

Understanding By Design Unit Template

Title of Unit	Engaged Citizens: Rights & Responsibilities	Grade Level	2
Subject	Social Studies/ELA	Time Frame	6-8 weeks
Developed By	Carlie Rodomsky		

Stage 1 - Identify Desired Results

Broad Areas of Learning

How are the BAL incorporated into this unit?

Sense of Self, Community and Place Engaged Citizens

Cross curricular Competencies

How will this unit promote the CCC?

**Developing Identity and Interdependence
Developing Social Responsibility**

Language Arts
Themes

Personal and Philosophical: Students will:

- believe in their own self-worth and feel that they have control over the things that happen to them;
- look inward and focus on self-image and self-esteem; and,
- reflect on self and life, and on their beliefs and values and those of their society.

Social, Cultural, and Historical: Students will:

- look outward and examine their relationships with others, their community, and the world;
- consider the social and historical context;
- explore their connections in families, schools, groups, and communities to understand the diverse needs and wants of others; and,
- show concern for other people in their relationships, groups, and communities. (Concentus Gr. 2, pg. 23-24)

Learning Outcomes

What relevant goals will this unit address?

(must come from curriculum; include the designations e.g. IN2.1)

Social Studies

PA2.1 Analyze how decisions are made within the local community.

Indicators:

- Review examples of communities to which students belong, and identify leaders in those communities (e.g., sports teams, artistic groups, school clubs, classroom, school, family).
- Give examples of leadership in the local community, and describe ways leadership is demonstrated (e.g., mayor, reeve, chief, Elders, community volunteers).
- Identify decision makers in the local community in government, economic, community, faith, and cultural organizations, and the roles of each.
- Research processes for decision making in local community organizations and describe similarities and differences.
- Research formal decision-making process for governance of the local community.

PA2.2 Assess and practice various approaches to resolving conflicting interests within the community. Indicators:

- Recognize that the existence of conflicting interests does not necessarily result in conflict, and that harmonious communities resolve conflicting interests in peaceful ways.
- Review processes for resolving conflicting interests in the classroom and school.
- Identify possible sources of conflict in groups to which students belong, and in the community.
- Identify and describe diverse viewpoints and perspectives in the local community.
- Identify ways of maintaining safety and harmony within communities (e.g., police, firefighters, signage).
- Investigate processes for resolving conflicting interests in the local government and community organizations.
- Identify attributes of successful approaches to resolution of conflicting interests.
- Apply successful approaches to resolving conflicting interests in the classroom and school communities

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

Indicators:

- Differentiate between the nature of the rights of children and of adult citizens in the community.
- Identify Treaty rights of members of the community.
- Relate the rights of citizens in the community to their responsibilities to the community.
- Identify opportunities for sharing responsibility in the school and community.

DR2.3 Identify physical representations as constructed models of real things. Understand that models, three dimensional and two dimensional, can represent real things.

Indicators:

- Describe constructed features of the local community and examine the value and purpose of such constructions (e.g., bridges, buildings, statues, parks, water systems, roads).
- Locate the local community on a map of Saskatchewan and Canada, and the community's relative location on a globe.
- Interpret basic features of maps and globes.
- Interpret artistic representations of the land in and around the local community.

Other Curricular Outcomes:

English Language Arts

- CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.
- CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Health

- USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.
- USC2.6 Examine how communities benefit from the diversity of their individual community members.
- AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity

Treaty Education

- TR2: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.
- SI2: Recognize the importance of honesty when examining one’s intentions.
- HC2: Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities.
- TPP2: Develop an understanding of Treaties as sacred promises that exist between the British Crown and First Nations.

(Concentus Gr. 2, pg. 23-24)

Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)
 What misunderstandings are predictable?

Students will understand that...

Students will understand that when people work to collectively make the community a stronger better place this is called community stewardship.

- Community stewardship is protecting and supporting the community without getting paid for your efforts.
- Identify opportunities for sharing responsibility for looking after the school and community.

Students will develop an understanding that treaties are promises to act and individuals have a responsibility to follow through on their promises.

(Concentus Gr. 2, pg. 19-20)

Related misconceptions...

- only certain people must uphold rights and responsibilities
- children do not have rights/responsibilities
- adults are the only ones who can make a difference

Essential Questions

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content specific...

Do rules have the same impact on every person?

What makes a rule fair?

- What makes something a right?
- Do all people have the same access to rights?

Why are rules different from place to place?

- Do rights have an age limit?
- Do responsibilities have an age limit?

