**Lesson Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | Outcome | Overview | Materials |
| - |  | This has been developed as the beginning of the year overview and unfolds from there.-Review Course Overview-Explain classroom expectations & behavioural expectations.-Explain Appreciation & Recognition System.-**Hand out Definition Pkg. and explain** | Course overview for each studentClassroom Expectations & Appreciation & Recognition System for each student**Definition pkg. for each student *(attached)*** |
| **1***Class,**Indepen.**& Group**Text & discus.s* | IN9.1 | K&L Chart-K: Together, brainstorm everything we know about what a **society** is.-L: Independently, read through p.18. Add what was learned about society in the reading.-As a class, create a definition for “Society.”A **society**, or a **human society**, is a group of people living in a particular region that are related to each other *through persistent relations*, subject to the same political authority and dominant cultural expectations.-In partners, complete questions 1-10 on pg. 18 in relation to Canadian Society. Each student needs to write out each question in pen and answer it in pencil (point form). | Textbook: *World History: Societies of the Past.* K&L Chart for each student *(attached)* {The use of the RAN chart is beneficial as another tool, similar to the KWL} |
| **2***Research Assign.**Partners* | IN9.1PA9.1, 9.3RW9.1 | -Review class definition of “Society.” Everyone should write it into their definitions pkg. today.-Handout and explain the Research Assignment.-Share list of assigned partners-Have students draw from the three societies. -Make sure that students put the assignment packages in their binders to keep until they are given a work day (every Friday). | -List of assigned partners-Pieces of paper with The Indus Valley People, The Shang Dynasty (Ancient China), and The Ancient Ghana and Mali (Western Africa) on it for students to draw from.-Research Assignment for each student *(attached)* |
| **3***Class Discuss.* | IN 9.1 | -How are the needs of people met by the services provided by a community?(Use Kindersley and brainstorm as many ways needs are met here as possible.)-Place the definition of “Society” on the board. Have students brainstorm what specific characteristics make a society.*(services and institutions, traditions, common values, shared history and memories (celebratory/remembrances), religious/spiritual beliefs,, local governing bodies, etc.)*\*A “Civilization” is different from a society because a civilization “must have a central government that is responsible for organizing and maintaining a society’s internal structure, such as a drainage or sewer system. *It is important to know that civilization and society and civilization are not the same thing*.-Have students compare how the needs of the people in Kindersley/Canadian Society are met as compared with that of Aboriginal Society (Use handout on Aboriginal Society and prior knowledge to compare how the needs of the people were met at that time) Use a Venn Diagram to outline differences and similarities.Take into consideration: the roles and expectations of members of the society, leaders, traditions, ceremonies, and the way people make a living. | -Students will need to take discussion notes; use note taking frames or other graphic organizers as needed.-Handout on Aboriginal Society for each student *(attached)*-Venn Diagram for each student *(attached)* |
| **4***Class Discuss.* | IN 9.1 | -Discuss what might be meant by “Primitive” and “Civilized” Society. (Students will likely relate these terms to an individual’s abilities).-How might such terminology impact people’s view of themselves or their culture?-Define ethnocentrism:a belief in or assumption of the superiority of the social or cultural group that a person belongs to.-Now try to redefine “Primitive” and “Civilized” Society. (Stay focused on the complexity of the society itself as opposed to stereotyping individuals). *The goal here is to appreciate the complexity of the society given how they used what was available to meet the needs of the people and/or were able to move beyond needs towards education, entertainment, government, etc, and how expectations change over time (today we work for money to meet our needs/provide for ourselves and our families… 1000s of years ago money was not the driving force.).*-Remind students to be sure to fill in their definition’s pages… they should have definitions for Society, Civilization, and Ethnocentrism. |  |
| **5***9.1**Assess.* | IN9.1 | STUDENTS WILL BE ABLE TO EXPLAIN WHAT CONSTITUTES A SOCIETY-Assessment | \*Summative Assessment (9.1) for each student *(attached)* |
