Lesson Plan

Subject: Social Studies
Grade: 2

Concept:
Heritage and Citizenship: Traditions, Celebrations and Cultural Diversity

Expectations:
Overall Expectations: By the end of Grade 2, students will:
• demonstrate an understanding that Canada is a country of many cultures;
• use a variety of resources and tools to gather, process and communicate information about similarities and differences among family traditions and celebrations

Specific Expectations:
Knowledge and Understanding
By the end of Grade 2, students will:
• demonstrate an understanding that communities may be made up of people from many cultures;
• identify the origins and features of various families (e.g. nationality, culture, size, structure)

Inquiry/Research and Communication Skills
By the end of Grade 2, students will:
• use primary and secondary sources to locate simple information about family history and traditions (e.g. primary sources: interviews, eyewitness visitors, class trips; Secondary sources: maps, illustrations, print materials, videos)

Objective
Through this lesson students will gain knowledge about other cultures which will help further their understanding of diversity and help increase their acceptance of differences. By learning information about different cultures students will start to gain the foundational knowledge and skills necessary to contribute to and understand Global Peace.

Required Materials:
• chart paper
• world map
• construction paper
• markers
• string/yarn
• scissors
• tacks/bulletin board pins
• single hole punch

Hook/Lead In:

3-5 minutes – The lesson will begin with a brainstorming activity with the word ‘culture’. As a class, with the word ‘culture’ written on chart paper, the students will contribute their ideas. Once this activity is finished the chart paper will be hung up in the classroom so the students can refer back to it for ideas.

(By helping students’ understand what culture means this activity is meant to introduce them to the idea that culture is a pervasive aspect of everyday life. This activity will also demonstrate the student’s prior knowledge about the topic by seeing what they understand about the word)

Procedures:

Activity #1
5-10 minutes – Group Activity
A short discussion will be made on how Canada is made up of diverse Cultures and how students can learn information about other cultures through other individuals (for example, through an interview/talking to other people). Canada’s diversity will be demonstrated to the students by getting them to realize the amount of diversity in the classroom through a small group activity. Students were told the previous day to bring a cultural artifact. Students will get into small groups of 3-4 people. Each student will take turns presenting their cultural artifact to the group. Students should state their nationality, tell their group what their cultural artifact is and how it relates/represents their culture (see the appendix for further explanation of this activity).

Activity #2
25 minutes - As a class discuss the concept of Canada and the different cultures and traditions that exist within the country then discuss how cultures originate from other parts of the world. Pick one nationality as an example. Briefly explain the word immigration to the students so they have a better understanding of how various cultures
came to exist within Canada.

As a class locate on a map where student’s cultures originated from (students would have found this out the night before). There will be a map of the world on a bulletin board and the children will place a pin on the country(ies) associated with their nationality. The students will write their name on a name tag and use string/yarn to make a loop so they can hang it from a pin. A tally will be taken to see how many students originated from what country. Ask students what kind of trend they see (see the appendix for further explanation of this activity). If the class is unable to finish the activity they will be given time to complete it the next day.

**Closure/Reflection:**
3-5 minutes – Get students to discuss what they learned that day and repeat key points.

**Assessment:**
Informal Assessment

Activity #1
*Observation*
Instructor will walk around and see how students work in groups, their participation, their communication skills, listening skills, their ability to accept and acknowledge other people’s differences.

*Self Assessment*
Students will also fill out a self assessment stating what they learned about other cultures from their group and rate what and how much they think they learned on a scale of one to three.

**Modifications (for students with difficulties):**

**Hard of hearing student in the class:**
- must make sure the student is sitting in a spot in the classroom that is beneficial to them
- when giving instructions for the activities or talking to the class make sure to face the students
- make sure there is a written sheet for the group activity which explains what needs to be done in case the student did not hear all the instructions. Write the remaining time for the activity on the board
- during the brainstorming activity ask students to speak in a clear voice and repeat the students’ answers clearly so all students can hear
• provide written instructions for the map activity (either on the chalk board or a handout) this way if the child cannot hear all the directions they can read the instructions

Connections to other Subjects:

Activity # 1 connects to Language Arts. The activity fits into the Grade 2 oral communication overall expectations as well as a few of the specific expectations such as listening to understand as well as speaking to communicate (see appendix).

Activity # 2 connects to Mathematics. This activity can be connected to Grade 2 Data Management and Probability. For math class the students can create a bar graph based on the tally taken in class of the different countries students are associated with. This activity will fit into the overall expectations for the Data Management and Probability unit as well as some of the specific expectations (see appendix).

Appendix

Procedures: Activity #1
This activity will demonstrate to students how to use primary sources to learn information about other cultures as well as help them understand that communities are made up of people from various cultures. This activity will also help students comprehend the importance of talking to people and gathering information to further understand and appreciate differences instead of making quick judgments. This activity will expose students to diverse cultures which will help students gain the skills necessary in order to contribute to Global Peace such as acceptance of other cultures as well as help develop their curiosity and appreciation of different cultures. This activity will help students incorporate their prior knowledge about their culture into their learning and other student’s learning.

Procedures: Activity #2
This activity will demonstrate to students that even though they may have originated from Canada their cultures originate from other areas of the world, which will help them to start thinking globally. This activity will help develop the concept that there is a need to understand other cultures out there and that other cultures do exist, which will help
contribute to their knowledge and understanding of Global Peace. This activity will also
demonstrate to students the use of secondary sources (the use of the map) to help them
locate information about family history and traditions by looking at the origin of the
culture.

Connections to other Subjects:

Language Arts Grade 2: Oral Communication

Overall Expectations: By the end of Grade 2, students will:

• listen in order to understand and respond appropriately in a variety of situations for a
  variety of purposes;
• use speaking skills and strategies appropriately to communicate with different audiences
  for a variety of purposes

Specific Expectations:

1. Listening to understand

Purpose
Identify purposes for listening in a variety of situations, formal and informal, and set
personal goals for listening, initially with support and direction (e.g., to acquire
information from a presentation by a guest speaker; to exchange ideas in a small-group
discussion; to enjoy and understand poetry)

Active Listening Strategies
Demonstrate an understanding of appropriate listening behaviour by using active listening
strategies in a variety of situations. (e.g., demonstrate understanding of when to speak,
when to listen, and how much to say; restate what the speaker has said and connect it to
their own ideas; express personal interest in what has been said by asking related
questions: I like what _______said about _______)

2. Speaking to Communicate

Purpose, Interactive Strategies, Clarity and Coherence, Appropriate Language, Vocal
Skills and Strategies, Non-Verbal Cues (see the Ontario Curriculum for Language to get
descriptions).
Mathematics Grade 2: Data Management and Probability

Overall Expectations: By the end of Grade 2, students will:

• collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;
• read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers

Specific Expectations:

Collection and Organization of Data
By the end of Grade 2, students will:
• collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed.

Data Relationships
By the end of Grade 2, students will:
• demonstrate an understanding of data displayed in a graph (e.g., by telling a story, by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., “I looked at the graph that shows how many students were absent each month. More students were away in January than in September.”).