

## EDUC 394 – Lesson Plan Elementary Years

**Name:** Joni Hesselgrave – Ms. H

**Grade** Grade 2/3 (Social Studies)  
**Date** November 30, 2021

**Topic** Family Traditions and Celebrations  
**Allotted Time** 90 minutes

### STAGE 1: Desired Results

#### Cite sources used to develop this plan:

-Gear, Adrienne. (2018). Family Traditions and Celebrations. In *Powerful Understanding: Helping students explore, question, and transform their thinking about themselves and the world around them*. Pembroke Publishers, ON, CA.  
- <https://curriculum.gov.bc.ca/curriculum/social-studies/2/core>  
- <https://curriculum.gov.bc.ca/curriculum/social-studies/3/core>




#### Rationale: How is this lesson relevant at this time with these students? Why is it important?

With the holidays fast approaching, it is important to discuss the importance of family traditions and celebrations and how they vary across cultures. While Christmas festivities are usually the most predominant family tradition or celebration amongst students in Northern BC classrooms, it is imperative that students understand that it is not the only family tradition or celebration that occurs during this time of the year. Students must be aware of, and show respect for, the different traditions and celebrations of students and families in our classrooms, schools, communities, and around the world. An understanding of cultural diversity is crucial and it is our responsibility, as teachers, to foster awareness and acceptance of cultural diversity within our classrooms.

“By studying some of the many different cultures and ways of life that exist and have existed throughout the world, students will develop both a deeper understanding of the differences between peoples and an appreciation of the aspects of human experience shared across time and space.” - <https://curriculum.gov.bc.ca/curriculum/social-studies/introduction>

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

<b>Communication</b>  Communicating Collaborating	<b>Thinking</b>  Creative Thinking Critical & Reflective Thinking	<b>Personal and Social</b>  Personal Awareness & Responsibility Positive Personal & Cultural Identity Social Awareness & Responsibility
<b>Focus 1: Communication</b>  Students will engage in informal and structured conversations in which they will listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives, specifically as they relate to family traditions and celebrations.  <b>Student statements:</b> I communicate clearly and purposefully, using a variety of forms	<b>Focus 1: Critical &amp; Reflexive Thinking</b>  Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. Students will reflect on information they have received (class discussion, teacher reading books, in a short video and in reading books with peers). They will scaffold this with their own personal experience.	<b>Focus 1: Positive Personal and Cultural Identity</b>  Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students will foster this by

<p>appropriately (verbally and through my writing and/or illustrations).</p> <p>I share my ideas and try to connect them with others' ideas. I am an active listener – I make connections and ask clarifying and extending questions when appropriate. I can plan ways to make my message clear and engaging for my audience and create communications that focus on a variety of purposes and audiences. I acquire the information I need for specific tasks and for my own interests and present it clearly.</p> <p><b>Focus 2: Collaboration</b></p> <p>Students will combine their efforts with those of others to effectively accomplish learning and tasks (during class discussion and in small groups as they read books and “think, pair, share”).</p> <p>They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources (books on family traditions and celebrations). Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own.</p> <p><b>Student Statement:</b> In familiar situations, I cooperate with others for specific purposes. I contribute during group activities, cooperate with others, and listen respectfully to their ideas. I can work with others for a specific purpose. I contribute during group activities with peers and share roles and responsibilities to achieve goals. I work respectfully and safely in our shared space. I express my ideas and help others feel comfortable to share theirs so that all voices are included.</p>	<p><b>Student Statement:</b> I can ask open-ended questions, explore, and gather information. I can contribute to and use criteria. I use observation, experience, and imagination to draw conclusions about my family traditions and celebrations.</p>	<p>discussing and scaffolding their knowledge of family traditions and celebrations.</p> <p>Students who have a positive personal and cultural identity value their personal and cultural narrative and understand how they shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.</p> <p>Students will explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them; focusing on how their family traditions and celebrations are both similar and different to those of their classmates.</p> <p>Students define who they are by what they value. They understand how what they value has been influenced by their life experiences. They identify how their values help to shape their choices, in all contexts of their lives.</p> <p><b>Student Statement:</b> I have pride in who I am. I understand that I am a part of larger communities. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain why I make specific choices. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images, and describe some ways that I participate in, or am connected to, a community (i.e. via family traditions and celebrations).</p>
--	---	--

### First Peoples Principles of Learning (FPPL):

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona's Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:
<p><b>FPPL #1</b> – Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p><b>FPPL #2</b> – Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p><b>FPPL #6</b> – Learning is embedded in memory, history, and story.</p> <p><b>FPPL #8</b> - Learning involves exploration of ones' identity.</p>	<p>As a class, we will discuss how family traditions and celebrations are important to one's sense of self, family, and community. We will discuss how Indigenous family traditions and celebrations are strongly connected to the land, spirits, and the ancestors. We will read stories about family traditions and celebrations (including indigenous stories) and note how learning is embedded in memory and history through these stories. We will discuss how this learning activity involves exploring their identities.</p>

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

***Understand***

Big Idea(s): People from diverse cultures and societies share some common experiences and aspects of life.

