

**Lesson Plan – Viola Desmond Won’t Be Budged/Black History Month Introduction**

**Date:** Friday, February 12, 2020      **Time:** 40 minutes      **Grade:** 3

**Curriculum Area:** Literacy

**Ontario’s Overall Curricular Expectations:**

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

**Ontario’s Specific Curricular Expectations:**

Demonstrating Understanding

1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding)

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

**Success Criteria:**

I can **apply** a variety of strategies to help me understand what I’m reading before, during, and after I read a book (Applying).

I can **make** connections between what I read and my own experiences (Applying).

I can **develop** ways I can make a difference at home, in my school, and in my community (Creating).

I can **identify** important elements of a story such as the main character, setting, problem, and solution (Analyzing).

**Classroom Setup:**

Students will be at their remote work spaces ready to learn with all necessary material present.

<b>Lesson Topic/ Learning Goals</b>	<b>Instructional Strategies</b>	<b>Accommodations</b>	<b>Assessment Strategies</b>	<b>Materials/Resources</b>
	<b>Minds On (~10 minutes):</b> Group Discussion:		<b>Assessment for – observing</b>	<ul style="list-style-type: none"> <li>● <i>Viola Desmond Won’t Be Budged</i> pdf</li> </ul>

<p>Black History Month Introduction – Viola Desmond Won't Be Budged</p> <p>We are learning about Viola Desmond and how she made a difference in Canada.</p>	<ul style="list-style-type: none"> <li>- What is Black History Month? Why do we celebrate it? What do you think racism means? What do you already know about racism?</li> <li>- Anticipated responses: Black History Month is where we focus on and talk about Black people in history. Discrimination based on someone's skin colour, bullying someone because of how they look, thinking one group of people is better than another.</li> </ul> <p>Students record any questions they have about racism on menti (Link can only be made within 24 hours of lesson). Use these questions as data.</p> <p><b>Action (~25 minutes):</b>  <u>Read Aloud</u>  Read <i>Viola Desmond Won't Be Budged</i>  Use a variety of comprehension strategies before, during, and after reading. For example:  -Before</p> <ul style="list-style-type: none"> <li>- Show Cover → SEE, THINK, WONDER Activity. What do you see? What do you think? What do you wonder?</li> <li>- Ask: What do you think the book will be about after looking at the cover and reading the title?</li> </ul>		<p>Actively listen to what students already know about racism and use the questions they ask to guide discussions and the remainder of the lesson.</p> <p><b>Assessment for – observation</b>  As students are answering questions while reading the book, take note of how well the students comprehend the book. Use this information to tailor the rest of the lesson (e.g. spend more time on comprehension strategies or class discussions)</p>	<ul style="list-style-type: none"> <li>● Menti link (Link can only be made within 24 hours of lesson)</li> <li>● Google Slides for whole class with pictures of Viola, breakout room questions</li> <li>● Graphic Organizer</li> <li>● Exit Slip</li> </ul>
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	<ul style="list-style-type: none"><li>- Anticipated responses: the book will be about a woman, a movie theatre.</li><li>- Show other pictures of Viola Desmond (le/ her on \$10 bill) to give them ideas about what the book may be about</li></ul> <p>-During</p> <ul style="list-style-type: none"><li>- Ask basic comprehension questions such as, why was Viola asked to leave her seat in the theatre?</li><li>- Anticipated responses: She was asked to leave her seat in the theatre because she was black.</li><li>- Pause at different points and ask what students think will happen next.</li></ul> <p>-After</p> <ul style="list-style-type: none"><li>- Ask: How did reading this story make you feel? What would you have done if you were in Viola's situation? Does this story remind you or anything in your own life, you've seen on the news, you've read in other books?</li><li>- Anticipated responses: Made me feel sad because she wasn't allowed in because of her skin colour. Made me feel frustrated that she was treated this way. I would have done the same thing and not leave. I heard about a similar story on the news, and read other books</li></ul>			
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	<p>where someone couldn't do something because of their skin. Heard of a similar story with Rosa Parks.</p> <p><u>Graphic Organizer to Check for Comprehension</u></p> <ul style="list-style-type: none"> <li>- Have students individually fill out a graphic organizer. The students will identify key elements of the book such as the main character, setting, problem, and solution. It also asks students to make personal connections to the book.</li> </ul> <p><u>Break Out Rooms</u></p> <p>As a whole class, brainstorm ways we can be anti racist as a whole class. In break out rooms of 3-4 students, groups will complete the 'I Can Make a Difference' Handout. Students will brainstorm and discuss 1 way they were inspired by Viola Desmond's story to make a difference at home, at school and in the community. Each group will present their ideas and share with the class</p> <p><b>Consolidation (~5 minutes):</b></p> <p><u>Exit Slip:</u></p> <p>Students will complete an exit slip reflecting on their learning. They will record one thing they learned, one thing they want to learn, and one question they have about Viola Desmond and racism.</p>	<p>Scribe for JK. JK receives 1:1 support. Scribe for JH. Work in a group with JH &amp; L to provide guidance throughout the writing process.</p> <p>Check in on groups with Joey, Jacob &amp; Logan to provide additional support.</p> <p>Scribe for JK. JK receives 1:1 support. JK answers question 1 &amp; 3 with support. Scribe for JH. Work in a group with JH &amp; L to provide guidance throughout the writing process.</p>	<p><b>Assessment for – Observations</b></p> <p>Check in on student work. Conference with students to check for understanding and ask if they have any further questions.</p> <p><b>Assessment for – Observations</b></p> <p>Review students ideas and presentations to see if they took away key messages from the book and developed ways to implement them in their own lives</p> <p><b>Assessment as – Reflection</b></p> <p>Students reflect on what they learned, want to learn and any questions they have.</p>	
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<b>Bloom's Taxonomy:</b>	<b>Multiple Intelligences:</b>	<b>Back-up Activity:</b>
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<p>Remembering Understanding Applying Analyzing Evaluating Creating</p>	<p>Linguistic Logical/Mathematical Spatial Musical Bodily/Kinesthetic Interpersonal Intrapersonal Naturalistic</p>	<p>Provide a list of other books relevant to Black History Month for students to read/listen to. Additional books: <i>Malaika's Winter Carnival</i> by Irene Luxbacher and Nadia Hohn <i>Oscar Lives Next Door</i> by Bonnie Farmer <i>Africville</i> by Shauntay Grant *related to <i>Viola Desmond Won't Be Budged</i> <i>A Change of Heart</i> by Alice Walsh <i>Counting on Katherine</i> by Helaine Becker</p> <p>V is for Viola colouring sheet (completely Optional)</p>
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**Modifications:**

<i>Instructional</i>	<i>Environmental</i>	<i>Assessment</i>
<p>Increase/Decrease <i>time, amount</i> Scribe for student Extend Use manipulatives Peer tutor/Partner Oral explanation Include visuals, models, organizers Google Read &amp; Write Visual Schedules</p> <p>Notes: Implement when necessary.</p>	<p>Change space, seating, quiet area Change grouping Wheelchair access Flexible seating Small groups</p> <p>Notes: N/A</p>	<p>Use a tape recorder Draw a picture Scribe for student Act it out Write using spell check Use the computer</p> <p>Notes: Implement when necessary.</p>

**Personal Notes/Reminders/Homework/Other Considerations:**