

Subject/Grade: Social Studies 9

Lesson Title: Distribution of Resources

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Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

- a. Investigate the strategies used to acquire and distribute resources in the societies studied.
- b. Compare the perspectives regarding the distribution of resources in the societies studied, and assess the results in terms of consequences for the populations of the societies.
- c. Research the processes for decision making regarding production and distribution of wealth and resources in the societies studied.
- d. Infer the values of the societies studied according to the categories of acquisition and distribution of resources and wealth.

Understandings: (can also be written as 'I Can' statements)

I can understand that strategies societies use to acquire and distribute resources reflect the worldview and values of the studied society.

I can demonstrate an understanding of the similarities and differences in how societies acquire and distribute resources.

I can identify reasons for the differing ways in which societies distributed and acquired resources.

I can understand the consequences that occur due to how societies allocate their resources and wealth.

I can demonstrate how worldviews impacted decisions made by societies regarding settlement, distribution and gathering of resources.

Students will understand...

Students will understand that societies employ a wide variety of strategies to acquire and distribute resources. These strategies reflect worldview and values as well as needs.

Students will understand that societies will show similarities and differences in terms of their resource acquisition and distribution.

Students will understand how a society handles resources and wealth has consequences for its population.

Essential Questions:

1. How did societies acquire and distribute resources?

2. How does worldview impact how resources and wealth are required and distributed?

3. How do different societies compare?

4. How does the handling of resources and wealth impact the population of a society?

5. What is the connection between resources and wealth, and power and authority?

<p>Students will understand that worldview impacts and reflect decisions we make regarding where we live, what resources we will acquire, and how we will distribute those resources.</p>	
<p><i>Students will know...</i></p> <p>Students will be familiar with how the acquisition and distribution of resources and wealth have been perceived and practised in different historical and cultural contexts.</p> <p>Students will know vocabulary - resources, wealth, distribute, produce, acquire, perspective, population, value, and strategy.</p> <p>Students will know how to research effectively and record and share information.</p> <p>Students will know strategies for making comparisons.</p> <p>Students will know the impact and influences of having differing perspectives.</p>	<p><i>Students will be able to...</i></p> <p>Investigate strategies used to acquire and distribute resources in societies studied.</p> <p>Compare perspectives regarding the distribution of resources in societies studied.</p> <p>Assess the results in terms of consequences for populations in societies.</p> <p>Research the decision-making processes regarding the production and distribution of wealth and the resources in societies studied.</p> <p>Infer the values of the societies studied according to categories of acquisition and distribution of resources and wealth</p>
<p>Stage 2: Determine Evidence for Assessing Learning</p>	
<p>Students will be assessed through participation in class discussions that demonstrate their understanding of differing viewpoints and their ability to engage in respectful discussions.</p> <p>Students will be assessed through their contribution, participation, and engagement within the group work.</p> <p>Students will be assessed through oral presentations. Students will share their findings and perspectives on resource acquisition and wealth distribution.</p> <p>Students will be assessed through their final brief reflection piece, outlining what they have learned about how historical factors shape perspectives on resource allocation and wealth distribution.</p> <p><i>***The rubric is attached on the last page.</i></p>	

Stage 3: Build Learning Plan

Instructional Strategies:

Think-Pair-Share

Students will be asked to think independently about a question, and then discuss their thoughts with a partner before sharing with the class.

Jigsaw

Students will be divided into small groups. Each group will be responsible for researching and presenting a specific society's perspective on resource acquisition and wealth distribution.

Debate

Students will argue for or against specific resource distribution policies.

Set (Engagement):

Length of Time: 13 min.

Select a series of photographs that represent diverse cultural and historical contexts. These photos could depict people, communities, and scenes that convey varying levels of wealth and resource allocation. (2 minutes)

Display one of the selected photographs to the class and ask students to take a few moments to observe and write down their own initial impressions and assumptions about the scene and situations depicted. (3 minutes)

Divide the class into small groups and provide each group with a different photograph. Ask students to discuss what they see in the photo, what they assume about the people's lives, and how they believe resources and wealth might be allocated in that context. (3 minutes)

Have each group briefly share their thoughts and assumptions with the class, focusing on how differing perspectives emerge from the same photo. (3 minutes)

Lead a brief discussion on the significance of the differing perspectives based on cultural and historical perspectives. Highlight how these factors can influence the acquisition and distribution of resources and wealth. (1 minute)

End the activity by explaining that the lesson will dive deeper into how cultural and historical factors impact societal perspectives on resource allocation and wealth distribution. (1 minute)

Development:

Time: 40 min.

The students will remain in their groups. Provide each group with an envelope containing an index card. Each group will open the envelope and read their index card. The card will contain historical context.

Materials/Resources:

Photos representing diverse historical contexts

Paper for students

Envelope

Index Card

Possible Adaptations/ Differentiation:

Provide sensory support like fidgets

Allow extra time if needed

Break down instructions into smaller chunks for easier comprehension

use a visual schedule to help students follow the sequence of activities

Management Strategies:

Make sure the groups are balanced with all types of participation levels

Circulate around the class making sure the groups are focused and on task

<p>(Ancient Greece, Ancient Rome, Feudal Europe, Industrial Revolution, Soviet Union during the Cold War)</p> <p>In their groups, students will begin to research and discuss the assigned historical context. They will consider factors like time period, region, economic conditions, and cultural factors that have influenced resource allocation and wealth distribution.</p> <p>In their groups, students will create a plan for how resources will be allocated in their assigned historical context. They will consider the needs of different segments of society and decide on a distribution strategy.</p> <p>Each group will present their resource allocation plan to the class explaining the historical context and the factors influencing their strategy.</p> <p>After the presentations, lead a discussion that will compare and contrast the differing historical contexts and how each group approached resource allocation and wealth distribution.</p> <p>Have the students write a brief reflection on what they have learnt about how historical factors shape perspectives on resource allocation and wealth distribution.</p> <p>Closure: Time: 5 min.</p> <p>Summarize the key takeaways from the lesson. Emphasize the importance of understanding how historical factors have influenced resource allocation and wealth distribution in varying societies.</p> <p>Invite students to share their final thoughts or questions that they may have about historical perspectives.</p>	<p>Allocate specific times for each stage of the lesson. Use a visual timer.</p> <p>Encourage students to decide on/split up roles and tasks for each individual in the group.</p> <p>Safety Considerations:</p> <p>Maintain active supervision to ensure a safe learning environment.</p> <p>Be aware that the discussion of historical context can lead to strong emotions and or an emotional response.</p> <p>Arguments may arise based on differing perspectives. Be diligent and prepared to intervene if needed.</p>
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Stage 4: Reflection

Professional Development Goal is...

Improve facilitation and classroom management skills to ensure inclusive and engaging discussions on sensitive cultural and historical topics regarding resource allocation and wealth distribution.

Planning for Learning - Rubric for Debate

Teacher Name:

Student Name: _____

Category	5	4	3	2	1
Content and Knowledge	Demonstrates an in-depth understanding of the topic and effectively presents well-researched, relevant information from multiple perspectives	Shows a good grasp of the topic and presents relevant information from different perspectives but may lack some depth.	Presents some information but lacks depth and may not effectively address differing perspectives.	Demonstrates a lack of understanding and relies on limited, inaccurate, or irrelevant information.	The debater fails to provide any relevant content or knowledge related to the topic.
Organization and Structure	The argument is well-structured, with a clear introduction, well-defined main points, and a conclusion. Transitions between points are smooth.	The argument is generally well-organized but may lack some cohesion between points.	The argument lacks proper structure and is disorganized, making it challenging for the audience to follow.	The argument is extremely disorganized, making it difficult for the audience to understand the points being made.	The debater does not structure their argument, following the points made is nearly impossible.
Clarity and Communication	The debater communicates ideas clearly and effectively, using appropriate language and tone. The speech is well-paced, and the audience can easily understand the points being made.	Communication is generally clear and effective but may have occasional errors in language or pacing.	The debater struggles with clarity and may use inappropriate language or tone, making it challenging for the audience to understand.	Communication is severely lacking in clarity and appropriateness, making it very difficult for the audience to follow.	The debater fails to communicate their ideas clearly, using inappropriate language or tone.
Rebuttal and Counter Arguments	Effectively addresses opposing arguments with well-reasoned rebuttals.	Addresses opposing arguments and provides some counterarguments but may lack depth.	Attempts to address opposing arguments but does so with limited effectiveness.	Makes little to no effort to address opposing arguments.	The debater completely neglects to address any opposing arguments.
Engagement and Participation	The debater actively engages with the topic, responds to questions, or challenges from the opposition, and shows a high level of participation in the group.	The debater engages with the topic, responds to some questions, or challenges, and participates at a satisfactory level to the group.	The debater engages with the topic to a limited extent, responds sporadically to questions or challenges, and participates at a minimal level to the group.	The debater shows little engagement with the topic, rarely responds to questions, or challenges, and participates minimally within the group.	The debater does not engage with the topic, respond to questions or challenges, or participate at all.

Group Planning -- Research Project : Resource allocation plan presentation

Teacher Name: **Group Project**

Student Name: _____

CATEGORY	4	3	2	1
Historical context (Content/research)	The presentation included an abundance of research regarding factors that influenced resources allocation and wealth distribution within their chosen time period that provided context for students to create their distribution strategy.	The presentation included research regarding factors that influenced resources allocation and wealth distribution within their chosen time period that provided context for students to create their distribution strategy.	The presentation included some research regarding factors that influenced resources allocation and wealth distribution within their chosen time period that provided context for students to create their distribution strategy.	The presentation included little to no research regarding factors that influenced resources allocation and wealth distribution within their chosen time period.
Research accuracy	All historical information appeared to be accurate and no factual errors.	Almost all historical information appeared to be accurate and with minimal factual errors.	Most of the historical information appeared to be accurate and with one or two pieces of information that are clearly flawed or inaccurate.	Very little of the historical information appeared to be accurate.
Organization	The Students have organized the information within their presentations in a logical progression of ideas/historical events and context, and the final research product being presented is unified and complete.	Students have organized in the information within their presentations in a logical progression of ideas/historical events and context and the final research product being presented is unified and complete with minimal errors in clarity.	Students have somewhat organized in the information within their presentations in a logical progression of ideas/historical events and context and the final research product being presented is somewhat unified with many clarity issues.	Students have no organization in the information within their presentations. The final research product being presented is not unified and incomplete.
Creativity of presentation	Product shows a large amount of original thought. Ideas are creative and inventive. Makes excellent use of font, colour, graphics, effects, etc. to enhance the presentation.	Product shows some original thought. Work shows new ideas and insights. Makes good use of font, colour, graphics, effects, etc. to enhance to presentation.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking. Makes use of font, colour, graphics, effects, etc. but occasionally these detract from the presentation content.	Uses other people's ideas but does not give them credit. Use of font, colour, graphics, effects etc. but these often distract from the presentation content.
Presentation practices	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.