Grade 2 Social Studies and Language Arts Unit Plan

An Immigrant’s Tale:
The Story of Immigration in Canada

Prepared for: Nicholas Ng-A-Fook, PED3103G Curriculum Design and Evaluation
Prepared by: Amira Boutaleb, Malca McLean, and Kherta Sherif Mohamed
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References
Part One: Overview

This unit looks at the question of immigration and its role in shaping the Canada we live in today. Students will be asked to consider how and why individuals immigrate to new lands as well as the cultural heritages they bring with them. Both the Language Arts and Social Studies curriculum for Grades 1 to 6 emphasize the importance of understanding the connections between communities, both local and global, their various heritages, and the nature of citizenship within them. Through these learning experiences, students will acquire knowledge of key social studies concepts, such as citizenship, immigration, cultural heritage, and diversity (Ministry of Education, 2006).

Within the Canada and the World strand, students learn that Canada is a country made up of citizens from many different places. By examining their own personal histories and learning about the culture histories of their classmates, students will begin to understand that they are a part of many communities - in their classroom, at home, and one that is global. The activities in this unit are designed to encourage student reflection by sharing meaningful stories and literature, understanding the concept of immigration and the types of immigrants (i.e. difference between someone who immigrates and one who is a refugee), develop spatial and geographical sense by locating different countries on a map, and improve their oral communication skills by engaging in individual and group presentations. As students apply these skills, they will begin to develop an understanding of Canadian identity, evaluate different points of view, examine information critically, and relate social studies themes to issues that are relevant to their lives (Ministry of Education, 2006).

Throughout this unit, students will be encouraged to take their learning beyond abstract ideas such as multiculturalism, diversity, and empathy. They will be asked to think with their “heads, hearts, and hands” in a way that looks for the potential for them to integrate these ideas into their own lives through action (Canadian Hunger Foundation, 2010). Keeping the goal of student agency in mind, the unit culminates in a “Immigrant’s Tale” gallery and presentation in which the students themselves educate others (i.e. their parents, principal, other classes) on what they have learned.

Essential Question: What is Immigration and how has it shaped your classroom and community?

Rationale for the Essential Question:

Our essential question asks the question “What is Immigration and how has it shaped your classroom and community”. This question leads students to consider two important big ideas from the Social Studies curriculum: 1 - to demonstrate an understanding that Canada is a country of many cultures; and 2 - to understand how the various cultures of individuals and groups contribute to the local community. The essential question explores a multi-dimensional and open-ended problem that prompts research and exploration of personal and community histories. It allows students to see their communities as richly influenced by both recent and
historical immigrants. Further, students investigate the reasons why individuals may choose or need to leave their homeland for a new land. Above all, students develop empathy by understanding the challenges new immigrants face in adjusting to life in their new homes.

Prior to this unit, we would have students explore the history of life in early Canada, including that of Aboriginal peoples and early settlers. Understanding the history of Canada’s First Nations is essential to understanding the history and development of immigration in modern times. As students grow up in increasingly diverse communities, it is important that they develop a critical awareness of how these conditions came to be. This essential question is an appropriate launching point for this unit because it gives students the opportunity to explore the question of immigration as it applies to their own lives and then extend this understanding to their broader community.

This essential question allows students to achieve numerous curriculum objectives in Social Studies, Language Arts and Art while still learning about important social justice issues such as cultural diversity, respect for difference and empathy. As a unit developed with the goal of encouraging more “global minded” students, students are constantly asked to think about their role as individuals with the ability to make a difference in their social world - even if it is as small as seeking to learn more about someone else’s name or life history.

According to Ministry of Education guidelines for the Language Arts curriculum, language is described as a “fundamental element” of identity and culture. It is said that “as students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of themselves and others and of the world around them” (2006, p. 5). Understanding what the word “immigration” means, especially in relation to its impact on their own social environment is an important step to helping students engage with concepts such as empathy and acceptance. Furthermore, having students introduce their classmates to their own cultures and traditions makes them more aware of the commonalities between themselves and others. Acknowledging the benefits of immigration in Canada serves as an affirmation of the immigrant experience and provides an opening from which students can share important elements of their lives and cultural histories. This is increasingly important as as Canadian society becomes increasingly diverse. Students that “see themselves and others in the texts they read” for example, “are able to feel that the works are genuinely for and about them” and as a result “come to appreciate the nature and value of a diverse, multicultural society” (Ministry of Education, 2006, p. 5).

This unit incorporates the Canadian Hunger Foundation’s (2010) framework of “Head-Hand-Heart”. This framework inspires students to think critically with their minds, feel with their hearts, and act with their hands to make the world they live in a better place (Canadian Hunger Foundation, 2010). Cultural awareness, empathy and acceptance are the cornerstones of any social justice or global education model. Thus, students must not only be exposed to social justice issues theoretically, but be encouraged to make these qualities a part of their lives. As Maxine Greene (1982) states, “to care when one is young, to learn what it means to be fair and to regard others’ integrity and welfare, to constitute the world somehow in terms of compassion
and concern, is to develop the capability of reaching beyond the immediate and the local... to develop the capability to imagine a world that is truly just” (p. 134).