How do rules help people live peacefully together?

- How do people support and protect rights?

How do rules change?

- Do rights ever change?

How do I become an engaged citizen?

- What responsibility do citizens have to protect rights?
- FNMI, multicultural, cross-curricular.
- What is a treaty? What is a treaty right?
- How are treaty rights the same/different from human rights?
- What responsibilities go along with treaty rights?
- How can we support and protect treaty rights?

	<ul style="list-style-type: none"> • How are rights and responsibilities different or the same in other communities and cultures? • What is the difference between rights and responsibilities? • Can people have rights without responsibilities? • What responsibilities do I have toward my community? • Are rights and responsibilities connected to a specific age? <p>(Concentus Gr. 2, pg. 15-16)</p>
<p>Knowledge: What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <p>Students will know how to make decisions, problem solve, and look for solutions to conflict in the community.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Common good • Rule • Rights • Responsibility • Engaged citizen • Fair • Community stewardship <p>(Concentus Gr. 2, pg. 6-7)</p>	<p><i>Students will be able to...</i></p> <p>This inquiry students will:</p> <ul style="list-style-type: none"> • Analyze how decisions are made and explore various approaches to resolving conflict by: <ul style="list-style-type: none"> - Understanding the different types of governance, their decision making process, and their responsibilities at the local and national levels; and, - Exploring the relationships between beliefs, rights, and responsibilities on a school, community, and national level. - Analyzing their rights and responsibilities within the community. <p>(Concentus Gr. 2, pg. 6)</p>

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal

What should students accomplish by completing this task?

G-Goal

Students will create a game that helps teach younger children about rights/responsibilities and resolving conflicts (ie. Matching game - rights and responsibilities)

- students will choose an area to focus on - the environment or how to treat others

<p>R – Role What role (perspective) will your students be taking?</p>	<ul style="list-style-type: none"> - teach to gr. 1s? - OR create posters/presentations on some of the more basic rights of children to share with students throughout the school <p>R- Role Students will become teachers to younger students in both teaching how to play their game as well as teaching the content in a manner that other students will be able to understand.</p>
<p>A – Audience Who is the relevant audience?</p>	<p>A- Audience The audience will be students from younger classrooms in the school, younger siblings/cousins/friends at home and in the community.</p>
<p>S – Situation The context or challenge provided to the student.</p>	<p>S - Situation The challenge in this task will be developing a deep enough understanding of the context to be able to teach it to another student and in a way that is simple enough for younger students to understand. This task also challenges students to think about ways their learning can make a positive impact on their community both in and out of the school climate.</p>
<p>P – Product, Performance What product/performance will the student create?</p>	<p>P - Product/Performance The product will be the actual game and the rules to the game they have created. The students must 'perform' by sharing their game and the rules with others beginning with students in the same class and then sharing with students from other classes in the school.</p>
<p>S – Standards & Criteria for Success Create the rubric for the Performance Task</p>	<p>Assessment to be co-constructed with the class.</p>
<p>Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.</p>	<p>Student Self-Assessment How will students reflect upon or self-assess their learning?</p>
<p>Student journal Reflection questions</p> <ul style="list-style-type: none"> - What responsibility do citizens have to protect rights? - What responsibility do citizens have for community stewardship? - What will you do with your new learning? <p>Other tasks:</p> <ul style="list-style-type: none"> - Revisit K-W-L chart as classroom to see if questions and 'want to knows' were addressed, observe contributions to discussion along with displays of understanding through action - Track the amount of community stewardship students engage in by having students share throughout the unit 	<p>Self-assessment will be done through work in the student journal and reflection questions. Students will also reflect on their progress at the end of each week and make action plans to show their understanding through actions that display qualities of engaged citizens.</p>

- Challenge other classes to demonstrate examples of community stewardship and observe the results throughout the school and community

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

Learning will occur in a variety of flexible settings and groupings. This unit will utilize whole group discussion, small group work, independent reflective work and inquiry where students help develop questions and guide the learning. Discussions at the beginning of the unit will help establish previous knowledge of rights and responsibilities and essential questions will be developed to support previous knowledge.

At the end of each lesson, students will be given the opportunity to reflect on the discussion and learning by journaling. In a regular journal or a duotang filled with blank, lined paper, students will answer reflection questions and add any extra ideas, thoughts or learning that occurred. Sharing contributions to these journals can occur throughout the unit to encourage discussion and dialogue within the class.

