



Master of Educational Technology

Junior/Intermediate Lesson Planning Template

Grade(s): 5	Date(s): July 14, 2023	Duration: 4-6 Lesson Blocks (dependant on Inquiry Length and product choice)
Lesson Topic/Title: Who hasn't been welcomed here?		Number of Students: 24
Subjects: Social Studies (cross-curricular: ADST, Arts, ELA)		
Big Ideas: Belonging and Identity rooted in land, governance, and community		
<ul style="list-style-type: none">- Canada's policies and treatment of minority peoples have negative and positive legacies. (SS)- Language and text can be a source of creativity and joy. (ELA)- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (ELA)		
Curricular Competencies:		
<ul style="list-style-type: none">- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (SS)- Develop a plan of action to address a selected problem or issue (SS)- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (SS)- 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)- Reflect on creative processes as an individual and as a group, and make connections to other experiences (Arts)- Consider different purposes, audiences, and perspectives in exploring texts (ELA)		

- Use personal experiences and knowledge to connect to the text and develop an understanding of self, community, and world (ELA)
- Respond to text in personal and creative ways (ELA)

Content Objectives

General Objectives:

By the end of this lesson, students will...

- gather, interpret, and analyze ideas, and communicate findings and decisions
- take perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
- analyze issues using historical thinking principles
- explore connections to identity, place, culture, and belonging through creative expression
- use metacognitive strategies by talking and thinking about learning to develop awareness of self as a consumer and creator of information
- choose technologies and learning tools that are appropriate for the task and constraints

Specific Objectives:

By the end of this lesson, students will...

- implement a plan of action to address the issue
- examine sources to determine the motivation for historical wrongs
- compare intended/unintended consequences and speculate alternatives
- understand power and privilege and use art to express their ideas
- use reflecting, questioning, and self-assessment meaningfully
- explain their choice of learning tool, and choose learning tools that are appropriate for the task and constraints

First Peoples Principles of Learning:

Learning requires the exploration of one's identity.

Learning is embedded in memory, history, and story.

Learning involves recognizing the consequences of one's actions.

Learning is holistic, reflexive, reflective, experiential, and relational.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

21st CENTURY COMPETENCIES: Taken from the BC Core Competencies

Critical Thinking: Think critically to develop ideas, work with a clear purpose, and reflect on processes.

- Connect new understandings of power and privilege to their investigation into the causes and consequences of the discriminatory policies

Problem Solving: Reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues.

- Creating the campaign, making choices, and problem-solving to create products for challenges

Creativity and Innovation: Generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas.

- Creating a poem to connect with the flower of power and privilege
- Creating a motivational campaign

Collaboration: Engage with others in ways that build trusting relationships. Distribute leadership, listen actively, take turns in discussions, and acknowledge contributions.

- Completing the inquiry task and campaign

Communication: Engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.

- Small group and class discussions based on provocations

Global Citizenship: Value diversity, defend human rights, and advocate for issues. Their approach to inclusive relationships exemplifies their commitment to developing positive communities.

- Investigating and creating a campaign for a past discriminatory policy

Metacognition and Reflection: Demonstrate understanding that relationships and cultural contexts help to shape who someone is, and explore who they are in terms of their relationship to others and their relationship to the world around them.

- Complete reflection learning journal prompts and connect to their understandings of power and privilege from the first provocation

LEARNING GOAL(S) I can... I will....

- I will create a poem that demonstrates my understanding of power and privilege
- I will use primary and secondary resources to gather information, use inferences, and create a product to share my new understanding
- I can take perspectives on issues or events by making inferences about their beliefs, values, and motivations
- I can explore connections to identity, place, culture, and belonging through creative expression
- I will use a variety of tools and technologies to share my ideas and understandings

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students have learned about Indigenous connections to our place since time immemorial
- Students have learned how to describe identity and were briefly introduced to a simplified example of intersectionality
- Students have learned reasons for immigration (why people choose to leave their countries and why some choose to come to Canada)

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks

Equity: Learner choice is incorporated throughout the lesson and diverse learning options and multimodal materials are made available to all learners. Storytelling can be useful and inspire other students to tell their stories.

