

# What Makes You, You?

*Exploring Personal and Cultural Identity*



A Resource for Grades 4, 5 and 6



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## Positive Personal and Cultural Identity

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

### *Relationships and cultural contexts*



#### SAMPLE "I" STATEMENTS

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

### *Personal values and choices*

#### SAMPLE "I" STATEMENTS

- I can tell what is important to me.
- I can explain what my values are and how they affect choices I make.
- I can tell how some important aspects of my life have influenced my values.
- I understand how my values shape my choices.

## Personal strengths and abilities

### SAMPLE “I” STATEMENTS

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.

## Set of Profiles: Positive Personal and Cultural Identity Competency

These profile descriptions include three facets that underpin Positive Personal and Cultural Identity Competency: relationships and cultural contexts, personal values and choices, and personal strengths and abilities. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student’s point of view.



**1**

I am aware of myself as different from others.  
I know my name. With some help, I can identify some of my attributes.



**2**

I am aware of different aspects of myself. I can identify people, places, and things that are important to me.  
I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place).  
I can explain what I like and dislike. I am able to explain what interests me.



**3**

I can describe different aspects of my identity. I have pride in who I am.  
I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.



**4**

I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.  
I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).



**5**

I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.  
I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

Frameworks to look to:

**FIRST PEOPLES PRINCIPLES OF LEARNING**

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

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc

Created by Doug David, Gail Martindale, Debbie Nelson, Joan Pearce, Lynn Swift and Carol Walters  
SD71 Comox Valley



## A framework for Inquiry

**Significant Content:** A focus on important knowledge and concepts derived from standards. Students should find the content to be significant in terms of their own lives and interests.

**A need to Know:** Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, a photograph...

**A Driving Question:** A question that captures the heart of the inquiry in clear, compelling language, giving students a sense of purpose and challenge.

**Authentic Purpose:** Establishing an authentic purpose for the tasks we invite our learners to explore, enriches learning opportunities.



**Voice and Choice:** Guided by the teacher, learners have voice and choice in terms of design, what resources they will use and how they structure their time.

**Revision and reflection:** Learners go through a process of seeking feedback from their peers to think in-depth about their inquiry. Students learn that revision and reflection are frequent features of real-world work.

**In-depth Inquiry:** Learners follow a trail that begins with their own questions, leading to a search for resources and the discovery of answers and ultimately leads to generating new questions, testing ideas and drawing their own conclusions.

**21st Century Competencies:** Collaboration, communication, creativity, critical thinking, problem solving and social responsibility.

Adapted from: Larmer, J. & Mergendahl, J. (2012). 8 essentials for project-based learning. Originally published in 2010 in Educational Leadership, 68(7), 34.

### BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

**Texts** can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect</b> (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• <b>Access and integrate information and ideas</b> from a variety of sources and from <b>prior knowledge</b> to build understanding</li> <li>• <b>Use a variety of comprehension strategies</b> before, during, and after reading, listening, or viewing to <b>deepen understanding of text</b></li> <li>• Consider different purposes, audiences, and perspectives in exploring <b>texts</b></li> <li>• <b>Apply a variety of thinking skills</b> to gain meaning from <b>texts</b></li> <li>• Identify how differences in context, perspectives, and voice influence meaning in <b>texts</b></li> <li>• <b>Recognize</b> the role of language in personal, social, and cultural identity</li> <li>• <b>Use</b> personal experience and knowledge to connect to <b>text</b> and <b>deepen understanding of self, community, and world</b></li> <li>• <b>Respond to text in personal and creative ways</b></li> <li>• Recognize how literary elements, techniques, and devices enhance meaning in <b>texts</b></li> <li>• Show an increasing understanding of the role of <b>organization in meaning</b></li> <li>• <b>Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</b></li> <li>• Identify how <b>story in First Peoples cultures connects people to land</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• evidence</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraph structure</b></li> <li>• sentence structure and <b>grammar</b></li> <li>• <b>conventions</b></li> </ul>





Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"><li>• Exchange ideas and perspectives to build shared understanding</li><li>• Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</li><li>• Use language in creative and playful ways to develop style</li><li>• Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li><li>• Develop and apply expanding word knowledge</li><li>• Use oral storytelling processes</li><li>• Transform ideas and information to create original texts</li></ul>	

### BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

**Texts** can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas from a variety of sources and from <b>prior knowledge</b> to build understanding</li> <li>• Use a variety of <b>comprehension strategies</b> before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of <b>text</b></li> <li>• Synthesize ideas from a variety of sources to build understanding</li> <li>• Consider different purposes, audiences, and perspectives in exploring <b>texts</b></li> <li>• Apply a variety of <b>thinking skills</b> to gain meaning from <b>texts</b></li> <li>• Identify how differences in context, perspectives, and voice influence meaning in <b>texts</b></li> <li>• Explain the role of language in personal, social, and cultural identity</li> <li>• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</li> <li>• Respond to text in <b>personal and creative ways</b></li> <li>• Recognize how literary elements, techniques, and devices enhance meaning in <b>texts</b></li> <li>• Show an increasing understanding of the role of <b>organization</b> in meaning</li> <li>• Demonstrate awareness of the <b>oral tradition in First Peoples cultures and the purposes of First Peoples texts</b></li> <li>• Identify how <b>story in First Peoples cultures connects people to land</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• perspective/point of view</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraphing</b></li> <li>• sentence structure and <b>grammar</b></li> <li>• <b>conventions</b></li> </ul>



Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"><li>• Exchange ideas and perspectives to build shared understanding</li><li>• Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</li><li>• Use language in creative and playful ways to develop style</li><li>• Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation</li><li>• Develop and apply expanding word knowledge</li><li>• Use oral storytelling processes</li><li>• Transform ideas and information to create original texts</li></ul>	

**BIG IDEAS**

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Learning Standards**

**Curricular Competencies**

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- **Comprehend and connect (reading, listening, viewing)**
- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- **Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts**
- **Recognize how language constructs personal, social, and cultural identity**
- **Construct meaningful personal connections between self, text, and world**
- **Respond to text in personal, creative, and critical ways**
- Understand how **literary elements, techniques, and devices** enhance and shape meaning
- Recognize an increasing range of **text** structures and how they contribute to meaning
- **Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view**

**Content**

Students are expected to know the following:

**Story/text**

- **forms, functions, and genres of text**
- **text features**
- **literary elements**
- **literary devices**
- **techniques of persuasion**

**Strategies and processes**

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

**Language features, structures, and conventions**

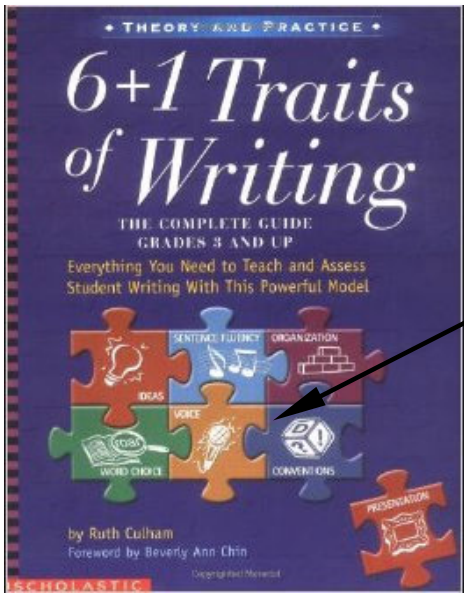
- **features of oral language**
- **paragraphing**
- **language varieties**
- **sentence structure and grammar**
- **conventions**
- **presentation techniques**

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences</li> <li>• Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message</li> <li>• Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation</li> <li>• Use and experiment with oral storytelling processes</li> <li>• Select and use appropriate features, forms, and genres according to audience, purpose, and message</li> <li>• Transform ideas and information to create original texts</li> </ul>	

Recommended resources:





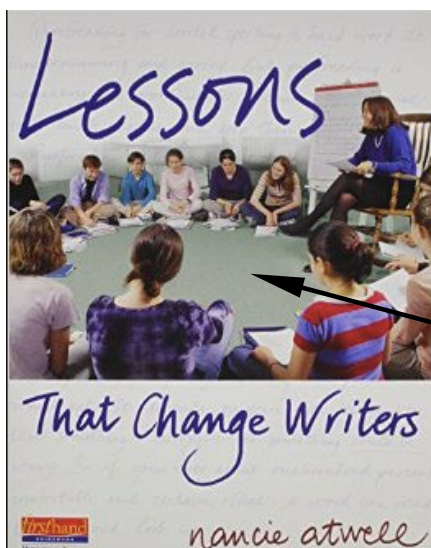
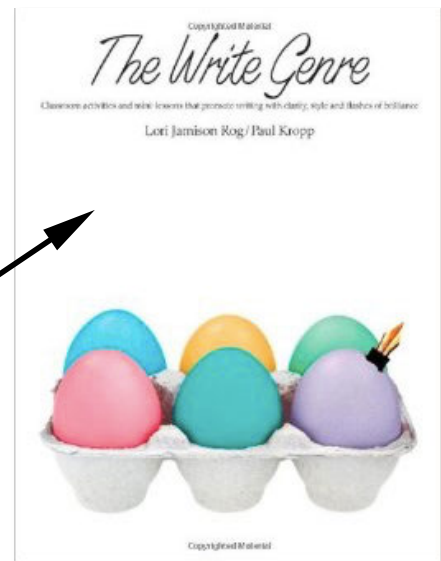
*6 + 1 Traits of Writing - the Complete Guide Grades 3 and Up. Everything you need to teach and assess writing with this powerful model. Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.*

Look at quality writing in any genre and you'll find these traits. This book contains the tools to assess student writing for these traits and plan instruction.

*The Write Genre - Classroom activities and mini-lessons that promote writing with clarity, style and flashes of brilliance.*

**Suggested lessons:** Telling Their Own Story - The Personal Memoir, p. 47-63.

Includes mini-lessons for immersing students in the genre, pre-writing, drafting, revising, editing and publishing as well as student writing samples and reproducible resources.



*Lessons That Change Writers* focuses on the use of mini-lessons as a vehicle for helping students improve their writing.

**Suggested lessons:**

Lesson 1 - Writing Territories, p. 3-8.

Lesson 2 - Questions for Memoirists, p. 9-11.

Lesson 3 - Heart Mapping, p. 12-16.

Marvellous Minilessons for Teaching Intermediate Writing, Grades 4-6. Tried-and-true research-based writing mini-lessons, covering everything from planning strategies to crafting specific genres.

**Suggested Lessons:** Planning a Genre Unit Using the Six-Traits Framework, p. 20-32.

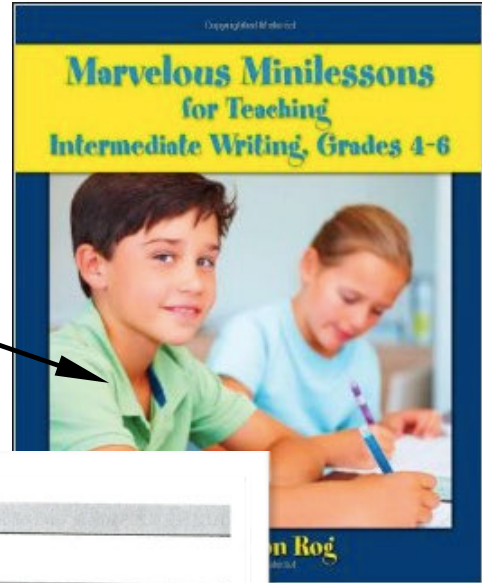


FIGURE 2.2. Sample Unit of Study on Narrative Writing

Objectives for Personal Narrative Writing		
Trait	Framework	Learning Goal: Students will be able to...
Ideas	<ul style="list-style-type: none"> <li>The topic is from the writer's personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>Choose topics from their own experiences.</li> <li>Include interesting details that stick to the topic and tell the complete story.</li> <li>Elaborate on key details.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>The text flows chronologically, in the order that the events happened.</li> </ul>	<ul style="list-style-type: none"> <li>Organize details with a beginning, middle, and ending.</li> </ul>
Voice	<ul style="list-style-type: none"> <li>First person is used.</li> <li>The text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a consistent first-person voice.</li> <li>Use snippets of dialogue.</li> </ul>
Word choice	<ul style="list-style-type: none"> <li>There is descriptive vocabulary, such as vivid verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Energize their writing with vivid verbs.</li> </ul>
Sentence fluency	<ul style="list-style-type: none"> <li>There is a combination of long and short sentences with varied sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate at least one question and one exclamation into the text.</li> <li>Use simple and compound sentences correctly.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>These are determined by assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Spell high-frequency words correctly and complex words with logical invented spelling.</li> <li>Capitalize and punctuate sentences correctly.</li> </ul>



I can organize details with a beginning, middle and ending.

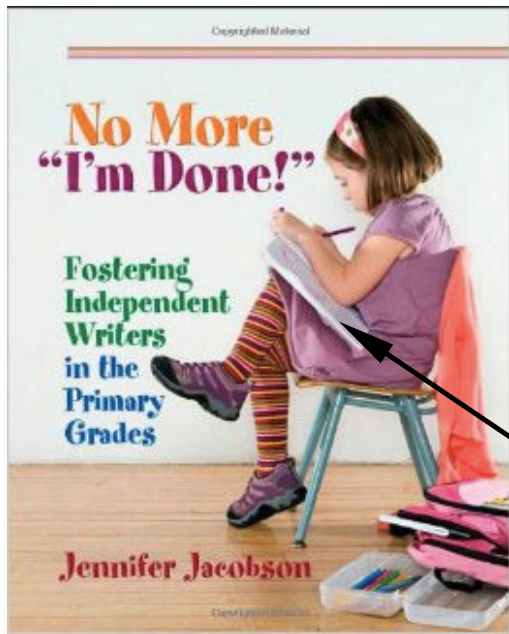
Lesson Sequence	
Week	Lessons
1	<ul style="list-style-type: none"> <li>What is a personal narrative? (read a mentor text)</li> <li>Finding topics (writing ideas bingo)</li> <li>The Trifold Planner (beginning, middle, and end; complete three)<sup>a</sup></li> </ul>
2	<ul style="list-style-type: none"> <li>Modeling and practicing trifold planners continued</li> <li>Turning a plan into a draft (complete two drafts)</li> <li>Using the first person</li> <li>Putting ideas in sentences</li> <li>Listing Versus Layering<sup>b</sup></li> </ul>
3	<ul style="list-style-type: none"> <li>Vivid Verbs (revise drafts)<sup>c</sup></li> <li>Dabble in Dialogue<sup>b</sup></li> <li>Dialogue 2 (quotation marks)</li> <li>Star and wish peer conferences<sup>b</sup></li> </ul>
4	<ul style="list-style-type: none"> <li>Self-editing</li> <li>Polish and publish</li> </ul>

Figure 2.2 Sample Unit of Study on Narrative Writing, p. 25

<sup>a</sup>See Chapter 3. <sup>b</sup>See Chapter 4. <sup>c</sup>See Chapter 7.

(continued)





*No More "I'm Done!"* Jennifer Jacobson guides teachers from creating a supportive classroom environment through establishing effective routines; shows teachers how to set up a writer's workshop, and provides an entire year of developmentally appropriate mini-lessons that build confidence and, ultimately, independence. (While the book title reads "in the Primary Grades" this resource is rich with possibility in the intermediate classroom too)

**Suggested lessons:**

- Writing from Memories, p. 58-59.
- Idea Map, p. 64-66.
- Focus Web, p. 66.
- Where I'm From, p. 122.

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### Focus Web

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**On Hand:** Whiteboard and marker.

**Mini-Lesson:** Draw a circle in the center of the board. Choose a topic that is too unwieldy, for example: "weather." Next, ask students to brainstorm everything they could tell a reader about weather. Students might begin recalling types of weather (*rain, snow, sleet, hail, hurricanes, tornadoes*), move on to clothing (*raincoat, umbrella, boots, mittens*), and then think of the less obvious (*weather forecasts, radar, tornado sirens, etc.*). Keep adding content until the students seem to truly exhaust all ideas.

Then say, "Wow, weather is too big a topic. If we were to write about this topic, I fear we wouldn't have any quality details at all." (Anything less than a book would be one long list). Model choosing one of the subtopics in your web, perhaps *rain*. In my class we talk about choosing the Goldilocks idea: one that's not too big, nor too small, but just right. With students, write an interactive paragraph on this topic that includes specific, sensory details.

**Extension:** Suggest students make a web for one of the following "too-large" topics and then choose a smaller idea to develop in their writing:

- My family
  - My vacation
  - Things I can do
- 
-

## How to Use Books to Foster Heart-Mind Well-being



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

### 1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

## 2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

## 3. Post Reading Discussion

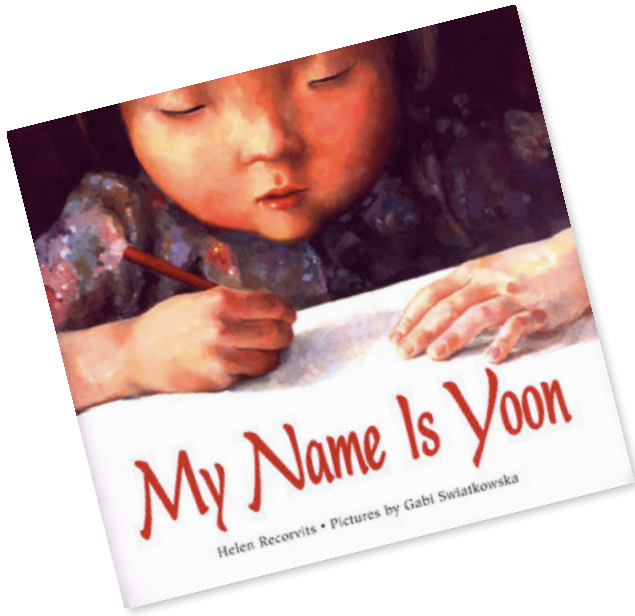
- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

## 4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!



## Recommended Books to Support this Inquiry

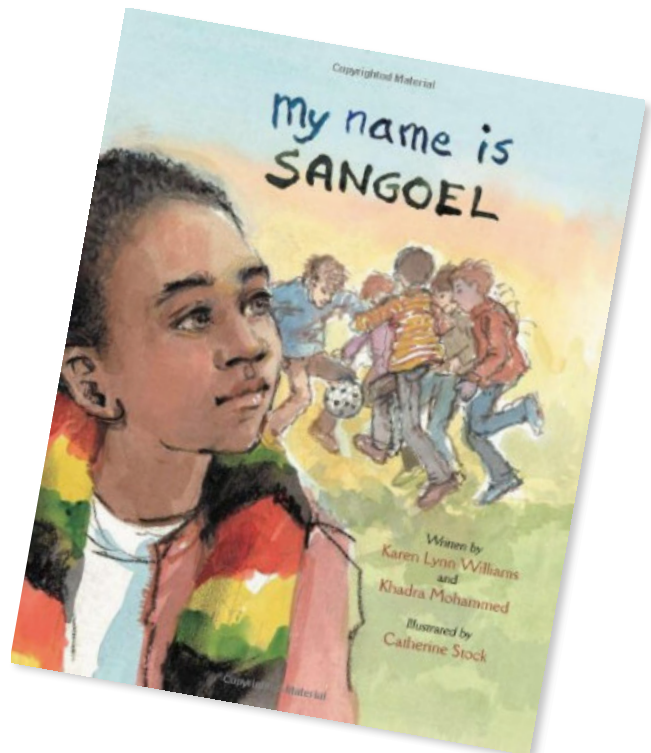


Yoon's name means "shining wisdom," and when she writes it in Korean, it looks happy, like dancing figures. But her father tells her that she must learn to write it in English. In English, all the lines and circles stand alone, which is just how Yoon feels in the United States. Yoon isn't sure that she wants to be YOON. At her new school, she tries out different names—maybe CAT or BIRD. Maybe CUPCAKE!

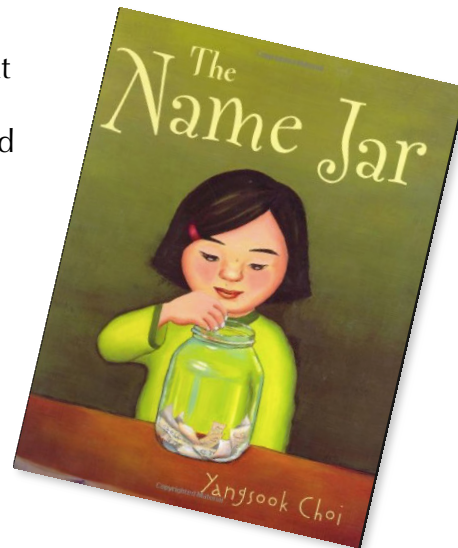
**Lesson idea:** If you were to change your name, what would you change it to? Do you have other names, nicknames, that your family calls you?

