



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

## Master of Educational Technology

### Grade 5 Social Studies Unit of Learning : Identity and Belonging

**CURRICULUM AREA:** Social Studies (integrated with ADST, Arts Education, English Language Arts)

**GRADE:** 5

**Theme:** Belonging and Identity rooted in land, governance, and community

#### **Big Ideas:**

- Immigration and multiculturalism continue to shape Canadian society and identity (SS)
- Canada's policies and treatment of minority peoples have negative and positive legacies (SS)
- Technologies are tools that extend human capabilities (ADST)
- Engaging in creative expression and experiences expands people's sense of identity and belonging. (Arts Ed)
- Exploring stories and other texts helps to understand ourselves and make connections to others and to the world (EngLA)
- Texts can be understood from different perspectives (EngLA)

#### **Curricular Competency:**

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (SS)
- Applied Design: ideating – generate potential ideas and add to others' ideas (ADST)
- Applied Design: making – construct the final product, incorporating planned changes (ADST)
- Explore connections to identity, places, culture, and belonging through creative expression (Arts Ed)
- Reflect on creative processes as an individual and as a group, and make connections to other experiences (Arts Ed)
- Consider different purposes, audiences, and perspectives in exploring texts (EngLA)
- Use personal experiences and knowledge to connect to the text and develop an understanding of self, community, and world (EngLA)

- Respond to text in personal and creative ways (EngLA)
- Identify how the story in First Peoples cultures connects people to the land (EngLA)

### **First Peoples' Principles of Learning:**

- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

**Teacher(s):** Allison Hubenig, Luis Ledesma, Jasmine Randhawa, Stephanie Roberts, Amy Trainor, Carl Yuen

**Date:** July 14, 2023

## **Lesson Overview**

### **Lesson 1: Exploring Identity (Luis)**

#### **Duration: 2-3 Lesson Blocks**

In this introductory lesson, students will be investigating their own identity by using an intersectionality framework to identify parts of their identity. Using the book *Our Skin: A First Conversation About Race* by Megan Madison, Jessica Ralli, and Isabel Roxas, a class discussion will be followed as a provocation to think about one's identity. Students will then be introduced to an intersectionality puzzle illustration. Using the illustration, the class will brainstorm examples connected to the different parts of intersectionality, and then students will follow up with their own brainstorm of their identity. Afterwards, students will be introduced to the maker challenge wherein they will be tasked to create an artifact using the no-tech materials/tools available that represent a part of their identity. Each student will then share their artifact, speaking about their design process and the artifact's connection to their identity. At the end, students will reflect in their journals (digital/paper).

### **Lesson #2: Land Acknowledgement and Reconciliation (Allison)**

#### **Duration: 4-5 Lesson Blocks**

In this lesson, we step back to acknowledge the land on which we are learning and make a commitment toward reconciliation and decolonization. To start, students will look at their artifact (from lesson 1) and the elements of identity that are visible in it. Students will be asked how the land is part of their identity. Activities to develop a sense of connection to the land include a delta animation video, a news clip on Land Acknowledgments and Reconciliation, a walk on the land to collect items using the principles of the Honourable Harvest, and finally, writing a personal land acknowledgment and commitment to action toward reconciliation and decolonization. Maker activities are no-tech (displaying artifacts and nature items together), lo-tech (contributing words, audio,

images, or videos to a class Padlet), and high-tech (using Scratch and Makey Makeys to bring sounds to the nature items and sharing through a song or walkabout). Students are assessed on their ability to demonstrate an understanding of the importance of land acknowledgments and their commitment to reconciliation and decolonization. To end, students will reflect in their journals.

### **Lesson 3: Immigration: Push and Pull Factors (Carl)**

#### **Duration: 3-6 Lesson Blocks**

Building upon lessons one and two, students will explore factors that might influence a group of individuals to choose to come to Canada. People move to another country for various reasons, sometimes by choice and other times out of necessity. Learning about the different reasons that people make to come to Canada can give everyone a different perspective and a better understanding of the circumstances and challenges people had to overcome to be here now. By making these understandings we can be more accepting and apply ideas of intersectionality into our learning. Students will be introduced to videos, books, and historical advertisements to gather information and ideas for reasons different immigrant groups chose to come to Canada. Students will create a collection of images and describe the push and pull factors of immigration (no/low tech). They will then examine historical events that pushed immigration and finally look at how the influence of different cultures has shaped the identity of new immigrants, culminating in a virtual world project in Minecraft (high-tech) to show a unified community influenced by different cultures.

