

Lesson #1 (Unit Segment #1): Introduction to India- Monday, February 22, 2016- 50 Minutes

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Idea of Learning Segment:** There are different types of basic physical and safety needs necessary to survive, including food, shelter, clothing, security and order, etc.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their basic physical and safety needs in order to survive?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
 - What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
 - How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
 - How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
 - How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
 - **Specific Outcome 3.1.3- Knowledge and Understanding-** Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
 - **Specific Outcome 3.1.4- Knowledge and Understanding-** Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)

- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
- **Entrepreneurial Spirit:**
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** KWL Chart, Bloom's Taxonomy, and Wait Time.
 - **Kagan Strategies:** Snowball Activity, and Who Am I?
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The major portion of the lesson that involves student choice is during the completion of the individual KWL Chart. Each student will be able to express his or her own individual learning needs for this unit by listing what prior knowledge is already known about India and what kinds of learning will pique students' interests during the unit.
 - **Multiple Intelligences:** Interpersonal, Intrapersonal, Verbal-Linguistic, and Visual-Spatial.
 - **Bloom's Taxonomy Levels:**
 - **Evaluation Level Questioning:** Can you **explain** what you already know about India and what you would like to learn about it?.

Materials/Resources Required: SMART Board, World Map of India, Google Maps, Index Cards with Pre-Written Secret Identities on Them, Tape, Sheets of Loose-Leaf Paper (1 per student), Explore India Photos from Learn Alberta Website (see link under teacher/student lesson activities), PowerPoint of Photos from India, and Blank KWL Charts (1 chart per student).

Teacher/Student Lesson Activities:

- **Anticipatory Set:**
 - **Who Am I: India Edition (10 Minutes):** This Kagan strategy/game is being used to add mystery and intrigue as the students begin a unit about the basic needs and mental needs of people in India. The game begins with each student receiving a secret identity (written on an index card) taped to their back by the teacher. Each student's identity will have to do with a different aspect of India that students may already know (e.g. a tiger, an elephant, soccer, etc.). Students must then wander around the room asking yes/no questions to their classmates in order to determine their secret identity.
 - Once all students have completed this task, the class will analyze what secret identities were written on the index cards and will have to try to guess what country they are about to begin studying.
- **Practice/Development:**
 - **Review India's Location on Map (5 Minutes):** Next, the class will review where India is on a world map. A student will be randomly selected to come up to the large world map at the front

of the classroom and point to where India is. If the student is unsure, the rest of the class will provide support to this student by giving suggestions about where India is located.

- **Snowball Activity (10 Minutes):** Each student will be given a blank piece of loose-leaf paper. The students will be asked to take a moment to consider how many kilometers it takes to get from Redcliff, Alberta to New Delhi, India. After thinking about the question, each student will then write a guess on his or her blank piece of paper and crumple the paper into a ball. Each student will then throw his or her wad of paper into the center of the room and all students will get up and retrieve a wad of paper other than their own. Each student will then read out the guess written on the paper. Next, the teacher will use Google Maps on the SMART Board to show the students approximately how many kilometers it takes to get from Redcliff to New Delhi (11 223 km).
- **Explore India Photos (15-20 Minutes):** The teacher will show the students a PowerPoint of various interesting photos from India. These photos will illustrate many aspects of India's society including community life, schools, festivals and traditions, food, and animals. (**Link:** <http://www.learnalberta.ca/content/ssic/html/indiaimagescollection.html?page=1>). After viewing each photo, the students will be invited to actively collaborate as a class to state what is interesting about the photo and/or what aspects of life depicted in it are similar to Canada. The teacher will try to show the students as many of these photos as possible in order to expose the students to what life is like in India.
- **Closure/Reflection:**
 - **Individual KWL Chart (5-10 Minutes):** To close the lesson, the teacher will explain the KWL Chart process to the students. Then each student will be given a blank KWL Chart and asked to write down things he or she knows (K) about India and wants to know about India (W). For now the students will leave the things that they have learned (L) section blank. Each student will hand in their KWL Chart before leaving the classroom for the day, so that the teacher can review the students' charts before the next lesson.

Steps for Future Learner Growth:

- **Modifications:** If students are having trouble completing their own KWL Chart, the activity could be modified into a table group activity instead.
- **Extensions:** Ask students who finish their KWL Charts quickly to journal about which of the pictures that they viewed today was the most interesting and why it was interesting.

Formative Assessment to Guide Learning:

- **Individual KWL Chart:** Each student will complete a KWL Chart during this lesson in order to formatively assess what prior knowledge students have about India and what they would like to learn about it during this unit.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to Performance Assessment 1: A Basic Need of India's People Poster. The applicable rubric for that performance assessment can be found on Page 13 of this unit plan.

Lesson #2 (Unit Segment #1): Introduction to Basic Needs- Tuesday, February 23, 2016- 50 Minutes

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Idea of Learning Segment:** There are different types of basic physical and safety needs necessary to survive, including food, shelter, clothing, security and order, etc.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their basic physical and safety needs in order to survive?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.
 - I can listen to others in order to understand their points of view.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
 - **Specific Outcome 3.1.3- Knowledge and Understanding-** Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
- **Entrepreneurial Spirit:**
 - Apply Multiple Literacies.
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** T-Chart, Bloom's Taxonomy, and Wait Time.

- **Kagan Strategies:** Pairs Compare.
- **Adaptive Schools Strategies:** Say Something.
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The students will have the opportunity to express their individuality during the T-Chart Needs and Wants Activity. The students will express their individual understandings of the differences between needs and wants. The students will also have the opportunity for choice during the Say Something Activity when they are reading the textbook as they will tell their group what they find interesting about and/or wonder about for each page.
 - **Multiple Intelligences:** Interpersonal, Intrapersonal, Verbal-Linguistic, Visual-Spatial, Logical-Mathematical, and Naturalistic.
 - **Bloom's Taxonomy Levels:**
 - **Evaluation Level Questioning:** Can you **compare** different types of things that are needs and wants?
 - **Evaluation Level Questioning:** Can you **explain** what you find interesting or wonder about the textbook pages?

Materials/Resources Required: SMART Board, *Toot & Puddle: Toot's Tour of India* Picture Book, 4 Pieces of 11 x 17 Ledger Paper (1/table group), Markers, Basic Needs Riddle Sheets (1 per student), Class Set of *Many Voices: Connecting with the World* textbooks, and Interactive SMART Board Game (see link below).

