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| **5th Grade**  **Canada Unit**  **By: Marissa Croce, Laura Drew, Marina Foley, Annie Jablonski, Victoria Palazzo, Alexandra Rinck, Katherine Scandiffio**  This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore the meaning of happiness and its relation to a person’s location in the world. Students will undertake the compelling question, “Does where you live in the Western Hemisphere determine your happiness?” |

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| **Compelling Question:**  Does where you live in the Western Hemisphere determine your happiness?  **Standards and Practices:**  **5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)**  5.4c The physical environment influences human population distribution, land use, and other forms of economic  activity.  **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. (Standards: 1, 2; Themes: ID, MOV, SOC)**  5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.  5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.  **Staging the Question:**  “How Full is Your Bucket for kids” by Tom Rath and Mary Reckmeyer |

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| **1. Supporting Question:**    What determines happiness? | **Formative Task:**  The teacher will frame the question: *Does where you live in the Western Hemisphere determine your happiness?* In order to do this, the students and teacher will participate in a discussion about happiness after reading the book “How Full is Your Bucket for Kids.” The teacher will discuss how there are many kinds happiness that people can experience.After our discussion, students will write a letter of gratitude to someone in their life who has had an impact on them, attaining a score of a two out of four. | **Sources:**  Source A: “How Full is Your Bucket for Kids” by Tom Rath and Mary Reckmeyer  Source B: Happiness Presentation  Source C: Worksheets (“How Full is Your Bucket for kids”, Gratitude Instructions, Homework Instructions) |

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| **2. Supporting Question:**    How does the geography of life in Canada affect life there? | **Formative Task:**  Students will be taken on a plane ride and bus tour of different cities, attractions, and natural landmarks in Canada. After the tour, students will write a postcard to a friend or family member back in New York. To achieve mastery, students will write at least three sentences about a place they saw or visited and at least three more sentences about how what they saw resembles home or not. | **Sources:**    Source A: Google Slides tour presentation  Source B: Tour pamphlet to take notes  Source C: Postcard to send home |

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| **3. Supporting Question:**    How did Canada come to be Canada? What historical events have shaped the country? | **Formative Task:**    Students will complete a read and retell activity with a partner on one of three historical events which shaped Canada today. After, each of the three groups will use the information provided in the documents to go into a “Time Machine” and complete and Act It Out skit with at least three relevant facts from the document. | **Sources:**    Source A: Time Machine Powerpoint Presentation  Source B: Read and Retell Documents on The Northwest Passage, French Exploration, and Loss to the British |

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| **4. Supporting Question:**    How do we know what we have learned about Canada is true? | **Formative Task:**    After examining four documents and engaging in historical thinking using the SCIM-C method, students will discuss and make a claim about if the sources presented that depict life in Canada are valid. Students will conclude by writing a response on an exit ticket worksheet that encompasses an overview of how thinking like a historian has shaped their view on life in Canada including at least three references to documents analyzed in class. | **Sources:**    Source A:  Thinking Like a Historian PowerPoint Presentation  Source B:  Four Primary Source Documents to complete SCIM-C  Source C:  Exit Ticket - IS THIS VALID? |

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| **5. Supporting Question:**    Are Canadians happier than Americans? Evaluate the credibility of the sources | **Formative Task:**    After completing a history mystery, students will create a clam on which country they think is happier, Canada or America. Students will evaluate the credibility of the sources provided. | **Sources:**  Source A:History Mystery packets with included articles  Source B:Powerpoint Presentation  Source C:Supporting Claim Handout |

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| **6. Supporting Question:**    What can we do to connect with Canada to improve our understanding? | **Formative Task:**  After watching a short video on Nunavik, students will *engage effectively in a range of collaborative discussions with diverse partners on building on others’ ideas and expressing their own clearly* andcreating a plan for taking informed action to aid students in Nunavik. Student’s efforts will be evaluated the “I CAN Make a Difference” exit ticket successfully answering at least 2/3 questions. | **Sources:**  Source A:Informed Action Powerpoint  Source B: Skype with students in Nunavik Canada  Source C:The Global Goals model |

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| **7. Supporting Question:**  Can we express what we have learned in writing? | **Formative Task:**  Students will participate in a Meeting of the Minds activity where they will work together to determine if their countries can work together to create world peace, human rights, prosperity and understanding in the future. Students will independently write an essay, responding to the overarching question of the unit: *Does where you live in the hemisphere determine your happiness?* | **Sources:**    Source A: Powerpoint Presentation  Source B: Reading material for groups on Mexico, Puerto Rico, and Canada.  Source C: Meeting of the Minds Packet |

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| **Summative Performance Task**    **Argument:**Students will write a DBQ essay answering the question: Does where you live in the Western Hemisphere determine your happiness?  **Extension:** Students will create an iMovie video expressing how where you live can determine a person’s happiness.  **Taking Informed Action:** What can we do to connect with Canada to improve our understanding?   * Students will skype with a fifth grade class from Canada, discussing and sharing how their lives are similar and different. * Students will create signs with informative information on Nunavik regarding a bake sale, to help raise money for Nunavik. * Students will organize a supply/book drive to gather resources to send to help enrich school life in Nunavik. * Students will create and informative video to educate the rest of the school on life in Nunavik Canada. . |