

## Traditions and Celebrations CARC Social Studies

<b>Grade Level</b>	2	<b>General Outcome</b>	2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.
<b>Time Frame</b>	Class Dependent	<b>Enduring Understanding (purpose of the lesson)</b>	Through creation of a slideshow, students will examine stories of the past and their contribution to present communities.
<b>Critical Challenge/Big Idea</b>	<b>Create and effective slideshow presentation to illustrate the importance of stories of the past to present communities.</b>		
<b>Value and Attitude Outcomes</b>		<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>
<p><b>2.1.1 appreciate the physical and human geography of the communities studied</b> 2.1.1.3 value oral history and stories as ways to learn about the land</p>		<p><b>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada</b></p> <p><b>2.1.3.2</b> What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)</p> <p><b>2.1.3.3</b> How are the communities strengthen by their stories, traditions and events of the past? (CC, TCC)</p>	<p><b>Apply the research process</b> <b>2.S.7.3</b> follow a plan to complete an inquiry <b>2.S.7.4</b> access and retrieve appropriate information from electronic sources for a specific inquiry</p> <p><b>Oral, written and visual literacy</b> <b>2.S.8.4</b> create visual images for particular audiences and purposes <b>2.S.8.1</b> prepare and present information in their own words, using respectful language</p>
<b>Summative Assessment Strategies</b>	<b>Slide show Rubric</b>		
<b>Introductory Activity/ The Hook</b>	<p><b>Discovering own family traditions, celebrations and languages.</b></p> <p>1. The teacher will create a survey on <a href="http://www.zoomerang.com">http://www.zoomerang.com</a> (free registration available) regarding family traditions and celebrations using the following questions:</p>		

	<ul style="list-style-type: none"> <li>• 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?</li> <li>• A celebration is a way to be happy or proud about something. What is one celebration that you share as a family?</li> <li>• 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?</li> <li>• Language is a large part of the cultures we have descended from. What are the different languages that your ancestors spoke?</li> <li>• Do you know how to say hello in the languages of your ancestors? If not go to <a href="http://www.ipl.org/div/hello/">http://www.ipl.org/div/hello/</a> and learn.</li> </ul> <ol style="list-style-type: none"> <li>2. Students will go with parents to the Zoomerang survey URL (which is provided when the teacher sets up the survey), answer the survey questions and submit their answers.</li> <li>3. Students will create a PowerPoint© Presentation or Kidpix© slideshow using the information gathered from the survey they completed with their parents containing the following slides: <ul style="list-style-type: none"> <li>• Saying Hello (language)</li> <li>• Cultural Background</li> <li>• Tradition</li> <li>• Celebration</li> <li>• Why these things are important to you</li> </ul> </li> </ol> <p>Note: Visit <a href="http://edcommunity.apple.com/ali/item.php?itemID=10581">http://edcommunity.apple.com/ali/item.php?itemID=10581</a> to see an excellent example of a slideshow made solely on family traditions.</p>
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Discovering the traditions, celebrations and languages of Regina, Iqaluit and Bouctouche</b></p> <ol style="list-style-type: none"> <li>1. Create a web displaying the traditions, celebrations and languages of one of the four communities that we are studying. After reading student resource and discovering the different traditions, celebrations and languages Regina, Iqaluit, Bouctouche, and Sylvan Lake students will choose one community and create a web using Smart Ideas©, Inspiration© or Kidspiration©</li> </ol> <p><b>Focus on Storytelling</b></p> <ol style="list-style-type: none"> <li>1. Read student resource and discuss how stories passed on from generation to generation help keep people connected to their families’ traditions and celebrations. Share a story from your past with students.</li> <li>2. Read different stories from the library that help to tell a story about communities past. (The Magic Rug of Grande-Pre by Rejean Aucoin, Hide and Sneak by Michael Kusugak, Little Firefly: An Algonquin Legend by Teri Cohlene, A Man Called Raven by Richard VanCamp, Turtle Island: Tales of the Algonquin Nations by Jane Louise Curry)</li> </ol>