Teacher/Student Lesson Activities:

- **Anticipatory Set:**
 - **Read Aloud of Picture Book about India's Basic Needs (10 Minutes):** The teacher will begin the lesson by reading aloud *Toot & Puddle: Toot's Tour of India* by Holly Hobbie to the students. The teacher will ask the students after the read aloud to discuss what the characters are doing within India's society (e.g. navigating through a crowded market).
- **Practice/Development:**
 - **Introduce Basic Needs through T-Chart (10-15 Minutes):** After the read aloud, the teacher explain to the students that the difference between a need and a want is the following:
 - Needs are things you must have in order to survive. Wants are things that are nice to have, but not necessary to survive.
 - The students will then work with their table groups to use a sheet of ledger paper to create a T-Chart of needs and wants. Once each group has completed their list, every group will share their list with the class.
 - The teacher will then explain to the students that there are certain essential basic needs that all human must have in order to survive, regardless of where they live in the world. The teacher will briefly explain why each of these basic needs are important to helping humans to sustain life.
 - **Basic Needs Riddles (10 Minutes):** The students will then be placed in pairs. Each pair will be given a sheet of riddles about the different types of basic needs to solve. However, in order to give an added challenge to this activity, each of the riddles will be directly related to how these needs are realized within India's society. There will be several different riddles for the students to solve, with an example of one of these riddles being "In India, I can be made of rock, mud, straw, or brick. What Am I? (Hint: Families live in me)."
 - Each pair will work collaboratively to the best of their abilities to solve the riddles. In order to check if they solved the riddles successfully, each pair can group together with another pair if desired and use the **Pairs Compare** strategy in order to check whether both groups got the same answers. If both partnerships do not

have the same answers, they can discuss the differences in their thought process in reaching their answers in order to reach consensus.

- After all groups have finished discussing the riddles, the teacher will discuss with the whole class how all of these riddles are factual pieces of information about how the people of India meet their basic needs for survival.

• **Closure/Reflection:**

- **Connections between Environment and Basic Needs (10-15 minutes):** All students will be put into groups of four. Each student will be given a *Many Voices: Connecting with the World* textbook. The students will read the short section about India's environment (Pages 101-104) together. Using the **Say Something** strategy each student in the group will share with the rest of the group instances throughout the section where they noticed that the environment had an impact on the abilities of people in India to meet their basic needs.

Steps for Future Learner Growth:

- **Modifications:** The reading about India's environment activity could be done as a whole class if most of the groups of students appear to be having trouble with reading the textbook in small groups.
- **Extensions:** If time, the students will explore what happens when human beings basic needs are not met. Students will volunteer to come up to the SMART Board to play an interactive simulation game about what happens when humans do not meet their basic needs, such as a lack of water resulting in dehydration (**Interactive Game Link:** <http://www.sciencekids.co.nz/gamesactivities/healthgrowth.html>).

Formative Assessment to Guide Learning:

- **Informal Teacher Observation:** The teacher will formatively watch the students as they are participating in all learning activities in order to respond to and/or scaffold student learning as needed.
- **Pairs Compare:** During the Basic Needs Riddles activity, each pair of students will be able to compare their answers to another pair, in order to help the students reach consensus on their answers.
- **Say Something:** While reading about India's environment, students will illustrate their beginning understanding of basic needs by discussing how the environment has an impact on the abilities of India's people to meet their needs.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to Performance Assessment 1: A Basic Need of India's People Poster. The applicable rubric for that performance assessment can be found on Page 13 of this unit plan.

Lesson #3 (Unit Segment #1): Foods of India (2 Days)- Wednesday, February 24, 2016 & Monday, March 21, 2016- 1 Hour Each Day

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Idea of Learning Segment:** There are different types of basic physical and safety needs necessary to survive, including food, shelter, clothing, security and order, etc.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their basic physical and safety needs in order to survive?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
 - How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Identify and Apply Career and Life Skills.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Manage Information.
- **Entrepreneurial Spirit:**
 - Create Opportunities.
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** Elbow Partner, Bloom’s Taxonomy, and Wait Time.
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The students will have numerous opportunities for choice in this two-part lesson. The students will be able to choose how they work with their partner to complete the “Fill the Dinner Plate” activity.
 - **Multiple Intelligences:** Interpersonal, Intrapersonal, Bodily-Kinesthetic, Visual-Spatial, and Verbal-Linguistic.
 - **Bloom’s Taxonomy Levels:**
 - **Evaluation Level Questioning:** Can you **evaluate** what you think about the steps that go into making Indian food? What would you like to learn further about?

Materials/Resources Required: SMART Board, Scissors, Glue, Paper Plates, Copies of Canada’s Food Guide (1 per student), Food Bingo Cards (1 per student), Counter Chips, *One Grain of Rice* by Demi, I.F. Cox School Kitchen (Note: Sammy’s Little India employee will bring all necessary ingredients, kitchen materials, and recipes), and Sticky Notes.

Teacher/Student Lesson Activities:

Day 1 (*Note: The students will still be in the practice/development segment of the lesson by the end of Day 1):

- **Anticipatory Set:**
 - **Read Aloud of Picture Book (10 Minutes):** The teacher will read the picture book *One Grain of Rice* by Demi to the students. In this folk tale, the importance of rice as a source of food for the people of India is stressed. After reading the book, the students will discuss with an elbow partner what other sources of food for India’s people were mentioned in the story.
- **Practice/Development:**
 - **Food Bingo (15-20 Minutes):** The students will then play a few rounds of food bingo in order to learn about the different types of food that are important to the people of India. The students will be told that every food item that they see in one of the spaces on their bingo card is an important food source for the Indian people. The students will be given counters to mark off spaces on their bingo cards. The teacher will pull the names of foods out of a paper bag and the students will mark that space off on their bingo card if they have it (see example of attached bingo card).
 - **Brief Review of Food Groups (5 Minutes):** The teacher will briefly review with the students what each of the four main food groups are.
 - **Fill the Dinner Plate (20-30 Minutes):** Each student will be asked to cut out each of the pictures of the India food items on their bingo card. The students will then work in pairs to decide classify these foods of India according to the food group they belong to.
 - Each pair of students will be given dinner plates and a copy of Canada’s Food Guide. Once each pair has classified the foods by food group, they will call an adult over to check their classification.
 - After the adult has checked their sorting, the teacher will give each student in the pair a dinner plate and they will work together to design a meal. The students will have to make choices about which food pictures to use as you do not want to glue everything on your dinner plate.
 - All pairs of students will then share their dinner plates with the rest of the class. Please note that the completion of this activity will mark the end of Day 1 of this lesson.

