

LESSON PLAN

DATE: 29/03/19

TIME: 9:05 – 10:05

CLASS: Group 523 Room 202

DURATION: 1 hour

SCHOOL: SJFS

Competencies addressed:

English Language Arts

Competency 1: To read and listen to literacy, popular and information-based texts.

Competency 2: To write self-expressive, narrative and information-based texts.

Competency 4: To use language to communicate and learn.

Cross Curricular Competencies:

To use information

- Students will gather appropriate information and compare the various resources found. They will make connections between what they already know, and the new information gathered. They will then put the information to use through their writing activity.

To exercise critical judgement

- Students will be encouraged to form opinions and question the information provided. They will express themselves and communicate in a way that is appropriate and respectful while justifying. They will discuss and compare what we are seeing about black history, to what we learned about WW2.

To use her/his creativity

- Students will be required to become familiar with the elements of the situation at hand and to recognize the potential outcomes. They will imagine various ways of completing the task and will be encouraged to express their ideas in new ways. They will become actively involved in the process while exploring and being open to new ways of doing things. Students will adopt a flexible mode of completing the process.

To use information and communications technologies

To work with others

- Students will interact with others while keeping an open mind and respect their peers' points of view. Students will be required to adapt their behavior to allow for a positive and humble discussion. All students will be expected to participate and contribute to the group discussion. Students will need to demonstrate a respectful attitude towards their peers as they will collaborate together to create meaningful discussions.

Broad Areas of Learning:

Citizenship and Community life

OBJECTIVES:

The objective of this lesson is to continue exploring the topic of black history while learning about different historical figures. I will begin by asking the students what they recall from our first lesson. I will then read the book titled *Aunt Harriet's underground railroad in the sky*. From there, I will encourage all of the students to come and sit in front of the smartboard. We will complete an interactive activity titled "The journey: you are a slave" on the smartboard. The interactive activity can be found <http://media.nationalgeographic.org/assets/richmedia/0/195/project/j1.html>

The activity is about the underground railroad where students are put in the position of making decisions as a slave during that time. It requires students to read and decide whether or not they should run. It allows students to gain perspective of what happened to individuals in history. Upon completion of the activity, I will explain to students that they will be completing a writing activity about being a fugitive on the run. They will receive a sheet titled "Lighting the way to freedom: a writing activity on the underground railroad". They will be given a set of guidelines to follow for their writing process. Prior to the writing process, I will read the picture book "Under the Quilt of Night" by Deborah Hopkinson and James E. Ransome. The way in which the story is written will provide students with an overview in which they should write their response. When the students have completed their drafts, they will write their final copies on a paper lantern that will then be displayed in the classroom.

**GROUP SIZE
& all
MATERIALS**

21 students

Materials:

- Book: *Aunt Harriet's underground railroad in the sky* and *Under the Quilt of Night*
- Handouts (rough draft)
- Smartboard

PROFESSIONAL COMPETENCIES:**PC 1**

To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

- This lesson extends beyond the curriculum. While the information is coming from an outside source, it is my duty to interpret it and relay it back to my students in an appropriate way and that is easy to understand. This method of learning was adopted in order to address the specific needs of the students while keeping in mind the class context and assuming a critical approach.

PC 2

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

- The language of instruction for this lesson is in English. I will ensure that my teaching and instruction are clear and concise to help students achieve to their full potential. I

will use appropriate language so that all ideas discussed are clear and succinct.

PC 3

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

- This lesson was created with the idea that students are the main actors in the learning process. It was designed to approach the subject from a meaningful and open perspective, allowing students to move in the direction they should be at the end of the cycle.

PC 4

To pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

- The classroom environment plays an important role in student learning and development. Therefore, I will create a climate in which students will have the ability to participate in meaningful situations both socially and individually. Students will receive the necessary tools that can then be applied in later work. To help students succeed, I will guide and support students throughout the current activity.

PC 5

To evaluate student progress in learning the subject content and mastering the related competencies.

- As we progress through the activity, I will make sure that each student follows and understands what is happening. I will ensure that students stay on task and follow what they have to do to make sure that they are continuously learning.

PC 6

To plan, organize and supervise a class in such a way as to promote students' learning and social development.

- The purpose of this lesson is to help students develop an understanding about black history. The strategies and vocabulary that will be implemented throughout the lesson will be used as a method to guide the class and redirect them as needed. I will clearly communicate to students my expectations and how I would like them to meet these requirements.

PC 7

To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

- All students will have the opportunity to participate in this activity, regardless of their learning differences. Additional support will be provided to students who need it.

PC 8

To integrate information and communications technologies (ITC) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

- Technology (smartboard) is integrated during this activity to offer a diversified way of

learning and to solidify the given instructions. Students have the opportunity to actively participate in their own learning using this technology.

PC 9

To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

- This lesson was discussed with my cooperating teacher. I presented the unit to ensure that I will meet all of the learning needs of students while meeting the educational goals of the school.

PC 10

To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

PC 11

To engage in professional development individually and with others.

- Throughout the lesson, I will behave appropriately and professionally with the students and my cooperating teacher.

PC 12

To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Throughout my lesson, I will act in a professional and responsible manner. I will model the appropriate behaviors that I would like students to reflect. Students will be treated with respect and will have to show the same respect to their teachers and peers.

TIME	LESSON
15 minutes	Introduction I will begin by asking the students what they recall from our first lesson. I will read a short book titled <i>Aunt Harriet's underground railroad in the sky</i>. From there, I will encourage all of the students to come and sit in front of the smartboard. We will complete an interactive activity titled "The journey: you are a slave" on the smartboard. To keep the students on task, I will use the smartboard to display the expectations/schedule. Some examples of what I may say: • "I am going to read a story that is going to inform you about Harriet Tubman." • "Does anyone remember who she was?" • "What important messages did you get from the book?"
40 minutes	Development • Once we have completed the interactive activity on the smartboard, the students will return to their seats.

TIME	LESSON
	• I will explain that they are going to be completing a write up activity where they are put in the situation of being a fugitive on the run. • I will then read the story <i>Under the Quilt of Night</i> as an example of how they can write their response. • They will be asked to take out a sheet of paper in order to brainstorm the way in which they wish to write. I will inform them that they will be writing from in the first person. • As the students' progress, I will remind them what needs to be done in order to help them remain on task. • As they finish their drafts, I will hold teacher conferences. I will review the students work with them prior to them writing their final copy. However, before they come for their teacher conference, they will be reminded to call on the COPS (Capitalization, Order & Organization, Punctuation and Spelling).

TIME	ACTIVITY
5 minutes	Closure/Transition • The lesson will take place just before recess; therefore, before exiting the classroom, the students will be instructed to place their work in the appropriate bin (inbox). • I will inform the students that we will be continuing the activity the following week. Assessment (what strategies are being used for understanding): • Observation (I will circulate as the students complete their task to gain insight as to what they have understood) • Written response (Fugitive on the run) • Discussion (group and individual) What's next? (Development/Extensions) • The students will continue to work on writing their responses. We will then continue to explore other historical figures. Differentiation: • Students that complete their drafts early will be instructed to begin their final copy of their letter on the appropriate lantern template handout. • For adaptation, students will be asked to write from the first-person narrative, however, they will not have to provide as much detail and terminology. However, if they choose to follow the original guideline, they may do so. • For modification, students will be asked for key words that they may remember. They will also be asked to write three short sentences of what it may feel like to be a fugitive on the run. Self- reflection: