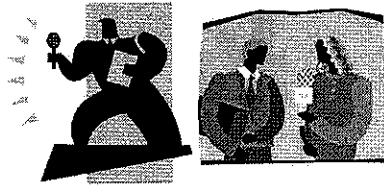



The Stories That Make Up Canada



- Create strong interview questions
 - What makes up a "powerful" interview question

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- Practice your interview questions on a classmate (or a guest invited to class) 

- Reflect on the practice interview 

- What went well, what could have been better, how will I change my questions or behaviour for my real interview

- Interview a neighbour, a family friend, a family member, someone important in your life. To be conducted between _____ and _____

- Has your interviewee completed the consent form? Yes or No

- Reflect on the interview 

- complete self-evaluation sheet
- choose three pieces of the interview that struck you during the interview

- In class project - creative way to share your interview experience with the class

- Your project will be given to the person you interviewed - BE PROUD OF YOUR WORK

- Class discussion

- How have these stories on immigration changed the way you think about

Canada? 

- What is the value in hearing personal stories in history?

Consent Form
to be completed BEFORE the interview

Hello my name is _____

Division 5 is studying immigration in Canada at Queen Elizabeth Elementary School. Our goal is to hear the stories of people coming to Canada.

I have some questions to ask you and will record some of the interview to be shared with my teacher and classmates. The recording of this interview may be electronic, written or filmed. However the method of recording is completely dependent on your level of comfort.

I _____ (name of student) promise to respect and honour your story and will only share information of which you permit me to.

I _____ (name of interviewee) give permission to _____ (name of student) to record my information and share it with division 5.

The interview is completely voluntary and if at any point in the interview you feel uncomfortable or would like to stop, that is completely understandable. Please express so.

The data collected from this interview will be used for a class project. The class is looking at the ways in which multiple stories shape Canada. Data from this interview will be used to engage students in discussion surrounding immigration in Canada. Students will use these stories to create their own representations of immigration to Canada through a creative work piece.

Thank you for your participation,

Danielle McQueen

Teacher Candidate



Reflection and Self-Evaluation of the Interview

To be completed **AFTER** the interview

Rate your interview out of 10 (0 being awful 10 being excellent): _____

What went well in your interview?

If you could go back and change **one** thing in your interview, what would you change and how?

What surprised you the most in the interview? (ex: something that was said, body language, emotions):

Have your thoughts changed about the word "immigration", how so?

In one powerful word, how would you describe the act of immigrating to Canada?

Choose three things that you connected with you during the interview? (something he/she said that really made you think, or made you feel a certain way)

1.
2.
3.

Honouring Someone's Story



In Class Project

- Choose one of the three pieces of the interview that you wrote down in your self-evaluation after the interview.

- Choose the one that struck you the most!

Piece of interview:	Reason for choice:
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- Decide on a way to represent that piece of the interview
(Examples of work pieces: poem, story, comic strip, painting, dance, song etc.)

- Confirm with teacher before continuing

- Circle the question that you will answer during the presentation of your work piece:

- Why did you choose this piece of the interview?
 - How did this piece of the interview help us understand immigration?
 - Why did you choose this way of representing your piece of the interview?
 - How does your medium help us understand your participant's story?

- You will share your work piece and the answer to one of the above questions with the class

- We are excited to hear from you!
 - You will give your work piece back to the person you interviewed

- Follow the rubric on how you will be graded on your work piece and presentation

PART B-Unit Grid : This is intended to briefly explain the outline of the unit. It will contain enough information so that I can see your overall vision, but does not need to be overwhelmingly detailed. Between 8 & 12 Lessons. **Due March 9th**