	<ol style="list-style-type: none"> <li>3. Visit <a href="http://www.civilization.ca/cmcc/exhibitions/aborig/storytel/introeng.shtml">http://www.civilization.ca/cmcc/exhibitions/aborig/storytel/introeng.shtml</a> to listen to stories from the Mi'kmaq, Metis-Cree and Inuvialut cultures.</li> <li>4. Have available children's books with stories of the different communities to students. A number of stories are available for each of the three communities (Inuit, Acadian, and prairie). Students are to choose one of the books and determine the traditions/celebrations that are illustrated in the book. Students will then create a photostory on those traditions and celebrations using images from the <a href="#">Learn Alberta Image Collections</a>.</li> <li>5. Decide on a song that represents your class and have students vote on the song that best describes their class. You can either use a pre-recorded song, or you can tape you students singing a song.</li> <li>6. Put the picture story together with the song using iMovie©, Photostory©, or Movie Maker©.</li> </ol>
<b>Resources</b>	<p><a href="http://www.zoomerang.com">http://www.zoomerang.com</a> survey tool (retrieved June 25, 2010)  <a href="http://www.ipl.org/div/hello/">http://www.ipl.org/div/hello/</a> language of ancestors (retrieved June 25, 2010)  <a href="http://edcommunity.apple.com/ali/item.php?itemID=10581">http://edcommunity.apple.com/ali/item.php?itemID=10581</a> sample of slideshow (retrieved June 25, 2010)  <a href="http://www.civilization.ca/cmcc/exhibitions/aborig/storytel/introeng.shtml">http://www.civilization.ca/cmcc/exhibitions/aborig/storytel/introeng.shtml</a> Aboriginal storytelling site  iMovie, Photostory, or Moviemaker software (retrieved June 25, 2010)  <a href="http://www.learnalberta.ca/Search.aspx?lang=en&amp;search=image+collection&amp;grade=Grade+2&amp;subject=Social+Studies">http://www.learnalberta.ca/Search.aspx?lang=en&amp;search=image+collection&amp;grade=Grade+2&amp;subject=Social+Studies</a> Learn Alberta Image Collections for Grade 2 (retrieved June 25, 2010)</p>
<b>Formative Assessment Strategies</b>	<p>Example of a slideshow on family traditions  <i>Community Web Checklist</i>  <i>Self-Evaluation-Working Together to Make Our Class Story</i></p>
<b>Other</b>	<p><b>Note: All ICT outcomes for social studies are infused in the Program of Study for each grade level and the "Outcomes" section of this document.</b></p> <p>C.6.1.1 identify a problem within a defined context  C.6.1.2 use technology to organize and display data in a problem-solving context C.6.1.3 use technology to support and present conclusions  P.4.1.1 integrate text and graphics to form a meaningful message  P.4.1.2 balance text and graphics for visual effect  P.6.1.1 compose a message that can be sent through communication technology  P.6.1.2 communicate electronically with people outside the classroom</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
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## SOCIALSTUDIES SLIDESHOW RUBRIC

### TRADITIONS, CELEBRATIONS, AND LANGUAGES FROM MY CULTURE

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
<b>Explains important cultural characteristics</b> (2.1.3.1)	Explains <b>significant</b> cultural characteristics	Explains <b>relevant</b> cultural characteristics	Explains <b>predictable</b> cultural characteristics	Explains <b>vague</b> cultural characteristics	
<b>Shows importance of traditions/stories of the past for today</b> (2.1.3.3)	Provides <b>comprehensive</b> information about the relationship of a significant tradition to the present	Provides <b>detailed</b> information about the relationship of a significant tradition to the present	Provides <b>partial</b> information about the relationship of a significant tradition to the present	Provides <b>sketchy</b> information about the relationship of a significant tradition to the present	
<b>Uses technology to support a presentation</b> (2.S.8.6)	Uses technology <b>skillfully</b> to create a visual that informs and interests the audience	Uses technology <b>effectively</b> to create a visual that informs and interests the audience	Uses technology <b>generally</b> to create a visual that informs and interests the audience	Uses technology that <b>does little</b> to create a visual that informs and interests the audience	
<b>Presents Orally</b> (2.S.8.1)	Oral presentation <b>enhances</b> audience understanding and holds the interest of the audience	Oral presentation <b>supports</b> audience understanding and maintains audience interest.	Oral presentation <b>partially supports</b> audience understanding but does not sustain audience interest	Oral presentation <b>does little to assist</b> audience understanding and does not sustain audience interest	



## Self Evaluation: Working Together to Make Our Class Story

I listened to what other students had to say			
I thought about what the other students said			
I waited to take my turn			
I shared my best ideas			
I helped the group make a decision			
I used respectful language	