The skills incorporated throughout this unit include:

- Appreciation and understanding of other cultures and the diversity of cultural heritages represented in their classroom
- Understanding the importance of respect for difference inside and outside the classroom
- Sharing meaningful and personal stories through high quality literature
- Developing creativity of expression by using different materials to create pieces of artwork
- Developing agency by sharing their knowledge and teaching others about cultural diversity in Canada

Overall Curriculum Expectations

This unit plan touches on a range of curricular expectations in Social Studies, Language Arts, and Visual Arts for Grade 2:

Social Studies Overall Expectations:
Strands Covered: Heritage and Citizenship; Canada and the World Connections

- 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;
- Explain how the various cultures of individuals and groups contribute to the local community.
- Use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;

Language Arts Overall Expectations:
Strands Covered: Oral Communication; Reading; Writing

- 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;
- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- Generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
Visual Arts Overall Expectations:
**Strands Covered:** Creating and Presenting/Performing; Reflecting, Responding, and Analyzing; Exploring Forms and Cultural Contexts

- expression of ideas and feelings using visuals
- communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g., visual arts exhibitions)
- making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)

Unit Outline

1. **What's your name?** Language Arts and Visual Arts - Read-aloud, Artwork, Oral Presentation
2. **What's your family history?** Social Studies and Visual Arts - Mapping, Artwork
3. **What is Immigration? What does it mean to you?** Social Studies - Concept Mapping, Video, Written Exercise
4. **Why Immigrate?** Social Studies and Language Arts - Introduction of scenarios and Photo Analysis
5. **An Immigrant's Tale Gallery and Potluck.** Language Arts - Student displays of artwork and Oral Presentations

Rationale for this Sequencing

We sequenced our lessons so that students begin by exploring an element of their own personal history, the history of their families and then moving toward an understanding of immigration in Canada as a whole. Students will explore the differences between those who immigrate willfully (immigrants) and those that flee (refugees). The unit ends with a gallery where they display the artwork they have made throughout the unit.
Part Two: Assessment Tools

Introduction
In order to develop “sound classroom assessment”, the assessment tools must be purposeful, specifically address the learning task at hand, and be appropriate to the learning context it is being used in (Stiggins, 1992 p. 212-13). For students to develop their understanding of the complex topic of immigration, students are encouraged to ask questions, research, discuss and explore their personal histories and that of their classmates using a variety of expressive forms (i.e. literature and group discussions, artistic representations, and written reflections). Incorporating a variety of assessment forms promotes the “balance” prescribed by Cooper (2007) and helps ensure the reliability and validity of assessment throughout the unit (p. 5).

Achievement Chart: This assessment for this unit looks at the following broad areas of achievement in the Social Studies and Language Arts curriculum:

- **Knowledge and Understanding:** Knowledge of Content
- **Thinking:** Use of critical/creative thinking and processing skills
- **Communication:** Communication for different purposes
- **Application:** Making connections between various contexts

By the end of this unit, students should be able to synthesize the information gained about their personal histories and the histories of their classmates to connect to the topic of immigration (using the key terms covered in the unit). Students’ abilities to communicate their understanding using a variety of means (i.e., orally, visually and in written form) in relation to the essential question is a the core of this assessment strategy.

Accommodations for students with difficulty in reading and writing (including the ESL/ELD learners) have been made so that they can express their ideas in a different mode, incorporating the use of resources or translators in their mother-tongue, assistance of other classmates through group work, or additional time if needed.

Diagnostic Assessment
Early diagnostic assessments include the use of anecdotal evidence from classroom discussions in order to develop an accurate understanding of students’ prior knowledge and to guide future instruction. About the diversity of the classroom, and later, the topic of immigration, student discussion participation and responses monitored for evidence of prior knowledge.

In Lesson 1, the teacher will ask students various prompt during and after the read aloud activity to gauge their general level of understanding. Prompts may be to recall important events in the story, describe their favourite part of the story, describe emotions or other representations in pictures/text, and to relate the reading to their own personal experiences. To assess, circle the appropriate level for each category. This assessment is intended to guide instruction and is not used for assessment of learning. (see Appendix 4).
In Lesson 2, students’ expressions of learning - presenting their homework questions to a partner, finding their countr(ies) on a map, and developing a family history/traditions poster are all informally assessed by the teacher. The teacher will also informally assess by asking each group questions about what they have created. The purpose of this assessment is to help student's make connections between their own personal and family history and the idea that Canada made up of many people from many cultural backgrounds.

**Formative Assessment**

At the end of Lesson 2, a formative assessment of learning is gathered. Students are asked to reflect on what they have learned so far by writing short responses to the following questions:

- What is one new thing you have learned about your family history?
- What is one new thing you have learned about a country other than Canada?

The information gathered will be used to assess student progress as well as lesson effectiveness to modify instructional strategies or the direction of the unit as planned.

In Lesson 3, students are asked about the terms “immigrant” and “refugee” and the proceed to participate in an activity of matching definitions. The worksheet that follows the activity allows students to communicate their understanding of the terms, and allows the teacher to gauge the level of student understanding.

**Summative Assessment**

In Lesson 5, the culmative task for the unit is to host a gallery tour and presentation of the all artwork students have made throughout the unit. This summative task involves students preparing to present and explain their work. The assessment of this task has two main components: 1 - a self-assessment by the student and parent and 2 - an assessment done by the teacher. As the students take their parents on a tour of the “gallery”, the students use a checklist where they assess their own learning. In this way, students develop an awareness of the extent of their own learning and can participate, with the help of their parent, in the own assessment. After this, the teacher will asses students’ oral presentation of their work.
Part Three: Learning Experiences and Instruction

Lesson Plan 1: What’s Your Name? (Kherta)

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<th>Subject/Course:</th>
<th>Language Arts, Visual Arts</th>
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<tbody>
<tr>
<td>Time:</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Strand:</td>
<td>Reading, Oral Communications</td>
</tr>
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<td>Grades:</td>
<td>2</td>
</tr>
<tr>
<td>Designer:</td>
<td>Kherta Mohamed</td>
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**Lesson Description**

The intent of this lesson is to inspire students to develop/enhance their capacity for empathy. By reading *The Name Jar* by Yangsook Choi, students will begin to understand the importance of being accepting of and learning from cultural difference. Sharing their thoughts in a talking circle will allow students the opportunity to identify situations in their own lives where they have been new to a city or country and have experienced similar feelings of fear and uncertainty as those of Unhei, the main character. This story offers teachers to incorporate issues of social justice, acceptance and inclusion into their classroom discussions. The story builds upon the idea that young students can and do have the agency to spur positive change in their own lives and the lives of others through their social interactions. The lesson culminates with an arts-based activity in which students make their own name stamps using a variety of materials they have brought from home.

