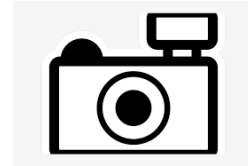


# Social Studies 7 - Lesson Plan – Mrs. McCracken

<b>Subject/Grade: Social 7</b>		<b>Lesson Title: Sept. 14, 2022</b>	<b>Teacher: Mrs. McCracken</b>
<b>Stage 1: Identify Desired Results</b>			
<b>Outcome(s)/Indicator(s):</b>			
<p>In preparation for focusing on the outcomes listed under the goal of: Interactions and Interdependence (examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)), we will be doing a brief introduction of overall unit.</p> <p>IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.</p> <p>a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).</p>			
<b>Key Understandings: ('I Can' statements)</b>		<b>Essential or Key Questions:</b>	
<ul style="list-style-type: none"> <li>- I can compare the similarities and differences between Canada and Mexico</li> <li>- I can investigate pictures and interpret their meaning</li> <li>- I can compare and contrast my own life with someone else's story</li> </ul>		<ul style="list-style-type: none"> <li>- How are individuals, cultures, and nations interdependent?</li> <li>- How do interactions with our neighbours lead to conflict, cooperation, and interdependence?</li> <li>- What are some similarities between Canada and Mexico?</li> <li>- What are some differences between Canada and Mexico?</li> </ul>	
<b>Prerequisite Learning:</b>			
<ul style="list-style-type: none"> <li>- Students should know some differences and similarities between Mexico and Canada</li> <li>- Students should understand how to look at an image and pick out important details from it to better understand its meaning</li> </ul>			
<b>Instructional Strategies:</b>			
<ul style="list-style-type: none"> <li>- Use a variety of teaching methods (google slides, discussion, worksheets,)</li> <li>- Provide encouragement to students to motivate them</li> <li>- Pair or small group work</li> </ul>			
<b>Stage 2: Determine Evidence for Assessing Learning</b>			
<b>Diagnostic assessment:</b>			
<ul style="list-style-type: none"> <li>- Ask students their prior knowledge of Mexico</li> <li>- Review gallery walk worksheet and Venn diagram</li> </ul>			
<b>Formative assessment:</b>			
<ul style="list-style-type: none"> <li>- Venn diagram</li> <li>- Gallery walk worksheet</li> <li>- Keeping track of who is providing answers (to track effort and participation)</li> </ul>			
<b>Stage 3: Build Learning Plan</b>			
<b>Set (Engagement):</b>		<b>Length of Time: 10-15 minutes</b>	<b>Materials/Resources:</b>
<ol style="list-style-type: none"> <li>1. <b>Review of prior lesson</b> <ul style="list-style-type: none"> <li>• What do you remember from last class?</li> <li>• What things did we learn about Mexico?</li> </ul> </li> <li>2. <b>Get out Venn diagrams</b> <ul style="list-style-type: none"> <li>• Draw venn diagram on board</li> <li>• Write in answers from students</li> </ul> </li> </ol>			<ul style="list-style-type: none"> <li>- <a href="#">Google slides</a></li> <li>- Gallery walk worksheet</li> <li>- Venn diagram/note page worksheet</li> <li>- Computer</li> <li>- Writing utensils</li> <li>- Textbooks</li> <li>- Projector</li> </ul>
<b>Development:</b>		<b>Length of Time: 45 mins</b>	<b>Possible Adaptations/ Differentiation:</b>
<ol style="list-style-type: none"> <li>1. <b>Gallery walk – pages 2-7 – Slide 10 (20-25 mins)</b> <ul style="list-style-type: none"> <li>• Keep working on gallery walk worksheets</li> </ul> </li> </ol>			- Strategically partner up students who may work better together