### **Lesson 4: Who hasn't been welcomed here? (Stephanie)**

#### **Duration: 4-6 Lesson Blocks**

In this lesson, students will revisit the idea of intersectionality from lesson 1, and complete an activity to understand their own intersectionality and that of others. This will lead to a conversation about how these aspects of identity demonstrate power and privilege and have led to discriminatory policies in Canada over the years. As a class, students will explore the topic of the Komagata Maru and create a product to investigate the significance of the policy. In groups, students will choose an example of a discriminatory policy (e.g., Chinese Head Tax, the exclusion of Jewish Immigration, Residential schools, 2SLGBTQIA+ peoples, etc.). Students will create their product with choice, at the discretion of the teacher, of no-tech, low-tech, or high-tech options. Finally, using the Idle No More movement as a provocation, students will be invited to create a campaign to convince the government or a community to recognize their wrongdoings.

### **Lesson 5: My own "Welcome Policy" (Jasmine R.)**

#### **Duration: 4-5 Lesson Blocks**

This lesson will invite students to examine Canada's immigration policy through personalized experiences from members of their families or in the school community. By listening to authentic voices, students will be introduced to the idea of creating a welcome policy in the classroom. The beginning of this maker challenge will start off with understanding what makes a caring community.

What does it look like? What does it sound like? With a combination of no-tech, low-tech, and high-tech activities, students will create and design a welcome policy in their classroom.

**Lesson 6: Who am I now? (Amy)**

**Duration: 2-3 Lesson Blocks**

To revisit the learning during this unit, the learners will be asked to change, add, and/or take away something from the original identity creation they made in Lesson 1. This will be a time to reflect on their overall learning and how the learning has re-shaped or influenced them, their perception, or their thinking. Next, using the picture book, *Where Oliver Fits* (Atkinson, 2017), the learners will be invited to reflect on the idea of “fitting”, and the complexities and perspectives that surround the idea of “fitting” versus intersectionality and connectedness. Finally, the learners will be invited to replicate something from their creations or make something new to contribute to a communal art installation. The learners will co-design and co-create the final product through guided group discussion, conversation, and participatory collaboration.

**Overview**

<p><b>Expectations</b>  <i>Overall expectations                      (Link to list of specific expectations addressed)</i></p>	<p><b>“Big Idea”</b>  <i>This will be the overriding theme, question, focus for the teaching and learning inquiry.</i></p>	<p><b>Learning Goal(s)</b>  <i>(Can be overall; might change throughout inquiry)</i></p>
<p>Exchange ideas and perspectives to build a shared understanding (ELA)</p> <p>Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions (SS)</p>	<p>How might identity or a sense of belonging be impacted/influenced by land, community, and governance?</p>	<p>I can understand my own identity and how my community is built from different backgrounds and perspectives.</p> <p>I can identify my own stereotypes, assumptions, and biases toward others.</p> <p>I can see the world and identify problems and solutions from many perspectives.</p>