Diversity: By encouraging conversations about the backgrounds of all the students, all the different voices of the classroom community can feel included. In discussing discriminatory practices and working to analyze and judge their outcomes, students are working with an anti-racism lens.

Inclusion: Diagnostic assessments were completed at the beginning of the unit, with formative assessments throughout to help ensure that no student is left behind. Criteria and expectations (e.g., group collaboration) will be co-constructed at the beginning of the unit to help develop a safe space.

Decolonization: First Peoples Principles of Learning (FPPL) is incorporated in each action-learning experience which will be discussed at the beginning of each. Through the connection to power and privilege, students are able to explore how identity is shaped by these concepts and their connection within their community.

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

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Multiple ways to engage with materials:

- student choice of topic for inquiry
- student choice of no, low, or high-tech product creation for challenges
- collaborating with peers
- feedback given throughout
- co-create criteria for self-assessment and reflections

Multiple ways to represent content:

- the use of videos, text, and physical artifacts
- check-ins to ensure understanding of terms
- highlighting big ideas such as cause and consequence, and intersectionality/identity

Multiple ways to express ideas thinking:

- many no, low, and high-tech options
- technology available for assistive technologies
- information is scaffolded throughout the lesson

Accommodations: (PLEASE REFER TO THE [INCLUSION GUIDE](#))

- Discussion of growth mindset at the beginning of each work block and during other teachable moments
- Slides/lessons recorded and available on Teams for students to return to if more time or review of concepts is needed
- Time can be extended and tasks can be revised or omitted as needed
- Check in often for understanding or review
- Cooperative learning experiences
- Hard copies of texts available
- Option to scribe or record responses and learning journals
- Use simplified language

