



LESSON PLAN

Title: What Does It Mean To Be Canadian? Grade: 8
Subject: Social Studies Topic: Reflections on Canadian Identity

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 8.6.1 Portray their understanding of Canadian identity</p>	<p>Assessment Tasks Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Small Group Presentation Peer Assessment</p> <p>Recording Device(s): Peer Assessment Checklist Rubric</p>
<p>Resources: Teacher's Materials</p> <ul style="list-style-type: none"> • Art Materials – drawing/colouring supplies, scissors, glue, tape, construction paper, Bristol board, magazines, lined paper, etc. • Video Recording Equipment [if available] • TV/DVD/VCR [if student needs for the presentation of their project] • Photocopies of Rubric for Evaluating Student Work [one per student] • Pens 	<p>Resources: Learner's Materials</p> <ul style="list-style-type: none"> • Art Materials – drawing/colouring supplies • Video Recording Equipment [if not available from the school] • Photocopies of Peer Assessment Checklist [each student will need one copy for every student in the group, excluding themselves – therefore, if there are four students in each group, each student needs three copies of the checklist] • Pencils or Pens
<p>TEACHING / LEARNING</p>	
<p>Groupings: Independent Work Small Groups for Sharing</p>	<p>Prior Knowledge: Students would complete this activity at the end of the school year, after having plenty of time to discuss the meaning of Canadian identity.</p> <p>Strategies: Arts-Based Reflection Discussion</p>

Steps:

1. Close to the end of the school year, have students begin a final assessment piece, whereby they will reflect on what they have learned about Canadian identity over the course of the year. Pose the following question: “What does it mean to be Canadian?”
2. Their project may take any arts-based form they would like. Some suggestions include: collage, painting, drawing, poem, short video. The possibilities are endless! This is an opportunity for students to demonstrate what they have learned over the course of the year.
3. With student input, create a rubric which will be used by the teacher upon the completion and submission of the student’s assignment.
4. Prior to submitting their work, have students form small groups to discuss their projects with their classmates. Depending on the class, students may choose their own groups or they can be teacher-selected. Have students complete a peer assessment checklist, as a way for students to be sure they have included all the required elements prior to handing their work in.
5. The peer assessment checklist should include a section for positive feedback, where students will write a comment describing at least one thing they liked about the discussion and project.
6. Provide students with an opportunity to edit their project, if all required elements are not present.
7. Have students submit their completed work for assessment. This will be completed on the rubric that the teacher and students created.
8. After completion of their culminating activity, you may wish to display or present their work in other ways in the classroom. Some suggestions include: a gallery-style exhibit, coffeehouse, Parent’s Night, whole class presentations, etc.

** Please see below for a sample rubric and peer assessment checklist.

Reflection on Canadian Identity Rubric [Sample]

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge and Understanding of Canadian Identity	- demonstrates limited knowledge and understanding of Canadian identity	- demonstrates some knowledge and understanding of Canadian identity	- demonstrates considerable knowledge and understanding of Canadian identity	- demonstrates thorough knowledge and understanding of Canadian identity
Neatness and Attention to Detail	- organizes ideas and information with limited effectiveness	- organizes ideas and information with some effectiveness	- organizes ideas and information with considerable effectiveness	- organizes ideas and information with a high degree of effectiveness
Clarity	- expresses ideas and information with limited effectiveness	- expresses ideas and information with some effectiveness	- expresses ideas and information with considerable effectiveness	- expresses ideas and information with a high degree of effectiveness
Independent Work Skills	- requires a great deal of teacher or peer assistance	- requires little to no teacher or peer assistance	- requires no teacher or peer assistance	- requires no teacher or peer assistance

Peer Assessment Checklist [Sample]

Yes

No

Did your peer demonstrate knowledge and understanding of what it means to be Canadian, and/or Canadian identity, in both their creative work and group discussion? _____

Did your peer complete their work in a neat fashion, paying attention to detail? _____

Did your peer present their work in a clear manner? _____
In other words, did they explain their thoughts and ideas clearly, and were those ideas linked to their project?

Please provide your peer with at least one piece of positive feedback in the space below:
