

Follow the Drinking Gourd
Integrating Literature into Social Studies
CARC Social Studies

Grade Level	5	General Outcome	5.2 Students will demonstrate an understanding of the people and stories of Canada and their ways of life over time, and appreciate the diversity of Canada’s heritage.
Time Frame	4 – 5 class periods	Enduring Understanding (purpose of the lesson)	Students will represent important aspects of immigrant cultures that populated Canada and their contributions to Canada.
Developed By	Kyla Cook		
Critical Challenge/Big Idea	Develop quilt pieces with powerful symbols to represent Indian, Chinese and Black immigrants to Canada.		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes		Skills and Process Outcomes
<p>5.2.1 – appreciate the complexity of identity in the Canadian context:</p> <p>5.2.1.1 – recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity (I, TCC)</p> <p>5.2.1.5 – acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)</p>	<p>5.2.8 – critically examine ways of life of non-European immigrants</p> <p>5.2.8.1 – How do the stories of Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)? (CC, I, TCC, LPP)</p> <p>5.2.8.2 – What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)</p> <p>5.2.8.3 – How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)</p>		<p>Historical thinking</p> <p>5.S.2.3 – explain the historical context of key events of a given time period</p> <p>5.S.7.3 – draw and support conclusions based on information gathered to answer a research question</p>
Note: 5.2.8.2 is not summatively assessed and therefore the number does not appear in bold above.			

Summative Assessment Strategies	Quilt Square Rubric
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Asking Critically Thoughtful Questions</p> <p>(For a background lesson and example of <i>Asking Powerful Questions</i>, see: http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt.html)</p> <ol style="list-style-type: none"> 1. Using concept attainment, have students develop criteria for critically thoughtful questions. To do this, show students the chart from the critical challenge "Asking Powerful Questions" on the link above. Ask students what the differences are between the examples and non-examples of critically thoughtful questions. Sample criteria may include: <ul style="list-style-type: none"> • require more than one word answers, • the answers require thought/are not apparent, • the answers give lots of information, • etc. 2. Using teacher modeling, give students 4 critically thoughtful questions you have prepared ahead of time about an image you have in your room. Discuss what makes those questions critically thoughtful using the criteria. Then, in small groups, have students create 4 critically thoughtful questions of any pictures posted around the room. Have students use the Student <i>Self-Assessment Checklist: How powerful are my questions?</i> Also found on Learn Alberta link above. Take time to discuss why the questions are critically thoughtful. 3. Discuss possible answers to students' questions.
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Follow the Drinking Gourd</p> <ol style="list-style-type: none"> 1. Have students develop critically thoughtful questions using the pictures from the book <u>Follow the Drinking Gourd</u> by Jeanette Winter. Record questions so students can see the questions as you read the story. 2. Read the "note about the story" and the story <u>Follow the Drinking Gourd</u> by Jeanette Winter. If necessary, re-read the book as students will often pay attention to the story the first time and look deeper the second. 3. Discuss possible answers to the critically thoughtful questions. <p>Activity 3: Quilt Piece Design</p> <ol style="list-style-type: none"> 1. Introduce the task of designing a quilt piece using appropriate symbols to represent the story of the African-American immigrants.

	<p>2. Create criteria for powerful symbols. Discuss pictures/symbols commonly used in the story we read as well as using Pg. 84 of <u>Voices of Canada: People, Places, and Possibilities</u>. What makes them appropriate symbols? Possible criteria may include:</p> <ul style="list-style-type: none"> • relevant (related to the culture), • informative (give information about the situation), • significant (represent something important), • etc. <p>Discuss examples and non-examples (Ireland – which is a more powerful symbol, a leprechaun or a potato, and why? Which better fits our criteria?)</p> <p>3. Discuss with students the meaning of “historical context”. Have them brainstorm the type of information they would need to know about the situation at the time in order to fully understand the events that occurred.</p> <p>4. Have students read and research the story of immigration to Canada of the Chinese and Indian peoples. They are to focus on the historical context as well as how the stories of those groups are important to the development of Canada (cultural message). Have students fill in the handout “Story of Immigration” (below) in order to determine symbols that will be used on their quilt. Note: the criteria can be changed to suit those decided upon as a class.</p>
Resources	<p>Winter, J. (1988). <i>Follow the Drinking Gourd</i>. New York: Knopf.</p> <p>Akins, M. (2007). <i>Voices of Canada: People, Places, and Possibilities</i>. Pearson Education Canada. ISBN 13: 9780132279710</p> <p>Learn Alberta (2008). <i>A Classroom Example of Asking Powerful Questions</i>. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt_session1.html</p>
Formative Assessment Strategies	<p>Small group creation and discussion of critically thoughtful questions.</p> <p>Large group discussion of critically thoughtful questions of images around the classroom.</p> <p>Large group discussion of critically thoughtful questions of images in book.</p>
Other	<p>This activity may be extended to include the Irish, Scottish and British immigrants and therefore include Specific Outcome 5.2.6 as well.</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Level Criteria	Excellent	Proficient	Adequate	Limited
Describes Contribution (5.2.8.1, 5.2.8.3)	Through use and explanation of symbol provides an in-depth understanding of the contribution to Canada	Through use and explanation of symbol provides an sufficient understanding of the contribution to Canada	Through use and explanation of symbol provides an partial understanding of the contribution to Canada	Through use and explanation of symbol provides an incomplete understanding of the contribution to Canada
Explains Historical Context (5.S.2.3)	Provides a rich and detailed explanation of the situation and stories of immigrants	Provides a specific explanation of the situation and stories of immigrants	Provides a simplistic explanation of the situation and stories of immigrants	Provides a undeveloped explanation of the situation and stories of immigrants

Quilt Squares Rubric

Story of Immigration

After reading about the cultures, decide what message you want to share with others about the culture's impact on the development of Canada on your quilt pieces and how you will do this by using symbols. Use this chart to help you decide.

Cultural Message	Historical Context	Symbol	Criteria
			<ul style="list-style-type: none"><input type="checkbox"/> Relevant<input type="checkbox"/> Informative<input type="checkbox"/> Significant
			<ul style="list-style-type: none"><input type="checkbox"/> Relevant<input type="checkbox"/> Informative<input type="checkbox"/> Significant
			<ul style="list-style-type: none"><input type="checkbox"/> Relevant<input type="checkbox"/> Informative<input type="checkbox"/> Significant

Here are the plans for my quilt squares:

