

I am Part of **CANADA**



LIFT

LEARNING IN FRENCH TOGETHER

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Grade Level and Subjects

This project is intended for Grade 4 students and can touch on any combination of the following subjects: Français Langue Première or Français Langue Seconde - immersion, Arts Education, Social Studies, and Applied Design, Skills & Technologies.

Central Question

Who are Canadians?

Rationale

This is an interdisciplinary, design thinking project where students will explore what it means to be Canadian. The idea is for students to discover Canadian identity through symbols, culture, history and values. From there, they will design an art piece that represents who they are as an individual who is part of Canada.

On the world stage, Canada is setting itself apart in many ways. Knowing how we are similar and different from others is important to support the development of a sense of belonging. We are also unique in becoming increasingly multicultural and understanding and celebrating diversity is key to developing positive self and social awareness. Canada is an ever-changing place and knowing who we are as Canadians is important for us to go forward. As stated in one of the First Peoples Principles of Learning: "learning requires exploration of one's identity". This principle captures the essence of this project, that is the importance of identity in relation to learning.

Curriculum and Assessment Overview

Curricular Competencies	Content	Assessment
<p>Applied Design, Skills and Technologies</p> <p>Big Idea: Designs can be improved with prototyping and testing.</p>		
<p>Defining: Identify the main objective for the design and any constraints</p> <p>Ideating: Generate potential ideas and add to others' ideas; Choose an idea to pursue</p> <p>Prototyping: Outline a general plan, identifying tools and materials; Construct a first version of the product, making changes to tools, materials, and procedures as needed</p> <p>Testing: Gather peer feedback and inspiration</p> <p>Making: Construct the final product, incorporating planned changes</p> <p>Sharing: Demonstrate their product and describe their process</p>		<p>Formative:</p> <ul style="list-style-type: none"> » Assessment of the step-by-step design process for the art piece (teacher check-ins)

Curricular Competencies	Content	Assessment
<p>Arts Education</p> <p>Big Idea: Engaging in creative expression and experiences expands people’s sense of identity and belonging.</p>		
<p>Exploring and Creating: Explore identity, place, culture, and belonging through arts experiences</p> <p>Reasoning and Reflecting: Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art</p> <p>Communicating and Documenting: Interpret and communicate ideas using symbolism to express meaning through the arts</p>	<p>Processes, materials, technologies, tools and techniques to support arts activities</p>	<p>Formative:</p> <ul style="list-style-type: none"> » Assessment of the step-by-step design process, for the art piece (teacher check-ins)
<p>Social Studies</p> <p>Big Idea: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.</p>		
<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	<p>Early contact, trade, cooperation, and conflict between First Peoples and European peoples</p> <p>Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</p> <p>The impact of colonization on First Peoples societies in British Columbia and Canada</p> <p>The history of the local community and of local First Peoples communities</p>	<p>Formative:</p> <ul style="list-style-type: none"> » Class mural of Canadian symbols, values, history, culture, etc. (teacher observation) » Contributions to discussions and inquiry (teacher observation)

Curricular Competencies	Content	Assessment
Français Langue Première Big Idea: Intonation and gestures have an impact on the transmission and comprehension of spoken messages.		
Express oneself with accuracy and fluency using the strategies studied.	Strategies studied: Communication and socialization	Formative: » Communication skills during group work and class discussions (teacher observation)
Français Langue Seconde – immersion Big Idea: One’s self-image is revealed by one’s choice of message and the way it is communicated.		
Express opinions and consider the opinions of others in discussions Plan the content of a message based on the intended audience	Communication strategies: » active listening » expressions of courtesy » consideration of other people’s perspectives	Formative: » Communication skills during group work and class discussions (teacher observation)

Core Competencies

Creative Thinking:

- » Novelty and Value
- » Generating Ideas
- » Developing Ideas

Critical Thinking:

- » Analyze and Critique
- » Question and Investigate
- » Develop and Design

Positive Personal and Cultural Identity:

- » Relationships and Cultural Contexts
- » Personal Values and Choices

Student Experience

- » Discover how other countries view Canadians
- » Explore and identify common Canadian symbols, values, history, culture, etc.
- » Create a classroom mural representing the ideas discovered
- » Create an “I Am Part of Canada” media presentation where the student states how they are Canadian (using the mural as an idea web)
- » By selecting a few of their most important ideas from their media presentation, students follow the design thinking process to create an art piece that represents themselves as a Canadian.

Learning Experience

Before beginning the project

- » Teacher should organize various opportunities for students to learn about Canadian symbols, people, values, etc. through museum trips, guest speakers, including Elders, etc.
- » Teacher should find images of artistic pieces that utilize cultural/country symbols to represent people or places. These art pieces should demonstrate the use of different artistic mediums if possible.

