

Goals/Key questions

Goals:

Where does coffee come from? What does coffee farming look like in Peru? What geographic factors make Peru so ideal for coffee farming?

Objective:

According to grade 3 PofS, students should demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru. This lesson will deal with the geographic aspects involved in farming coffee in Peru. It will be an introduction into having the students think about what it means to be a global citizen.

Pre lesson Considerations

Lesson overview of main ideas to be learned and pre learning required:

- Students will need to know how coffee is grown, where it comes from
- Understand the environmental factors involved
- Basic understanding in the research process (ie. library, computer, etc.)
- Previously learned grade 2 GLO's also apply
 - **GLO 2.1** - Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.
- Should demonstrate a competency in presenting research information and ideas
- Previously learned geography terms including:
 - **global citizenship** - A feeling of responsibility, beyond a country's borders, toward humanity.
 - **goods** - Items that are produced and have an economic value.
 - **import** - To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another.
 - **quality of life** - The sense of safety, comfort, security, health and happiness that a person has in his or her life.
 - **relative location** - A geographic location that is described by comparing its location to another location.
 - **resources** - Useful or valuable possessions or qualities of a country, organization or person.
 - **services** - Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour
 - **equator** - The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres.
 - **hemisphere** - One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian.

Materials needed/preset up required/logistical considerations needed:

- Be sure to make sure that the smartboard is ready to view 2 short youtube clips
- Make sure that all devices are charged and ready for student use
- Provide paper and other art supplies for poster work and other varied media forms

- Students will be in pre-assigned, regular classroom seating plan at group tables
- Previous class' examples of the project are neatly laid out around the classroom

Content:

	<u>What is the teacher doing?</u>	<u>What are the students doing?</u>	<u>Defense/Justification</u>
<p><u>Intr</u> <u>odu</u> <u>ctio</u> <u>n</u></p> <p>Time estimation: 10mins</p>	<p>- The teacher does a brief introduction about coffee,</p> <p>Brainstorm: -asks questions about what the students know about coffee. Writing on smartboard throughout</p> <p>-Show the short video "<i>Happy #national coffee day</i>"</p> <p>-quickly reiterate some of the points from video (geography and climate)</p> <p>- Teacher will make a connection between coffee and Peru by stating where it is grown in Peru: "as the video stated, coffee is grown in the 'bean belt'. In Peru, these areas are known as the Eastern Slopes of the Andes, the Chanchamayo, and the Amazonas regions"</p>	<p>-Students will be in pre-assigned, regular classroom seating plan at group tables.</p> <p>-They will be listening and engaging in the coffee inquiry questions with their teacher.</p> <p>- Students will raise their hands to contribute to class discussion, allowing the teacher to write on the Smartboard as they go.</p> <p>-Students will attentively watch the "<i>Happy #national coffee day</i>" video.</p> <p>-Students will listen as the teacher lists important information from the video.</p> <p>-Students will again engage in a brainstorm activity regarding Peru, answering the teacher's inquiry questions by raising their hands.</p> <p>-Students will attentively watch the "<i>Daisy- Peruvian Andes & Native Potatoes</i>" video, gaining visual insight into the Peruvian</p>	<p>By brainstorming, the students can try and access their episodic memory and recall general information that can help them begin to think about coffee.</p> <p>Showing the videos will be reinforcing the concepts being taught by engaging the students' visuo-spatial sketchpad</p> <p>By repeating and reiterating the points from the videos, the teacher can engage the students' phonological loop.</p> <p>By having pre-assigned seating for the students, it promotes a healthy social environment and builds trust - Erikson</p>

	<ul style="list-style-type: none"> - ask the students questions about what they know about Peru, where is it? Who lives there? Etc. - Teacher will then begin the short video prepared about Peru. "Daisy - Peruvian Andes & Native Potatoes" -Verbally make the connection between Daisy's family potato farming in the Andes with the Coffee farming that happens in the same region. They are also both agricultural jobs. 	<p>agricultural lifestyle, culture and geography and then relating it to coffee farmers.</p>	
<p>Transition considerations</p>	<ul style="list-style-type: none"> - <i>"What does a good climate for coffee growing look like? What makes it ideal for coffee growing?"</i> - Brainstorm key categories for research (eg. geography, weather, climate) recording the answers on smartboard - provide a handful of search engines, and library sections that are best for the students. (eg. pebblego.com, go.grolier.com, pklifescience.com) 	<ul style="list-style-type: none"> - Students will grab their electronic devices that will be used in the research process. But leave them turned off - Students will pull ideas from the previous videos and participate in the discussion about the key research ideas. - Students should think about what makes the examples provided by the teacher relevant to what they are learning about 	<p>By providing specific research resources that are designed for younger children, we are taking into account the student's cognitive developmental level. The research resources provide more images, and easier language to accommodate ELL students and for the developmental level's lack of problem solving skills.</p> <p>By showing examples of 'good research' students will be prompted to think critically about the relevance of the research materials they find.</p>

