

Name: Alexa Valleau**Grade level: 10****Subject: Social Studies 10-1****Lesson Title: Identity Through Water****Outcome(s) of Lesson:**

1.3 Students will appreciate how identities and cultures shape, and are shaped by, globalization.

1.4 Students will explore ways in which individuals and collectives express identities.

How will I know the students have achieved the learning outcome?

- Students will be able to identify the impact globalization has on Indigenous cultures.
- Students will be able to illustrate and explain how individuals and collectives express identities by examining the Western versus Indigenous perspectives.

HOOK:

Hand out "Globalization - An Introduction" to familiarize students with the term 'globalization.'

(5 min) In table groups, have students read aloud "Globalization - An Introduction." Once table has completed the reading, have table groups participate in an introductory exercise, "Where in the World?"

- Have table groups observe their surroundings, such as clothing, books, electronic devices, writing utensils, notebooks, etc.
- Have table groups create a list that states the name of the item and the item's country of origin.
- Each table group must have at least 4 items on their list.

Rough estimate of time for lesson: 1 hour and 15 minutes**Learning Opportunities:**

Time	Learning Opportunity	How do I check that students understand what to do?
10 min	Popcorn read with students "As Big As The Sky, As Tall As The Trees."	
2 min	In elbow partners, discuss if you noticed anything interesting or unique about the book. What stood out to you? Were there any themes? If so, were they reoccurring?	Class reflection

5 min	<p>Kagan strategy - Talking Chips. Small group discussion about how the book conveys an Indigenous perspective. What do Indigenous people believe to be sacred? How do you know that from reading the book?</p> <p>Discuss with class that we will examine each theme of the book and how it relates to shaping globalization and identities throughout the next few weeks. Our first theme of focus is <i>water</i>.</p>	<p>Observe small group discussion Thumbs up, thumbs down - understanding of the book</p>
5 min	<p>Kagan strategy - Stand up, hand up, pair up.</p> <ul style="list-style-type: none"> ➤ Round 1 - What purpose does <i>water</i> serve in “As Big As The Sky, As Tall As The Trees?” ➤ Round 2 - What purpose does <i>water</i> serve in the Western culture compared to the Indigenous culture shown in the book? ➤ Round 3 - Do you believe something as simple as <i>water</i> can shape globalization and express identities? Explain your reasoning. 	<p>Debrief with students after stand up, hand up, pair up</p>
2 min	<p>Debrief with students what they discussed during stand up, hand up, pair up.</p>	<p>Materials Needed</p> <p>One per student: “Globalization - An Introduction” handout</p> <p>One per student: “As Big As The Sky, As Tall As The Trees”</p> <p>Teacher resource: “Identity & Globalization” slideshow”</p>
How do I differentiate the learning opportunity for all learners?		
<p>For students who show great strength in leadership and social relationships: elbow partners, talking chips, class discussion (interpersonal). For students that are more active and have difficulty sitting still: stand up, hand up, pair up (kinesthetic). For students that excel with visualizations: slideshow, information handouts (visual/spatial).</p>		

TRANSITION: <i>(what will students do when they are finished?, how will we move to the next learning opportunity?)</i>	
<ul style="list-style-type: none"> ● 	<p>Movement Break - “Changes”</p> <ul style="list-style-type: none"> ○ Students are in partners ○ Taller partner (A) turns back on partner B ○ Partner B makes 3 different changes about their appearance ○ Partner A turns around and tries to guess the changes ○ Students sit down once both partners have had a turn

5 minutes max

- Jerry Mander - Globalization and Indigenous Cultures (3:40)
 - <https://www.youtube.com/watch?v=4EJ7xNEH2w8>
 - Whole class discussion: What does Jerry Mander mean when he states, “the traditional concepts are still alive,” (around 1:50) in regards to Indigenous peoples?

Total Transition Time: roughly 8 minutes

Time	Learning Opportunity	How do I check that students understand what to do?
10 min	Using the slideshow, discuss ‘identity’ and how it relates to globalization. <ul style="list-style-type: none"> ➤ Expressing Individual Identity ➤ Expressing Collective Identity ➤ Comparing Indigenous and Western Identity Expression (with a focus on <i>water</i>) 	
10 min	Since our first theme focus is <i>water</i> from “As Bis As The Sky, As Tall As The Trees,” have partners research the differing views on water that the Western culture and Indigenous people hold. (If students prefer to work alone, they have that option).	Observe research time
15 min	Once they have completed their research, they are able to move onto their comic strip. Instructions are on slideshow. Students will create 2 comic strips, one from a Western perspective and one from an Indigenous perspective. Will continue next Social Studies class. Rubric will be provided so students are aware of expectations.	Observe comic strips Thumbs up, thumbs down – understanding of assignment
		Materials Needed
		One per student <i>or</i> one per pair: computer, tablet, chrome book, etc.
How do I differentiate the learning opportunity for all learners?		
For students who show great strength in leadership and social relationships: partner work (interpersonal).		
For students that strive to better themselves and enjoy quiet work: individual work for comic strip (intrapersonal).		
For students that are more active and have difficulty sitting still: Changes movement break (kinesthetic).		
For students that excel with visualizations: slideshow, “As Big As The Sky, As Tall As The Trees” book, YouTube clip, comic strip (visual/spatial).		
For students who excel in words and languages: comic strip assignment (linguistic).		

CLOSURE:

- Reflect on discussion questions to see if students answers have changed with the knowledge they have gained.
 - What purpose does *water* serve in “As Big As The Sky, As Tall As The Trees?”
 - What purpose does *water* serve in the Western culture compared to the Indigenous culture shown in the book?
 - Do you believe something as simple as *water* can shape globalization and express identities? Explain your reasoning.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	<p>Remedial learner: participate in one round of stand up, hand up, pair up; work with a higher level student for comic strip; pass on popcorn read; do one comic strip from Indigenous perspective.</p> <p>Advanced learner: do a third comic strip that is a combination of Western and Indigenous perspectives; do a one page reflection on the book with a focus on water as a follow up after comic strip is complete.</p>
Cooperative Learning Strategies used	<p>Kagan strategies: Talking Chips & Stand up, hand up, pair up</p> <p>Elbow partners, partner work, individual work, movement break, thumbs up thumbs down</p>
Movement Breaks	“Changes”
Modes of Learning (Differentiation)	Interpersonal Intrapersonal Linguistic Kinesthetic Visual/spatial
Higher Order Question(s)	<ul style="list-style-type: none"> ➤ What purpose does <i>water</i> serve in “As Big As The Sky, As Tall As The Trees?” ➤ What purpose does <i>water</i> serve in the Western culture compared to the Indigenous culture shown in the book? ➤ Do you believe something as simple as <i>water</i> can shape globalization and express identities? Explain your reasoning. ➤ What does Jerry Mander mean when he states, “the traditional concepts are still alive,” (around 1:50) in regards to Indigenous peoples?

Reflection and Revisions: