

Social Studies Resource Toolkit

Exploring Our World:
Adventures In Storytelling

Grade 4, Unit 1

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Each resource toolkit must include:

1. Title page
2. Table of contents
3. Grade level
4. Toolkit topic and/or theme
5. Toolkit objectives (link to at least one curriculum objective)
6. **1**    **1-page** arts-based lesson plan on the element of study.
7. **2** --> brief summaries of storybooks and/or young adult novels that touch on a theme, actor, place or moment from the element of study.
8. **6** -->online resources (videos, websites, soundscapes, podcasts, blogs, photographs, etc.) with 100-200 words provided as an explanation for each resource. These explanations should detail how the resource may be used in the social studies classroom.
9. **1** --> **description of a** project that learners will engage with as a culminating activity in a unit on the topic/theme (to show what they have learned).

Toolkit Theme

Our theme for this resource toolkit is Exploring Our World: Adventures in Storytelling.

The curriculum for Grade 4, Unit 1 focuses on the concept of exploration. We are all explorers: of who we are and our place in the world, of nature, of history, of creativity, and of much, much more.

For this project, we investigated the many exciting and diverse approaches there are to storytelling from Indian puppetry to heartwarming Thai insurance commercials, we've included these and more to inspire young minds to never stop exploring the fantastic stories surrounding us.

Toolkit Objectives

Our objective for Exploring Our World: Adventures in Storytelling is to introduce students to the remarkable and multifaceted approaches to storytelling from around the world and how these stories affect us today.

We have followed the objectives outlined in Unit 1: Exploration, of the Grade 4 Social Studies curriculum. It states that students are to examine the concept of exploration, through a variety of stimulating activities. Writing personal narratives, developing strategies of gathering information, and contributing meaningfully to group discussions - are all examples of the skills students will develop.

Our lesson plan, supplementary resources, and culminating activity all explore the exciting world of storytelling. Students are to reflect on the different approaches to storytelling, examine the style, content, and context of the stories, and work on their own narrative to become storytellers themselves.

Unit 1: Exploration

Unit Overview	The unit entitled <i>Exploration</i> focuses on the concept of exploration and the fact that we are all explorers. Students will examine and reflect on the exploration of places, people, and ideas from both an historical and modern perspective.
Unit Outcomes	Students will be expected to: 4.1.1 Examine the concept of exploration
Processes and Skills	<p>Communication</p> <p>Organize data with visual representation, write personal narratives, interview, and use communication technology</p> <p>Inquiry</p> <p>Interpret photographs, problem-solve, hypothesize, formulate interview questions, compare and contrast, make decisions, develop strategies to gather information, make predictions</p> <p>Participation</p> <p>Participate in exploratory field trips, contribute to discussions, predict change, and work collaboratively in groups to investigate.</p>

-The Grade 4, Unit 1 Social Studies curriculum

Art Based Lesson Plan: My Story Rocks

Lesson Title: My Story Rocks

Grade Level: Grade 4 Social Studies

Lesson Topic: Symbols and stories

Objectives: Students will explore storytelling utilizing symbols and images. This learning centre addresses the SS learning outcome:

4.1.1: Explore the concept of exploration

4.2.1: Examine the stories of various explorers of land, ocean, space, and ideas.

Materials:

1. Totem pole fact sheet: 14 Totally Terrific Totem Pole Facts

<https://www.cbc.ca/kidscbc2/the-feed/14-totally-terrific-totem-pole-facts>

2. Canada's Complicated History With 1st Nations Totem Poles

<https://www.ictinc.ca/blog/canadas-complicated-history-with-first-nation-totem-poles>

3. Video: Totem Poles of Haida Gwaii"

<https://www.youtube.com/watch?v=BOod-HJULvw&feature=youtu.be>

4. Found objects plus teachers supply of smooth stones

5. Art supplies: paints, paint brushes,

6. Teacher's resource: Story Stones Ideas Storytelling Rocks

<https://artfulparent.com/story-stones-ideas-storytelling-rocks/>

Procedure:

1. Watch the Totem Poles of Haida Gwaii video (5 min)

2. As a class read the Totem Pole Fact Sheet (10 min)

3. Discuss together the symbolic meanings of totem poles (10 min)

4. Read aloud the article 'Canada's Complicated History with 1st Nations Totem Poles' (5 min)

5. Class discussion questions: (10 min)

a. Why were explorers surprised by the totem poles?

b. Can you think of a time when you were misunderstood?

c. Can you think of a time when you misjudged someone?