How will you engage students at the beginning of the unit? (motivational set)

Determine what the students know, understand, need to be able to do to master/answer the essential questions:

- What is the difference between rights and responsibilities?
- Can people have rights without responsibilities?
- What responsibilities do I have toward my community?
- Are rights and responsibilities connected to a specific age?
- Surface questions that students have.
- Identify vocabulary understandings that must be developed.
- Rights, responsibilities.
- Create Know, Want to Know, learned chart to track learning throughout citizenship study.

(Concentus Gr. 2, pg. 6-7)

Reflection Questions:

*To be discussed both at the beginning and the end of the unit, students are to assess how their thinking has changed throughout the unit

**Give students opportunity to share their thinking and reflection with the class or small groups to facilitate discussion periodically throughout the unit, post important thoughts or questions that come up in the classroom for further thinking, investigation and development

- What makes something a right?
- Do all people have the same access to rights?
- Do rights have an age limit?
- Do responsibilities have an age limit?
- How do people support and protect rights?

- Do rights ever change?
- What responsibility do citizens have to protect rights?
- Have students give examples of community stewardship that they can undertake.
- Have students develop a community stewardship plan for the school or community

(Concentus Gr. 2, pg. 15-16)

What events will help students *experience and explore* the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Lesson Title	Lesson Activities	CCCs	Resources
1	Introduction: What is a citizen?	<p>Essential Question: What does it mean to be an engaged citizen?</p> <ul style="list-style-type: none"> - present this question to the class as an introduction and a discussion starter - go through vocabulary to ensure understanding (ie. What is a citizen? What does it mean to be engaged? What could it look like when you are an engaged citizen?) - talk about what you are a citizen of? (ie. school, community, city, country, etc.) <p>Read Aloud: <i>What can a Citizen Do?</i> by Dave Eggers</p> <ul style="list-style-type: none"> - discuss the book and how it relates to the discussion previous - in citizenship journal have students draw and write about what a citizen is <p>Create 'Know, Want to Know, Learned' (KWL) Chart</p> <ul style="list-style-type: none"> - create chart and add to the first two columns, discuss understandings as of now - you will refer back to this chart throughout the uni <p>Reflection Journal Question: What does it mean to be an engaged citizen?</p>		<p>Chart paper makers</p> <p><i>What Can a Citizen Do?</i> by Dave Eggers</p>
2	What is a right? Canadian Charter and Charter of Children	<p>Essential question: What makes something a right?</p> <p>Day 1</p> <p>Read Aloud: <i>I have the Right to be a Child</i> by Allain Serres</p> <ul style="list-style-type: none"> - discuss what a right is, what makes a right and make an anchor chart to refer back to - because of the depth of the book, you may want to read in small chunks leaving time for discussion throughout <p>Explore document - Canadian Charter of Rights and Freedoms Infographic (PDF) https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/pdf/7RF-Infographic-EN.pdf</p> <ul style="list-style-type: none"> - read aloud the bullet points - have students individually complete an individual chalk talk where as they listen and discuss, they make note of words, phrases and images that stand out to them throughout the discussion - do a think-pair-share with a partner when completed to share the important information that stood out - share discussion with class as large group - share what they have completed <p>(Concentus Gr. 2, pg. 17)</p>		<p><i>I have the Right to be a Child</i> by Allain Serres</p> <p>UN Charter for Children (PDF) *see attached</p> <p>Canadian Charter of Rights and Freedoms (PDF) *see attached</p> <p>Venn Diagram template (or make one on chart paper)</p>

