**Lesson Plan:**

**Date:**

**Subject:**

**Grade:**

**Duration: 100 mins**

**Curriculum Expectations**

**Specific Expectations**:

By the end of the lesson students should/will be able:

**Teaching Resources**:

**Lesson Sequence**:

Introductory Activity: Teacher will write the words: race, racism, predjudice, and human equality on the board.

Teacher: “Today we are going to discuss what these words mean. Can anyone tell me what they know about these words, and when or where you have heard of them?

Record student responses on the board under each word.

Teacher: (Write definitions on the board and say)” These are all good responses, so **race** is related to our skin color, physical features and cultural background. **Racism** is when people do not like each other or think they are better then someone else because of the color of their skin, how they look, and cultural background.**Prejudice** is when you think and feel something about a person before you even get to know or talk to them. **Human equality** means that all people in this world are the same and it does not matter what color their skin is, how they look, what they wear, how they speak, where they live, what their name is, what language they speak, what religion they are, and how much money they have. All of these words exist in the world, but which belief should we follow?”

Allow for time for class to respond.

Teacher: “We need to know that if we want to make many friends in the world, in the class and in the school, and have people respect and treat us well, we have to respect and treat all people equally as well. We are all friends, no matter how we look like or where we come from, so that means we believe in **human equality**!”

Show students 3 different types of apples and say their names: 1. Granny smith 2. Red Gala 3. Mactintosh

Teacher: “What is different between these apples?”

Students might respond: size or color.

Teacher: “ Yes, the shape, size, and colors are different. Does anyone know why apples can look different?

Students might repond: They come from different trees or it is a part of nature.

Teacher: “These are all good answers. Now I’m going to cutt all 3 apples In half, can anyone tell me what these apples will look like on the inside? Will they all look different or the same?”

Allow for class to respond.

Teacher: “Let’s find out!”. Cut apples in half and show class the insides. “Can someone tell me what we have discovered?”.

Allow for class to respond.

Teacher: “Great answers class! Apples, just like humans, come in different colors, shapes, sizes, and look different on the outside. On the inside, apples just like humans, look the same. Eventhough, apples look different, have different names andtastes, they are all called ‘apples’ and are part of the apple family. This is the same for humans, we all come in different skin colors, look different on the outside, and have different names, but we are all called humans, and are part of the human family.

**Development Strategies**: (look up short history of Pocahontas, what is tribe called, settlement, colonizers, country)

Activity 1: (hand out KWL worksheet to all students)Teacher “Starting from today we are going to start filling in a **KWL chart** about the four words we just talked about : race, racism, prejudice, and human equality. The K respresents what we already know about these words, the W represents what we want to learn, and the L represents what we have already learned about these words. So I will give you some time to start filling it in individually, start with the K, then W, then K columns.You do not need to finish it all now, you can add on more of your ideas as we learn more in class.”

Activity 2:Teacher: “ Last week we learned about the history of Pochahontas, the aboriginal people and the European colonizers. We also learned about some of the aboriginal people in Canada,who were the very first people to live on this land that we call Canada. Today we are going to listen to the song, watch, and read the lyrics to the song from the Disney movie Pochahontas called ‘Colors of the Wind’. In the song, Pochahontas is singing to John Smith and the other colonizers who have settled on her tribes land.”

Hand out lyrics of song and use the smartboard to show the video of the song.

After video of song is watched. The lyrics will be done as a shared reading.

 Teacher: “ What did you see when watching this video?”

Students might respond: Nature, trees, birds, rivers, oceans, bears, animals,Pocahontas and her family or tribe look and dress differently then John Smith and the other people we saw.

Teacher: “Those answers are all good, shows you were paying attention. You are right, The man in the beginning of the song represents John Smith and the girl is Pochahontas, whom we learned about. John Smith and the other colonizers are from Europe, and they look different from Pochahontas and her tribe who are Aboriginals. When we read the lyrics of the song, Pochahontas says” You think the only people who are people, are people who look and think like you, but if you walk the footsteps of a stranger you’ll learn things you never knew you never knew…”, For wether we are white or copper skin, we need to sing with all the voices of the mountain, we need to paint with all the colors of the wind.

Write on one side of chart paper and ask class to work in groups of 4 to come up with responses for the following question: “What does Pochahontas mean when she sings this? Think about the words we talked about when thinking of your answers like race, racism, prejudice, and human equality.” Each group should come up with at least two responses.

Allow for one member from each group to record responses on the chart paper. A member from each group will also read the ideas their group has come up with.

Teacher (add to the chart and explain): “ There are great responses on our chart. Pochahontas was trying to help John Smith and his friends understand that just because her and her tribe look different, have different skin color, dress differently, and have different cultural celebrations like the drum and dance ceremony we saw in the video, does not mean they are not people. Different does not mean better or worse or more important or less important. Everyone is equal in this world. We will come back to this chart later in the day, after we have read a book that help us understand more about what Pochahontas says in this song.”

Activity 3: Teacher: “We are going to read a book called: Let’s Talk About Race. By looking at the front cover, can anyone tell me what this book is about?”

Students might respond: its about race, skin color, people from different places.

Teacher: “ Those are wonderful prediction. In the title of the book is a word ‘race’ that we have already discussed the meaning of and written on the board, think about the other words and their meanings we talked about and written on the board as well. So lets read the book and find what it is about.

After book is read aloud ask: “ What is this book about, and how did it help you think of the main ideas we are learning about such as race, racism, prejudice and human equality?”

Write’ narrator in the book’ on the other side of the chart paper beside what ’ Pochahontas’ says . Ask class to work in the same groups of 4 and record 2 reponses on the chart paper. Ask one member of each group to read out their responses.

 Teacher will add to the chart about what the main ideas in the book such as: people are more then their race, we cannot know or judge a person by only looking at them, inside we all look the same i.e. the author used the example that under all of our skin we have a skeleton made of bones, so if we all wnet outside withought our skin, hair, and clothers, we would all look the same and you couldn’t tell who was black, white, Asian or Hispanic etc.

 explain similarities of skeleton example and apple example, explain mai

**Differentiated Instruction:**

**Culminating Activity**:

While students are sitting at their group tables, ask them all to put one hand out for the whole group to see. Ask each student to record on paper what they have observed about their classmates hands such as color, size, any marks etc.

Ask the whole class : “ How do we get our different skin colors? Write what you know about skin color and what you want to learn about skin color in a form of a question, an example could be: Why do people have different colors?, on your KWL chart, then you will pick one question from the ‘What you want to learn’ section of the chart and research about it, when you have found the answers from a book, journal or the internet, we will record it down under what we as class have learned”.

“There are four colors that make up all skin: yellow, brown, red, and white. How much ‘melanin’ or brown color you have in your skin is what makes peoples skin colors different. ‘Melanin’ is present in the animal kingdom also.”

[www.readingtoendracism.org](http://www.readingtoendracism.org)

**Ongoing Assessment/Evaluation:**

Arbritrarily assign each student a crayon color and ask them to draw a face using that color to shade it in, and also use additional colors of their choice. Ask them to name their persons skin color after a food name or something in nature. Students will also give their person a name and write a story about their person including: their family, age, favourite food, hobbies, and anything else they wish to add.

Students will first and second drafts, which will be revised by the teacher and made into a “People of All Colors” booklet, which will be placed in a learning center for all to read.

**Reflection and Self-Evaluation**:

**Follow –Up Activities / Ideas or Next Steps**: