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EDU 351 April 10, 2018

Grade 5: Canada / Writing Social Studies

**INSTRUCTIONAL OBJECTIVE**

After researching and learning about their assigned regions (Canada, Mexico, and Puerto Rico) and preparing for a group discussion, students will *present information, findings, and supporting evidence* in a Meeting of the Minds activity. Students will be assessed on an essay, answering “Does where you live in the Western Hemisphere determine your happiness?,” obtaining a minimum score of 8 out of 12 according to a teacher created rubric.

**CCLS/NYS STANDARDS AND INDICATORS**

**5.5 Comparative Cultures:**

The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

**Indicator:** *This will be evident when students gather information about their regions and compare and discuss it with other regions. Students will share their findings through a “Meetings of the Minds” activity.*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Writing Standards**

**Text Types and Purposes**

**5W1**

Write an argument to support claims with clear reasons and relevant evidence.

**Indicator:** *This will be evident when students write an essay creating and supporting their argument with relevant evidence.*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Speaking and Listening Standards**

**Comprehension and Collaboration**

**5SL1**

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

**Indicator:** *This will be evident when students work in groups to discuss their regions as well as other classmates’ regions in the “Meeting of the Minds” activity.*

**NCSS STANDARDS**

**I. Culture:**

Social studies programs should include experiences that provide for the study *of culture and cultural diversity.*

**Indicator:** *This will be evident when students study different regions of the world, discussing and comparing their cultures in a “Meeting of the Minds” activity.*

**II. Time, Continuity, and Change:**

Social studies programs should include experiences that provide for the study *of the past and its legacy.*

**Indicator:** *This will be evident when students read over their assigned countries timeline.*

**COMMON CORE ANCHOR STANDARDS**

**Comprehension and Collaboration**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

**Indicator:** *This will be evident when students present information, findings, and supporting evidence to their groups about their assigned regions.*

**NATIONAL SOCIAL STUDIES C3 INQUIRY ARC**

**Dimension 4:**

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions, and findings.

**Indicator:** *This will be evident when students draw on knowledge and skills and present their information, portions, and findings on their assigned regions.*

**SOCIAL STUDIES HABITS OF MIND**

**Gathering, Interpreting, and Using Evidence**

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.

**Indicator:** *This will be evident when students gather, interpret, and use evidence to develop a sound argument as to whether their countries could live in peace and work together; also when students write their own essay using the information they gathered as evidence to support their claim.*

**INSTRUCTIONAL RESOURCES**

* SMART Board
* PowerPoint slides
* Meeting of the Minds Packet
* Reading Passages
* Post Its
* Essay Sheet
* Teacher Created Rubric

**MOTIVATION**

To start the lesson, the teacher will pose the question “Why is talking to others so important?” to the class. Students will turn and talk with the person sitting next to them to come up with a response. The teacher will once again ask the class, and write the students responses on the corresponding PowerPoint slide; creating a quick classroom discussion.

**DEVELOPMENTAL PROCEDURES**

1. The teacher will begin the lesson by asking the class “Why is talking to others important?” creating a classroom discussion. The teacher will segway this into how this relates to the “Meeting of the Minds” activity. (*Why is talking to others so important? What do we gain from talking to other people? Does it make us better people?)*
2. Go over CHAMPs acronym so the class knows their expectations for the activity. (*What are the expectations we need for this lesson? How are we going to be respectful?)*
3. The teacher will organize the class into three groups based on the three different regions, where they will be provided with information sheets about their region. (*What is this regions religion? What language in spoken? What is the geography of the region? What is the government like in the region? How is the economy of region? What are popular jobs in your region? Do you think the people in your region are happy?)*
4. The teacher will jigsaw the groups by using three different color post its and handing them out to students in each group. The students with the same color post it will assemble together to meet with the other regions. The students will be playing the role of a person from their assigned region. They will meet up with other people from different regions to share and discuss their responses to the guided questions. (*What is this regions religion? What language in spoken? What is the geography of the region? What is the government like in the region? How is the economy of region? What are popular jobs in your region? Do you think the people in your region are happy? How is this different from your region? What is similar?)*
5. The class will take the information they learned and present their responses to their classmates, students will be allowed to use their “Meeting of the Minds” packet as a reference. *(Despite all of the differences between life in each of the regions, do you think your countries can all work together to create world peace, human rights, prosperity and understanding in the future?* *How can each country help each other? What do they have to offer each other?)*
6. Students will write an individual essay answering the compelling question of the unit. (*Does where you live in the hemisphere define your happiness?)*

**INSTRUCTIONAL STRATEGIES**

Group Discussion: This will be evident when students discuss their assigned region (Canada, Mexico, and Puerto Rico) including its culture, people, places, and environments during the “Meeting of the Minds” activity.

Cooperative Learning: This will be evident when the students work together in a “Meeting of the Minds” activity and the class is jigsawed to share and discuss the information about their assigned region with different regions, coming to a conclusion of whether or not their countries can all work together to create world peace, human rights, prosperity and understanding in the future.

Meeting of the Minds: This will be evident when students do the “Meeting of the Minds” activity, which promotes critical thinking, comprehension, finding evidence, oral discussions, and student participation.

**ADAPTATIONS**

* A student who struggles grapho-motor skills will be provided with a gripper for his or her writing utensil; or be allowed to type his or her Meeting of the Minds responses/notes; or have another student from his or her group’s responses copied to refer back to. Also will be allowed to type or orally record his/her response to the essay question.
* English Language Learners will be provided with an electronic translator to help them define and understand more complex terminology.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners: Students will benefit from this lesson by reading through the provided information sheets about their country and organizing their information about each country on their response sheet and using the graphic organizer.

Tactile/Kinesthetic Learners: Students will benefit from this lesson by taking part in the Meeting of the Minds simulation and playing the role of a person from their assigned region.

Auditory Learners: Students will benefit from this lesson by hearing and taking part in the various discussions with their classmates.

**ASSESSMENT**

* Students will be assessed on an essay, answering “Does where you live in the Western Hemisphere determine your happiness?,” obtaining a minimum score of 8 out of 12 according to a teacher created rubric.
* Students will be assessed on their participation in the Meeting of the Minds activity.

**INDEPENDENT PRACTICE**

Students will write an individual essay answering the overarching question of the unit: “Does where you live in the Western Hemisphere determine your happiness?”

**FOLLOW-UP DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: If a student can not obtain the objective of the lesson, the student will make an iMovie video including pictures, facts, and opinions expressing their thoughts on whether where you live in the Western Hemisphere determines a person’s happiness.

Academic Enrichment: Student will create their own survey on happiness; they will gather their own research by coming up with their own question(s) pertaining to happiness and poll the class, their family, and/or peers.

*References*

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Grading Rubric: Essay

|  |  |  |  |
| --- | --- | --- | --- |
| **TOPIC** | **1****NEEDS IMPROVEMENT** | **2****MEETS EXPECTATIONS** | **3****EXCEEDS EXPECTATIONS** |
| **Content** | -Does not contain relevant information. Off topic.-Does not include facts from their notes on the readings/Meeting of the Minds. | -Contains mostly relevant information. On topic.-Includes a minimum of 3 facts from their notes on the readings/Meeting of the Minds. | -Contains all relevant information. On topic. -Includes a minimum of 5 facts from their notes on the readings/Meeting of the Minds. |
| **Organization** | -Essay has no clear order. -Essay does not flow.-No structure. | -Essay ideas are ordered. -Essay has proper flow.-Essay has some structure. | -Essay ideas are ordered. Personal input is appropriately placed throughout. -Essay flows well. -Essay is structured and organized. |
| **Grammar/****Spelling** | -Many grammatical errors. -Many spelling errors. | -Minimal grammatical errors.-Minimal spelling errors. | -No grammatical errors.-No spelling errors. |
| **Creativity**  | -Student does not include personal opinions/experiences. -Student does include solutions. | -Student includes some personal opinions/experiences. -Student includes some solutions.  | -Student includes thorough personal opinions/experiences. -Student provides thorough/well thought solutions.  |

**Meeting of the Minds:**

**An Open Discussion**



*Canada -- Mexico -- Puerto Rico*

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

**Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

GEOGRAPHY:

What is the climate and geography like in your country?

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Does the geography and climate of your country make life more difficult? If so, how?

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GOVERNMENT:

What type of government does your country have?

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Is there freedom for all of the people, and press (media)? If not, what is restricted?

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ECONOMICS:

What is the currency of your country? Is it worth more or less than the US dollar?

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Is there a poverty issue in your country? Why or why not?

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How do most people make a living? What types of jobs are popular?

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RELIGION:

What is the religion of your country? Is there freedom of religion?

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HISTORY:

What modern historical events have shaped your country and how your people live? Discuss one or two.

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**Come Together!**

Directions: As you meet with other people from the other two regions, you will collectively, as a group, discuss each other’s countries using your responses from earlier As a group, answer the following questions.

(Take notes on important information on the graphic organizer on the next page, if necessary)

Despite all of the differences between life in each of the regions, do you think your countries can all work together to create world peace, human rights, prosperity and understanding in the future?

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***\*\*Brainstorm Question! \*\****

How can each country help each other? What do they have to offer each other?