<p style="text-align: center;"><b>Assessment For Diagnostic Assessment</b> <i>(At the start of the cycle/unit)</i></p>	<p style="text-align: center;"><b>Assessment As</b> <i>The overall teaching should prepare students to complete this task.</i></p>	<p style="text-align: center;"><b>Assessment Of Culminating Assessment Task</b> <i>(At the end of the cycle/unit)</i></p>
<p>Completed during lesson 1:</p> <p><b>Teacher observations</b> of student understanding based on in-class discussions, brainstorming, identity artifacts, and reflection journals based on these two critical questions:</p> <ul style="list-style-type: none"> <li>● How did you decide what to include in the representation of your identity?</li> <li>● What connection does your artifact have to your identity?</li> </ul> <p><b>Vocabulary assessment (using Kahoot)</b> will be used to ensure students understand the key terms of the unit (e.g., race, ability, immigrant, etc.) after a lesson on vocabulary.</p> <p><b>Question Formulation Technique</b> - guided process for developing open and close-ended questions that are centered around a topic (ie. <u>identity and belonging</u> for the start of this unit). Through the process, students will be able to record questions they have about identity and belonging, and it will be used as a diagnostic assessment to gauge what the students know and</p>	<p><b>Ongoing reflection journals</b> will include words or sketches for learners will reflect on at the end of each lesson. Student choice of book, iPad, computer, voice notes, etc...</p> <p><b>Ongoing teacher observations</b> and strengths-based/next-step feedback</p> <p><b>Exit slip</b> will ask learners to answer a reflection question that might be added to their reflection journals, posted to a graffiti wall, a post-it board, or shared in a pedagogical learning circle.</p> <p><b>Think-Pair-Share</b> is a collaborative piece that begins with students thinking about the question or topic on their own and then inviting them to talk about it with a partner. Once they have shared their ideas, listened to their partners, and added to the conversation, they can share an idea out loud with the class.</p>	<p><b>Checkbric</b> (please see below) The checkbric is intended to be used intermittently throughout the unit. This makes the learning expectations explicit for the students and how they will be assessed. It allows them to see areas of strengths and how they can continue to grow. It will be used as a self-assessment opportunity and also in conjunction with teacher check-ins.</p> <p><b>Self-assessment</b> with the co-created checkbric, the proficiency scale, and the option for additional thoughts, drawings, and connections to share about where their learning might live on the Ministry of Education's Proficiency Scale and why.</p> <p><b>Reflection journals</b> will be used as a form of assessment to see the student's progression of their design process and make connections between their identity and their community.</p> <p><b>Peer assessment</b> will be completed using <i>Two Stars and a Wish</i> guidelines. The process of giving kind, positive (<a href="#">Sample</a>)</p> <p><b>Proficiency Scale assessment</b></p>

<p>what they wonder about and are interested in learning about. A class list of student-generated questions can then be used to help guide further learning experiences based on student wonderings:  <a href="https://rightquestion.org/what-is-the-gft/">https://rightquestion.org/what-is-the-gft/</a></p>		
---	--	--

<p><b>Summary (DESCRIPTION) Conceptual Development</b> <i>200-300 words</i></p>	<p><b>Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA)</b> <i>How the unit is situated in EDIDA</i></p>	<p><b>Rationale</b> <i>Why it matters to student, why it matters to community, why it matters to world, how it connects to STEAM, EDIDA, TPACK/SAMR</i></p>
<p>The unit was developed as a way to promote inclusiveness through making. When discussing possible themes, one that resonated with all group members was the idea of belonging. Furthermore, an interest of the group was to explore making outside of the realms of science and mathematics. Topics that were discussed as potential connections included identity, government, and discrimination. Our unit evolved into one in which we wanted to focus on how to build an inclusive community by looking at identity, past government practices, and discriminatory practices to reflect on our theme of belonging. We wanted to meet learners where they are to discuss intersectionality and bias by exploring identity.</p>	<p><b>Equity</b> Picture books are narratives used to teach and support that everyone is welcome, everyone belongs, and everyone is a part of a larger collective. The <b>Equity Action Plan</b> offered by the <a href="#">District School Board of Niagara</a> (2023) provides a structure to ensure student voices are heard in inclusive spaces centered around anti-oppression, anti-racism, and removing barriers to access through community partnerships.</p> <p><b>Diversity</b> Learner choice is incorporated throughout the unit and diverse learning options and materials are made available to all learners. By encouraging conversations about the backgrounds of all the students, it brings in all the different voices of the classroom community. Learners will also be invited to look at situations from multiple perspectives to understand how diversity impacts needs and viewpoints.</p>	<p>It is important that students understand their own identity and how it has been shaped through their own experiences and history. Through sharing and collaboration, they learn the stories and histories of those around them in their community and how their experiences are different from their own, how intersectionalities, power, and privilege all work to form our experiences, and how we can use that information to build a more diverse and accepting future.</p> <p>Students are learning how to incorporate their knowledge and experiences in a variety of ways</p>

Throughout the unit, students are asked to use First Peoples Principles of Learning by sharing, reflecting, and exploring histories and identities. Learners will keep a multimodal thought journal to brainstorm ideas, complete reflections, and exit tickets. Each lesson will include a no, low, and high-tech provocation, and encourage collaboration either through group work, discussions, or feedback.