6. Take the students outside to find small branches, smooth stones, pinecones, etc (20 min)

7. Using the ideas shared in the video, the fact sheet, and from the class discussions, instruct the students to create a story by painting images of their choice on 5 of their branches, stones, acorns, etc. These pictures should reflect who they are - their hobbies, friends and family, passions, etc. (20 min)

8. Students can present their creations, if they'd like, and explain their significance with either their table groups and with the class (10 min)

Children's Storybook: Totem Story By Abby Jackson

This nonfiction book teaches students all about totem poles

<https://www.youtube.com/watch?v=WDjQCe6aIVc>

What: tall wooden poles that tell stories without words. Common carvings include people and animals.

When: it is not explicitly stated in the book when totem poles came into being and simply says "long ago;" however the book does state that they are still being created today.

Where: erected in places to greet visitors to inform them of the stories/history

Why: to tell stories and to represent a family or a clan (similar to a family crest)

Who: Indigenous peoples along the west coast (NOTE: this book is American and thus uses the term 'Native American;' teacher should give a brief explanation of appropriate phrases). Carvers learn the practice from their parents.

How: they begin as cedar trees. The trees are thanked and then carved and painted.

There is also an example on an Indigenous story of the creation of the sun and stars.

This book is helpful in understanding the many ways that people and communities tell stories or convey information which is important to them. Although totem poles were only traditionally on the west coast, it is important to highlight and validate indigenous culture and voices in an academic setting because they should no longer be marginalized in their own country.

Young Adult Novel: Escape From Syria

Written By Samya Kullab

Illustrated By Jackie Roche

<https://www.youtube.com/watch?v=AsZZwxM7YyQ>

This graphic novel is told through the eyes of a teenage Muslim girl, Amina, and follows her family's journey from Aleppo, Syria to Lebanon and abroad as they flee for safety. This story deals with war, displacement, poverty and relocation. "*Escape from Syria* is a fictionalized account that calls on real-life circumstances and true tales of refugee families to serve as a microcosm of the Syrian uprising and the war and refugee crisis that followed" (goodreads.com), which many Canadian children are familiar with (or if not will be introduced to with this book). With this novel, students will learn about sympathy, empathy, and world issues.

A graphic novel is a helpful resource for storytelling because it is an often forgotten media but one that is widely enjoyed by multiple reading levels. Students can learn about Amina's story through words, images, which play between the two. The illustrations "almost feels like it has moving parts" (Firefly Books Digital), so the reader can feel very involved. Often times children with lower reading levels are not provided with particularly stimulating or difficult subjects in order to - 'shelter' students and 'protect their innocence.' In reality many children in grade four are able to understand complex and emotional situations such as those in *Escape from Syria*. In fact, some students may have personally experienced similar situations. This is important to remember when introducing this book as students may or may not want to share their stories.

Online Resource: Irish Sea Shanties

Blow The Man Down

<https://youtu.be/ufWdpNSs3DM>

Irish sea shanties offer a unique storytelling approach. These songs hold a wealth of interesting themes that could be explored in the classroom.

Possible themes to focus on:

- Exploring the history of sea travel and exploration
- Explore a day in the life of a sailor, living hundreds of years ago
- Explore the structure of the song and have students write their own
- Explore the exchange of goods after the Columbus Exchange
- Explore the struggles and sacrifices of men forced to go to sea
- Explore the legends of mermaids, the Kraken, and the superstitions at sea
- Explore other historical work songs, such as from slaves on plantations

As an example lesson, I would use the call and response sea shanty called Blow The Man Down. I think the students would really enjoy chanting it and then creating their own call and response song.

I would have the students listen to the song and follow along with the lyrics (see attached). Then we'd discuss it further, as a class, with these sorts of questions: What do you think of the structure? Who sang this? Where? And when? What's the story it tells? Who's the conversation between?

I'd be sure they understood the song: that it's about a sailor who was lured onto a ship, with the ship personified as a woman. She's lured him onboard but wants to blow him over every chance she gets - wants to see him fail. I'd have the students reflect on the lyrics further, and then, in pairs assign a verse to each to interpret.

I would then explain more about sea shanties. They've been around since the 1500's, but most popular in the 1800's. They were a way of distracting or entertaining sailors while they hoisted sails, rowed, or did other manual tasks around the merchant ships. They were done without instruments and are best done with a deep, powerful voice.

After discussing the song, I would have the students form pairs and create their own sea shanty. Any story would be fine. I would recommend: about four verses, have it be a conversation between two people, and have an interesting callback. Then they could present their sea shanty to the class and have their classmates participate..

Sea Shanty: Blow The Man Down

<https://youtu.be/ufWdpNSs3DM>

SOLO: As I was out walkin' down Paradise Street,
 CHORUS: To me way, hey, blow the man down!
 SOLO: A pretty young damsel I chanced for to meet,
 CHORUS: Give me some time to blow the man down!

SOLO: She was round in the counter and bluff in the bow,
 CHORUS: Way, hey, blow the man down!
 SOLO: So I took in all sail and cried "way enough now"
 CHORUS: Give me some time to blow the man down!

