

Date	Curriculum Areas Level Language Social Studies	Grade
<b>Flag of Canada - 50th Anniversary, 2015</b>		<b>4-6</b>
<p><b>Curriculum Expectations:</b>                      Language: Developing ideas, writing for purpose &amp; audience, experimenting with forms of writing (short, succinct, with strict parameters), media literacy, oral language, producing works for public                      Social studies: Local community, heritage &amp; perspective                      Music: using music as a backdrop to create a mood or feeling</p> <p><b>Assessment Criteria:</b> What will students say, do and/or write to demonstrate that they have learned the expectations for this lesson                      Portfolio, Metacognition- discuss &amp; 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 Tweeting their Loud &amp; Proud moment.                      Artistic form &amp; style. Students share artifacts orally with classmates, on announcements</p>		
<p><b>Recording Devices:</b>  <i>Observation/Anecdotal</i>  <i>Rubric/success Criteria</i>  <i>Checklist</i></p> <p><b>Sample Assessments</b>  <i>presentations</i>  <i>conferences</i>  <i>demonstration</i>  <i>tests</i>  <i>graphic organizers</i>  <i>self-assessment</i></p>	<p><b>Accommodations:</b>  <i>Work Buddy</i>  <i>Increase</i>  <i>Decrease</i>  <i>Mini-lesson</i>  <i>Conferences</i>  <i>Study Plan</i>  <i>Extension</i>  <i>Incorporate as needed</i></p>	<p><b>Modifications (Changes to expectations)</b></p> <ul style="list-style-type: none"> <li>- Conference with small group or individuals in a lean in to build understanding or meet individual needs</li> <li>- Allow for right to pass for those who do not wish to share</li> </ul>

**Remember to share students finished work at [www.FlagofCanada.ca](http://www.FlagofCanada.ca) details on website**

peer assessment  
portfolios

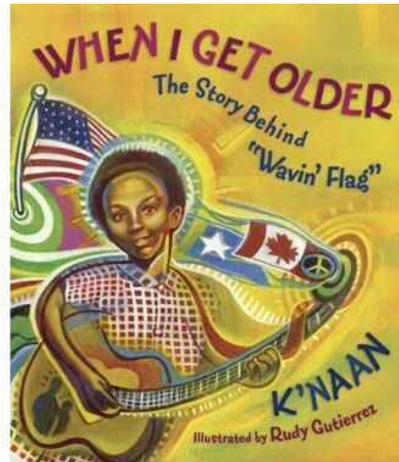
**Multiple Intelligences:**

*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>

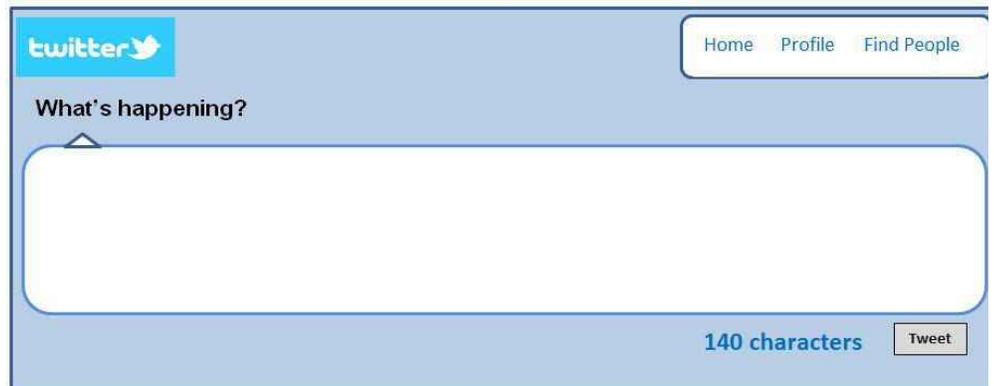


Lyrics for song **When I get Older** by K naan

<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**



<http://www.pedagoo.org/tweet-tweet-two/>

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Canadian  
Heritage

Patrimoine  
canadien

Canada

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.

## 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 brainstorm a list where/how they have seen the Canadian Flag displayed. Using what students know about local displays including the flag, they may choose to share one of those to highlight the local community. Discuss an opportunity, if students could choose any place to display the flag, where it would be and why. This is the moment they will create for their Tweet message. Discuss forms of social media, in this case, students will create a short message (max. 140 characters) to Tweet their Loud & Proud Flag moment.

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

Students will use their own ideas, draw pictures or take photos from around the local community, or the school itself, to create a work showcasing the Canadian Flag Loud and Proud and include a short Tweet to celebrate its 50<sup>th</sup> anniversary. 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. Students should create some hashtags to incorporate to celebrate the flag. As suggestions, they can incorporate # (hashtags) such as #50yearsLoudandProud #flagofCanada. Discuss with students the concept of hashtags and how they function within the internet. Responsible digital citizenry begins with the very young, help them understand that what you post is lasting and negative posts (hashtags included) can create a negative image of students. In the case of the flag celebration, we are going to use our digital powers for good as we share a positive message of our country and our flag.

## 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 artifacts 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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