In the first lesson, learners are asked “Who am I, and where I am from?” The learning products and reflections from this lesson are used as a formative assessment to determine what students know about aspects of identity in connection with the EDIDA frameworks, and also their understanding of terms related to the social studies unit such as race, class, and immigrant.

The unit will then flow through the theme of belonging by centering within the place and a focus on the First Peoples Principles of Learning to develop a land acknowledgment. After we look at who was here first, the next lesson focuses on immigration, and then discriminatory practices in history related to immigration and minority groups. Then, students will be asked to bring their new understandings back to

### **Inclusion**

Picture books also help create an inclusive space, especially for visual learners and ELL students who might have a better understanding of the content when there are visuals and simple text. Storytelling can be useful and inspire other students to tell their stories. Learners will be welcome to bring in making materials for greater representation of themselves and/or their culture. Each lesson has flexibility for learner choice and all learners will have options for adaptations to be inclusive of their unique interests or needs.

### **Decolonization**

We tie in the ***First Peoples Principles of Learning*** throughout the unit by highlighting: that learning requires exploration of one’s identity, learning is embedded in memory, history, and story, and learning involves patience and time. Through the creation of artifacts that build on different parts of their identity and hearing others’ perspectives, students are able to explore their identity and their connection within their community. The unit also acknowledges and discusses immigration from a starting point in the history of the land and the First Peoples. The design process for the students will be an iterative process wherein patience and time through the making will be reflected upon as integral to the process of learning.

### **Accessibility**

Students are given multiple options to represent their learning by having opportunities for choice in choosing materials for creating their artifacts. Also, in their reflection journal, students will have the option to record their thinking.

with technology and without. The activities incorporate ways to help develop and promote ideas of equity, diversity, inclusion, decolonization, and accessibility, and use stories with people of multiple backgrounds and experiences to help move towards more culturally responsive pedagogy.

Learners will develop the ability to communicate the elements of their own identities and begin to see the intersectionalities that are present in their identities and the identities of others.

The development of no, low, and high-tech challenges has attempted to move past substitution in the SAMR model, so that students are using technologies to advance their 21st-century skills and discover new ways of representing their ideas using technology.

In order for students to learn in ways that will help them to form new understandings, constructivist and constructionist principles using STEAM activities were used where possible. Learning experiences

<p>themselves and their community by creating a “welcome policy” to ensure people can feel that they belong. Finally, they will return to their identity pieces from lesson one and add to or change their product.</p>	<p><b>Anti-Racism</b> Learners will be given multiple options to learn about systematic racism and discrimination throughout the unit. Taking inspiration from the Wheel of Power and Privilege framework (Government of Canada, 2022), as well as the <a href="#">WeRise toolkit</a> for exploring power and privilege, learners will be invited to identify their own biases and to critically inquire about what systematic and personal changes might continue to need to shift for greater equality.</p> <p>Using the <a href="#">CARE Framework</a>, educators can affirm all students’ humanity, address historical truths, and confront racism. The nature of the lessons in this unit challenges students to develop critical thinking skills that envision a just future.</p>	<p>are framed so that students can connect their background knowledge to the learning activities with scaffolding provided throughout. Also, using the greenscreen to incorporate meaningful images and backgrounds, or creating interactive artifacts with the Micro:bit or MakeyMakey.</p>
---	---	--