- Family traditions
- Celebrations

Essential or Guiding Question(s):

- How do people from different cultures and societies celebrate during the upcoming holidays?
- What sorts of family traditions do they take part in?
- How are these celebrations and family traditions similar to your own? How are they different?

***Do***

Curricular Competencies (Learning Standards):

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Explain why people, events, or places are significant to various individuals and groups (significance).
  - Elaborations: why do people have different opinions on what people, events and places are more significant than others? Are there people, events and places that everyone thinks are significant? Why or why not?
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective).
  - Elaborations: give examples on which there are differing points of view (i.e. on differing family traditions and celebrations). Does everyone agree on the importance of family traditions and celebrations?

***Know***

Content (Learning Standards):

- That there is diversity among communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.
  - Key cultural aspects (e.g., language, traditions, arts, food)—as it pertains to family traditions and celebrations.
  - Cultural diversity within your community—as it pertains to family traditions and celebrations.

## STAGE 2: Assessment Plan

### FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

At the beginning of the lesson, I will ask students, by a show of “**thumbs up or thumbs down**”, if they know what a family tradition is; if all family traditions are the same; if not, do they have similarities; and, if they have their own holiday family traditions or celebrations.

As a class, we will **brainstorm** (1) what a family tradition is/entails and (2) what specific celebrations are soon approaching. I will then read aloud “Walk This World at Christmastime” (Powell, 2016) and “Metis Christmas Mittens” (Dumont, 2017). Afterward, I will show “Winter Celebrations Around the World” (You Tube, Nov 5, 2020). We will return to our brainstorming lists and add new points (i.e. new knowledge that we learned from these two sources), scaffolding our previous knowledge.

Students will then be assigned to small groups of 3-4 to “**Think, Pair, Share**”; during this time, groups will look at an assortment of books pertaining to different holiday traditions/celebrations. Groups will share something new that they discovered; these new discoveries will be added to our brainstorms.

### SUMMATIVE ASSESSMENT: (Assessment of Learning)

Finally, students will work individually to complete the final assessment of learning, “Cultural Celebrations”, where they will have the opportunity to share an upcoming cultural celebration that is important to them, including its origin and what special food, clothing and activities are involved in the celebration. Students will have the opportunity to share their celebration with the class or a classmate.

<b>The Learning Intention:</b> <i>What will students learn in this lesson?</i> <i>(i.e. Learning Standards)</i>	Students will learn that different cultures have different family traditions and celebrations; that while traditions and celebrations differ, they have similarities—that is, they involve spending time with loved ones and involve special food, clothing, and activities. Students will learn that cultural diversity is to be valued and respected.
<b>Evidence of Learning:</b> <i>How will students demonstrate their learning? What does it look like?</i>	Students will demonstrate their learning through involvement in class discussions, in small group discussions, and in a final document where they detail their own personal cultural celebration (in words and/or illustrations).
<b>Criteria:</b> <i>What do students need to do to meet or achieve the learning intention?</i>	-Participate in a show of thumbs up/thumbs down and in class brainstorming. -Actively listen to stories being read aloud to them. -Work together with their peers to look at, read, and think about stories, pulling out important information and details to share with the class. -Detail a personal cultural celebration, in words and in illustrations (or just illustrations if they are unable to communicate their thoughts in words).

### Planning for Diversity:

<b>Learning Target:</b> <i>In what ways does the lesson meet the needs of diverse learners?</i> <i>How will you plan for students who have learning/behaviour difficulties or require enrichment?</i>		
<b>Students need to/must do:</b> -Participate in thumbs up/down -Attend to class brainstorms -Listen to stories being read aloud -Watch a video on the Smartboard -Participate in small groups -Think about own family traditions -Attempt Cultural Traditions worksheet -Be respectful  <b>Access/All</b>	<b>Students can do:</b> -Contribute to the brainstorm -Read with group members -Help present groups findings -Complete Cultural Traditions worksheet – words and drawings.  <b>Most</b>	<b>Students could do/try to:</b> -Share their Cultural Celebrations worksheet with the class or a classmate, showing and/or reading the different sections on special food, clothing, and activities. -Create a visual project of their celebration using plasticine.  <b>Few/Challenge</b>