SOLO: I hailed her in English, she answered me clear,
 CHORUS: To me way, hey, blow the man down!
 SOLO: "I'm from the Black Arrow bound to the Shakespeare"
 CHORUS: Give me some time to blow the man down!

SOLO: So I tailed her my flipper and took her in tow,
 CHORUS: To me way, hey, blow the man down!
 SOLO: And yard-arm to yard-arm, away we did go,
 CHORUS: Give me some time to blow the man down!

SOLO: But as we were a-going she said unto me,
 CHORUS: Way, hey, blow the man down!
 SOLO: "There's a spankin' full rigger just ready for sea"
 CHORUS: Give me some time to blow the man down!

SOLO: That spankin' full rigger to New York was bound,
 CHORUS: To me way, hey, blow the man down!
 SOLO: She was very well mannered and very well found,
 CHORUS: Give me some time to blow the man down!

SOLO: But as soon as that packet was clear of the bar,
 CHORUS: To me way, hey, blow the man down!
 SOLO: The mate knocked me down with the end of a spar,
 CHORUS: Give me some time to blow the man down!

SOLO: As soon as that packet was out on the sea,
 CHORUS: To me way, hey, blow the man down!
 SOLO: 'Twas devilish hard treatment of every degree,
 CHORUS: Give me some time to blow the man down!

SOLO: So I give you fair warning before we belay,
 CHORUS: To me way, hey, blow the man down!
 SOLO: Don't never take heed of what pretty girls say!
 CHORUS: Give me some time to blow the man down!

Online Resource: Indian Shadow Puppetry

'Indian Puppetry by Gui Ramani'

<https://youtu.be/6vsHxJ160Fk>

Indian shadow puppetry is beautifully done and I think the students would be impressed and inspired to create their own! As an example lesson, I would have them interpret a shadow puppet show, make their own puppets, and then create their own story to present to the class.

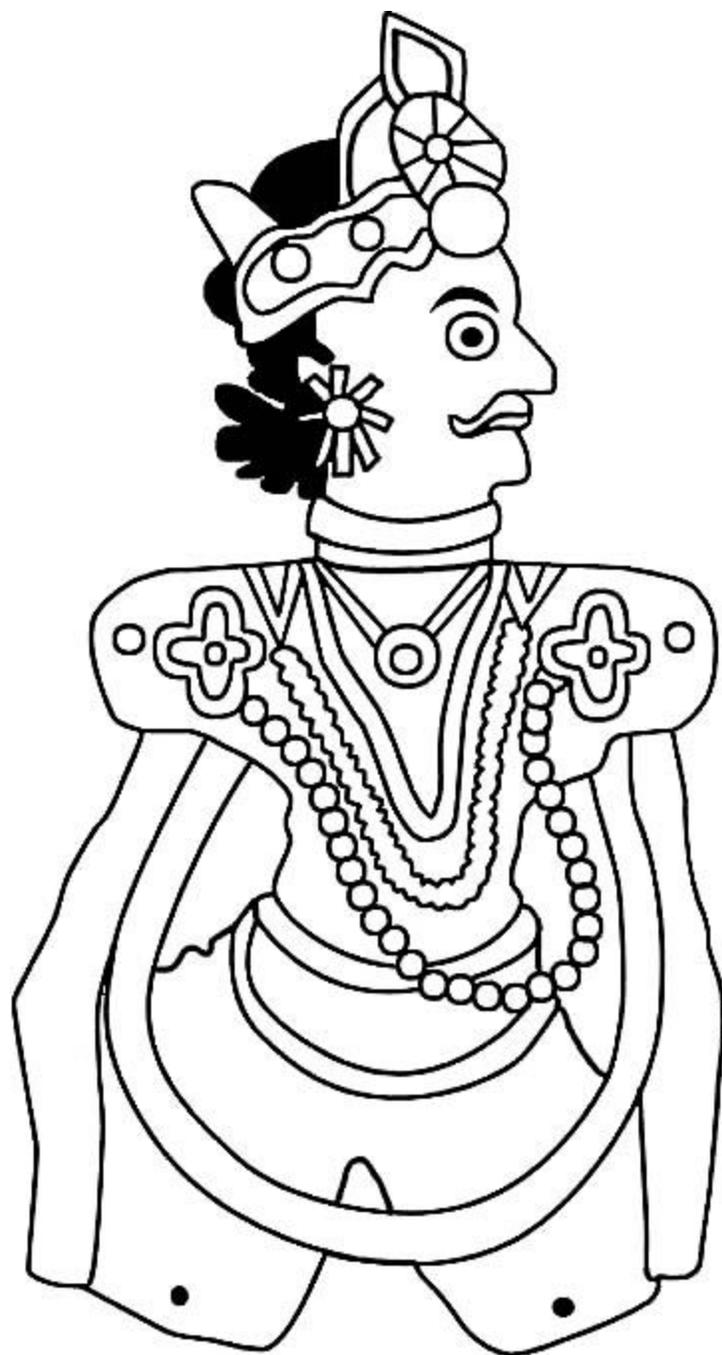
I would first prep them with questions to consider before watching the video: How does it make you feel? Could you understand the story without words? How did the music contribute to the story? What's the story? As a class, we'd discuss these questions after watching it.

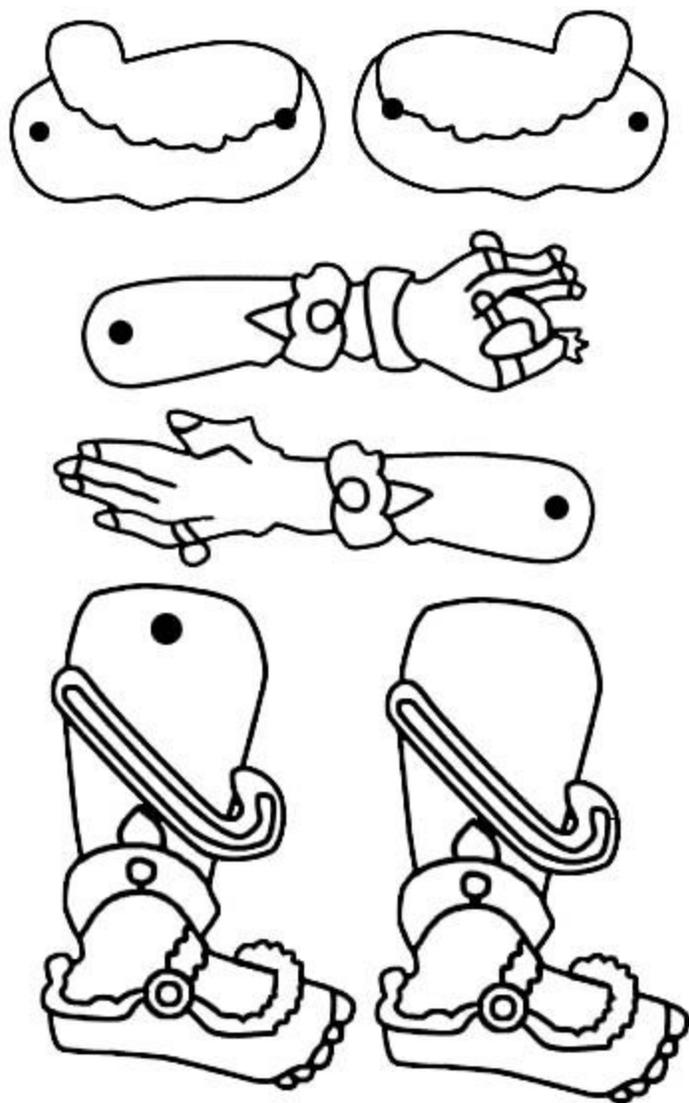
I would then ask for volunteers to come up and act out the story as it plays behind them. They would be free to say whatever fit with the actions and storyline. They would need to mimic the action and make sound effects too. Throughout it, I would stop the video and ask them to consider what's happening at each important point, so they could see how stories flow.

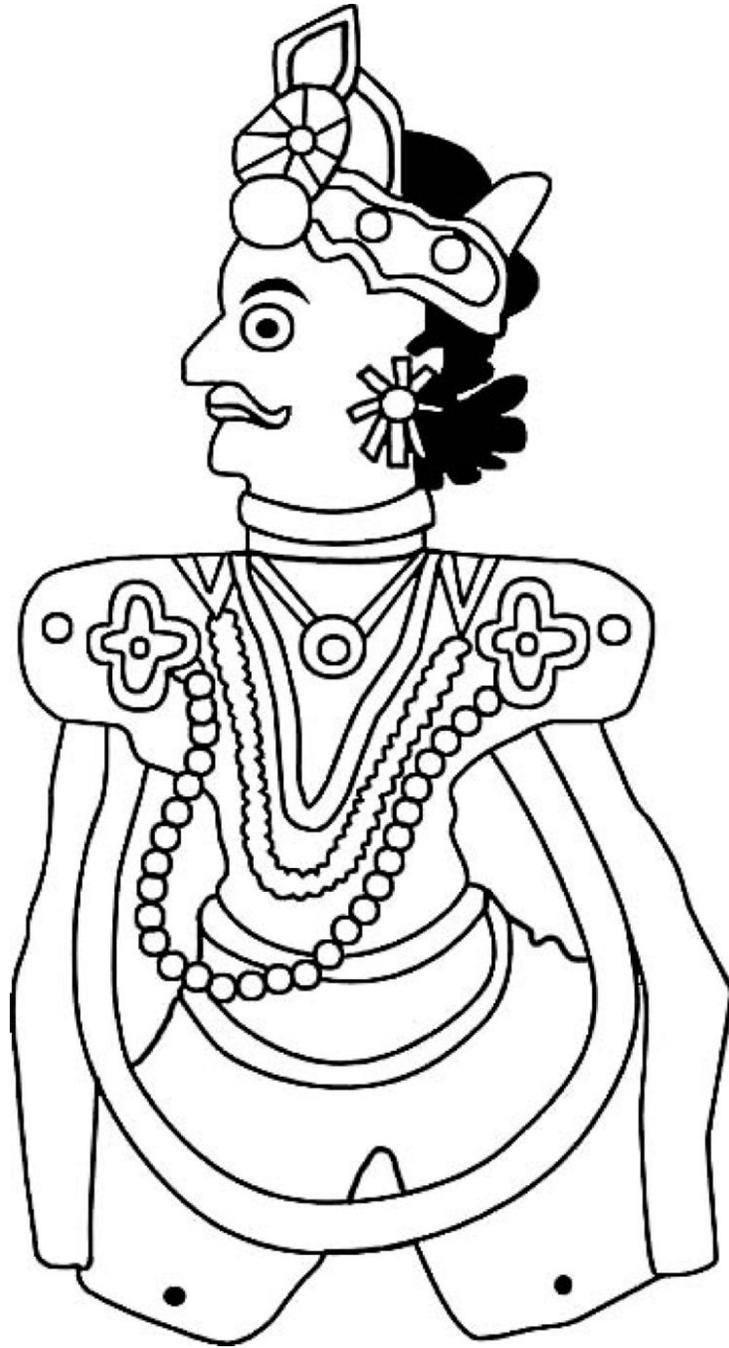
Then I would have the students make their own puppets - cut, colour, and make the puppets from the worksheet below, but be sure to glue the paper onto stiff poster board and then use stir sticks or chopsticks to maneuver the puppets). The students could use their own story ideas, or there are a range of themes that could be focused on.

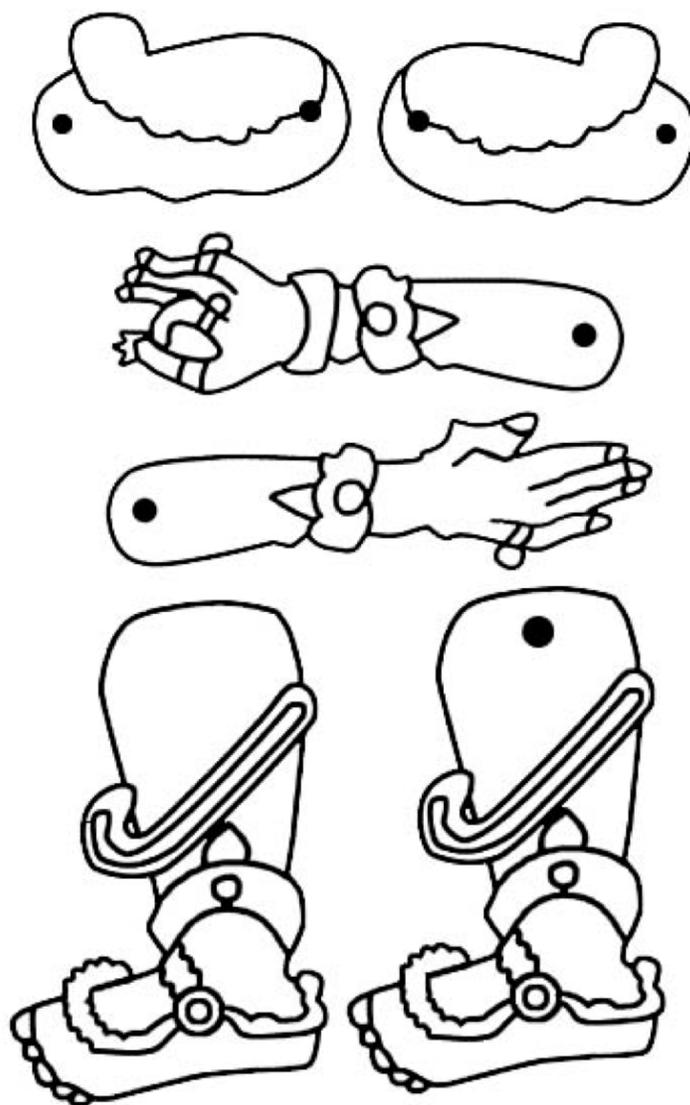
Possible themes to focus on:

- Explore the concept of colonialism in India, or in general
- Explore Asian religions and philosophies, such as Hinduism
- Explore trading and capitalism, with the Silk Route
- Compare and contrast the struggles of first generation immigrants with the views of their more traditional family members
- Explore the impacts of overpopulation: environmental, economic, etc
- Explore the impacts of social stratification, throughout history until now









Online Resource: Thai Random Acts of Kindness

Unsung Hero

<https://youtu.be/uaWA2GbcnJU>

This is a sweet and inspiring insurance commercial from Thailand. It shows a man going through his day, doing random acts of kindness. It shows him going through the same good deeds and then the final heartwarming conclusion. This commercial could introduce students to a day in the life of a Thai man - to the unique situations he comes across, sometimes culturally specific but also across all cultures. It also could expand students minds to the idea of random acts of kindness and it shows many different ways of doing it every day.

For a lesson, students make a timeline of the random acts of kindness they saw in the commercial, create interview questions for the characters, then collaborate in groups to make a random acts of kindness poster.

First, prep the class with questions to think about while they watch the commercial. For example, 'How did he feel after helping those people?' or 'How did the people change after he helped them?' Second, watch the video. Third, have a class discussion about the commercial - about the story it told, the style it was done in, the cultural context, the power of random acts of kindness, and the impact it had on them.

Fourth, in small groups, ask the students to make a timeline of the events that they saw, including all the characters. Fifth, in pairs, have students think of 5 interview questions to ask the different characters in the commercial. For example, 'Do you even like bananas?' or 'How long were you saving up for her school?' Sixth, switch the list of interview questions with another pair and have them answer as if the character.

Seventh, hand out markers and poster paper to small groups. Ask the students to make a poster of random acts of kindness. Include the ones from the commercial, as well as 5 more unique ones. Draw out pictures and describe each one. Eighth, each group can present their poster to the class. Ninth, end with a class discussion on the many different random acts of kindness they brainstormed and how they can incorporate these acts into their lives everyday.

Online Resource: Fairy Tales And The Interrupting Chicken

The Interrupting Chicken

By David Ezra Stein

https://youtu.be/4_nkQ5qkkm8

This is a sweet book about a dad reading fairy tales to his daughter, but she interrupts each story just before something bad happens. When she interrupts, she spins the story to instead have a positive outcome. The interactions between the dad and daughter are lovely and make this an all around great read.

As an example lesson plan, I would have students think of creative ways to interrupt the fairy tales, then give them plenty of time to practice the fairy tales further and explore all their ideas for interrupting.

First, I would read through the book, using silly voices and dramatic pauses. Afterwards, we'd have a class discussion about what they heard, about the original fairy tales, the act of interrupting, how the dad's reaction is priceless, the revised moral of each story, and the creative approach of this storytelling.

Second, as a class we would brainstorm different ideas for what they'd say to interrupt those stories. I'd read through the book again and select students to interrupt. We'd take turns so everyone had a chance to interrupt. The more creative the interruptions, the better.

Third, I would set up learning stations at a few tables around the room, each table with the fairy tales from the book written out on them (see attached). Then the groups would act out the fairytale and take turns interrupting.

Finally, I would hand out a few cards of different fairy tales, this time, to each group (see attached). The groups would need to collectively remember the fairy tale, decide when to interrupt, and then who would have which roles. Continue through until the cards are done and everyone's had a chance. I think the students would enjoy this activity and probably get loud and rowdy doing it.

Fairy Tale #1
Hansel and Gretel

Hansel and Gretel were very hungry. Deep in the woods, they found a house made of candy. Nibble, nibble, nibble. And they began to eat the house until the old woman who lived there came out and said "Oh, what lovely children! Why don't you come inside?" They were just about to follow her, when...

INTERRUPTING CHICKEN

"Out jumped a little red chicken and she said "Don't go in! She's a witch!" So Hansel and Gretel didn't. The end!"

Fairy Tale #2
Little Red Riding Hood

"Take this little basket of goodies to Grandma's!" said Little Red Riding Hood's mother. 'But don't stray from the path - the woods are full of danger!' Little Red Riding Hood skipped along through the deep woods. By and by, she met a wolf, who wished her 'Good morning.' She was about to answer him when...

INTERRUPTING CHICKEN

"Out jumped a little red chicken, and she said 'Don't talk to strangers!' So Little Red Riding Hood didn't. The end."

Fairy Tale #3
Chicken Little

Chicken Little was hit on the head by an acorn. 'The sky is falling! The sky is falling!' she thought. She was about to run off and warn Goosey Loosey, Henny Penny, Lucky Ducky, and everyone on the farm that the sky was falling, when...

INTERRUPTING CHICKEN

"Out jumped a little red chicken and she said 'Don't panic! It was just an acorn!' So Chicken Little didn't. The end."