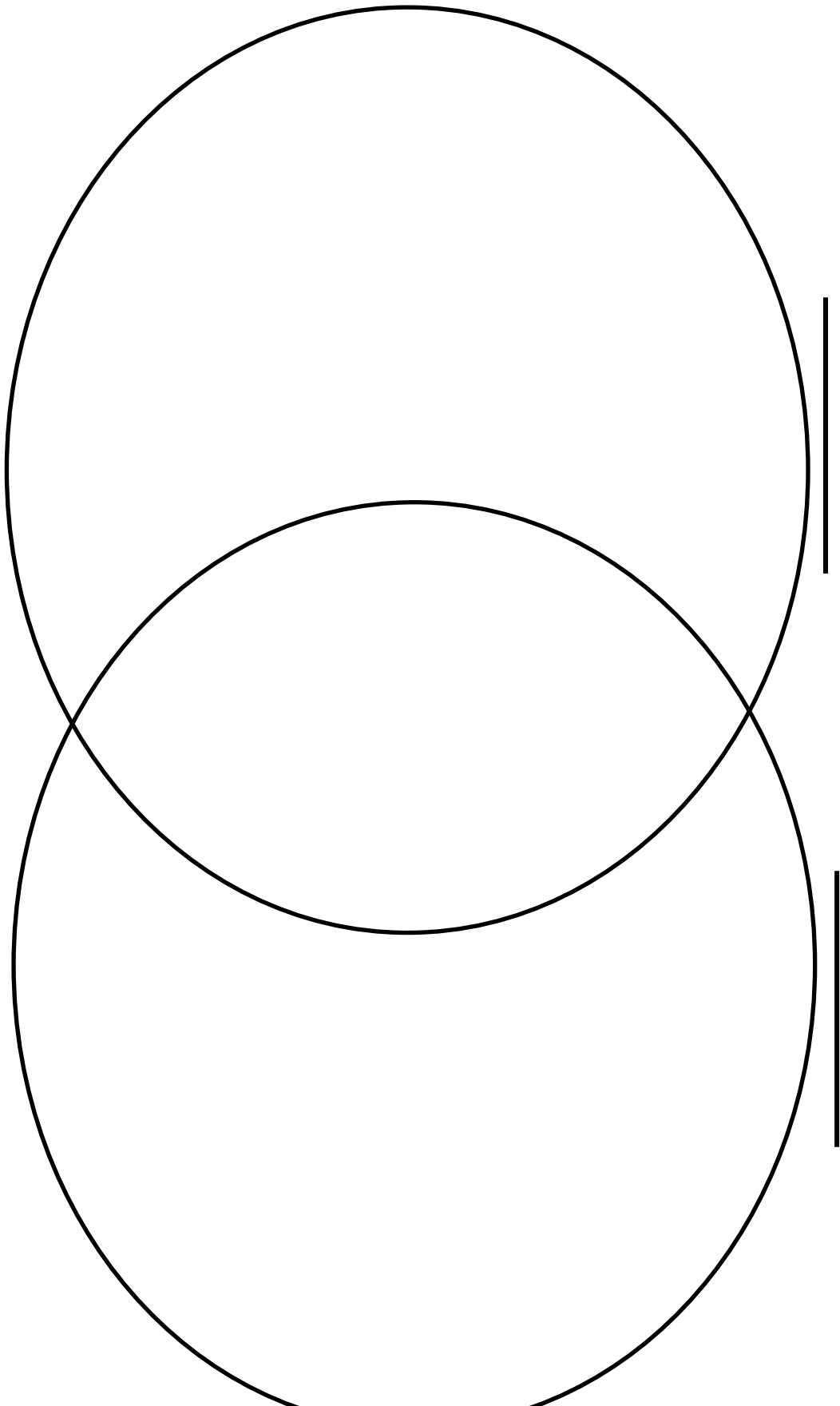
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<ul style="list-style-type: none"><li>• Have Zakiyah and Auric work with Lyrik and Paige (they will contribute, Paige and/or Lyrik will write)</li><li>• Review together</li><li>• Ask: What are some of the main details that you noticed throughout your pictures?</li><li>• Have them share</li></ul> <p><b>2. Read “my story” pages 5-7 – Textbook (15-20 mins)</b></p> <ul style="list-style-type: none"><li>• Have students use Venn diagram/note page to add key details from story</li><li>• Read to class</li></ul> <p><b>3. Answer questions together as class on page 7 (10-15 mins)</b></p> <ul style="list-style-type: none"><li>• Have each desk group discuss a question</li><li>• Have each group share response with class</li><li>• Have other groups provide extra details (if they have any to share)</li></ul> <p><b>Learning Closure:</b> <span style="float: right;"><b>Length of Time: 5 mins</b></span></p> <p><b>1. What is one thing you learned about Mexico today?</b></p> <ul style="list-style-type: none"><li>• Have each student try to give an answer</li><li>• Tell students to keep their venn diagram/note page papers with them</li><li>• Ask students to hand in gallery walk worksheet</li></ul>	<p>- Put students in group with EA or Ms. Friesen who may need extra assistance</p> <p><b>Management Strategies:</b></p> <ul style="list-style-type: none"><li>- Give students roles to promote responsibility (hand out worksheets, shut off lights, etc.)</li><li>- Walk around to each student and group to track their progress and to be available for questions</li></ul> <p><b>Safety Considerations:</b></p> <ul style="list-style-type: none"><li>- Give clear instructions on what students should be doing so that chaos does not ensue</li></ul>
<b>Stage 4: Reflection</b>	
<i>Personal Development Goals:</i>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"><li>- Try to ask quieter students questions to gain better understanding of what they know. Encourage responses from all students but work to get as equal of an amount of responses from each student as possible.</li></ul> <p><b>Classroom management:</b></p> <ul style="list-style-type: none"><li>- Work on finding ways to bring class back to topic at hand and keeping them focused on their task</li><li>- Try to encourage students to work with people they don't normally work with – encourage unity</li><li>- Provide support to students who need it (pair them in supportive groups, provide personal assistance)</li></ul>	



## Photo Gallery Walk

<b>Picture &amp; Page Number</b>	<b>What do you see? What details do you notice?</b>	<b>What is happening? What is the picture trying to tell you?</b>
<b>4 Pictures – Pg. 2</b>		
<b>3 Pictures – Pg. 3</b>		
<b>3 Pictures – Pg. 4</b>		
<b>2 Pictures – Pg. 5</b>		
<b>4 Pictures – Pg. 6</b>		
<b>3 Pictures – Pg. 7</b>		



NOTE PAGE

