

Lesson Planning Guide

Lesson Title: Perspective Writing and Social Responsibility **Lesson #** 1 **Date:** November 27/17

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Rationale: (lesson context and reasons why lesson matters)

Related to our essential question: “How does the environment impact our basic needs?” We are going to consider, discuss and learn about internal and external factors that may impact our basic needs of food and shelter. This will help give a new perspective on what it means to need help. The students will take this different perspective and write a “perspective piece” to demonstrate their understanding. By writing from a perspective other than their own, students can challenge their insights and assumptions by investigating the world from an unfamiliar vantage point.

This lesson also ties in the Social Studies content regarding Global Poverty. It will also help build empathy by understanding that poverty may not be a choice, that it’s something you can be born into or other external factors that make meeting your basic needs more difficult.

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Curricular Competency:

- Students will synthesize ideas from a variety of sources to build understanding
- Respond to text in personal, creative, and critical ways
- Exchange ideas and viewpoints to build shared understanding and extend thinking
- transform ideas and information to create original texts

Content:

- They will practice metacognitive strategies (talking and thinking about learning through reflecting, questioning etc.)
- Practice language varieties through perspective writing
- Option to use different presentation techniques through mediums of their choosing

Core Competency:

- Communication
 - discussing ideas with others
- Thinking
 - putting themselves in the shoes of another and writing from a new perspective
- Personal & Social
 - connecting other perspectives with their own to bridge the gap and work on ways to become empathetic and compassionate citizens in their local and global communities.

| Learning Intentions | Activity | Assessment |
|--|--|---|
| 1. I can think critically about how our environment impacts our basic needs. | 1. Discuss in pairs and then with the class about how someone might feel when their basic needs are not met. | 1. Observation: noting student's interaction and engagement in discussion and their willingness to participate. |
| 2. I can discuss with my peers ways that everyone, even kids can make a difference. | 2. Brainstorm ways in which our class can make a difference. | 2. Perspective writing checklist (attached) |
| 3. I can write a perspective piece based off of the information that we come up with as a class. | 3. Write a reflective perspective piece. | |

Prerequisite Concepts and Skill :(for student success)

- What it means to be struggling to have your basic needs met.
- Understanding the class system (upper, middle, and lower) and how those environments would impact their basic needs.

Materials and Resources with References/Sources:

| For Teacher | For Students |
|--|---|
| <ul style="list-style-type: none">- 26 small plastic cups- A bag of M&Ms (big enough for at least 8-10 chocolates per student)- Short story: "Really Mister, He's 9"- Video clips:<ul style="list-style-type: none">- "One Day" Kindness Boomerang- Pursuit of Happiness Bathroom Scene (Play from 3:08 onwards) | <ul style="list-style-type: none">- Assignment outline sheet with writing prompts and choices displayed on the overhead during the activity (attached). |

Differentiated Instruction (DI): (accommodations)

1. Offer different mediums for students to express their perspectives. It doesn't have to be in written form, it could be a skit, a recorded script, they could draw it, or any other ideas they might have!
2. Can have them do it on the chromebooks to if they want to type it out.
3. Ask the class if they want to listen to music while they are writing. If the consensus is yes, allow students to wear headphones or earplugs if the noise will be too distracting.

Organizational/Management Strategies: (anything special to consider?)

- To save time, put chocolate into cups before lesson and pass the cups out with the chocolate already in them.
- Ask students not to eat the chocolate until they are instructed to do so.
- For the kids who get less chocolate, have the ones with more share their excess with the others so they all have an equal amount and is a good practice for good citizenship.
- Really highlight that poverty is often not a choice and there are several factors that could cause hunger.
- Show how paying it forward doesn't have to cost you any money, you can just do a nice deed for someone.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

