

**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: Grades 4-6 Religion, French, Language and Visual Arts:**

**Religious Values**

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| **Overall Expectations :Religion :*** Analyse the actions and commitments of Christians.

**French :*** Produce a variety of messages, with or without exchange, depending on the communication situation

**Visual Arts:*** Produce a variety of artistic pieces in 2D or 3D, by following the process of artistic creation.

**Specific Expectations :****Religion :*** Explain how people put into practice their Christian values (for example : hope, confidence, liberty, respect, solidarity, forgiveness, fealty, compassion, strength and courage, dignity, service, and life)
* Explain how each person is valued and loved by God and that they are responsible for their own life and happiness (for example: appreciating life, discovering the gift that is life, taking care of one’s own health, knowing one’s limits and one’s personal talents)

**Language Arts:*** Communicate their needs, emotions, opinions and ideas keeping in mind context (for example: circumstances of time and place), audience (for example: people familiar to the speaker or not), form and characteristics of speech
* Produce a variety of language acts (for example: formulating a question, conversing, answering questions, describing a phenomenon, telling one's sins, commenting on a reading, expressing an opinion
* Speak spontaneously in a formal or informal context;
* Preparing (individually or in groups, with or without information and communication technologies [ICTs]) various communications structured with a specific intention, adapting the discourse to the target audience (for example : multimedia presentation highlighting results of a research, packaging model of a product intended for children

**Visual Arts :*** Use the process of artistic creation to realize various works of art.
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| **Learning goal:**“We are learning to…”Explain 3 religious Christian values with the help of artistic expression (my choice) | **Critères:** “We will be successful when…”**-** We use at least 3 religious Christian values- We use the materials that are at our disposal- We show creativity- What we create clearly explains 3 religious values- I can explain what I created in my own words- I explain my creation clearly and precisely |
| **Lesson Overview****Before :*** Word association (for example :**:** [**https://goo.gl/2LpEUw**](https://goo.gl/2LpEUw) **)**
* Students can use [**Tagul**](https://tagul.com/)to create word cloud images of the values

**PROJET MAKER**The teacher displays a list of Christian values on the white board. Students are to choose at least 3 values and create a work of art using recyclable objects (containers, cans, construction paper, etc.)Once finished, students have to explain their creation (not just the 3 values chosen, but also materials used, the way in which they created their work of art, and why/how their work of art represents the chosen religious value)Students will be exposed to Stop-Motion technology here (for the first time, and in anticipation for the Science-fiction narrative lesson plan).  |
| **Materials and Technology :*** Recycled materials (jars, plastic containers, boxes, etc.)
* Construction paper
* Glue
* iPads (for stop motion videos)
* Posted list of Christian religious values
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| **Modifications:** * Some students can receive checklists to help them stay on-task
* The values can be pre-written (so that they do not have to copy them)
 | **Différenciation:*** **Content, specifically:**
* **Process, specifically:** 1 or 2 values (rather than 3)
* **Product, specifically:** Explain one of the three choices
* **Environment, specifically:** Work in pairs; quiet setting (SERT office)
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| **MINDS ON: Getting Started** |
| **Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?** The app Google Keep will be used to record student learning observations (photos, videos, anecdotal notes).The ‘’Before’’ mini-lesson described above will facilitate assessment of and as learning. Probing questions to ask students:* What religious values do you already know?
* When you think of these values, what pictures or symbols do you think of? (For example: if I want to show the value ‘selflessness’ or ‘charity’, I could use a picture of a hand.
* Have you ever thought how some symbols/images are associated with certain values?
* What would happen if you could represent values in your own way using your own creative mind? Do you think the values would be represented in the same way as they are now?

This task can be done individually or in pairs. The available materials will be laid out on tables. Students are expected to make a plan of action prior to starting their work of art (the plan must include which materials they require).  |
| **ACTION: Working on it** |
| **Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?** The teacher will explain the learning goal, success criteria, and clarify any questions the students may have. The students will make their plan, along with their required materials.Students may have difficulties finding their own personal way of symbolizing some of the religious values, due to having the pre-conceived notions in their head from years of exposure (which will provide a good starting point)It may be challenging for students to explain their thinking as to why they chose the materials and why they created their work of art.  |
| **CONSOLIDATION: Reflecting and Connecting** |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?** Those students who wish to share their work of art with the class may do so. The spectating students can give comments in the form of descriptive feedback.The teacher will ask questions such as :* What did you find the most difficult about this task?
* What did you find the easiest about this task?
* What issues arose and how did you solve them?
* Were there any materials not available that would have served you well?
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