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LESSON PLAN

Title: Multicultural Mural Grade: 6
Subject: Social Studies Topic: Canada – A Multicultural and Multiracial Mosaic

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 6.6.1 Demonstrate an understanding of how cultures from around the world have participated in the development of Canadian culture</p>	<p>Assessment Tasks Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Assessment Strategies: Observation Recording Device(s): Anecdotal Records</p>
<p>Resources: Teacher’s Materials Art Materials – large mural paper, paint, paintbrushes, markers, pencils, pencil crayons, etc. Blank Paper for Rough Work [one sheet for student; extra sheets if needed] Chart Paper and Markers/Blackboard and Chalk/Whiteboard and Markers for Brainstorming [if required]</p>	<p>Resources: Learner’s Materials Drawing/Colouring Supplies All other materials should be provided by teacher</p>
<p>TEACHING / LEARNING</p>	
<p>Groupings: Small Groups Independent Work</p>	<p>Prior Knowledge: This lesson will be a culminating activity for the year. It will allow students the opportunity to demonstrate what they have learned. Strategies: Arts-Based Discussion Visual-Spatial Intelligence</p>

Steps:

1. Have students create a mural as a culminating activity for this year in Social Studies.
2. The mural should depict how cultures from around the world have participated in creating the Canadian culture, and should encompass learning from throughout the school year. A variety of themes can be included. Some suggestions include: food, clothing, language, dance, etc.
3. Decide with students three aspects of culture that they would like to include on the mural. Ideally, they should relate to cultural aspects that they have discussed over the course of the year.
4. Have students form small groups [groups of three or four, depending on the total number of students in the class] and allow them to choose a culture that they would like to focus on. Again, the cultures should ideally be ones that the students have discussed over the past year and have helped develop the Canadian culture. You may wish to incorporate this as a brainstorming list before the students form their groups. Then they can choose from the list, in order to ensure there are no repeats. If you use this method, be sure to use a fair approach to the selection process.
5. Have them create their contributions to the mural. This can be done in a variety of ways, including: one group goes to the mural at a time, one student from each group goes to the mural at a time, let the students have their own sheet of paper which will then be placed together with the others, etc. Students may also wish to practice drawing what they would like to include on the mural, prior to doing the finished product.
6. Once finished, allow the students the chance to show the finished product to the rest of the school, or to their parents/guardians. Some suggestions for a display/showing include: Parents' Night, coffeehouse, display in the front foyer of the school, etc. You may also wish to have students work together to create a write-up, detailing what the mural depicts, what they have learned over the course of the year, etc., which can be displayed with the mural.