

UNIT PLAN TEMPLATE: P/J Social Studies							
Developed by:	Brittany McNeil						
Title of Unit:	People and Environments: The Role of Government and Responsible Citizenship	Grade Level:	5	Subject:	Social Studies	Time Frame:	8 weeks

PART 1: “Big Ideas” and Desired Results
What is the “Big Idea” for this unit?
<p><b>B: People and Environments: The Role of Government and Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>- Citizens and governments need to work together in order to be able to address issues effectively and fairly. (B1)</li> <li>- When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives. (B2)</li> <li>- To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work. (B3)</li> </ul>
<p><b>Overall Curriculum Strands: Learning Outcomes</b></p> <p>What relevant goals will this unit address? <i>(These MUST come directly from the curriculum)</i></p>
<p><b>B1. Application: Governments and Citizens Working Together</b></p> <p><b>B2. Inquiry: Differing Perspectives on Social and Environmental Issues</b></p> <p><b>B3. Understanding Context: Roles and Responsibilities of Government and Citizens</b></p>

<b>Enduring Understandings/ Skills</b> What skills and concepts do you want students to understand years from now?	<b>Formulating Questions (Inquiry Questions)</b> What open-ended questions will foster inquiry into the content?
<p><i>Students will understand the importance of perspective and how diversifying our viewpoints can lead to a more involved understanding of governments and politics as a whole.</i></p> <p><i>Students will utilize skills years from now, such as critical thinking and understanding, collaboration, and responsibility. Critical thinking would be used in their day-to-day lives as they navigate being active Canadian citizens. Collaboration would be used as they develop their sense of belonging in a political aspect. Responsibility would be tied to their roles of being informed and active Canadian citizens.</i></p>	<p><i>Formulating Questions:</i></p> <p><i>When and how should members of the community come together to make change?</i></p> <p><i>Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?</i></p> <p><i>Why do we need government? Why are there different levels of government? What services should governments be responsible for?</i></p> <p><i>How does colonialism still affect Canada today?</i></p>

<b>PART 2: Culminating Task</b>	
<b>Culminating Task Description</b> What is the culminating task?	
<p><u>Name of the task:</u> Researching Social and Environmental Issues</p> <p><u>Steps students will take to complete the task:</u></p> <p><b>Learning Goal:</b>            Students will learn about social and environmental issues in Canada and begin to think critically about how historical contact between Indigenous peoples and European settlers has shaped these issues.</p> <p><b>Introduction to Social and Environmental Issues (15 minutes)</b></p>	

Start by discussing social and environmental issues in Canada (e.g., land disputes, pollution, poverty, mental health). Ask students how European contact may have influenced these issues, particularly land/resource management and ongoing conflicts.

### **Exploring the Connection Between Past and Present (15 minutes)**

Introduce historical examples like the fur trade, treaties, and environmental exploitation, explaining how colonial actions have shaped current issues (e.g., land claims, and environmental degradation). Show a short video/article that links past events to present-day issues, such as Indigenous land displacement and the environmental impact of resource extraction.

### **Choosing an Issue to Research (10 minutes)**

Present a list of relevant issues, including land rights, resource extraction, environmental degradation, and mental health in Indigenous communities. Students choose one issue to research, focusing on its historical connections and how European-Indigenous interactions contributed to the issue today.

### **Evaluation of the Culminating Task**

How will you evaluate the task? (Rubric/ Rating Scale/ Self-Evaluation/ Checklist etc.)

Success Criteria:

- Students can identify at least two social or environmental issues in Canada (e.g., land disputes, pollution, poverty) and explain how European contact has influenced these issues.
- Students can describe how historical events, such as the fur trade and treaties, have shaped current issues like land claims and environmental degradation, particularly in Indigenous communities.
- Students select a relevant issue (e.g., land rights, resource extraction, mental health) to research, explaining how it connects to historical European-Indigenous interactions.
- Students participate in discussions, demonstrating critical thinking by connecting past events and contemporary issues, and asking insightful questions or offering thoughtful comments.

Recording device for assessment:

- Rubric

### Stage 3 – Learning Events

**How will you spark curiosity for your “Big Idea” at the beginning of the unit?**

Present a “mystery box” containing clues related to government (e.g., a ballot, a map, a gavel). Have students work in groups to guess how these items are connected to the unit's theme.

**What lessons will you use to lead students to an enduring understanding of the “Big Idea”? How will you scaffold learning towards the culminating task?**

Lesson #	Code for Curriculum Expectation	Lesson Activities and Description: <u>Remember:</u> One lesson must be cross-curricular One lesson must be experiential and local One lesson must involve current events or technology	Recording Device for Assessment (FOR AS OF Learning) Rubric/Checklist/Rating Scale/ Reflection etc.	Concept of Social Studies Thinking in the Lesson:  Significance Cause and Consequence Continuity and Change Patterns and Trends Interrelationships Perspectives	Resources
1	3.1, 3.2, 3.4	<i>Understanding Context: Intro to roles and types of government</i>  <b>Learning Goal:</b> By the end of the lesson, I will be able to describe some of the roles and responsibilities of the different levels of government.  <b>Description:</b>	FOR: - Students demonstrate knowledge they are bringing into the class and then researching and exploring what they do not know and sharing it with the class	Perspectives - How governments look at situations - What falls under the responsibility of a government branch	KWL Chart  Chromebooks for students to research

		Students will be introduced to the roles of government found within Canada. Class will make a KWL chart which will be updated as the lesson progresses in reference to the roles of government. For K: Students will popcorn ideas and will have them written down. For W: Students will be prompted to ask questions they want to learn about government and their roles and responsibilities. For L: Class will be divided into thirds, with each group researching a level and sharing their findings with the rest of the class at the end. Class findings will be collected in one document and shared in Google Classroom			
2	3.7, 3.8	<p><i>Understanding Context: Exploring current events and how different levels of government have responded</i></p> <p><b>Learning Goal:</b> By the end of the lesson, I will have written a letter to a selected government official in regard to either a social issue or an environmental issue.</p> <p><b>Description:</b> Students will be writing letters to different levels of government with questions they might have. This will come after our intro to the different levels of government so students have an idea of what each level is responsible for. Students will demonstrate their ability to think critically about questions they might have as well as their understanding of what each level is responsible for (depending on</p>	<p>AS:</p> <ul style="list-style-type: none"> <li>- Students apply knowledge gained in the intro lesson by writing letters and using this as a way to apply their learning in active engagement. Students will partake in the peer-editing process and share their final letters before sending them</li> </ul>	<p>Interrelationships</p> <ul style="list-style-type: none"> <li>- How officials interact with citizens through correspondence</li> </ul>	Success Criteria for Assignment

		<p>response time, students will read their letters as we get them back).</p> <p>Students will also partake in the editing process to demonstrate awareness of the content in the letter as well as the writing process as a whole.</p>			
3	3.8	<p><i>Understanding Context: Test on roles of government and responsibilities</i></p> <p><b>Learning Goal:</b> By the end of the lesson, I will be able to recall the roles and responsibilities of the different levels of government.</p> <p><b>Description:</b> Students will apply knowledge they have gained on the different levels of government. The class will participate in a Kahoot to measure how knowledgeable they are on the different levels. Will also serve as a review for students who might need it. Once the Kahoot is done, students will write a brief summary of each level of government, describing 3 responsibilities of each level (exit ticket style)</p>	<p>OF - Kahoot and Exit Ticket on Levels of Government and their Roles:</p> <ul style="list-style-type: none"> <li>- Students partake in a Kahoot which will measure their knowledge gained thus far in the role and responsibilities of government</li> </ul>	<p>Perspectives and Interrelationships</p> <ul style="list-style-type: none"> <li>- Assessing what students have learned about the perspective of governments and how they interact with citizens and with one another</li> </ul>	<p>Kahoot!</p> <p>Chromebooks / iPads</p> <p>Exit Ticket pages for the end of the lesson</p>
4	2.1	<p><i>Inquiry: Differing Perspectives on Social and Environmental Issues</i></p> <p><b>Learning Goal:</b> We are learning to ask meaningful questions to investigate social and environmental issues in Canada and understand them from different perspectives, including Indigenous peoples and various levels of government.</p>	<p><b>For Learning:</b> Anecdotal notes Exit ticket (Google Form)</p>	<p><b>Perspectives:</b> Understanding how different groups view the issue.</p> <p><b>Interrelationships:</b> Exploring how various groups and</p>	<p>KWL Chart</p> <p>Laptops</p> <p>Graphic organizers</p> <p>Google Form</p>

		<p><b>Description:</b> Begin with a KWL Chart to explore what students know and want to learn about current social issues. Show 1–2 brief videos on topics like child poverty, preservation of Indigenous languages, or climate change, prompting students to jot down observations for the “Know” section, followed by a class discussion. Present examples of inquiry questions using a graphic organizer that prompts different perspectives. Watch the second video, then collaboratively create questions using the organizer. Split students into groups of four, assigning each a topic to develop two questions per perspective: Indigenous peoples, various levels of government, and NGOs/community voices. Done on Google Forms and submitted as an exit ticket. Conclude by sharing and adding questions to the class KWL chart for peer feedback. Add in a few points of what they learned.</p>		<p>governments interact to address the issue.</p>	
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5	<p>Social Studies: 2.2, 2.4, 2.5, 2.6</p> <p>Language C2. Comprehension Strategies C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p>	<p><i>Inquiry: Differing Perspectives on Social and Environmental Issues</i></p> <p>Students will gather, interpret, and analyze information from various perspectives, including Indigenous viewpoints, to evaluate government policies' social and environmental impact. The lesson includes group research, a Town Hall-style presentation, and connections to <i>The City of Ember</i> to enhance comprehension and relevance. Adaptations are included for diverse learning needs, ensuring all students can participate and succeed.</p>	<p><b>Of Learning:</b> Success Criteria Checklist.</p>	<p><b>Perspectives:</b> This lesson focuses on analyzing various perspectives on clean drinking water, including government and Indigenous views, promoting comprehensive understanding and empathy.</p>	<p><i>The City of Ember</i> by Jeanne DuPrau (a copy for each student)/ Alternative: Audiobook on YouTube</p> <p>Laptops/tablets for research and presentations</p> <p>Access to Google Slides/Google Classroom</p> <p>Sentence starters templates</p> <p>Translated instructions (as needed)</p> <p>Voice-to-text software (as needed)</p> <p>Rubric</p>
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6	<p>Social Studies: 2.3</p> <p>Visual Art: D1. Creating and Presenting: apply the creative process D1.3 use elements of design in artworks to communicate ideas, messages, and understandings</p>	<p><i>Inquiry: Differing Perspectives on Social and Environmental Issues</i></p> <p><b>Learning Goal:</b> We will learn to analyze and construct maps using traditional formats to explore a social or environmental issue while integrating elements of design to effectively communicate ideas through visual art.</p> <p><b>Description:</b> Begin by showing the class a striking map related to a current social or environmental issue (e.g., a heat map showing areas of deforestation or urban sprawl). Engage students by asking thought-provoking questions such as: “What story do you think this map is telling?” “How do the colors and layout help convey its message?” “Why do you think this information is important to represent visually?” In small groups, students will research a specific social or environmental issue (e.g., urban development, deforestation, or climate change) and use their findings to create a map. These maps will incorporate elements of design, such as color, line, texture, and space, to highlight the key ideas and messages relevant to their chosen issue. The project will collaborative work, enabling students to think critically about the data they present and how they visually represent it. Students will present their maps and findings to the class. Wrap up with a class discussion to reflect on what students learned about the importance of visual representation in social</p>	<p><b>Of Learning:</b> Rubric.</p>	<p><b>Interrelationships:</b> Students will explore the connections between human activity and environmental/social changes, understanding how these relationships are depicted through maps and visual representation.</p>	<p>11 x 17 paper pencil crayons Misc. art supplies rulers laptops</p> <p>Interactive maps:  <a href="https://www.arcgis.com/apps/View/index.html?appid=f5619ca9c54042a199c3335d1a7b666a">https://www.arcgis.com/apps/View/index.html?appid=f5619ca9c54042a199c3335d1a7b666a</a>  <a href="https://apl.maps.arcgis.com/apps/MapJournal/index.html?appid=4efdc7daee634f34a2d428d4e22c17da">https://apl.maps.arcgis.com/apps/MapJournal/index.html?appid=4efdc7daee634f34a2d428d4e22c17da</a>  <a href="https://education.nationalgeographic.org/resource/map-maker/">https://education.nationalgeographic.org/resource/map-maker/</a> </p>
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		studies and how art can enhance data communication.			
7	1.1, 1.2, 1.3	<p>Introduction to Culminating Assignment:</p> <ul style="list-style-type: none"> <li>-Introduce the social and environmental issues facing Canada, including mental health, land disputes, pollution, and poverty. Ask students on the potential impacts of European interaction on these issues, particularly the management of land and resources and ongoing disputes.</li> <li>- Using historical examples like the fur trade, treaties, and environmental exploitation, explain how colonial actions have impacted current issues (such land claims and environmental degradation). Show a short film or essay that connects past events to current issues, such as the destruction of Indigenous territories and the environmental consequences of resource development.</li> <li>- Students will choose a Canadian social or environmental issue, research the causes of it, and examine the benefits and drawbacks of previous exchanges between Europeans and Indigenous peoples</li> <li>- List issues including land rights, resource exploitation, environmental degradation, and the mental health of Indigenous people.</li> </ul> <p>Students choose a subject to research, focusing on its historical foundations and how interactions between Europeans and Indigenous peoples influenced the issue as it is now.</p>	<p><b>OF Learning</b></p> <p>Research Checklist</p> <p>Rubric</p> <p><b>Anecdotal Notes</b></p>	<p><b>Continuity and Change, Perspective</b></p> <p>Historical events shape current issues like land rights and environmental degradation, with Indigenous and European perspectives influencing responses and understanding.</p>	<p>Rubric</p> <p>SMART Board exemplars</p>

		<ul style="list-style-type: none"> <li>- The teacher will display the instructions on the SMART Board and distribute rubrics.</li> <li>- Display examples of the presentation style choices on Google Classroom.</li> <li>- Independent work</li> <li>- Presentation of final work</li> </ul>			
What adaptations should you consider for learners?		<p><b>For struggling learners:</b>  Visual aids and graphic organizers to support understanding  Closed captioning on videos for students with hearing impairments  Sentence starters and structured templates for written tasks  Translated materials for ELL students  Peer support or teacher assistance for students who need extra help with research  Voice-to-text software for students with writing difficulties</p> <p><b>For those who need a challenge:</b>  Create a presentation on how different levels of government collaborate on a specific issue.  Investigate the outcomes of citizen-led initiatives that have influenced government policy.  Interview a local government representative and present findings to the class.  Design a campaign encouraging responsible citizenship in response to a chosen social issue.</p>			

## Lesson 1



### Social Studies Lesson 1: Intro to Roles and Types of Government

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): January 6, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 minutes</b>

#### EXPECTATION(S)

##### Specific Expectation(s):

**Social Studies: B. People and Environments: The Role of Government and Responsible Citizenship**

**B3.1** describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)

**B3.2** describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies (i.e., federal, provincial, territorial, and municipal governments; band councils; school boards), and some of the services provided by each (e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries)

**B3.4** describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (e.g., services/issues related to transportation, health care, the environment, and/or crime and policing)

##### Learning Goal(s)/Refined Expectations(s):

By the end of the lesson, I will be able to describe the rights of Canadian citizens, the jurisdiction of each level of government and their responsibilities to citizens.

##### Success Criteria (if appropriate):

- I can describe the major rights of Canadian citizens
- I can describe the roles and responsibilities of the different levels of government found in Canada
  - Federal
  - Provincial
  - Municipal
- I can demonstrate knowledge gained about the different levels of government by completing a KWL

chart

## **ASSESSMENT/EVALUATION**

### **Curriculum**

Strategy: Student Led Inquiry    Recording Device: KWL Chart

### **Learning Skills**

Skill(s): Initiative    Recording Device: Anecdotal Notes made

## **DIVERSITY AND INCLUSIVITY**

- Google slides to be Toggled (live captions) for students with hearing impairments.
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.

## **LEARNING ENVIRONMENT (Physical Space)**

Classroom desks - students will complete the chart given to them on their Chromebooks.

## **RESOURCES AND MATERIALS**

- Chromebooks
- KWL chart

## **TEACHING/LEARNING SEQUENCE**

### **Beginning/Activation:** (10 minutes)

- Lesson starts with asking students what they know about the government and to think about the following:
  - “What are the different levels?” / “What are they responsible for?” / “Who is the current leader of our government?”
- Once students have thought about the first few questions, students will be instructed to turn to their elbow partner and “Think, Pair, Share” the following question:
  - “Turn to your partner. One of you will be A and the other B. Partner A, it is your job to tell Partner B what the government is and how it runs. You have 1 minute. Once the minute is up, Partner B will be in charge of explaining to Partner A.”
- Students will take turns explaining to one another what they think the government is responsible for and what they do
- Once students have had a chance to explore in the “Think, pair, share” students will share their answers with the class
  - This will be the basis for our K in our KWL chart and will be completed as a class
- Students will then be prompted to ask questions to fill in the W of the chart
  - This will be done in a popcorn style where students just ask questions they think would be interesting
  - These questions will be added to the chart as they are said

### **Middle/Action/Application/Exploration:** (20 minutes)

- Once the K has been filled out, students will be divided into 3 groups: Federal, provincial, and municipal

- Students will be tasked with using their chromebooks to inquire about things they want to learn about and write down what they discover
- Students will work together at their desk groups to inquire about the questions asked
  - Students will also be given the chance to ask further questions during their research if they come up during the inquiry
- Students will be given 20 minutes to complete the task

**End/Consolidation/Communication:** (10 minutes)

- Once students have explored their inquiry, the class will come back together and add to the KWL chart in the L section
- Students will be asked in each group to name something they learned and share it with the class as it is added to the L section
- The KWL chart will be made available to the whole class, completed, for them to review if they need to in future lessons

## REFLECTION

**Example of the KWL chart that would be filled out during the lesson:**

K (What we know already)	W (what we want to know)	L (what we learned)
<ul style="list-style-type: none"> <li>- <i>We know there are 3 levels of Government in Canada.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Why does the federal government oversee only some parts of the country?</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>We learned that the federal government oversees immigration services because they have to make sure whoever comes into the country is of good character.</i></li> </ul>

## Lesson 2



### Social Studies Lesson 2: Writing Letters to the Government About Current Events

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): January 13, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 mins</b>

#### EXPECTATION(S)

##### Specific Expectation(s):

##### **Social Studies: B. People and Environments: The Role of Government and Responsible Citizenship:**

**B3.7** describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues (e.g., federal policies relating to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights; First Nations, Métis, and Inuit community projects and strategies to preserve Indigenous languages)

**B3.8** explain why different groups may have different perspectives on specific social and environmental issues (e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves)

##### **Language: D2. Producing Drafts**

**D2.1** draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

**D2.3** establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

**D2.5** make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

**Learning Goal(s)/Refined Expectations(s):** By the end of the lesson, I will have written a letter to a selected government official in regard to either a social issue or an environmental issue.

**Success Criteria (if appropriate):**

- I can write a letter to a government official about a social or environmental issue
- I can format my letter in the correct format
- I can describe what my letter is about and why I chose to write about that topic
- I can analyze the response I get back and understand the answer I have been given

**ASSESSMENT/EVALUATION****Curriculum**

Strategy: Student Written Letters    Recording Device: Letters Written / Success Criteria

**Learning Skills**

Skill(s): Initiative / Organization    Device: Anecdotal Notes

**DIVERSITY AND INCLUSIVITY**

- Google slides to be Toggled (live captions) for students with hearing impairments.
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.

**LEARNING ENVIRONMENT (Physical Space)**

Classroom - students write letters at their desks

**RESOURCES AND MATERIALS**

- Pencils
- Paper for rough draft
- Good copy paper
- Erasers

**TEACHING/LEARNING SEQUENCE****Beginning/Activation:**

- Students will be asked if they know what a letter is
  - “What is a letter?” / “Why would we use a letter?” / “Have you ever written a letter?”
- Students will share answers with the whole class to promote thinking about the concept of a letter and its purpose
- Students will then be asked about the components of a letter
  - “What do we need when we write a letter? What parts need to be included?”
  - Whole class will work through writing the parts of a letter on the board including salutation, date, body of the letter, and who is receiving the letter
    - This will be worked into the success criteria students will be graded with
- Once students have explored the basis of creating a letter, they will be introduced to their task for the lesson

**Middle/Action/Application/Exploration:**

- Students will be told to pick someone from any level of government, but it has to be relevant to us
  - “You can pick the mayor, the premier, or the prime minister. Remember, they have to be from Ontario!”



- Students will then be told to think about something they are curious about
  - “Think about a social issue or environmental issue, why are you writing to them about it? For example, you might write to the mayor about homelessness.”
- Students will be instructed to write a rough draft and then go through the peer editing process
  - “You will first write your letter in a rough draft. Then, you will exchange with a friend and you will edit each other’s letters for spelling, grammar, and format. Once you have shown me your letter had been edited, you may write your good copy.”
- Students will be released to write their letters
  - Students may be permitted to use a chromebook to look into their topic of the letter in a bit more detail if they need/want to.

**End/Consolidation/Communication:**

- Once students have handed in letters, they will be mailed out to their respective parties
- If students get a response, they will share their response with the class and we will have an open discussion about the contents of the letter and what was said

**REFLECTION**

<b><i>SUCCESS CRITERIA FOR GOVERNMENT LETTERS</i></b>	
Included salutation and appropriate sign off (Dear _____ / Sincerely, _____)	
Included date, address, and name of sender	
Topic of the letter is either a social or environmental issue	
Spelling, grammar, and overall format of paragraphs is proper	
Recipient of the letter is from Ontario and is from one of the 3 levels of government	

## Lesson 3



### Social Studies Lesson 3: Reviewing the Roles and Responsibilities of the Government

<b>Subject/Course:</b> Social Studies	<b>Name:</b> Brittany McNeil
<b>Grade Level:</b> 5	<b>Date(s) &amp; Time(s):</b> January 20, 2025
<b>Topic:</b> People and Environments: The Role of Government and Responsible Citizenship	<b>Length of Lesson:</b> 50 minutes

#### EXPECTATION(S)

##### Specific Expectation(s):

##### **Social Studies: B. People and Environments: The Role of Government and Responsible Citizenship:**

**B3.7** describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues (e.g., federal policies relating to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights; First Nations, Métis, and Inuit community projects and strategies to preserve Indigenous languages)

**B3.8** explain why different groups may have different perspectives on specific social and environmental issues (e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves)

##### **Learning Goal(s)/Refined Expectations(s):**

By the end of the lesson, I will be able to recall the roles and responsibilities of the different levels of government.

##### **Success Criteria (if appropriate):**

- I can recall the roles and responsibilities of the different levels of government
- I can explain the differences and similarities between each level
- I can participate in a class wide activity in a professional manner

#### ASSESSMENT/EVALUATION

##### Curriculum

Strategy: Kahoot Quiz    Recording Device: Data collected from Kahoot answers

### **Learning Skills**

Skill(s): Self-Regulation    Recording Device: Anecdotal Notes

### **DIVERSITY AND INCLUSIVITY**

- Google slides to be Toggled (live captions) for students with hearing impairments.
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.

### **LEARNING ENVIRONMENT (Physical Space)**

Classroom - students will use chromebooks to answer kahoot questions while at their desks

### **RESOURCES AND MATERIALS**

- Chromebooks

### **TEACHING/LEARNING SEQUENCE**

#### **Beginning/Activation:**

- Students will be shown the KWL chart completed in Lesson 1
  - Students will review the chart as it will be what they will be quizzed on
  - Students will take turns reading a point from it or following along
- Students will then be told to get their chromebooks and log into their accounts to participate in the kahoot

#### **Middle/Action/Application/Exploration:**

- Students will participate in the Kahoot set up for the quiz
  - The whole thing is 25 questions all about the roles and responsibilities of the 3 levels of government

#### **End/Consolidation/Communication:**

- Students will come back to review answers as a class
  - Students will be asked to read the question and then we will discuss why the answer is what it is

### **REFLECTION**

## **KAHOOT Questions and Answers**


### **Kahoot: Roles and Responsibilities of the Canadian Government**

**Curriculum Alignment: Ontario Grade 5 Social Studies - Government and Citizenship**

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#### **Question 1:**

**What are the three levels of government in Canada?**

- **Answer Choices:**
    - Federal, Provincial/Territorial, Municipal 
    - Federal, Regional, Urban
    - Provincial, National, Global
    - Municipal, Regional, District
- 


#### **Question 2:**

**Who is the head of state in Canada?**

- **Answer Choices:**
    - Prime Minister
    - Governor General
    - King Charles III 
    - Lieutenant Governor
- 

#### **Question 3:**

**Which level of government is responsible for healthcare and education?**

- **Answer Choices:**
    - Federal
    - Provincial/Territorial 
    - Municipal
    - International
- 

#### **Question 4:**

**What is the primary role of the federal government?**

- **Answer Choices:**

- Managing local roads and parks
  - Overseeing foreign affairs and defense ☒
  - Administering public transit
  - Setting municipal property taxes
- 

### Question 5:

Who represents the Crown at the federal level in Canada?

- **Answer Choices:**
    - Premier
    - Lieutenant Governor
    - Governor General ☒
    - Member of Parliament
- 

### Question 6:

What is the role of Members of Parliament (MPs)?

- **Answer Choices:**
    - To create and enforce laws at the municipal level
    - To represent citizens in the House of Commons ☒
    - To oversee provincial education
    - To manage the court system
- 

### Question 7:

What is the municipal government responsible for?

- **Answer Choices:**
    - National defense
    - Public transportation and local police services ☒
    - Trade agreements
    - Managing immigration policies
- 

### Question 8:

Which of the following is NOT a responsibility of the provincial government?

- **Answer Choices:**

- Education
  - Healthcare
  - Postal services ☒
  - Driver's licenses
- 

### Question 9:

What is the role of the judiciary in Canada?

- **Answer Choices:**
    - To create new laws
    - To enforce laws
    - To interpret and apply laws ☒
    - To oversee the budget
- 

### Question 10:

Who is responsible for setting federal taxes?

- **Answer Choices:**
    - Provincial government
    - Federal government ☒
    - Municipal government
    - The Governor General
- 

### Question 11:

What does the Constitution Act, 1867, define?

- **Answer Choices:**
    - Roles of political parties
    - Structure of government and division of powers ☒
    - Appointment of the Prime Minister
    - Voting regulations
- 

### Question 12:

Who leads the federal government?

- **Answer Choices:**

- The Governor General
  - The Premier
  - The Prime Minister ✓
  - The Lieutenant Governor
- 

### Question 13:

Which level of government handles garbage collection?

- Answer Choices:
    - Federal
    - Provincial/Territorial
    - Municipal ✓
    - International
- 

### Question 14:

What is a referendum?

- Answer Choices:
    - A type of law passed by Parliament
    - A vote by citizens on a specific issue ✓
    - An election for the Prime Minister
    - A court decision on a legal matter
- 

### Question 15:

What are the two houses of Canada's Parliament?

- Answer Choices:
    - House of Commons and Senate ✓
    - Legislative Assembly and Council
    - Upper Chamber and Lower Chamber
    - Governor General's Office and Commons
- 

### Question 16:

Which level of government is responsible for Indigenous relations?

- Answer Choices:

- Municipal
  - Provincial/Territorial
  - Federal ☒
  - None of the above
- 

### Question 17:

What is a bylaw?

- **Answer Choices:**
    - A federal law
    - A municipal law ☒
    - A regulation for provinces
    - A rule set by the Governor General
- 

### Question 18:

Who is responsible for natural resources in Canada?

- **Answer Choices:**
    - Federal government
    - Provincial/Territorial government ☒
    - Municipal government
    - International organizations
- 

### Question 19:

What is the main purpose of elections?

- **Answer Choices:**
    - To choose the Prime Minister
    - To select representatives for government ☒
    - To make laws
    - To raise taxes
- 

### Question 20:

What is a political party?

- **Answer Choices:**



- A celebration of election results
  - A group of people with similar ideas about government ✓
  - An organization of judges
  - A group of Members of Parliament
- 

### Question 21:

What does a Lieutenant Governor do?

- **Answer Choices:**
    - Represents the Crown at the provincial level ✓
    - Leads the provincial government
    - Creates federal laws
    - Oversees municipal elections
- 

### Question 22:

What is the purpose of the Charter of Rights and Freedoms?

- **Answer Choices:**
    - To outline government responsibilities
    - To protect the fundamental rights of Canadians ✓
    - To define election rules
    - To establish tax laws
- 

### Question 23:


Who is responsible for public transit?

- **Answer Choices:**
    - Federal government
    - Provincial/Territorial government
    - Municipal government ✓
    - Private companies
- 

### Question 24:

What is a majority government?


- **Answer Choices:**

- A government where the ruling party has over half the seats in the House of Commons 
  - A government formed by multiple parties
  - A government with the most votes in one province
  - A government that controls the Senate
- 

**Question 25:**

**What is the role of the Prime Minister?**

- **Answer Choices:**

- To appoint judges
- To lead the federal government and represent Canada internationally 
- To manage municipal budgets
- To oversee provincial healthcare

## Lesson 4



### Lesson Plan Components - Grades 1-12

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): January 27, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 minutes</b>

#### EXPECTATION(S)

##### Specific Expectation(s):

Social Sciences

B. People and Environments: The Role of Government and Responsible Citizenship

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

##### Learning Goal(s)/Refined Expectations(s):

We can ask meaningful questions to investigate social and environmental issues in Canada and understand them from different perspectives, including Indigenous peoples and various levels of government.

##### Success Criteria (if appropriate):

- I can ask meaningful questions about social and environmental issues in Canada.
- I can create inquiry questions from multiple perspectives, including Indigenous peoples, government, and NGOs.
- I can use a graphic organizer to structure my questions.

#### ASSESSMENT/EVALUATION

##### Curriculum

Strategy: Scaffolding    Recording Device: Exit ticket

##### Learning Skills

Skill(s): Collaboration Recording Device: Anecdotal Notes

## **DIVERSITY AND INCLUSIVITY**

Google slides to be Toggled (live captions) for students with hearing impairments.

Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.

Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.

Translated instructions can be provided for ELL students.

YouTube videos to have captions (for hearing impairments or ELL).

## **LEARNING ENVIRONMENT (Physical Space)**

Classroom

## **RESOURCES AND MATERIALS**

- Virtual KWL Chart
- Projector
- Digital graphic organizer
- Climate change clip: <https://www.youtube.com/watch?v=AHNraua4Uog>
- Climate change news #2: <https://www.youtube.com/watch?v=-xBBwr7Aqlc>
- Assignment sheet
- Chromebooks
- Slide deck (See Appendix D)

### Homelessness Videos

1. [Youth Homelessness in Canada](#)
2. [Homelessness in Canada: Key Issues](#)
3. [The Invisible Crisis: Homelessness in Canada](#)
4. [CBC Kids News: Youth Homelessness](#)
5. [Homelessness Solutions in Canada](#)
6. [Ending Homelessness](#)

### Deforestation

1. [What is Deforestation?](#)
2. [Deforestation in Canada](#)
3. [How Trees Save the Planet](#)
4. [Kids vs. Global Warming: Deforestation](#)
5. [Protecting the Boreal Forest](#)

### Climate Change

1. [What is Climate Change?](#)
2. [The Arctic and Climate Change](#)
3. [CBC Kids News: Climate Change](#)
4. [Climate Action in Canada](#)
5. [Youth Fighting for Climate Justice](#)
6. [How Climate Change Impacts Indigenous Communities](#)

### Preservation of Indigenous Languages

1. [Indigenous Languages Matter \(UNESCO\)](#)
2. [Speaking Our Language](#)
3. [How Indigenous Languages are Being Saved](#)
4. [Indigenous Language and Culture](#)
5. [Canada's Indigenous Language Crisis](#)
6. [The Role of Language in Indigenous Identity](#)

## TEACHING/LEARNING SEQUENCE

### **Beginning/Activation** (10 minutes):

Display a large KWL chart over projector. See Appendix A. Have students make a copy on the Google Classroom for them to take notes. Students may use a physical copy as well.

Ask students to share what they know about social and environmental issues in Canada. Write responses under "Know." Have students copy.

Guide students to brainstorm what they want to learn. Write responses under "Want to Learn." Have students copy.

Play this video: <https://www.youtube.com/watch?v=AHNraua4Uog>

Ask students to jot down observations or key ideas for their personal KWL charts' "Know" section.

### **Middle/Action/Application/Exploration** (30 minutes):

Class Discussion and Model Inquiry Questions:

Facilitate a discussion based on the video. Introduce a new graphic organizer to structure inquiry questions. See Appendix B. Demonstrate how to ask questions from different perspectives (e.g., "How does child poverty affect Indigenous communities?" or "What is the role of the federal government in addressing climate change?").

Play a second video: <https://www.youtube.com/watch?v=-xBBwr7Aqlc>

Think, pair, and share: Prompt students to reflect and expand their thinking. They can record answers in their charts. When "sharing", write in the graphic organizer for the class to see.

Group Activity:

Divide students into groups of four and assign each group a topic (homelessness, deforestation). Each group will use the graphic organizer to create two questions per perspective:

- Indigenous peoples
- One of three levels of government
- NGOs or community voices

Groups submit their questions and graphic organizer as their exit ticket through Google Classroom. See Appendix C for a copy of the assignment.

### **End/Consolidation/Communication** (10 minutes):

Class Sharing and Peer Feedback:

- Display some of the submitted questions.
- Discuss and provide constructive feedback as a class.

KWL Chart Wrap-Up:

- Add some of the best questions to the "Want to Learn" section.
- Ask students to share one thing they learned today, completing the "Learned" section.

## REFLECTION

## Anecdotal Observations

### Learning Skills/Habits

- ✓ + high degree of effectiveness
- ✓ considerable degree of effectiveness
- ✓ - some degree of effectiveness
- L limited degree of effectiveness

Collaboration
Actively participating in discussions

## Appendix A

### KWL Chart

What I Know	What I Want to Learn	What I Learned
<i>Homelessness affects families</i>	<i>How do different levels of government.....</i>	<i>NGOs play a role in helping....</i>

Appendix B  
Graphic Organizer for Inquiry Questions

Perspective	Question 1	Question 2
<b>Indigenous Peoples</b> <i>Examples: How does this issue affect their community? What solutions do they propose?</i>		
<b>Government</b> (indicate if municipal, provincial, or federal) <i>Examples: What policies exist to address this issue? How can the government improve? What role does this level play?</i>		
<b>NGOs/Community Voices</b> (indicate which perspective is being used) <i>Examples: What programs do they offer? How do they collaborate with others?</i>		



## Appendix C

Group Names:

Assigned Perspective:

### Creating Inquiry Questions

In this assignment, you will explore important social and environmental issues by investigating them through multiple perspectives. You will learn to ask meaningful inquiry questions that reflect the viewpoints of Indigenous peoples, various levels of government (municipal, provincial, federal), and community perspectives or non-governmental organizations (NGOs). Your group will be randomly assigned a topic: homelessness, climate change, deforestation, and the preservation of Indigenous languages. Through the videos listed for your topic, you and your group will deepen your understanding of how these perspectives shape approaches to issues like. Discuss with your group and create 2 questions for each of the listed perspectives. This activity will help you develop critical thinking and collaboration skills while enhancing your awareness of diverse voices in Canada.

#### Success Criteria Checklist

- I can create two inquiry questions that address the perspectives of Indigenous peoples, governments, and NGOs.
- I can use a graphic organizer to structure my questions.
- I can collaborate effectively with my group to develop and share ideas.

#### Groups and Video Resources:

Homelessness	Deforestation
7. <a href="#">Youth Homelessness in Canada</a>	6. <a href="#">What is Deforestation?</a>
8. <a href="#">Homelessness in Canada: Key Issues</a>	7. <a href="#">Deforestation in Canada</a>
9. <a href="#">The Invisible Crisis: Homelessness in Canada</a>	8. <a href="#">How Trees Save the Planet</a>
10. <a href="#">CBC Kids News: Youth Homelessness</a>	9. <a href="#">Kids vs. Global Warming: Deforestation</a>
11. <a href="#">Homelessness Solutions in Canada</a>	10. <a href="#">Protecting the Boreal Forest</a>
12. <a href="#">Ending Homelessness</a>	

## Climate Change

7. [What is Climate Change?](#)
8. [The Arctic and Climate Change](#)
9. [CBC Kids News: Climate Change](#)
10. [Climate Action in Canada](#)
11. [Youth Fighting for Climate Justice](#)
12. [How Climate Change Impacts Indigenous Communities](#)

## Preservation of Indigenous Languages

7. [Indigenous Languages Matter \(UNESCO\)](#)
8. [Speaking Our Language](#)
9. [How Indigenous Languages are Being Saved](#)
10. [Indigenous Language and Culture](#)
11. [Canada's Indigenous Language Crisis](#)
12. [The Role of Language in Indigenous Identity](#)

## Appendix D

# Lesson 4

People and Environments: The Role of Government and Responsible Citizenship

Learning Goal: We can ask meaningful questions to investigate social and environmental issues in Canada and understand them from different perspectives, including Indigenous peoples and various levels of government.

What I Know	What I Want to Learn	What I Learned
<i>Homelessness affects families</i>	<i>How do different levels of government ....</i>	<i>NGOs play a role in helping....</i>



1. Watch the video as a class
2. Write down jot observations
3. Add to our KWL chart

Perspective	Question 1	Question 2
<b>Indigenous Peoples</b> <i>Examples: How does this issue affect their community? What solutions do they propose?</i>	How does child poverty affect Indigenous communities?	
<b>Government</b> (indicate if municipal, provincial, or federal) <i>Examples: What policies exist to address this issue? How can the government improve? What role does this level play?</i>		What is the role of the federal government in addressing climate change?
<b>NGOs/Community Voices</b> (indicate which perspective is being used) <i>Examples: What programs do they offer? How do they collaborate with others?</i>		

What other questions can we add?

Think, Pair, and Share: After watching the videos, reflect with your elbow partner about questions you may have



Perspective	Question 1	Question 2
<b>Indigenous Peoples</b> <i>Examples: How does this issue affect their community? What solutions do they propose?</i>	How does child poverty affect Indigenous communities?	
<b>Government</b> (indicate if municipal, provincial, or federal) <i>Examples: What policies exist to address this issue? How can the government improve? What role does this level play?</i>		What is the role of the federal government in addressing climate change?
<b>NGOs/Community Voices</b> (indicate which perspective is being used) <i>Examples: What programs do they offer? How do they collaborate with others?</i>		

Let's add in your questions!

## Activity Time!

1. Groups of 4 will be created randomly using flippity
2. Your group will be assigned a topic: Homelessness, Deforestation, Climate Change, or Preservation of Indigenous Language
3. You will be given links to websites with several videos. You will not have time to watch all of them, so choose which ones you may find most interesting.
4. Your group must create 2 questions per perspective: Indigenous, any level of government, community and/or NGOs.
5. You will use the graphic organizer we used this lesson. It is on Google Classroom under "**Creating Inquiry Questions**" Assignment. I will show you how to get there now and go over the instructions with you.
6. I will post the update slide deck now so you can use our notes as a guideline.

Lesson 5



**Lesson Plan Components - Grades 1-12**

<b>Subject/Course:</b> Social Studies	<b>Name:</b> Brittany McNeil
<b>Grade Level:</b> 5	<b>Date(s) &amp; Time(s):</b> February 3, 4, 5, 2025
<b>Topic:</b> People and Environments: The Role of Government and Responsible Citizenship	<b>Length of Lesson:</b> 150 minutes

**EXPECTATION(S)**

**Specific Expectation(s):**

B. People and Environments: The Role of Government and Responsible Citizenship

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

B2.4 interpret and analyse information and data related to their investigations, using a variety of tools

B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada

B2.6 communicate the results of their inquiries, using appropriate vocabulary

Language

C2. Comprehension Strategies

C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

**Learning Goal(s)/Refined Expectations(s):**

We can collect and analyze information about how different levels of government (federal, provincial, municipal), citizens, and Indigenous people are responsible for addressing the issue of clean drinking water in Ontario, Canada.

We can evaluate the challenges and trade-offs involved in balancing human needs and environmental stewardship related to clean drinking water.

We can organize and communicate our research through a digital presentation in a Town Hall format.

We can describe how the ideas in *The City of Ember* connect to different perspectives on clean drinking water

in Ontario, Canada.