**Stage 1: Desired Results**

**Fundamental Concepts/Skills**

- Immigration
- Inclusion/Empathy
- Acceptance of Cultural Diversity

**Big Ideas/Essential Question**

- Understand the importance of respect for difference inside and outside the classroom
- Appreciate the diverse backgrounds and cultural heritages represented in their classroom
- Explore the history of their own name and learn about the history behind their classmates names
- Encourage development of student’s oral communication skills by sharing meaningful, personal stories
- Encourage student agency by asking them to think of ways that they can be do a positive thing for someone else (social justice = social action).
# Ontario Curricular Overall Expectations

## Reading:
- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

## Oral Communication:
- 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;

## Visual Arts:
- apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

## Specific Expectations

### Comprehension Strategies:
1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts.

### Demonstrating Understanding:
1.4 Demonstrate an understanding of the information and ideas in oral texts by restating the information, including the main idea and several interesting details.

### Making Inferences/Interpreting Texts:
1.5 Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text.

### Extending Understanding:
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

### Creating and Representing (Visual Arts):
1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature.

## Lesson Goals

By the end of this lesson students will be able to:
- Understand what it means to feel empathy and share this understanding by responding to read aloud prompts and/or by connecting read material to their own personal experiences.
- Infer meaning from a text via the use of textual and pictorial clues
- Demonstrate active listen skills by listening to a read aloud text
- Use speaking skills to communicate their thoughts/experiences to their classmates
- Visually and creatively represent their name stamp using a variety of materials, colours and textures

**Key Concepts**

- Empathy
- Acceptance
- Cultural Diversity
- Immigration

**Background Knowledge**

Students have been assigned the homework task of asking their parents/caregivers about the history of their name. Students were encouraged to ask questions such as, what does my name mean? What language is it? Was I named after anyone special?

**STAGE 2:**

**Student Groupings**

Whole Class Discussion (Reading/Talking Circle)
Individual Work (Art Activity)

**Instructional Strategies**

Read Aloud (teacher lead)
Reader Response (group discussion)

**Material**

Chart paper, white board for brainstorm
Construction paper
Markers, pencil crayons
Cultural artefacts/materials brought from home
Feather or small ball/object to pass around during talking circle

**Considerations**

Prior to this lesson, a letter should be sent home to parents informing them that the students will be working on a language arts/visual arts project that will require that they bring materials from home that are representative of their cultural heritage. Students may wish to bring a variety of items such as patterned cloth, pictures or other symbols/objects that are important to them. Basic arts materials will be provided in class.
Accommodations
Students who speak languages other than English can be encouraged to write their name in their mother tongue in addition to English.

Stage 3: Learning experience and Instruction

Motivational Hook
Teacher will begin lesson by greeting students in a few different languages. It is most effective to use greetings that reflect the linguistic diversity of the classroom. Ask students if they know greetings in any other languages. Once the students have assembled in the reading circle, the teacher will prompt the students with the following question to activate prior knowledge on the topic of immigration: Do any of you remember a time when you moved to a new city or country? How did you feel? Once students have an opportunity to respond, explain that we will be reading a story about a little girl who moves to a new country.

Open
Teacher will perform a read aloud of the text with the students, pausing intermittently to ask questions or allow for student comments. As the teacher discusses the events of the story and students make predictions of what will happen next, students should be encouraged to think about how Unhei feels as she begins her life in a new school and a new country. Students are also encouraged to reflect upon what Unhei’s classmate, Joey, does to make Unhei feel welcome in her new class. Students who have emigrated from another country will be able relate their experiences to those of Unhei. Particular attention to the pictures in the story and “reading” Unhei’s reactions and those of her classmates will help students with developing English ability to follow along with the story. After reading, students form a talking circle and are given the opportunity to share their reflections to the text.

Using the Head-Heart-Hand approach, students will be asked to think about the how Unhei feels trying to fit in to her new school and new life in America (Head). Heart would ask students connect Unhei’s experiences and feelings to compatible events they have had in their life (building empathy by emphasizing commonalities). Hand would connect students’ critical thinking and positive emotions to actual practice. For example, “what would you do if you hand a new student in your class? how would you help make them feel welcome?”

*Student should be reminded that when in the talking circle, only the student with the feather/object is allowed to speak and others should listen respectfully.

Body
In this arts-based activity, students will be asked to design their own name stamps using a combination of materials they have brought from home (as well as those provided in class).
The materials selected should reflect some aspect of the student's cultural background. For example, one student might want to use plaid material or pattern to reflect their Scottish or Gaelic heritage, chopsticks to represent their Chinese or Korean heritage, etc. If students are not able to complete their name stamps by the end of the period, the teacher may offer students more time during the next class or assign the remainder of the task as homework.

### Close

Students will have the opportunity to have an oral sharing their name stamps with their classmates. Upon completion, students will use their name stamps to create a gallery of names in the classroom.

**Homework:**

For homework, students are asked to think about these 4 questions (and discuss with their parent or guardian):

1. Where did your family originally come from before settling in Canada? (can be more than one location)
2. When did your family come to Canada
3. Describe a tradition or celebration from one country
4. Locate these places on a map (see handout in Appendix 1)

### Assessment Tools

The activities in this lesson (i.e. reading comprehension and sharing of name stamps) serve as diagnostic tools from which the teacher can assess the state of students' background knowledge and comprehension. Teacher will ask students various prompt during and after the read aloud activity to gauge their general level of understanding. Prompts may be to recall important events from the story, describe their favourite part of the story, describe emotions or other representations in pictures/text, and to relate the text to their own personal experiences.