		<p>Day 2</p> <p>Review read aloud from previous day and big learning from the exploration of the Canadian Charter of Rights and Freedoms</p> <p>Explore document - UN Charter for Children **see attached</p> <ul style="list-style-type: none"> - read aloud the bullet points - have students complete a chalk talk, the same as the previous day - do a think-pair-share again to share important information - discuss as a large group <p>As a class, create a venn diagram comparing the rights of adults and children</p> <p>Revisit KWL Chart created during first lesson, discuss, reflect and add to it</p> <p>Reflection Journal Question: Why are rights important? What makes you say that?</p>		
3	Rights & Freedoms	<p>Essential Question: Do all people have the same access to rights?</p> <p>Read Aloud: <i>My Little Book of Big Freedoms</i> by Chris Riddell</p> <p>Activity: See-Think-Wonder</p> <ul style="list-style-type: none"> - before reading the book, <i>We are All Born Free</i>, choose various images from the story and print them to have small groups of students inspect - See- Think-Wonder strategy (can be done as a whole class, small groups or individually depending on student experience and level of independence) <ul style="list-style-type: none"> • as students look at the picture initially, have small groups discuss what they see (details, specifics) <p>Read Aloud: <i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i> by Amnesty International</p> <ul style="list-style-type: none"> - discuss varying access to rights depending on race, gender, location in the world, etc. <p>Reflection Journal Question: What does it mean to be free?</p>		<p><i>My Little Book of Big Freedoms</i> by Chris Riddell</p> <p><i>We are All Born Free – Amnesty International</i></p> <p>images printed from book</p> <p>See-Think-Wonder graphic organizer</p>
4	Treaty Rights	<p>Essential Question: Are rights the same for all people?</p> <p>Read Aloud: <i>We are all Treaty People</i> by Betty Lynxleg</p> <ul style="list-style-type: none"> - discuss treaties and that they are promises to act and individuals have a responsibility to follow through on their promises. - identify where we are on a treaty map - Read through Treaty information from the Treaty Kits to find what terms were negotiated within your specific Treaty area. See also: http://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties/ <p>Read Aloud: <i>The First Flock: Certain Rights Based on Aboriginal Heritage</i> - The Charter for Children</p> <p>Activity: Colour-Symbol-Image</p> <p>**Optional: To help explain the CSI activity - Read Aloud: My Many Coloured Days by Dr. Seuss and discuss emotions connected to colours discuss what a symbol is compared to what an image is</p> <p>Explain the CSI activity: How can a colour represent a feeling? ***</p>		<p><i>We are all Treaty People</i> by Betty Lynxleg</p> <p><i>The First Flock: Certain Rights Based on Aboriginal Heritage</i> - The Charter for Children</p>

		<ul style="list-style-type: none"> - Read the Story - Show this quote from the book and discuss what it means. "Crows and gees must live together, Wing in wing, feather in feather. The flocks must live together in peace, the crows must respect the flock of geese." (p.19 – The First Flock) - complete a colour-symbol-image activity so students are able to represent how the quote made them feel - Discursive strategy – Turn and Talk in small groups - Discuss the connection between treaty rights and responsibilities. - Have students identify the similarities and differences between treaty rights, Canadian Charter and UN Charter for Children - Have students develop summary statements about Treaty rights and responsibilities (create an anchor chart) <p>Reflection Journal Question: Why do we have a responsibility towards protecting treaty rights? What makes you say that?</p>		<i>My Many Coloured Days</i> by Dr. Seuss (optional)
5	What is a Responsibility?	<p>Essential Question: How are rights the same and different from responsibilities? Read Aloud: <i>Who Put The Cookies in the Cookie Jar</i> by George Shannon</p> <ul style="list-style-type: none"> - Introduce responsibilities - Put up the quote: "Hands that help the hands that help are what the world's all about" - Sentence - Phrase - Word <ul style="list-style-type: none"> • complete the Sentence-Phrase-Word strategy as a large group (walking through each step but having students choose their own selection) • students make choices, justify why they chose them and discuss in small groups - Read the book and then go back to the quote to discuss - Ask the class: Has your thinking changed from reading the book? What makes you say that? <p>Reflection Journal Question: What is your responsibility as an engaged citizen?</p>		<i>Who Put the Cookies in the Cookie Jar</i> by George Shannon Chart paper markers Sentence-Phrase-Word Graphic Organizer
6	Rights and Responsibilities	<p>Essential Question: What responsibility do citizens have to protect rights? Read Aloud: <i>Who Put the Cookies in the Cookie Jar</i> by George Shannon (revisit from an earlier lesson to address how rights and responsibilities are related)</p> <p>Activity: Make a t-chart labeled on the right with 'rights' and the left with 'responsibilities'</p> <ul style="list-style-type: none"> - list some rights that we have (ie. coming to school, safe home, healthcare, etc.) - discuss the connection between the rights that we have and the responsibilities we have to our society because of those rights - <p>Activity: 4 Corners Discursive Strategy</p> <ul style="list-style-type: none"> - have 1 sign posted in each corner of the room (4 signs: strongly disagree, disagree, agree, strongly agree) - display questions/statements on the board and read aloud, have students respond to the questions/statements by going to a corner that represents their feelings towards the statement - Students then go to the corner and form a circle with peers. If there are more than 4 peers in a corner, divide into smaller groups of roughly equal size. 		<i>Who Put the Cookies in the Cookie Jar</i> by George Shannon Chart paper markers 4 corner signs

