

DESIRED RESULTS

Objective: As a result of this lesson, students will be able to understand that cultural diversity is found within Canada. They will be able to understand the specific culturally diverse people groups found within Canada during early and pre-confederation Canada. This will be achieved through examining primary and secondary sources, small group discussions, worksheets, and sort and predict frames. By the end of the lesson students will have a deeper understand of cultural diversity and will begin to examine how their own lives are different than those of the First Nation and early European people.

Long Term Objective: Student will be able to develop a deeper understanding of cultural diversity and its impact on creating the Canada we live in today. Students will be able to examine the historical event learned through out this course and begin to understand how cultural diversity can cause conflict, change, continuity, and unity.

GLO's to be used:

Identity , Culture and Community

The Land: People and Places

Historical Perspectives

Inquiry Question(s):

What can we learn from the cultural diversity found within Canada? To what extent does cultural diversity impact the stories we tell and experiences we share?

Grade 5:

Cluster 1- First Peoples (ways of life, story telling, mapping)

Cluster 2- Early Europeans (settlement, first contact)

Cluster 3- Fur Trade (daily life, people interactions)

Cluster 4- From British Colony to Confederation (interactions between people, ways of life, mapping)

It all can be linked through the concept of cultural diversity. Since cultural diversity to some extent influences how we interact with people, live life and frame our surroundings, cultural diversity can be an over arching concept that can be weaved throughout all the clusters. It also is a topic that can be lived in. For example, being a twenty three year old Caucasian female does have some impact on how I view the world and make sense of historic events. Due to my own diversity (similarities and differences) I will have my own biases, thoughts opinions and meaning to cultural diversity. Do I choose embrace the notion that despite my own differences I can be different but yet the same and as equally Canadian as my peers? What about if I meet another Canadian who is also a twenty three year old Caucasian female but comes from a family who celebrated holidays differently, practices a different religion, or grew up in a family where her parents followed non traditional gender roles. The world I would like students to enter in with this topic of cultural diversity is that we are all human beings. We all have some sameness through all being human but yet we are all different. What are some of these differences? Gender, way of life, family values etc. The idea being that we can all be Canadians but also uniquely individual or diverse at the same time. In order to better understand the topic of cultural diversity different historic event or topics from within the social studies curriculum will be brought in. (ex. First contact between the First Nations people and the Europeans, the war of 1812, ways of life etc.) These events/ topics will help students begin to understand what cultural diversity is and how it effects the stories we tell and experiences we share.

Historical Thinking Concepts: Historical Significance Evidence and Interpretation Perspective Taking Ethical Dimensions		
Assessment: - sort and predict frame activity (AS/FOR) - journal entry (FOR/OF) - ongoing classroom discussion (AS/FOR) - primary source activity (AS/ FOR) Assessment Methods: - Checklist (keeping tabs on who is participating in activities and group work, and journal entries) - Checking in with all the groups during discussions Accommodations: Depending on the direction the discussions goes, the activities for the class may take longer. If more time is required on certain activities the lesson can be continued in the next class.		
Understanding: Students will understand that..... - People can identify as being Canadian while still having their own unique people group with their own culture - begin to understand cultural diversity found in their own lives - Canada is a very culturally diverse nation due to the wide range of people groups in it -Cultural diversity can impact the way we live, our belief system and our values	Questions to consider asking, using, or answering throughout the lesson..... - What is cultural diversity? - Is everyone that lives in Canada the same? Is everyone who lives in Canada different? Explain - What is a primary source? What is a secondary source? - What cultural traditions does your family celebrate that are different than your friends? (Holidays etc.)	
Knowledge: Students will know..... - The two main people groups in early and pre confederation Canada were the First Nation people and Europeans - That primary and secondary sources are important in helping us understand the past and different cultures - Present Canada is still an incredibly diverse nation - Some of the aspects of demonstrating Canadian citizenship (being aware and respectful of each others differences and similarities)	Doing: Students will be able to..... - Examine primary and secondary sources - Answer questions relating to cultural diversity and ways of life using the information found from the sources - Organize or group pictures (stick men) according to similarities and differences - Compare and contrast similarities and differences between different people groups - Communicate - Demonstrate creative and critical thinking	
LEARNING PLAN		
Time:	Activity	Materials:

5min	<p>If you were to think about your day to day life what are some of the differences you have noticed between people? To what extent are people similar and different?</p>	Technology ex smart board or power point
10-15 mins	<p>Cultural Diversity the Basics (Activation/ Acquiring)- A Variation of a Sort and Predict Frame</p> <p>Purpose: To activate students thinking of cultural and ethnic diversity through a sorting activity.</p> <p>Task:</p> <p>Students will be divided into groups of 3 or 4 students. Each group will have a large envelop full of Canadian stick men who are different colours (ex. Purple stick men, orange stick men etc.). Students will be asked to group the stick men according to their similarities and differences. Once every group has sorted the stick men they will be asked to write down their sorting process in grouping the stick men. The sheet will also have guided questions to help student begin to brainstorm how their groups of stick men are the same and/or different. The overall concept being to get students to begin thinking about the idea that all the stick men are people (in this case Canadians) but yet they are all different (colours). The guided questions will end with a question such as "What family traditions do you have that are unique to your culture?"</p>	<p>Envelops: 1 per group, stick men (4 different groups/colours), guided questions sheet.</p>
25-30 mins	<p>Cultural Diversity and Ways of Life Through Historical Perspectives: Primary and Secondary Sources Activity (Acquiring/ Applying)</p> <p>Now that students understand- like the stick men are similar and different, Canadians can both similar and different. Students will now be introduced to the two largest people groups that impacted Canadian culture- the First Nation People and the Europeans. The students will remain in their groups and now receive a new envelop full of artifacts, reading and a topic question. The students will be asked to do research using the resources given to them to answer the topic question. All of the resources given will have information relating to the Europeans and the First Nations. Students will have to answer the topic question in a way that compares and contrasts both people groups in their relation to the topic. The question will be answered on a large piece of poster paper which can later be collected and placed on the walls for display.</p>	<p>Envelops with 6 primary and secondary sources (1 primary two secondary for First Nations people, 1 primary and 2 secondary for Europeans) 1 set of 6 per group, topic question (1 per group), poster board paper (1 per group), instruction sheet with a few guided questions to help students stay on task.</p>

<p>10-15mins</p>	<p>Some topic questions include for this activity could include:</p> <ul style="list-style-type: none"> - How did the Europeans and the First Nation people dress differently? - What kinds of art did the Europeans and First Nations people create? How was their art different or the same? - Compare and contrast the types of shelters the Europeans built vs. the First Nation people? - What were the different traditions and celebrations the Europeans and First Nation people had? Did they share any similar celebrations or traditions? <p>The idea is to get students to work with primary and secondary sources while beginning to acquire knowledge on two very diverse cultures. Calling the two major people groups Europeans and First Nations people is still very broad, because each of these two major groups can be further broken down into subcategories. These people groups will be further broken down in later lessons as specific historic events are examined and brought into the lessons. The main point for now is to help students become comfortable with the concept of cultural diversity in early and pre confederation Canada and begin to think about how culture diversity effects their daily lives in the present.</p> <p>Once the groups have completed their research task they will be asked to share their findings with the class (this could be done in a jigsaw format or an open group by group discussion). After each question and answer is explored, student will then take this newly acquired information and write a journal entry.</p> <p>Journal Entry/ Inquiry Question Task (Applying)</p> <p>Students will be asked to write a journal entry exploring how their live are different than the early Europeans and/or First Nation people. This assignment is being used to help students explore how cultural diversity and different ways of living impact there lives. Students will also be asked to write down an answer or reflection to the initial inquiry questions. Since this inquiry question will be a question that will be brought back throughout the year, the journal entries will help me to gauge how students understandings are evolving throughout the course. The journal entry will be handed in the next class.</p>	<p>- instruction sheet</p>
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