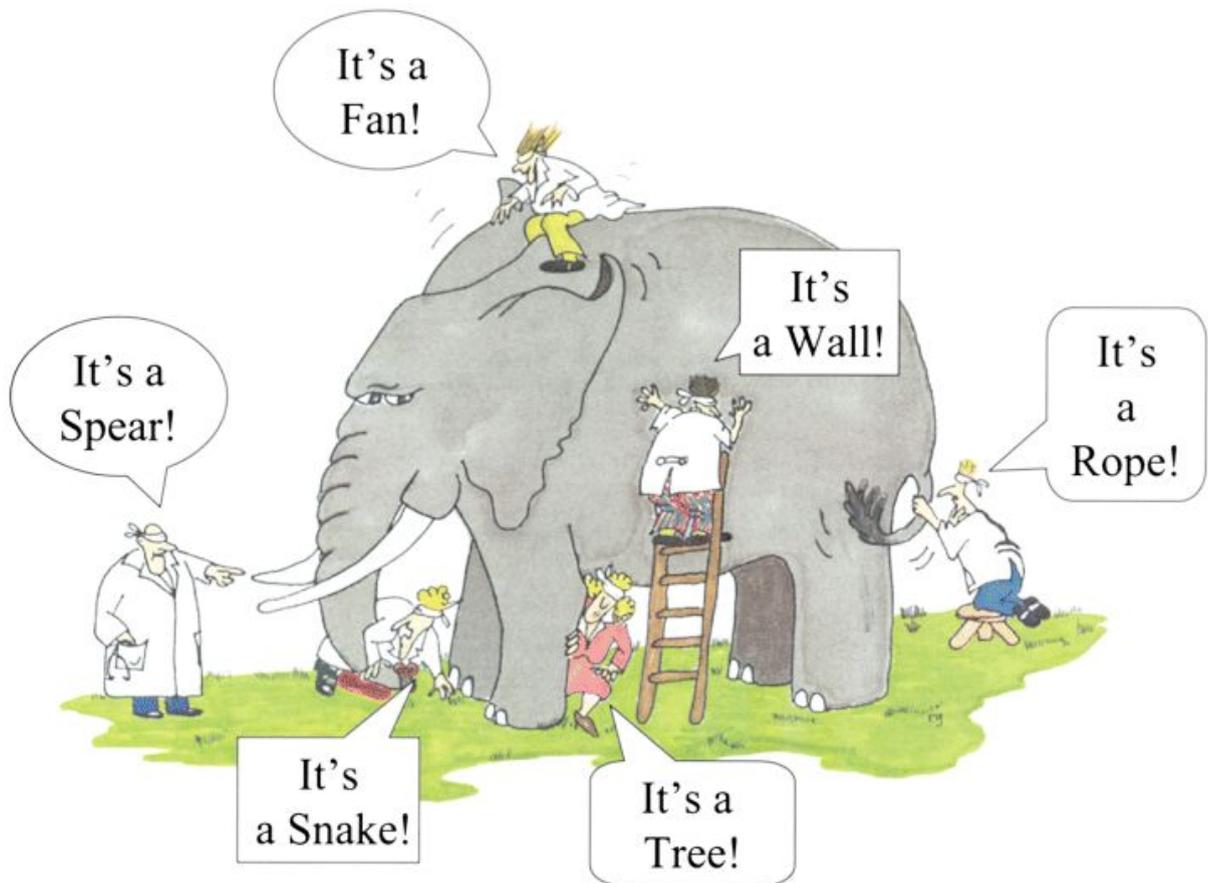
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

- Community play a huge role in helping ensure its members are getting their basic needs of food, shelter, and connection. The First Peoples villages are wonderful examples of how every member of the community steps up to help their neighbours in need. We could learn a lot from the practice of the "village" where everyone feels safe knowing they can rely on others in times of need and are there to help out when they can.

Further lesson ideas:

- Math: look up a budget of someone who lives under the poverty line in BC and see how much a family of 4 under that salary would make ends meet. Have them create a budget and calculate how much things like rent, feeding the family and other bills would cost.
- Math: have them calculate calories and understand the difference between a health meal and an unhealthy meal. Compare the calories and compare the cost to see why poverty often leads to things like obesity and other health risks.

Reflections: (over)



Perspective Writing: First Person Perspective

Things to think about:

1. Put yourself in the character's shoes.
2. Use "I" "me" or "my"
3. Think of how you would personally react to situations and how someone else might react differently.
4. How do their environmental factors impact how they interpret events?
5. What are the different types of feelings and emotions they might feel?

Activity:

Write in the perspective of one of the characters we watched or read about today. Choices:

1. Effie (the old lady who doesn't have any food in the house)
2. Lee (the boy who is so malnourished he doesn't look his age)
3. The mom (The mom who's struggling to find out where her kids' next meal comes from)
4. The dad from the video who doesn't have shelter for his son that night.
5. How a person in need might react when someone does a good deed by "Paying it Forward"
6. OR - another perspective of any person who may be having a hard time having their basic needs met.

Writing options:

1. Journal entry
2. Poem/song
3. Cartoon (with captions) depicting an emotional perspective
4. OR - I'm open to any other ideas on how you might express perspective!

Perspective Writing Checklist

| | | |
|---|---|---|
| Written work demonstrates a solid understanding of perspective writing |  |  |
| The tone/perspective remains consistent throughout |  |  |
| Ideas are organized in a logical manner |  |  |
| Evidence of effort/thought/creativity |  |  |
| There is a clear voice |  |  |
| Words effectively convey the intended message |  |  |
| Written work took into account the “things to think about” |  |  |
| Follows expected conventions of the particular medium (ie. journal voice, poem structure (rhyming) or captions on the cartoon |  |  |
| Final product was complete |  |  |
| Followed expected grammar/sentence conventions (ie. capitalization and punctuation). |  |  |

Comments:

Journal Sample:

Dear Diary,

I woke up starving, so I went to the kitchen hoping to find some cereal in the cupboards. None left. Not even milk so that would have been another bust. Oh well, I guess I can see if my friends at school have some food they can share with me. My mom says that dad will find a job soon and once we have more money coming in we will be able to eat breakfast every day. It almost seems too good to be true, but you never know. I guess it doesn't hurt to dream.

Poem Sample:

We missed the cutoff,
We missed our chance
People keep staring,
Stop with the glance.

I need to find shelter,
I've got to make it right.
I can't let my son see
I am full of fright.

What will tomorrow bring?
I hope we can eat
Please, oh please,
Help us back on our feet.

How did we get here?
On this bathroom floor,
The people keep banging
Trying to knock down the door.

If only they knew
That I'm trying my best
That I won't give up hope
I will pass this test!