Day 2 (To Be Completed Later in Unit on Monday, March 21, 2016 in accordance with Food Safety Protocols. See Unit Sequencing Calendar for Further Details):

- **Authentic Preparation of Indian Food (50 Minutes):** The students will spend approximately 50 minutes of the class period working with employees of Sammy’s Little India to go through the process of preparing an authentic Indian rice and mixed vegetables dish. This preparation will take place in the I.F. Cox School kitchen. Each and every student will be involved in the hands-on preparation of this dish. Once the preparation of the dish is complete, the students will take a few minutes to taste the food and then help with the clean-up of the kitchen.
- **Closure/Reflection:**
 - **Pluses and Wishes about Process (10 Minutes):** Once the students have returned to the classroom after the kitchen clean-up, they will use sticky notes to write pluses and wishes about the food preparation process. The students will write pluses about what they thought about the steps that go into making Indian food. The students will also write wishes about what types of things they would like to explore further in regards to Indian food in the future.

Steps for Future Learner Growth:

- **Modifications:** If students struggle during the “Fill the Dinner Plate” Activity, the students could work in groups of four instead of in pairs. This may help specific students that struggle with remembering the different food groups.
- **Extensions:** If students appear to be really interested in the different food of India, the teacher could ask the students to compare how these foods are similar and different to foods in Canada.

Formative Assessment to Guide Learning:

- **Informal Teacher Observation:** The teacher will formatively watch the students as they are participating in all learning activities in order to respond to and/or scaffold student learning as needed.
- **Sharing of Dinner Plates with Class:** All students will share the dinner plates that they completed in pairs with the class in order to demonstrate a beginning understanding some of the different foods are eaten by people in India in order to survive.
- **Pluses and Wishes:** Using sticky notes, the students will write pluses about what they thought about the steps that go into making Indian food. The students will also write wishes about what types of things they would like to explore further in regards to Indian food in the future.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to Performance Assessment 1: A Basic Need of India’s People Poster. The applicable rubric for that performance assessment can be found on Page 13 of this unit plan.

**Lesson #4 (Unit Segment #1): Goods and Services of India (2 Days)- Thursday, February 25, 2016
& Friday, February 26, 2016- 50 Minutes Each Day**

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Idea of Learning Segment:** There are different types of basic physical and safety needs necessary to survive, including food, shelter, clothing, security and order, etc.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their basic physical and safety needs in order to survive?
- **I Can Statements:**
 - I can understand that economic factors shape communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.
 - I can listen to others in order to understand their points of view.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
 - **Specific Outcome 3.1.4- Knowledge and Understanding-** Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Identify and Apply Career and Life Skills.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
 - Manage Information.
- **Entrepreneurial Spirit:**
 - Apply Multiple Literacies.
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** T-Chart, Bloom's Taxonomy, and Wait Time.
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The students will have the opportunity to express their individuality during the T-Chart Goods and Services Activity. The students will express their individual understandings of the differences between goods and services. The students will also have the opportunity for choice during the Comparison Vortex Activity in order to express their understanding of whether a picture shown on the SMART Board is a good or a service.
 - **Multiple Intelligences:** Interpersonal, Intrapersonal, Verbal-Linguistic, Visual-Spatial, and Bodily-Kinesthetic.
 - **Bloom's Taxonomy Levels:**
 - **Analysis/Evaluation Level(s) Questioning:** Can you **compare** different types of goods and services?
 - **Evaluation Level Questioning:** Think about the services that the Education Coordinator stated the Red Cross provides. **Justify** which of these services you feel are most important in helping people to meet their basic needs?

Materials/Resources Required: SMART Board, 4 Pieces of 11 x 17 Ledger Paper (1/table group), Markers, Exploration of School in India Interactive Website (see link below), 31 Laminated Examples of Goods and Services for Scavenger Hunt, and Goods and Services Recording Sheets (1/student).

Teacher/Student Lesson Activities:

Day 1 (*Note: The students will still be in the practice/development segment of the lesson by the end of Day 1):

- **Anticipatory Set:**
 - **Introduce Difference between Goods and Services (5 Minutes):** The teacher will explain to the students that the difference between goods and services is people use resources to make goods.
 - Goods are products that people make or buy. Some examples of goods are clothing, food, cars, and books.
 - People also provide services. Services are things people do to help others in a community. People can also provide services as part of their jobs. Some examples are hospitals, grocery stores, and schools.
- **Practice/Development:**
 - **Make a T-Chart of Goods and Services (10-15 Minutes):** Next, the students will work at their tables to use a piece of flipchart paper to list goods and services that they know in a T-Chart format. Once each table group has had sufficient time to list the goods and services they know, each group will share with the class.
 - **Exploration of School in India (5 Minutes):** Each student will use the SMART Board to explore the following interactive website that follows a day in the life of a 10 year old girl and what a day at her school looks like (Interactive Website Link: <http://www.timeforkids.com/destination/india/day-in-life>). The students will be encouraged to discuss with each other how this girl meets her basic needs throughout the day). Students will be randomly selected to come up to the SMART Board and read select pieces of information from the website.
 - **India Goods and Services Scavenger Hunt (15-20 Minutes):** The teacher will tell the students that pictures of different goods and services that help people to meet their basic needs

have been placed around the classroom. The students will work in pairs to go around to the different parts of classroom and decide whether each picture shown is a good or a service. The students will use a copy of the Goods and Services sheet to record their answers.

- **Goods and Services Comparison Vortexes (10 Minutes):** The students will look at the SMART Board and see two vortexes. One will be labelled goods of India and the other services of India. The teacher will explain to the students that as they can see there are pictures below the vortexes. These pictures are of different goods and services that are common in India. The goal of the activity is for each student to get the opportunity to come up to the SMART Board and slide one of the pictures into the correctly labelled vortex. If the student is correct, the vortex will “swallow” the picture. The students will be actively encouraged to collaborate during this process with the entire class giving the student who is up at the SMART Board suggestions about the correctly labelled vortex that a picture belongs in. The completion of this activity will mark the end of Day 1 for the lesson.

Day 2 (*Note: To be completed Monday, March 7, 2016 due to guest speaker availability):

- **Red Cross Presentation (40-45 Minutes):** The Education Coordinator for the Red Cross will visit the class today to give a presentation about how the Red Cross functions on local, provincial, national, and international levels. This presentation will be highly collaborative and interactive as the Education Coordinator will engage the students in discussions about the important services the Red Cross provides in helping the people of the world to meet their basic needs for survival. During the course of this presentation, many examples will also be provided of the services that the Red Cross provides to the country of India. The students will have the chance throughout the presentation to ask questions about the services that the Red Cross provides. This presentation is expected to last approximately 40-45 minutes.
- **Closure/Reflection:**
 - ***If Time- Journal Entry about the Services of the Red Cross (10 Minutes):** To close the lesson, the students will use their Social Studies journals to write a short reflection about the importance of the Red Cross. The prompt that the students will reflect to is as follows, “Think about the services that the Education Coordinator stated the Red Cross provides. Justify which of these services you feel are most important in helping people to meet their basic needs.”