Note: This assessment tool is intended to guide instruction and is not for final evaluation purposes (assessment of learning).

**Accommodations:** Accommodations are made during the read aloud session to include prompts that utilize pictures and other non-textual clues to aide students with developing English language fluency express their thoughts.
Lesson Plan 2: Family History Connected to the World (Malca)

| Subject/Course: | Social Studies, |
| Time:          | 120 minutes   |
| Strand:        | Heritage and Citizenship, Canada and the World |
| Grades:        | 2             |

Lesson Description

In this lesson, students will have an opportunity to share their family histories and deepen their understanding of the multicultural nature of the classroom and broader community. A interview and sharing activity builds oral communication and listening skills and a class survey and mapping activity helps strengthen their understanding of connection within a global community.

Stage 1: Desired Results

Fundamental Concepts/Skills

- Understand their family history
- Appreciate the diverse backgrounds and cultural heritages represented in their classroom
- Encourage a global perspective

Big Ideas/Essential Question

How does our classroom and community reflect diversity?

Ontario Curricular Overall Expectation

SOCIAL STUDIES
Heritage and Citizenship:

- 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;

Canada and World Connections: Features of Communities Around the World

- Use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;

Ontario Curricular Specific Expectations

Heritage and Citizenship

Knowledge and Understanding

- Demonstrate an understanding that communities may be made up of people from many cultures;
Outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);

**Inquiry/Research and Communication Skills**
- Ask simple questions to gain information and seek clarification (e.g. What are the traditions among cultures? How are they the same? How are they different?);
- 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);
- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;

**Canada and the World**

**Knowledge and Understanding**
- Recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;

**Inquiry/Research and Communication Skills**
- Ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;

**Map, Globe and Graphing Skills**
- Locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied;

**Lesson Goals**

By the end of this lesson students will be able to:
- Use speaking skills to communicate their thoughts/experiences to their classmates
- Demonstrate active listen skills by listening to their partner’s family history
- Locate their community on a map. Locate one country of their family origin on a map.
- Visually and creatively represent their family history and traditions?

**Key Concepts**
- Cultural Diversity
- Immigration

**Background Knowledge**

Students have prepared for this lesson by asking their families for key information about their immigration history (see Appendix:5)

**STAGE 2:**

**Student Groupings**
Stage 3: Learning experience and Instruction

Motivational Hook
Teacher begins discussion about what students learned from the story in the previous lesson. The teacher asks if students can think of different cultural traditions from various cultures in the classroom or community that are passed down from earlier generations.

Open
Students are asked to bring out their homework questions and maps and find a partner. They are instructed to interview their partner about their family origin and colour their partner’s country on their map.

The teacher asks each student to prepare a sticker with their name and come up to the map and place it on the correct country or countries.

Body
Teacher leads a class discussion about how the class could find additional information about the countries of their origin. The teacher models the process of using the atlas, or
encyclopedia program.

In small groups students work on their “Family Tradition/Heritage Poster” (see Appendix 5) with the information given to them by parents or guardians, and any additional information that they have gathered from class resources. The teacher models the creation of a collage (if necessary).

Close

Teacher asks students to begin clean-up. Collages that are complete may be displayed in the classroom immediately. Unfinished work may be set aside to complete during a free period.

Students are asked to write a short reflection:
What is one new thing you have learned about your family history?
What is one new thing you have learned about a country other than Canada?

Assessment Tools

During this lesson, the teacher makes informal diagnostic and formative assessments.

In order to gauge whether students are beginning to connect their personal histories to community histories, the teacher makes assessments as learning at the beginning of the lesson (i.e. whether students understand what a tradition is and can give examples)

Assessment as learning: at the beginning of the lesson, the teacher
Lesson Plan 3: What is Immigration? What does it mean to you? (Amira)

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<th>Subject/Course: Language Arts</th>
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<td>Time: 60 minutes</td>
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<tr>
<td>Strand: Writing, Oral Communication</td>
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<td>Grades: 2</td>
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**Lesson Description**

Introduce the terms Immigration and refugee to students by having the in groups of eight, define the terms. Then, the class will watch a video of the story "The Lotus Seed" and work on the worksheet with a partner. At the end of the open activity and the body activity, the students will share their answers with the class.

**Stage 1: Desired Results**

**Fundamental Concepts/Skills**

Oral Communication Skills and Writing Skills:
- Students will be able to define immigration and refugee
- Understand that Canada is a country made up of diverse backgrounds most who came here with an immigration and/or refugee status
- Students will be able to understand the how and why people immigrate Canada
- Be able to understand the challenges of being an immigrant after listening to the story the “Lotus Seed” and writing down their answers in a worksheet.
- Students will be able to pin their name onto a world map on the country of their origin.
- Students will be able to learn about other cultures and the reasons why one might leave there homeland behind to start a new life in a new land.
- Children will be able to understand that many people sacrifice a great deal to come to a new country while at the same time, try their best to hold on to their culture.
- Relate the story “The Lotus Seed” to actual experiences.

**Big Ideas/Essential Question**

Understand the concept of immigration and how people from all around the world have left their homeland to Canada is a country.