- In small groups, one person starts, stating why they've chosen this position. Moving clockwise, the next students share their own thinking. When it's the first person's turn again, the student creates a statement that incorporates the ideas peers have just shared.
- The first speaker from each small group in each corner then shares thinking with the large group.
- Students may shift corners if moved by others' reasoning.
- Sharing concludes by identifying a question(s) that the group's thinking raises.
- Teacher record this question(s) on an anchor chart for future reference.
- Present Statement another statement and facilitate process described above. Repeat for next statements
- statement examples:
 - All people should have the same rights
 - Adults should have more rights than children
 - Your rights should change depending where you live
 - I have responsibilities because I have rights
 - When my rights are respected it makes me want to give back
 - Responsibilities are just as important as rights
 - I have a responsibility to be an engaged citizen
 - everyone should be an engaged citizen
 - it is easy to be an engaged citizen

Co-construct a t-chart with rights listed on one side on our responsibilities that go along with them on the other side.

ex.

Rights	Responsibilities
To come to school and have a place to learn.	To be at school on time and ready to learn.
To feel safe at school.	To practice safety and make safer choices. Make others feel safe.

Reflection Journal Question: What does responsibility mean and why is it important?

7 Responsibility as an engaged citizen

Essential Question: What is our responsibility as an engaged citizen?

Activity: Headlines Strategy

- If you were to write a headline (one short sentence or idea) for this topic or issue right now (rights and responsibilities) that captured the most important aspect that should be remembered, what would that headline be?
- give examples of a few headlines that are not related to the topic you are discussing. Choose something going on in the school or in the world that students will understand.
- Ask students to think about all that we have been talking about in class. Ask them to write a headline for this topic or issue right now that captures the most important aspect that should be remembered. Next, tell students to share their headline with a partner.

We Are All Dots: A Big Plan for a Better World by Carolina Zanotti and Giancarlo Macri

Sentence strips (optional)

		<p>discuss the various headlines the students are coming up with and how they relate to the essential question presented at the start of the class</p> <p>Read Aloud: <i>We Are All Dots: A Big Plan for a Better World</i> by Carolina Zanotti and Giancarlo Macri</p> <ul style="list-style-type: none"> - Read story aloud - Discuss the story and our what the message is as it relates to our responsibility as engaged citizens - Revisit the headline activity from the beginning of the lesson. Have students think of another headline and share it with a partner. - How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday (or a couple days previous)? - Have students pick some headlines to display in the class, write them on sentence strips <p>Reflection Journal Questions: How does accepting diversity and celebrating differences make our world better?</p>		
8	Responsibility to Support Peace	<p>Essential Question: What is peace?</p> <p>Read Aloud: <i>Malala's Magic Pencil</i> by Malala Yousafzai</p> <p>Activity: See-Think-Wonder</p> <ul style="list-style-type: none"> - See-think-wonder: Choose 3 images from the text and distribute them to small groups - each group works through the steps of the see-think-wonder strategy - do think-pair-share, small groups with the same image come together and discuss what they came up with and share. students choose a partner from the other group to share what their group discussed. - Share out to the larger class <p>Read the story and discuss if students' thinking has shifted, if their small group discussions were relevant to the book and what new learning has occurred through the activity and the book.</p> <p>Optional Read Aloud: <i>What Does Peace Feel Like?</i> by Vladimir Radunsky or <i>The Peace Book</i> by Todd Parr</p> <ul style="list-style-type: none"> - good options to support reflection journal question <p>Reflection Journal Question: What can I do to create peace?</p>		<p><i>Malala's Magic Pencil</i> by Malala Yousafzai</p> <p>See-Think-Wonder graphic organizer</p> <p><i>What Does Peace Feel Like?</i> by Vladimir Radunsky (optional)</p> <p><i>The Peace Book</i> by Todd Parr (optional)</p>
9	Responsibility to Others	<p>Essential Question: What responsibility do citizens have to protect rights?</p> <p>Read Aloud: <i>The Invisible Boy</i> by Trudy Ludwig**read following activity</p> <ul style="list-style-type: none"> - select images from a variety of pages from the story and have them printed off for students in small groups to study <p>Activity: See-Think-Wonder & Sentence-Phrase-Word</p> <ul style="list-style-type: none"> - students will work in small groups (3-4 students) - give each group an image/page from the book with the text covered up with sticky note (if necessary, some groups may have the same illustration) - have them complete the See-Think-Wonder activity studying the illustrations - share with the class - Once they have shared, they may uncover the text and read it - have them complete the Sentence-Phrase-Word activity 		<p><i>The Invisible Boy</i> by Trudy Ludwig</p> <p>See-Think-Wonder and Sentence-Phrase-Word Graphic Organizers</p>