Students will be able to recall and come up with different ideas or symbols that represent them.

- » Teacher guides students through a brainstorming activity to identify things that represent them.
- » Students create a self-portrait. Students place their picture in the middle with all their ideas surrounding them. The teacher will use him or herself as an example. Note: The goal here is not to focus on Canadians as that will be the focus of the rest of the project.
- » In small groups, students share 2-3 elements from their self-portrait and explain why they chose them.



Strategies for fostering inclusion:

- » Provide options: ideas can be written, drawn or take the form of picture cut-outs.
- » Arrange for teacher-led group for students requiring additional support.
- » Provide technology tools to help collect and organize ideas.
- » Provide key vocabulary and concepts (e.g., word wall).
- » Provide opportunities for students to work individually and/or in small groups.

Students will be able to identify various elements of being Canadian through the use of multimedia tools.

- » Teacher presents the central question: Who are Canadians? and asks students about words, ideas or questions they have that relate to that question.
- » Teacher presents videos (see the Resources section below) and the class discusses symbols that they found.
- » As a class, students will begin creating a mural that represents Canada, incorporating the symbols they have discovered. This mural will be used later for an art exhibit.
- » The teacher will teach and allow students to explore the history of Canada as it relates to its people and their relationships (e.g., mini-research project on cultural groups and different First Nation groups, mini-lessons on first contacts, etc.). After every new learning opportunity, new knowledge will be shared with the class and added to the mural. This will take several class periods.

- » Peer/Self-Assessment: Students will self-assess and provide feedback to their peers on their participation in the inquiry processes during group work.

Optional: Teacher can provide students with Canadian dot-to-dots which depict Canadian symbols or people (see the Resources section below).



Strategies for fostering inclusion:

- » Assign research topics based on students' interests.
- » Provide resources (digital and/or printed) to support and guide students with their research.
- » Use assistive technology (e.g., text-to-speech, speech-to-text, etc.).
- » Provide opportunities for students to work individually and/or in small groups.

Students will be able to represent themselves using studied Canadian elements.

- » Teacher will review the mural with students and explain that next step is for students to create an "I Am Part of Canada" media presentation.
- » Students will begin pulling ideas from the mural that they feel are representative of themselves and will compose a script to create an "I Am Part of Canada" media presentation. This could take several class periods.
- » Students will plan their media presentation and finalize/practice their script. They will then move on to producing their presentation. This could take a few class periods.
 - **Peer Assessment:** Students will provide feedback to their peers on their art description before it is finalized.



Strategies for fostering inclusion:

- » Provide students with instructions in different formats (oral, visual, written, etc.), and encourage students to refer to them as a reminder as they complete each task.
- » Provide students with choices as to the format of their script and media presentation.
- » Implement a scaffolded approach to the final product.
- » Provide an example of a final product.
- » Make parents/families aware of the project so they can provide some support at home.
- » Make the project open-ended for students who would benefit from an additional challenge.

- » Teacher will present the art piece images they found before beginning the project as exemplars for the final step in the project.

- » Students will follow the design thinking steps (Defining, Ideating, Prototyping, Testing and Making) to create an art piece that represents themselves as Canadians. See the Applied Design, Skills and Technologies Curricular Competencies for the description of each step. Students should have a document that allows them to flow through these steps at their own pace, with teacher check-ins after every step (or sub-step as the case may be).
 - **Formative Assessment:** Design Thinking Process
- » Students will create an artist statement that describes their final product in the form of a short paragraph. This artist statement should answer the following questions:
 - Who is the artist?
 - What symbols did you use in your art piece?
 - How do these symbols represent your identity as part of Canadian society?
 - How did your Social Studies lessons help you in the creation of your art piece?
- » This will either be an oral or a written description, depending on student and teacher preference, and whether the class is in a Français Langue Première or French Immersion setting.
 - **Self-Assessment:** Students will review their work through the use of a checklist to ensure they have completed the task requirements.
- » The art pieces and the art descriptions are displayed in the form of an art exhibit for the school community to explore with the mural marking the beginning of the exhibit.
 - **Summative Assessment:** Individual Art Piece and Description



Strategies for fostering inclusion:

- » Provide a variety of mediums (drawing, cutting, sculpting, painting, collage, 3D printing, Legos, Minecraft, etc.).
- » Chunk the art piece into manageable pieces by having students plan daily goals of what they will complete and providing them with continuous feedback.
- » Arrange for students to get more time to complete the project.
- » Offer guided-note taking sheets or conceptual maps to help students organize their thoughts and/or approach.

Students will be able to reflect on their learning experience on Canadian identification.