| **6***Group work**Class Discuss.**Brainstorming**Personal Respon.* | IN9.2,9.4 | “What Makes Us Canadian”-Divide the students into one group of all boys, one group all girls. Have the groups brainstorm what makes them Canadian (as opposed to any other nationality).(Use the attached flow chart to guide discussion if needed.)-Have each group nominate one person to share their ideas.Discussion (students should record their answers to each):\*How did the boys views differ from the girls views?\*How would this change- if we were making it 500 years ago? -If we lived in Quebec or Nova Scotia? Africa?-If you were raised as a Muslim?-If were living above/below the poverty line?-Have students write down their current view of the world. What kind of world do we live in? What are you basing this opinion on? What are the positives? What are some of the negatives?After giving students time to write, have them add their opinion on some of the following hot topic issues:-What do you think of the death penalty?-What are your thoughts on women being equally qualified for jobs as men? Jobs such as firefighters, doctors, or carpenters?-How do you feel about having separate schools for students who have learning disabilities? | *What Makes Us Canadian Flowchart (attached) 1 copy* |
| **7***Group work**Class Discuss.**Brainstorming**Personal Respon.* | IN9.2,9.4 | -Have students write down the following definition:Worldview**1.** The overall perspective from which one sees and interprets the world.**2.** A collection of beliefs about life and the universe held by an individual or a group.-In groups of three, *create a statement* that explains *their* worldview as best they can. *Each student needs to have this written on their own piece of paper. Instruct them to leave it on its own sheet of paper as we will keep coming back to it.*-See if anyone is willing to share theirs.Students can go back to their desk.-Show them:<http://youtu.be/lNOpmr7hfg0> and<http://youtu.be/1UqYz6zFgKk> (Leaders of tomorrow)-Would you like to change your statement at all? How so? Why?\*Make sure your definition of Worldview is in your word list. |  |
| 8*Class Discuss.**Brainstorming**Personal Respon* | IN9.2,9.3,9.4 | -Hand out copies of “Aboriginal Worldviews.” Have students read through it independently and answer the attached questions.Discussion (Notes)-Have students return to their Worldview Statement. Reread it, considering everything we have read. Is there anything else that you think should be included? Share some ideas.-Do you think your worldview will always stay the same? What things are likely to impact it? (Have students record their answers to this question under their Worldview *-Teacher Note: Holistic: “the whole” system. This could include the idea of the “whole person” as in one’s physical, mental, emotional, and spiritual being together. It could also mean seeing the past, present, and future as all relevant to the moment or decision, or the view that all beliefs are to be considered/appreciated not taken independently from the other.* | Copies of “Aboriginal Worldviews” for each student *(attached)* |
| 9Class Discuss.BrainstormingIndepen. Research | IN9.4 | INQUIRY QUESTION – BOOK COMPUTER LAB AND LIBRARY-There are 3 different Inquiry Questions. Distribute the questions evenly throughout the class.-As a class, brainstorm possible “general” questions one could ask to help direct their research. (They will want to write these down.)\*The most important, first question to ask oneself is “What was the \_\_\_\_\_\_\_ Worldview at the time they came to Canada?” This will help direct much of their research.-Allow students time on the computer and in the library to prepare an answer to the question.-After 1-2 classes of research time, have students meet in same-place groups. Allow them time to discuss and share ideas.-Jigsaw the groups so that they have 1 representative from each area. Have the groups share what they learned about the impact of these nations on Canadian development. Students should make notes of this info.Class Discussion:\*How did European worldview impact aboriginal people after? (There are both positive and negative impacts. – students should take note of this answer)- What aspects of their involvement do we like? What would we change if we could?-complete this for each group. | Book Computer lab and library.Copies of “Worldview Inquiry Question 1-3” (1/3 of the classs will get #1, 1/3 will get #2, etc. *(attached)* |
| 10*Assess.* | IN9.2,9.3,9.4 | Unit Review. Review the I Can statements and have students make quick study notes. (handout)Unit Exam. |  |