

<b>Grade level:</b>	4/5
<b>Subject:</b>	Social Studies

<b>Your name:</b>	Denis Walsh
<b>Title of Lesson:</b>	Significance Part 1

<b>Theme(s):</b>	Significance
<b>Lesson duration:</b>	45 minutes

<b>Big Ideas:</b>

<b>First Peoples Principles of Learning</b>

<b>Objectives [teacher's rationale for this lesson – key questions]</b>
<p><b>(rational is a paragraph that states why the students need to do this lesson) (learning objective)</b></p> <p>This lesson is intended to start the end and main summative material for this unit. Ss will be working on a project incorporating all the knowledge of previous lessons. With prior knowledge of immigration events and how cultures are and have been affected through these events, including with regards to Indigeneity, Ss will now dig deeper by determining the levels of significance with events.</p> <p><b>(essential questions)</b></p> <p>What are some significant events in Canada?          How do we determine significance and the level of significance?          When and where did significant events take place?</p>

<b>Resources &amp; References</b>

<b>Lesson (Teacher Action/Student Action)</b>
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Resources	Time	Teacher	Student
	5min	Ss and T review immigration events in a general way, recalling previous lessons that built knowledge of at least 10 distinct events, though less than 10 may be brainstormed here	
	5min	<p>T then explains that in social studies, historians create criteria for events in the past that are worth remembering</p> <ul style="list-style-type: none"> <li>- Brainstorm events within S's lifetime they may remember</li> <li>- Branch this into worldwide significant events from all of history</li> </ul>	
	10min	<p>Create through inquiry, the “determining significance worksheet” criteria points - this worksheet answers “Is this event significant” (all events/people should be considered ‘yes’ because we’ve chosen them for this class)</p> <p>If examples of non-significant events are desired, consider things like skirmish sports/games vs leagues/tournaments,</p> <p>touch on the idea that in social studies, anything with no significance would be considered something not worth remembering.</p>	<p>T elicits the following categories: <b>resulting in change aka consequences</b> (over time - durability, in life today - prominence, and for how many people - quantity), <b>lasting aka resonance</b> (connection to important issues in history - revealing, and current issues - relevant)</p>
	5min transition 10min activity	<p>Now finalize the class determined significant events/people list. Each student may choose one from the list, no restrictions.</p> <p>Hand out the worksheet</p>	<p>Ss fill out the worksheet using the event/person they have chosen</p> <ul style="list-style-type: none"> <li>- Write the ‘title’ of your event/person on the top of the sheet with your name</li> <li>- Ss may help each other if they chose the same event</li> </ul>
	10min	<p>Reconvene and have Ss discuss their responses.</p> <p>The question is not, “is this significant?” rather it is, “Why is/was this significant?”</p>	<p>Since these examples all can be considered to have significance from a social studies standpoint, Ss may not ‘skip’ a category nor determine that the events/people have/had no significance</p>

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<b>Assessment/evaluation</b>
<ul style="list-style-type: none"><li>· <b>Formative/ summative (if relevant)</b></li><li>-</li></ul>

<b>Adaptations/Modifications/Differentiation/Language Competencies</b>
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<b>Extensions/Possible Cross-curricular Connections</b>