

## Aesthetic Representations of Community – Lesson #1

Date: \_\_\_\_\_ Title of the Lesson: The Virtual Bus Tour  
 Curriculum Area: Socials/Fine Arts Unit of Study: Kamloops-The Railroad Ashcroft-Community

**Background Information:** *This is an introductory lesson in the overall unit plan.*

As a class, define *community*; determine the important features/characteristics/people/social structures in their community. Inform students that they may be recorded during their lessons. Have students sign or verbally agree to a drama pledge.

**Learning Expectations:**

Academic:

Based on familiarity and personal associations, students will use their imaginations to identify the sounds and images that represent significant places in their community.

Social:

Students participate in role for the activity; Students make positive contributions to group discussion.

**Assessment Strategies:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Observation          | <input type="checkbox"/> Learning Log/Journal | <input type="checkbox"/> Presentation/Performance  |
| <input type="checkbox"/> Anecdotal Notes      | <input type="checkbox"/> Self-assessment      | <input type="checkbox"/> Audio/Video/Technological |
| Presentation                                  |   |  |
| <input type="checkbox"/> Work Samples         | <input type="checkbox"/> Peer-assessment      | <input type="checkbox"/> Project                   |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Rubric               | <input type="checkbox"/> Oral Reports              |
| <input type="checkbox"/> Checklist            |   |  |

**Indicators:** *How will you know that your students have achieved the expectations? What will achievement look like?*

Students will complete their tour itinerary for each stop on the bus tour, using written descriptions and/or small illustrations to describe what they might hear and see at each place.  
 Students will complete a self-assessment.

**Modifications:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Increase <i>time, space, amount</i> | <input type="checkbox"/> Scribe             | <input type="checkbox"/> Use manipulatives |
| <input type="checkbox"/> Decrease                            | <input type="checkbox"/> Oral explanation   | <input type="checkbox"/> Include visuals   |
| <input type="checkbox"/> Change                              | <input type="checkbox"/> Peer tutor/Partner | <input type="checkbox"/> Extend            |

Decrease the number of stops required to be completed on the itinerary, according to individual writing deficits or IEPs. Assign teacher-selected “tour buddies” to support students.

Stop the bus for a stretch break if some students cannot maintain focus.

**Materials/Resources:**

Teacher Resources	Human Resources	Student Materials	Equipment
Tour guide script Arrange chairs as a bus Drama “sign” – neck scarf	Parent and/or School Support Worker to help students complete guided worksheets and to operate audio visual equipment	Pencils Guided worksheets Class set of clip boards	Audio-visual equipment

**Personal Notes/Reminders/Homework/Other Considerations:**

All permissions forms collected.  
 Careful recording of students to avoid those without permission.

<p><b>Mental Set:</b> Refer students to expectations from Drama Pledge. Teacher sets the visualization with a teacher script.</p>	
<p><b>Sharing the Purpose/Objectives:</b> Explain the worksheet and expectations for completion. Discuss the importance of knowing one's community.</p>	
<p><b>Body:</b></p> <p>Preparation: On each bus seat (student chair) place a pencil and a clipboard with the itinerary sheet attached.</p> <p>Assign seats and "load" the bus for the tour.</p> <p>Have students close their eyes and imagine that they are on a tour bus. They are strangers to the community and have never been there before.</p> <p>Direct students to stay in role when they open their eyes, They will use their imaginations to envision what they would see, hear, feel, smell as they stop at different places in the city.</p> <p>Remind students to stay in role. Explain that when they open their eyes, the teacher will be in her role as tour guide.</p> <p>Teacher puts on the "sign" which will be a scarf. Tell students to open their eyes, remembering they are now in role.</p> <p>Begin the teacher-in-role. Tour guide follows the script, taking students to significant points of interest in the city.</p> <p>At each point of interest, the bus will stop for 1 – 3 minutes.</p> <p>Students roll down their bus windows and listen and look carefully using their imagined senses (sound, sight, smell, etc) to describe each place the bus stops. Teacher may need to support students with prompts.</p> <p>Students record responses/impressions of the city on their itinerary sheet.</p> <p>Complete the script, returning students to their schools. Ask them to close their eyes again. Prompt them to come out of role. Give them directions to put the classroom back together as quickly and quietly as possible.</p>	
<p><b>Closure:</b> Have students complete and hand in the self assessment. Students hand in their completed itinerary sheets.</p>	

