

PLANNING THE LESSON																					
Date: End of semester/year	Title of the Lesson: Food and Culture in Ancient Civilization																				
Curriculum Subject: CHW3M, Grade 11, University/College Preparation																					
Unit of Study: Communities: Characteristics, Development and Interaction																					
<p>Curriculum Expectations: <i>What thinking, knowledge and understanding do you expect your students to learn?</i></p> <p><i>How will your students apply and communicate their thinking, knowledge and understanding?</i></p> <p>Communities: Characteristics, Development and Interaction</p> <p><i>Overall Expectations:</i></p> <p>COV.01 · demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century</p> <p>COV.02 · demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;</p> <p>COV.03 · analyze the interaction between selected societies from prehistory to the sixteenth century.</p> <p><i>Specific Expectations:</i></p> <p>Developments of societies:</p> <p>CO2.01 – explain the development of societies from simpler to more complex forms (e.g., from hunter-gatherer to rural agricultural to urban industrial societies);</p>																					
<p>Learning Skills: <i>Such as; independent work, initiative, homework completion, use of information, cooperation with others, conflict resolution, class participation, problem solving and goal setting to improve work.</i></p> <p>- cooperation with others</p> <p>- class participation</p> <p>- use of research and information</p>																					
<p>Assessment Strategies: <i>How will you gather evidence to assess the curriculum expectations?</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Observation</td> <td><input type="checkbox"/> Interview/Conference</td> <td><input checked="" type="checkbox"/> Presentation/Performance</td> <td><input type="checkbox"/> Peer-Assessment</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Project</td> <td><input type="checkbox"/> Multimedia Presentation</td> <td><input type="checkbox"/> Self-Assessment</td> </tr> <tr> <td><input type="checkbox"/> Learning Log/Journal</td> <td><input checked="" type="checkbox"/> Oral Reports</td> <td><input type="checkbox"/> Test/Quiz</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Work Samples</td> <td></td> <td></td> <td></td> </tr> </table> <p><i>What tools will you use to record student achievement?</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Rubric</td> <td><input checked="" type="checkbox"/> Anecdotal Notes</td> <td><input type="checkbox"/> Checklist</td> <td><input type="checkbox"/> Other</td> </tr> </table>		<input type="checkbox"/> Observation	<input type="checkbox"/> Interview/Conference	<input checked="" type="checkbox"/> Presentation/Performance	<input type="checkbox"/> Peer-Assessment		<input type="checkbox"/> Project	<input type="checkbox"/> Multimedia Presentation	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Learning Log/Journal	<input checked="" type="checkbox"/> Oral Reports	<input type="checkbox"/> Test/Quiz	<input type="checkbox"/> Other	<input type="checkbox"/> Work Samples				<input type="checkbox"/> Rubric	<input checked="" type="checkbox"/> Anecdotal Notes	<input type="checkbox"/> Checklist	<input type="checkbox"/> Other
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Indicators: *How will you know that your students have achieved the expectations? What criteria will you use?*

- Group presentations. Students will meet expectations by following specific instructions carefully noted below.
- present a dish that is inspired by the ancient culture

Materials/Resources: *What will you need to prepare in advance?*

Teacher Resources	Human Resources	Student Materials	Equipment
<ul style="list-style-type: none"> - civilization information - links and information about supporting local food 	<ul style="list-style-type: none"> - time, students will have a week to put a presentation together and a dish 	<ul style="list-style-type: none"> - food - books, internet 	<ul style="list-style-type: none"> - whatever it takes to make a dish

Personal Notes/Reminders/ Other Considerations:

CHEK FOR ALLERGIES BEFORE STUDENTS START TO WORK!!!!

IMPLEMENTATION OF THE LESSON

Timing	Grouping*			Lesson Objective: <i>What do you want students to know and be able to do? (e.g. Focus Question)</i>
	W	S	I	
	X			Students will choose an ancient culture and do a presentation on the culture and the way they lived. An everyday in the life of an ancient _____. They will also serve a dish that stems from the traditional food consumed in the ancient day of their chosen civilization.
	X			<p>Mental Set: <i>How will you focus, activate prior knowledge and hook students into the lesson?</i></p> <p>Potluck lunch....and group presentations!</p>

		<p>Body: <i>Includes things like; input, modelling, checking for understanding, guided practice, independent practice.</i></p> <ol style="list-style-type: none"> 1. This assignment can be used at the end of a semester as a fun way of incorporating all of the notes from the class into one fun day filled with a small group presentation and the idea of a pot luck 2. Students will be first lectured on things like buying local food/produce, the environment and supporting farmers. They will be asked what does this have to do with our class? They will also look at the two resources below on local sustainable food and the impact on the environment. 3. Students will get into groups of 5-7 and get an ancient civilization to cover. The civilizations are: Ancient Greeks (City States) Ancient Romans Egyptians Minoan or Mycenaean Civilizations Mediaeval France or England 4. Students will use one class time to gather information about the civilization they are covering from the Internet, books and some resources that are provided to present the lifestyle of the civilizations. They will have a week to prepare their presentation outside of class. 5. In addition to the presentation, the group will give a dish or two for the potluck lunch. The dish must be inspired from their civilizations daily life. The dish must also be 60% locally produced with ingredients. The dish will be brought in on the day of all group presentations. 6. Before presenting, the group must have a handout for the class including information about the culture's daily life. Also, on the handout must be the ingredient information for the dish. They must also include a dish ingredient card on the food table. 7. Students will present on the food they chose to make and why they used those ingredients and touch on the importance of supporting local food production from the websites below. <p>***Students will get one day in class for research and then a full week to work on the presentation and producing a dish OUTSIDE of class time!!!***</p> <p>Presentation Checklist for Students:</p> <ol style="list-style-type: none"> 1. Topic/ Civilization 2. Present information about the lifestyle/culture of the civilization 3. Present information on food, where it came from, popularity, trade 4. Present the dish you chose to make for the potluck; explain the ingredients, where they are from and demonstrate your understanding of supporting local foods 5. Handout including: information on civilization, information on civilizations food and recipe/ ingredients for the dish you have prepares 6. Separate recipe card for table <p>Resources for Students:</p> <ol style="list-style-type: none"> 1. Students must browse: http://www.gtalocalfood.ca/index.html to recognize local food in their community; http://community.wwf.ca/ActionDetail.cfm?ActionId=44 tells them exactly what local sustainable food is in relation to the environment. 2. Civilization resources: http://www.foodtimeline.org/foodfaq3.html http://www.bbc.co.uk/history/ancient/ http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/index.htm
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				<p>Closure: <i>How will the lesson be summarized with the students? How will you know if they have met the objectives of the lesson?</i></p> <ul style="list-style-type: none"> - de-brief on similarities and differences between civilizations and food dishes - in comparison to today? - finding locally grown food, using local ingredients. Reflection orally.
<p>Teacher Reflection:</p>				

*Grouping: W = Whole class; S = Small group; I = Independent