When Sangoel and his mother and sister arrive in the United States, everything seems very strange and unlike home. In this busy, noisy place, with its escalators and television sets and traffic and snow, Sangoel quietly endures the fact that no one is able to pronounce his name. Lonely and homesick, he finally comes up with an ingenious solution to this problem, and in the process he at last begins to feel at home.

**Lesson idea:** Learning from Sangoel's idea for helping people pronounce his name, invite students to brainstorm and discover creative ways to illustrate their names.



Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being a Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning.

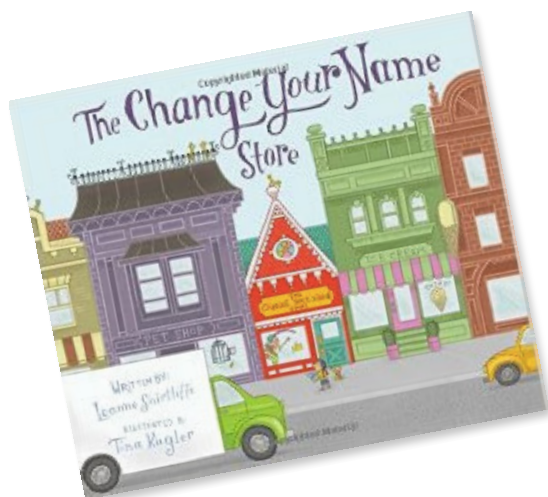


<https://www.youtube.com/watch?v=PS5XRO1AUT4>

**Lesson idea:**

What's the story of how you were named? Encourage students to have conversations with their parents regarding the origin of their name.

Invite students to write a personal narrative about how they were named, the meaning of their name and how it matches or tugs at their identity.



One day, Wilma decides she no longer likes her name, and she sets off for the Change Your Name Store to find a new one. Once at the store, the possibilities seem endless. Mrs. Zeena McFooz, the storekeeper, says that Wilma can try out any new name she wants with one catch: she must “go for a ride” to discover what it means to be that name.

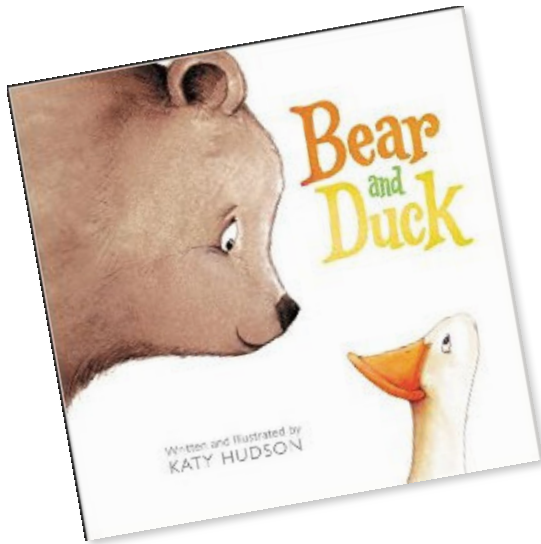


In this delightful picture book, we meet Wendy, a girl who lives in an odd town where everyone has to wear a box. These boxes are labeled with what each person does. The teacher wears a TEACHER box. The baker wears a BAKER box. Even the doctor wears a DOCTOR box! These boxes are worn for life and Wendy has to choose hers soon. How will she ever decide on just one box?

<https://www.youtube.com/watch?v=tx9fnuVI4Dc>

### Lesson ideas:

- Describe the different aspects of your identity. What are some cultural aspects to your life? Food? Family celebrations? What are you grateful for? What are you good at? What are your hopes and dreams? Do you ever feel labelled? Bullied, confident, anxious or resilient?
- Using brown paper squares, create images and labels that show all the aspects of your identity.
- Glue several images on the outside of a brown paper grocery bag, and hide your name on the inside. Can others figure out that it's your bag?



Bear is sick and tired of being a bear. Who wants to sleep all winter? His fur feels so hot in the summer. And the bees . . . there are just too many angry bees! Bear is done being a bear. But when he sees a line of happy yellow ducklings, he has a thought. What if he could be a duck?

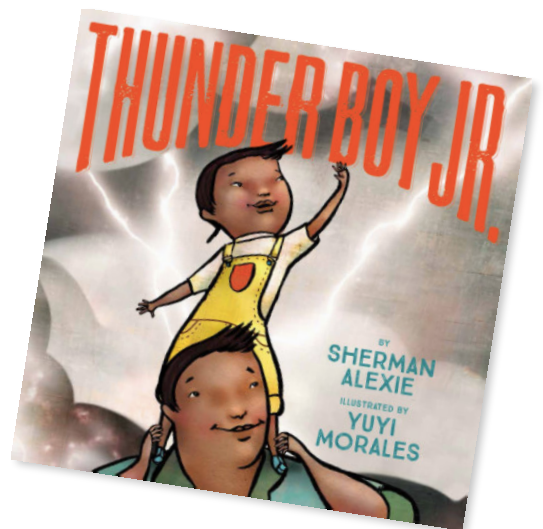
With a few duck lessons from Duck, Bear learns that being a duck is fun; but as it turns out, Bear realizes he makes a really good bear . . . and he makes a really good friend along the way.

<https://www.youtube.com/watch?v=BXWZ-bUer4Q>

**Lesson idea:** We often envy others, but when we take the time to carefully analyze the other side, we may just learn about the positive aspects to being ourselves. What makes you a really good you?

Thunder Boy Jr. is named after his dad, but he wants a name that's all his own. Just because people call his dad Big Thunder doesn't mean he wants to be Little Thunder. He wants a name that celebrates something cool he's done, like Touch the Clouds, Not Afraid of Ten Thousand Teeth, or Full of Wonder.

But just when Thunder Boy Jr. thinks all hope is lost, he and his dad pick the perfect name...a name that is sure to light up the sky.

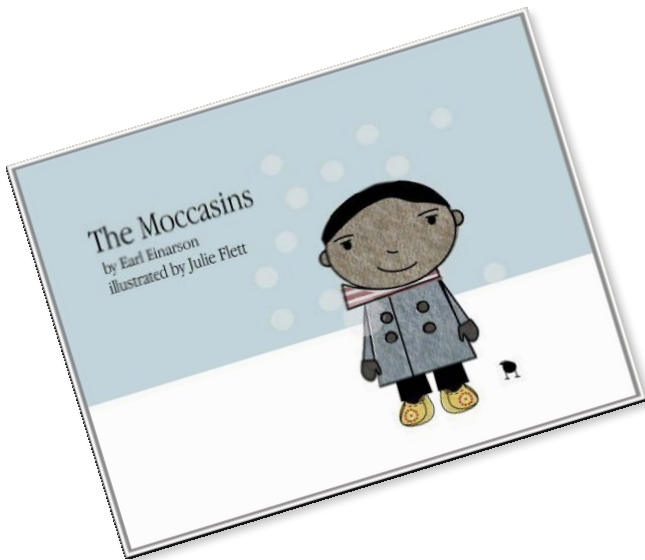
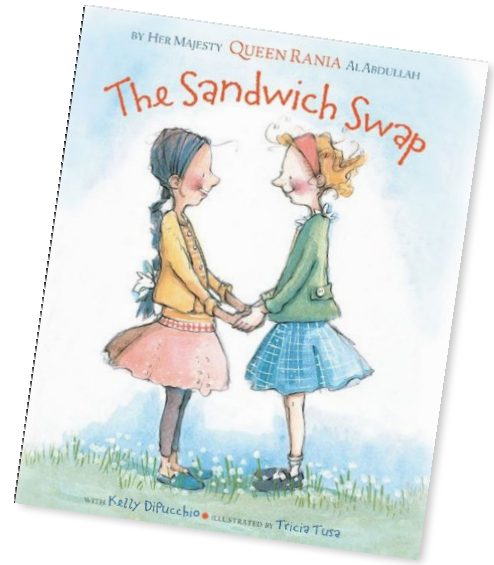


Lily and Salma are best friends. They like doing all the same things, and they always eat lunch together. Lily eats peanut butter and Salma eats hummus-but what's that between friends? It turns out, a lot. Before they know it, a food fight breaks out. Can Lily and Salma put aside their differences? Or will a sandwich come between them?

A lovely animated cartoon of *The Sandwich Swap* (5:57) can be found here:

<https://www.youtube.com/watch?v=MvEr6FsVoBI>

**Lesson idea:** This book leads naturally to a comparison of cultural foods. Invite students to share about foods that are unique to their family; their culture!

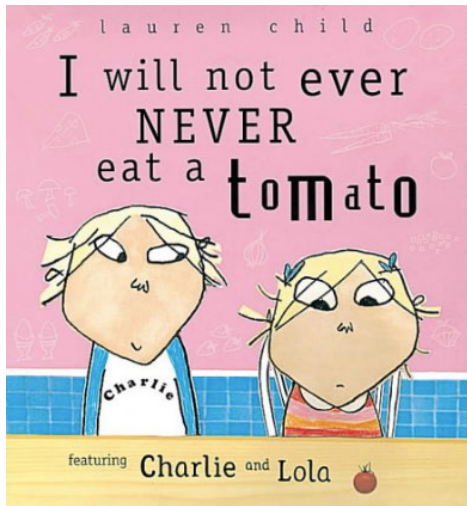


This is an endearing story of a young Aboriginal foster child who is given a special gift by his foster mother. Her gift of warmth and thoughtfulness helps her young foster children by encouraging self-esteem, acceptance and love. Written as a simple story, it speaks of a positive foster experience.

**Lesson idea:**

Has someone special to you given you something that you've kept for a very long time? Invite students to write a personal narrative about a cherished possession.





Lola is a fussy eater. A very fussy eater. She won't eat her carrots (until her brother Charlie reveals that they're orange twiglets from Jupiter). She won't eat her mashed potatoes (until Charlie explains that they're cloud fluff from the pointiest peak of Mount Fuji). There are many things Lola won't eat, including - and especially - tomatoes. Or will she? Two endearing siblings star in a witty story about the triumph of imagination over proclivity.

This book leads naturally to a conversation around food likes and dislikes. Invite students to share and write about foods they love and foods they loathe.

A lovely animated cartoon of I will not ever Never eat a tomato (11:31)

<https://www.youtube.com/watch?v=yDsfgkn-tLE>

### Love It or Loathe It

Here's a great way to get started with writing in that first week of school. Students need to learn that the best writing comes from topics they care about. What's better than something we absolutely love or absolutely loathe?

