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| **Lesson #1 (Double block)** |
| **Gr. 6/7 Curriculum Big Idea**: “Engaging in inquiry, making meaning, and connecting with our own and others’ experiences through stories and texts, deepens our understanding of self, identity, and others.”  **Curricular Competency**: Students will be able to engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry.  **Guiding Question:** “Who is Cole and what experiences have made him who he thinks he is? |
| **Students will know**: their initial thoughts of right, wrong, law and responsibility; a sense of the location of where the majority of the book takes place; the main characters of the book.  **Students will be able**: write about their opinion on right, wrong, law and responsibility in their « Learning Linking Log »; after listening to the first chapter of ‘Touching Spirit Bear’, they will write a response to a reflective question; to begin to understand who the main characters of the book are and some of their characteristics |
| **Assessment/Evaluation** |
| **How will we know?** Discussions (class, tables and pairs); Learning Linking Log entries  **How will they know?** Learning Linking Log entries |
| **The plan** |
| - hand out the Learning Linking Logs (LLL) and have them write their name and title. Explanation of expectations of the log (ie not for grading but to see if there are challenges, if I need to teach differently, and to see how thinking is evolving over the unit).  - **Part 1 Hook**: Traffic lights were removed from some intersections in cities in Holland. Did the number of car accidents increase or decrease or stay the same (3 walls with those answers)? Go to the wall with the same answer you think. Discuss for one minute “WHY”. Share ideas from all three. The answer. With the “why” that the Dutch have.  - I will tell a simplified version of Plato’s “Gyges Ring”  - Reflecting/thinking time  - LLL Page 2 “What I think now” (Page 3 will be left blank for “What I think” on the same questions at the end of the unit). Questions written on the board and covered, to be uncovered one at a time. With each question students will be give 2 minutes to write their thoughts Write your responses to the following:   * What would you do if you had an invisibility ring? What are your reasons? * Do you think there are times when it is ‘right’ to break the law? When and what are your reasons? * What are some of the benefits of having laws that tell you how to act? * What are some of the drawbacks of having laws that tell you how to act (times and/or places when it was against the law to follow certain religions; or laws that forbid women from going to school; or laws that support slavery; etc)   - Introduce Core Cosmic Concept #1 (CCC) Concept Cosmique Centrale #1  Depending on energy level, there may be a 3 minutes run or a standing meditation  - **Part 2 Hook**: Opening 5-10 minutes of the documentary from the Nature of Things on Spirit Bear with the guiding questions – Who is Spirit Bear? What is Spirit Bear’s environment? What is unique about Spirit Bear and their environment? What would it be like for a human to live in this environment?  - Discussion on the above questions (only 2-3 minutes)  - Introduce the concept of gathering information on the main characters in the book (full body character analysis sheets will be done next week)  - On a new page write Chapter 1: draw and/or note things about Cole, Garvey, and Edwin: use descriptions, emotions, words that say something about the person from the reading  - Read aloud Chapter one and two (more if time permits) with occasional discussion questions (mostly around what we discover about Cole throughout the first chapters – what kind of life has he had?)  Journal questions typed to glue into journal (last 15 minutes):   * What do you understand about Circle Justice? * Do you believe that Cole really wants to change? Explain your reasons * What questions do you have – things you didn’t understand or want to understand? |