**Success Criteria (if appropriate):**

I can work in a group to collect, interpret, and analyze information on the perspective of my assigned group regarding clean drinking water in Ontario, Canada.

I can evaluate challenges associated with balancing human needs and environmental stewardship in relation to clean drinking water.

I can collaborate with my group on a digital presentation to present my assigned group perspective in a Town Hall format.

I can explain in a written piece how the ideas in *The City of Ember* connect to the perspectives of different levels of government, citizens, and Indigenous people regarding clean drinking water in Ontario, Canada.

**ASSESSMENT/EVALUATION**

**Curriculum**

Strategy: Inquiry

Recording Device: Rubric Success, Criteria Checklist

**Learning Skills**

Skill(s): Organization

Recording Device: Anecdotal Notes

**DIVERSITY AND INCLUSIVITY**

Google slides to be Toggled (live captions) for students with hearing impairments.

Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.

Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.

Translated instructions can be provided for ELL students.

YouTube videos to have captions (for hearing impairments or ELL).

**LEARNING ENVIRONMENT (Physical Space)**

- Class Room
- Library (available for students to use if they choose)

**RESOURCES AND MATERIALS**

- *The City of Ember* by Jeanne DuPrau (a copy for each student)
- Alternative: Audiobook on YouTube  
[https://www.youtube.com/playlist?list=PLc-nrrEtx9-kkW6nDm3oaSBTM-kD\\_emZ2](https://www.youtube.com/playlist?list=PLc-nrrEtx9-kkW6nDm3oaSBTM-kD_emZ2)
- Chromebooks
- Google Classroom: jv5ar66
- Google Slides/Canva
- Flippity: <https://www.flippity.net/RandomNamePicker.htm>
- Mentimeter
- Levels of government: <https://www.youtube.com/watch?v=AVE3OsR5W-0>



- Video on Water Resource: <https://www.youtube.com/watch?v=ibWLCYknpNc>
- Prediction Chart (See Appendix A)
- Anchor Chart (See Appendix B)
- Personal Reflection assignment sheet (See Appendix C)
- Group Town hall assignment sheet (See Appendix D)
- Slide deck (See Appendix E)

## TEACHING/LEARNING SEQUENCE

### **Beginning/Activation:**

Start the lesson by having students access the Google Classroom.

Before starting the read-aloud for Chapter 12, the teacher will have students recap what happened in the last chapter. The teacher will record on the continuous anchor chart to add main points (see Google Classroom). After, the teacher will have students *Think, Pair, and Share* with their table group. Students will be asked to answer the question anonymously on Mentimeter: What is the government responsible for? Or What is the Role of Government? The teacher will review answers out loud.

### **Middle/Action/Application/Exploration:**

On the next slide, play video on different levels of government

<https://www.youtube.com/watch?v=AVE3OsR5W-0>.

*Think, Pair, and Share* with their table group and reflect on “What happens when leaders do not act responsibly?” Have students share by raising their hands.

*Think, Pair, and Share:* Ask students to make predictions on what will happen in the next chapter and to write on their prediction chart (see chart in Google Classroom). Have students volunteer to share their answers. Read Chapter 12 (pgs 169 to 179) aloud with the class and encourage student volunteers. On page 172, pause the reading. Ask students by show of hands if anyone predicted the mayor was hiding any food. Instruct students to highlight key parts in their predictions chart where the mayor’s corruption is revealed (e.g., pg. 172 when Lina and Doon discover the stash, pg 175 when Lina and Doon realize the mayor's intentions). Encourage students to fill out the “notes” column on the prediction chart as the Chapter is read. Students highlight evidence in their prediction charts and complete the “notes” column as they read.

Once the book is concluded, *Class discussion:* “Was it fair for Mayor Cole to hoard resources from the citizens?” and “Has Canada ever withheld resources from citizens?” The teacher will play a video:

<https://www.youtube.com/watch?v=ibWLCYknpNc>

*Class discussion:* “How does this connect with the book?”

The teacher will introduce the concept of a town hall i.e. different groups will present their position on a question. The question is “Who is responsible for ensuring clean drinking water in Ontario’s Indigenous communities, and what should each level of government do to address the ongoing water crisis?”

The different groups:

Federal Government

Provincial Government

Municipal Government

Indigenous Peoples  
Local Environmental Activists

The teacher will go over expectations (see assignment on Google Classroom). Groups will be randomized via flippity. Students will have 45 minutes to begin to research their positions and create their arguments and digital presentations (Google Slides or Canva). The teacher will circulate to have conferences with each group to discuss their position, assist with any guidance, and approve any resources that are not on the approved list. If additional time is needed, the teacher will allocate another 30 minutes for continued preparation where it can fit into the weekly schedule.

**Day 2**

Students will present their positions to the class. Individually, students who are not presenting are instructed to write down three questions for a group with an opposite position (see assignment on Google Classroom). As a group, they must decide to ask one question someone in their group made. After the presentations, students will write an individual reflection piece and make a connection between the text and what they learned about the different perspectives during the Town Hall. They must analyze evidence to draw conclusions (see assignment on Google Classroom).

**End/Consolidation/Communication:**

Students will participate in a final class discussion. They will be asked to share connections they made between the Town Hall and the text. Students will hand in their reflection pieces. If they finish early, they may start the prediction chart for the next chapter and then read ahead in the novel.

**REFLECTION**

**Anecdotal Skill Observations**

**Learning Skills/Habits**

- ✓ + high degree of effectiveness
- ✓ considerable degree of effectiveness
- ✓ - some degree of effectiveness
- L limited degree of effectiveness

Organization

Using time effectively

## Appendix A

Name: \_\_\_\_\_

Prediction Chart

Chapter	My Prediction	Why I Predicted It?	What happened?	Notes
Example: Chapter 1	I think this chapter will be about a city that is powered by fire.	I predicted this because "ember" makes me think of fire embers.	In this chapter, I learned the book is about an underground city. It is not powered by fire, but by an old generator.	<ul style="list-style-type: none"><li>- We meet two characters</li><li>- Their names are Lina and Doon</li><li>- They have jobs</li></ul>

## Appendix B

### Ember City Timeline Anchor Chart

#### **Chapter 1: Assignment Day**

- Lina Mayfleet and Doon Harrow are two young citizens of Ember
- City is dark
- Assignment Day, students receive their work assignments.
- Lina draws Pipeworks laborer
- Doon draws messenger
- They switch

#### **Chapter 2: A Message to the Mayor**

- Start jobs
- They begin to get frustrated
- Wonder why

#### **Chapter 3: Under Ember**

- Doon explores tunnels of the Pipeworks, where the city's water and power systems are housed.
- Realizes everything is in bad condition
- Lights are failing
- Ember is running out of resources

#### **Chapter 4: Something Lost, Nothing Found**

- Citizens are anxious because of poor conditions
- Lina is helping her grandmother who is sick with her sister.
- Lina finds an old box with a torn document inside that she believes may hold clues to the city's future

#### **Chapter 5: On Night Street**

- Lina and Doon meet and discuss the city's problems.
- Doon is determined to find out how the generator works to stop the power outages.
- Lina focuses on figuring out the mysterious document she found

#### **Chapter 6: The Box in the Closet**

- Lina's grandmother becomes more sick
- Poppy damages part of the mysterious document
- She shares her concerns with Doon
- they decide to work together to figure out the meaning of the message.

#### **Chapter 7: A Message Full of Holes**

- They continue to work but are becoming more worried

## Appendix C

### Written Reflection

In this reflection, you will connect one of the themes we learned from Chapter 12 in the *City of Ember* by Jeanne DuPrau to the discussions from our Town Hall presentations. Focus on at least one perspective you learned about during the Town Hall. You may write about your own group's perspective or a different perspective you found interesting. Use the guiding questions to write your reflection. You do not need to answer all the questions but try to include at least 3.

Guiding questions:

- What is the theme that stood out to you?
- Why did it stand out to you?
- What perspective do you think relates to this theme?
- Why does this perspective relate to this theme?
- How does this perspective compare to the book?
- Which group relates to the citizens of Ember?

Success Criteria Checklist

I can.....

- Write at least one paragraph
- Make a connection between the *City of Ember* to the Town Hall Presentations
- Answer at least 3 of the guiding questions
- Write with proper grammar and spelling

## Appendix D

Group Names:

Group Perspective Assigned:

Town Hall

A Town Hall is a meeting where community members come together to discuss important issues and share ideas. For this activity, you will represent one of the following groups: federal government, provincial government, municipal government, Indigenous groups, or local environmentalist activists. The question you must answer:

**Who is responsible for ensuring clean drinking water in Ontario's Indigenous communities, and what should each level of government do to address the ongoing water crisis?**

Using *City of Ember* as inspiration, your task is to create a 5 to 10 minute digital presentation (Canva or Google Slides) that connects your group's perspective to the given question. You must use approved resources, and if you'd like to use others, ask for permission first. All group members must collaborate and present equally. While watching other groups' presentations your group will write down three questions you would want to ask. Your group must ask one.

I will be circulating to each group while you are researching and preparing to have a conference. I will be asking:

- What is your group's perspective position?
- Do you think your group is responsible for clean drinking water? Why or why not?
- How does this relate to the book?

Success Criteria Checklist:

We can....

- Research and collect information to represent our assigned perspective - create a digital presentation (5-10 min) using Canva or Google Slides that connects with our assigned perspective
- Use *City of Ember* to inspire our arguments
- Answer the teacher's conference questions
- Ask each group a question
- Write down 3 questions per group

## **Approved Media List**

Any books from the school Library

<https://www.theindigenousfoundation.org>

<https://www.sac-isc.gc.ca/eng/1614385724108/1614385746844>

<https://www.theguardian.com/world/2021/apr/30/canada-first-nations-justin-trudeau-drinking-water>

[https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water crisis](https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water-crisis)

[https://www.hrw.org/news/2019/10/02/canada-blind-eye-first-nations-water crisis](https://www.hrw.org/news/2019/10/02/canada-blind-eye-first-nations-water-crisis)

<https://canadians.org/fn-water>

<https://www.cbc.ca/news/politics/auditor-general-reports-2021-1.5927>

<https://canadians.org/sites/default/files/publications/report-drinking-water-advisories-0217.pdf>

[https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water crisis](https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water-crisis)

Remember to please see me if there is a website or other media you wish to use!