## STAGE 3: Learning Plan

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

- Acquire a copy of "Walk This World at Christmastime" (Powell, 2016) and "Metis Christmas Mittens" (Dumont, 2017).
- Collect as many relevant books as possible from the school library on family/cultural traditions and celebrations.
  - Celebrations Around the World by Katy Halford
  - Too Many Tamales by Gary Soto, illustrated by Ed Martinez
  - Together for Kwanzaa by Juwanda G. Ford, illustrated by Shelly Hehenberger
  - The Legend of the Poinsettia by Tomie dePaola
  - All-of-a-Kind Family Hanukkah by Emily Jenkins, illustrated by Paul O. Zelinsky
  - The Shortest Day by Susan Cooper, illustrated by Carson Ellis
  - A World of Christmas Cookies: Follow Santa's Tasty Trip Around the World by M. E. Furman
  - A Winter Candle by Jeron Ashford
  - Oskar and the Eight Blessings by Rich Simon and Tanya Simon
  - Baseball Bats for Christmas by Michael Kusugak (Indigenous Canadian)
  - Etc.
- Bookmark on my computer "Winter Celebrations Around the World" (You Tube, Nov 5, 2020).
- Large paper and permanent markers for brainstorming lists.
- Make copies of "Cultural Celebrations" (pg. 70) out of Adrian Gear's *Powerful Understanding: Helping students explore, question, and transform their thinking about themselves and the world around them* (2018).
- Scan and email document to my school email to allow for presenting on the class Smartboard.
- Type out group inquiry questions and save to document to be presented on Smartboard during group work time.

**Organizational/Management Strategies:** *(anything special to consider?)*

Plan this activity in the morning, incorporated into a Daily 5 type format that the kids are familiar with.

1. Discussion/Brainstorm
2. Read Aloud/watch video/add to brainstorm
3. Group Reading with "Think, Pair, Share"
4. Group Presentations/Scaffold our brainstorm
5. Complete individual "Cultural Celebrations" worksheets & present if desired.

**Lesson Development:**

<b>Connect:</b> <i>How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.</i>		Pacing
<b>Teacher will:</b> Ask students the thumbs up/down questions: <ul style="list-style-type: none"> <li>• Who knows what a family tradition is?</li> <li>• Are all family traditions the same?</li> <li>• If not, do they have similarities?</li> <li>• Who has a holiday family tradition or celebration of their own?</li> </ul>	<b>Students will:</b> Respond with either a thumbs up or thumbs down, or a sideways thumb if they are not sure.	5 min

<b>Process:</b> <i>What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills and/or attitudes? In what ways have you built in guided practice?</i>		Pacing
<b>Teacher will:</b> Guide a brainstorming session to answer two focused questions: <ol style="list-style-type: none"> <li>1. What is a cultural/family tradition or celebration?</li> <li>2. What special celebrations are soon approaching and what do you eat, wear and do at these celebrations?</li> </ol> Talk about how a tradition is something special that is done in a family and is passed on from generation to generation. Talk about how family traditions are part of who we are (our identity). Talk about how different traditions are often connected to nationality or religion. Give an example of one of my family traditions.	<b>Students will:</b> Listen to others' ideas and participate in the brainstorming activity; raising their hand to add their own thoughts and ideas about their own family/cultural traditions or what they know of another culture's traditions or celebrations.	15 min
Read aloud two stories and show a short video to build understanding of cultural/family traditions and celebrations, highlighting the diversity of traditions and celebrations amongst different cultures around the world. Return to brainstorming activity and ask students if they noticed anything in the books or video that we could add to our lists.	Listen to and watch the stories and video.  Raise hand if they have any newly learned information to add to the brainstorming lists.	20 min
Assign students to "good fit" groups and give explicit instructions as to what they will need to do in their groups: i.e. select 1-2 stories from the provided selection; read the stories together; use "Think, Pair, Share" to address select questions (will be displayed on the Smartboard): where do cultural traditions come from?; what do they eat, wear and do at these celebrations?; how are family traditions and celebrations part of one's identity?; how are they passed on?	Work collaboratively in their groups to read chosen books. Think about the displayed questions, share thoughts amongst the group, and decide what important points they will share with the class to be added to the brainstorming lists.	20 min