**Learning Goal:** Students will be able to generate writing topics that they have strong feelings about.

**Trait:** Ideas

**Introduction:** Tell students that the best writing comes from topics that a writer feels strongly about. In this lesson, they will have an opportunity to generate a list of things they absolutely love and things they absolutely can't stand. It may be necessary to define the word *loathe* for the students, but it could be a great addition to their vocabulary! Later, they can tuck this list into the "Ideas" pocket of their writing folders to be available as topics for writing. The "loves" and "loathes" can lead to equally strong feelings and strong writing.

**Instruction:** Model, model, model! Even something as simple as a two-column chart should be demonstrated before students are expected to tackle it on their own. Make a T-chart by folding a piece of paper in half. Label one half "Love It" and the other half "Loathe It." In each column, generate a list of objects, food, places, activities, habits, hobbies, and beliefs that you adore or abhor. (My only rule is no people's names in the "Loathe It" column.) As you write, talk through your thinking for the students. My modeling appears in Figure 3.1.

FIGURE 3.1. Sample Love It or Loathe It Lists

LOVE IT!	LOATHE IT!
<ul style="list-style-type: none"> <li>cinnamon buns</li> <li>Italy</li> <li>bike riding</li> <li>singing</li> <li>blue sky</li> <li>my babies</li> </ul>	<ul style="list-style-type: none"> <li>olives</li> <li>Daylight Savings time</li> <li>traffic</li> <li>cell phones in public places</li> <li>littering</li> </ul>

from *Marvelous Minilessons for Teaching Intermediate Writing*, p. 33-34

**Guided Practice:** Guide students in creating their own T-charts and encourage them to list four or five items in each column. After writing, have them share their lists with a partner. Invite students to add more ideas to their charts after the partner talk. After students have had an opportunity to make and share their lists, revisit your own lists and do another think-aloud. Talk about how you might turn these topics into writing pieces.

*I could write a comparison of jazz and rap music and tell why I prefer one over the other. I could write a travelogue or personal narrative about my trip to Italy. I could even write a research report on Italy or maybe how to make Italian ice cream, which is called gelato. I could write an explanation of daylight saving time and why it doesn't work for me. Any of these items on either list could be my writing topic!*

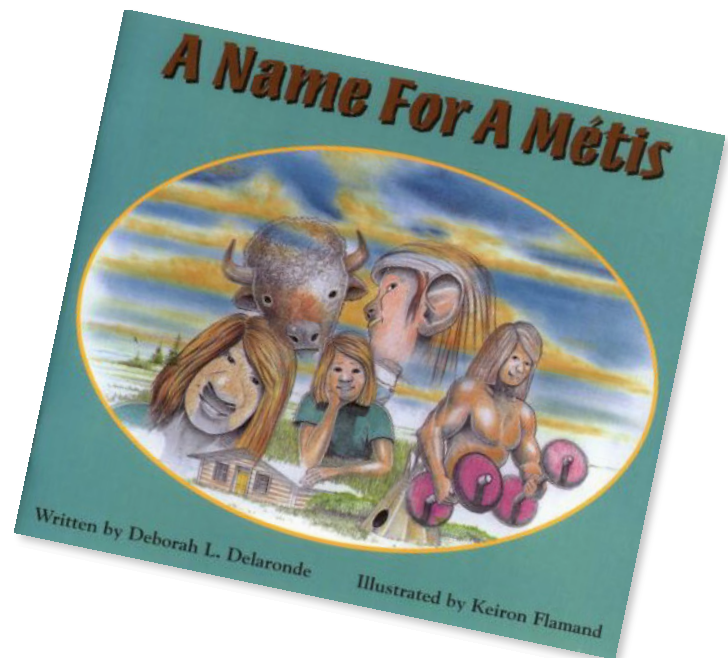
In my think-aloud, I try to model a range of topics and genres and let students know how a broad topic like "ice cream" can turn into a specific topic like "how gelato is made." Have students return to their writing partners and talk about ways that they could turn some of the items on their lists into topics for writing.

**Independent Application:** Have students choose one of the ideas from their Love It or Loathe It lists and use it as a topic for writing.



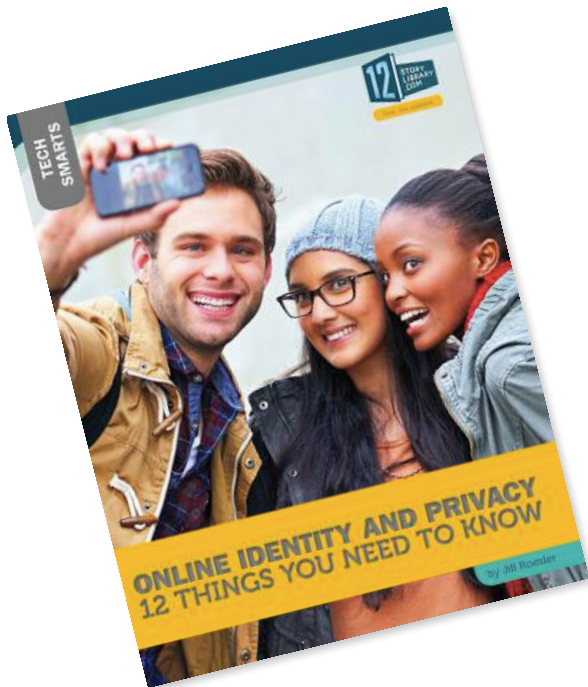
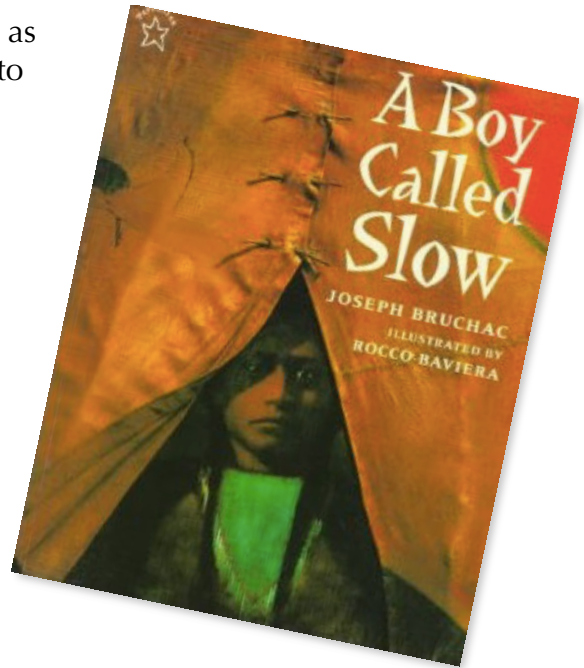
Canada's Metis are the only mixed blood people in the world recognized by every level of government as being a Nation. The Metis have their own language, flag, songs and stories. They have exciting traditions and a proud history. Sadly, their journey was one of hardships, denial and often lies. In *The Secret of Your Name*, these three men open their hearts to all those who care to know what it means when it is said that we are proud to be Metis!

What's in a name? A little boy might be known as Great Big Nose because he's so nosy, or Big Ears because he listens so carefully. Yet there's one name that might suit him even better!



Anxious to be given a name as strong and brave as that of his father, a proud Lakota Sioux grows into manhood, acting with careful deliberation, determination, and bravery, which eventually earned him his proud new name: Sitting Bull.

The True Story of Sitting Bull from multi-award-winning author Joseph Bruchac.



This book provides 12 informative questions and answers about online identity and privacy and shares related facts, tips and tricks people need to know to stay smart with technology.

**Before** writing, collaboratively review the characteristics of quality writing.



I can identify and describe the characteristics of quality writing.

**Lesson idea:**

Place students in groups of 4 to 5. Let students know that their group work will be to discuss the characteristics of quality writing. Giving one or two examples will provide a model of the type of response that groups are aiming towards. (E.g. adding details. Instead of ... I have an apple... I have a bruised apple and it looks like there might be a worm inside; a strong beginning that hooks the reader; or a strong ending that wraps up the writing.)



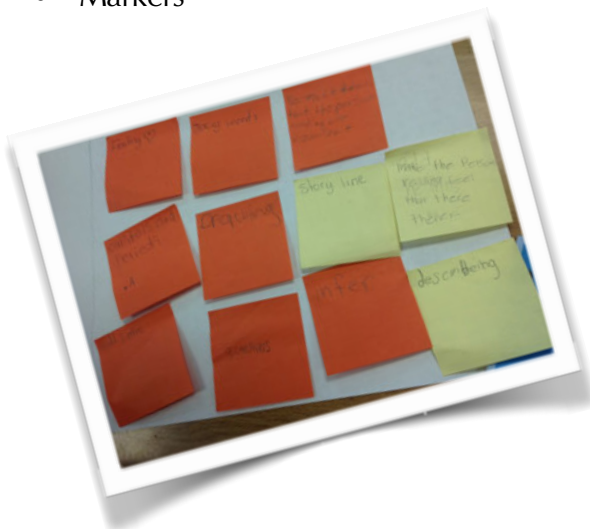
Provide each group the following items:

- One large sheet of chart paper
- Lots of 3" x 3" post it notes
- Markers

**Co-Create Criteria:**

In groups, invite students to brainstorm the characteristics of quality writing. Encourage **only one idea per post it note**. The post it notes may be randomly placed on the chart at this stage. You may want to read several books that fit the theme of Personal and Cultural Narratives to your class before co-creating criteria. Book suggestions can be found at the following link

<http://www5.sd71.bc.ca/literacy/wp-content/uploads/2016/03/Compentency-Books-for-Feb-2016-PD-day.pdf>



Once students have generated lots of ideas, ask them to group like-items in rows on their chart paper.

Next, invite students to come up with a name for each grouping of ideas. After doing all of this, have each group share their category names and reasons for each grouping.



Key Qualities of the Traits	
<b>IDEAS</b> Clear messages Narrowed focus Vivid details Stays on Topic	<b>ORGANIZATION</b> A brilliant beginning A mighty middle An excellent ending Transitions that create flow
<b>SENTENCE FLUENCY</b> Complete sentences Sentences begin with different words Sentences are different lengths	<b>WORD CHOICE</b> Fresh and original word combinations Trying out new words Poetic devices
<b>VOICE</b> Passion for the topic Contains writer's personality There's a reader/writer connection	<b>CONVENTIONS</b> Spelling Grammar Punctuation Use of paragraphs

SD 471 based on the work of Ruth Culham

It's important to share the **Key Qualities of the Traits** chart. In the same groups, invite students to examine this chart.