<p>1. Lesson Objectives: Is immigrating to another country heroic? (link to previous unit) and defining immigration through the students knowledge/lens</p> <p>Activities: popcorn: what do you think of when you think "immigration"? How does it make you feel? What do you picture in your mind?</p> <p>Resources & Annotations:</p> <p>Assessment: -participation -exit slip</p> <p>Transition to next lesson: consider skills, content &/or classroom environment:</p> <p>Exit slip: if you could ask a person who immigrated to Canada one question what would it be?</p>	<p>2. Lesson Objectives: Creating a Powerful Question (in preparation for guest and real interview)</p> <p>Activities: -show a BBC/CBC interview -interview preparation in partners -prepare one good interview question per student -pick out some powerful questions and criteria (ie. Not a yes/no answer) for good question for next lesson's guest</p> <p>Resources & Annotations: Roland Case "Powerful Questions"</p> <p>Assessment: return to previous exit slip and alter question according to powerful question criteria</p> <p>Transition to next lesson: Preparing questions for visitor</p>	<p>3. Lesson Objectives: interview guest</p> <p>Activities: -setting up classroom and assigning roles within groups (ie. Secretary, timekeeper, interviewer(s)) -guest circulates to each group, responding to questions -guest departs and we discuss our findings as a class</p> <p>Resources & Annotations: -guest</p> <p>Assessment: -Did groups share their findings with the class? -Teacher randomly chooses students to comment on one aspect of the interview</p> <p>Transition to next lesson: -discussion regarding process and aspects of an interview will lead into "what if" scenarios</p>	<p>4. Lesson Objectives: -ethics of interview: "what if" scenarios -problem solving</p> <p>Activities: role play -when things go wrong in an interview -general etiquette during interview -desirable environment Partners or small groups given an undesirable situation and they must act out and resolve the situation</p> <p>Resources & Annotations: -CBC interview with Billy Bob</p> <p>Assessment: -check for understanding by having random students retelling how one group recovered from an uncomfortable situation</p> <p>Transition to next lesson: -given skills to now perform actual interview (to be done in course of the next week)</p>
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<p>5. Lesson Objectives: Intro to visual literacy</p> <p>Activities:</p> <ul style="list-style-type: none"> -group work: each group given a familiar photograph containing landscape and people -groups given (simplified) copy of "Visual Literacy" handout from EDCP331 -jigsaw method: one student from each group become expert on "their" photograph <p>Resources & Annotations:</p> <ul style="list-style-type: none"> -EDCP331 handout -Vancouver images <p>Assessment: -teacher circulates to oversee student participation/cooperation</p> <p>Transition to next lesson: consider skills, content &/or classroom environment</p> <ul style="list-style-type: none"> -given skills to now address Komagata Maru/Tamil Tigers upcoming lessons -becoming "visually literate" 	<p>6. Lesson Objectives: Who we let in and why? The Komagata Maru incident</p> <p>Activities: -visual literacy: same format as lesson 5 (including use of "jigsaw": one student per group as expert on "their" photograph)</p> <ul style="list-style-type: none"> -teacher prompted questions post-activity regarding who we let into Canada and why <p>Resources & Annotations:</p> <ul style="list-style-type: none"> -Vancouver archival images -Canadian immigration policy from 1914 <p>Assessment: -two-minute "imagine you were there" scenario</p> <ul style="list-style-type: none"> -exit slip: how would you feel? <p>Transition to next lesson:</p> <ul style="list-style-type: none"> -proposing another scenario: What would happen if this was to occur today? 	<p>7. Lesson Objectives: Who do we let in and why? Focus on Tamil Tigers incident</p> <p>Activities: -visual literacy:</p> <ul style="list-style-type: none"> -show a media clip from the incident, have students respond to a similar "visual literacy" handout -same format as lesson 5 jigsaw -teacher prompted questions post-activity regarding who we let into Canada and why <p>Resources & Annotations:</p> <ul style="list-style-type: none"> -CBC news clip -Tamil Tiger images -current Canadian immigration policy <p>Assessment: -Knowing the policy today, how would you feel having had a family member being turned away as part of the Komagata Maru incident</p> <ul style="list-style-type: none"> -teacher tells about government-sanctioned monument <p>Transition to next lesson:</p> <ul style="list-style-type: none"> Drama--re-enacting the incidents (putting yourself in someone else's shoes) -building empathy 	<p>8. Lesson Objectives: -humanizing history--role play of past incidents</p> <p>Activities:</p> <ul style="list-style-type: none"> -each student gets a role card: either immigrant, Vancouver citizen, Canadian citizen from outside Vancouver, media reporter, or member of government -each will have roles, responsibilities, questions and answers, they will find out from talking to others where they "fit in" in Vancouver. <p>Resources & Annotations:</p> <ul style="list-style-type: none"> -quotes and facts surrounding both incidents -wardrobe/props for use in drama <p>Assessment: -circulate to observe willingness to engage in a certain role</p> <p>Transition to next lesson:</p> <ul style="list-style-type: none"> -Explore idea of image to poetry... expose students to children's literature and poetry about immigration
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<p>9. Lesson Objectives:</p> <p>Poetry and immigration - a means of representing your interview</p> <p>Expose Children to children's literature about immigration</p> <p>Activities:</p> <p>Resources & Annotations:</p> <p>Assessment:</p> <p>Transition to next lesson: consider skills, content &/or classroom environment</p>				
<p>10. Lesson Objectives:</p> <p>How to represent your interview piece in a creative way. Explore mediums to represent something</p> <ul style="list-style-type: none"> - painting, dance, song, - Mia Micheals <p>Activities:</p> <p>Resources & Annotations:</p> <p>Assessment:</p> <p>Transition to next lesson:</p>				
<p>11. Lesson Objectives:</p> <p>How to represent your interview piece in a creative way. Explore mediums to represent something:</p> <ul style="list-style-type: none"> - Stories. picture books <p>Activities:</p> <p>Resources & Annotations:</p> <p>Assessment:</p> <p>Transition to next lesson:</p>				
<p>12. Lesson Objectives:</p> <p>Expose Children to children's literature about immigration</p> <p>Gonzolo - Seedfolk</p> <p>Activities:</p> <p>Resources & Annotations:</p> <p>Assessment:</p> <p>Transition to next lesson:</p>				