		<ul style="list-style-type: none"> - share with the class - when the sharing is complete, have students come up with a theme or idea of what their page represents <p>Read the story & discuss</p> <ul style="list-style-type: none"> - I used to think... now I think... strategy <p>Reflection Journal Question: If you were a student in the class, how could you have helped feel belonging?</p>		
10	Responsibilities to our Community	<p>Essential Question: Do we have a responsibility to help people in need?</p> <p>Read Aloud: <i>On Our Street: Our First Talk About Poverty</i> by Jaime Casap and Jillian Roberts</p> <ul style="list-style-type: none"> - read the book - stop frequently for discussion <p>Activity: Chalk Talk</p> <ul style="list-style-type: none"> - Write prompt (questions from headings in the book) on a large sheet of chart paper and place on tables around room. Have markers available. Decide if you wish to assign students to groups or allow them to move freely around the room. - Invite learners to think about their reactions to the questions and record the idea. Encourage learners to read and to add to each other's responses with additional comments and questions. - Circulate. Provide time for learners to circulate around the Chalk Talk paper, reading and adding to the prompts and responses as they build. If working in groups you may want them to stay with one recording sheet for 5 min. to allow conversation to develop. Groups can then rotate en masse to another group's paper, silently reading what is written there, and adding their reactions and questions to the paper. - Facilitate. May need to prompt the group about the types of responses they can make as they read: connecting ideas, elaborating on others' ideas, commenting on what others have written, asking others to respond with more detail, and so on. - Share the thinking. If people have rotated as a group, allow them to return to their original starting places to read what others have written on "their" Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common issues and reactions? What questions surprise them? Debrief the process itself, asking the group how their thinking developed during the Chalk Talk process. - Think-pair-share – when finished discussion, have students share out what each groups question was and what they talked about - Ask the class: How can I help children who are homeless? What can we do to help people who live in poverty? - <p>Reflection Journal Question: What is our responsibility to help people in need?</p>		<p><i>On Our Street: Our First Talk About Poverty</i> by Jaime Casap and Jillian Roberts</p> <p>questions from the book on large chart paper</p> <p>markers</p>
11	Responsibility to Make a Difference	<p>Essential Question: Can you make a difference in the world?</p> <p>Read Aloud: <i>Say Something</i> by Peter H. Reynolds</p> <p>Activity: Colour-Symbol-Image</p> <ul style="list-style-type: none"> ● As students are listening to the story, have them make note of things that they find interesting, important, or insightful. When the story is finished, have them choose 3 of these items that most stand out. - For one of these, choose a <u>colour</u> that you feel best represents or captures the essence of that idea. 		<p><i>Say Something</i> by Peter H. Reynolds</p> <p>Colour-Symbol-Image graphic organizer</p>

		<ul style="list-style-type: none"> - For another one, choose a <u>symbol</u> that you feel best represents or captures the essence of that idea. - For the other one, choose an <u>image</u> that you feel best represents or captures the essence of that idea. - With a partner or group first have student share their colour and then share the item from the book that it represents. Have them tell why they chose that colour as a representation of that idea. - Repeat the sharing process until every member of the group has shared his or her Colour, Symbol, and Image. - Discuss/answer this question: What is our responsibility to make a difference in the world? How can we make a difference? - <p>Reflection Journal Question: How can you make a difference in the world?</p>		
12	GRASP Task	<p>Essential Question: What responsibility to citizens have to protect rights?</p> <p>Revisit KWL chart and add to it</p> <ul style="list-style-type: none"> - add ideas into the learned column and reflect <p>Introduce Grasp task *see above</p> <ul style="list-style-type: none"> - co-construct criteria for the project - make a checklist on chart paper of everything the games must include (ie. a physical game, rules list, objective, etc.) - begin developing and planning - create project and present <p>*this may take multiple work periods</p> <p>Final Reflection Journal Questions:</p> <ul style="list-style-type: none"> - What responsibility do citizens have to protect rights? - What responsibility do citizens have for community stewardship? - What will you do with your new learning to help or change the world? 		<p>Materials to create (construction paper, glue, scissors, makers, etc.)</p> <p>Chart paper</p>

Assess and Reflect (Stage 4)

Considerations	Comments
<p>Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?</p>	
<p>Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or</p>	<p>For struggling students:</p>

<p>the learning environment to meet the learning needs and diversities of all my students?</p>	<p><u>For students who need a challenge:</u></p>
<p>Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?</p>	
<p>Resource Based Learning: Do the students have access to various resources on an ongoing basis?</p>	
<p>FNM/I Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honoring each child's identity?</p>	

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

FUNDAMENTAL FREEDOMS



The Charter protects the freedom of conscience, religion, thought, belief, opinion, expression, peaceful assembly and association.

