

**CODE/MOE/UOIT Makerspaces Project**

**School Board: Grand Erie District School Board**

**Grade(s): 3**

**Subject(s): Social Studies**

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| **BIG IDEAS:**  **The different communities in early-nineteenth century Canada influence the way we live today.**  **Curriculum Expectations:**  **OVERALL:**  **Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.**  **SPECIFIC:**  **A1.1 describe some of the similarities and differences in various aspects of everyday life.**  **A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day.**  **A1.3 identify some key components of the Canadian identity.** | |
| **Learning Goals:**  “We are learning to…”  **...Identify ways that we differ from the past**  **...Compare the different roles and challenges**  **...Identify key components in Canadian Identify** | **Success Criteria:**  “We will be successful when…”  **...We can show an understanding of changes from past to present.**  **...We can show an understanding of different roles and now they have changed.** |
| **Lesson Overview:**  **Students begin to research areas of daily life in 1780-1850. Students will look into the different aspects of past Canadian life and begin to compare them with current aspects of Canadian life. It will include clothes, food, children, school and religion.** | |
| **Materials and Technology:**  **D2L and Britannia Online Encyclopedia**  **iPads and Windows Tablets**  **Books**  **Canadian Heritage Moments** | |
| **Student Accommodations/Modifications:**  **-peer writing**  **-private conference** | **Lesson will be differentiated by:**   * **Content, specifically: help with reading** * **Process, specifically:** * **Product, specifically: poster or green screen** * **Environment, specifically:** |
| **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.**  Students will watch a few Canadian Heritage Moments  Students will share stories heard by family members of the Canada they knew  **What key questions will you ask?**   1. In what ways are our lives similar to and different from the lives of people in the past? 2. What methods can we use to find out about the challenges faced by people in the past? 3. How did people in the past relate to the environment? 4. How did people in the past relate to people in the future?   **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Students will be working in table groups to determine what they know or understand about this time frame.  This will also help find out misconceptions.  **How will students be grouped? How will materials be distributed?**  Students will be working in table groups to a maximum of 4. | |
| **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 be script writing and then recording the presentation to show to others.  **What misconceptions or difficulties do you think they might experience?**  Students may not be able to understand the idea of no TV or radio. Students will find the limited electricity a difficult concept to understand.  **How will they demonstrate their understanding of the concept?**  Students will be grouped in partners and given a time frame between 1780 and 1850, a distinct group of people (First Nation, Metis, French, British, Black).  Students will research housing, clothes, food, religion, work, recreation and children.  Students will write a mini script talking about what life was like in that time. Students will need to include all information from above.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  Weekly conferences with the groups  Reflection notes from students  Anecdotal records  **What extension activities will you provide?** | |
| **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)?**  **Students will work with table groups.**  **What key questions will you ask during the debriefing?**  **Students will reflect on past and present times--Similarities and Differences.**  **What are some things you would have liked about the past?**  **What are some things you would not have liked?**  **What are some benefits to the way people lived in the past?**  **What are some things we have changed for good?** | |