**LESSON PLAN**

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| **Grade level:** |  **4/5** |  | **Your name:** |  **Denis Walsh** |  | **Theme(s):** | Significant Events/People |
| **Subject:** | **Social Studies** |  | **Title of Lesson:** |  **Significance part 2** |  | **Lesson duration:** |  30 minutes classroom +15-20min of a computer-based lesson |

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| **Resources & References** |   |
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| **Lesson** *(Teacher Action/Student Action)* |
| **Resources** | **Time** | **Teacher** | **Student** |
|  |  | Refer to list of significant immigration eventsRefer to significance worksheet | Take out these sheets |
|  | 10-15min | As a class, determine a criteria for levels of significance(ex. is how many people that were/are affected more important than the resulting changes to issues? Why or why not?) | Elicit dimensionsChange* Durability (history)
* Prominence (current)
* Quantity

Resonance* Revealing (important history issues ie, race, gender, Indigenous rights)
* Relevance (important issues today)
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|  | 2-5min making rating scale10min Ss compile data | Create a rating scale and dimensions for significance* Each category can be weighted, then each event can have a score indexed in each category, finishing with a final significance index

Ex) Change - consequences to life matter a lot worth 10ptsQuantity - number of people isn’t as important to me, all people have value regardless of their numbers, it’s worth 3ptsContinue through remaining categories that determine significance to create a numerical rating system | Compile data on the significance of these events with reasons why the numbers were chosen.ex) Loyalists arrival in Canada* Resulting in change (formed a new country - 10/10)
* Quantity (All the world 3/3)

continue through events until each has a final significance index |
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|  | 15mins on computer(Combine with diff lesson) | Using computer: * Ss create a graph/chart that displays the significance ranking of Canada’s immigration events (not everyone needs to agree on the event scores, as long as they can justify their choices)
 | * Create a graph/chart (bar, line, pie, etc.) showing what you believe our list of Canada’s immigration events lie in order of significance from most to least
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| **Assessment/evaluation** |  | **Adaptations/Modifications/Differentiation/Language Competencies** |
| · **Formative/ summative (if relevant)*** Basic understanding, can the Ss show that they can attribute factors to an event to determine its significance? Y/N
* To what degree are Ss able to determine the reasoning behind their choices? (The why)
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| **Extensions/Possible Cross-curricular Connections** |
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