Steps for Future Learner Growth:

- **Modifications:** If students appear to struggle with the Journal Entry at the end of the second day, the activity could be modified and students could instead discuss collaboratively which service of the Red Cross they feel is most important.
- **Extensions:** Students could try to come up with ideas of different types of things within society that could function as both a good and a service (e.g. airplane). The students could then explain the reasons why these things could be classified as either a good or a service.

Formative Assessment to Guide Learning:

- **Informal Teacher Observation:** The teacher will formatively watch the students as they are participating in all learning activities in order to respond to and/or scaffold student learning as needed.
- **Scavenger Hunt:** The students will record their answers to the scavenger hunt in their Social Studies journals and the teacher can look at the students’ journals in order to analyze if they understood the difference between classifying goods and services.
- **Goods and Services Comparison Vortexes:** The teacher will have students participate in this activity at the end of the lesson in order to see if each student understands how to correctly differentiate between a good and a service.

- **Reflective Red Cross Journal Entry:** The students will illustrate their understanding of the Red Cross Education Coordinator's presentation by justifying which of the services of the Red Cross that they feel are the most important. The teacher can collect all students Social Studies journals and analyze the depth of reflection that each student went into in their response.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to Performance Assessment 1: A Basic Need of India's People Poster. The applicable rubric for that performance assessment can be found on Page 13 of this unit plan.

Lesson #5 (Unit Segment #1): Project-Based Work on Basic Needs Posters (3 Days)- Monday, February 26, 2016, Tuesday, March 1, 2016 & Wednesday, March 2, 2016- 50 Minutes Each Day

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Idea of Learning Segment:** There are different types of basic physical and safety needs necessary to survive, including food, shelter, clothing, security and order, etc.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their basic physical and safety needs in order to survive?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can understand that economic factors shape communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.
 - I can listen to others in order to understand their points of view.
 - I can organize information from more than one source.
 - I can process information from more than one source to retell what has been discovered.
 - I can listen to others in order to understand their points of view.
 - I can create visual images for particular audiences and purposes.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
 - What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
 - **Specific Outcome 3.1.3- Knowledge and Understanding-** Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
 - **Specific Outcome 3.1.4- Knowledge and Understanding-** Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)

- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)
- **Specific Outcome 3.S.7- Research for Deliberate Inquiry-** Apply the Research Process:
 - Follow a plan to complete an inquiry.
 - Access and retrieve appropriate information from electronic sources for a specific inquiry.
 - Organize information from more than one source.
 - Process information from more than one source to retell what has been discovered.

English Language Arts Cross-Curricular Outcomes:

- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
 - **Specific Outcome 3.2- Select and Process- Use a Variety of Sources:** Find information to answer research questions using a variety of sources, such as children’s magazines, encyclopedias, CDROMs, plays, folk tales, songs, stories and the environment.
 - **Specific Outcome 3.2- Select and Process- Access Information:** Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.
 - **Specific Outcome 3.2- Select and Process- Evaluate Sources:** Review information to determine its usefulness in answering research questions.
 - **Specific Outcome 3.3- Organize, Record, and Evaluate- Record Information:** List significant ideas and information from oral, print and other media texts.
 - **Specific Outcome 3.4- Share and Review- Share Ideas and Information:** Organize and share ideas and information on topics to engage familiar audiences.

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Identify and Apply Career and Life Skills.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
 - Manage Information.
- **Entrepreneurial Spirit:**
 - Innovate.
 - Create Opportunities.
 - Apply Multiple Literacies.
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** Gallery Walk, Bloom’s Taxonomy, and Wait Time.
 - **Kagan Strategy:** RallyRobin.
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The students will have numerous opportunities for choice throughout this project-based postcard assignment because they will get to select a basic need that they want to research. The students will also have the choice of how they want to go about

completing their research and finding interesting facts for their postcard. The students will then have the freedom to add vivid pictures to their postcard in order to engage other people who are looking at it. Finally, the students will have the choice of how they want to engage the class in the presentation of their postcards.

- **Multiple Intelligences:** Interpersonal, Intrapersonal, Verbal-Linguistic, Visual-Spatial, and Bodily-Kinesthetic.
- **Bloom's Taxonomy Levels:**
 - **Creation Level Questioning:** Can you **create** a postcard about how the people of India fulfill one of their basic needs?

Materials/Resources Required: Cardstock Paper (1 piece per student), Rubrics for Project (1 per student), Various Books and Information Packets for Research Purposes, Examples of Different Levels of Achievement on Postcard, Examples of Professional Postcards, Pencils, Pencil Crayons, Markers, I Can Student Portfolios, Scissors, Glue Sticks, and Animal Charades Identity Cards.

Teacher/Student Lesson Activities:

Day 1:

- **Anticipatory Set:**
 - **Purpose of Research (2 Minutes):** The teacher will begin the class by asking the students to use a **RallyRobin** to discuss with a partner what they think the purpose of research is. Once the students have completed their discussion, the whole class will share some of their ideas with each other.
 - **Model Research Process for Non-fiction Books (3 Minutes):** *A Many Voices: Connecting with the World* textbook will be distributed to each student. The teacher will ask the students what strategy might be best to use when you are researching in a book, but do not have time to read the whole book.
 - Once the students have given some suggestions, the teacher will explain to the students that we often use the index of a book (when one is available) in order to find the specific information we want. The teacher will model the process of using the index and then will ask the students to quickly practice this individually by using the index to find the page number that information about India begins on.
- **Practice/Development:**
 - **Introduce Basic Needs Postcard Project (5 Minutes):** The teacher will introduce the project scenario to the students. Each student will think for a moment about a basic need that he or she may want to explore and then select ONE basic need.
 - **Begin Research Process (40 Minutes):** The students will then start the research process by accessing the Internet and/or looking through different types of non-fiction books to find out information about how the people of India attempt to meet that basic need. The students will be encouraged to list important information from these sources in their Social Studies journals, in order to quickly find it later.

Day 2:

- **Create Postcard about Basic Need (50 Minutes):** As students complete their research, they will begin creating their postcards. Materials and resources such as cardstock, markers, and pencil crayons will be made available in order to help the students in generating text and pictures for their postcards.

- **Complete Creation of Basic Needs Postcards:** The students will be encouraged to actively collaborate with each during the work process by providing suggestions to each other about how to make pictures and text appealing. Approximately halfway through the work period, the students will take a **Gallery Walk** in order to see what the rest of the class is doing to create their postcards. This Gallery Walk will hopefully help provide students with a few ideas that they can use on their own postcards about how to make the visuals and text look appealing.

Day 3:

- **Closure/Reflection:**

- **Oral Presentations to Teacher and Classmates (20-30 Minutes):** The final stage of this project involves each student presenting his or her postcard about a basic need of the Indian people to the class. Each student will share his or her postcard with the class and orally explain the information that was put on it. In order to get through every student in the class, these presentations will take as much of the class period as necessary.
- **I Can Portfolio Page (5-10 Minutes):** The students will each receive a picture of them working on their postcard that was taken by the teacher during one of the two previous work days. Each student will cut out his or her individual picture and glue onto the correct I Can Page in their Student Portfolios.
- **Indian Animal Charades (10 Minutes):** To end the class period, individual students will get the opportunity to come up to the front of the classroom and select an animal identity card out of a paper bag. The student must then act out this animal in front of the rest of the class, while his or her classmates guess the animal that the student is acting like.

Steps for Future Learner Growth:

- **Modifications:** Allow individual students who are struggling with the research process to work collaboratively with a partner who is studying the same basic need in order to simplify the fact gathering process.
- **Extensions:** Ask students who finish their postcard early to practice presenting their postcard to a partner. The student's partner could then provide

Formative Assessment to Guide Learning:

- **Research Checkpoint:** All students must show the teacher that they have summarized research information in their Social Studies journals by the end of class, in order to ensure that they are not falling behind.

Summative Assessment to Demonstrate Learning:

- **Outcome-Based Rubric:** The students will be evaluated using an outcome-based rubric. The students will orally present their postcards about basic needs of people in India to the class, in order to demonstrate their understanding of the idea that there are certain essential basic physical and safety needs that all humans must have in order to survive. These presentations mark the end of the first learning segment of the unit. In order to see the outcomes that will be assessed for this learning segment of the unit, please refer to the rubric on Page 13 of this unit plan.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is Performance Assessment 1: A Basic Need of India's People Poster. The applicable rubric for that performance assessment can be found on Page 13 of this unit plan.

**Lesson #1 (Unit Segment #2): Introduction to Mental Needs and Decision-Making in India (2 Days)-
Thursday, March 3, 2016 & Tuesday, March 8, 2016– 50 Minutes Each Day**

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Ideas of Learning Segment:** There are also several different levels of mental needs that individuals should meet in order to live a happy and fulfilling life.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their mental needs in order to live a happy and fulfilling life?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
 - How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Identify and Apply Career and Life Skills.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
 - Manage Information.
- **Entrepreneurial Spirit:**
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Kagan Strategy:** Think-Pair-Share.
 - **Adaptive Schools Strategy:** Summarizing Strip (a variation of a Bumper Sticker Organizer).

- **Differentiation in Instruction:**

- **Opportunities for Student Choice:** The students will have opportunities for choice during several parts of this lesson. When the students are participating in the “Freedom of Speech” activity, they will be demonstrating the choice of who to speak with and what to talk about. The students will also be receiving the opportunity for choice during the “Mock Student Vote” activity where each student will have the choice of what to vote for. Finally, the students will have choice during the “Would You Rather?” activity because the students will have to utilize their newly learned decision-making skills to decide between two propositions.
- **Multiple Intelligences:** Interpersonal, Intrapersonal, Visual-Spatial, Bodily-Kinesthetic, and Verbal-Linguistic.
- **Bloom’s Taxonomy Levels:**
 - **Comprehension/Synthesis Levels:** Can your group **summarize** to summarize what would be important for others to know about government decision-making in India?

Materials/Resources Required: SMART Board, “You’re Not Elected, Charlie Brown” YouTube Video (see Teacher/Student Lesson Activities for link), Class Set of *Many Voices: Connecting with the World* Textbooks, 4 Pieces of 11 x 17 Ledger Paper (1/table group), Markers, Blank Cardstock Paper (1 piece per student), Blank Paper (for students cast their vote with), Ballot Box, Pre-Written Family Roles on Pieces of Poster Paper, and List of “Would You Rather?” Propositions (see Closure/Reflection section for examples).

Teacher/Student Lesson Activities:

Day 1 (*Note: The students will still be in the practice/development segment of the lesson by the end of Day 1):

- **Anticipatory Set:**

- **Introduce Mental Needs (5 Minutes):** The teacher will explain to the students that there are several different levels of mental needs that many individuals try to meet in order to live a happy and fulfilling life. These levels include love and belonging, self-esteem (often expressed through individuality and respect for others), and self-actualization (creativity and fulfilling your potential).

- **Practice/Development:**

- **The Freedom of Speech (5 Minutes):** The teacher will ask the students to talk about anything they want for 3 minutes. After the class has reconvened, the teacher will explain to the students that what they just demonstrated by talking freely was freedom of speech. The students will be told that like Canada, India is a democratic society. As part of a democracy, Indians enjoy certain rights and freedoms, such as the freedom of speech. The teacher will ask the students to pair up and complete a **Think-Pair-Share** about what effect they think that enjoying rights and freedoms has on an individual’s ability to live a happy life?
- **Watch Cartoon to Introduce Democracy (25 minutes):** The students will watch “You’re Not Elected, Charlie Brown” in order to get introduced to the democratic process and how people vote (YouTube Video Link: <https://www.youtube.com/watch?v=jLsCBek6aL4>).
- **Read about India’s Government (15-20 Minutes):** The students will be put into groups of four and each student will be given a *Many Voices: Connecting with the World* Textbook. Each group will be asked to read the section about “Communities in India” (Pages 80-83). After the completion of this reading, each group will be asked to use the **Summarizing Strip** strategy in order to summarize the important parts of the information that they just read. Each group will

be given a small piece strip of paper and asked to summarize what they feel is the most important information for someone else to know about India's government. The students can use both pictures and words to complete this task. Once all groups are finished, the class will share their summarizing strips with each other. Please note that the completion of this activity will mark the end of Day 1 of this lesson.