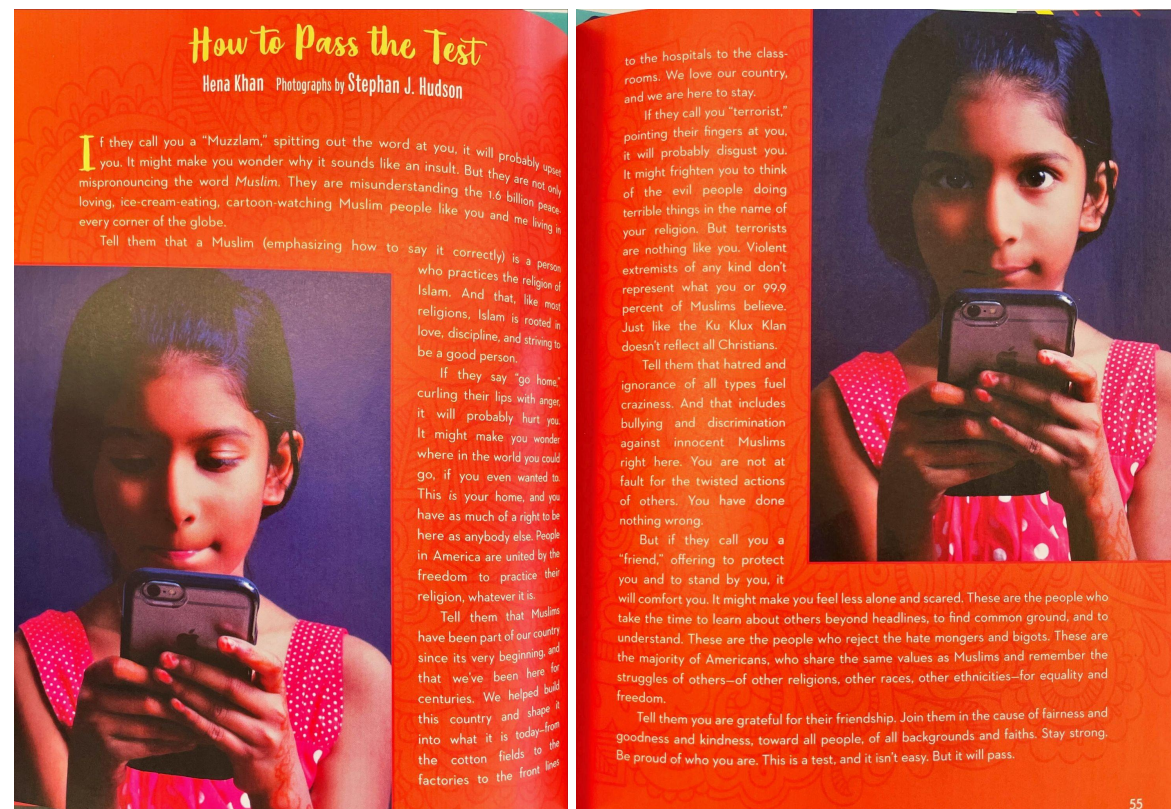
<p>MATERIALS: <i>(see end of document for attachments)</i></p> <ul style="list-style-type: none"> - Learning Reflection Journals - Recycled paper and a wastebasket - Flower of Power and Privilege template - Links to videos and working computer, screen, and way to stream - iPads for research and product creation - Various technological materials depending on the choice of representation of learning - Slides to show important visuals and artifacts - Physical artifacts or recreations of artifacts for Komagata Maru - Book: <i>We Rise, We Resist, We Raise Our Voices</i> - a few photocopies of the stories “Where are all the good people?” and “How to pass the test” - Cause-Consequence analysis sheet 	
<p>INTRODUCTION/MINDS-ON</p> <p>Paper basket exercise (adapted from Empowering Education)</p> <ul style="list-style-type: none"> - students sit at their desks - a paper bin is placed at the front of the class - students get a piece of paper (use paper from a recycling bin for example, or old newspapers) - they crumple their paper into a ball and everyone tries to throw their ball in the bin, from their desks - discuss students' thoughts about the activity - consider using the terms fairness, equity, and equality in this context 	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> - was the activity fair? - who complained the loudest? - what are your feelings about the rules of this game?
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) <u>Flower of Power and Privilege</u> (adapted from the We Rise Toolkit)</p> <p><i>FPPL: Learning requires exploration of one’s identity; Learning is embedded in memory, history, and story; Learning involves patience and time.</i></p> <p>Provocation:</p> <ul style="list-style-type: none"> - Look again at the Intersectionality diagram (simple puzzle version) from lesson 1, and also show and discuss the identity iceberg - Watch the video “Kids explain intersectionality” - Read the story, “How to pass the test” by Hena Khan and discuss how her power and privilege are different than ours 	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> - How are people different? - What parts of our identity cannot be seen? - Who might have more or less power? - How might this change how you interact with others?

- Participate in class discussion
- Complete their power and privilege flower on the template, following instructions from the toolkit linked above
- Create a poem in the following form to reflect on their flower:
 - I may be ____ but I still ____

Options:

