

Lesson Plan Components - Grades 1-12

Please note that this is an example of a combined grade lesson plan. Guiding questions have been included to help structure the lesson.

Subject/Course: Social Studies	Name:
Grade Level: Combined Grade Level 5 and 6	Date(s) & Time(s): November 15 th -18 th , 2023 10-11 am
Topic: Grade 5 - Heritage and Identity: First Nations and Europeans in New France and Early Canada Grade 6 - Heritage and Identity: Communities in Canada, Past and Present	Length of Lesson: 4 hours; one hour on each of 4 days

EXPECTATION(S)

Specific Expectation(s):

Grade 5 – A1.2- analyze aspects of early contact between First Nations and Europeans in New France to determine ways in which different parties benefit.

A2.2- gather and organize information on early interactions among and between First Nations and Europeans during this period using a variety of primary and secondary sources that present various perspectives.

Grade 6 – A1.2 - evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity.

A2.2 – gather and organize information from a variety of primary and secondary sources using various technologies that present different perspectives on the historical or contemporary experience of two or more communities in Canada.

Learning Goal(s)/Refined Expectations(s):

Today learners will... Write this as a SMART goal (specific, measurable, attainable, realistic, and timely).

Today learners will use a variety of online historical sites to extract key ideas, maps, and pictures to help them build an argument to support understanding of a perspective and a counter-perspective of Canada’s history (Grade 5 related to early contact and Grade 6 related to Canadian communities).

Success Criteria:

Students will be able to:

- find and analyze 5 or more historical records or pictures that are relevant to their topic;
- state 4 or more historical facts from one perspective;
- state 4 or more facts from an alternative perspective (to create either conflict or cooperation between groups);
- organize their findings to tell two sides of an historical story, using clear headings;

- identify 2 or more aspects of early Canadian history that continue to affect Canadian identity.

ASSESSMENT/EVALUATION

Curriculum

Strategy: How will I assess the learning? (Name and briefly describe the assessment method(s))

Performance Task - Students will create a brochure/blog/ or other electronic summary to address the success criteria.

Recording Device:

Shade the recording device you will use for this assessment: anecdotal record, checklist, rating scale, rubric

Learning Skills

Shade one that you will focus on in this lesson – responsibility, organization, independent work, collaboration, initiative, self-regulation.

Name one or more aspects of this learning skill that you will focus on in this lesson (example: initiative – Identifying a suitable online resource to learn more about the topic)

Organization: The ability to extract relevant information from sources to help build an argument about an idea

Recording Device:

Shade the recording device you will use for this assessment: anecdotal record, checklist, rating scale, rubric

Briefly identify how students will learn the expectations for success in this lesson (e.g., understand the success criteria, co-construct the success criteria, design a rating scale for a complex application, etc.)

Students will be given the rating scale that will be used to evaluate their brochure/blog/ or other electronic document contents and it will be explained at the outset of their work on this inquiry.

DIVERSITY AND INCLUSIVITY

Students have had prior knowledge on the difference between primary and secondary resources. Students have had a review of the importance of discerning bias and finding reputable and authentic resources or websites. Students have some knowledge of perspective and alternative perspective.

Students have experience creating brochures and writing blogs.

Accommodations and Modifications

ACCOMMODATIONS/MODIFICATIONS FOR THE NEW LEARNING (list by student initials and a brief description of the needs that you will address for each learner) (i.e., changing the content, changing criteria for success, changing the learning process, requiring a different product to demonstrate new learning success, changing the learning environment, expanding applications to address learner interests, etc.).

Student	Accommodation or Modification Needs for this Lesson	Accommodations or Modifications as Planned
IA	Reading and assessing – may need help with locating suitable sites for research; have student name some of	Monitor and support as needed.

	the brochure characteristics that were listed by the group.	
CP	Gifted; provide links to advanced sites for research options	https://www.statcan.gc.ca/en/subjects-start/population_and_demography

ACCOMMODATIONS AND MODIFICATIONS FOR THE APPLICATION PHASE OF LEARNING:

Student	Accommodation or Modification Needs for this Lesson	Accommodations or Modifications as Planned
IA	Reading support (accommodation)	<ul style="list-style-type: none"> ensure that IA understands the concepts of conflict, cooperation, and perspective. provide check-in products (e.g., sites, photos, sub-headings, proof-reading, etc.) as the work progresses suggest additional online or book resources to enrich the initial charted information; help with use of Boolean search techniques may also be needed work with the student in the final stages of the product preparation to check each success criterion and ensure it has been addressed in the final product.
CP	Gifted (accommodation)	* provide additional prompts to suggest exploration of challenging research sources

LEARNING ENVIRONMENT (Physical Space)

