**Stage 1 – Desired Results**

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| **Established Goals:**  **General Outcome**  Students will demonstrate an understanding and appreciation of how changes over time have affected  their families and influenced how their families and communities are today.  *Students will:*  1.2.1 appreciate how stories and events of the past connect their families and communities to  the present:  1.2.2 analyze how their families and communities in the present are influenced by events or  people of the past |

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| **Understandings:**  ***Students will understand that…***   1. Their family’s past is what makes them who they are today 2. appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) | **Essential Questions:**   1. Who makes up my family? 2. How has my family changed over time? 3. What was my grandparents’ life like? How was their life different from mine now? How is it the same? 4. What are some traditions of the past? Do we still have them today? |

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| ***Students will know…***  1. develop skills of historical thinking:  • recognize that some activities or events occur on a seasonal basis  • differentiate between activities and events that occurred recently and long ago  2. apply the research process:  • ask questions to make meaning of a topic  • compare and contrast information gathered | ***Students will be able to…***   1. Have a better sense of identity and respect and understand the people who make up our classroom community. 2. Recognizes community changes (neighborhood: Kincora, Evanston, Sage Hill, etc.) 3. Compare and Contrast their past to now |

**Stage 2 – Desired Assessment Evidence**

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| **Performance Tasks:**   1. Rubic – overall rubric with attitudes 2. Interview – catch the quiet ones 3. Writing sample 4. Photograph of end product 5. Illustrative samples 6. Window project will have a class rubric 7. Instructional Core 🡪 document the process of this inquiry \*personalized learning | **Other Evidence:**   1. Self-assessments 2. Character ends 3. Respectful peer feedback 4. Demonstrating thoughtfulness around discussions around cultural identity 5. Willingness to participate |

**Stage 3 – Learning Plan**

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| **Learning Activities:**   1. Birds Eye sketches (before and after) community 2. Timeline of Calgary 3. Guest Grandparent visits *🡪 teach kids their trade* 4. Field Trip: Dean House, Fort Calgary, Buffalo Jump 5. Walking tours 🡪 Stephen Avenue 6. Interview with families 🡪 traditions 7. Read alouds 🡪 stories about aboriginal and francophone 🡪 exposing kids to their contribution to our community/country 8. Kids interview each other in the class 9. Celebrate a tradition 10. Window as an analogy 🡪 with each interview (grandparent, parent, child) we will transfer a part of their life to each window using different media for each part. So grandparents’ part could be a picture of their grandma painting using charcoal media. Parents could be dad playing violin using crayon. Theirs could be what they do now using technology. A picture tells 1000 words.   Learning Celebration Ideas:   * Museum 🡪 artifacts, food/family recipe, suitcase, stories, photographs, dance, costuming, showcase grandparent trade, etc. |