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**Welcome to Kamloops!**  
**We hope you enjoy the sounds and sights of the community!**

Today's tour bus itinerary:

Stop #1 \_\_\_\_\_

Stop #2 \_\_\_\_\_

Stop #3 \_\_\_\_\_

Stop #4 \_\_\_\_\_

Stop #5 \_\_\_\_\_

## Aesthetic Representations of Community – Lesson #2

Date: \_\_\_\_\_ Title of the Lesson: Sound Centres  
 Curriculum Area: Socials/Fine Arts Unit of Study: Kamloops-Railroad Ashcroft-Community

**Background Information:** *This is an introductory lesson in the overall unit plan.*  
 Present a mini-lesson on postcards prior to this activity (purpose, informal writing, address, stamp, picture).  
 Discuss how humans gather information. Focus on listening and sound.  
 As an optional activity, have students participate in an attentive listening activity at home the night before. Students listen carefully for 5 to 10 minutes and list what they hear.  
 Brainstorm a list of the important places in the community. This list might start with the tour stops from the virtual bus tour activity, but should extend beyond them.

### Learning Expectations:

#### Academic:

Students will listen to one of several prerecorded sound clips from locations in the city and visually represent that specific place as a postcard. In the form of a postcard message, students will identify the location, activities there, and why the place is important to their community.

#### Social:

Use audio equipment responsibly in a group setting. Stay on task when working independently.

### Assessment Strategies:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Observation          | <input type="checkbox"/> Learning Log/Journal | <input type="checkbox"/> Presentation/Performance  |
| <input type="checkbox"/> Anecdotal Notes      | <input type="checkbox"/> Self-assessment      | <input type="checkbox"/> Audio/Video/Technological |
| Presentation                                  |   |  |
| <input type="checkbox"/> Work Samples         | <input type="checkbox"/> Peer-assessment      | <input type="checkbox"/> Project                   |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Rubric               | <input type="checkbox"/> Oral Reports              |
| <input type="checkbox"/> Criteria Checklist   |   |  |

**Indicators:** *How will you know that your students have achieved the expectations? What will achievement look like?*

Students will hand in a completed post card that addresses all the criteria provided to them. See attached criteria sheet.

**Modifications:** *How will you change the lesson to meet the needs of individual students?*

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Increase <i>time, space, amount</i> | <input type="checkbox"/> Scribe             | <input type="checkbox"/> Use manipulatives |
| <input type="checkbox"/> Decrease                            | <input type="checkbox"/> Oral explanation   | <input type="checkbox"/> Include visuals   |
| <input type="checkbox"/> Change                              | <input type="checkbox"/> Peer tutor/Partner | <input type="checkbox"/> Extend            |

Students with IEPs may be required to answer questions about the sound recording, rather than complete the written component in postcard format. These may be answered orally or in writing, as determined by the teacher.

### Materials/Resources:

Teacher Resources	Human Resources	Student Materials	Equipment
<ul style="list-style-type: none"> <li>•Pre-recorded sound clips from six places in the community (5 to 10 min. in length each)</li> <li>•Set up sound centres</li> <li>•tape record conversations while students work</li> </ul>		Postcards Pencils Pencil crayons Criteria checklists	Audio-visual equipment City map String pushpins