Classroom

RESOURCES AND MATERIALS

Variety of library books

Variety of printing and art supplies

IPads/Chromebooks

Internet access

<https://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf> (curriculum guideline)

<https://www150.statcan.gc.ca/n1/pub/91-215-x/91-215-x2023001-eng.htm>

<https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/growing-canada-future.html>

TEACHING/LEARNING SEQUENCE

Beginning/Activation: *How will I engage the learners?* (e. g., motivational strategy, hook, activation of learners' prior knowledge, activities, new stimulus/experience, compelling problem, provocation) -10 minutes

Have students consider a possible physical conflict in their schoolyard and brainstorm questions that the principal might ask about the situation. Guide students to consider questions such as:

- Who was involved?
- When?
- Where?
- Why did this happen?
- How did it start?
- What could/should be done in response to the problem?

Explain that sometimes, when a situation leads to consequences for one or more people in a conflict at school, the parents (both sets) might not be happy with the principal's decision about the situation, and the students involved might not be happy. Discuss why this might be and lead students to consider the idea of different perspectives on the same situation.

Examples:

- The principal is operating from the perspective of student safety, a positive learning environment, and adult control of volatile situations, and is looking to restore cooperation.
- One set of parents is operating from the perspective that their child was attacked and injured by the other student and is afraid.
- One set of parents is operating from the perspective that their child was justifiably angry with the other student whom she hit in retaliation.

From this discussion, pull out the terms **conflict**, **cooperation**, and **perspective**. Point out that the principal's role is to restore **cooperation**.

Middle/Action/Application/Exploration – 20 minutes

Explain that over the next four classes of Social Studies, we will be examining the ideas of conflict, cooperation, and perspective as each grade examines resources about the history and interaction among Canada's different cultural populations.

Show the following overview information about Canada's demographics on the whiteboard to demonstrate the diversity of Canada's population and how these can influence the different perspectives.

Taken from Statistics Canada:

"More than 450 ethnic or cultural origins were reported in the 2021 Census. The top origins reported by Canada's population, alone or with other origins, were "Canadian" (5.7 million people), "English" (5.3 million), "Irish" (4.4 million), "Scottish" (4.4 million) and "French" (4.0 million).

In 2021, over 19.3 million people reported a Christian religion, representing just over half of the Canadian population (53.3%). However, this proportion is down from 67.3% in 2011 and 77.1% in 2001.

Approximately 12.6 million people, or more than one-third of Canada's population, reported having no religious affiliation. The proportion of this population has more than doubled in 20 years, going from 16.5% in 2001 to 34.6% in 2021.

While small, the proportion of Canada's population who reported being Muslim, Hindu or Sikh has more than doubled in 20 years. From 2001 to 2021, these shares rose from 2.0% to 4.9% for Muslims, from 1.0% to 2.3% for Hindus and from 0.9% to 2.1% for Sikhs.

Racialized groups in Canada are all experiencing growth. In 2021, South Asian (7.1%), Chinese (4.7%) and Black (4.3%) people together represented 16.1% of Canada's total population.

The portrait of racialized groups varies across regions. For example, the South Asian, Chinese and Black populations are the largest groups in Ontario, while the largest groups are Black and Arab people in Quebec, Chinese and South Asians in British Columbia, and South Asians and Filipinos in the Prairies."

Discuss these trends in Canadian society and evidence of changes that students may see in their community.

Grade 5 and 6 students will now be doing their own respective research on their topics but both groups of students will be designing a brochure/blog or other electronic document. Remind students about the characteristics of well-designed brochures/blogs or other electronic documents (e.g., bright colors, spacing, captions, sub-headings, order of ideas, etc.). Record these ideas on an anchor chart and post them for student self-checking.

APPLICATION: What will learners do to demonstrate their learning? (new contexts, problem solving, etc.) – approximately 3 classes

Guided use (remodel, scaffold, give more examples, review of success criteria, etc.)

1. Remind students of the brochures that they created in last week's art lesson. Discuss the role of location of information and the use of pictures and graphics in a brochure (or other documents) with reference to the new anchor chart.
2. Direct students to this site to read more about Canadian demographics: <https://www150.statcan.gc.ca/n1/daily-quotidien/221026/dq221026b-eng.htm>. Have them use a buddy reading approach to work through key ideas on the site.
3. Separate next steps in the learning into Grade groups. ***For the guided use, independent use and application of this learning, the process (internet and book research), the product (a brochure/blog/ other document), and the learning environment (classroom) will remain the same for both grades. The content and variations on content to address students' interests will change by grade.***

Grade 5 students:

1. Have students link to: <https://www.canada.ca/en/departement-national-defence/services/military-history/history-heritage/popular-books/aboriginal-people-canadian-military/arrival-europeans-17th-century-wars.html>
2. On this site, they should be guided to note the sub-headings in the text. Using buddy reading as chosen by students, they should read and highlight key ideas they would like to use in their brochure.