**Ontario Curricular Overall Expectation**

1-Writing Grade 2:
   - generate, gather and organize ideas and information to write for an intended purpose and audience
2-Oral Communication Grade 2:
   - listen in order to understand and respond appropriately in a variety of situations for a variety
Specific Expectations

1-Writing Grade 2:
   Point of View
   2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

2-Oral Communication Grade 2:
   1.6-Extending Understanding
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)

Lesson Goals

- The main goal is to have children understand that Canada is a very diverse country and many up of many immigrants.
- By the end of the lesson, students will have a good understanding of what it means to be an immigrant and refugee
- Students will be able to refer to the story the lotus seed and answer the related questions
- Presenting their answers from the activities orally to the class

Key Concepts

- be able to define of immigrant and refugee, Canadian citizen
- gain knowledge and understanding of challenges faced by new immigrants/refugees

Background Knowledge

- students will have prior knowledge of the diversity that exists within their community/school
- some students may be new immigrants to Canada and will have prior knowledge to what it means to leave a war-stricken country and come to a new place
- the students may relate to the story the “Lotus Seed” right after watching the video.

STAGE 2:

Student Groupings

- Students will be divided into 8 groups for the first activity
- Students will partner up for the worksheet
- The educator will make sure the children are grouped according to their needs i.e., students who are ESL will be grouped with someone who is fluent in English in order to help them

### Instructional Strategies

- Having a visual representation of the story so that children can listen and see the story and be visually entertained
- Groups work to understand the key terms of the lesson because they may be complicated for many students to grasp
- The educator is encouraged to walk around the glass and provide scaffolding and assist students in answering questions.
- Co-operative learning
- The key terms “immigration and refugee” will remain on the board throughout the lesson students to refer to and think about.

### Materials

A hardcopy of the book “The Lotus Seed” for the teacher and for students to pass around to look at the colour photos, several photocopies of the book for the students, a computer to access the internet link, overhead screen or Smartboard, d. Copies of the “Lotus Seed” worksheet and a take home questionnaire for homework “Take Home Immigration Assignment”.

### Considerations

- Some children might take time to understand such concepts.
- Some students may be in ESL and therefore writing/oral communication may be challenging. Thus, they should be grouped with children with a stronger English background to assist them.

### Accommodations

The visual representation via internet link of the “Lotus Seed” will allow the children to visually be engaged in the story rather than reading it themselves or having a teacher read a-loud. Children will work in groups throughout this lesson in order for them to assist one another in understanding the important key terms; immigration and refugee and relate it to the story and their own personal experiences. Also, working in groups will allow children to assist others who have difficulty understanding the key concepts of this lesson and answering the worksheet (e.g. students whose mother-tongue is not English and thus need extra support). By having them work in groups they can share ideas about Immigration and understand the sacrifices Ba and her family made and the importance of bringing back something from her homeland. The teacher should assist these groups in order to ensure they understand the important concepts being asked in the worksheet and to support the
children who may have difficult writing information down. This can be done by scaffolding conversations, asking open ended questions that relate to the story and as mentioned, pairing students strategically based on intellectual abilities.

<table>
<thead>
<tr>
<th><strong>Stage 3: Learning experience and Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivational Hook</strong></td>
</tr>
<tr>
<td>The students will sit and their desks and half of the class will find either the terms refugee/immigration on their while the other half will have the definitions of the two terms. Then, students will be divided into 8 groups- four groups will be given one of two terms Immigrant and Refugee. The other four groups will have one of the two definitions of these terms. The students in their existing groups will then be asked to go around the classroom and match the word to the correct definition. Once, they have found it, they will be asked to sit on the carpet with their groups.</td>
</tr>
<tr>
<td><strong>Open</strong></td>
</tr>
<tr>
<td>- The teacher will ask each group what they have come up with-whether they have found the other group with the correct definition that corresponds with the term.</td>
</tr>
<tr>
<td>- The teacher will write the correct definitions for Immigrant and Refugee on the board and leave it on the board so the students to see them visually throughout the lesson for reference.</td>
</tr>
<tr>
<td>- Teacher will ask the students to consider the question; Are there immigrants and refugees in Canada? They will be asked will to keep the terms in mind and question in mind throughout the day.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
</tr>
<tr>
<td>- The children will move back to their seats to watch a read aloud video of “The Lotus Seed” (approx.5 minutes) link to the video can be found at <a href="http://vimeo.com/6357495">http://vimeo.com/6357495</a>. The teacher will have already set up where exactly the story begins by forwarding the introduction from “The Reading Rainbow” in order to get straight to the story. Also, the teacher will stop the video right after the story ends.</td>
</tr>
<tr>
<td>- After they watch the video, the teacher will hand out a worksheet that has questions related to the story and a copy of the story to each student. (see attachment). She will explain the worksheet to the children. The children will be given 15 minutes to work on the worksheet in pairs. The teacher will chose the pairs strategically. Photocopies of the book will be available in case students need to look in the book for help to answer the questions. Then, the teacher will take up the question in class. (This should take another 15 minutes).</td>
</tr>
<tr>
<td>- The teacher will then go over the worksheet and take a few answers from the students. (5 minutes)</td>
</tr>
</tbody>
</table>
**Close**

The class will discuss their answers to the worksheet and re-examine the definitions of immigration and refugee in relation to the video. These ideas will continue to be explored further in the next lesson. In the meantime, students will be asked to take the worksheet home if it has not been completed and take their own copies of the *Lotus Seed* to read and share with their parents.

**Assessment Tools**

I would assess students using the Ottawa –Carleton District School Board, 2008 *Achievement Chart for Planning and Assessment 2.5*, concentrating on Communication

The Conveying of meaning through various forms but adding my own rubric:

- Does the student clearly express and logically organize ideas and information?
- Does the student communicate for different audiences and purposes to inform, persuade, or entertain?
- Does the student show an understanding of the terminology introduced?
- Does the student show a relation between the story and the terminology introduced?
- Does the student make a connection with the new vocabulary terms, the story, and their own culture?