<b>Mental Set:</b> Review expectations for individual work and the proper handling of equipment. Remind students to listen carefully and actively (silence, still bodies, thinking about what they hear, etc).	<b>Materials/Resources</b>
<b>Sharing the Purpose/Objectives:</b> Provide students a copy of the criteria. Read aloud and discuss the criteria. Explain how important careful listening is, and how what we hear is important to understanding one's community.	
<p><b>Body:</b></p> <p>Teacher provides students with the background information and presents the purpose of the lesson.</p> <p>Teacher assigns students to predetermined groups.</p> <p>Writing Prompt: If you are sending this postcard back to your family, what would you write to describe the place on the recording? This could include the types of things that happen there and who you might see there. Based on the sounds that you hear, why is this place important to the community?</p> <p>While students listen to the recordings, they visually represent what they are hearing as the picture image on their postcards.</p> <p>Students return to their desks to complete the criteria by finishing the written component, adding colour and details to their picture, etc.</p> <p>When all have completed the centre activity, a representative from each sound clip group describes what they heard on the recording.</p>	
<p><b>Closure:</b></p> <p>Students will use string and pushpins to connect their postcards to the correct location on the city map.</p> <p>Have students generate ideas for finding out whether or not others in the community see and hear these places in the same way. Lead students to the next lesson, which is corresponding with someone who works/lives in each of the sound clip places.</p>	

### Aesthetic Representations of Community – Lesson #3

Date: \_\_\_\_\_ Title of the Lesson: Community Correspondence

Curriculum Area: Socials/Fine Arts  
Community

Unit of Study: Kamloops-Railroad Ashcroft-

**Background Information:** *This lesson fits into the middle of the overall unit plan.*

Present a mini-lesson prior to this activity on formal letter writing, including addressing an envelope.

Teacher will have prearranged with members of the community to respond back to the students with a postcard.

Participants will be instructed to visually represent their perceptions of place on the front of the post card. On the back of the postcard, the participant will describe the sounds and effects of sounds they hear at that location.

Provide postcard templates to participants.

**Learning Expectations:**

Academic:

Students will use proper letter format to write a letter to a member in their community. Students will ask the person to identify the sounds of the environment they work/live/spend time in.

Social:

Students will demonstrate that they can use courtesy when communicating with others in writing.

**Assessment Strategies:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Observation          | <input type="checkbox"/> Learning Log/Journal | <input type="checkbox"/> Presentation/Performance  |
| <input type="checkbox"/> Anecdotal Notes      | <input type="checkbox"/> Self-assessment      | <input type="checkbox"/> Audio/Video/Technological |
| Presentation                                  |   |  |
| <input type="checkbox"/> Work Samples         | <input type="checkbox"/> Peer-assessment      | <input type="checkbox"/> Project                   |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Rubric               | <input type="checkbox"/> Oral Reports              |
| <input type="checkbox"/> Criteria Checklist   |   |  |

**Indicators:** *How will you know that your students have achieved the expectations? What will achievement look like?*

Students will provide a neatly written, well-edited letter and envelope that will be assessed using a scoring rubric.

**Modifications:** *How will you change the lesson to meet the needs of individual students?*

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Increase <i>time, space, amount</i> | <input type="checkbox"/> Scribe             | <input type="checkbox"/> Use manipulatives |
| <input type="checkbox"/> Decrease                            | <input type="checkbox"/> Oral explanation   | <input type="checkbox"/> Include visuals   |
| <input type="checkbox"/> Change                              | <input type="checkbox"/> Peer tutor/Partner | <input type="checkbox"/> Extend            |

Allow students to use a computer to word process the letter.

Decrease the letter length expectations and/or provide more time for the student to complete the letter. Provide a scribe.

**Materials/Resources:** *What will you need to prepare in advance?*

Teacher Resources

•assessment rubric

Human Resources

Student Materials

Letter format guidesheet

Equipment

Pushpins  
String

**Personal Notes/Reminders/Homework/Other Considerations:**

<b>Mental Set:</b>	<b>Materials/Resources</b>
<p>How do people communicate? How do you communicate with strangers or ask someone you don't know to provide you with information? What do we use letters for?</p>	
<p><b>Sharing the Purpose/Objectives:</b> Provide students a copy of the assessment rubric. Thoroughly explain the expectations.</p>	
<p><b>Body:</b></p> <p>Teacher provides students with the background information and presents the purpose of the lesson.</p> <p>Handout the letter format guide for students to refer to during the assignment.</p> <p>Students work independently to generate their letter. Students can peer edit their rough copies and/or have a teacher conference for editing.</p> <p>Students will complete a final draft and attach a completed envelope.</p>	
<p><b>Closure:</b> As students receive the postcards, have them read aloud the responses and attach the postcard with pushpins and string to the appropriate location on the city map.</p>	

## Aesthetic Representations of Community – Lesson #4

Date: \_\_\_\_\_ Title of the Lesson: The Visual Map  
 Curriculum Area: Socials/Fine Arts Unit of Study: Kamloops-Railroad Ashcroft-Community

**Background Information:** *This is a culminating lesson in the overall unit plan.*

Students require some awareness of the physical layout of the community. Student learning will be greater if they have viewed and examined a variety of city maps (street, topographical) and discussed important geographical features in their community.

**Learning Expectations:** *What skills, knowledge, attitudes/values do you expect your students to learn?*

Academic:

Students will aesthetically represent their knowledge and experience of their community as collectively drawn map of the community.

Social:

Students will work as a class to develop a map that incorporates the ideas of everyone.

**Assessment Strategies:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Observation          | <input type="checkbox"/> Learning Log/Journal | <input type="checkbox"/> Presentation/Performance  |
| <input type="checkbox"/> Anecdotal Notes      | <input type="checkbox"/> Self-assessment      | <input type="checkbox"/> Audio/Video/Technological |
| Presentation                                  |   |  |
| <input type="checkbox"/> Work Samples         | <input type="checkbox"/> Peer-assessment      | <input type="checkbox"/> Project                   |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Rubric               | <input type="checkbox"/> Oral Reports              |
| <input type="checkbox"/> Criteria Checklist   |   |  |

**Indicators:** *How will you know that your students have achieved the expectations? What will achievement look like?*

The class will collectively create a large student drawn wall map of their community. Students will complete a self assessment to evaluate their contribution and the effectiveness of the class working together.

**Modifications:** *How will you change the lesson to meet the needs of individual students?*

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Increase time, space, amount | <input type="checkbox"/> Scribe             | <input type="checkbox"/> Use manipulatives |
| <input type="checkbox"/> Decrease                     | <input type="checkbox"/> Oral explanation   | <input type="checkbox"/> Include visuals   |
| <input type="checkbox"/> Change                       | <input type="checkbox"/> Peer tutor/Partner | <input type="checkbox"/> Extend            |

Let students know in advance that they will be called up to contribute to the map. This will provide “think time” for students.

**Materials/Resources:** *What will you need to prepare in advance?*

Teacher Resources	Human Resources	Student Materials	Equipment
<ul style="list-style-type: none"> <li>•knowledge of the city</li> </ul>	An individual to help record	Felts Butcher paper Student self assessments	Audio visual equipment and tripod

**Personal Notes/Reminders/Homework/Other Considerations:**

Students will be video recorded throughout this lesson. Be aware of which students should not be recorded.

<b>Mental Set:</b>	<b>Materials/Resources</b>
<p>Ask students to connect to what they know about the physical layout of their community: important geographical features, places, streets, etc.</p>	
<p><b>Sharing the Purpose/Objectives:</b></p> <p>Discuss the importance of working as a class and respecting differences and ideas of others.</p> <p>Discuss that maps can be different and represent different things. This is the students' map of how they see their community.</p>	
<p><b>Body:</b></p> <p>Mapping will begin by having the students identify the major geographical landmarks in the city. Students will use these as points of reference or guidelines to add further detail to the map.</p> <p>Students will be called upon to contribute ideas and draw small portions of the map. When there are differing views, consensus will be reached amicably. Students may decide to cover "mistakes" with a smaller piece of butcher paper and continue.</p> <p>If the map is not completed in one lesson block, the teacher rolls up the map and students work on it another day.</p>	
<p><b>Closure:</b></p> <p>Ask students to start thinking about their favourite part of the city. What does it sound like? What might you use to make that sound?</p>	

\*Grouping: W = Whole class; S = Small group; I = Independent