
Section One: Project/Lesson Overview

Grade: Six

Subjects: English Language Arts, Mathematics, and Health

Lesson Title: Gathering in the Garden

Lesson Description: Students will examine various photographs from the “Gatherings” online exhibit from the New Brunswick Museum that highlights people gathering for a variety of purposes. Through a cross curricular approach, students will discover the meaning of the term “gatherings” and learn more about planting and maintaining a school garden.

Time Required: 20 -22 x 45 Minute Classes

Specific Curriculum Outcomes:

Grade 6 English Language Arts

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- defend and/or support their opinions with evidence
- listen critically to others’ ideas or opinions and points of view

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- use word choice and emphasis, making a conscious attempt to produce a desired effect
- give and follow instructions and respond to a variety of questions and instructions
- engage in, respond to and evaluate a variety of oral presentations and other texts

Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.

- use a range of strategies in writing and other ways of representing to
 - frame questions and design investigations to answer their questions
 - find topics of personal importance
 - record, develop, and reflect on ideas
 - compare their own thoughts and beliefs to those of others
 - describe feelings, reactions, values, and attitudes
 - record and reflect on experiences and their responses to them
 - formulate goals for learning - practice and apply strategies for monitoring learning
- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- create written and media texts, using an increasing variety of forms
 - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- address the demands of an increasing variety of purposes and audiences
 - make informed choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions
 - use audience reaction to help shape subsequent drafts
 - reflect on their final drafts from a reader's/viewer's/ listener's point of view

Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

- select from a range of pre-writing, drafting, revising, editing, strategies to develop effective
- pieces of writing and other representations
- use the conventions of written language in final products
- use technology with increasing proficiency to create, revise, edit, and publish texts
- demonstrate commitment to shaping pieces of writing and other representations

Grade 6 Mathematics

- A2 - represent fractions and decimals
- A3 - write and interpret ratios, comparing part-to-part and part-to-whole
- D6 - solve measurement problems involving length, capacity, area, volume, mass and time
- F1 - choose and evaluate appropriate samples for data collection
- F4 - use bar graphs, double bar graphs and stem-and-leaf plots to display data
- F7 - make inferences from data displays
- F9 - explore relevant issues for which data collection assists in reaching conclusions

Grade 6 Health Education

- B1 - describe the domains of wellness and identify strategies for promoting their own wellness
- B2 - identify strategies for promoting nutrition and physical activity
- B3 - identify how environments influence health choices

Section Two: Project/Lesson Implementation

Equipment/Materials Required:

LCD Projector
Computer with online capabilities
Microsoft Excel
Microsoft Publisher
paper
pencil

Lesson Procedures/Teaching Strategies:

1. The teacher will write the words “gatherings” and “fellowship” on the SMART Board and ask students for suggestions on the meaning of the words. Students will be asked to use the words in context in a sentence.
2. The teacher will lead a brief discussion on gatherings. Suggestions of questions may be: Describe some reasons why people gather together? How do gatherings vary between males and females? In what ways do adult gatherings differ from gatherings that adolescents would attend? Explain how gatherings in the early nineteen hundreds would be different than those held in 2009? Does the way in which we use technology today have an impact on gatherings? Does a gathering have to be face to face?
3. The teacher will lead a brainstorming discussion with the class about the types of gatherings that students attend that are school related. Possible suggestions are school dances, fundraisers, sporting events, and community events. The teacher may want to emphasize the point that many gatherings that people have revolve around food. Weddings, funerals, birthday parties, and family reunions are just a few examples.
4. The teacher will explain to the class that over the next few days, students will be examining gatherings by looking at some photographs of pupils in a school garden. Using an LCD projector and a computer, the teacher will display a photograph of a glass lantern slide called *Students in a School Garden*, circa 1910 **LS-AAR-12(2)**. The class will discuss what is portrayed in the photo and make a word web to help organize their thoughts (see link for templates in Web-based resources below). Each student can make their own word web or the teacher can direct the activity. As a homework assignment, the teacher will ask the students to brainstorm and list in their health notebook, all of the benefits of gardening. The students will provide an oral report of their findings the next school day.
5. After the sharing of findings from the previous activity, the teacher will reiterate that gathering in the garden will help students and teachers get outside to interact with their community and to remain active. To that end, students will also be required to keep a food and exercise journal for an entire week. Students can then analyze their entries in comparison to the Canada Food Guide recommendations for healthy eating. One purpose of this activity is to have students reflect upon how their environments affect their eating and activity levels.
6. The teacher will use the photograph of a glass lantern slide entitled *Students in a School Garden*, circa 1910 **LS-AAR-8(2)** as a writing prompt for journal writing purposes. Using an LCD projector and a computer, the teacher will display the photograph and provide the following information with the photo: These 13 children are taking a break from working together in their school garden. Look at how they are dressed and the tools in their hands. What do you think it would be like to tend a school garden with your classmates? What are some responsibilities you would have being a school gardener?
7. To incorporate a cross-curricular approach to the lesson, students will be asked to examine the photograph of a glass lantern slide called *Students and Teacher Working in a School Garden*, circa 1910 **LS-AAR-6(2)** and design a layout for a garden in their own school community. It is important to stress to students that they be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment. The teacher can provide the measurements for the plot of land the students have to use for their design. The teacher may also want to display a photograph of a glass lantern slide called *Pupils Working in Garden of MacDonald Consolidated School, Kingston New Brunswick*, circa 1910 **LS-AAR-14(2)** to show them an alternate layout from the previous photo. The teacher can generate some mathematics questions with regards to area and perimeter. Students can use scale when drawing their garden map. When dividing the garden beds, students will be able to better gain an understanding of simple fractions. Students can also convert these fractions in decimals.
8. Students will have to decide what types of seeds/plants they would like to grow, keeping in mind the hardiness zone of their area and also the knowledge they have gained from the previous examination of the Canada Food Guide. Using a specific monetary amount