### Instructional Strategies & Approaches:

<b>Accommodations</b> (For all students)	<b>Field Study/Trips, Experiential Learning outside the classroom</b>	<b>Inquiry Design-Based Thinking STEAM</b>	<b>Collaborative/ Instructional Strategies</b>
<p>Universal supports available to students to support multiple include flexible seating, clearly labeled materials, anchor charts with co-created expectations.</p> <p>Where possible, students will have multiple ways to</p>	<p>A walking field trip can be incorporated into Lesson 2: Land Acknowledgement to give students an opportunity to spend more time on the land. Indigenous Elders or Knowledge Keepers can accompany students if possible. (<a href="#">Lesson 2 Virtual Field Trip</a> option if an in-person field trip is not available).</p> <p>A walking field trip (or a bus ride) can also be incorporated into Lesson 5 when talking about our</p>	<p><b>Inquiry</b> Students will ask questions and research to learn the stories of immigrant families.</p> <p><b>Design-Based Thinking</b> Provocations provide</p>	<p>Think-Pair-Share</p> <p>Whole-group and small-group discussions</p> <p>Group work</p> <p>Pedagogical</p>



<p>engage with materials, express their ideas, and represent their understandings.</p> <p>Multimodel options are given where possible (text, audio, video, images).</p> <p>Assistive technology for students with accommodations.</p> <p>This Unit can be adapted based on the diverse learners in the class. Please refer to the following resources for inclusion options:</p> <p>a) Inclusion Guide  <a href="https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&amp;oid=110274116019379306578&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&amp;oid=110274116019379306578&amp;rtpof=true&amp;sd=true</a></p> <p>b) Accommodation Checklist:  <a href="https://drive.google.com/file/d/1fKQvX2vxWcdULxjbekNiUK8yWzEOpioY/view?usp=sharing">https://drive.google.com/file/d/1fKQvX2vxWcdULxjbekNiUK8yWzEOpioY/view?usp=sharing</a></p>	<p>community. Explore what is included in the nearest community center to see the diverse programs available to members of the community.</p> <p>Additional field trips and/or guest speakers can be incorporated into this unit, giving students the opportunity to visit cultural and historic sites that tell the story of immigrants to Canada</p> <p>Virtual field trips can be provided to students to view historic sites. In the region of Vancouver, this could include Chinatown, Steveston, or similar important historic sites in your region.</p> <p><b>Specific Examples:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Historical Chinatown Tours</a></li> <li>- <a href="#">Historical Steveston Village Self-Guided tours</a></li> <li>- First Nations House of Learning and the Xwi7xwa Library: <a href="https://indigenous.ubc.ca/longhouse/fnh/">https://indigenous.ubc.ca/longhouse/fnh/</a>  <a href="https://indigenous.ubc.ca/longhouse/xwi7xwa-library/">https://indigenous.ubc.ca/longhouse/xwi7xwa-library/</a></li> <li>- <a href="#">Museum of Vancouver</a>: Immigration Nation virtual field trip (gamified experience with Vancouver History Virtual Galleries). Additional educational kits are available for Chinese immigrant stories.</li> <li>- Virtual Reality option: <a href="#">Investigate how Indigenous groups have used the land in Ethiopia</a></li> <li>- Museum of Anthropology: <a href="#">Great Hall Virtual Tour and online archives and archives to make connections to Indigenous learning and understanding of culture.</a></li> <li>- <a href="#">The Book of Distance: Journey of immigrating from Japan to Canada.</a> (or at this link: <a href="https://store.steampowered.com/app/1245640/The_Book_of_Distance/">https://store.steampowered.com/app/1245640/The_Book_of_Distance/</a>)</li> </ul>	<p>students the opportunity to notice and reflect. Maker challenges will incorporate the liberatory design process, allowing students to empathize, define, inquire, imagine, prototype, and try.</p> <p><b>STEAM</b></p> <p>This unit affords students the opportunity to work with technology and the arts directly. Science connections are made through connections with the land. Engineering skills are used through opportunities to work with coding. Numeracy is infused throughout the unit in the making challenges students work through.</p>	<p>Learning and Sharing Circle</p> <p>Post-It Question Board</p> <p>Exit Slip with guiding prompt or question</p> <p>Checkbric (Self-Assessment )</p> <p>Critical Thinking Questions for Discussion and Reflections</p>
---	--	---	---