(Think **reciprocity:** exchange of equal or identical advantages or privileges. For example: lowering import tariffs, goods exchange, removing travel restrictions between two countries)

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

DOES WHERE YOU LIVE IN THE WESTERN HEMISPHERE DETERMINE YOUR HAPPINESS?

(Be sure to include facts and relevant information from your notes, your own opinions/experiences, and solutions in your essay)

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**MEXICO**

Mexico is located on the southern border of the United States with a population of about 116 million people. Mexico spans an area of 758, 449 sq. miles. Their major language is Spanish. It is both rural, with many farms, and urban, with many major cities. Mexico’s geography ranges from swamp to desert, with lowland jungles and mountainous vegetation. Along the coasts of Mexico it is hot and humid, sometimes unbearable during the summer months, the midland of the country is much dryer and temperate.

Mexico is a presidential federal republic, which means that their elected president serves as both the head of state and head of government. They have 3 branches of government just like the US: the legislative, executive, and judiciary. They also have a constitution. Currently the elected President is Enrique Peña Nieto. Although vast corruption plagues the legal/justice system in Mexico. Rampant gang violence, corruption and weak authorities are still an issue.

Mexico’s media, although free, has been described as very dangerous; drug cartels and corrupt officials have been known to commit crimes of violence against journalists and those crimes tend to be unpunished. TV is dominated by two major networks.

Mexico uses pesos as their currency. One peso equals $0.55 (fifty five cents) in the United States. So a peso is worth half of one US Dollar. Mexico has a huge disparity of wealth, it has very high poverty rates. Rural areas tend to be neglected and cities are surrounded by shanty towns. Many poor Mexicans tried to cross the US border to find jobs, but in recent years more Mexican immigrants have come back to Mexico. Popular jobs in Mexico besides farming, are in major industries such as oil and gas, and being wellhead pumpers.

Mexico’s major religion is Christianity. It has the second largest number of Catholics in Latin America at 88% of its people being Catholic. Church and religious practice plays a major role in Mexican culture/life. Although majority of Mexicans are catholic, Mexico is a secular country and allows religious freedom.

**Some Historical Events:**

**1810-21** - War of Independence ends with the creation of the short-living Mexican Empire, which includes Central America to the southern border of modern-day Costa Rica, as well as what is now the southwestern US.

**1846-8** - Mexican-American War ends with Mexico being forced to sell its northern provinces (including modern-day California, Nevada, New Mexico, Arizona and Utah) to the US.

**1876-1911** - Porfirio Diaz's 35-year-long dictatorship brings a long period of stability, modernization and economic growth, but at the price of political repression.

**1910**-**1920** - Mexican Revolution ends the Porfirio Diaz dictatorship and leads to establishment of a constitutional republic.

**1968** - Student demonstration in Tlatelolco, Mexico City, during the Olympic Games is fired upon by Mexican security forces. Hundreds of protesters are killed or wounded. The extent of the violence shocks the country.

**1976** - Huge offshore oil reserves discovered; the Cantarell field becomes the mainstay of Mexico's oil production.

**1985** - Earthquake in Mexico City kills thousands and makes many more homeless.

**1993** - Mexican parliament ratifies the North American Free Trade Agreement (Nafta) with the US & Canada, bringing major trade to Mexico.

**2008** Drug-related killings soar. Murders linked to organized crime leap to almost 1,400 in first five months of year.

(<http://www.bbc.com/news/world-latin-america-18095241>)

**CANADA**

Canada is located on the northern border of the United States. Although one of the largest countries in land mass, it is relatively low in population. Canada spans an area of 3.85 million sq. miles with a population of around 35 million people. Their major languages are English and French, which are the official languages of the country. Canada has various climates; on the west coast it is quite temperate, and subarctic in the north, and in the northernmost part of Canada can have snow for most of the year due to a polar climate. The geography changes in each part of Canada; it has major forests, cliffs, lakes, rolling hills, flat prairies, valleys, rivers, and mountainous regions.

Canada is a federal Parliamentary Democracy and a Constitutional Monarchy. The head of government is the elected Prime Minister, Justin Trudeau, but the head of state is the UK monarch. Canada’s people are free as well as it’s media. The media is free to present all views and opinions, it is broadcast in both French and English.

Canadians use the Canadian Dollar as currency. One Canadian Dollar is equal to $0.78 US Dollars (seventy-eight cents). The Canadian dollar is worth less that the US Dollar. There is an unequal distribution of wealth in Canada, but their poverty rates are lower than the US. Popular jobs in Canada include working in energy, food, and minerals industries. Sales, marketing, and business were also common professions.

Canada’s main religion is Christianity with 67.3% of the country being Catholic. Freedom of religion is a protected right by the Canadian constitution. Discrimination of religion is against the law. Freedom of speech is not absolutely guaranteed, only as long as the limits are reasonable and justifiable.