Day 2:

- **Mock Student Vote (20 Minutes):** The students will learn how a democratic vote takes place. Each student will begin by using a small piece of blank cardstock paper to write their first/last name and their birthdate (this will become their piece of identification). The teacher will tell the class that the question they will be voting on today is "Do you like reading?" Then two students will randomly be selected to become returning officers and these students will sit at the front of the classroom. The rest of the class will then take turns coming up to the returning officers and presenting their identification to them. The returning officers will then check off that student's name on the class list. The student can then go behind the polling station (cereal box) to vote either yes or no to the question. Once each student has deposited their vote in the ballot box, the returning officers will then count the votes and declare whether "yes" or "no" received the most votes.
- **Family Roles on the Wall (15 Minutes):** The teacher will explain to the students that several pieces of poster board, each with a different family role (e.g. child, mom, dad, brother, sister, grandma, etc.) have been placed around the classroom. Each student will use the **Role on the Wall** drama technique to visit each poster and write what they think about when they see that role (e.g. mom looks after the children). While moving around to the different posters, the students can actively collaborate with each other to generate ideas to write on each poster.
- **Class Discussion of Family Roles in India (10 Minutes):** The teacher will briefly discuss with the whole class how the roles of family members in India are different than in Canada. Examples of such differences include the men making the decisions for the family and large extended families living together in the same house. The teacher will ask the students to collaborate with an elbow partner about these family roles are similar and/or different to their own.
- **Closure/Reflection:**
 - **Would You Rather Decision-Making Game (10 Minutes):** This game will be used to synthesize the decision-making learning that the students have did over the past two days. The way the game works is the teacher reads a question with two propositions (e.g. would you rather go to school or work in a market?) As the teacher reads the propositions, he will gesture to either side of the room for each proposition (e.g. gestures to the right for going to school and gestures to the left for working in a market). Each student will then make a decision about how they would like to answer the choice between the two propositions and move to the side of the room that was indicated for that proposition. A few examples of propositions that will be used include:
 - Would you rather go to school or work in a market?
 - Would you rather ride a camel or an elephant?
 - Would you rather climb the Himalaya Mountains or visit the tropical jungle?
 - Would you rather visit the Taj Mahal or Bollywood (movie theatres)?
 - Would you rather eat a banana or a mango?
 - Would you rather belly dance or do yoga?

Steps for Future Learner Growth:

- **Modifications:** If the students are struggling during the “Summarizing Strip” activity, the teacher could have the students do a gallery walk after a few minutes of work time in order to allow the students to see what other groups are writing down and then take back those ideas to their own group.
- **Extensions:** Students who finish the “Summarizing Strip” activity early, could use one of the classroom iPads to look up how Canada’s government system works and compare it to India’s government system.

Formative Assessment to Guide Learning:

- **Informal Teacher Observation:** The teacher will formatively watch the students as they are participating in all learning activities in order to respond to and/or scaffold student learning as needed.
- **Summarizing Strip:** Each group of students will demonstrate their understanding of the decision-making structures within the government of India through the completion and sharing of their summarizing strip.
- **Role on the Wall:** The teacher will be assessing students’ prior knowledge of family roles during this activity because the teacher will be looking to gauge what understanding the class already has of family roles.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to the Performance Assessment 2: Discover India Travel Guides Passion Project. The applicable rubric for that performance assessment can be found on Page 14 of this unit plan.

Lesson #2 (Unit Segment #2): Customs, Traditions, and Celebrations of India (2 Days) – Monday, February 29, 2016 & Wednesday, March 9, 2016- 1 Hour Each Day

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Ideas of Learning Segment:** There are also several different levels of mental needs that individuals should meet in order to live a happy and fulfilling life.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their mental needs in order to live a happy and fulfilling life?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
 - How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.
 - Think Critically.
 - Manage Information.
- **Entrepreneurial Spirit:**
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** Exit Card Reflection, Bloom's Taxonomy, and Wait Time.
 - **Kagan Strategy:** Inside-Outside Circle.

- **Differentiation in Instruction:**

- **Opportunities for Student Choice:** The students will have the opportunity for choice during the Mind Map of Traditions in Students' Families Activity. This activity will allow each student to express to the rest of the class what aspects of their family's culture are important to them. The rest of the class will demonstrate the acceptance of diversity by listening to the important aspects of their classmates cultures.
- **Multiple Intelligences:** Interpersonal, Intrapersonal, Visual-Spatial, Bodily-Kinesthetic, and Verbal-Linguistic.
- **Bloom's Taxonomy Levels:**
 - **Evaluation Level Questioning:** Can you **explain** how customs, traditions, and celebrations help to create a sense of belonging amongst groups of people in India?

Materials/Resources Required: *Elephant Dance: Memories of India* by Theresa Heine, 4 Pieces of 11 x 17 Ledger Paper (1/table group), Markers, Index Cards, Yoga YouTube Video (see link below), PowerPoint of Traditions in India, 5 Checker Boards, and 5 Chess Boards.

Teacher/Student Lesson Activities:

Day 2 (*Note: These following lesson components for both days have been flipped due to guest speaker availability):

- **Anticipatory Set:**

- **Read Aloud of Book about Family Traditions in India (10 Minutes):** The teacher will read aloud the picture book, *Elephant Dance: Memories of India* by Theresa Heine to the students. At thoughtfully selected times throughout the book, the teacher will stop and allow the students to discuss how the traditions that the grandfather in the book is discussing with his grandson help to create a sense of belonging and connection between them.

- **Practice/Development:**

- **Mind Map of Traditions in Students' Families (10-15 Minutes):** The teacher will then model how to use a mind mapping process as a graphic organizer. The students will then be put into groups of four and asked to use the mind map process to list customs, traditions, and celebrations that are important in their families. Each group will briefly share their mind map with the class after completing it.
- **Yoga in India (10 Minutes):** The teacher will explain to the students that yoga is often used to promote relaxation in many different parts of India. The whole class will then participate in yoga by learning some of the different basic poses and movements using the following YouTube video (Video Link: https://www.youtube.com/watch?v=EmeTZGr_R5Q).
- **Slideshow of Traditions in India (15 Minutes):** The whole class will discuss the importance of customs and traditions to India's people. In order to stimulate this discussion, the teacher will show the students a picture slideshow of some of the different customs, traditions, and celebrations that are integral to India's society. Examples of pictures that will be included in the slideshow include Indian temples, the Taj Mahal, the sitar (a musical instrument), and the Diwali festival (a festival of lights).
- **Learn How to Play Chess or Checker (10 Minutes):** To close the lesson, the students will be told that the game of chess originated in India. Checkers is also another popular game in India. The students will then get into pairs and can use the remainder of the period to learn how to play chess or checkers. (*Please Note: Child friendly instructions for beginners will be included for students who do not know how to play chess or checkers).