Title of Project: *Honouring Someone's Story* Year: grade 5/6

Description: Conducting an interview to learn about the personal stories that make up Canada and sharing it through a creative work piece

Objectives: B2 and A3

<p>Criteria PRODUCE a creative work piece representing your interview include : an interview piece that affected you</p>	<ul style="list-style-type: none"> • degree of connection between interview story and work piece • degree of teacher support • Degree of effort <ul style="list-style-type: none"> - time use in class - took risks - set high standards for self - looked for ways to improve work - came prepared 	<p>Level 1 - Needs Improvement Not yet meeting expectations</p> <ul style="list-style-type: none"> • unclear link with the interview story and the work piece • required great deal of teacher support • showed little to no effort consistently throughout the term 	<p>Level 2 - Good Meets expectations</p> <ul style="list-style-type: none"> • clear connection with the interview story and the work piece • some teacher support required • Showed evidence of effort, but not consistent throughout the unit 	<p>Level 3 - Very Good Fully meets expectations</p> <ul style="list-style-type: none"> • very clear connection with the interview story and the work piece • little or no teacher support required • Shows evidence of consistent effort 	<p>Level 4 - Outstanding Exceeds expectations</p> <ul style="list-style-type: none"> • shows understanding with interview story and person through their work piece • used teacher support only for minimal clarification • shows evidence of high degree of effort
<p>PRESENT ORALLY Present work piece and answer either the first two or last two of the questions below</p>	<p>degree to which student justifies the use of their work piece to answer their question</p>	<ul style="list-style-type: none"> • does not answer question in a way that demonstrates understanding to immigration stories in Canada 	<ul style="list-style-type: none"> • answers question in a way that shows some understanding immigration stories in Canada 	<ul style="list-style-type: none"> • answers question in a way that shows understanding and connection with immigration stories in Canada 	<ul style="list-style-type: none"> • answers question in a way that shows deep understanding and empathy towards immigration stories in Canada
					<p>Total 16 marks</p>

- Why did you choose this interview piece?
- How did this interview piece help you understand immigration?
- Why did you choose this way of representing your interview piece?
- How does your work piece help the class understand your interviewee's story?