Independent Use

3. After reading and highlighting in the text, students should create a chart that contrasts benefits and negative results of early contact to both Indigenous and European peoples. They may choose to structure their summary as per a posted example (anchor chart):

Benefits and Negative Results of Early Contacts

Group	Benefits of Contact	Negative Results of Contact
Indigenous Groups		
European Groups		

4. Students should also use Boolean search techniques (example: Indigenous People in Canada+early contact) to enrich things they have learned from the initial link.

Application to New Contexts

Students will work independently or, if they wish, in partnership with a reading buddy, to create a brochure/blog/other document that **summarizes** and **analyzes** the benefits and negative results of early contact for both Indigenous and European groups. As students work on this task, they should be reminded to consult the anchor chart listing the success criteria for this task to ensure that they include all of the required elements in their brochures/blog/other documents.

When brochures are complete and success criteria have been checked, the students can choose an editing partner and edit each other's work before submission.

Grade 6 students:

1. Have students focus on the site <https://www150.statcan.gc.ca/n1/pub/91-215-x/91-215-x2023001-eng.htm> to consider statements about Canada's population demographics for 2023. Have them isolate and restate the reasons why Canada's population has been expanding rapidly in recent years. Lead them to restate their observations in terms of the concepts of conflict, cooperation, and perspective.
2. Have students isolate any two sets of population data that are presented on this site and make two separate bar graphs to compare population statistics from any sets of data on this site (i.e., two separate ideas, one on each graph).

3. Students should then search books and other online sources (e.g., <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/growing-canada-future.html>) to identify specific contributions of various immigrants to Canadian society. This site has seven links they should explore for more detail. Have books about specific people available for their research as well.
4. Students should report on a personal conversation that they arrange with an immigrant community member to determine why that person chose to move to Canada, what work they do, what contributions this person feels they make to Canada, and any different perspectives on their presence or contributions that these people have experienced since moving to Canada. If a student does not have immediate and safe access to the stories of an immigrant, they should continue to search online using Boolean techniques to find personal stories that address the ideas outlined above (e.g., <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/stories.html>).
5. Students should also examine https://en.wikipedia.org/wiki/Economic_impact_of_immigration_to_Canada to consider the contributions of immigrants to the overall economy, while making notes of key ideas they want to include in their brochures.

Independent Use

6. Students will select and organize the information they have collected about the contributions to Canadian society made by immigrants.
7. They should then identify sub-headings and photos, graphs, or charts they will include in their brochures. Once all students have completed these steps, they should organize among themselves to have a brief Grade 6 meeting to show others what they plan and get feedback about their planned organization of their data and suggestions for further or other headings and sub-headings in their brochures/blogs/other documents.

Application to New Contexts

8. Students will independently create their brochures/blogs/other documents, focusing on **evaluating** the contributions of immigrants to Canada by drawing conclusions from the data.
9. Before submitting their brochures/blogs/other documents, students should choose a Grade 6 buddy to help them fine-edit their work before they print it.

END/CONSOLIDATION/ COMMUNICATION/CHECK FOR UNDERSTANDING: *How will students know what they now know or what they now know how to do?* – 30 minutes

Checking their work against pre-set criteria for success will allow students to self-monitor.

Discuss strategies that students found to be successful in helping them to organize their work; give oral feedback about my observations of their organizational skills and strategies.

At the end of the fourth period of work on this inquiry task, students will meet as a whole class group. Volunteers can be asked to present their final product on the whiteboard and focus on key new learning (2 or 3 examples from each grade).

Lead a brief discussion about:

- conflicts, cooperation, and perspectives that each grade found in their work on these projects;
- understandings about Canada's emerging identity; and
- the critical role of students as researchers in looking at data carefully and asking what it means and that having accurate data and stories matters to developing our shared perspectives. Also discuss how perspectives can be influenced by facts, with examples from this project

REFLECTION

Bulleted, concise list of considerations for improvements in instruction and/or next steps for learners:

- have students create a bulletin board display of their products
- consider having a parent presentation for this type of extended inquiry (e.g., whole class, assembly, or a brief presentation to School Council members)

Improvements for Instruction:

Locate and acquire more printed text and novels for the school and classroom libraries on these topics.

Next Steps for Learners (Write these as learning goal(s) for the next lesson):

Locate and recreate maps that show early contact (Grade 5) and current immigration (Grade 6) locations across Canada.