hold the beads | |
|  |  | Quick inquiry:   * What does identity mean? * What do you consider part of your identity? | Raise hands and provide examples (possibly likes/dislikes, personality traits, friendships, family, etc.) | |
| Google slides on surface pro |  | In slides:   * Project the first bead and what each colour means * Allow Ss to discuss with each other while considering which colour to choose | Ss should be following along with the slides, making decisions on bead colours, and discussing with their peers if they want to  Ss may benefit from recording the meaning of each bead, as the beads represent things they can use in later social studies assignments about their identities | |
|  |  | Possible beads   * Country of birth * Favourite junk food * Subject I am best at (force a choice) * Nearest street name * Community that you feel closest to (friends, family, class, after-school clubs, sports, online, etc.) * Race/ethnic background * Family continent/world region of origin * Religion/theism belief * Word that describes me | Nearly all of the beads will have a colour that represents not wishing to disclose, not having knowledge, or not seeing their choice listed  I understand the maturity level needs to be high for some specific beads. Talking about personal parts of one’s identity is not inherently wrong in a classroom setting, but it will backfire if the class cannot handle it. Removing certain beads or replacing them with more mundane descriptors reduces the richness and meaningfulness of this lesson and its connection to personal identity, which is directly tied to a fundamental First Peoples’ Principle of Learning | |
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| **Assessment/evaluation** |  | **Adaptations/Modifications/Differentiation/Language Competencies** |
| · **Formative/ summative (if relevant)** |  |  |

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| **Extensions/Possible Cross-curricular Connections** |
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