Tech-Enabled Learning	Professional Resources	Subject Specific Concepts	Connection to Current Events & Issues	Parent Communication
Camera Chatterpix Clips Dot and Dash Greenscreen (DoInk) iMovie Makey Makey Micro:bit Minecraft:Education Padlet PicCollage Plotagon QR scan codes Scratch Shadow Puppet Edu Spheros Twine Tinkercad Videos VR headset	<i>See reference page below</i>	Social Studies: Immigration and discrimination against minority groups  Arts: Creative expression related to identity, place, and culture  ADST: Engineering Design process  ELA: Using personal identity to make connections to texts	Purposeful action towards reconciliation and decolonization.  Addressing the TRC Calls to Action.  Going through digital and/or physical newspapers to make connections to recent immigration and refugee current events: <ul style="list-style-type: none"> <li>- Canada extends emergency travel program for Ukrainians fleeing war <a href="https://www.cbc.ca/news/politics/canada-extend-program-ukrainians-war-1.6787012">https://www.cbc.ca/news/politics/canada-extend-program-ukrainians-war-1.6787012</a></li> <li>- UN agencies call for more collaboration over refugee, migration crisis in Americas <a href="https://news.un.org/en/story/2023/05/1136617">https://news.un.org/en/story/2023/05/1136617</a></li> </ul>	Unit Introduction email.  Invite parents and members of the community to talk about their own identity, culture, and immigration stories.  Communication and evidence on the process of learning are posted through ePortfolios and Reflection Journals.  Invitation for guardians to contribute their immigration story to the class.  Parents will be invited to join the conversation through emails, ePortfolios, newsletters, and/or agendas about current events and participate in school activities (fundraising campaign, information nights, etc....)

## Lesson Sequence

Click on the lesson headings below to view the detailed lesson plan.

<a href="#"><u>Lesson #1: Exploring Identity</u></a>	<a href="#"><u>Lesson #2: Land Acknowledgement and Reconciliation</u></a>	<a href="#"><u>Lesson #3: Immigration: Push and Pull Factors</u></a>
<p><b>Title:</b> Exploring Identity</p> <p><b>Big Idea:</b> Engaging in creative expression and experiences expands people's sense of identity and belonging.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>● Observations throughout the class and peer discussions</li><li>● Brainstorm identity-based on the intersectionality framework</li><li>● One-on-one student check-ins</li><li>● Story Connections Graphic Organizer (text-to-self/text/world)</li><li>● Sharing during the pedagogical learning circle</li><li>● Reflection journal entries at the end of the lesson</li></ul>	<p><b>Title:</b> Land Acknowledgement and Reconciliation</p> <p><b>Big Idea:</b> Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <p><b>Assessment:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Identify the rights of Indigenous people within the Canadian Charter of Rights and Freedoms.</li><li>● Explain the importance of a Land Acknowledgement.</li><li>● Share their own personal Land Acknowledgement and make a commitment to an act of reconciliation</li><li>● Co-create a checkbric with the class after introducing the Maker Challenge</li></ul>	<p><b>Title:</b> Immigration: Push and Pull Factors</p> <p><b>Big Idea:</b> Exploring stories and other texts helps us to understand ourselves and make connections to others and to the world.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>● Student participation in discussion and collaboration of ideas.</li><li>● Students will take notes and do a journal entry/exit slip throughout the experiences.</li><li>● Final reflection to discuss what they felt they learned out of doing their challenges and discussions about the topic.</li></ul>

