

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: A look at Africville on Black Excellence Day Lesson # 1 Date: January 25, 2022
 Name: Jessica Nelson Subject: Social Studies Grade(s): 5

Rationale:

Students will participate in activities that teach them about the history of black and afro Canadians in Canada be engaging in the history of Africville.

Core Competencies:

Communication	Thinking	Personal & Social
Focusing on intent and purpose Students will be listening to a part of history and gain an entry point into a sense of community.		Valuing diversity Students will gain insight into a diverse community and culture.

Big Ideas (Understand)

Immigration and multiculturalism continue to shape Canadian society and identity.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) 	<ul style="list-style-type: none"> human rights and responses to discrimination in Canadian society

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to understand and relay information regarding Africville they will be able to showcase their new findings 	<ul style="list-style-type: none"> Students will be assessed on their participation in the activity and their completion in finding information about the culture of Africville.

Prerequisite Concepts and Skills:

Students will have to be able to have some knowledge regarding technology that has been provided.

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.

This FPPOL is worked within this lesson plan as we discuss a community of African-nova Scotians. Students are partaking in a learning experience about a community that was very connected to the

land and how that land provided community and a place for a community to express culture in a beautiful way.

Universal Design for Learning (UDL):

Within this lesson, students will be given many opportunities to make their learning experience the best for them. The use of technology grasps learners that might not learn best through reading or pencil and paper. During Chromebook time I will also be able to dim the lights to create a more calm environment while using extra technology.

Differentiate Instruction (DI):

If I know of students that will tend to not follow instructions or tend to get off task on the Chromebooks I will keep a close eye and/or have a conversation with them at the beginning of the lesson to ensure we are both on the same page about using the provided links.

Materials and Resources

- Video of Africville storey retelling <https://youtu.be/V8PxEAfCRrQ>
- List of appropriate links. This includes heritage minutes, Africville museum links, etc.
- access to chrome books with student logins
- Access to google classroom to monitor student work and disperse information to make it more tangible for students.

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): Students will partake in a reading of Shauntay Grant’s Africville After the reading and viewing of Grant's story, I will open up a discussion about Africville. I will ask students what they think it would have been like to live in Africville from the imagery and depictions that were displayed in the book. We will discuss where Africville is placed. We will discuss how Africville is no longer and that it has been displaced from the city of Halifax. We will look at where Africville is geographically in relation to where we are currently located. I want to explain this portion of history but I like the idea that Africville was lively and full of culture to be the main focus of the lesson plan discussion.	Students will be listening with intent while watching the recording of Africville by Shauntay Grant. Students will then participate in a discussion that discusses further the history and context of Africville. Students will also bring their questions out if they have any.	10 mins
Body: Students will then be asked to grab their chrome books (or another piece of technology that the school has provided) and create a google slide document with a partner or alone if they choose to do so. Then students will be given instructions on what they are to put on	Students will log in to their assigned chrome book. They will access the list of links and create a slideshow document. Students will then be working independently or with partners to display	20mins

their slides. I want them to look at information regarding Africville and the lively culture within this community. They will be given a list of websites in the form of links to get information from. The students will be encouraged to keep their slideshow to 4-5 slides in total.	new findings regarding the culture of Africville.	
Closure: Once the student work period has commenced. We will have a class discussion to discuss their findings and anything new they learned today from their experiences.	If students feel comfortable and are wanting to share they will display and show to the class what they have learnt and found from the provided links.	10mins

Organizational Strategies:

Students will only be given access to their Chromebooks after instruction to ensure all are listening to the story and the instructions for their assignment today.

I will be walking around ensuring students are on task.

When trying to get students' attention throughout this assignment, I will ask students to all turn their chromebooks to 45 degrees to ensure students are listening to further instructions.

Proactive, Positive Classroom Learning Environment Strategies:

I will give students the option to work with another student of their choice or independently depending on how comfortable students feel to work with one another.

Extensions:

If students finish early and are in need of more of a challenge. They will be asked to further their slideshow and be open to searching for their own information regarding Africville that were not on the links provided. I will ask these students individually to look at their resources and think about what might make that new research reputable.

Reflections (if necessary, continue on separate sheet):

I partially planned this lesson plan with the group of students I conducted my Practicum. I could see how this would have played out well with that particular group of students. As they were well versed with their Chromebooks and technology. That being said I think this could work with many groups of students but there are for sure a few instances where I could see bringing in technology could be a hassle if you don't know your students beforehand. I would hope that providing students with a list of sources would be a good strategy beforehand to hopefully ensure that the students remain on task.