- » Students will reflect on their learning by comparing their original self-portrait with their art piece and media presentation. This can be done in written or spoken format. The goal is to establish how and why their portraits may be different and whether this difference represents an evolution or something else.
 - **Summative Assessment:** Reflection

Assessment Details

FORMATIVE		
	Design Thinking Process	Class Discussions
Subject Area	Applied Design, Skills & Technologies, and Arts Education	Social Studies, Français Langue Première or Français Langue Seconde - immersion
Evidence and Purpose	Students will follow the design process in the creation of the art piece. They will conference with their teachers at predetermined steps in the process for feedback.	<p>Social Studies Students will contribute their ideas to classroom discussions. They will be observed by the teacher and receive feedback.</p> <p>Français Langue Première or Français Langue Seconde - immersion Students will apply appropriate studied communication skills during classroom discussions. They will be observed by the teacher and receive feedback.</p>
Self-Assessment of Core Competencies	Students can self-assess their ability to ideate (Creative Thinking).	Students can self-assess their ability to create research goals and locate information on the subject provided. They can also identify future research goals. (Question and Investigate).

SUMMATIVE		
	Individual Art Piece and Description	Reflection
Subject Area	Français Langue Première or Français Langue Seconde - immersion, Arts Education, Social Studies, and Applied Design, Skills & Technologies.	Social Studies

SUMMATIVE		
	Individual Art Piece and Description	Reflection
Evidence and Purpose	<p>Applied Design Skills & Technologies</p> <ul style="list-style-type: none"> » Students will be able to apply the design process and it is evidenced in their art piece. <p>Arts Education</p> <ul style="list-style-type: none"> » Students will apply studied artistic techniques. » Students will compose an art description about their art piece. They will be able to explain how their Canadian identity was explored, the links to their Social Studies lessons and the symbolism used. <p>Social Studies</p> <ul style="list-style-type: none"> » Students will apply the inquiry process used throughout the project (i.e., asking questions; gathering interpreting and analyzing ideas; and communicating findings and decisions). » Students will include learned Social Studies concepts in their art piece. <p>Français Langue Première</p> <ul style="list-style-type: none"> » Students will be able to accurately and fluently describe their art piece, using intonation and gestures purposely to impact their audience. » Français Langue Seconde - immersion students will be able to clearly describe their art piece while keeping the audience in mind. Depending on student and teacher preference, this can be done orally or in writing. 	Students will reflect on the development of their identity based on the content learned in the context of Social Studies

SUMMATIVE		
	Individual Art Piece and Description	Reflection
Self-Assessment of Core Competencies	<p>Applied Design Skills & Technologies/Art</p> <ul style="list-style-type: none"> » Students will review their work through the use of a checklist to ensure they have completed the task requirements. <p>Social Studies</p> <ul style="list-style-type: none"> » Students will self-assess and provide feedback to their peers on their participation in the inquiry processes during group work. <p>Français Langue Première or Français Langue Seconde - immersion</p> <ul style="list-style-type: none"> » Students will provide feedback to their peers on their art description before it is finalized. 	
First Peoples Principles of Learning	<ul style="list-style-type: none"> » Learning recognizes the role of Indigenous knowledge. » Learning is embedded in memory, history and story. » Learning requires exploration of one's identity. 	<ul style="list-style-type: none"> » Learning is embedded in memory, history and story. » Learning requires exploration of one's identity.
Place-Based Learning	<ul style="list-style-type: none"> » Learning is personally relevant to the learner. » Learning is interdisciplinary. » Learning is based on local heritage and is used as a foundation for studying subject areas. 	<ul style="list-style-type: none"> » Learning is personally relevant to the learner. » Learning is based on local heritage and is used as a foundation for studying subject areas.

Resources



People/Places

- » Civilization Museums
- » Local artists
- » Members from different cultural groups



Videos

- » [This Is My Canada/Mon cher Canada](#)
- » Extracts from the 2010 Vancouver Winter Olympics [Opening Ceremony](#) and [Closing Ceremony](#)
- » The Government of Canada's website showcases multiple videos of what it means to be Canadian
- » [Official Canada 150 Song - Lead You Home](#)
- » [We Are One Canada 150th Song](#)
- » [Thank U Canada /Alanis Morissette Cover](#)
- » [J'imagine, I believe \(Chanson officielle des Olympiques de Vancouver 2010\)](#)
- » [Canada Shared by Canadians - Keep Exploring](#)
- » [Ivan Daines new song Yes I am Canadian with Crystal Plamondon + article](#)



Websites

- » [Voyage en francophonie canadienne](#)
- » [Histoire Canada](#)
- » [Banque pancanadienne de référents culturels](#)



Books

- » Children's literature about Canada and Canadian life (e.g., <https://www.parentbooks.ca/Canadiana.html>)
- » [Extreme Dot to Dot - Around Canada](#)



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