<a href="#"><u>Lesson #4: Who hasn't been welcomed here?</u></a>	<a href="#"><u>Lesson #5: Our Classroom Welcome Policy</u></a>	<a href="#"><u>Lesson #6: Who am I now?</u></a>
<p><b>Title:</b> Who hasn't been welcomed here?</p> <p><b>Big Idea:</b> Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Draw a face to share confidence level on the topic of power and privilege</li> <li>● Ongoing teacher observations and conversations</li> <li>● Check-ins using thumbs up/thumbs down for understanding concepts</li> <li>● Learning Journals using critical question prompts and sentence summaries</li> <li>● 3-2-1: 3 things you learned, 2 things you wonder and 1 thing you want to learn more about</li> <li>● Peer and self-assessment of collaboration during inquiry and campaign group activities</li> </ul>	<p><b>Title:</b> Our Classroom Welcome Policy</p> <p><b>Big Idea:</b> Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● On-going observations during peer conversations and small group work</li> <li>● Open-ended questions, prompts</li> <li>● Verbal feedback (student check-ins)</li> <li>● Journal reflections</li> <li>● KWL chart to access prior knowledge</li> <li>● Graffiti Wall to discuss specific questions prior to completing a task</li> <li>● Co-create a checkbric with the class after introducing the Maker Challenge (summative project)</li> </ul>	<p><b>Title:</b> Who am I now?</p> <p><b>Big Idea:</b> Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <p>Exploring stories and other texts helps unto understand ourselves and make connections to others and to the world</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Sharing within the pedagogical learning circle</li> <li>● Ongoing check-ins and verbal feedback</li> <li>● Reflection journal entries</li> <li>● Teacher and self-assessment using the co-created Checkbric</li> </ul>

## Unit of Learning Checkbrick

This is a foundation for what the checkbrick will look like; however, it will be discussed and added to with the learners in order to co-create the criteria for their learning:

	Consider adding/changing	Meets Expectations	Above and beyond
<b>Social Studies:</b> Learner can communicate about how immigration and multiculturalism continue to shape Canadian society and identity (SS)			
Learner can take a stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)			
<b>Arts:</b> Learner explores connections to identity, culture, and belonging in creative and meaningful ways, which demonstrate growth throughout the unit.			
<b>ADST:</b> Learner shows the ability to reflect and revise their ideas throughout the unit and incorporate planned changes in making tasks.			
Learner identifies and uses appropriate tools, technologies, and materials for production.			
<b>ELA:</b> Learner demonstrates an understanding of different perspectives.			
Learner responds to provocations in personal or/and creative ways.			

## References

Atkinson, C., & Swenson, S. (2017). *Where Oliver fits*. Tundra.

Bioneers. (2019, June 11). *The Honorable Harvest - Robin Kimmerer* [Video]. YouTube. <https://www.youtube.com/watch?v=cEm7gblax0o>

BC Ministry of Education. (2022). *BC's curriculum*. British Columbia BC's Curriculum. <https://curriculum.gov.bc.ca/>

BC Ministry of Education. (2022). *Core Competencies*. British Columbia BC's Curriculum. <https://curriculum.gov.bc.ca/>

Brightly Storytime. (2019, January 9). *All Are Welcome - Read Aloud Picture Book*. [Video] YouTube.

<https://www.youtube.com/watch?v=mwS3FOn4-Ow&t=28s>

Bruce, J. (n.d.). *The last best west advertising for immigrants to Western Canada, 1870-1930*. Canadian museum of history.

<https://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.html#menu>

CBC Kids News. (2021, September 27). *What is reconciliation?* [Video]. YouTube. <https://www.youtube.com/watch?v=WEj5vjc2EDk>

CBC Kids News. (2022, September 12). *Indigenous land acknowledgements, their purpose, and how to make them meaningful* [Video].

YouTube. <https://www.youtube.com/watch?v=i7juFo9nKmM>

CBC News: The National. (2012, Dec 19). *Idle No More* [Video]. Youtube. [https://www.youtube.com/watch?v=SpBdZtwh\\_xc](https://www.youtube.com/watch?v=SpBdZtwh_xc)

Center for Anti Racist Education (2021). *CARE Anti-Racist Framework*. <https://antiracistfuture.org/framework/>

District School Boards of Niagara (2023). *Equity action plan*.

[https://www.dsbni.org/docs/default-source/equity/communityactionplan-graphics.pdf?sfvrsn=def6431f\\_2](https://www.dsbni.org/docs/default-source/equity/communityactionplan-graphics.pdf?sfvrsn=def6431f_2)

Elliot, J. (2016, May 18). *Komagata Maru: Why the apology matters, more than a century later*. CTV News.

