

Art Educator	Tanya Steinberg, Aaron Prosser
School	Bancroft Elementary, Royalvale Elementary
Level	Grade 4 and Grade 5
Course	English Language Arts, Visual Arts
Time Frame	Three lessons

1. Educational & Instructional Aims

- a. **Rationale:** The main goal of this lesson is to open up to the idea that there are different types of families in all walks of life, to identify the diverse types of family structure and to have students become comfortable with using the vocabulary associated with family diversity:
 - **Heteroparental**
 - **Homoparental**
 - **Single parent**
 - **Foster family**
 - **Blended**
 - **Adoptive**
 - **Multigenerational**
 - **Multicultural**
- b. **Specific Objectives:**
 - To develop positive vocabulary/language that we use to discuss family life and for students to be able to identify and define the diverse types of families listed above
 - To become open with respect to different types of family situations that children may not be familiar with, or which they see as members of their school or home community
 - To use group brainstorming and group/individual art activities to express thoughts and ideas related to family diversity in all its forms and for students to become comfortable discussing these issues openly with their peers
- c. **Guiding Question/ Stimulus for Creation:**
 - What does family diversity mean?
 - What are the different types of family structures?
 - Have students ever encountered these different types of family structures in their own families or in their community?
 - How do we identify inclusive language as we speak about different family types?
 - In what way can the school/classroom environment become a place where students feel free to express themselves and to be open to change.

2. Links to the Curriculum

- a. **Broad Areas of Learning:**
 - i. Health and Well-Being
 - ii. Media Literacy
 - iii. Citizenship and Community Life

b. Educational Aim/ Focuses of Development:

- i. As a member of a community of readers, s/he continues to take risks and to make personal connections to the texts s/he reads, hears, and views, and begins to respond to the interpretive processes of her/his peers.
- ii. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations.
- iii. Uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively.

○ **Cross Curricular Competency(ies):**

- Exercises critical judgment
- Organizes his/her work
- Communicates effectively
- Works in a team

3. Subject Specific Competency(ies) :

- **ELA Competency 1:** To read and listen to literary, popular and information-based texts.
- **ELA Competency 3:** To represent his/her literacy in different media
- **ELA Competency 4:** To use language to communicate and learn
- **Visual Arts Competency 2:** To produce media works in the visual arts
 - **Creating personal image:** Creating work based on personal expression
Key Features:
 - Once students have identified and discussed the different types of families, they will be asked to create a collage that represents their idea of family. Here their ideas will be expressed. The target audience will be their peers and other members of the school community
- **Creating media image:** See key features above

4. Interdisciplinary

- This lesson can be used to teach English Language Arts, the Visual Arts or any subject that focuses on the changing nature of society, community and diversity in all walks of life.

5. Vocabulary and Concepts: Essential Knowledges

- **Heteroparental** – A mother and father bringing up child(ren) together
- **Homoparental** - Two mothers or two fathers together bringing up child(ren)
- **Single parent** – A single mother or single father bringing up a child without a partner
- **Foster family** – Foster parents are people, other than a child’s parents who give a child a safe place to live and grow. Foster parents take children into their homes and take care of them for as long as kids need. Together, they become a foster family.

- **Blended** – Members of different families of origin living together as a family unit
- **Adoptive** – Adoption is a process whereby a person assumes the parenting of another, usually a child, from that person's biological or legal parent or parents, and, in so doing, permanently transfers all rights and responsibilities from the biological parent or parents
- **Multigenerational** – When more than two generations live together (eg. Grandparents, parents, children)
- **Multicultural** - When members of different cultural or ethnic groups constitute a family unit

6. Adaptations for Diverse Learners and Enrichment Activities

This lesson can be easily adapted to all levels since it allows the students to express themselves through whole class and small group discussion, including personal storytelling and through the visual arts. Student interaction is central to this lesson. Since it is mainly a discussion format and collage activity, students may choose images from many different publications. It is thus is an area for easy differentiation.

7. Materials and Equipment

- Smart Board or chart paper
- Book: *All Families are Special* by Norma Simon
- Poster board or construction paper
- Magazines or any publication with photos or illustrations
- Scissors
- Glue

8. Lesson

- a. Read the book *All Families are Special*, by Norma Simon to introduce the idea of family diversity.
- b. Whole group brainstorming activity using chart paper or Smart Board – Have students identify different types of families they have seen and what different types of families look like. Ask them whether different types of families that might look different than their own are still considered families. Ask what it means to be a family. Record student observations on the Smart Board or chart paper.
- c. Introduce the different definitions of families listed above and ask students to define what they think each one is. Discuss as a group. Here one could create a whole class mind map with the word “Family” in the centre as a way of recording their responses.
- d. Group/paired collage art activity – Have students work either in pairs or small groups to create a collage depicting different types of families. Encourage them to think in new ways and to depict their own family situation if they wish but also

to identify new types of families they have learned about through the class discussion.

- i. Distribute construction paper – colour of choice.
- ii. Have students find images in magazines that depict as many different types of families as possible
- iii. Cut out images and glue in any design the student chooses

9. Assessment

- Visual Arts Rubric - Evaluation of the artwork itself (collage) is secondary to the ideas and themes represented in the images.
- Anecdotal comments based on participation in whole class discussion as well as observation of paired and group work. Throughout the lesson the teacher(s) will record observations of small group free-flowing discussions as the students do their artwork.

10. Cultural References and Bibliography

Book - All Families are Special, by Norma Simon

11. Final Notes

Stimulus for Creation: - The lesson will be introduced through discussion format so that students can become familiar with the terms, understand the differences and become comfortable using the new vocabulary not only in class but also in their day-to-day lives. The paired/group collage activity is both a means to create a visual arts piece and to allow students to continue their discussions in a small group format.

Work Time: The LES will be consist of three lessons:

- Introduction to the vocabulary and whole class discussion, read book and discuss
- Collage activity
- Whole class discussion of small group work

Clean-up: All students will be involved in recycling leftover materials, wiping down desks and putting materials away.

Final Outcome: Shared interaction and presentation of group collages

12. Closure and Integration: The final discussion of completed collages and spoken reflections of what students have learned and how their thinking may have changed