Explain to students that a group of teachers got together and went through this same process of brainstorming, or co-creating ideas, and this chart reflects *their* thinking about the characteristics of quality writing.

Have students discuss this chart and then analyze similarities and differences to their own chart. Offer an opportunity for whole group sharing and discussion.

With a solid review of the characteristics of quality writing in place, students will be alerted to criteria for quality writing and clear expectations.

With student input, you can start by identifying just a few targets on the chart as a beginning focus for writing.

Each target in the blue boxes of the Traits chart can become the focus for explicit writing lessons.



With time the traits of writing become metacognitive strategies that students will internalize and use.

Further, the strategies become decisions writers make as they go through the phases of the writing process - pre-writing, drafting, revising, editing and publishing. Based on the learning targets and co-created criteria, students can self-assess their writing.

**I Can**

**With Direct Support**  
I can do this with an adult providing support.  
My efforts combined with an adult's support help me understand this concept.

**With Guided Support**  
I can do some of this by myself, but I need help from an adult at times.  
An adult checks in to ensure I am progressing and provides feedback as needed. With perseverance my understanding increases.

**Independently**  
I can do this independently, accurately and with confidence.  
I share evidence of my learning and receive feedback about my progress.

**Applying Innovatively**  
I can go beyond what is asked of me. I apply my learning in new situations and teach others.  
Feedback reinforces my learning. I use it to determine my next steps.

**CONVENTIONS**  

- Did I use capitals where needed?
- Did I use periods at the end of each sentence?
- Did I use correct grammar?
- Did I divide my writing into paragraphs?
- Is my spelling correct?

**IDEAS**  

- Is my message clear?
- Is my topic narrow and manageable?
- Do I have lots of details to support my main idea?
- Did I stay on topic?

**ORGANIZATION**  

- Do I have a bold beginning that hooks my reader?
- Do I have a mighty middle with lots of details?
- Do my ideas flow together smoothly?
- Do I have an excellent ending?

**VOICE**  

- Does my writing show my passion for this topic?
- Can you hear my personality coming through in my writing?
- Have I made a strong connection with my reader?

**SENTENCE FLUENCY**  

- Are my sentences complete?
- Do my sentences begin in different ways?
- Did I use some short, medium and long sentences?
- Does my writing sound smooth as I read it?

**WORD CHOICE**  

- Have I used some new and interesting words?
- Did I use basic words in unexpected ways?
- Are there some salsa words or just rice cake words?
- Did I avoid repeating the same words over and over and over again?

**PRESENTATION**  

- Is my work neat?
- Is it pleasing to look at?
- Did I use the page space well?

Find posters such as these in the sd71 Print Shop catalogue <http://www3.sd71.bc.ca/resources/lrc/Documents/SD71-Print-Shop-Catalogue.pdf>

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

### STRIVING FOR SUCCESS

...applying innovatively!



...independent



...guided support

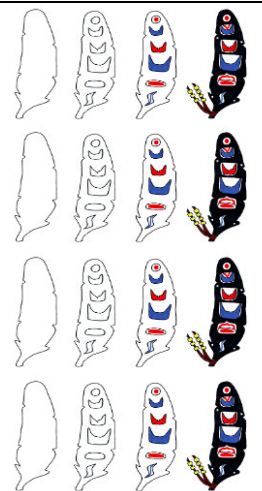


...direct support



### TASK TO COMPLETE:

### CRITERIA:



### SELF ASSESSMENT:

### TEACHER ASSESSMENT COMMENTS:

**Exploring Identity** (this lesson is adapted from *Up standers: How to Engage Middle School Heart and Minds with Inquiry*, Daniels and Ahmed, 2015)

## WHAT MAKES YOU, YOU?

**Big Ideas:** Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself.

**Learning Target:** Engaging with others to share and develop ideas. Understanding identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).

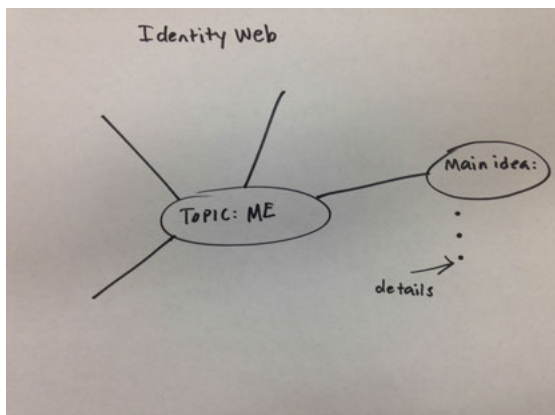
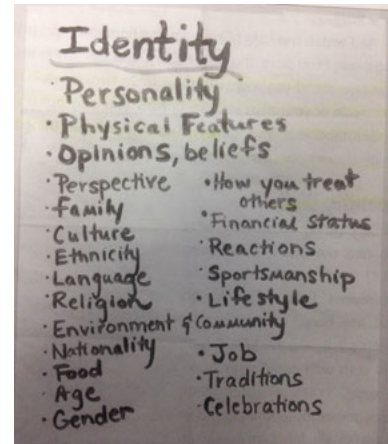


**Establishing a Need to Know:** Share the YouTube Clip *What's Your Identity* (stop the clip at 1:29)  
<https://www.youtube.com/watch?v=HMq7QkR4fGI>

**Driving Questions:** What makes up a person's identity? What defines your identity?

**Turn and talk/listen:** Turn to someone near to you and ask them what they think, how they feel about these two questions and/or what they notice, think and wonder about the video clip .

**Co-construct ideas:** Next, invite a whole group share out to make a list of ideas for what defines someone's identity.



**Performance of Understanding:** Invite students to co-construct ideas, “If you were going to create a personal identity web what would be important to include?” Stemming from the co-constructed ideas, model and think out loud, designing a personal identity web with elements that best represent you. Use the familiar frame of topic (you) main ideas (things that help define your identity - family, job, Nationality/ethnicity, interests) and details that support the main ideas.

Created by Doug David, Gail Martindale, Debbie Nelson, Joan Pearce, Lynn Swift and Carol Walters  
SD71 Comox Valley



Next, students begin designing their own identity webs. Encourage them to add illustrations, symbols and use colour. This identity web serves as a starting place, a draft that will be added to as we move forward in this inquiry.

**Turn and talk:** After a few minutes of independent webbing, invite students to share one unique identity characteristic (that isn't necessarily obvious) about themselves with a nearby partner. Next, ask if there is a brave volunteer willing to share something unique to their identity to the whole group?

Next, invite students to circle two of the most important pieces of their identity that they have included on their webs. The two things that really mean a lot to them, that reflect who they are, everyday.

Have students do a gallery walk. When a student sees an identity they share with someone, they could place a dot or star next to this word.

**Share the YouTube clip (9:59) or the Book:**

*The Bear that Wasn't* (by Frank Tashlin, 1947)

<https://www.youtube.com/watch?v=cq0a5JTSGvU>

This is a story about a bear who is having a really hard time with his identity because everyone keeps telling him that he's not a bear. He keeps on insisting that he is, but no one believes him.



**Establish a purpose for listening and viewing:** While viewing the story, consider the following, How does the bear see himself? How do others see him? Stop intermittently to co-construct an Identity T-Chart for the bear. (*A theme of from The Bear That Wasn't story is that people are defined by both how they think of themselves and how others perceive them.*)

**Whole group reflection:** Why might how others see you affect your identity? Why isn't your identity only how you see yourself?



**Share the YouTube clip (3:36):**

*The Danger of a Single Story*

<https://www.youtube.com/watch?v=ODzwb90b5qE>

African writer Chimamanda Adichie explains how we often assign identity to others: we tell single stories that create stereotypes, which then become the only stories that are told and believed to be true.

After viewing the clip, turn and talk in response to the above question, “What is the danger of a single story?”

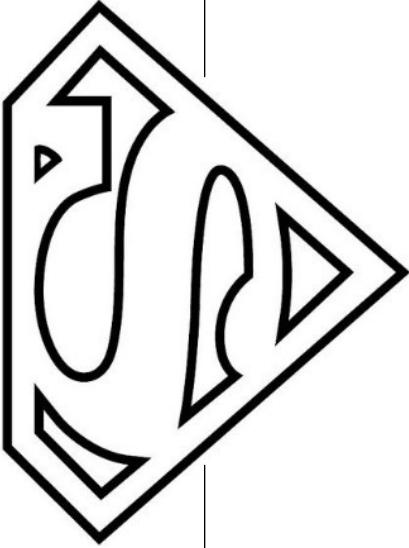
**Closure:** Invite students to give their parents (or any adult they can find) some homework. They are to ask them to list ten things they think of to describe their own identity, and then ask them to circle two things that are most important to them.





I am capable

Today connects  
with tomorrow



Someone believes in me

I make a difference.

# I Am Poem

I am \_\_\_\_\_  
(Two special characteristics)

I wonder \_\_\_\_\_  
(Something you are curious about)

I hear \_\_\_\_\_  
(An imaginary sound)

I see \_\_\_\_\_  
(An imaginary sight)

I want \_\_\_\_\_  
(A desire you have)

I am \_\_\_\_\_  
(The first line of the poem repeated)

I pretend \_\_\_\_\_  
(Something you pretend to do)

I feel \_\_\_\_\_  
(A feeling about something imaginary)

I touch \_\_\_\_\_  
(An imaginary touch)

I worry \_\_\_\_\_  
(Something that bothers you)

I cry \_\_\_\_\_  
(Something that makes you sad)

I am \_\_\_\_\_  
(The first line of the poem repeated)

I understand \_\_\_\_\_  
(Something you know is true)

I say \_\_\_\_\_  
(Something you believe in)

I dream \_\_\_\_\_  
(Something you dream about)

I try \_\_\_\_\_  
(Something you make an effort on)

I hope \_\_\_\_\_  
(Something you hope for)

I am \_\_\_\_\_  
(The first line of the poem repeated)

I Am Poem - example

**I am funny and kind  
I wonder why humming birds are in such a hurry  
I hear clouds crashing in the sky  
I see oceans in the air  
I want a fluffy dog  
I am funny and kind  
I pretend that I am a world traveler  
I feel fine on a summer day at the beach  
I touch the wings of a butterfly  
I worry that all is not well  
I cry about nothing at all  
I am funny and kind**

**I understand why play is fun  
I say we should play all the time  
I dream about fish that fly in the air  
I try to be artistic  
I hope my parents live long lives  
I am funny and kind**

The following link leads to an online I Am Poem Generator.  
Students can write their own I Am Poems by filling in the text boxes.

