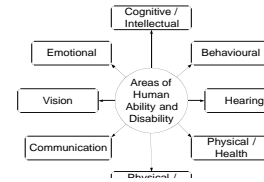


APPLICATIONS OF UNIVERSAL DESIGN FOR LEARNING LEARNING ACTIVITY



Instructions:

1. In your group review and revise this lesson plan.
2. How would you change it to support either Multiple Means of **Representation**, **Expression**, **Engagement**?
3. Use the UDL Guidelines Template to guide your revision and record your answers (Changes made to the Lesson)
4. You will have about 20 minutes to complete this activity.
5. Be prepared to share your work.

THE LESSON: CLASSROOM CONTEXT

The chosen lesson was created for a grade 3 class that I taught in my second teaching practicum (i.e., new Practicing Teacher). The class had 20 students and one of the students was a girl who was diagnosed with Fetal Alcohol Spectrum Disorder. I will refer to her as Nancy. Nancy received a lot of pull-out special education support. Nancy had difficulty with her memory, reading, comprehension, and math skills. When she was in class, her work was scribed for her and she was allowed to draw pictures instead of write for certain assignments. My universal design for learning revision for this unit had Nancy in mind as well as the whole class.

LESSON TOPIC: Celebrating Cultures

Subject: Social Studies

Unit: Heritage

Grade: 3

Lesson: 2 of 6

<p>LEARNING OBJECTIVES (TSWBAT):</p> <ul style="list-style-type: none"> - Draw simple interpretations from personal experiences, oral sources, and visual and written representations. - Demonstrate awareness of British Columbia’s diverse heritage.

<p>EQUIPMENT:</p> <ul style="list-style-type: none"> - <i>Our Communities: Outlooks 3</i> textbooks - <i>Collections 5: Exploring Heritage</i> - <i>Celebration Research Questions</i> handouts

TIME	LESSON CONTENT – ACTIVITY	TEACHING POINTS AND ORGANIZATION
1-5 mins.	<p>Introduction/Warm-Up:</p> <ul style="list-style-type: none"> - Gather all the students at the meeting area (carpet). - Recap on <i>culture</i> and <i>heritage</i>. - Read a poem by a 12-year-old student on page 21 and a heritage entry written by an 11-year-old student on page 79 from <i>Exploring Heritage</i>. - Tell the students that we will be talking about <i>celebrations</i> today. Ask the students <i>What is a celebration?</i> 	<ul style="list-style-type: none"> - Remind the students to use their R.O.C.K.S. - Speak to students about the potlatch; it is a celebration for First Nations people on the West Coast of B.C. It includes: dancing, singing, gift giving, honor, naming, mourning, feasting, wiping away shame, coming of age, etc.
5-10 mins.	<p>Instruction/Development:</p> <p>Read and introduce the first part of the section on page 82. Emphasize the <i>Reading Hint</i> to the students. Make sure they are open to making connections between the celebrations highlighted in the text and celebrations in their lives.</p>	<ul style="list-style-type: none"> - Ask a few students to hand out the textbooks. - Teacher can refer to more detailed notes about the celebrations in the text from the Teacher’s Resource and from their own research/knowledge.

10-25 mins.	Culminating Activity: - The students are to read carefully over all the diverse celebrations in the text (pages 82-86). - Hand out the research questions hand out to each student. Instruct the students to choose one of the celebrations to focus on to answer the questions on the handout.	- Circle the room. Help any students who are having difficulty with the task at hand. - If resources or computers are available, students will be able to research the celebration they chose from the text to do a research project on. Students can choose a different celebration, traditional food, etc. if they wish. - Transition from activity to evaluation.
25-32 mins.	Evaluation: - Ask students to demonstrate skills and ideas learned. - What did they learn about celebrations? About BC? About culture, heritage and diversity? - Check for completed work.	- Clarify anything that needs it. - Transition to closure.
32-35 mins.	Closure: - Tell the students that you will be researching further on the internet about their chosen cultural celebration in their next computer class. - Ask a few students to help put any materials away.	- Clean-up. - Transition to next activity/lesson.

Adaptation for a student: Let her make a poster and draw pictures with the heading of the name of the cultural celebration of her choice. She can explain it to you and you can scribe any other information for her to add.

Adapted from Sterling, Sharon. (2002). Our Communities: Outlooks 3. Ontario: Oxford University Press Canada.

Benson, R., L. Bryan, K. Newlove, C. Player & L. Stenson. (1998). Collections 5: Exploring Heritage. Scarborough, Ontario: Prentice Hall Ginn Canada.

Celebration Research Questions Worksheet

Name _____

Date _____

1. What is the name of the celebration?
2. What country or culture does this celebration come from?
3. What does it celebrate?
4. What do people do in this celebration?
5. Why did you choose this celebration to research? (Tell what you found interesting about the celebration.)