**Some Historical Events:**

**1783** - Fur traders in Montreal set up the North West Company. The company builds up a network of trading posts across the west and north.

**1841** - Formation of the United Province of Canada reunites Canada East (Lower) and Canada West (Upper) Canada.

**1885** - Canadian Pacific railroad is completed.

**1898** - Gold rush along the upper Yukon River.

**1914** - Outbreak of World War I. Canada fights on the side of Britain and France. Some French-speaking Canadians are wary of the move.

**1947** - Canada is declared to be of equal status with Great Britain within the Commonwealth.

**1965** - The present Canadian flag is adopted, replacing one which had incorporated the British flag.

**1980** - A referendum on the separation of Quebec (French founded part of Canada) is defeated.

**1982** - The UK transfers final legal powers over Canada. Canada is now completely free. The country adopts its new constitution, which includes a charter of rights.

**1985** - 329 people, including 280 Canadians, are killed in a bomb attack on an Air India jet travelling between Montreal and London.

**1989** - Canada and the US agree to establish free trade.

**2004** February - Scandal erupts over misuse of government money intended for advertising and sponsorship. Prime minister orders inquiry.

**2017** July - Canadians mark 150 years since the country was created. Some indigenous peoples say confederation heralded decades of mistreatment.

(<http://www.bbc.com/news/world-us-canada-16841165>)

**PUERTO RICO**

Puerto Rico is a small island in the Atlantic Ocean located about 1,000 miles south of Miami, Florida. It is only 3,459 sq. miles, and has a population of around 3.7 million people. The island’s first language is Spanish, but English is also commonly spoken there. The climate in Puerto Rico is considered tropical marine; it averages 80 degrees Fahrenheit and is warm and sunny most days of the year and experiences moderate rainfall. Due to their location they are at risk for hurricanes, earthquakes, and tsunamis. More than 60% of the island is mountainous and the other 40% is is coastal which is flat and good for farming. Puerto Rico has caves, beaches, rivers, deserts and the rainforest.

Puerto Rico is part of the US, but it is not a state or an independent country, it is a US territory. This means that everyone that is born there is a US citizen and have a US passport, but they cannot vote in US presidential elections. The head of state is President Donald Trump, and their governor is Ricardo Rosello. Rosello is pushing for statehood for Puerto Rico. Their broadcasting is regulated by the US Federal Communication Commission just like in the United States which ensures that TV and radio stay free and fair. Internet is available on the island but it is slower and more expensive than in the US.

Puerto Rico uses the same currency as the US, the US Dollar. Although, their economy is worse than the US; they have crippling public debt, high unemployment, and widespread poverty. About half of the population lives below poverty level. Due to these circumstances many have left the island to move to the US mainland. Tourism is a major money-maker for the island, but due to the recent hurricane devastation the island’s economy has plummeted.

Popular jobs in Puerto Rico are in the pharmaceutical and manufacturing industries which are a major export. Farming is still a popular source of income today in Puerto Rico, many grow and sell coffee and plantain crops.

The main religion on the island is Christianity. Religious freedom is allowed and guaranteed by their constitution. Approximately 85% of the population is Catholic; all towns in Puerto Rico have at least one Catholic Church.

**Some Historical Events:**

**1493** - Voyager Christopher Columbus claimed Puerto Rico for Spain.

**1898** - Under the Treaty of Paris, Puerto Rico is ceded by the Spanish to the US at the end of the Spanish-American War.

**1917** - Jones Act grants US citizenship to Puerto Ricans.

**1947** - Partial self-government granted, enabling Puerto Ricans to elect their own governor.

**1951** - Puerto Ricans vote overwhelmingly in favour of US commonwealth status in a referendum.

**1985** - Landslide in Ponce kills 129 people.

**1998** September - Hurricane George sweeps across the territory causing serious damage. President Clinton declares Puerto Rico a disaster zone.

**1999** April - Off-target bombs kill a security guard on Vieques, an island which is home to a US Navy bombing range, triggering large-scale protests.

**2006** March - US Supreme Court rejects an appeal calling for Puerto Ricans to have the right to vote in US presidential elections.

**2006** May - Budget shortfall leads to the closure of schools and many government agencies. Thousands of people take to the streets in protest.

**2013** October - Puerto Rico faces a mounting debt crisis, raising the possibility that it might require federal assistance.

**2017** June - Puerto Rico votes overwhelmingly in favour of becoming America's 51st state in a non-binding referendum

**2017** September - Two hurricanes leave a trail of devastation and generate a political row over allegedly tardy US relief efforts.

(<http://www.bbc.com/news/world-us-canada-17140808>)