	<ul style="list-style-type: none"> - Show an example of what good research material looks like from previous class projects. 		
<p><u>Activity 1</u></p> <p>Time est: 30 mins</p>	<ul style="list-style-type: none"> - Students will be given a checklist to fill as they research - Students will work individually through the checklist to find the appropriate research material -Students will be kept within the 30min time limit to hand in their checklist, and a copy of their research. 	<ul style="list-style-type: none"> - Students should view the checklist provided, then turn on their devices to begin their research - students should have some previous experiences with the search engines, but if any need assistance, they should look for the teacher. - once the checklist is compiled, they will send their research to the printer to be printed, then handed in. 	<ul style="list-style-type: none"> -Providing students with a self-check list allows them to self monitor and regulate their work. This applied to the three problem solving steps of Metacognition. The check-list gets students' thinking about their thinking during research while providing them with specific goals. The checklist also accommodates their preoperational development level because it helps regulate their tendency for "centration" by providing them with multiple qualities they need to focus on.
<p><u>Transition considerations</u></p>	<ul style="list-style-type: none"> -Students will be provided with examples of previous class' works - Students will be grouped in 3-4 within their seating groups - Show the students where to find the available materials for the upcoming assignment. 	<ul style="list-style-type: none"> - Students will turn off their electronic research devices and return them to their appropriate places. -Students will return library books -Students will return to their assigned seats and await further instruction - Students will listen as the teacher describes which materials are needed for the next activity and where to find them. (ie. poster paper, ipad, markers, etc.) 	<p>Examples provide a model for students to imitate.- Bandura</p> <p>For those with learning disabilities (working memory deficit), an unnecessary electronic screen may distract and complicate the task at hand.</p> <p>Showing students where to find specific materials will help to organize the room once students start working, aiding in classroom management</p> <p>Grouping allows for students to collaborate,</p>

			<p>and interact with their environment. The more knowledgeable other (surpassed zone) can help those that are struggling (within zone)- Vygotsky</p> <p>Strategically grouping specific students together will help manage the classroom/students.</p>
<p>Activity 2</p> <p>Time Est: 50 mins</p>	<p>- Teacher will introduce the assignment, using the examples of the previous classes.</p> <p>- Outline expectations, discuss options of varied modality in the project and what each looks like (eg. Posters, powerpoint presentation, videos, acted skit).</p> <p>- Discuss the future presentation portion, using the previously learned acronym: VIOC (Visual, Information, Organization and Communication)</p> <p>- While students have started on the projects, the teacher will do a quick formative assessment of the students' checklist/research materials, and will return them to students with descriptive feedback.</p>	<p>-Students will listen as the teacher describes the next activity using previous examples.</p> <p>-Students will recall previous social studies research projects and keep in mind what qualities are needed to create an effective project and presentation. (VIOC)</p> <p>-Once the teacher is finished instructing students and dismisses them, students will begin working on their second activity within their assigned groups.</p> <p>-Students will receive their previously handed in research and check-lists. They will take into consideration the teacher's descriptive and oral feedback regarding the quality of their research.</p> <p>-Students will work together on their project for the remainder of class.</p>	<p>Examples provide a model for students to imitate.- Bandura's observational learning</p> <p>Varied modality for the project allows for differentiation, according to individual students' learning needs</p> <p>Using acronyms (VIOC) is a strategy to make explicit memory creation easier and more effective</p>

<p><u>Con clus ion</u></p>	<ul style="list-style-type: none"> - Within the last 5 minutes of class, connect today's lesson concepts with the idea of global citizenship, by asking the students to think about where the coffee grown in Peru might go. - Help students clean up materials and ask them to leave their unfinished projects on their grouped desks -If students finish their project before the end of class they may grab an iPad and play on "ayiti.globalkids.org/games/". 	<ul style="list-style-type: none"> - Students should be making the connection between today's lesson, and how coffee is used by people around them. - Will begin cleanup around the classroom, being sure to leave their incomplete projects on their desks, with their names on it. 	<p>Asking the students to begin thinking about applying today's concepts to the next day's lesson, we are applying the thirds level of the DOK: "apply a concept in other contexts"</p>

Assessment:

Formative assessments on the checklist/research materials handed in mid-way through class. Formative assessment will also occur on the partially completed projects left on the desks. Summative assessments will occur at the end of the next class when they will complete the project by including concepts of global citizenship and present their research ideas.

Accommodations/Modifications:

Students will be given options in the mode of research, accommodating students individual needs for reading, and understanding. Additionally, students are provided with search engines that deal in varied media forms, such as videos, and articles, which can accommodate for learning disabilities. Students will be given options of varied modality in the project, to maximize student interest.

Extension and extra time activity:

Students who finish their project before the end of class may grab an iPad and play on "ayiti.globalkids.org/games/". This is an interactive online video game regarding global citizenship.

Resources Used:

Daisy, potato farming in the Andes
<https://www.youtube.com/watch?v=Esi8xZrgeoo>

"ayiti.globalkids.org/games/"

Research example

<http://equalexchange.coop/history-of-coffee-in-peru>

Technology Rationale:

The technology in this lesson will enhance the learning by

- Providing smartboards that are more interactive in the brainstorming process allows students to become more creative.
- Providing the means to watch meaningful videos found on the internet that shows experiences from people around the world that would otherwise be impossible
- providing the students with the power to research online in a wider database that can't be found in a typical school library.
- Technology allows for a means of differentiated task assignment, ipads and computers opens students up to powerpoints, using videos, and other varied modes of presentations

What are the considerations when integrating technology into a lesson?

- Teacher should be aware of the extra time that may be used up when initiating technology use in their classroom, considering factors such as: general distraction, login time, technical difficulties, and set up time
- The teacher should also be aware of each student's accessibility to technology at home
- Understand that students may become off task much more easily when technology such as Ipads are introduced into the classroom, and the teacher should have strategies to return students' attention back on task. Attention strategies may include: being mobile, walk around the classroom to ensure visually that students are on task. Use software that help monitor each device usage.
- Test all aspects of the technology being used that day before students arrive in class. Make sure video links work, audio is connected, etc.

Possible downsides of technology use in lessons?

- Especially during the research process, students may wander around on the internet and may put themselves at risk of finding dangerous content, however, we will be providing 'safe-for-school' search engines such as pebblego.com
- Again the teacher must be cautious of students becoming distracted and off task on their devices. Distractions can be avoided by monitoring students, as well as being clear in your expectations of the students use of technology throughout the year and setting a responsible atmosphere of tech use in the class.