

# Backward Design Lesson Plan

## Chapter 7: What Has Changed? What Has Remained the Same? How Do We Know?

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 7: What Has Changed? What Has Remained the Same? How Do We Know?

Length of Unit: approximately 6.5 weeks/13 classes

### Step 1 – Desired Results for the end of this unit

This is the concluding unit for grade 5 Social Studies. Students will bring their learning about societies of the past to their present-day Canadian society. Students will examine their own society using the same lenses as they investigated other societies from the past and will illustrate the similarities and differences between past societies and their own society.

**Curriculum Outcome:** 5.6.1 Illustrate the similarities and differences of past societies and your society.

### Step 2 – Assessment Evidence

Observation checklists, conferencing and self-reflections (in Social Studies journal) will be used to assess the following:

- What has changed? What has remained the same? How do we know?
- How does evidence allow us to compare our society with past societies?
- How have environmental challenges changed and remained the same?
- How has social structure changed and remained the same?
- How have ways of making decisions changed and remained the same?
- How have interactions between societies changed and remained the same?

**Assessment for Learning:**

- What environmental lessons have we learned from the past that will help Canada and the rest of the world? (Page 147)
- Create an organizer to show some of the ways that the social structure of England in the Middle Ages is similar to, and different from, the social structure of present-day Canada. (Page 149)
- What might be some advantages and disadvantages to making decisions by consensus and by majority vote? (Page 151)
- What are two important lessons we can learn from interactions among societies past and present? (Page 153)

**Assessment of Learning:**

All students will complete activity #1 or #2 individually. Students will then complete activity #3; they may work individually or with a partner for activity #3.

1. What is the most important similarity and what is the most important difference between our society and past societies? Provide reasons for your answer (Page 155).
2. Compare present-day Canada with past societies in the following ways: You may use a format of your choice to present your work.
  - Environment
  - Social structure
  - Decision making
  - Interactions with other societies (Page 155)
3. Imagine that you are creating a website called *Societies: Past and Present*. Make a plan for this website. Your plan should describe the topics, images, and other features that you might include. Present and explain your plan to the class (Page 155).

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**Step 3 – Learning Plan****Introduction Lesson: (1 period) Creating an Image**

Assign small groups a society that they have encountered in the textbook. Invite students to imagine they have taken a time machine to visit the society. Using what they have learned, prompt students to describe what they see and to create an image

that represents their descriptions. When they have completed their work, encourage students to reflect on how the image would be similar and/or different if they placed it in the context of their own society. (How would the image change? What parts would remain the same? Why?)

Read aloud "What is in this chapter?" & "Look Ahead." (Page 141) Discuss what Dr. Gupta meant by "... in many ways, we aren't that different from people in the past, even though the technology has changed."

### **Lesson 1: (1 period) How Does Evidence Allow Us to Compare Our Society with Past Societies?**

Share a word splash with key terms from past chapters - students make connections with the following four topics: environment, social structure, decision-making, and interaction among societies.

Scavenger Hunt: Students find images of artifacts that are similar to objects still in use today (i.e. canoe, cooking pot, etc.). Students describe how objects have changed over time.

Think-Pair-Share activity with "Think About" questions (page 142).

Review four topics found in chart on page 143.

### **Lesson 2: (1 period) How to Make Connections to Understand the Past**

Reinforce the concept of continuity and change: Provide an artifact, painting or document and identify the purpose/importance of the evidence. Next, present something in present day and ask students to make comparisons (i.e. a floppy disk & a CD, a rotary phone & a cell phone, camera & an iPhone with a camera). Finally, students draw conclusions about how past and present are connected, and the changes that have happened in the way we listen to music, take photos or store information.

Read together page 144. Help students understand that making comparisons helps them to make connections between the past and the present, and to see what is similar and what is different between the past and the present.

Read directions in "Step by Step" on page 144. Complete activity as a class with images 1 and 2.

Assessment for learning: The images on page 145 show ways of communicating in

the past and in the present. Examine the images and read the descriptions. Use the steps on page 144 to compare the images and make connections to understand the past. Students share answers.

### **Lesson 3: (2 periods) How Have Environmental Challenges Changed and Remained the Same?**

Display news headlines of current environmental issues (cutting down natural habitats for building, industry; climate change). Encourage students to share others they have heard or read about in the news. Discuss some ways in which environmental issues of the past might be connected to those in the modern world.

Read and summarize text on page 146. Ask students to examine image 1 and image 2 and make comparisons. (Review *perspective* and *point of view*).

With a partner, read page 147. After reading and observing each image, think-pair-share with partners the questions with image 5.

Assessment for Learning: What environmental lessons have we learned from the past that will help Canada and the rest of the world? (Page 147)

Extension: In small groups, students create a poster (paper or digital) or webpage that educates people to protect the environment.

### **Lesson 4: (1 period) How Has Social Structure Changed and Remained the Same?**

With a partner, make a list of 6-10 different roles that people have in their society (ensure a wide range of roles is represented). Make a class list (no duplicates). Place each role on a strip of paper and guide students to sort them into categories (i.e. work roles, different jobs). Encourage students to compare these categories to the three social orders of England in the Middle Ages.

Read together page 148. Students examine each group of images and consider how roles in Canadian society are similar to and different from those in England in the Middle Ages. Make comparisons to chapter 3 and present day (Those who prayed/fought/worked & Those who pray/protect/work).