<http://oakdome.com/k5/lesson-plans/word/i-am-poem.php>

This template is intended to help students get started writing an “I Am From” poem. Not to be confused with the “I Am” poem, this poem is more about memories and upbringing.

This poem is personal and should reflect specific details and feelings about life and memories.

For an online poem generator, go to:  
<http://freeology.com/worksheet-creator/poetry/i-am-from-poem/>

After finishing a draft of their poem, students can press the “Create It” button to print off their work.

Adapted by Levi Romero  
Inspired by “Where I’m From” by George Ella Lyon

I am from \_\_\_\_\_ (an everyday item in your home)  
from \_\_\_\_\_ and \_\_\_\_\_ (products or everyday items in your home)  
I am from the \_\_\_\_\_ (description of your home)  
\_\_\_\_\_ (a detail about your home – a smell, taste, or feel)  
I am from the \_\_\_\_\_ (plant, flower, natural item)  
The \_\_\_\_\_ (plant or tree near your home)  
whose long gone limbs I remember  
as if they were my own.

I’m from \_\_\_\_\_ and \_\_\_\_\_ (a family tradition and family trait)  
from \_\_\_\_\_ and \_\_\_\_\_ (family members)  
I’m from \_\_\_\_\_ and \_\_\_\_\_ (family habits)  
and from \_\_\_\_\_ (family habit)

I’m from \_\_\_\_\_ and \_\_\_\_\_ (things you were told as a child)  
and \_\_\_\_\_ (a song or saying you learned as a child)  
I’m from \_\_\_\_\_ (a family tradition)  
I’m from \_\_\_\_\_ (place of birth) and \_\_\_\_\_ (family ancestry, nationality or place)  
\_\_\_\_\_ and \_\_\_\_\_ (family foods)  
From \_\_\_\_\_ (a story about a family member)  
\_\_\_\_\_ (detail about the story or person)  
\_\_\_\_\_ (description of family momentos, pictures or treasures.)  
\_\_\_\_\_ (location of momentos – under my bed, on the wall, in my heart)  
\_\_\_\_\_ (more description if needed)  
\_\_\_\_\_



**Where I'm From**  
**By George Ella Lyon**

I am from clothespins,  
from Clorox and carbon-tetrachloride.  
I am from the dirt under the back porch.  
(Black, glistening  
it tasted like beets.)  
I am from the forsythia bush,  
the Dutch elm  
whose long gone limbs I remember  
as if they were my own.

I am from fudge and eyeglasses,  
from Imogene and Alafair.  
I'm from the know-it-alls  
and the pass-it-ons,  
from perk up and pipe down.  
I'm from He restoreth my soul  
with cottonball lamb  
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,  
fried corn and strong coffee.  
From the finger my grandfather lost  
to the auger  
the eye my father shut to keep his sight.  
Under my bed was a dress box  
spilling old pictures.  
a sift of lost faces  
to drift beneath my dreams.  
I am from those moments --  
snapped before I budded --  
leaf-fall from the family tree.

## What Makes You, You?

### Lesson 1 - My Name Is

#### Big Ideas:

Exploring stories and other texts help us understand ourselves and make connections to others and to the world.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

#### Curricular Competencies:

Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.

Apply a variety of thinking skills to gain meaning from texts.

Respond to text in personal and creative ways.

**Co-Constructing Ideas:** In small groups, invite students to co-construct and record ideas in response to the question, "What makes up a person's identity?"



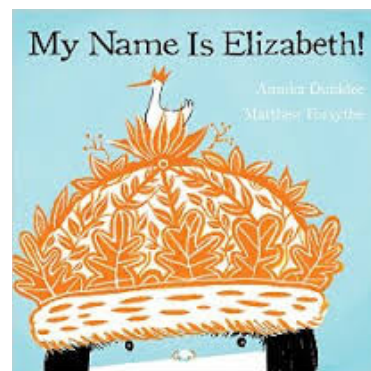
Today's lesson is about the name that you have and how it is part of your identity.

**Learning Targets:** I can share my whole name, describe what I like about my name and what I don't like about my name. I can write about my name and include interesting details - several things I like about my name and something that sometimes bothers me about my name.

**Shared Read:** *My Name is Elizabeth* by Annika Dunklee

Before reading: Establish a purpose for listening/viewing: investigating the story for deeper themes. "Why did the author write this book? Investigating the subtleties in the text that perhaps go unnoticed by a younger audience (connect to Disney movies and how their stories are often written to engage two parallel audiences at once.)

Based on the title and the cover, invite predictions. "This is a story about Elizabeth, a girl who has things she likes about her name, but also has something she doesn't like about her name. We're going to listen and look for these details and then talk about them after the story."



During Reading: Talk about the story as it unfolds. Invite children to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.

## What Makes You, You?

After reading: Invite students to reflect on the story; to recall the things that Elizabeth likes about her name and also what she doesn't like about her name.

**Co-constructing Ideas:** Whole group conversation - invite students to help make a two column anchor chart of possible things a person could like and dislike about their name. For example:

Things a person could like about their name:	Things a person could dislike about their name:
it's quick and easy to say.	it's difficult for people to spell
it rhymes with other words I know.	it's difficult for people to read/pronounce
I know other people with the same name and they are very nice.	there are 3 other kids in the school with the same name
it's an easy name to say.	
it's an easy name to spell.	
it's unique. I don't know anyone else by the same name.	
I think it suits me because _____	

**Partner Turn and Listen:** Swapping ideas about what you like/don't like about your name. Can you come up with 3 things you like about your name? Is there something you don't like about your name? Share and find out about your partner's whole name and what they like and don't like about their name.

**Fireside chats:** Invite students to share their thinking in small groups - "My name is \_\_\_\_\_. I like my name because \_\_\_\_\_. Something I don't like about my name is \_\_\_\_\_."

### Co-construct Criteria for the writing:

Set the task for an independent writing reflection. Revisit the learning target: *I can write about my name and include interesting details - several things I like about my name and something thing that sometimes bothers me about my name.*

Invite students to identify their own writing strengths and stretches and set their own criteria for a piece of writing.

Next Steps: Students write about their name using their own criteria.





Name: Xera

**Learning Intention:**

I can write about my name and include interesting details ~ several things I like about my name and something that sometimes bothers me about my name.



Writing criteria: I'm pretty good at ...	Writing criteria: I'll try this. It's a stretch for me ...
Brain Storming Illustrating strong and detail Variety of words	Cursive

My name is Xera I like my name

I agree!  
This is filled  
with details.

Because it's different I don't think anyone else in the world has my name. I was named after my great great grandma eve my mom New eve when she was very young. grandma eve loved to cook.

Love this word!  
So original!

and Bake desserts, especially Pavlova cakes and Brownies. My name means strong follower. I don't like my name because people often warp my name when they are trying to pronounce it. (into something like Sarah): I don't like that at all. Also sometimes

People tease for what my parents were going to name me. But I still love my name. :)

I love your ending too!

## What Makes You, You?

### Grade 2 and 3      Lesson 2 - The Stories Behind my Name

#### Big Ideas:

Stories and other texts help us learn about ourselves, our families and our communities. Everyone has a unique story to share. Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

#### Curricular Competencies:

Engage actively as a listener and viewer to develop understanding of self, identity and community.  
Create stories to deepen awareness of self, family and community.



**Learning Targets:** I can explore and share the significance of my name; what my name means and the stories behind my name. I can write about about the stories behind my name.

**Driving Question:** What are the stories behind your name?

**Shared Read:** *My Name is Aviva* by Lesléa Newman

Before reading: Establish a purpose for listening/viewing. Based on the title and the cover, invite predictions.

“This is a story about Aviva, a girl who is determined to change her name until she discovers where her name comes from and why her parents chose that special name for her. We’re going to listen and look for these details and then talk about them after the story.”

During Reading: Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.



After reading: Invite students to reflect on the story; to recall why Aviva wishes to change her name and what she finds out from her parents about the stories behind her name.

**Co-constructing ideas:** Invite students to help make an anchor chart of possible things a person could find out about their name:

Who named you?

Why was your name chosen for you?

Are you named after someone?

What does your name mean?

What is the origin of your name?

## What Makes You, You?

What stories do you have to tell about your name?  
Do you have any nicknames?

**Partner Turn and Listen:** Swapping ideas about the stories behind your name. Do you have interesting stories that you already know about your name? What is something you are curious to find out about your name? Share and find out about your partner's stories behind their name and also what their curious to find out.

**Talking Circle:** Students are invited to share using the frame "Something I know about my name is \_\_\_\_\_." and "Something I'm curious to find out about my name is \_\_\_\_\_."

**Performance of Understanding:** Set the task for an independent writing reflection.

**Co-construct Criteria for a writing reflection:**

**Closure:** Invite students to give their parents some homework tonight! Students will take home a few questions, asking their parents to help them with the *Stories Behind my Name* jot notes page. These notes will be used to create a piece of writing.



## ***The Stories Behind My Name***

**Name:**

What's your full name?

Has your name changed?

Who named you?

Why was your name chosen for you?

What do you like, or not like about your name?

What does your name mean?

What is the origin of your name? (cultural, place, reason, family etc.)

What stories do you have to tell about your name?

What else would you like to tell about your name?

Name:



**Learning Intention:**

*I can write about stories associated with my name.*

Writing criteria: I'm pretty good at ...	Writing criteria: I'll try this. It's a stretch for me ...

Lined writing area with a vertical red margin line on the left and horizontal blue lines for writing.



## What Makes You, You?

### Lesson 3 - Exploring Personal and Cultural Heritage

#### Big Ideas:

Exploring stories and other texts help us help us understand ourselves and make connections to others and to the world.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

#### Curricular Competencies:

Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.

Apply a variety of thinking skills to gain meaning from texts.

Use writing and design processes to plan, develop, and create **texts** for a variety of purposes and audiences.



**Learning Targets:** I can explore and think about foods that are significant to my identity; to my family, my culture. I can write about foods and traditions that are a part of my personal and cultural identity.

**Shared Read:** *The Sandwich Swap* by Her Majesty Queen Rania of Jordan Al Abdullah

Before reading: Establish a purpose for listening/viewing. Based on the title and the cover, invite predictions.

