

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Black Excellence Day Lesson # 1 Date: Jan 27, 2022
 Name: Natalie Lewis Subject: Socials Grade(s): 5

Rationale:

This lesson is important because it will help bring another perspective into the classroom. It also shines a light on the world of people who are African, Caribbean or Black and how they persevered through the challenges that they faced in Canadian history. January 15 is an important day to celebrate Black Excellence and this lesson will help introduce the students to a unit about black history.

Core Competencies:

Communication	Thinking	Personal & Social
Connecting and engaging with others- Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives	Questioning and investigating- Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media.	

Big Ideas (Understand)

- Canada's policies and treatment of minority peoples have negative and positive legacies.
- Immigration and multiculturalism continue to shape Canadian society and identity.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 	<ul style="list-style-type: none"> • human rights and responses to discrimination in Canadian society

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to demonstrate their understanding of the concept undefeated through their drawings. • Students will be able to demonstrate their understanding by actively listening and 	<ul style="list-style-type: none"> • Summative Assessment will be used for the drawings which will be collected at the end of the lesson. • Through observation and engagement during the lesson.

participating in classroom discussion.

Prerequisite Concepts and Skills:

Introductory level understanding of discrimination
How to analyze meaning from text and images.

Indigenous Connections/ First Peoples Principles of Learning:

Learning involves generational roles and responsibilities.

This First Peoples Principles of Learning is important because it reflects that learning is supposed to involve the community. In this lesson the book that is going to be read has powerful messages throughout the book for students to learn from. The author has created the book to help future children who are from African, Caribbean, and Black decent persevere.

Universal Design for Learning (UDL):

Listening to the book read by the author creates a visual representation large enough for the entire class to see. There is also audio that is included in the video as well as images.

The book was chosen for students with different levels of developmental understandings.

There is time allowed for students to share their thoughts in small groups.

Students will not be assessed on the artistic ability of their drawings but the idea behind the meaning of the drawing.

Differentiate Instruction (DI):

For students with behavior problems planning specific times for check-ins/ breaks and possible alternate workspaces.

Materials and Resources

Reading of "The Undefeated" by Kwame Alexander & Illustrated by Kadir Nelson
<https://www.youtube.com/watch?v=pLCLX8xW11k>
Images of front and back of the book –attached below.

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): Explain to students that today is Black Excellence Day. To celebrate today we will read a book about people of African, Caribbean and Black descent. Ask students what the word "Undefeated" means getting a few different students to share their ideas. Give students a blank piece of paper and allow them to show in an illustration what "undefeated" would look like. Show the images of the front and back of the	Reply to the teacher with their own definitions of "Undefeated". Students will draw out what they think.	10 min

book. Ask the students to tell the class what they can see.	Students will share their observations to the whole class	
<p>Body:</p> <p>Before reading the book ask the students to pay attention to the illustrations for each page. Play the video with Kwame reading the book. Pause the video on the page "And the ones who didn't."</p> <p>Ask students to share what they notice about this page in the story.</p> <p>After listening to the book have students think about how the author described the people who were undefeated.</p> <p>Show the last page of the book to the students "This is for us." Ask the students what they notice on this page. Why do they think the author ended the book this way? Teacher will ask students to share with the people sitting close to them and talk about these questions.</p>	<p>Students should be listening to the teacher and the video when it is playing.</p> <p>Students will observe what they see on the page. Share their observations with the class. No images and that the word "didn't" is in larger print.</p> <p>Students will give examples of where in the book the author describes and how he does it.</p> <p>Students will discuss in small groups their answers.</p>	18min
<p>Closure:</p> <p>Teacher will ask students to add to their original drawing or to do another one on the other side of the paper still about the word "undefeated".</p> <p>Teacher will ask students if they would like to share something about their first drawing compared to the drawing they did after listening to their book.</p>	<p>Students will add to their drawings.</p> <p>Students will share what they changed or didn't change about their drawings.</p>	8min

Organizational Strategies:

Have videos and pictures open on the computer and ready to go so the transitions are smooth. Hand out the blank pieces of paper while the teacher is explaining about Black Excellence Day. Using the attention grabber "1, 2, 3 eyes on me"

Proactive, Positive Classroom Learning Environment Strategies:

Remind the students to be respectful when others are sharing their answers. During the drawing activity circulate the room to see if any students need support.

Extensions:

Using the poem that the book was inspired by and compare and contrast them.
<https://theundefeated.com/videos/this-one-is-for-us/>
 Use the people referred to in a group and have the students pick one and research them.

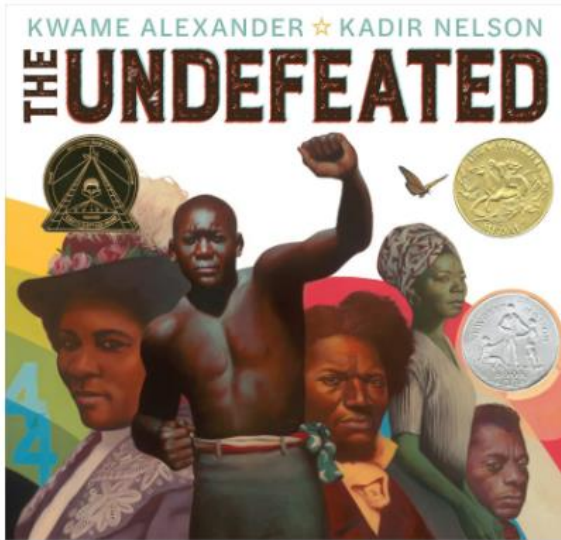
Reflections (if necessary, continue on separate sheet):

Reference

<https://www.youtube.com/watch?v=pLCLX8xW11k>

Lesson Activity Ideas- <https://www.learningtogive.org/resources/undefeated-literature-guide>

Resources



Images taken from amazon site <https://www.amazon.ca/Undeclared-Kwame-Alexander/dp/1328780961>