

# Watch and Listen Lesson Plan

## Family: Bonds and Belonging

### OVERVIEW

This lesson plan was created to accompany the Learning Portal pathway [Family: Bonds and Belonging](#). Students will consider historical perspectives to examine the ways in which the concept of family is dependent on place, time and cultural context.

### KEY WORDS AND CONCEPTS

Family, cultural context, biological family, chosen family, extended family

**ESTIMATED TIME REQUIRED** One 40–45 minute period

**SUBJECT** Social Studies

**GRADE LEVEL** Secondary

### OBJECTIVES

Using **primary source** materials, students will work to understand the multiplicity of **historical perspectives** within the history of British Columbia. Students will consider the overlap of **continuity and change** to develop a multidimensional understanding of these **historical thinking concepts**.

### LEARNING OUTCOMES

Students will be able to:

- Consider their perspective in light of historical context
- Use historical imagination to engage with individuals from the past

### MATERIAL

The materials and primary sources are found within the Learning Portal's [Family: Bonds and Belonging](#) pathway.

### ACTIVITY

#### Introduction

1. Ask students to create lists of all their family members. As students are writing, prompt them to think about whether they consider those they live with, those who take care of them and those they spend their time with to be part of their families.
2. As a class, create two or three definitions of *family* to write on the board. Consider definitions such as biological family, chosen family and extended family. Have students write their names under the definitions of *family* that they most closely identify with.
3. Introduce the inquiry question: “What do you have in common with people who define *family* similarly to the way you define it?” Tell students: This activity will explore the different ways that various groups of

people living in British Columbia have defined and understood the term *family*. Have each student write a journal entry hypothesizing about the answer to this inquiry question. Encourage students to consider their own understanding of family and to think about what they already know about the diverse peoples who live in British Columbia.

### Exploring *listen and watch* in the *Family: Bonds and Belonging* pathway

1. As a class, watch the video “Harriet Gerry Excerpt”, which was filmed in about 1941, and listen to *Life in the Wilderness*, recorded by Imbert Orchard. Ask students to choose either the audio or video clip and create lists of everything that they have learned about the person or people by listening or watching. Encourage students to make inferences based on evidence in the recordings. Remind them to think about the inquiry question as they work by considering how these individuals view family.
2. After students have created their lists, instruct them to write a letter to either a parent or child in the video or the woman in *Life in the Wilderness*. Ask students: What would you like to know about this person? What would you like to tell them? What similarities might you discuss with this person? What differences could you use to spark their curiosity?
3. Return to your original definitions of *family*. Discuss the individuals you learned about within the *pathway*. How do you think those individuals might define family? Which of those individuals did you most identify with?

### Extension Activity

1. Allow your students time to fully explore the *Family: Bonds and Belonging* pathway. As a class, come up with a list of themes that you felt were repeated within the *pathway*. Example themes include ‘belonging’, ‘play’, ‘community’ and ‘gender’.
2. After students have chosen themes that they are interested in, have them create playlists on the Learning Portal. Instruct students to find material on the Learning Portal that relates to their themes in order to produce their playlists. Ask students to include a meaningful introduction for each playlist that explains the connections that they found and includes their own thoughts on the theme presented.

### CLASS DISCUSSION QUESTIONS

- Discuss the similarities and differences between your own family life and the lives of the individuals discussed within the *pathway*.
- Why might different groups define *family* differently?
- Why were some sources easier to understand than others?
- What was the most striking piece of information that you encountered while exploring this pathway?