**Social Studies Lesson Plan**

**Teachers:** Jordan Gallant, Sarah Galvin, Lieneke den Otter, Rebecca Steeves

**School:** St. Thomas University

**Unit:** 4.4.4

**Grade:** 4

**Date:** February 5th

**Title of Lesson:** Canadian Symbols

**NB Curriculum Outcome:** 4.4.4 Examine symbols associated with Canada’s landscapes.

**NCSS Standards:** Culture, Individual Development and Identity

**Class Objective:** To understand what symbols are and identify Canadian symbols.

**Time required:** 110 minutes

**Materials:** Common Symbols Smartboard lesson, magazines, paper, pencils, coloured pencils/ crayons/ markers, scissors, glue, newspapers, computer, SMARTboard presentation (pictures, example of KWL chart, print off the SMARTboard presentation, and ruberic.

**Methods/ Structure:**Numbered Heads

**Text/ Audio/ Video- based Resources:** *M is for Maple: A Canadian Alphabet* by Mike Ulmer (for extra resource)

**Features:** Internet Images, Smart Notebook file

**Vocabulary:** symbol, collage and the Ten Symbols: The Coat of Arms, Canadian Motto, National Flag, Official Colours, The Maple Tree, The National Anthem, The Beaver, The National Horse of Canada, National Sports (hockey and le cross) and Maple Leaf Tartan.   
  
**Instructional Strategies/ Procedures:**

Phase 1: (10 minutes)

1. Show students some pictures of common symbols on the SMARTboard (such as hearts, peace signs).
2. Have students create a KWL (Know, Want to Know and Learned) chart about what students already know about symbols and what they want to know about symbols. This will be completed in their social studies journal and students will refer back to the learned part of the chart at the end of the lesson.   
     
   Phase 2: (45 minutes)
3. Turn students’ attention towards an interactive smartboard slide (see appendix 1) which will present the definition and understanding of a symbol.
4. This will follow with a short discussion with students, answering any questions students may have from their KWL.
5. This discussion will end with a gateway question to the next activity: What do you all think the official Canadian symbols are?
6. Two Stay, Two Stray (see appendix 2):
7. Break students into groups of 4 using the Numbered Heads method and then explain that we are going to become experts about a particular symbol today.
8. Assign each small group two Symbols and have groups work together to create a list of important points about their symbol that they are going to share with the rest of the class in. Explain what important fact include, such as what the symbol looks like and how it became a symbol.
9. When groups are ready, have them elect 2 note takers who are going to stay behind while the other two go from group to group, teaching others about the symbols they have become experts about. Give each group 4 minutes visiting other groups. This part of the activity should take about 25 minutes including times for the switches, for a class with 20 students.
10. Once all groups have learned about the 10 official symbols of Canada from each other, have them return to their groups and initiate phase 3.    
      
    Phase 3: (40 minutes)
11. Assign each group to make a collage based on what they think the ten official Canadian symbols should be and the knowledge they have learned about how we choose symbols.
12. Explain that their group’s collage should be a mash-up of the ten symbols chosen from the supplied images, magazines, and hand-drawn images and the ten official symbols they learned about in the two-stay, two-stray activity.
13. Supply the class with printouts, magazines, paper, pencils, coloured pencils/ crayons/ markers, scissors, glue and newspapers.
14. Explain the rubric for the collages and give each group a rubric (see appendix 3) that they can work towards when composing their collage.
15. Explain to students that they need to choose *at least one new symbol* within their group and include this in their collage.
16. Have groups also do a write up on the back of their collages (may be in point form) to explain why they chose the ten symbols they placed on their collage as the best ten to represent Canada. Students will include their team member’s names on the back of the page and the teacher will collect their work following the presentations.  
      
      
    Phase 4: (15 minutes)
17. Have groups present their Canadian symbol to the whole class.
18. Meet with students after presentations and fill in rubric based on student performance and content.
19. After all groups have been presented, display all collages on the wall and/or combine them into one large collage.

**Assessment:**

Then have students go back to KWL chart and fill in the learned section of chart in their social studies journal for teachers to assess at a later date. Questions are asked throughout discussion in phase 2 for teacher to assess student understanding and pacing of lesson. 1-4 scale rubric will be filled in during presentations by teacher and they will meet with students after to discuss scale.     
  
**Differentiation:**

This lesson self-differentiates through different activities involved during lesson. The collage aspect of this lesson plan differentiates towards students who learn best visually (kinaesthetically). The KWL chart speaks towards these learners as well. Also, During the Two Stay, Two Stray activity, students will be paired up so there is less responsibility and pressure on students if they are struggling.   
  
Teaching method/ strategies: Collage, KWL, and Two Stay Two Stray.

**References:**1) Canadian Heritage- official symbols: <http://www.pch.gc.ca/pgm/ceem-cced/symbl/101/103-eng.cfm>  
2) NB Curriculim Social Studies Documents

3) NCSS Standards <http://www.socialstudies.org/standards/teacherstandards>