**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 events  Refer 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 dimensions  Change   * Durability (history) * Prominence (current) * Quantity   Resonance   * Revealing (important history issues ie, race, gender, Indigenous rights) * Relevance (important issues today) | |
|  | 2-5min making rating scale  10min 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 10pts  Quantity - number of people isn’t as important to me, all people have value regardless of their numbers, it’s worth 3pts  Continue 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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