

Lesson Plan

7-8 Reporter on the Street

Date	Curriculum Areas Level Language Art Geography/History	Grade
Flag of Canada - 50th Anniversary, 2015		7-8
Curriculum Expectations: Language: Developing ideas, writing for purpose and audience, experimenting with forms of writing, Oral fluency Media Literacy- Creating media works for a specific audience Geography/History: Local community issues, heritage & perspective		
Assessment Criteria: (What am I looking for in my students behaviour that confirms they have learned what I am teaching? What will students say, do and/or write to demonstrate that they have learned the expectations for this lesson). Students have generated interview questions around the flag and its meaning. Students have practiced their interview questions and demonstrated fluency in speaking. Students have asked their question about the flag to members of the school and local community and recorded their responses in a Reporter on the Street interview format..		

Remember to share students finished work at www.FlagofCanada.ca details on website



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We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage via the Celebration and Commemoration Program.

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<p>Recording Devices:</p> <p>Observation/Anecdotal Rubric Checklist</p> <p>Sample Assessments</p> <p>presentations conferences demonstration tests graphic organizers self assessment peer assessment portfolios</p> <p>Multiple Intelligences:</p> <p>Bodily Kinesthetic Verbal/Linguistic Logical/mathematical Musical Visual/spatial Interpersonal Intrapersonal Naturalist</p>	<p>Accommodations:</p> <p>Work Buddy Increase Decrease Mini-lesson Conferences Study Plan Extension Incorporate as needed</p>	<p>Modifications (Changes to expectations)</p> <ul style="list-style-type: none"> - have students work with a buddy to generate their questions - have students practice asking their questions to a peer before recording - limit the number of interview question to be completed - conference with small groups to determine needs
	<p>Materials/Notes:</p> <ul style="list-style-type: none"> - You can do reporter on the street interviews how to page (see attached) - Video Camera 	

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Mental Set (Beginning):

How am I going to introduce the topic and motivate students to want to learn what I am teaching? (This goes beyond reviewing what they already know)

Show some samples of man on the street type interviews to the students Rick Mercer is a good example and has lots of Canadian content.

Talk about how the interview was conducted and how the person being interviewed responded.

Go through the Man on the Street interview how to sheet. (See attached) and review things to consider when planning an interview.

Explain to students that they are going to be interviewing members of the school and community about the 50th anniversary of our country's flag

Enabling Activity (Middle) (Input, Modeling, Sharing Assessment Criteria Check for Understanding, Guided or Independent Activity) Please include key questions you will ask your students.

Using the how to interview sheet as a guideline, students generate questions around our Flag to ask people in their school and community.

Some examples of questions they might consider are:

What does the flag mean to you?

What do you know about our flag?

How do you feel when you see our flag flying?

Can you share any memories you have about our flag?

Did you know it is the 50th anniversary of our flag? How does that make you feel?

Can you remember when our flag flew for the first time in your community?

Have students in partners or teams decide locations and who they would like to interview.

Examples of people they may wish to interview could include family members, local politicians, teachers students, seniors.

Conduct and record the interviews to share.

Closure (End)

Students can edit the videos and add titles and graphics to create a media project to share.

Students can share the videos in a presentation format and discuss responses as a group. Were there any consistent themes in the responses to the questions. Students can reflect on the process as a group and what they have learned.

Teacher Reflections

How will my planning for tomorrow's lesson reflect what I learned about my students and my teaching today?

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