<b>Transform:</b> <i>How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?</i>		Pacing
<b>Teacher will:</b> -Call students back to their desks/table spots; review the brainstormed lists and praise their efforts. -Solidify the importance of family/cultural traditions and celebrations. -Review the “Cultural Celebrations” worksheet (displayed on the Smartboard) and let students know that it is time for them to share their own personal holiday celebration—one that is important to them and their family/culture (What is it called? Where did it originate from? What special food, clothing, and activities are involved?). -Review expectations (print neatly, draw, colour). -Ask if anyone has questions or needs clarification.	<b>Students will:</b> -Work individually at their table spots to complete the worksheet. -Ask questions if they are unsure of what to do. -Use words and pictures to describe their family/cultural celebration (the name, origin, and special food, clothing, and activities involved). -Ask for help scribing if needed. -Share their celebration with a classmate or the class if they are comfortable doing so.	20 min
<b>Closure:</b> <i>How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to next learning.</i>		Pacing
<b>Teacher will:</b> -Highlight the importance of cultural diversity and how we must value and respect this diversity. -Acknowledge the fact that different cultures have different family traditions and celebrations, but that these traditions and celebrations have similarities—that is, they involve spending time with loved ones, sharing in special food, clothing, and activities. -Remind students how important family/cultural traditions and celebrations are to one’s identity. -Encourage students to talk about their traditions and celebrations at home; inquiring or asking further questions if they are interested in learning more about their culture or the cultures of those around them.	<b>Students will:</b> -Listen respectfully and reflect on the importance of cultural diversity and on family/cultural traditions and celebrations.  -Reflect on the importance of their personal family/cultural traditions and celebrations.  -Talk to their families at home and ask further questions about their family’s traditions and celebrations; why they are important, etc.	10 min

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

I would complete this section as soon as possible.

Asking myself:

- Was the time allotted sufficient? Was it rushed?
- Were my students engaged? Involved? Bored? Stretched? Challenged?
- Did students enjoy the mix of whole-class engagement, group engagement and individual engagement?
- Did students enjoy the mix of verbal (read-alouds), visual (video), and written (worksheet) components?
- What worked really well? What will I definitely keep in this lesson?
- What did not work? What can I adapt or get rid of entirely?
- Was everyone included and able to take part in the lesson? If not, how could I make sure those students were included next time?

I acknowledge that this lesson would change from year to year, depending on the cultural make-up of my classroom.

<b>Lesson Rubric:</b> /4 <b>Part 1 – Participation</b>			
<b>Emerging (1)</b> -Very limited involvement, participation and/or engagement in thumbs up/down activity, brainstorm, and group “Think, Pair, Share” activity (i.e. disengaged).	<b>Developing (2)</b> -Partially involved and engaged in activities. Participated with low effort, contributing less than his/her fair share to the class brainstorm and in the group “Think, Pair, Share” activity.	<b>Proficient (3)</b> -Involved and engaged in all activities, contributing sufficiently to the class brainstorm and the group “Think, Pair, Share” activity.	<b>Extending (4)</b> -Involved and engaged in all activities, contributing extensively to the class brainstorm and the group “Think, Pair, Share” activity, perhaps taking a spokesperson role in the group.
<b>Lesson Rubric:</b> /4 <b>Part 2 – Assignment</b>			
<b>Emerging (1)</b> -Attempted the worksheet with little effort (either via illustrating or in words, depending on student capability). -Failed to complete all sections.	<b>Developing (2)</b> - Attempted the worksheet with visible effort (either via illustrating or in words, depending on student capability). -Perhaps they did not complete all sections, but the effort was clearly there (maybe they just needed more time).	<b>Proficient (3)</b> -Completed the worksheet, showing expected effort and attention to detail (either via illustrating or in words, depending on student capability).	<b>Extending (4)</b> -Completed the worksheet, showing great effort and attention, above and beyond expectations (either via illustrating or in words, depending on student capability). -Shared their Cultural Celebrations worksheet with the class or a classmate, showing and/or reading the different sections on special food, clothing, and activities.



## Cultural Celebrations

Name: \_\_\_\_\_





Special Food	Special Clothing	Special Activities

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

**Rationale:** Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).

**Curricular Connections:**

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

**Learning Intentions:** How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.

**Prerequisite Concepts and Skills:** What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?

**Materials and Resources /References** List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.

**Differentiated Instruction (DI): (accommodations):** How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?

**Assessment and Evaluation:** Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.

**Organizational/Management Strategies:** Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.

**Aboriginal Connections / First Peoples Principles of Learning:** Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?

**Lesson Activities/Structure:**

**Connect:** How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?

**Process:** What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)

**Transform:** How will students apply and personalize the learning? What will they do or create to show you that they have learned?

**Closure:** How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

**Reflections:** Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?