



# Cultural Engines : Writing a Cultural Guidebook to Windsor Lesson Plan for Teachers

<b>Object: To familiarize students with Community orchestra structure and purpose.</b> <ul style="list-style-type: none"> <li>See page below: “Background about the Cultural Engines project”</li> </ul>	<b>By:</b> Thanks for the activity leadership to Janet Brown, Windsor Public Library, and Sue Perry, Self-Publishing Lab, Windsor Public Library
<b>Grade Level:</b> 6 - 8, but activities can be adapted to different abilities, including Adult Literacy classes.	<b>Date:</b>
<b>Topic:</b> Windsor’s Cultural Heritage	<b>Time of Event:</b>
<b>Also available:</b> WPL Teacher Resources Kits. See <a href="http://www.windsorpubliclibrary.com">www.windsorpubliclibrary.com</a> for contact details.	<b>Location:</b> This activity took place as part of a “Kids Cultural Day” at Windsor Public Library Central Branch, Children’s Activity Area in November, 2012.

## 1. Instructional Expectations and Opportunities

### a) Expectations from *Ontario Curriculum Grades 1 – 8: Language*, 2006:

- Writing: Purpose and Audience**

1.1 identify the topic, purpose, and audience for a variety of writing forms

**Classifying Ideas**

1.4 sort and classify ideas and information for their writing in a variety of ways

**Publishing**

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout

### b) Opportunities:

- Students have the opportunity to achieve curriculum guidelines in Language Arts: 3.7 Publishing – “use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout.”
- Students will experience activities that involve reading to an audience, listening, cooperation and creativity

## 2. Preassessment and Accommodations/Modifications

### a) Students

Preassessment:	Accommodation/Modification:
Students may be learners of English as a Second Language Students will have varied learning abilities.  Students will have varying degrees of creative ability	<ul style="list-style-type: none"> <li>- Activities can be adjusted to various levels of ESL ability. English Language Learners can be paired with English as a first language speakers.</li> <li>- Teachers and assistants can accommodate differentiated learning.</li> <li>- Can be adapted as group, class or individual work.</li> </ul>

### b) Learning Environment:

- students can sit at tables – ideally in a learning commons or library so that they have access to books about culture to look for formatting and ideas.

### c) Class tours of the library’s Self-Publishing Lab are available, or photographs are available through [culturalengines.com](http://culturalengines.com) or [windsorpubliclibrary.com](http://windsorpubliclibrary.com).

### 3. Required Resources

- Information from Cultural Engines e-book or website about the cultural history of Windsor (this can be adapted for use in other cities)
- For Social Studies classes, this activity can follow a walk through a neighbourhood, identifying key locations and purposes of buildings
- Paper – 8.5” x 11” (saves trimming and cutting)
- Markers/ pens – any colour, but please keep in mind that interior pages will be reproduced in black and white

### 4. Content and Teaching Strategies

#### a) Overview/Agenda/Review

This activity is designed to last approximately 20 - 30 minutes, with follow up and printing time available.

#### b) Introduction

- Watch video of activity from [culturalengines.com](http://culturalengines.com).
- Pre-activity information-gathering exercise: How would you display art, or play music, or share books in your city? If you could design an art gallery, or a concert venue, or a library, what would it look like and why?

#### c) Subject Content and Teaching Strategies

- Have students think of a cultural activity related to Windsor or to the three organisations. Some suggested writing prompts.
  - If you were a famous artist, what would you paint or sculpt that would tell people about Windsor? (1 paragraph and illustration)
  - If you could tell people about Windsor; what is your favourite place in Windsor, and why? 1 – 2 paragraphs; design a border on the page)
  - Write a letter to someone who lives far away and tell people what kind of music you like to listen to here, and what your favourite activities are here.
  - Create a guidebook for Windsor – choose key locations and write short descriptions with simple illustrations to tell people about Windsor.
- Gather the students’ individual or group submissions together (40 – 50 pages for Self-Publishing Lab).
- Scan pages and bind in-house to compile a class book, or visit the Self-Publishing Lab at the Windsor Public Library so that all students can have a copy.

#### d) Consolidation

- Students will take home “reed” instruments and have a greater understanding of how a group of musicians work together.
- Students who are able to attend an orchestra performance will have a better appreciation of combining parts of an orchestra.
- Students visiting Canada will have opportunities to learn English in context of cultural activities and will be able to share these with family and friends at home.

## 5. Assessment and Evaluation

- i. Individual submissions can also be placed in a portfolio of work showing the drafting and editing process.
- ii. Class discussion can reinforce learning and provide creative ideas for further class activities.

\*Books may be printed and bound at the Self-Publishing Lab at the Windsor Public Library. Contact: Sue Perry, Self-Publishing Facilitator.

519-255-6770 ext. 4603    xpress@windsorpubliclibrary.com

Self-Publishing Lab specs:

- Write, edit and polish your book until you are sure it is ready to publish;
- Choose a size for your book;
- Format your manuscript until you are satisfied with the layout - font, page numbers, headers and footers.
- Convert your book block document into a PDF.

What are the specifications of a Books-On-Demand Book?

Cover: Full-colour

Interior: Black and White

Page-Count: 40-800 pages

Trim Size: 4.5" x 5" to 8.25" x 10.5" and anything in-between.

## 6. Reflections

a) Effectiveness of Lesson:

b) Ideas for next time:

Cultural Engines acknowledges the funding of Employment Ontario in the research for culturalengines.com.





## Background about the *Cultural Engines* project

\*What is *Cultural Engines*? *Cultural Engines* is the title of both an e-book and website. It is a publicly-funded project that is researching the history and activities of the Windsor Public Library, Art Gallery of Windsor and Windsor Symphony Orchestra to produce a combined website and e-book aimed at promoting the organizations to the public and providing educational resources for children and teachers.

The team consists of two researcher/writers and one graphic designer. Together, we have experience in education, communications, promoting not-for-profit organisations, and commercial print and graphic presentation. Our goal is to showcase these organizations and the efforts of community members to support culture in Windsor. The website was launched on March 31, 2013.

About our logo: the shape represents interconnected gears – a nod to Windsor’s history as an automotive producer. All colours are represented. The shape on the left represents flowers in nature for artists and the Art Gallery of Windsor, the middle half-circle represents the lower part of a stringed instrument for the Windsor Symphony Orchestra; and the shape on the right suggests the pages of an open book for the Windsor Public Library.

[www.culturalengines.com](http://www.culturalengines.com)  
[www.windsorpubliclibrary.com](http://www.windsorpubliclibrary.com)

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