Group Names:

Group Perspective Assigned:

Questions for Town Hall

Write down a question for each group. Make sure to label which group these questions are for (i.e. the federal government, the provincial government etc).

Group 1 name:

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Group 2 name:

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Group 3 name:

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Group 4 name:

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*To be completed by the teacher*

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Success Criteria Checklist

Success Criteria	Rating Scale
Research and collected information represents our group perspective and put in a Digital Presentation (Canva/Google Slides)	/4
My group's presentation is 5 to 10 minutes long	/3
My group equally presented	/2
My group can connect <i>City of Ember</i> to our group perspective	/2
Answer and participate in the teacher's conference questions	/3
My group asked each other group a question	/4
My group could write individual questions for each group.	/4
Total	/23
Comments:	

# Add Your Group Title

Add your group names

What is your position?

- Our position is..... because.....

## Article

What points from the article support your point of view?

Use a different slide for each source you use.

Make sure to include a link to your source or include the name and author of the book

Add pictures!

## Did you want to include a short video?

Make sure to add points about why this video supports your point of view

---

## Chapter 12: A Dreadful Discovery

*City of Ember* by Jeanne DuPrau

---

**Recap: What happened in  
Chapter 11?**

Think, pair, and  
share  
Add answer to  
Menti:

<https://www.menti.com/altzyxdxy3k>

- What is the government responsible for?
- What is the Role of Government?

## Different levels of government





## Think, pair, and share

- ➔ What happens when leaders do not act responsibly?

---

## Pull up your Prediction Charts

Class Discussion:

Was it fair for Mayor Cole to hoard resources from its citizens?

Class Discussion:

Has Canada ever withheld resources from citizens?

Class Discussion:  
How does this connect  
with the book?



## Town Hall Presentation

Find instructions under  
"Assignments" on the Google  
Classroom



## Lesson 6



### Lesson Plan Components - Grades 1-12

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): February 10, 11, 12, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson:</b> 150 minutes (three 50 minute periods)

#### **EXPECTATION(S)**

##### **Specific Expectation(s):**

Social Sciences

B. People and Environments: The Role of Government and Responsible Citizenship

B2.3 analyze and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues

Visual Art:

D1. Creating and Presenting: apply the creative process

D1.3 use elements of design in artworks to communicate ideas, messages, and understandings

##### **Learning Goal(s)/Refined Expectations(s):**

We can learn to analyze and construct maps using traditional formats to explore a social or environmental issue while integrating elements of design to effectively communicate ideas.

##### **Success Criteria (if appropriate):**

I can analyze maps to identify key messages and features.

I can research and represent a social or environmental issue using a map.

I can apply elements of design to communicate ideas effectively through my map.

#### **ASSESSMENT/EVALUATION**

##### **Curriculum**

Strategy: Integration    Recording Device: Rubric

##### **Learning Skills**

Skill(s): Collaboration    Recording Device: Anecdotal Notes

## DIVERSITY AND INCLUSIVITY

Google slides to be Toggled (live captions) for students with hearing impairments.

Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.

Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.

Translated instructions can be provided for ELL students.

YouTube videos to have captions (for hearing impairments or ELL).

## LEARNING ENVIRONMENT (Physical Space)

Classroom

## RESOURCES AND MATERIALS

11 x 17 paper

Pencil Crayons

Misc. Art Supplies from Art Bin (they can use whatever they need like pompoms, tissue paper, pipe cleaners, play dough, etc.)

Rulers

Chromebooks

Cue cards

Interactive maps:

<https://www.arcgis.com/apps/View/index.html?appid=f5619ca9c54042a199c3335d1a7b666a>

<https://apl.maps.arcgis.com/apps/MapJournal/index.html?appid=4efdc7daee634f34a2d428d4e22c17da>

<https://education.nationalgeographic.org/resource/mapmaker/>

Slide deck (Appendix B)

## TEACHING/LEARNING SEQUENCE

### **Beginning/Activation:**

The teacher will display a deforestation map.

Think, pair, and share: "What story do you think this map tells?" "How do its colours and layout help convey the message?" "Why is this information important?"

Before this lesson, students will have had they're lesson on colour, line, texture, and space from last Friday's art lesson. The teacher do a brief recap to introduce elements of design, begin by focusing on color. Explain that colours help convey messages or emotions on a map—warm colours like red and orange can signal urgency or danger, while cool colours like blue and green often represent calm or safety. Encourage students to consider how they can use colour in their maps to communicate their chosen issue. Next, discuss lines, noting that they often represent boundaries, paths, or movement on a map. Emphasize how lines can guide the viewer's eye or highlight specific areas. Then, introduce texture, explaining how visual patterns or shading can create contrast and make certain areas stand out, even though maps aren't physically textured. Finally, address the use of space, highlighting how well-organized layouts with appropriate spacing make maps easier to understand and less cluttered. Encourage students to thoughtfully incorporate these elements to make their maps clear, engaging, and effective in communicating their message.

**Middle/Action/Application/Exploration:**

Divide students into groups of four and they will choose a social/environmental issue (e.g., climate change, deforestation). Students will explore interactive maps using the provided links. See Appendix A for the assignment worksheet and rubric. Students must get approval from the teacher if they want to use a different website. Groups take notes on key findings.

**Map Creation:**

Groups will re-create a map from the website using the 8 x 11 paper as the base, pencil crayons, and random supplies from the art bin, incorporating research findings and design elements. Students should write out on cue cards their findings so they can present them during consolidation. Use colors, lines, and textures to emphasize key messages. See Appendix A for an example. Review the example with the students.

**End/Consolidation/Communication:**

Groups present their maps to the class, explaining the issue, design choices, and information representation.

Class discussion: Reflect on how visual art enhances data communication in maps.

**REFLECTION****Anecdotal Observations****Learning Skills/Habits**

- ✓ + high degree of effectiveness
- ✓ considerable degree of effectiveness
- ✓ - some degree of effectiveness
- L limited degree of effectiveness

Collaboration
Actively participating in group work

## Appendix A

Group Names:

Topic:

### **Social/Environmental Map**

In this assignment, you will re-create a map of your group's chosen social or environmental issues such as climate change, population density, and deforestation. You may choose from the list below using the links provided. If you wish to use a website or topic outside of the provided list, please speak with me first. In your map, you must incorporate colour, line, texture, and space from the elements of design. During your research, you will need to make notes on what the map is describing and how you used the elements of design to represent what the map is representing.

Success Criteria:

- Our map clearly represents the chosen topic
- We can clearly communicate the message of our map
- We used colour, line, texture and space
- We can explain how our group used colour, line, texture and space

#### **Available Websites**

Arcgis Population Density of Ontario

<https://www.arcgis.com/apps/View/index.html?appid=f5619ca9c54042a199c3335d1a7b666a>

Climate Change Maps (You can use any map from this website)

<https://apl.maps.arcgis.com/apps/MapJournal/index.html?appid=4efdc7daee634f34a2d428d4e22c17da>

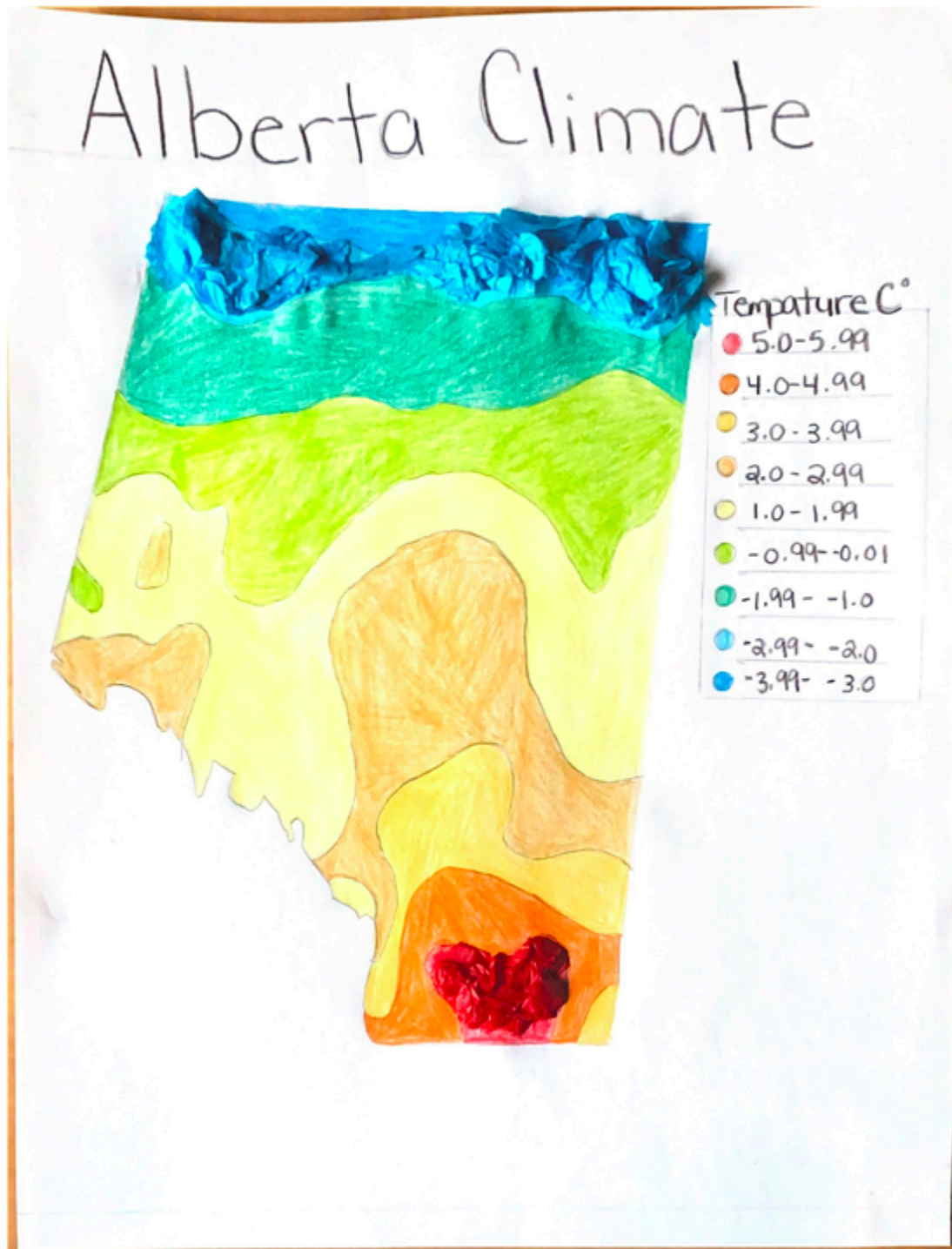
Global Maps (You can use any Grade appropriate map)