PINOCCHIO	THE EMPEROR'S NEW CLOTHES	JACK AND THE BEANSTALK
THE 3 LITTLE PIGS	SNOW WHITE AND THE 7 DWARVES	RAPUNZEL
SLEEPING BEAUTY	THUMBELINA	ALADDIN
THE TORTOISE AND THE HARE	ALICE IN WONDERLAND	GOLDILOCKS AND THE 3 BEARS
THE BOY WHO CRIED WOLF	CINDERELLA	BEAUTY AND THE BEAST

Online Resource: Exploring Privilege Through 'Sometimes You're A Caterpillar'

Sometimes You're a Caterpillar

<https://youtu.be/hRiWgx4sHGg>

Students Learn A Powerful Lesson About Privilege

<https://youtu.be/2KlmvmuxzYE>

Caterpillar Race

<https://youtu.be/yzf5tLIENzk>

This is a simple and sweet animated story about privilege. It shows two friends, a caterpillar and a snail, who need to go under a fence to reach a party - but the snail can't go under it as easily as the caterpillar can. The caterpillar soon recognizes that he's not better but just different, and they both work on a way to get to the party together.

For a lesson, the students could first watch the video. Second, they could analyze what they saw - the differences between the animals, how the caterpillar's attitude changed, how this applies to people and their beliefs. Third, let the group discussion evolve and talk more about privilege - how are some people more privileged than others, why is it important to be equal, and how can we offer equal opportunities to all.

Fourth, describe to the class we're going to do a demonstration showing privilege - having the students stay in their seats and throw scrap paper into the recycle bin at the front. Beforehand, watch the video provided to guide you. Discuss who's likely to get it in, why certain students could complain about their chances, and how this relates to privilege. Fifth, do the experiment and discuss more.

Sixth, brainstorm with the class other animals that would be unlikely friends. Discuss what problems they could have in different situations, just like in the animation. Seventh, have students choose two animals to write about. Ask them to make a storybook about their animal friends - with the challenges they could face and how they'd overcome them together. They could present their stories to the class.

Eighth, as a fun activity, have the students do a caterpillar race - watch the video to understand. Remind them that it only works if the entire team works together.

Online Resource: Exploring Racism Through American Baseball

Take Me Out To The Ball Game, Super Simple Songs

<https://youtu.be/B0LscFd2vRk>

Some of the best baseball highlights you'll ever see

<https://youtu.be/ROXqddQYBH4>

I Am Jackie Robinson, Ready Read Alouds

<https://youtu.be/gN49LyhQ9c0>

Abbott and Costello, Who's On First

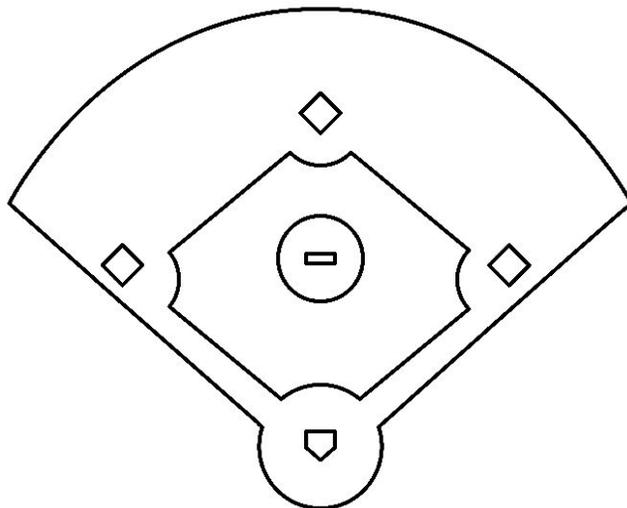
<https://youtu.be/kTcRRoXV-fg>

Exploring the theme of racism within the context of American baseball offers another unique storytelling approach. There's a great book about Jackie Robinson - that's read aloud online - that describes how he challenged racism and the status quo in American baseball in the 1940s and 50s. A class discussion could then focus on what's needed to play baseball and how race doesn't factor in. And the comedy sketch of Who's On First, by Abbott and Costello, highlights how comedy routines enrich storytelling, as well. This grand idea also strives to hit a home run with particular students, who may appreciate a lesson directed to their sports interests.

First, play the song Take Me Out To The Ball Game. Most students probably know it and would enjoy singing along. Second, show a few minutes of baseball highlights, just for fun. Third, have a class discussion about the story in the song and about baseball in general. Brainstorm on the board all the qualities a good baseball player needs. Fourth, introduce the iconic baseball player, Jackie Robinson. Say that he lived from January 31, 1919 - October 24, 1972 and that he was the first black baseball player in American professional baseball. Fifth, play the video of the book that describes his life. Sixth, discuss the story. Use the discussion questions below as a guide. Refer back to the list on the board, of qualities needed in a baseball player: Does race really matter? To expand on the themes of race, racism, discrimination, and equality, check out the list I made of more resources. Seventh, hand the worksheet with the baseball diamond, and show the video of Who's On First by Abbott and Costello. Have the students map out the names of the players. Eighth, discuss the sketch as a class and label the players.

