**Molloy College**

**Division of Education**

Laura Drew Dr. Kevin Sheehan

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Grade: 5 Topic: Key Historical Events of Canada Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After reading three short passages and participating in a read and retell with a partner, *students will report on a topic, sequence ideas logically and use appropriate facts* answering what historical events shaped Canada today by partaking in an Act It Out skit containing three relevant facts from the reading and will be assessed on a teacher created rubric.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standard**

**Key Idea:**

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.

**Key Concept:**

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

 **Indicator:** *This will be evident when the students engage in a listen and retell and partake in an act it out skit about the historical events that shaped Canada today.*

**National Social Studies Standard**

III, People, Places, and Environments

Social Studies programs should include experiences that provide for the study of **people, places, and environments.**

 **Indicator:** *This will be evident when students experience* ***people, places, and environments*** *as they look at the historical events which shaped Canada today.*

**NCSS 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 the students present their* ***information, portions, and findings,*** *from the listen and retell passage during the Act It Out skit as a group, using three relent facts.*

**English Language Arts Standard**

**Presentation of Knowledge and Ideas**

5SL4: **Report on a topic or text, sequencing ideas logically and using appropriate facts** and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

 **Indicator:** *This will be evident when the students report on a topic,* ***sequencing ideas logically and use appropriate facts*** *when presenting their Act It Out skit containing three relevant facts from the listen and retell passage.*

**Social Studies Practices: Habits of Mind**

**B. Chronological Reasoning**

6. Recognize the dynamics of historical continuity and change over periods of time.

**Identify important turning points in history**.

**D. Geographic Reasoning**

1. Use location terms and **geographic representations** such as maps, **photographs**,

satellite images, and models to describe where places in the Western Hemisphere

are in relation to each other, to describe connections among places, and to evaluate

the benefits of particular places for purposeful activities.

 **Indicator:** *This will be evident when the students* ***identify important turning points*** *in Canada’s history and use* ***geographic representations in the form of photographs*** *to Act Out historical events that shaped Canada today, using three relevant facts.*

**INSTRUCTIONAL RESOURCES**

* Time Machine PowerPoint
* Read and Retell Passages on Northwest Passage, French Explorers, and Loss to the English
* Index card for each student
* Props for the Act It Out skits

**MOTIVATION**

Students will be told they are entering a time machine in order to experience three historical events that shaped Canada today. The class will travel back in time to experience the Northwest Passage, French Explorers, and Loss to the English.

**DEVELOPMENTAL PROCEDURES**

1. Students will be broken up into three groups, each group given a passage about a specific historical event which has shaped Canada’s history today (Northwest Passage, French Explorers, and Loss to British). Within each group, the students will participate in a read and retell in which the students are in pairs. The students will read the passage independently, write five key words from the passage on an index card, and then retell the passage in their own words using their five key phrases. After finishing, their partner tries to guess the five key words their partner chose. Then roles reverse. (*How may this event have positive/negative consequences for the future of Canada? Which five terms did you choose and why?)*
2. Students, in their assigned groups, will be given time to plan their Act It Out skit. The students must each play an active role in the performance, and each skit must contain three relevant facts from the passage previously read. *(How was this skit related to the previous skit we watched? What events help lead to these actions? How does this relate to modern day Canada?)*
3. Each group will then perform their Act It Out with full attention from the rest of the class.

**INSTRUCTIONAL STRATEGIES**

**Strategy**

**Cooperative Learning**

 **Indicator**: *This will be evident when the students partake in the listen and retell activity and complete an Act It Out stating three relevant facts in which each student is an active member of the group.*

**Indirect Instruction**

 **Indicator:** *This will be evident when the students are working with peers to complete the read and retell activity of their passage and formulating a plan for the Act It Out skit they will be performing for the class without teacher intervention.*

**ADAPTATIONS**

Students who have difficulty focusing will be given non-verbal clues by the teacher.

Students with limited fine motor function will be given a pencil grip.

**DIFFERENTIATION OF INSTRUCTION**

Visual: Students who are visual learners will appreciate the Time Machine PowerPoint presentation with images of each historical event which shaped Canada today.

Tactile/Kinesthetic: Students who are tactile/kinesthetic learners will appreciate the Act It Out skit in which the students are actively moving and using props to show the historical events which shaped Canada today.

Auditory: Students who are auditory learners will appreciate the read and retell passages being read aloud to them and hearing the students Act It Out skits about the historical events which shaped Canada today.

**ASSESSMENT**

Students will partake in an Act It Out in which must contain three relevant facts pertaining to the listen and retell passage about the group’s assigned topic of Canadian history that shaped Canada today.

**INDEPENDENT PRACTICE**

Students will post on Flipgrid which event was the most important in shaping Canadian history today, in their own opinion, citing evidence from the Act It Out performances and read and retell passages.

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

Direct Teacher Intervention

The student, under direct supervision of the teacher, will create a graphic organizer on the three key historical events which shaped Canada today.

Academic Enrichment

Students will be encouraged to research using textbooks and add more than three facts to their Act It Out skits on their historical event of Canadian history.

**REFERENCES**

New York State Department of Education (2017). *New York State Social Studies Framework*

 *Standards*. Retrieved from:

[https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf](https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf%20)

New York State Department of Education (2017). *Next Generation English Language Arts*

 *Standards*. Retrieved from: [http://www.nysed.gov/common/nysed/files/nys-next- generation-ela-standards.pdf](http://www.nysed.gov/common/nysed/files/nys-next-%09%20%20%09generation-ela-standards.pdf)