

Social Studies Grade 9– Identity, Society, and Culture (Social Responsibility)

What can be learned about social responsibility from an alternative source of Aboriginal culture? How can what we learn be connected to our personal lives through oral storytelling?

<p>Objectives & PLOs:</p> <ul style="list-style-type: none"> • Interpret readings from Aboriginal fiction and apply them to real life experience • Collaborate to produce an imaginative oral story exploring social responsibility • Know about Aboriginal culture/knowledge and how it can be applied to the present 	<p>Rationale:</p> <ul style="list-style-type: none"> • Develop awareness and critical thinking toward evolving roles and responsibilities in society • Practice social emotional learning while exploring Aboriginal cultural beliefs from different perspectives • Observe thinking and body sensations while breathing and listening to imaginative storytelling
	<p>Resources:</p> <ul style="list-style-type: none"> • Readings from the Orenda by Joseph Boydon Excerpt available at: http://www.cbc.ca/books/canadawrites/2013/10/the-orenda-by-joseph-boyden.html
<p>Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Social history of Aboriginal people, family, gender, beliefs, and how they relate to present day • Identify and critically analyze alternative sources 	

Timing	What the Teacher will be doing:	What the Students will be doing:
5 min	1. Hook- show students an artifact and tell a story about it to create an imaginative vision giving time to breathe in silence at the end.	Listening with their eyes closed (after seeing the object) focused on sensations and their imagination.
5 min	2. Introduction- tell students they are going to be learning about social responsibility today from an Aboriginal perspective. Ask students what is social responsibility? Give space and leading questions as necessary.	Sitting quietly giving space for an answer to arise. Answer teacher questions or ask questions to clarify.

15 min	<p>3. Jigsaw- Assign groups to read different chapters from the Orenda. Give individuals time to read assigned chapter before returning to reading groups.</p> <p>Model and scaffold note taking using the hook as an example.</p>	<p>Take notes on assigned chapter dividing page into a T with values and beliefs on one side and personal emotions/feelings on the other.</p> <p>Students should rank order of importance of values and beliefs for social responsibility.</p>
5 min	<p>4. Ask students to return to reading groups of the same chapter and discuss.</p> <p>Circulate and monitor providing feedback as necessary.</p>	<p>Students share notes on the chapter providing feedback to others in the group</p>
10 min	<p>5. Ask students to form new groups with one person from each different chapter group</p>	<p>Students share notes on different chapters providing feedback</p>

15 min	6. Ask groups to share again but from personal experience in their lives and how this might be portrayed in an imaginative story, model and monitor for compassionate listening	In the same groups students discuss personal experience related to values, beliefs, emotions/feelings, and social responsibility
15 min	7. Whole class feedback on prior activity before asking students to create an oral story, similar to the hook, based on what they have talked about/learned	Group prepares an oral story of personal experiences related to lessons learned about social responsibility
20 min	8. Whole class discusses feedback after each oral story closing with general themes explored	Groups present oral stories while others practice listening, breathing, and attention exercises
Extension:		
<ul style="list-style-type: none"> • Option for silent sitting time or journaling about the experience 		
Assessment:		
<ul style="list-style-type: none"> • Formative assessment throughout to check for understanding and progress • Summative assessment for overall participation, ability to collaborate, understanding of social responsibility, and performance of oral story using class developed rubric 		
Homework:		
<ul style="list-style-type: none"> • Share original story with family members and write about their responses 		

Addendum

In grade nine, students are in late adolescence where they will have more sophisticated metacognitive reading strategies (McDevitt & Ormrod, 2013). Readings from the *Orenda* are likely to be challenging with some strong content about Aboriginal/Jesuit beliefs and values in early Canadian history. The material will do well to grab and hold attention on the topic to encourage open discussion. Erikson's stages of psychosocial development and Piaget's stages of cognitive development hold that late adolescents show concern for social issues and struggle with identity (Woolfolk and Perry, 2012). They are exploring who they are separate from their parents/family. The *Orenda* explores themes of family, identity, and social responsibility, which would give opportunity for students to connect the content to their own lives further developing their self-awareness.

During the readings, students are encouraged to connect with their emotions and personal values and discuss these with their peers. Being able to explore and share on a deep and intimate level helps students to develop the interpersonal and intrapersonal intelligences theorized by Howard Gardner (Weissberg, 2013). Vygotsky's theory of self-regulation is important in this context, as students develop skills in listening inwardly and outwardly, while making mindful choices on how to respond appropriately with compassion for self and others. Mindfulness training helps adolescents to improve their emotional state and overall well-being; it helps them to better understand and empathize with others, and to feel a sense of interconnectedness (Weare, 2013). Each of these benefits meshes well with British Columbia policy focused on social responsibility.

The oral story functions as an achievement to attain for the groups, from the process of learning about social responsibility, through a shared reading exercise. Bandura's theory

of self-efficacy applies, where students hopefully develop a belief in themselves to accomplish the task (Woolfolk and Perry, 2012). Also, Vygotsky's theories of co-constructed cognitive development and cognitive apprenticeship are applicable, where students help each other to learn and receive modeling, scaffolding, and feedback from the teacher.

Bibliography

McDevitt, T. M., & Ormrod, J. E. (2007). *Child development and education* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

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Weare, K. (2013) Developing mindfulness with children and young people: a review of the evidence and policy context. *Journal of Children's Services*, 8(2), 141 – 153.

Weissberg, R.P. (2013) Academic learning + social-emotional learning = national priority. *Phi Delta Kappan*, 95(2), 8-13.

Woolfolk, A.E., & Perry, N. (2012) *Child and Adolescent Development*. Boston: Pearson Education.