- that the teacher will provide as a guideline, students will have to make a list of seeds (See web-based resources below for one seed supplier) and other supplies they will need for their garden. Students will submit a final budget, outlining all of their costs on a spreadsheet, to their teacher.
9. Using an LCD projector and a computer, the teacher will display the photograph of a glass lantern slide called *Students in a School Garden*, circa 1910 **LS-AAR-7(2)**. The class will discuss what is portrayed in the photo. The teacher will ask the class to create an acrostic poem based upon the word "Gatherings", keeping in mind what they see and feel by examining the photograph. If the students have never written an acrostic poem before, the teacher will have to instruct the class on its format and share examples of acrostic poetry with students. (There is great resource for an online acrostic generator found in the web-based links below). Once students have finished creating their poems, the acrostics can be shared with the entire class.
 10. As a culminating activity for the unit, the teacher will have students plan a "Garden Party" after examining two photographs of students working in the garden from MacDonald Consolidated School in Kingston, New Brunswick **LS-AAR-4(2)** and **LS-AAR-5(2)**. Students will create invitations and flyers for the party by using Microsoft Publisher. Students will use the theme of fellowship, teamwork and opening a door to the discovery of the living world for their party. Students can plan their menu, activities and lastly create a skit on harvesting the garden and camaraderie, and perform it in front of their classmates.

Suggested Assessment Strategies:

- Construct checklists or rubrics that assess students' abilities to achieve the selected objectives.
- Record anecdotal notes as students speak, listen, and write to identify their strengths and instructional needs.
- Conduct formal and informal observations
- Involve students in the self-assessment of their learning processes and final products
- Students should be evaluated on both their learning processes and final products

Section Three: Project/Lesson Resources

Teacher Generated Resources: All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

Supplementary Resources:

Web-Based Resources:

Health Canada

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Graphic Organizer Templates

<http://www.eduplace.com/graphicorganizer/>

Acrostic Poem Generator

<http://www.readwritethink.org/MATERIALS/ACROSTIC/>

Veseys

<http://www.veseys.com/ca/en/>

Disclaimer: The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

Section Four: Additional Information

Modifications: For students who need modification, it can be left up to the teacher's discretion as to the assignment length. Students on modified programs will be expected to write less, and may increase their use of the computer to complete assignments. Where required, students can also work in small groups throughout the unit to assist one another in assignment completion.

Additional Comments:

If your school were to really have a community garden, there are certainly more mathematics activities that could be incorporated into this lesson. In regards to the soil, students could collect soil samples and conduct Ph tests on a regular basis. Students could record their data in a spreadsheet (Excel) and create a bar graph to display their results. Samples of soil temperature could also be collected. Students could also create bar graphs to show the number of seeds that sprout or create a line graph showing the growth the plants over time.

Students could also investigate how agricultural discoveries and inventions have changed daily life and affect practices in the school garden.

Credits: N/A

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