

Subject: Social Studies

Grade: 7/8

Lesson Title: Introduction to Heritage and the Heritage Fair Project

Teacher: A. Willner

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

IN7.2—*Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.*

a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).

IN8.1—Investigate the meaning of culture and the origins of Canadian cultural diversity.

c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Key Understandings: ('I Can' statements)

-I can understand what a person's heritage is.

Essential Questions:

-What is heritage?

Stage 2: Determine Evidence for Assessing Learning

-Students will be able to understand what heritage is so they can find out about their own heritages from their families.

Stage 3: Build Learning Plan

Set:

Time: 5 minutes

1. Raising your hand, what do you think heritage is?
2. Share the correct definition: Heritage is cultural traditions, stories, information, etc. passed down by older generations/past times. (Have students write this in their notebooks)

Development:

Time: 40-45 minutes

1. Go through questions as a class as though we moved from Canada to another country.

Materials/Equipment:

-overhead of questions to model leaving Canada
-handouts of questions to answer about their

Management Strategies:

-no blurting, only raised hand answers will be accepted

Safety Considerations:

N/A

Learning Closure:

Time: 10-15 minutes

1. Inform the students that what we just did was an example of what they will be doing with their own family heritage.
2. We will then go over the questions that they will have to answer about their heritage.

Possible Adaptations/

Differentiation:

N/A

Stage 4: Reflection