Assessment techniques:

As previously outlined, the main objective of this lesson is for students to understand the meaning of immigration and be able to relate immigration challenges and experiences in “The Lotus Seed” to members of their immediate community. Hence, it is essential for teachers to assess a student’s ability to grasp this concept and in doing so, teachers must be sensitive to the many ESL students who might not be fluent in English to effectively write and orally express such concepts. Hence, the given assessment rubric is designed to assess if students can show a *visual* understanding; perhaps instead of writing they may draw a picture on the worksheet. In order for the teacher to effectively assess all students’ abilities to understand the lesson, it is important for the teachers to walk around the classroom during group work in order to make sure those students fully understand the question on the worksheet and that the worksheet is at their intellectual level. Note taking is key for teachers to make accurate assessment as to who needs more assistance and more time in answering questions, who works well in a group, who does not, who has trouble reading and understanding the questions etc.
Lesson Plan 4: Why Immigrate? Can Everyone Immigrate?

**Subject/Course:** Social Studies  
**Time:** 60  
**Strand:** Canada and the World  
**Grades:** 2

**Lesson Description**

The intent of this lesson is to engage students with reasons why someone might want to immigrate. Through brainstorming activities, and a matching game, students have an opportunity to make hypothesis about why their families might have immigrated, and what conditions exist in the world currently that might cause someone to immigrate (natural disasters, better opportunities, discrimination)

**Stage 1: Desired Results**

**Fundamental Concepts/Skills**

- Immigration  
- Developing a wider understanding of world issues

**Big Ideas/Essential Question**

- Understand the importance of viewing the world from a different perspective  
- Investigate recent and current events to appreciate the diversity of situations and experiences of people around the world

**Ontario Curricular Overall Expectations:**

**Social Studies: Canada and the World**

- Demonstrate an understanding that the world is made up of countries, continents, and regions and that people’s lifestyles may differ from country to country;  
- Explain how the environment affects people’s lives and the ways in which their needs are met.

**Arts: Understanding forms and Cultural Contexts**

- making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)

**Ontario Curricular Specific Expectations**

- identify the origins and features of various families (e.g., nationality, culture,
- demonstrate an understanding that communities may be made up of people from many cultures;

**Lesson Goals**

By the end of this lesson students will be able to:
- Understand the variety of reasons that a person might choose to leave their home
- Demonstrate an understanding that relocating takes resources or opportunities that are not always available.

**Key Concepts**

- Empathy
- World Geography
- Migration

**Background Knowledge**

Students will have explored their personal histories, the topic of immigration, and have been introduced to the idea that Canada is the destination of many current and historical immigrants.

**STAGE 2:**

**Student Groupings**

Whole Class Discussion (Brainstorm Activity)
Group Work (4-5 students)

**Instructional Strategies**

Teacher-led discussion
Group-based activity

**Material and Considerations**

Chalk-board or whiteboard for brainstorming activity
Teacher notes
Situation cards for game

**Accommodations**

- ELL and ESL students will be working in groups with other students who have stronger language fluency.
- Each card will have a visual representation of a certain scenario which will be illustrated on the back of the card. This will allow for students who are visual learners and for other ELL and ESL learners to think about the photos to make necessary
### Motivational Hook

- The photo below will be displayed overhead projector or smartboard if it is available.
- The teacher will prompt the children to think about what they see in this photo? Who they see? What is the situation? What are the children doing in this photo? What do you think happened?
- Depending on responses, the teacher will link this discussion to the idea of refugees and immigrants.

![Photo](image)

### Open

Teacher leads a short discussion and brainstorm session about
1. Possible reasons for people to migrate
2. What may prevent them from migrating (if they desired to do so)
3. Does anyone know reasons why they’re families came to Canada?

### Body

- Teacher arranges the students into groups of 4 or 5, ensuring that there are strong
readers in each group to assist the other students.

- The activity cards are distributed to each group. The students are asked to read the activity cards and the corresponding photo on the back of the cards and decide whether the situation is that of an immigrant, refugee, or someone who is unable to leave their home country.

- Each group reads their card to the class and present the situation and justify why they feel that the photo and written explanation relate to the topic of immigration.

**Close**

- The teacher will discuss the importance of welcoming people in their community and they need to take into consideration that there are many reasons behind why people decide to leave their homeland to come to Canada. On this note, the teacher will encourage students to consider ALL of their new classmates to the classroom, to the community and to Canada and make them feel that they are welcome. The teacher will close this comment by asking the children to show their warm welcomes when they greet their parents, family and friends to the Gallery of an *An Immigrants’ Tale* that they will host next class.
# Lesson Plan 5: An Immigrant’s Tale Gallery

**Subject/Course:** Social Studies: Language Arts  
**Time:** 120 minutes  
**Strand:** Canada and the World; Oral Communication  
**Grades:** 2

## Lesson Description

In this final lesson of the "Immigrant’s Tale: The Story of Immigration in Canada" unit plan, students will guide their parents through the classroom and explain what they have learned with each class activity. They will then each present the “My Family Traditions” poster board in short presentations to their classmates and parents. Everyone will then participate in the multi-cultural pot-luck celebration of the learning in the unit.

## Stage 1: Desired Results

### Fundamental Concepts/Skills

- Sharing learning
- Making community connections
- Making world connections

### Big Ideas/Essential Question

- Appreciate the diverse backgrounds and cultural heritages represented in their classroom
- Encourage development of student’s oral communication skills by sharing meaningful, personal stories

### Ontario Curricular Overall Expectation

**SOCIAL STUDIES**

**Heritage and Citizenship:**
- 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;

**Canada and World Connections: Features of Communities Around the World**
- Use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;

**LANGUAGE:**

### Specific Expectations
## Heritage and Citizenship

**Knowledge and Understanding**
- demonstrate an understanding that communities may be made up of people from many cultures;
- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names);

**Inquiry/Research and Communication Skills**
- use illustrations, key words and simple sentences (ex. timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;

## Canada and the World

**Knowledge and Understanding**
- recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;

**Map, Globe and Graphing Skills**
- Locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied.

## Language Arts

**Oral Communication**
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

## Lesson Goals

By the end of this lesson students will be able to:
- Understand what it means to be part of a community
- Be able to communicate their family histories and traditions/celebrations
- Be able to teach their parents about what they have learned

## Key Concepts

- Cultural Diversity
- Immigration
- Sharing learning

## Background Knowledge

Students will have explored their personal histories, the topic of immigration, and have explored the idea that Canada is a nation of immigrants and has a rich diversity because of this fact.