Day 1 (*Note: To be done on Monday, February 29, 2016. The learning activities that were listed above will take place on Wednesday, March 9, 2016):

- **Experiences and Stories of Childhood (40 Minutes):** A member of Medicine Hat College's International Education Division will visit the classroom today to speak to the students about his childhood growing up in New Delhi, India. He will engage the students in a slideshow and discussion of some of the various customs, traditions, and celebrations that were important staples of his childhood. The students will have the opportunity throughout this presentation to ask questions about what life is like for children in India. This presentation is expected to last approximately 40 minutes.
- **Inside-Outside Circle (10 Minutes):** Once the guest visitor has departed, the whole class will participate in an Inside-Outside Circle discussion where the students will be asked to explain to others what custom, tradition, or celebration of India they felt were the most interesting and why they feel it was interesting. The outside circle will rotate several times so that each student gets the opportunity to discuss his or her opinion with multiple classmates.
- **Closure/Reflection:**
 - ***If time- Exit Card Reflection (10 Minutes):** The lesson will come to a close with each student completing an exit card reflection on an index card in order to answer the question of what they learned about how customs, traditions, and celebrations help to create a sense of belonging amongst groups of people in India.

Steps for Future Learner Growth:

- **Modifications:** The teacher could give the students a brief reminder about why customs, traditions, and celebrations are an important part of a person's identity before the students do the group mind map activity if necessary.
- **Extensions:** If time, the lesson will come to a close with each student completing an exit card reflection on an index card in order to answer the question of what they learned about how customs, traditions, and celebrations help to create a sense of belonging amongst groups of people in India.

Formative Assessment to Guide Learning:

- **Informal Teacher Observation:** The teacher will formatively watch the students as they are participating in all learning activities in order to respond to and/or scaffold student learning as needed.
- **Group Mind Maps:** The students will express their beginning understandings of customs, traditions, and celebrations by using a mind map graphic organizer to list examples of these that are important to their families.
- **Exit Card Reflection:** Each student will complete an exit card reflection on an index card in order to demonstrate their understanding of what they learned about how customs, traditions, and celebrations help to create a sense of belonging amongst groups of people in India.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is a developmental lesson that is supportive to the Performance Assessment 2: Discover India Travel Guides Passion Project. The applicable rubric for that performance assessment can be found on Page 14 of this unit plan.

Lesson #3 (Unit Segment #2): Discover India Travel Guides Passion Project-Based Learning (8 Days) – Thursday, March 10, 2016- Tuesday, March 22, 2016- 1 Hour Each Day

Lesson Understandings:

- **Unit Overall Big Idea:** There are different types of needs necessary to sustain life regardless of where we live in the world – some of these needs are necessary for everyone and others are important to individuals in order to make them feel that they are living a happy and fulfilled life.
- **Supporting Ideas of Learning Segment:** There are also several different levels of mental needs that individuals should meet in order to live a happy and fulfilling life.
- **Segment Main Focusing Inquiry Question:** How do people in India attempt to meet their mental needs in order to live a happy and fulfilling life?
- **I Can Statements:**
 - I can explore the social and cultural characteristics that affect communities in other parts of the world.
 - I can explore the characteristics that shape communities in other parts of the world.
 - I can evaluate ideas that come from different points of view.
 - I can apply new ideas and strategies to help with decision making and problem solving.
 - I can develop questions to help me understand.
 - I can evaluate whether information supports an issue or a research question.
 - I can follow a plan to complete an inquiry.
 - I can organize information from more than one source.
 - I can process information from more than one source to retell what has been discovered.
 - I can organize and present information in many different ways.
 - I can listen to others in order to understand their points of view.
 - I can interact with others in a socially appropriate manner.
 - I can create visual images for particular audiences and purposes.
 - I can compare information on the same issue or topic from print media, television, photographs and the Internet.

Outcomes of Lesson:

- **Social Studies Outcomes:**
 - **General Outcome 3.1- Communities in the World:** Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India.
 - **Specific Outcome 3.1.2- Knowledge and Understanding-** Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
 - What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
 - How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
 - How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
 - **Specific Outcome 3.1.4- Knowledge and Understanding-** Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)
 - **Specific Outcome 3.S.7- Research for Deliberate Inquiry- Apply the Research Process:**
 - Develop questions that reflect a personal information need.
 - Follow a plan to complete an inquiry.
 - Access and retrieve appropriate information from electronic sources for a specific inquiry.
 - Organize information from more than one source.
 - Process information from more than one source to retell what has been discovered.
- **English Language Arts Outcomes:**
 - **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
 - **Specific Outcome 1.1- Discover and Explore- Express Ideas and Develop Understanding:** Explain understanding of new concepts in own words.
 - **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
 - **Specific Outcome 3.2- Select and Process- Use a Variety of Sources:** Find information to answer research questions using a variety of sources, such as children’s magazines, encyclopedias, CDROMs, plays, folk tales, songs, stories and the environment.
 - **Specific Outcome 3.2- Select and Process- Access Information:** Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.
 - **Specific Outcome 3.2- Select and Process- Evaluate Sources:** Review information to determine its usefulness in answering research questions.
 - **Specific Outcome 3.3- Organize, Record, and Evaluate- Record Information:** List significant ideas and information from oral, print and other media texts.
 - **Specific Outcome 3.4- Share and Review- Share Ideas and Information:** Organize and share ideas and information on topics to engage familiar audiences.

Ministerial Order Cross-Curricular Competencies (CCCs):

- **Engaged Thinker:**
 - Know How to Learn.
 - Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others.
- **Ethical Citizen:**
 - Literacy.

- Think Critically.
- Identify and Solve Complex Problems.
- Manage Information.
- **Entrepreneurial Spirit:**
 - Innovate.
 - Create Opportunities.
 - Apply Multiple Literacies.
 - Demonstrate Global and Cultural Understanding.

Supporting Learner Growth:

- **Collaborative Engagement Strategies:**
 - **Instructional Intelligences:** Mind Map, Bloom’s Taxonomy, and Wait Time.
 - **Kagan Strategy:** Think-Pair-Share-Compare.
- **Differentiation in Instruction:**
 - **Opportunities for Student Choice:** The students will have the opportunity for choice throughout this entire project. This project was conceptualized as an opportunity for students to engage in major inquiry. The students will spend time selecting a passion, developing focusing questions, engaging in group research, creating an innovative and interesting product, and sharing their immense knowledge with a group of tourists (the other Grade 3 classes).
 - **Multiple Intelligences:** Interpersonal, Intrapersonal, Visual-Spatial, Bodily-Kinesthetic, Verbal-Linguistic, Logical-Mathematical, Musical-Rhythmic, Naturalistic, and Existential.
 - **Bloom’s Taxonomy Levels:**
 - **Creation Level Questioning:** Can you **create** an interesting and innovative product that will help you to explain how your passion is realized within India’s society?

