



Knowing Me, Knowing You: Exploring Beliefs and Values

Unit Objective

This unit will encourage students to examine their beliefs and values on a personal level and extend those beliefs and values to a global perspective. Through the study of current events and global faiths, students will understand the diversity of beliefs and values that exist around the world and how they influence and guide individuals and cultures as a whole.

Lesson 4 of 7 What Kind of World Do We Want to Live In?

This is an appropriate lesson to use in language arts class so as to integrate social studies with language arts.

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Lesson 4 Objective

- To examine personal beliefs and values and apply them on global scale

⌚ Time This lesson will take approximately one to two hours of class time, depending on length in class time allotted for writing, peer editing and final presentation.

✂ Materials

- Students' personal portfolios
- Assignment Handout 1
- Peer Editing Sheet – Handout 2

Getting Started

Knowledge Now

- Have students turn to their personal portfolios where they wrote words from the I Believe in video. Words probably include tolerance, acceptance and so on.
- Review what these words mean to them.

Engaging Interest

- Redirect students' attention to the world map covered in red flags.
- How are these beliefs, just discussed, reflected in our world today? Discuss.

Learning Activities

- Ask students if this is the kind of world they want to live in?
- Explain that they will be doing a writing assignment based upon this question.
- Their task will be to select one of the choices of presentation formats in Handout 1 to answer the question, "What kind of world do you want to live in?"

This class will be devoted to using notes from previous lessons to write their rough copy of assignment choice.

Assessment/Analysis

- Have students partner with a peer editor and use Handout 2 to have their work edited.
- Students will turn in their assignment for grading on a rubric of 5 (Handout 3).

Application

- Students may want to follow up with their writing and send it to their MLA or the Prime Minister's Office.
- They may want to display their writing as part of the unit celebration; they may decide to include it in the parent newsletter; share it in the student newspaper; send it to their local newspaper for contribution to letters from our readers.
- Many ideas may come from the students themselves to share their global visions.

Activities for Extension and/or Integration

- Language Arts

Subject and Level Learner Outcomes for Subject and Level

These outcomes are for social studies and language arts

Language Arts 7

- Discover and Explore: Express ideas and develop understanding – reflect on own observations and experiences to understand and develop oral, print and other media texts

Social Studies 7: Topic A – Culture

- Communication: Write from the perspective of a student a clear and effective short report, letter, or explanation to defend a decision to encourage more conformity or individuality in some area of culture, emphasizing direct experience and background knowledge as sources of information.

Safe and Caring Topics and Concepts

1. Living Respectfully

- Respecting and appreciating others' ideas, insights, solutions and contributions
- Selecting, planning and carrying out a service learning project that promotes peace in schools and community

2. Developing Self-Esteem

- Respecting and celebrating our unique identities
- Communicating thoughts and feelings

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca/Resources_Strategies.htm for strategy descriptions	<ul style="list-style-type: none"> ▪ Discussion 		

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
	<ul style="list-style-type: none"> ▪ Peer editing 	<ul style="list-style-type: none"> ▪ Journalling ▪ Reflection ▪ Celebration 	<ul style="list-style-type: none"> ▪ Composition

Handout 1

What Kind of World Do You Want to Live In?

Students will use their portfolio of ideas to demonstrate their global vision using one of the following formats.

1. **Letter to their MLA or to the Prime Minister of Canada:**
Using business letter format, students will deliver their global vision to a government official.
2. **Creative Expression:** Students will create a free-verse poem and/or visuals to clearly demonstrate their vision of the world they want to live in.
3. **Personal Essay:** Using personal essay format of at least five well-written paragraphs, students will outline their vision of the world they want to live in.
4. **Students own choice:** Please check with teacher prior to beginning.

Handout 2:

Peer Editing

Please check the following elements of writing in your partner's work:

1. Content
Are the ideas presented in the writing fully developed? Are they expanded upon?
2. Organization
 - a. Are ideas presented in an easy to follow format?
 - b. Do ideas flow naturally into one another; is there progression of thought?
 - c. Is there a clear introduction and conclusion?
 - d. Is the correct format used according to student choice?
3. Sentence Structure
 - a. Are all sentences complete?
 - b. Are there capitals and correct end punctuation?
 - c. Are there a variety of simple, compound and complex sentence structures?
4. Grammatical Conventions
 - a. Spelling: Please circle any words that your partner should check.
 - b. Punctuation: Please circle any punctuation or places for punctuation that your partner should check.
 - c. Capitalization: Please circle any capitals or places for capitals that your partner should check.
5. Overall impression: Please provide your partner with feedback to guide him or her in their rewriting process.

Writing Rubric: Suggested Marking Paradigm

It is suggested that students work with the teacher to come up with this rubric. In doing so, they will gain a greater understanding of what is expected at each level and will take ownership of this scale and, in turn, transfer this to their writing.

5: Writing is outstanding in terms of content and organization of ideas. Ideas are fully developed and clear understanding of audience is evident. Student has demonstrated creative thought and depth of understanding of the topic. Writing is exceptional in terms of grammatical conventions and sentence structure.

4: Writing is very good in terms of content and organization of ideas. Ideas are developed and there is a clear progression of ideas in the writing. Student has demonstrated good understanding of the topic, and there are minimal error in terms of grammatical conventions and sentence structure.

3: Writing is good in terms of content and organization of ideas. Some ideas require further development, but overall progression and impression is clear. Student has demonstrated understanding of the topic and writing has evidence of editing.

2: Writing lacks overall organization, thus the content is difficult to follow at times. Ideas require greater development to enhance overall impression. More editing is required in terms of sentence structure and/or grammatical conventions.

1: Writing has not fulfilled the required assignment. Content does not fully demonstrate understanding of the topic, and the writing is not clearly organized. Editing is required.