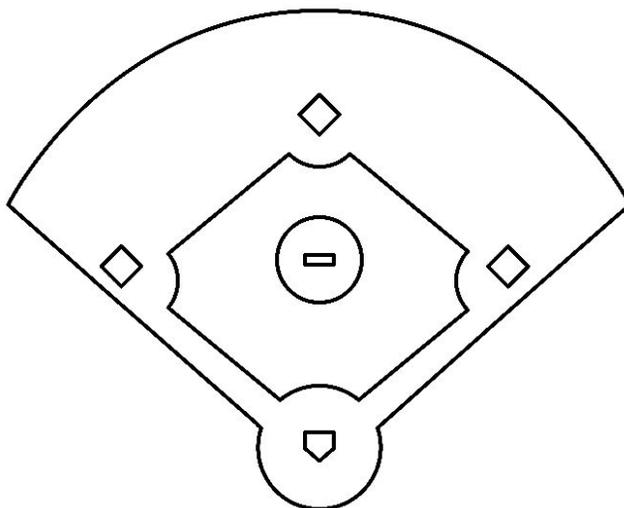
Who's on first?

I wondered why the baseball was getting bigger. Then it hit me.



Who's on first?

I wondered why the baseball was getting bigger. Then it hit me.



Discussion Questions

1. What does brave mean? Describe and give me examples.
2. What rules did they have at the public swimming pool where he grew up? What do you think about them? Can you think of other discriminatory rules that were around back then?
3. Playing sports were some of the only times he wasn't judged... by what?
4. How did the community come together to help each other out, while Jackie was growing up? What message did Jackie's mom pass on?
5. What sports did Jackie play growing up? Why was one of his teammates angry at him in football? What did he angrily do and what for?
6. The President of the Brooklyn Dodgers, Branch Rickey, started looking for new players, why? How did his colleagues react to his search?
7. What did Branch Rickey warn Jackie about? How is this great advice outside of baseball too?
8. 'Some called it a home run. Some called it history.' What does this mean? Who was Jackie playing for?
9. What were the different predictions of what the 'B' was for on his hat?
10. 'Through the simple game of baseball, the country saw a new possibility.' What does this mean?

Expansion Ideas For Teaching About Racism

Dr Seuss - The Sneetches

<https://youtu.be/PdLPe7XjdKc>

New York Times, First Encounters With Race and Racism Teaching Idea

<https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>

Teaching Tolerance (topics include: race and ethnicity, religion, ability, class, immigration, gender and sexual identity, bullying and violence, and rights and activism)

<https://www.tolerance.org/topics>

Anti-Racism Resource Kit

www.safeatschool.ca

How To Talk To Kids About Racism - An Age By Age Guide

<https://www.todaysparent.com/family/parenting/how-to-talk-to-kids-about-racism-an-age-by-age-guide/>

6 Classroom Activities To Spark Discussion of Racism and Privilege

<http://inservice.ascd.org/six-classroom-activities-to-spark-discussion-of-racism-and-privilege/>

Culminating Project: Retelling The Story of 'Canada': Re-Examining Colonial Explorers Through An Indigenous Lens

This project aims to have students use their culminating knowledge of story telling to explore the history of Indigenous Canadians.

Students, in groups of 2-3, will choose a colonial explorer and a storytelling method (dramatic reenactment, song, picture book, oral storytelling, video, etc) and retell the story through the eyes of the Indigenous community that made first contact. For example, if students chose Samuel de Champlain they could choose to tell a story through the eyes of the Montagnais, Innu, or the Algonquins (once he'd traveled further west).

Students will be asked to learn about the culture and way of life of the Indigenous community prior to first contact with colonial settlers and describe how their lives were changed.

This project will take place over a period of 3 to 4 weeks allowing the students to do required research, get feedback and assistance from teacher, and complete their stories. Great care will have to be taken on the teacher's part to ensure students are not appropriating Indigenous culture but are, instead, learning about it and teaching it to their peers with sensitivity and empathy.

At the end of this project, the stories will be shared with the class.

This project was inspired by:

Remember Resist Redraw: A Radical History Poster Project

<http://graphichistorycollective.com/projects/remember-resist-redraw>

Some other useful resources:

<https://indigenouspeoplesatlasofcanada.ca/>

<https://www.youtube.com/watch?v=rWe--sysNkk>