

1. Lesson Plan Information	
Subject/Course: Language/Social Studies	
Grade Level: 4	
Topic: Sikh Contributions	Length of Period: 40 minutes x 3

2. Title of Lesson
<p>Expectation(s) (Directly from The Ontario Curriculum):</p> <p>LANGUAGE</p> <ul style="list-style-type: none"> • communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form • identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity • demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details • express opinions about the ideas and information in texts and cite evidence from the text to support their opinions • establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement • make revisions to improve the content, clarity, and interest of their written work, using several types of strategies • produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • identify various physical regions in Canada • describe the four main economic sectors” - Ontario Grade 4 Social Studies Curriculum

3. Purpose- BIG IDEA
<ul style="list-style-type: none"> • Provide knowledge to the students about Sikh contributions and famous Canadian Sikhs currently in the community.

4. Learning Outcomes
<p>The following lessons will be on par with Sikh Heritage Month. Students will learn about the contributions of Sikhs in Canada, a brief history, along with gaining knowledge of</p>

current, famous Sikh-Canadians.

5. Teaching/Learning Strategies

LESSON

Note: for this lesson, it is assumed that the students already have an understanding of the different physical landform regions of Canada and can correctly identify the 4 economic sectors.

- Teacher will ensure that the Power Point presentation is set up correctly. Students will review what they have known about Sikh-Canadians and what they want to know (refer to anchor chart made in previous lesson)
- Next, teacher will review each slide, pausing to ask relevant questions pertaining to each slide (i.e. How do you feel about Canada not allowing the passengers of the Komagata Maru into Canada? Why do you think Sikh workers were paid less than their White co-workers?).
- After the completion of the slide show, teacher will create another anchor chart, indicating what the students have learned from the Power Point Presentation. Educator will facilitate and guide the discussion.
- Thereafter, the teacher will explain to students that they will write a “point of view” letter, from a perspective of a Sikh-Canadian pioneer. They may write a letter to a family member back in India, outlining the pioneer’s experiences in Canada. Students are expected to utilize the information that was given during the power point presentation. As a class, co-construct success criteria.
- Students will be expected to write a rough copy and proceed onto the good copy (Template 2) once revisions have been made.

DIFFERENTIATED INSTRUCTION DETAILS

- Group Read-Aloud
- Class Discussion, Independent Work Time
- Please, ensure that students who require extra support are given “sentence starters”. Have them sit at a table with teacher for guidance. Please, modify activities accordingly.

RESOURCES

- Copies of template # 1 and 2

Lesson Plan

- Power Point Presentation: Who are Sikh-Canadians?
- Chart paper
- Markers

ASSESSMENT/EVALUATION

- Observations/Anecdotal Notes
- Documentation: Thinking Chart, Letter Writing activity

Template 1

Create a brainstorm of what you know and would like to know about Sikh-Canadians.



Template 2: Letter