<https://www.ctvnews.ca/canada/komagata-maru-why-the-apology-matters-more-than-a-century-later-1.2907423>

Empowering Education, Inc. (2016). *Social Justice: Examining privilege with a recycle bin*. Empowering education: Mindfulness-based social & emotional learning. [https://empoweringeducation.org/wp-content/uploads/2016/08/27-EE\\_Social-Justice\\_Pt1\\_3-5.pdf](https://empoweringeducation.org/wp-content/uploads/2016/08/27-EE_Social-Justice_Pt1_3-5.pdf)

FNESC. (2007). *First Peoples Principles of Learning*. <https://www.fnesc.ca/first-peoples-principles-of-learning/>

Government of Canada, 2022. *Wheel of privilege and power*. IRCC Anti-racism strategy 2.0  
<https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf>

Historica Canada. (2017, June 19). *Heritage Minutes: "Boat People" Refugees* [Video]. YouTube. <https://youtu.be/v4nKkqdnVCM>

Historica Canada. (2016, March 2). *Heritage minutes: Nitro* [Video]. YouTube. <https://www.youtube.com/watch?v=EE3ISzalVuo>

Historica Canada. (2023, April 19). *Paldi* [Video]. YouTube. <https://youtu.be/gmXzagGJ1EQ>

JASS. *Power Flower: Our Intersecting Identities*. We Rise Toolkit.  
[https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities\\_0.pdf?file=1&force=](https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force=)

Johnson, C., Council, L., & Choi, C. (2021, November 23). *Intersectionallies* [Video]. YouTube.  
<https://www.youtube.com/watch?v=XjmaCDZW-t4>

Museum of Anthropology. (2020, April 9). *Animation of the Fraser River Delta* [Video]. YouTube.  
<https://www.youtube.com/watch?v=KledR0hjnVU>

MusicOfGlee. (2016, August 1). *Glee - beautiful (full performance) + speech HD*. YouTube. [https://www.youtube.com/watch?v=N8sq\\_MA4uBQ](https://www.youtube.com/watch?v=N8sq_MA4uBQ)

Penfold, A., & Kaufman, S. (2018). *All are welcome*. First edition. New York, Alfred A. Knopf.

Raycraft, R. (2023, March 22). *Canada extends emergency travel program for Ukrainians fleeing war | CBC news*. CBCnews.  
<https://www.cbc.ca/news/politics/canada-extend-program-ukrainians-war-1.6787012>

Roberts, J. (2022, May 5). *What makes us unique? - kids read aloud audiobook*. YouTube.  
<https://www.youtube.com/watch?v=ZNpnj0-AkYo&t=114s>

Royal BC Museum (2020, November 26). RBCM@Outside: Indigenous Perspective in a Coastal Forest [Video]. YouTube.

<https://www.youtube.com/watch?v=z4Jnj8gglnA>

Saady, M. (2021a, June 15). *Explain intersectionality to kids with this simple metaphor*. ParentsTogether.

<https://parents-together.org/explain-intersectionality-to-kids-with-this-simple-metaphor/>

Shadkmusic. (2008, May 13). *Shad - brother (watching)* [Video]. YouTube. <https://www.youtube.com/watch?v=4Jhn3X8gGEA&t=110s>

Supporting Our Youth: Human Rights Equity Access Team (SOYHEAT). (2016, September 23). *Kids Explain Intersectionality* [Video]. Youtube.

<https://www.youtube.com/watch?v=WzbADY-CmTs&t=3s>

“*The new El Dorado*” – *attracting settlers to the west*. (2017, May 2). Library and Archives Canada Blog. Retrieved July 13, 2023, from

<https://thediscoverblog.com/tag/immigrations-posters/>

TVO Today Docs. (2011, June 1). *Coming to Canada: Immigration Stories*. [Video] YouTube.

<https://www.youtube.com/watch?v=04VsndXbULw&t=89s>

United Nations. (2023, May 12). *UN agencies call for more collaboration over refugee, Migration Crisis in americas | UN news*. United Nations.

<https://news.un.org/en/story/2023/05/1136617>