## STAGE 2:
<table>
<thead>
<tr>
<th><strong>Student Groupings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired activity with parent (parent tour)</td>
</tr>
<tr>
<td>Individual presentations (to class)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-led sequencing</td>
</tr>
<tr>
<td>Student-led tour</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement of chairs and tables to accommodate parents</td>
</tr>
<tr>
<td>Table space, plates, napkins and cutlery</td>
</tr>
<tr>
<td>Tour guide checklist (Appendix 8)</td>
</tr>
<tr>
<td>Computer and Projector</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Considerations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If a parent does not attend the class, students will be paired with other attending parents. Teacher will have prepared the slideshow of student work/reflections to use as a backdrop to the meal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accommodations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Potential allergies must be carefully addressed. Parent’s provide recipes and food is separated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stage 3: Learning experience and Instruction</strong></th>
</tr>
</thead>
</table>

**Motivational Hook**

Students greet the parents with hello from few different languages reflecting the linguistic diversity of the classroom. Teacher welcomes parents and outlines the agenda for the day.

**Open**

Students are instructed to take their parents on a “tour” of the class, and have a checklist that the students and parent fill out together (see Appendix 8)

**Body**

Students take parents to each station and demonstrate their understanding of the work in the unit. Questions from worksheet include:

1. Show your name stamp to your parents and explain its significance. Show your parent the name stamp of another student and explain its significance.
2. Show your parents your Family History Poster and describe what you have learned about your family history.

3. Find the countries of your ancestors (or yourself) on the class map. Indicate 2 other countries where your classmates ancestors are from.

Class and guests comes together for a one-minute presentation of each students’ poster.

Everyone celebrates by enjoying a feast of multi-cultural dishes prepared by the students and parents.

**Close**

Teacher presents a short slide show of the work done in the unit, highlighting students early and later reflections.

**Assessment Tools**

Students, with the aid of parents, fill out a checklist ensuring they have toured the gallery and can describe their traditions, and find their countries on the map.

Students present their poster collage answering the following questions:

- Where did your family originally immigrate from?
- What are some of your family traditions or celebrations?
- What have you included on your poster and why?

The teacher evaluates the student presentation using a rubric (see Appendix 9)

Students are asked to reflect on the unit (as presented in slide presentation) and write an answer to the following question: “What have you learned about your community?”

**Extension**

If there is an opportunity, students might invite neighboring classes or school administration to a tour of their work in the unit.
Appendices

Appendix 1: Letter Home to Parents (Lesson 1)

Dear Parent/Guardian,

Our class is working on our Canada and the World unit in Language Arts and Social Studies. This unit will cover the concepts of immigration, heritage and citizenship, and cultural celebrations from around the world. We hope this will give us the opportunity to learn more about each other and about the world we live in. For the end of our unit, we will be having a Gallery viewing of all the beautiful art work we have created throughout our unit. Students will also participate in oral presentations about their work.

For this event to be a success, we require your participation and support. If you are able to bring a nut-free dish to share with the class, please fill out the form below and send it to school with your child.

Thank you!

Grade 2

Dish: ___________________  Amount: _____________

Culture: ________________________________

Dear Parent/Guardian,

For our next lesson, we will be exploring the idea of immigration. Here are a few guiding questions to discuss with your child:

1. Where did your family originally come from before settling in Canada? (can be more than one location)
2. When did your family come to Canada?

3. Circle these places on the map (attached)
Appendix 2: Hello/Welcome Greetings in Various Languages (Lesson 2)

*Hola* (Spanish)
*Nehow* (Mandarin/Cantonese)
*Salam Alaykum* (Arabic)
*Beinvenue/Salut* (French)
*Jambo* (Swahili)
*Soo Dawaada* (Somali)
*Namaste* (Hindi/Gujarati)
*Gootin Tahg* (German)

[adapted from http://www.wikihow.com/Say-Hello-in-Different-Languages]

Appendix 3: The Name Jar by Yangsook Choi (Lesson 1)

**Story Summary:**
Unhei has just come with her family from Korea and is starting school. Her name is pronounced Yoon-hye, which means grace, but she feels awkward about it after some teasing on the school bus. She decides to choose an American name, and her classmates oblige her by filling a glass jar with their suggestions. Her mother reminds her that she and her grandmother went to a name master for Unhei's name, and Unhei practices stamping her name with the beautiful name stamp her grandmother gave her. Finally, Unhei decides to keep her own name, and one of her classmates even has a stamp made for himself with the Korean characters for friend.

