

# Lesson Plan

School of Education and Professional Learning



<b>Topic: International Mindedness</b>		
Course: Civics	Grade Level: Grade 10	
Unit: Civic Engagement and Action	Teacher: Ms.Elliot	Date: TBD

## Rationale - Curriculum Expectations:

<p>Overall Expectation(s) addressed:</p> <p><b>A1. Political Inquiry:</b> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p><b>C2. Inclusion and Participation:</b> assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p>	<p>Specific Expectation(s) addressed:</p> <p><b>A1.9.</b> use appropriate terminology when communicating the results of their investigation</p> <p><b>A1.</b> Formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance</p> <p><b>C2.1.</b> analyze ways in which various beliefs, values, and perspectives are represented in their communities, and assess whether all perspectives are represented or are valued equally</p> <p><b>C2.1.</b> describe various ways in which people can access information about civic matters, and access the effectiveness of ways in which individuals can voice their opinions on these matters</p>
--	---

## Learning Goal(s):

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Understand ways in which various beliefs, values, and perspectives are represented, and assess whether all perspectives are represented equally</li> </ul>	<p><b>Success Criteria:</b></p> <p>I can</p> <ul style="list-style-type: none"> <li>✓ Identify my international mind</li> <li>✓ Define key terminology</li> <li>✓ Describe how media usage impacts our understanding of social justice issues and terminology</li> </ul>
--	--

**Key/Essential Questions for Lesson:**

1. Why is it important to understand your own culture first?
2. How does media usage of social justice terms affect the public understanding of social justice issues?

## Assessment/Evaluation:

Diagnostic: word wall, student observation  
 Formative: class discussion, 'international mind' mind map, reflection  
 Summative: none

Lesson Sequence	Time	Activities / Planning
<b>Activating Student Learning</b>		<p>I. Your International Mind</p> <ul style="list-style-type: none"> <li>- Students create a mind map illustrating your own international mind</li> <li>- Students share their mind map putting components of mind into different labeled chart paper. The chart paper categories are as follows:               <ul style="list-style-type: none"> <li>○ Citizenship</li> <li>○ Language</li> <li>○ Cultural background</li> <li>○ Religion, faith, spirituality</li> <li>○ Travel, living abroad</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Mindset, world view</li> <li>○ Other</li> </ul>
<b>Developing Student Learning</b>		<p>II. Word Wall</p> <ul style="list-style-type: none"> <li>- Assign one of the following sets of terms to each student, ensuring equal distribution of each set across the class: <ul style="list-style-type: none"> <li>○ Social justice, human rights</li> <li>○ Equity, equality, fairness</li> <li>○ Sexism, feminism, misogynist</li> <li>○ Racism, cultural imperialism, genocide</li> <li>○ Anti-Semitism, anti-Islam, anti-Christian, anti-faith</li> <li>○ Stereotype, discrimination, oppression</li> <li>○ Heterosexism, homophobia</li> </ul> </li> <li>- Have students take a few moments to record their understanding of their assigned terms. Then have them independently research definitions and usage of these terms in a variety of print and online sources.</li> <li>- Have students form groups with others who have researched the same terms to share and discuss their findings. Encourage them to consider questions such as the following: <ul style="list-style-type: none"> <li>○ How has your understanding of these terms changed as a result of your research?</li> <li>○ Are the terms used differently by different types of media stories? If so, how? Can you make connections between the author of the message and how they use the terms?</li> </ul> </li> <li>- Provide an opportunity for each group to share their terms and definitions to the rest of the class. Summarize by discussing as a class: <ul style="list-style-type: none"> <li>○ What other terminology related to social justice did you find during your research?</li> <li>○ Were there instances where you didn't find a term used where you thought it should be? Why might that be?</li> <li>○ How does our understanding of these terms evolve over time? Which terms would you expect to find or not in articles and dictionaries from 20 years ago? 50 years ago?</li> <li>○ How does media usage of these terms affect the public understanding of social justice issues?</li> </ul> </li> </ul>
<b>Consolidating Student Thinking</b>		<p>III. Reflection</p> <ul style="list-style-type: none"> <li>- Why is it important to appreciate and understand your own culture first?</li> <li>- List at least one thing you learned during the lesson, and one thing you still wondering about.</li> </ul>

**Accounting for Learner Diversity:**

- Individual work
- Group work
- Visual component

**Materials Needed:**

- ✓ Computers/iPad/cellphones
- ✓ Chart paper x4
- ✓ Markers x4
- ✓ Crayons/markers (a variety of colours)
- ✓ Paper (word wall)

**References:**

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum  
[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/mkg\\_spc\\_8\\_10.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/mkg_spc_8_10.pdf)