This is a story about Lily and Salma who are best friends. They like doing all the same things, and they always eat lunch together. Lily eats peanut butter and Salma eats hummus-but what's that between friends? It turns out, a lot. Before they know it, a food fight breaks out. Can Lily and Salma put aside their differences? Or will a sandwich come between them?



A lovely animated cartoon of *The Sandwich Swap* (5:57) can be found here:

<https://www.youtube.com/watch?v=MvEr6FsVoBI>

During Reading: Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

## What Makes You, You?

After reading: Invite students to reflect on the story; to recall what happened between Lily and Salma; to consider what Lily and Salma suggested to their Principal as a special event for their school (inferring from pictures).

**Co-constructing ideas:** Invite students to contribute to a three column chart of possible foods that a person might love to eat, loathe or have never tried:

Food that a person might love:	Food that a person might loathe:	Food that a person maybe hasn't tried before:
brussel sprouts		
liver		

**Talking Circle:** Students are invited to share using the frame "A food that I love to eat is \_\_\_\_\_."; a food that I loathe is \_\_\_\_\_. A food that I'm curious to try is \_\_\_\_\_."

**Partner Turn and Listen:** This book leads naturally to a comparison of cultural foods. Invite students to share about foods that are unique to their family; their culture!

"Do you have interesting foods or traditions unique to your family? What are they?"

**Performance of Understanding:** Set the task for an independent writing reflection.

**Co-construct Criteria for a writing reflection:**

**Closure:** Invite students to talk to their parents about foods that are a part of their family traditions; their heritage.

**Step into the Circle:  
Promoting Safety and Respect**



How did a secondary school initiate a culture transformation that virtually eliminated calls to the office for disrespectful behaviour between students in the first 3 months? At John Oliver Secondary School in Vancouver, this radical shift involved several factors: fostered student leadership, informed staff and the following, simple activity that was the catalyst for actions leading to feelings of being respected, valued and safe.

Initially, John Oliver senior leadership students were the participants but soon, with some support and training, became the student-facilitators who then led classes through this activity grade by grade.

Purpose:

- To increase the understanding of how behaviours and attitudes impact others.
- To highlight the similarities between students.
- To recognize some of the factors which may influence feeling safe at school.
- To encourage student-led changes in school culture.

Flow:

- Arrange students in a large circle, standing.
- Read the series of statements below.
- Instruct the students that if this statement is true for them, silently step forward into the circle. If it is not true, remain standing still.



- 1 Step into the circle if you like eating sushi
- 2 Step into the circle if you like eating ice cream
- 3 Step into the circle if you play a sport
- 4 Step into the circle if you have 2 or more siblings
- 5 Step into the circle if you like learning new things
- 6 Step into the circle if you speak another language
- 7 Step into the circle if you've ever heard homophobic or racial comments in the school
- 8 Step into the circle if you've ever felt judged by someone at school
- 9 Step into the circle if you've ever judged someone else
- 10 Step into the circle if you've ever changed yourself to please another person
- 11 Step into the circle if you've ever experienced or witnessed bullying
- 12 Step into the circle if you wish to be part of a school where you feel safe, valued and respected by others

### Debrief

Group dialogue: What can we do to make changes in our classrooms and throughout the school so that we all can say that we feel safe, valued and respected?

### Adaptations

- Debrief the activity in pairs or triads asking how the activity felt and if anything surprised them?
- Ask if there was there a difference in the feeling of safety in the room before the activity and after the activity?
- Follow-up with a journal reflection on their experience and ideas for contributing to a more positive school culture.
- With the student-facilitators, add to or revise the questions asked to reflect their feedback and insight. Co-creating the activity will encourage a feeling of ownership and emotional investment.



Identity Collage: Invite students to think about themselves, their interests and what they identify with. Using words and images from magazines, students can describe themselves to others through pictures, words drawings, photos and other treasures that could be mounted on canvas. Can you tell some of the things that this child holds near and dear to her heart?

### Pastel Picasso Portraits

The following lesson from *Deep Space Sparkle* provides step by step instructions for how to draw and colour a self-portrait using oil pastels in the style of Pablo Picasso.

<http://www.deepspacesparkle.com/2007/12/19/picasso-faces/>







Get the kids to draw their face with a transparency and a...

Angela Duelle Brownies



How to Create Land Art

Land art is easy and fun and can be done by anyone...

Rediscovered Families

Brianne Prudhom Tes... Camping fun



Mixed Media Self Portrait. These were awesome. Little kids...

by bgmills

Special Ed Pro Creative and Critical Th...



Thumbprint Self-Portrait. The kids make this based on their...

Wise Guys READING/Writing I...



Creative Writing Self Portraits, in the style of Nate...

Art Projects for Kids APFK Journal



So cool! This Andy Warhol project for kids is done with...

Parent Co. Kids Art



Inspiration for fourth grade art portrait turning collage...

The Teacher Studio FourthGradeFriends.com

## Talking Circles Lesson #1

### Essential Question:

What can I learn about myself, and my family and my community by sharing in a Talking Circle?

Lynn Swift, Gail Martindale,



### Who are my ancestors?:

*Focus lesson: bead time-line story*

- *Share the story of how long Aboriginal people have been living in North America (10,000 years)*
- *Point out the generations on the bead time-line starting with the students themselves and working back to parents, grand-parents, great-grand parents etc.*

### Lesson: Talking Circles and Talking Sticks

- Share the Power Point slideshow from the Talking Circles lesson: <http://www.sd71.bc.ca/School/abed/resources/elementaryteacher/Pages/Talking-Stick-and-Talking-Circle-Lessons.aspx>

### Possible Inquiry Questions:

- What kinds of diversity exists among us?
- Where am I from?
- Where do my ancestors come from?
- What is the story of my name? (how were my first and middle names chosen?)
- How did my family end up living in the Comox Valley?

### Classroom Activities

- place based family tree—where are my ancestors from?
- Talking circles—practice introducing your self and telling where you are from. Who your ancestors are and where they are from?
- Write the story of your given names, first and middle. How were your names chosen?

### Field Experiences:

- Visit a museum to look at life in the past
- Visit to a local First Nation community
- Interview an Elder in your community
- Interview parents about where they grew up and went to school

# **Essential Understanding**

**What can I learn about myself, my family and my community by sharing in a Talking Circle?**

**How are we in our community and culture connected to our ancestors?**

**How are Aboriginal cultures and the way they live today and in the past connected to ancestors?**



*Our Learning Intention:*

- . I can understand that I am connected to my ancestors.
- . I can understand how Aboriginal culture is connected to ancestors.
- . I can introduce myself in a Talking Circle.

**The next 3 pages are background information on sharing a bead timeline with the class. You will need to have a bead timeline with 500 beads to represent 10,000 years of time.**

## **Bead Time Line Story – 10000 years of History Using Oral Tradition Storytelling**

**By Suzanne Camp, Courtenay BC**

**Introduction:** Use this story to help people visualize and understand how oral tradition storytelling has kept stories, culture, traditions and history of aboriginal people alive for thousands of years. The Bead Timeline story can be adapted with information about any community's history and territories.

### **The Story**

#### **{Recognition of Territory before the story starts}**

**Action:** Hold a small basket which contains the Bead Timeline in the palm of your hand and introduce the story to your audience.

### **The Bead Timeline**

**Action:** (Show a single bead fastened to a small card)

"Each bead on this timeline represents a generation of people. A generation is from the time a baby is born until the time that child grows up and can have a baby of their own. For this timeline a single bead represents 20 years or one generation. There are 500 beads or 500 generations of people represented here on this time line."

"If you are 6 years old you are part of this single bead, if you are 10 you are half of this bead. All over the world, no matter where your family has come from, every culture and all people have a place on a time line like this."

You can explain that if the students are represented by the first bead on the string, the bead next to them represents their parents, the bead next to that represents Grandparents, then Great Grandparents etc.

**Action:** Begin slowly drawing the timeline out of your basket as you start to tell the story.

"We are going to journey back, back in time. Each time the beads change color we will have gone back 5 generations or 100 years. We are going to go all the way back through time to 10000 years ago."

"People have lived here along the Pacific Northwest Coast for at least 10000 years. Stone tools and fire pits are some of the few signs we can find of those ancient peoples from so long ago."

"People's stories, history, culture and traditions were passed from generation to generation through speaking and listening and remembering and speaking and listening and remembering. (Point to your mouth, ears and your forehead when you are repeating "speaking and listening and remembering") Children in their villages heard their stories many times. When the children were grown they remembered and passed on those stories, the history and the traditions of their communities."

"And so it was for generation after generation, long before books were written; the stories of the people were told again and again."

**Action:** (By now, you should be near the end of the time line. Your audience will be wondering if it will ever end and then, finally draw out and hold the last bead)

“Back here (pointing to the last bead on the timeline), 10000 years ago, it was the end of the last ice age; a time when much of the land on North America was covered with huge ice fields. So much water was locked up in that ice that sea levels around the world were much lower than they are today.”

“Eventually melting glaciers and rising sea waters covered the shorelines where people might have lived and travelled along the coast. As the ocean levels rose, the traces of ancient habitation disappeared below the waves.”

“Through all that time though, stories continued to be passed from generation to generation: history was remembered and cultural traditions were honored; through speaking and listening and remembering, and speaking and listening and remembering, and speaking and listening and remembering. “ (Point to your mouth, ears and forehead while you are repeating these words; let your voice fade away softly to end the story.)

### The End of the Bead Timeline Story



When the Timeline Story is finished, have the students reflect on all of the ancestors that came before them. Ask them to think about who these people are and what stories they might know about them.

