

Date	Curriculum Areas Level Language Drama Music History/Geography	Grade
Flag of Canada - 50th Anniversary, 2015		7-8

Curriculum Expectations:

Language: Developing ideas, writing for purpose & audience, experimenting with forms of writing (short, succinct, with strict parameters), media literacy, oral language, producing works for performance

History/Geography: Local community, heritage & perspective

Drama: Performance of a dramatic reading, retelling a story

Music: using music as a backdrop to create a mood or feeling

Assessment Criteria: What will students say, do and/or write to demonstrate that they have learned the expectations for this lesson

Portfolio, Metacognition- discuss & reflect on what methods they found useful, strategies which helped them during the process.

Creating a message on a theme, for an audience.

Students should be able to discuss their choices of the medium for sharing their Loud & Proud moment.

Artistic form & style. Students share artifacts orally with classmates, on announcements

Recording Devices:	Accommodations:	Modifications (Changes to expectations)
<p><i>Observation/Anecdotal</i> Rubric/success Criteria Checklist</p>	<p><i>Work Buddy</i> Increase Decrease Mini-lesson Conferences Study Plan Extension Incorporate as needed</p>	<ul style="list-style-type: none"> - Conference with small group or individuals in a lean in to build understanding or meet individual needs - Allow for right to pass for those who do not wish to share
<p>Sample Assessments <i>presentations</i> <i>conferences</i> demonstration</p>		

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

 <p>HOMETOWN MUSIC www.HometownMusic.ca</p>	 <p>Canadian Heritage Patrimoine canadien</p> <p><small>We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage via the Celebration and Commemoration Program. Nous reconnaissons l'appui financier du gouvernement du Canada par l'entremise du ministère du Patrimoine canadien grâce au volet Programme des célébrations et commémorations.</small></p>	 <p>Canada</p>
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tests
graphic organizers
self-assessment
peer assessment
portfolios

Multiple Intelligences:

Bodily Kinesthetic
Verbal/Linguistic
Logical/mathematical
Musical
Visual/spatial
Interpersonal
Intrapersonal
Naturalist

Materials/Notes:

National Flag of Canada Site

<http://www.pch.gc.ca/eng/1359734222181>

Lyrics for song *When I get Older* by K naan

<http://www.metrolyrics.com/wavin-flag-lyrics-knaan.html>

Chorus:

**When I get older I will be stronger
They'll call me freedom just like a wavin' flag
And then it goes back, and then it goes back
And then it goes back, oh**

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Mental Set (Beginning):

Introduce the topic and motivate students to want to learn what is being taught, using what they already know and going beyond.

Read rapper Knaan's story of the Waving Flag tribute song. Brainstorm a list of locations where the flag is currently flown in the local community (Legion, Post Office, City Hall, Schools, Government Office Buildings)- Have students share where/how they have seen the Canadian Flag displayed. Choosing a form of social media to share, such as Instagram, Twitter, Tumblr.

Enabling Activity (Middle) *(Input, Modeling, Sharing Assessment Criteria Check for Understanding, Guided or Independent Activity)*

Ensure that all students have access to social media, or at least understand the unique identities of each form.

Students will use their own ideas, photos from the local community, or the school itself, to create a work showcasing the Canadian Flag Loud and Proud .

As a suggestion, have students Photobomb themselves with the flag in local places, or sharing a short Loud & proud moment beside a local flag. Instead of text to create a feeling, students could include the Knaan song, or the Canadian Anthem itself as a backdrop to create a mood or feeling.

Students will create their work, framing it within the context of the social media. In the case of Twitter, only 140 characters can be used. If the school has a Twitter account, share the student work, via that address. With Instagram, it is predominantly photosharing, while Tumblr is a blog site, with text & or photo. With all social media choices, be aware that parents may not approve of student use.

Students should create some hashtags to incorporate to celebrate the flag. As suggestions, they can incorporate # (hashtags) such as #50yearsLoudandProud #flagofCanada. Use the opportunity to discuss internet safety with students, and the use of hashtags. Hashtags group things together on the internet so that in a search, those items would come up.

Discuss some of the possible pitfalls or negatives of using hashtags, in online chats or social media conversations to raise awareness and promote responsible social media use.

Closure (End)

Conclude the lesson and engage students in making final connections in their learning? (Could involve student sharing or a class discussion about what they learned etc.).

Post and share with school's twitter account. Encourage families to participate as well. Co-create Success Criteria with students to determine what artifacts should look like- there may be variations, allow for creativity.

Teacher Reflections

Planning for follow-up lesson reflecting on what has been learned about the students and teaching.

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