Materials/Resources Required: “A Pep Talk from Kid President to You” YouTube Video (see link below), 4 Pieces of 11 x 17 Ledger Paper (1/table group), Markers, Top 3 Passions Sheet (1 per student), Student Passport Applications (1 per student), Project Plan Sheet (1 per student), Various Print and Internet Materials for Research, Various Materials for Product Creation, and YouTube Videos for Sharing Day (see links below).

Teacher/Student Lesson Activities:

Day 1 (*Note to be completed over an extended 8 day time period):

- **Anticipatory Set (50-60 Minutes):**
 - **Inspiring Creativity Video:** Show the students the students the YouTube video, “A Pep Talk from Kid President to You” (Link: <https://www.youtube.com/watch?v=l-gQLqv9f4o>). This video should help to ignite the students’ creativity and make them see that they are full of potential.
 - **Introduction:** Introduce the passion project scenario to the students (including its multiple components of planning, research, product creation, and sharing).
 - **Group Mind Map Brainstorming of Passions:** The students will then be split into groups of four and asked to create a mind map about the different types of things that they may passionate about exploring within India. The creation of this mind map is designed to help the students brainstorm a broad list of ideas about different things that they may be passionate about.

- **Class Sharing of Mind Maps:** Each group will then share their mind map with the class. The teacher will write down the students' ideas on the SMART board as each group shares in order to create one large class mind map.
- **Top 3 Passions:** The students will indicate on a slip of paper their top 3 passions so that the teacher can try to put them in groups that honor these passions.
- **Passports:** The students will also fill out their passports on this day. It is important for each student to take the time to correctly fill out their passports as a tour guide must have his or her paperwork in order to effectively do the job.

- **Practice/Development (*Note 60 Minutes of Work Time Each Day):**

Day 2:

- **Generate a Plan for Research:** The students will spend the first part of the class thinking about different types of questions that may be good to research about their topics. In order to begin this process, the students will use a **Think-Pair-Share-Compare** with a partner to provide suggestions to each other about different questions that might be good to explore about their topics.
- **Develop Focusing Questions:** After this activity, the students will return to their tables and use their Social Studies journals to write down a few focusing questions that they can use to guide their research. The students may continue peer-collaborating with each other while they are generating their group's focusing questions if they feel that this collaboration process helps them. Once students have developed their focusing questions, they will then list a few types of sources that they think might be good to use to begin their research (e.g. books, YouTube, etc.). As students complete this, they will conference with the teacher about how they think these question will be a good start for guiding their research.
- **Begin Research Process:** As soon as each student has conferenced with the teacher, he or she will then begin exploring different types of sources in order to find answers to their guiding questions.

Day 3:

- **Research:** The students will use the entire period to research information about their selected passions in India. The students will use the focusing questions that they have written in their Social Studies journals in order to research various sources. The teacher will suggest to the students that they record information that they feel is particularly important in their Social Studies journals.

Day 4:

- **Continue Research:** The students will use the entire period to continue researching about their selected passions in India. The students will use the focusing questions that they have written in their Social Studies journals in order to continue to research various sources. The teacher will suggest to the students that they keep recording information that they feel is particularly important in their Social Studies journals. At the end of this work period, each

student will be expected to hand in their Social Studies journal for a checkpoint by their teacher. The teacher can then conference the next day with any students who appear to be failing behind significantly.

Day 5:

- **Product Creation:** The students will discuss collaboratively in small groups of three or four, different ways that the information that each of them has found could be presented. After these short brainstorming sessions, the students will immediately begin working on creating some type of product that they can use to show their passion.

Day 6:

- **Product Creation:** The students will continue working on creating some type of a product to use to show their passion. Materials can be gathered (if desired) to create different types of products.

Day 7:

- **Product Creation:** The students will complete their creation of some type of a product to use to show their passion. If students finish early, they can practice presenting with a partner what they will say to the tourists about their passion.

- **Closure/Reflection (*Note: 60 Minutes to Be Used as a Celebration of Learning and Sharing with the Other Three Grade 3 Classes):**

Day 8:

- **Passion Sharing:** The students will accompany their tourists (the other Grade 3 classes) on a flight from Canada to India (in I.F. Cox School's Learning Commons). During the flight, the following realistic flight simulator will be played so that all students will feel like they are on an airplane (YouTube Link: <https://www.youtube.com/watch?v=KEqQSvvaBc8>). The students will also watch the following YouTube video about "National Symbols of India" in order to help the other Grade 3 classes to learn about India (YouTube Link: <https://www.youtube.com/watch?v=bhAeOyLJaRU>). Once the tourists arrive in India, the tour guides will then spread out across the Learning Commons and share their passions about India with the tourists.

Steps for Future Learner Growth:

- **Modifications:** Regular informal conferencing throughout this project will be used by the teacher in order to help the students engage in active self-reflection about what they are learning through the project and what challenges they are facing that the teacher can help them to solve.
- **Extensions:** If desired, the students could display their completed work for others to see and invite others within the school community (for example, classes from other grade levels)

Formative Assessment to Guide Learning:

- **Research Plan:** The students will generate a plan for research that will guide the exploration and study of their passions.
- **Research Checkpoint:** All students must show the teacher that they have summarized research information in their Social Studies journals by the end of Day 4, in order to ensure that they are not falling behind.
- **Informal Conferencing with Teacher:** Each group of students will meet with the teacher every day during their work time on the Passion Project to informally reflect on what the students are learning through their completion of the project and how the teacher can support them to further aid their learning.

Summative Assessment to Assess Learning:

- **Outcome-Based Rubric:** The students will be evaluated using an outcome-based rubric. The students will share their passions with the other Grade 3 students in the school. The students will explain their passions and use the products that they have created to aid in the explanation of information about their passions. This assessment functions as a major summative assessment as it asks the students to synthesize and explain how individuals meet their mental needs in order to live a happy and fulfilling life. The sharing of the passions is also the culminating activity for the second learning segment of the unit. In order to see the outcomes that will be assessed for this learning segment of the unit, please refer to the rubric on Page 14 of this unit plan.

Notes and Revisions for Future Teaching Use:

*Note: This lesson is Performance Assessment 2: Discover India Travel Guides Passion Project. The applicable rubric for that performance assessment can be found on Page 14 of this unit plan.