DEMOCRATIC RIGHTS



The Charter protects rights that enable you to participate in the democratic process and have your voice heard in Parliament.

MOBILITY RIGHTS



All Canadians have the right to enter, stay in and leave Canada. The Charter also guarantees that you can look for work or set up a business anywhere in Canada.

LEGAL RIGHTS



The Charter provides a broad set of legal rights that protect us in our dealings with the justice system. It ensures that everyone is treated fairly during legal proceedings.

EQUALITY RIGHTS



Everyone has the right not to be discriminated against by the government based on personal characteristics like race, national or ethnic origin, colour, religion, sex, age, disability or sexual orientation.

OFFICIAL LANGUAGE RIGHTS



English and French both have equal status, rights and privileges as to their use in all institutions of the Parliament and government of Canada.

MINORITY LANGUAGE EDUCATION RIGHTS



The Charter requires that provincial governments provide education to its citizens in the minority official language of the province where numbers warrant.



Article 1
You have the right to be free from discrimination.



Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.



Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.



Article 4
The government has a responsibility to make sure your rights are protected. They must help your family create an environment where you can grow and reach your potential.



Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.



Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a national ID card belonging to a country.



Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.



Article 9
You have the right to live with your parents, unless it is best for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country from your parents, you have the right to be together in the same place as often as possible.



Article 11
You have the right to be protected from kidnapping.



Article 12
You have the right to give your opinion, and to be able to listen to and take a minority's opinion.



Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

THE CONVENTION ON THE RIGHTS OF THE CHILD

in child friendly language

Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and reach your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others. We have created the UNICEF Canada Rights Reporting System (RRS) and others have used the United Nations Convention on the Rights of the Child (the Convention) to create new awareness tools, materials and resources. It includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be.



Article 18
You have the right to be raised by your parents or someone else who cares for you.



Article 20
You have the right to special care and help if you cannot live with your parents.



Article 21
You have the right to care and protection if you are adopted or in foster care.



Article 19
You have the right to be protected from being hurt and mistreated, at home or at school.



Article 25
If you live in care or in other situations away from home, you have the right to have someone look after you. They should be trained to help you and to listen to your views.



Article 26
You have the right to help from the government if you are poor or in need.



Article 22
You have the right to special protection and help if you are a refugee, if you have been forced to leave your home and live in another country, or if you are an unaccompanied minor.



Article 23
You have the right to special education and care if you have a disability, an ailment or the rights to the Convention, so that you can live a full life.



Article 24
You have the right to the best health care possible, including food, a clean and safe environment, and information to help you stay healthy.



Article 25
If you live in care or in other situations away from home, you have the right to have someone look after you. They should be trained to help you and to listen to your views.



Article 26
You have the right to help from the government if you are poor or in need.



Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be discriminated against just because you are poor.



Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, respect the environment and respect other people.



Article 30
You have the right to practice your own culture, language and religion. Adults and religious groups must respect the environment and protection of this right.



Article 31
You have the right to play and rest.



Article 33
You have the right to protection from harmful drugs and substances.



Article 34
You have the right to be protected from sexual abuse and exploitation.



Article 35
No one is allowed to stop you from going to school or work.



Article 36
You have the right to be protected from any kind of exploitation, including labour.



Article 37
No one is allowed to punish you with a harsh or cruel way.



Article 38
You have the right to be protected from war. Children under 15 cannot be forced to go into the army or take part in war.



Article 39
You have the right to help if you've been hurt, neglected or badly treated.



Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of a country provide better protection of your rights than the articles in this Convention, those laws should apply.



Article 42
You have the right to know your rights. Adults should help you learn about them, too.



Articles 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



Article 44
You have the right to help if you've been hurt, neglected or badly treated.



Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of a country provide better protection of your rights than the articles in this Convention, those laws should apply.



Article 42
You have the right to know your rights. Adults should help you learn about them, too.