**Example Prompts:**
1. How do the other children respond when Unhei introduces herself on the bus? Why do they act this way?
2. How does Unhei feel by the time the bus arrives at school? How can you tell?
3. Have you ever had an experience like Unhei’s?
4. Do you think that the children on the bus could have responded to Unhei’s name in a different way? What could they have done, and how would that have made a difference?
5. What should we do when we have difficulty pronouncing other peoples’ names?
6. How does Unhei explain her wish for an American name to her mother? How does her mother respond? Do you agree with Unhei’s mother, that being different is a good thing? Why or why not?
7. In what ways are you different from other people?
### Appendix 4: Rubric for Assessment for Learning (Lesson 1)

#### Reading Comprehension

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>Student displays some knowledge of the story’s main events</td>
<td>Student displays considerable knowledge of the story’s main events</td>
<td>Student displays thorough knowledge of the story’s main events</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>Student uses some critical/creative thinking to make inferences about the text</td>
<td>Student uses some critical/creative thinking to make inferences about the text with considerable effectiveness</td>
<td>Student uses critical/creative thinking to make inferences about the text with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Student is able to communicate thoughts with some effectiveness</td>
<td>Student is able to communicate thoughts with considerable effectiveness</td>
<td>Student is able to communicate thoughts with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Student is able to make limited connections between text, personal experience and the world</td>
<td>Student is able to make considerable connections between text, personal experience and the world</td>
<td>Student is able to make numerous connections between text, personal experience and the world</td>
</tr>
</tbody>
</table>

#### Oral Communication

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Student is able to communicate thoughts with some effectiveness</td>
<td>Student is able to communicate thoughts with considerable effectiveness</td>
<td>Student is able to communicate thoughts with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
Application

Student is able to make some connections between their artwork, personal experience and cultural representations

Student is able to make between considerable connections between their artwork, personal experience and cultural representations

Student is able to make numerous connections between their artwork, personal experience and cultural representations

Appendix 5: Poster Assignment Outline (Lesson 2/homework)

CREATE A FAMILY TRADITION COLLAGE!
Using a standard poster board (size), create a collage with any type of media (for example: text, photos, magazines, drawings, textiles) that describes your family traditions and celebrations. Use the following questions to help you decide what to include.

- A tradition is doing or believing something the same way that a certain group of people does. What is one tradition that you have as a family?
- A celebration is a way to be happy or proud about something. What is one celebration that you share as a family?
- As Canadians we are a mosaic of different cultures. Many of us have links to several different First Nations, European, Asian, South American and/or African roots. What different countries and cultures does your family descend from?
- Language is a large part of the cultures we have descended from. What are the different languages that your ancestors spoke?
- Do you know how to say hello in the languages of your ancestors? If not go to http://www.ipl.org/div/hello/ and learn.

Appendix 6: The Lotus Seed Worksheet (Lesson3)

A) Take out your copies of the Lotus Seed. Number the events that take place in the story in chronological order. The first event has been given to you to get you started.

1- Ba gives her grandchildren a seed

2- War begins in Ba’s country

3- Ba’s picks a lotus seed from the Imperial garden
Ba saw the emperor cry when he lost his throne

*The lotus seed blooms into a flower*

*Ba and children leave Vietnam*

*The little brother steals the lotus seed*

*Ba’s family arrives in a “strange new land”*

*The little brother plants the lotus seed*

B) In your groups, answer the following questions. You may look in the book if you need help.

1- What country is Ba originally from?

2- Why did Ba and her family have to leave her homeland?

3- What mode of transportation did they use to travel?

4- Why did Ba take the Lotus seed with her when she left Vietnam?

5- Think about the lotus seed. Do you have anything at home that is special from your culture. Tell what it is and why it is special.
Su-Yung’s family is from China. Her father lost his job in a factory. He needed a new job. Su-Yung’s family moved to Canada.

Malik’s family is from Afghanistan. His family was in danger. They came to Canada.

Sabeen’s family is from Pakistan. There was a big flood there. They moved to Canada.

Valadmir is from Ukraine. He came to Canada to go to school.
Immigration

Refugee

Refugee
KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of content: <strong>Reading</strong></td>
<td>Demonstrates limited knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Knowledge of content: <strong>Writing</strong></td>
<td>Demonstrates limited knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Knowledge of content: <strong>Speaking</strong></td>
<td>Demonstrates limited knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Knowledge of content: <strong>Listening</strong></td>
<td>Demonstrates limited knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates thorough knowledge of content</td>
</tr>
</tbody>
</table>

Appendix 8: Checklist for Students and Parents (Lesson 5)

WELCOME TO THE GRADE 2: A IMMIGRANT’S TALE GALLERY

Please use the following checklist to guide your parents on a tour of our classroom

Student:
Parent(s):

EXHIBITS:

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit 1: Name Stamp Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate and describe your name stamp to your parent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit 2: Poster Presentation Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate and describe your poster,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit 3: Map of the World: Find Ottawa on the class map. Find a country of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your origin on the class map.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 9: Rubric for evaluating student achievement on Poster Presentation (Lesson 5)

<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Explain significant traditions and celebrations in own family with limited effectiveness</td>
<td>Explain significant traditions and celebrations in own family with some effectiveness</td>
<td>Explain significant traditions and celebrations in own family with considerable effectiveness</td>
<td>Explain significant traditions and celebrations in own family with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>Uses illustrations, key words and simples sentences to sort, classify, and record basic information and plan for poster with limited effectiveness.</td>
<td>Uses illustrations, key words and simples sentences to sort, classify, and record basic information and plan for poster with some effectiveness.</td>
<td>Uses illustrations, key words and simples sentences to sort, classify, and record basic information and plan for poster with considerable effectiveness.</td>
<td>Uses illustrations, key words and simples sentences to sort, classify, and record basic information and plan for poster with a high degree of effectiveness.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Expresses and organizes ideas and information when presenting poster with limited effectiveness.</td>
<td>Expresses and organizes ideas and information when presenting poster with some effectiveness.</td>
<td>Expresses and organizes ideas and information when presenting poster with considerable effectiveness.</td>
<td>Expresses and organizes ideas and information when presenting poster with a high degree of effectiveness.</td>
</tr>
</tbody>
</table>
References


“Newsround” http://news.bbc.co.uk/cbbcnews/hi/world/default.stm retrieved October 22, 2010

“Monsoon Rain Threaten to worsen Pakistan’s Flood Crisis”