Assessment for Learning: Create an organizer to show some of the ways that the social structure of England in the Middle Ages is similar to, and different from, the social structure of present-day Canada. (Page 149)

Extension: Examine how the role of women has changed (think back to chapter 3). Consider how women's roles and responsibilities in Canadian society might be similar to and different from the roles of women in England in the Middle Ages.

## **Lesson 5: (2 periods) How Have Ways of Making Decisions Changed and Remained the Same?**

Reader's Theatre (BLM 7.1): Students perform the two scripts. Discuss the types of decision-making that was used in each scenario (i.e. consensus and majority vote). Invite student to share ways of decision-making they have used and what they felt about each.

Review government related terms such as *majority vote*, *democracy*, *election*, and *law*. Students add words and meanings to class dictionary.

Read together page 150. Pause after each paragraph to discuss any questions students may have. Examine and discuss pictures on pages 150 and 151.

Assessment for Learning: What might be some advantages and disadvantages to making decisions by consensus and by majority vote? (Page 151)

Extension: Provide students with scenarios to create their own Reader's Theatre. For each scenario, assign 2 groups - one group to use consensus and one group to use majority vote. Students present their Reader's Theatre. Discuss the differences and similarities between the two ways of making decisions.

## **Lesson 6: (3 periods) How Have Interactions Between Societies Changed and Remained the Same?**

Lead a class discussion about interactions between societies: how people in Canada interact with each other, how people in Canada interact with others in different parts of the world, how interactions in our society are different from or similar to those in the past.

In small groups, read and discuss the text and images on pages 152 and 153.

Assessment for Learning: What are two important lessons we can learn from interactions among societies past and present? (Page 153)

Inside-Outside circle activity: Form two circles (one inside the other, each student facing another; after each sharing session, the inside circle moves two people to the right). Students on the inside share their learning about continuity and change and

how it applies to each of the four topics (environment, social structure, decision-making, interactions). Students cover a different topic with each rotation.

Students examine images on page 154 and read conclusion about present-day Canada. Ask students to suggest words that they believe by which Canada will be viewed, by future historians. Create a word splash (or tagxedo, wordle, etc.) with these descriptors.

Extension: Provide students with this scenario: “You have been asked by the Government of Canada to create a podcast, a website, or an advertisement promoting Canada’s multiculturalism. It will be marketed to people around the world. Work with your marketing team to create a message about Canada’s multiculturalism that would make people want to come to our country.” Students present work to the class when complete.

Final Reflection: In Social Studies Journal, students write about what they found most interesting, important lessons they learned, questions they still have, what they might like to find out more about.

## **Lesson 7: (2 periods) Assessment**

Assessment of Learning: [Click here for Assessment of learning](#)

Extension: Students work together to create a time capsule (actual or images only). Students take the lead in planning and organizing this activity - teacher only guides students to consider what their choices tell us about modern society.

### **Material**

- SMARTBoard
- Markers, crayons, colored pencils
- iPads, computers, pencils & paper
- Social Studies journal
- Chart paper & markers
- Images and objects to compare
- News headlines of environmental issues
- Art supplies
- Strips of paper
- Black Line Master 7.1: Reader’s Theatre: *Saving our Local Park*
- Black Line Master 7.1: Reader’s Theatre: *Choosing Our Team Mascot*
- Assessment Master 7.1: Rubric and Conferencing for Chapter 7
- Assessment Master 7.2: Checklist for Chapter 7
- Assessment Master 7.3: Rubric for Chapter 7

- Personal items from home (i.e. soapstone, Inuit sunglasses, ulu, etc.)
- K. Munro's Class list for assessments

### **Cross-Curricular Connections:**

- English Language Arts
- Visual Arts
- Technology Integration

### **Evidence of Differentiated Teaching/Learning:**

- Students may read individually, or with a partner
- Students may work individually, or with a partner
- iPad applications *Co-Writer*, *Read Iris* and *Claro pdf* may be used with journal responses for IPP students
- Speech bubbles or thought bubbles in *Comic Life* may be used for assessment on page 145
- Website plan may be created using paper, laptop computer (i.e. *Keynote*) desktop computer (i.e. *PPT*) or iPad (i.e. *Book Creator* or *picCollage*)
- Students may present information orally, written, or audio/video recorded

## Step 4 – Reflection

### **Remember to ask:**

- What happened during my lesson?
- What did my students learn?
- How do I know?
- What did I learn?
- How will I improve my lesson next time?

# Tools for Assessment

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Balagtasán	Banner	Dramatization
Book report	Debate	Brochure	Field trips
Book review	Discussion	Campaign flyer	Letter writing
Brochure	Dramatization	Cartoon	Oral interviews
Campaign speech	Haiku	Chart	Play
Class Dictionary	Interview	Collage	Presentation
Crossword puzzle	Newscast	Collection	Service learning
Editorial	Oral presentation	Computer graphic	Simulations
Essay	Oral report	Construction	Role play
Experiment record	Podcast	Data display	Skit
Game	Poetry reading	Design	Scavenger hunt
Journal	Rap	Diagram	Time capsule
Lab report	Reader's Theater	Display	
Letter	Role play	Diorama/shoebox	
Log	Skit	Drawing	
Magazine article	Speech	Graph	
Memo	Song	Graphic Organizer	
Newspaper article	Teach a lesson	iMovie	
Poem		Map	
Portfolio		Mobile	
Position paper		Model	
Proposal		Painting	
Questionnaire		Photograph	
Research report		Portfolio	
Script		Poster	
Story		Scrapbook	
Test		Sculpture	
Word Splash		Slide show	
Yearbook		Storyboard	
		Venn Diagram	
		Videotape	
		Website	