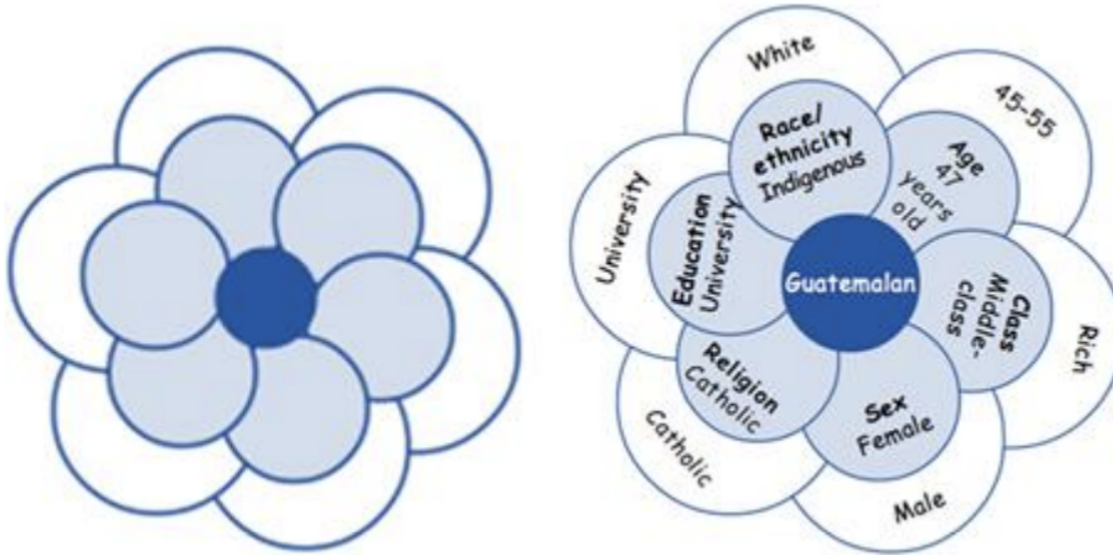
- No-tech: Write the poem on the paper with their flower
- Low-tech: Record themselves saying their poem and play with a QR code on their flower
- High-tech: Film themselves using a greenscreen, choosing backgrounds, images, and sounds that reflect their ideas about identity or their feelings of power and privilege

How to pass the test by Hena Khan



- How might your level of power or privilege affect your life?
- How have power and privilege connected with the stories from the last lesson?

Flower of Power and Privilege



source:

https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force

B) Canada: A history of discrimination

FPPL: Learning is embedded in memory, history, and story; Learning involves recognizing the consequences of one's actions; Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Provocation:

- [Komagata Maru - why the apology matters](#)
- Display of artifacts (brick thrown by passengers, political cartoon, historical photographs)

- Why might the government have made the choice to exclude the passengers?

- See, Think, Wonder
- Ideas for both provocations are posted to Padlet
- Compare and contrast what you learn from the video to what you are able to learn or infer from the artifacts. Discuss these differences and students' thoughts using the critical thinking questions.

Komagata Maru Artifacts:



Challenge: Group Inquiry - Choose an example of a discriminatory policy from history and create an interactive product of learning to share the story with the class. Teacher discretion as to the choice of products available to students depending on access and time allotted.

- No-tech: Create a comic on paper, create a scene using upcycled materials
- Low-tech: Create a comic online, incorporate the Makey Makey or Micro:bit into your scene, create a skit and film using the green screen, create an interactive digital poster, create a digital scavenger hunt incorporating the Oculus Metaquest to explore places that are important to your topic.
- High-tech: Create a scene using Minecraft or Cospaces and use VR to allow peers to explore your space, create a large floor map with the important places for your topic and program Sphero to explore

Possible topics connected to immigration:

- MS St Louis, Jewish Exclusion

- How might different levels of government have contributed to the discrimination?
- What might have been the reasons why the people of Vancouver did not do more?
- What might we be able to learn about the passengers from the primary sources?

For your topic:

- What might be the cause of the discrimination?
- What might be the consequences of the discrimination?
- Might these causes and consequences be planned or not planned? (intended/unintended)

- Chinese Head Tax
- Japanese Internment camps
- Treatment of Doukhobours

Possible topics outside of immigration:

- Viola Desmond and the treatment of black people (also Africville, slavery)
- The Indian Act, creation of Reserves, Residential Schools, Sixties Scoop, and the treatment of Indigenous peoples
- Jim Egan and the treatment of LGBTQIA+

C) Address current challenges

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors; Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Provocation:

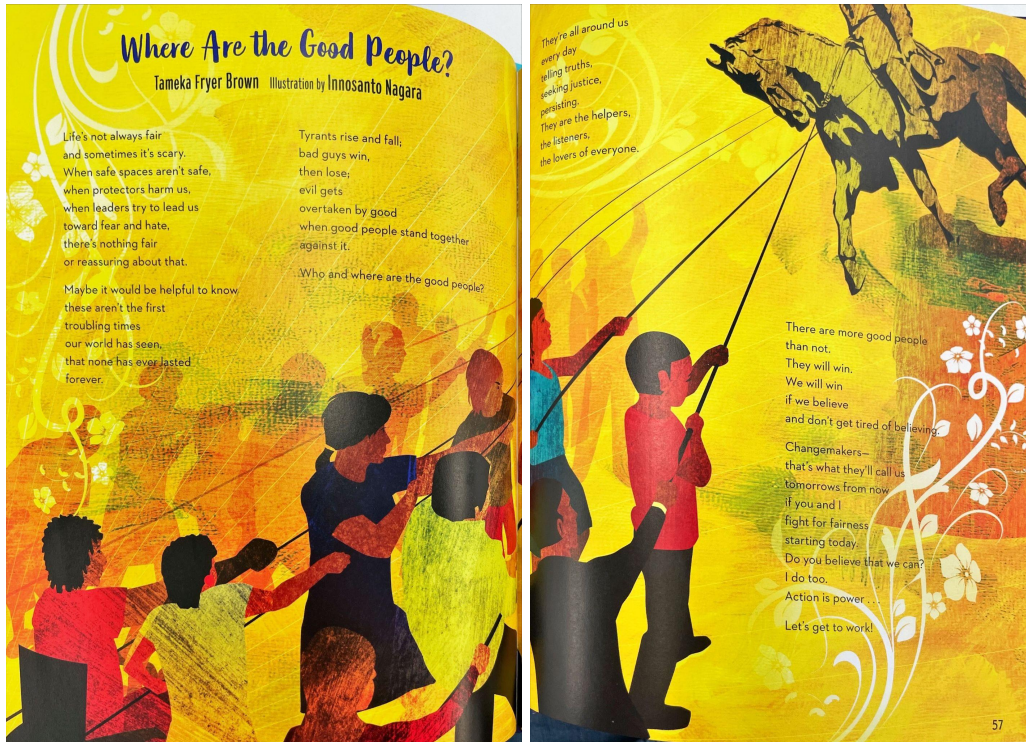
- Read “Where are all the good people?” (We Rise, We Resist, We Raise Our Voices)
- Compare and contrast the challenges facing refugees in Canada today to the [UN Sustainable Development Goals](#) (UNSDGs) and note any similarities and differences

Challenge: Choose a challenge facing refugees/immigrants that is linked with one of the UNSDGs and create an innovative product or idea that will address the challenge. (Extension: Create a campaign to promote your solution to the community)

- No-Tech: Create a solution or prototype using materials such as pipe cleaners, popsicle sticks, glue, poster board, etc.; present the campaign to peers
- Low-Tech: Incorporate tools such as Makey Makey, Ozobot, etc. into the solution or prototype; create an ad or PSA for your campaign, use the Makey Makey to create an interactive campaign product, use Photopea or similar digital tool to jam images and create an ad campaign.
- High-Tech: Incorporate tools such as the 3D Printer, VR, CoSpaces, etc. into the solution or prototype; create an ad or PSA for your campaign using a green screen

- Who’s job might it be to speak up for communities in need?
- How might Canadian society be different today if these exclusionary policies had not been developed?

Where are all the good people? by Tameka Fryer-Brown



CONSOLIDATION/CONCLUSION:

As a class, complete the cause -> consequence analysis sheet with input from each group and discuss.

Share out inquiry and campaign creations to peers in a gallery walk and give feedback.

CRITICAL GUIDING QUESTIONS:

- Why do you think the discriminatory policy was created?
- Who might have benefitted from the policy?
- Might the cause have been intended or unintended?
- What may have been the consequences for each group?

Cause-Consequence Analysis Sheet

Student activity sheet Name: _____

Web of causes and consequences

Consequence

Long term

Immediate

Event:

Cause

Immediate

Underlying

Learning about cause and consequence 7 © 2014, The Critical Thinking Consortium www.ctc2.ca

Student activity sheet Name: _____

Identifying important causes and consequences

Identify three causes and three consequences that you deem to be important. Give each cause and consequence a rating and then provide evidence for its importance below.