<https://education.nationalgeographic.org/resource/mapmaker/>

Canada's Plant Hardiness Zones (You may not use the map used in the slide deck)

<https://www.plantmaps.com/interactive-ontario-plant-zone-hardiness-map.php>

### Level 3 Example



## Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Representation of Topic	Topic is unclear or incomplete	Topic is somewhat clear but lacks depth	Topic is clear and relevant	Topic is thoroughly and accurately represented
Message Communication	Message is unclear	Message is somewhat clear	Message is clear	Message is exceptionally clear and impactful
Use of Design Elements	Limited or inconsistent use of color, line, texture, and space	Some use of design elements, with minor inconsistencies	Effective and consistent use of design elements	Outstanding use of design elements, enhancing the message
Explanation of Design Choices	Limited explanation of choices	Basic explanation with some reasoning	Clear explanation connecting design to topic	Detailed, thoughtful explanation of design choices and their impact

Comments:

## Appendix B

# Lesson 6

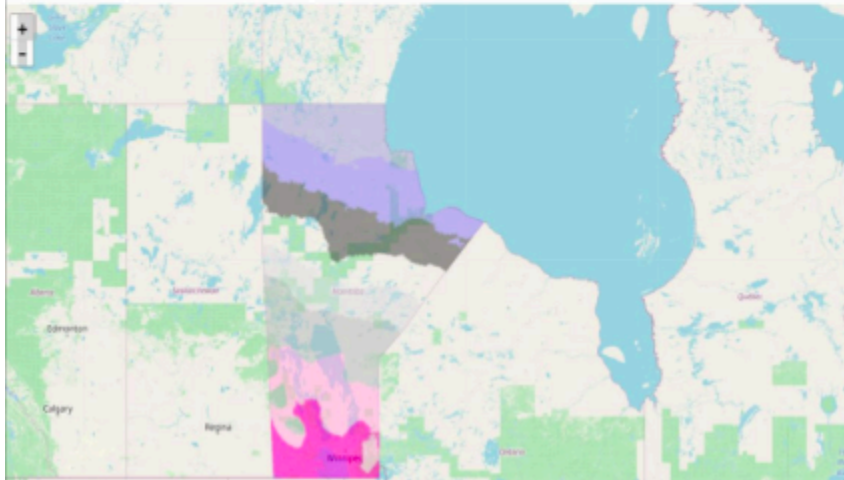
People and Environments: The Role of Government and Responsible Citizenship Meets Visual Arts

Learning Goal: We can learn to analyze and construct maps using traditional formats to explore a social or environmental issue while integrating elements of design to effectively communicate ideas.

### Manitoba Plant Hardiness Zone Map

Zone 0a -56.7°C to -53.9°C	Zone 0b -53.9°C to -51.1°C	Zone 1a -51.1°C to -48.3°C	Zone 1b -48.3°C to -45.6°C	Zone 2a -45.6°C to -42.8°C
Zone 2b -42.8°C to -40°C	Zone 3a -40°C to -37.2°C	Zone 3b -37.2°C to -34.4°C	Zone 4a -34.4°C to -31.7°C	

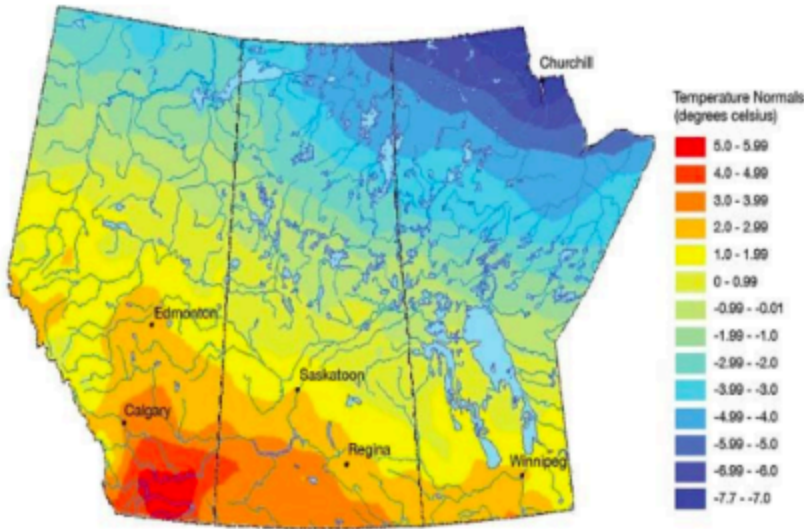
Plant hardiness: a measure of how well a plant can survive in adverse growing conditions, such as temperature.



Think, pair, and share:

1. What story do you think this map tells?
2. How does its colours and layout help convey the message?
3. Why is this information important?

\*Click [here](#) to go to image website



How does this map use colour, texture, space and line?

## Activity Time

1. Split into groups of 4 via Flippity
2. Your group will choose a map representing a social/environmental issue from the provided links on the assignment sheet
3. The assignment sheet is on the Google Classroom under "Social Environmental Map" assignment
4. If you want to use a different map or website, you must get my approval first
5. You must be able to communicate the message of your map i.e. what does it represent
6. You must incorporate the elements of design: colour, line, texture, and space
7. You must be able to explain how you used these elements
8. I will go over the assignment sheet, rubric, and example now
9. I will post these slides after the review of assignment so you may refer to them if you need to
10. You will have the rest of the period plus one more period to work with your group
11. After that, you and group will present your map



## Lesson 7



### Lesson Plan Components - Grades 1-12

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): February 18, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 minutes</b>

#### EXPECTATION(S)

##### Specific Expectation(s):

Social Sciences - B. People and Environments: The Role of Government and Responsible Citizenship

A1.1: Describe the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers.

A1.3: Connect historical interactions to present-day issues in Canada.

##### Learning Goal(s)/Refined Expectations(s):

Students will understand the early interactions between Indigenous peoples and European settlers and their lasting impact on contemporary social and environmental issues in Canada.

##### Success Criteria (if appropriate):

- I can identify and explain at least one positive and one negative consequence of European-Indigenous contact, using examples like the fur trade, the introduction of diseases, or the loss of land.
- I can connect historical events (such as the fur trade, disease spread, or land loss) to present-day social and environmental issues in Canada, like land rights or environmental damage.
- I can actively participate in the class discussion, sharing ideas and respecting different perspectives, especially Indigenous viewpoints, on the impact of European-Indigenous contact.
- I can complete the exit ticket, writing a brief response (one or two sentences) that connects a specific past event to a current issue in Canada, showing my understanding of the lesson's content.

#### ASSESSMENT/EVALUATION

##### Curriculum

Strategy: Integration Recording Device: Rubric

### **Learning Skills**

Skill(s): Conversation Recording Device: Anecdotal Notes

### **DIVERSITY AND INCLUSIVITY**

- Visual Slides
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.
- YouTube videos to have captions (for hearing impairments or ELL).

### **LEARNING ENVIRONMENT (Physical Space)**

- classroom

### **RESOURCES AND MATERIALS**

- Video/Storytelling on the SMART Board
- Reading Materials
- Chart paper to record ideas during the brainstorming session.
- Markers, sticky notes, or other materials for students to contribute their ideas during the class brainstorm.
- Exit Ticket paper
- Visual Aids

### **TEACHING/LEARNING SEQUENCE**

**Beginning/Activation** (10 minutes):

- **Introduction and Discussion:**
  - o Begin with a class discussion about the first interactions between Indigenous peoples and European settlers, focusing on topics like the fur trade, the spread of European diseases, loss of land, and new technologies.
  - o Discuss both positive (e.g., trade, new tools) and negative (e.g., disease, land loss) consequences.

**Middle/Action/Application/Exploration** (20 minutes):

- **Video/Storytelling:**
  - o Show a short video or tell a story to illustrate the impact of European arrival on Indigenous communities, such as the fur trade or the signing of early treaties.
  - o <https://www.youtube.com/watch?v=SVaK9rAV32A>
- **Class Brainstorm:**
  - o Brainstorm as a class how these historical events might be connected to present-day issues in Canada (e.g., land rights, resource exploitation, environmental damage).

**End/Consolidation/Communication:**






- **Exit Ticket:**
  - Write a sentence or two about how one past event might be connected to a current issue in

Canada.

## REFLECTION

**EXIT  
TICKET  
LESSON 1**

Circle the emoji that best represents how you feel after today's lesson.

Write a sentence or two about how one past event might be connected to a current issue in Canada.

---

## Lesson 7.2



### Lesson Plan Components - Grades 1-12

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): February 19, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 minutes</b>

#### **EXPECTATION(S)**

##### **Specific Expectation(s):**

Social Sciences - B. People and Environments: The Role of Government and Responsible Citizenship  
A1.2: Analyze how different parties benefited from each other during early European-Indigenous contact.  
A1.3: Connect historical events to present-day issues in Canada.

##### **Learning Goal(s)/Refined Expectations(s):**

Students will research a specific Canadian social or environmental issue, examining its historical roots and how European-Indigenous interactions have influenced the issue.

##### **Success Criteria (if appropriate):**

- I can choose a social or environmental issue that is both meaningful to myself and relevant to the scope of the assignment (e.g., land claims, pollution, or Indigenous mental health).
- I can identify and explain how a historical event (such as the fur trade, treaties, or European resource exploitation) has influenced the chosen social or environmental issue in present-day Canada.

- I can collect relevant information from a variety of sources (books, articles, videos, online databases) and organize it in a clear, structured way.
- I can analyze how the issue they are researching is connected to broader historical processes and European-Indigenous interactions.

## ASSESSMENT/EVALUATION

### Curriculum

Strategy: Integration Recording Device: Rubric

### Learning Skills

Skill(s): Conversation Recording Device: Anecdotal Notes

## DIVERSITY AND INCLUSIVITY

- Visual Slides
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.
- YouTube videos to have captions (for hearing impairments or ELL).

