

WRITTEN BY Rumeet Billan

Lesson Plans & Parents Guide

ILLUSTRATED BY
Michelle Clement



LESSON:

WHO AM I NOW?

Grade: 2

Unit: Inquiry: Past and Present Traditions

Subject: Social Studies History and Geography

Date:

SPECIFIC EXPECTATION (S):

- A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa)
- A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them (e.g., photo albums, family stories, interviews, artefacts, newspaper clippings, paintings, Elders' stories)
- A2.4 interpret and analyze information relevant to their investigations, using a variety of tools (e.g., list the holiday decorations that their family uses today and that were used by their grandparents and great-grandparents, and use a Venn diagram to help them determine the similarities and differences; create a list of holiday traditions of their parents, grandparents, and great-grandparents, and use a bar graph to help them determine which have changed)
- A2.5 evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong
- A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., holiday, tradition, culture, celebrations, generations) and formats (e.g., a big book cooperatively produced by the class using photographs uploaded from digital cameras; a recording of stories about how celebrations have changed and stayed the same in their family; interpretive movements representing a variety of celebrations)

SUCCESS CRITERIA:

Teachers should develop success criteria that reflect achievement of learning goals to align lesson plan with assessment/evaluation tools.

LEARNING GOALS:

Students will complete an inquiry investigation of their own and classmates' family traditions and celebrations. This allows students to understand their present self and the role they play in their community, laying the groundwork for them to consider the question, "**Who Do I Want To Become?**"

RESOURCES:

Here are some websites the students may enjoy exploring:

- Dr. Rumeet Billan's TEDxNovaScotia Talk: <https://youtu.be/NDp8Lv9C1SU>
- <https://www.dkfindout.com/uk/more-find-out/festivals-and-holidays/>
- <https://kidworldcitizen.org/tag/christmas/>
- <https://kidworldcitizen.org/tag/chinese-new-year/>
- <https://kidworldcitizen.org/tag/diwali/>
- <https://kidworldcitizen.org/tag/day-of-the-dead/>
- <http://www.birthdaycelebrations.net/traditions.htm>
- https://www.chabad.org/kids/article_cdo/aid/354742/jewish/Holidays.htm
- <http://www.easy-kids-recipes.com/international-recipes.html>
- <http://www.nativetech.org/recipes/index.php>

Book:

Who Do I Want To Become? *Written by Dr. Rumeet Billan*

CONTEXT FOR LEARNING:

Cultural sensitivity and consideration for any new Canadians will be particularly important in this unit.

INSTRUCTIONAL DELIVERY:

Opening Activities:

As a Minds On/Provocation, students may enjoy the following videos/books:

- Watch the video: *Hello to All the Children of the World*
<https://youtu.be/GpTR1wF4M6k>
- Read the book (or watch the Read Aloud) *The World's Family*
https://youtu.be/ni_at59TzMA
- Watch the video *Tour the World* <https://youtu.be/LZFF8EuaGjM>

Teaching Strategies and Content of Lesson (s):

- Following the provocation, students can brainstorm celebrations and traditions in their family. These may include things such as:
 - Language spoken at home
 - Clothing
 - Food
 - Religion
 - Birthday Traditions/Rites of Passage at certain ages
 - Family Traditions (playing a sport, weekend activity, family game night, vacations, etc.)
- Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa).
- Analyze the results of their inquiry questions (e.g., making a Venn diagram of the past and present ways of celebrating a given holiday or tradition).
- To communicate the results of their inquiry, each student will produce a page in a class book, "Our Celebrations and Traditions". Each page will reflect the tradition or celebration significant to one student in the class.

CONSOLIDATION

Reflection: How are your family's traditions and celebrations different from other families? Are there any new traditions or celebrations you wish your family could adopt? Why?