Causes	1	2	3	4	5
	Not at all important ← → Very important				
Reasons:	1	2	3	4	5
Reasons:	1	2	3	4	5
Reasons:	1	2	3	4	5
Consequences	1	2	3	4	5
	Not at all important ← → Very important				
Reasons:	1	2	3	4	5
Reasons:	1	2	3	4	5
Reasons:	1	2	3	4	5

Learning about cause and consequence 9 © 2014, The Critical Thinking Consortium www.ctc2.ca

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE,

SUMMATIVE Diagnostic / Assessment for learning:

- Think-pair-share for concepts of power, privilege and discrimination

Formative:

- Challenge A: Draw a face to share your confidence level on the topic of power and privilege
- Challenges A-C: Ongoing teacher observations and conversations
 - Look for: students participating in small group and class discussions

- Challenges A-C: Check-ins using thumbs up/thumbs down to understand concepts
- Challenges A-C: Learning Journals using critical question prompts and sentence summaries
- Challenge B: 3-2-1: 3 things you learned, 2 things you wonder and 1 thing you want to learn more about
- Challenge B-C: Peer and self-assessment of collaboration during inquiry and prototype/campaign group activities

Summative:

- Learning journals will be used to demonstrate growth throughout the unit (Co-created criteria)
- Self-Assessment Prompts:
 - Choose one thing in your work you are proud of. Tell the whole group why. You have one minute.
 - Discuss which of the success criteria you have been most successful with and which one could be improved and how. You have three minutes.
- Checkbrick for inquiry and maker challenges
- [Maker Futures assessment](#) may be used after challenges as a teacher tool or reworded for a self-assessment

Power Flower & Poem Assessment English Language Arts & Fine Arts Expectations:

- Explore connections to identity, places, culture and belonging through creative expression
- Use personal experiences and knowledge to connect to text and develop understanding of self, community, and world
- Respond to text in personal and creative ways

Not Yet Meeting	Meeting Expectation	Extending	Comment
	Through the provocations provided, explores power and privilege as it relates to people’s identities and belonging using a creative process.		**What each of the wording looks like on the checkbrick will depend on the co-created criteria with students, but the teacher will guide to have expectations for each area listed.
	Uses detail to explore identity within the poem, with originality. May try to create an impact on the reader.		
	Participation in discussion and/or reflection journal entries explores personal connections to the topic of identity and belonging.		
	Uses maker mentality to enhance the final poem, and demonstrates perseverance to solve problems that arise through planning to publish.		

Addressing Current Challenges

Social Studies and Applied Design, Skills and Technologies Expectations:

- Use Social Studies inquiry processes and skills / Develop a plan of action to address a selected problem or issue
- Take stakeholders' perspectives on issues by making inferences about beliefs, values, and motivations
- Applied Design: ideating – generate potential ideas and add to others' ideas
- Applied Design: making – construct the final product, incorporating planned changes
- Reflect on creative processes as an individual and as a group, and make connection to other experiences

Not Yet Meeting	Meeting Expectation	Extending	Comment
	Uses the Social Studies inquiry process to ask questions, gather information, and analyze ideas related to the chosen challenge.		**What each of the wording looks like on the checkbric will depend on the co-created criteria with students, but the teacher will guide to have expectations for each area listed.
	Works collaboratively to develop a plan of action to address the chosen challenge, generate ideas, and create to address the solution.		
	Is able to take on different perspectives in order to empathize and make inferences to address the challenge.		
	Reflects on stages of the design process (or launch cycle) to demonstrate learning growth and process of making.		
	Uses maker mentality to enhance the final poem, and demonstrates perseverance to solve problems that arise through planning to publish.		

EVALUATION OF THE LESSON

Students are able to

- gather, interpret, and analyze ideas
- communicate findings and decisions clearly through their products and reflections
- differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes
- develop a plan of action to address a selected problem or issue
- consider different perspectives on issues, developments, or events

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

References

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