**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: GECDSB**

**Grade(s): 5**

**Subject(s): Social Studies**

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| **BIG IDEAS:**   1. Interactions between people have consequences that can be positive for some people and negative for others. 2. Cooperation and conflict are inherent aspects of human interactions/ relationships   **Curriculum Expectations:**  **OVERALL:**   1. Describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France. 2. Use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved.   **SPECIFIC:**   1. Describe some of the positive and negative consequences of contact between First Nations and Europeans in New France. 2. Formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved. 3. Gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives. 4. Interpret and analyse information and evidence relevant to their investigations, using a variety of tools. 5. Interpret and analyse information and evidence relevant to their investigations, using a variety of tools 6. Identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans *(e.g.,* Great Lakes–St. Lawrence region. 7. Describe some significant interactions among First Nations before contact with Europeans. 8. Describe significant aspects of the interactions between First Nations and European explorers and settlers during this period | |
| **Learning Goals:**  I will be able to demonstrate an understanding of relationship between one of the major First Nations in the Great Lakes and the European settlers. I will design an artifact to represent the significance of this relationship. | **Success Criteria:**  - I used internet and print sources to research the key characteristics of my chosen First Nation.  - I used internet and print sources to research reasons why the European settlers moved to Canada.  -I used internet and print sources to investigate the relationship between these two groups of people.  **-** I organized my learning using graphic organizers  - I chose an artifact to build that represents the relationship between the First Nations and European settlers.  . I can clearly explain how my artifact represents the relationship.  - I used the tools and materials in the Maker Space to recreate the artifact.  - I shared my learning with my classmates using a form that best suits my interests and audience. |
| **Lesson Overview:**  **Students research key characteristics of First Nations and European Settlers prior to 1713. They will also research the interactions both positive and negative between the two groups. Students will choose an artifact from this time period to recreate using the materials and tools from the Maker Space. Students will choose a format to share their artifact and how it represents the relationship between the groups.** | |
| **Materials and Technology:**   * iPads * Books from library * Graphic organizers * Assistive technology program on iPads to help ELL. * Maker Space materials and tools * Student creation apps for presentations | |
| **Student Accommodations/Modifications:**   * Assistive technology for ELL and students with other learning needs * Small group instruction with teacher-librarian and homeroom teacher * Reduction of areas for research * Working in groups | **Lesson will be differentiated by:**   * **Content, specifically:** * Reduction of the number of content areas for inquiry research. * **Process, specifically:** * Assistive technology for language barriers or learning needs. * Teacher assistance when needed. * Working in groups. * Chunking of process * **Product, specifically:** * Choice of presentation format. Can be shared in print, auditory or visual formats. * **Environment, specifically:** * Choice in working space. * Availability of technology |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**   1. Read Aloud: “The Rabbits’ Race” by Deborah Delaronde   The purpose of the read aloud is to introduce students to First Nations literature and a glimpse at the core value of friendship according to this author.   1. Anchor Chart: “What Do You Know About Canada before Canada was Canada?” Students engage in a Think-Pair-Share activity to activate prior knowledge. 2. Anchor Chart :“How The First Nations and European Settlers Could Help Each Other” 3. Introduce the task and co-create success criteria.   **What key questions will you ask?**   1. When using information from the Internet, why is it important to consider who created it and for what purpose? 2. Why do you think European Settlers came to Canada? 3. How do you think the First Nations felt about the European Settlers settling on this land? 4. How could the First Nations people help the new settlers? 5. How could the European Settlers help the First Nations? 6. What do you think the challenges were during this time?   **How will you gather diagnostic or formative data about the students’ current levels of understanding?**   * Anecdotal records of student conversations   **How will students be grouped? How will materials be distributed?**  Students will choose their own groups. They can choose to work with a partner or in a trio or independently. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  Students will engage in research related to the First Nation of their choice and the relationship between that group and the European Settlers. They will gather and analyse the data using graphic organizers. After learning about the two groups and the relationship, students will identify an artifact they believe represents this relationship. Students will create a plan and recreate this artifact using the tools and materials in the Maker Space.  **What misconceptions or difficulties do you think they might experience?**   1. Difficulty analyzing the information gathered from their research. 2. Misconceptions related to perspective of the source of information. 3. Determining accurate sources of internet information. 4. Choosing the best tools and materials to successfully build their artifact. 5. Time management   **How will they demonstrate their understanding of the concept?**  Students will design and build an artifact that demonstrates an understanding of the relationship between First Nations and European Settlers. In order to choose a relevant artifact, they must have a strong understanding of the key characteristics of each group and their interactions. Students will also share their learning in a media or text presentation..  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  Anecdotal records  Photos and videos  Rubric of final presentation  Evaluation of graphic organizers  **What extension activities will you provide?**   * Students can use the web-based program, “Tinkercad” to develop a 3D model of their artifact to be printed on the Makerbot Mini. * Two groups can join to create a media presentation that share the similarities and differences between their research and artifacts. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  All students will be given the opportunity to share their work. The sharing opportunity will take place in a “Canada Before 1713 Museum”. Students will take turns moving around the museum learning about the work of their classmates. Students will generate possible questions for discussion before the culminating activity.  **What key questions will you ask during the debriefing?**  How were you successful during this project?  What challenges did you encounter during this project?  Did choosing an artifact to recreate help you to better understand First Nations and Early Settlers in Canada before 1713? Why or why not?  If you could change anything about this project, what would you change and why?  What did you learn from your classmates’ presentations? | |