## LEARNING ENVIRONMENT (Physical Space)

- classroom

## RESOURCES AND MATERIALS

- Research Materials
- Books and Articles
- Websites and Databases
- Videos and Documentaries
- Note-taking Sheets
- Exit Ticket paper

## TEACHING/LEARNING SEQUENCE

**Beginning/Activation** (10 minutes):

- **Introduce Research Assignment:**
  - Explain the culminating task: students will choose a social or environmental issue (e.g., land rights, pollution, Indigenous mental health) to research.
  - Discuss the connection between past European-Indigenous interactions (e.g., fur trade, treaties, land exploitation) and modern issues like resource extraction or environmental degradation.

**Middle/Action/Application/Exploration** (30 minutes):

- **Research Process:**
  - Provide a list of potential topics (land claims, pollution, environmental degradation, mental health) and explain how to find sources (articles, books, videos).
  - List of Potential Topics worksheet

- How to Find Sources for Research worksheet
- **Research Check-In:**
  - Circulate the classroom to check in with each student, providing support and ensuring they are on the right track.
- Show the rubric






**End/Consolidation/Communication:**

- **Exit Ticket:**
  - Have students write down the issue they are researching and one key historical event that connects to their issue.

## REFLECTION

**EXIT  
TICKET  
LESSON 2**

Circle the emoji that best represents how you feel after today's lesson.

Write down the issue you are researching and one key historical event that connects to your issue.

---

# List of Potential Topics:

## Land Claims and Indigenous Rights

**Description:** Explore how Indigenous peoples in Canada are asserting their rights to land and resources, including the legal and historical context of land treaties, the impacts of colonial land policies, and ongoing land disputes.

**Relevant Questions:**

- How did European settlement affect Indigenous land rights?
- What are the modern-day challenges related to land claims in Canada?
- How do land claims relate to the preservation of culture and identity for Indigenous communities?

## Pollution and Environmental Degradation

**Description:** Research the environmental impact of European colonization, focusing on issues such as pollution from industrial practices, resource extraction, and climate change. Indigenous communities often face disproportionate environmental harm due to historical and contemporary exploitation.

**Relevant Questions:**

- What role did European settlers play in the degradation of the land and ecosystems?
- How do Indigenous peoples contribute to environmental stewardship today?
- How does environmental degradation affect Indigenous communities' traditional ways of life?

## Indigenous Mental Health

**Description:** Investigate the mental health challenges facing Indigenous communities, often rooted in the traumatic legacy of colonialism, forced assimilation, residential schools, and intergenerational trauma. This topic also addresses resilience, cultural healing, and community wellness.

**Relevant Questions:**

- How did colonial policies (like residential schools) affect the mental health of Indigenous peoples?
- What mental health challenges are specific to Indigenous communities today?
- How are Indigenous communities addressing mental health through traditional healing practices?

## Resource Exploitation and Economic Disparities

**Description:** Examine the exploitation of natural resources in Canada, such as mining, logging, and oil extraction, and how it has affected Indigenous communities economically, socially, and environmentally.

**Relevant Questions:**

- What role have Indigenous peoples played in the resource economy, historically and today?
- How have resource extraction industries harmed Indigenous lands and cultures?
- How are Indigenous communities responding to economic disparities caused by exploitation?

## Treaties and Their Impact on Indigenous Communities

**Description:** Investigate the history of treaties between Indigenous peoples and the Canadian government, and how they continue to influence current relationships, land rights, and sovereignty.

**Relevant Questions:**

- What were the original purposes of treaties between Indigenous peoples and settlers?
- How have treaties been interpreted or violated by the Canadian government over time?
- How are Indigenous communities using treaty rights today to assert land claims and sovereignty?



## How to Find Sources for Research

### Articles:

- Use databases such as Google Scholar, JSTOR, or ProQuest to find peer-reviewed articles.
- Search for keywords like “Indigenous land claims,” “pollution and Indigenous communities,” or “residential schools and mental health” to find relevant studies.
- Utilize news websites and publications like The Globe and Mail, CBC News, or The Canadian Press for contemporary articles on Indigenous issues in Canada.

### Books:

- Use library catalogs like WorldCat or Google Books to find relevant books on the topics.

#### *Examples:*

- “Braiding Sweetgrass” by Robin Wall Kimmerer: A powerful book discussing Indigenous knowledge, environmental stewardship, and the human relationship to nature.

### Videos and Documentaries:

- YouTube is an excellent source for educational videos. Use terms like “Indigenous land rights,” “fur trade history,” or “pollution in Indigenous communities” to find video documentaries, interviews, or short clips.
- Platforms like CBC Kids may feature documentaries and specials focused on Indigenous issues in Canada.

#### *Examples:*

- NFB Documentaries: “The Grizzlies” or “The Spirit of the Blanket” provide deep dives into the lives of Indigenous peoples.



### Lesson 7.3



#### Lesson Plan Components - Grades 1-12

<b>Subject/Course: Social Studies</b>	<b>Name: Brittany McNeil</b>
<b>Grade Level: 5</b>	<b>Date(s) &amp; Time(s): February 26, 2025</b>
<b>Topic: People and Environments: The Role of Government and Responsible Citizenship</b>	<b>Length of Lesson: 50 minutes</b>

#### **EXPECTATION(S)**

##### **Specific Expectation(s):**

Social Sciences - B. People and Environments: The Role of Government and Responsible Citizenship

A1.1: Describe the consequences of European contact.

A1.2: Analyze the mutual benefits and cultural exchanges.

A1.3: Explain how historical events connect to present-day issues..

##### **Learning Goal(s)/Refined Expectations(s):**

Students will learn how to effectively present their research findings, focusing on the historical context and its connection to present-day issues.

##### **Success Criteria (if appropriate):**

- I can structure my presentation with a clear introduction (providing historical context), body (explaining the research findings), and conclusion (connecting to current issues).
- I can incorporate visuals (such as PowerPoint slides, posters, or diagrams) to enhance their presentation.
- I can demonstrate clear and confident communication skills.
- I can show a clear understanding of how European-Indigenous interactions in the past have influenced modern-day social or environmental issues.
- I can participate actively in peer feedback sessions, both as a presenter and as an audience member.

#### **ASSESSMENT/EVALUATION**

##### **Curriculum**

Strategy: Integration Recording Device: Rubric

## **Learning Skills**

Skill(s): Conversation Recording Device: Anecdotal Notes

## **DIVERSITY AND INCLUSIVITY**

- Visual Slides
- Sentence starters can be provided for learning disabilities, ELL, or other exceptionalities.
- Teacher can transcribe, or students may use voice-to-text, for students with exceptionalities.
- Translated instructions can be provided for ELL students.
- YouTube videos to have captions (for hearing impairments or ELL).

## **LEARNING ENVIRONMENT (Physical Space)**

- classroom

## **RESOURCES AND MATERIALS**

- Presentations
- SMART Board
- Exit ticket paper

## **TEACHING/LEARNING SEQUENCE**

**Beginning/Activation** (10 minutes):

- **Presentation Guidelines:**
  - Discuss the structure of the presentation: Introduction (historical context), Body (research findings), Conclusion (current relevance).
  - Review how to use visuals (PowerPoint, posters, or diagrams) to enhance their presentations.
- **Tips for Effective Presentations:**
  - Provide guidance on presenting clearly and confidently. Discuss how to engage the audience with key facts and visuals.

**Middle/Action/Application/Exploration** (30 minutes):

- **Practice Presentations:**
  - Allow students time to practice their presentations with a peer or in small groups. Offer feedback to ensure they are connecting historical events to current issues.
- **Final Presentations:**
  - Students present their findings to the class, focusing on how past European-Indigenous interactions shaped modern issues.

**End/Consolidation/Communication:**

- **Exit Ticket:**
  - Write one thing you learned from your peers' presentations and one thing you plan to improve in your presentation.

## **REFLECTION**

**EXIT  
TICKET  
LESSON 3**

Circle the emoji that best represents how you feel after today's lesson.



Write one thing you learned from your peers' presentations and one thing you plan to improve in your presentation.

---

## Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
<i>Introduction (Historical Context)</i>	The introduction clearly explains the historical context with detailed and accurate information. It sets up the research question effectively.	The introduction explains the historical context with clear information and relates it to the research question.	The introduction provides some historical context but lacks detail or clarity.	The introduction is unclear or incomplete, with little or no historical context.
<i>Body (Research Findings)</i>	The research findings are well-organized, detailed, and clearly connected to both historical and current issues.	The research findings are organized and connected to historical and current issues but could use more detail.	The research findings are presented but lack clear connection to historical or current issues.	The research findings are disorganized or unclear, with little connection to the topic.
<i>Conclusion (Current Relevance)</i>	The conclusion effectively ties the research to current-day issues, demonstrating a clear understanding of the impact of European-Indigenous interactions.	The conclusion connects the research to current issues, though some details could be expanded upon.	The conclusion mentions current issues but lacks a clear connection to the historical context.	The conclusion is weak or missing, with little connection to current issues.
<i>Clarity and Confidence</i>	The presenter speaks clearly and confidently, engaging the audience with a strong voice, appropriate volume, and eye contact.	The presenter speaks clearly and confidently with good volume and eye contact.	The presenter is somewhat clear, but struggles with confidence or volume. Limited eye contact.	The presenter has difficulty speaking clearly and confidently, with little or no eye contact.
<i>Use of Visuals</i>	Visuals (PowerPoint, posters, diagrams) are well-designed, relevant, and effectively enhance the presentation,	Visuals are relevant and support the presentation, but could be more engaging or better organized.	Visuals are used but are somewhat unclear or irrelevant to the presentation.	Visuals are missing or poorly designed, detracting from the presentation.

	supporting key points.			
<i>Organization and Structure</i>	The presentation follows a clear, logical structure with a strong introduction, body, and conclusion. Transitions between sections are smooth.	The presentation is generally well-organized with a clear structure, though some transitions may be rough.	The presentation lacks a clear structure, with unclear transitions between sections.	The presentation is poorly organized, making it difficult to follow.
<i>Practice and Peer Feedback</i>	The student practiced thoroughly, incorporating peer feedback and refining the presentation for clarity and engagement.	The student practiced and used peer feedback, but some improvements were not fully integrated.	The student practiced minimally and did not make full use of peer feedback.	The student did not practice effectively or use peer feedback.