Articles 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

<u>Color</u>	<u>Symbol</u>	<u>Image</u>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

By: _____

Name: _____

Date: _____

Sentence - Phrase - Word

SENTENCE

Write a sentence that captures the main idea of the text.

PHRASE

Write a phrase from the text that surprised or moved you.

WORD

Write a word from the text that grabbed your attention or was powerful.

WHY did you choose this sentence?

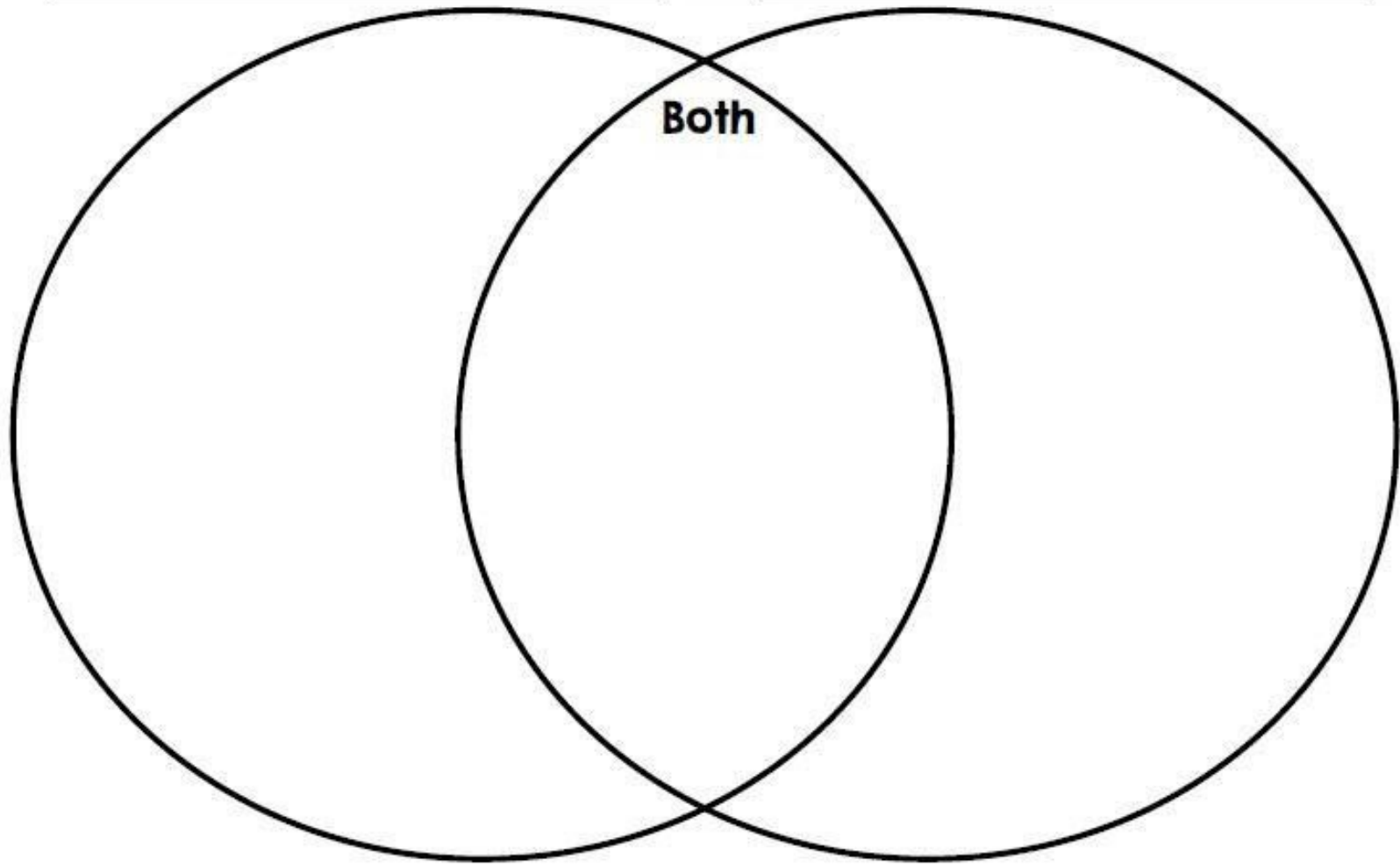
WHY did you choose this sentence?

WHY did you choose this sentence?

Name: _____ Date: _____

This Venn Diagram helps me to compare and contrast

&



See Think Wonder



SEE

What do you see?



THINK

What do you think is going on?



WONDER

What does it make you wonder?