## Some suggestions for using this bead timeline:

### Story telling; Resource Management and Conservation; Cultural Knowledge; Traditional local communities; Contemporary local communities

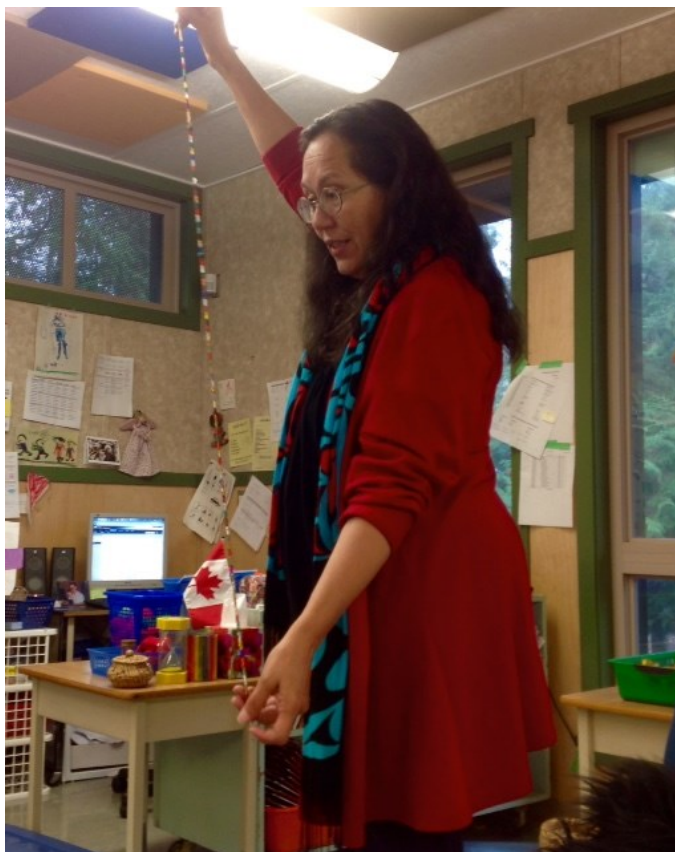
‘Set the scene’ for oral tradition storytelling –explaining how stories, culture and tradition were passed along from generation to generation through speaking, listening and remembering and speaking, listening and remembering.....down through the generations to the present day

Talk about how the First People practiced conservation and caring for their resources in a respectful, thoughtful way – using only what was needed –‘Leaving a light footprint on the land’; in comparison to our present day practices creating a ‘heavy footprint on the land’ where we are carelessly using and discarding/polluting our limited earth resources. (This is usually where I hold up my 7 beads/ generations string to show how quickly we have changed our Comox Valley with our heavy footprint)

Talk about the People of the Cedar: About 6000 years ago the world had warmed up enough for cedar trees to begin to grow. *Show that place on the time line.* Cedar became so important that it is still known as the ‘Tree of Life’. For thousands of years Northwest Coast peoples have used cedar for ceremonial regalia, homes, canoes, clothing and household items such as rope and basketry.

The bead timeline can be adapted to talk about your traditional local communities, your history and your environment to help children understand how long people have lived on the land of your local territory. For instance, here in the Comox Valley, the remains of a vast network of fish weirs can be found along the Courtenay River estuary. Radio carbon dating has established that the age of a least one of the wooden stakes is over 1300 years old, so it shows that aboriginal people have lived and worked in this area for at least that length of time.

Show the 10000 year time line and in comparison, show the tiny contemporary time line of your local community: in the case of the Comox Valley it is only 7 beads/generations since settlers arrived to farm, fish, log, establish coal and copper mines and build homes. Talk about how your community looks today – paved roads, bridges, concrete buildings and landfills; all of which have resulted in a very heavy contemporary ‘footprint’ on the land – a footprint that will last for centuries into the future.



# Talking Circle



Practice a Talking or Sharing Circle with your class:

- Decide on an object to pass around the circle
- **Some** First Nation people used Talking Circles
- Recognize that we are on the Traditional Territory of the K'omoks First Nation and to show respect pass the Talking Stick counter clockwise (to the person on your right)
- Emphasize the "listening" part, so everyone is waiting patiently and actively listening to the speaker
- Only the person with the Talking Stick (or other object) is speaking, everyone else is listening
- Introduce yourself loud and proud, tell your name and something about yourself and/or your ancestors

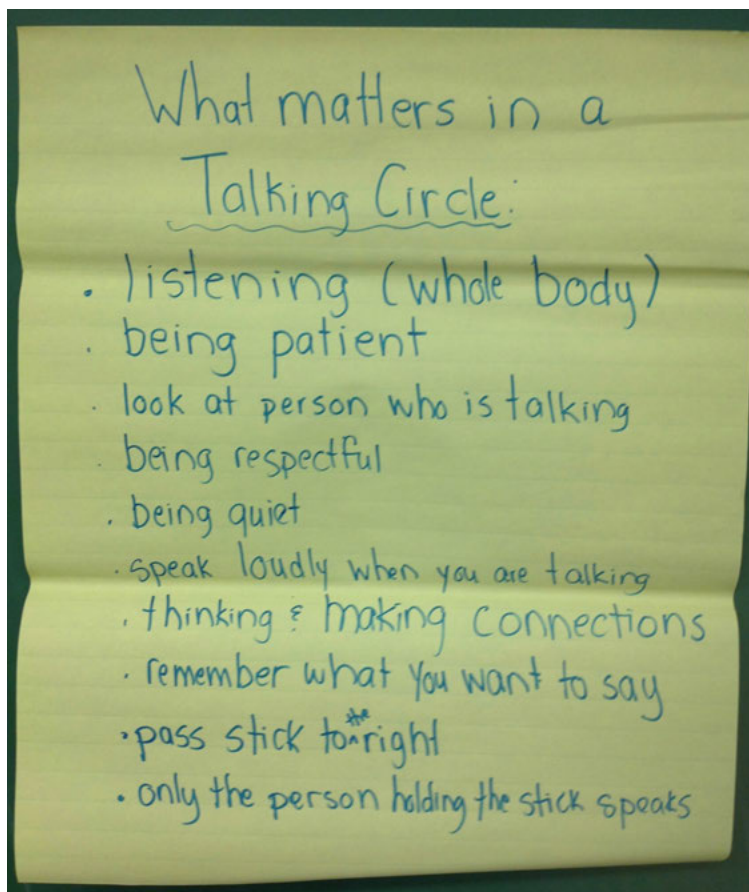


**Possible things to talk about for your introduction:**

- Tell your name (either just your first name, or all of your names if you know them)
- Tell where you were born
- Tell us about your family (parents, siblings, grandparents)
- Tell something about one of your family members
- Tell where your parents are from (where were they born, where did they grow up)
- Tell where your grandparents are from
- Tell us how your family ended up moving to the Comox Valley
- Tell how your family ended up living in Canada

**Remind students that they can start asking their family these questions and they can share more next time. Students can record in their planners: Talk to your family about your ancestors, who are they, where did they come from.**

**Co-construct Criteria for introducing yourself in a Talking Circle: "What matters when you introduce yourself in a Talking Circle?"...**



To reinforce skills, build community and practice self assessment you can lead students through the following activity:

Step into the Circle: make some “I statements” and have students take one big step into the circle if the statement is true for them: (start with something that most students were successful in, increase complexity as appropriate) . Step back to original place.

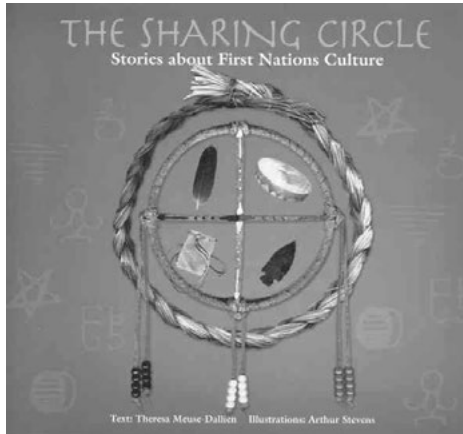
- I ate breakfast before I came to school today
- I was able to introduce myself by my first name
- I introduced myself by my first and last name
- I said my name loud and proud
- I introduced myself by all of my names (first, middle, last)
- I shared a story about a relative
- I know my both of my parents first names
- I know all of my Grandparents first names
- I know where I was born
- I know where both of my parents were born
- I know how I got my name etc.

## Talking Circles lesson #2

### Essential Question:

What can I learn about myself, my family and my community by sharing in a Talking Circle?

Lynn Swift, Gail Martindale



### THE SHARING CIRCLE BY THERESA MEUSE-DALLIEN

Matthew loves to play games with his friends and share his toys with them. But most of all he loves to share the special treasures that remind him of his First Nations culture. Perhaps his favourite treasure is the medicine pouch that his grandfather made especially for him. This is where he keeps many of his other treasures, including the sacred herbs his mother gave him. Matthew uses the herbs to remind him to be grateful for everything that nature gives us. Another special gift is the eagle feather from his father. Matthew knows that the eagle is a symbol of the spiritual strength of his culture. But there is one other gift that has a special place in Matthew's heart. It is the dream catcher that Matthew gave to his friend Dustin to help him not have bad dreams. The Sharing Circle is a collection of seven stories about First Nations culture and spiritual practices: The Eagle Feather, The Dream Catcher, The Sacred Herbs, The Talking Circle, The Medicine Wheel, The Drum, and The Medicine Pouch.

Read the Section on: Talking Cir-

### Possible Inquiry Questions:

- Who are my ancestors? What are the names of my Grandparents? What are their stories?
- Where are my ancestors from? What brought my family to the Comox Valley?
- What is the story of my name?

### Big Ideas

- Stories help us learn about ourselves, our families, and our communities
- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
- People from diverse cultures and societies share some common experiences and aspects of life.

### Curricular Competencies

**Communication** - The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

**Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

**Review Essential Understanding and Learning Intentions for the lesson.**

**Read Pages 31-36** from **The Sharing Circle: Stories about First Nations Culture** by Theresa Meuse-Dallien out loud to the class.

Remind students about the previous lesson of Bead Timeline and how Aboriginal people shared their stories and culture orally (First Nation languages were oral languages and they were not written down) for over 10,000 years. Explain that **SOME** First Nation cultures would use a Talking Circle to ensure that everyone had a chance to speak, people listened respectfully, everyone took turns, you had to wait for the Talking Stick for your turn to talk. Emphasize the important job that you have in a Talking Circle to listen intently to others. If you have a connection, you need to practice patience and holding a thought in your head until you have a chance to speak.

Review criteria: “what matters when you introduce yourself in a Talking Circle”.

Sit on the floor in a circle, pass an object counter-clockwise and practice sharing in a Talking Circle.

\* In the book they pass the Talking Circle item clockwise as that is the tradition of the First Nation people in their area. Here in the Comox Valley we follow the tradition of the K’omoks First Nation, which is counter-clockwise.



*Our Learning Intention:*

- I can introduce myself in a Talking Circle.
- I can say my name loud and proud.
- I can understand how I am connected to my ancestors.

### Talking Circles Prompts:

- Introduce yourself and tell us where you were born.
- Talk about your parents, and where they are from. Where did your Mom and Dad grow up.
- Talk about your Grandparents. What are their names? Where are they from?
- Talk about why your family moved to the Comox Valley.
- Talk about a time when you used courage.
- Tell us about an item that has special meaning to you.
- Talk about a special celebration that you were part of.

