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

Resources & References

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

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)	

Extensions/Possible Cross-curricular Connections