


Collective Identity (Wampum Belt) Challenge CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 4. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	6	General Outcome	6.2 Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois.
Time Frame	4-5 classes	Enduring Understanding (purpose of the lesson)	The Iroquois used the Wampum belt to demonstrate collective identity. In this challenge, students gain an understanding of the collective identity of their own culture.
Developed By	Darcie McDonald		
Critical Challenge/Big Idea	Students will decide on the most powerful symbols to demonstrate collective identity through the creation of a visual representation modelled after the idea of the Iroquois Wampum Belts.		
Other Questions of Inquiry	What are some of the symbols we can use to show our collective identity?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
6.2.1 appreciate the relationship between the values of a society and the model of government adopted within that society	6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon: 6.2.4.5 How did the Wampum Belt address collective identity? (I, PADM)	develop skills of critical thinking and creative thinking 6.S.1.2 critically evaluate ideas, information and positions demonstrate skills of cooperation, conflict resolution and consensus building 6.S.5.1 demonstrate the skills of compromise to reach group consensus 6.S.5.2 work collaboratively with others to achieve a common goal demonstrate skills of oral, written and visual literacy	

		6.S.8.2 express reasons for their ideas and opinions, in oral or written form
Summative Assessment Strategy	Visual representation of powerful symbols with explanation (see rubric below)	
Introductory Activity/ The Hook:	<p>Hand out Canadian bills (money) to the students. Students will work together to analyze the money to determine what it tells us about Canadian culture. Fill in Analyzing Canadian Currency chart below.</p> <p>Canada Info (see "Resource" section for information) this site allows you to download a pdf image of the Canadian \$5, \$10, \$20, \$50, and \$100 bills. See the "disclaimer" at the bottom of the "home" page for copyright intended use permissions.</p>	
Teaching/ Learning Strategies and Activities	<p>Activity 1: Iroquois Wampum Belts</p> <ol style="list-style-type: none"> 1. Hand out copies of Peer Assessment and Rubric. Ensure understanding of expectations for final product. 2. Read and discuss Iroquois Wampum belts in textbook - pages 81-82. Discussion question - What does the Hiawatha Wampum belt tell you about the values of Iroquois society? For example – the Tree of Peace shows that the Iroquois valued peace. <p>Activity 2: Placemat</p> <ol style="list-style-type: none"> 1. Read the story of Goose and Moose from That's Very Canadian (see "Resources" list below) 2. Hand out blank placemats to student groups of four. 3. In each student's own area of the placemat, have them brainstorm symbols of our country. I put on music and let them brainstorm the length of 2 songs. Students then share their brainstorming in their groups. 4. As a class, develop criteria for a powerful symbol – use the images on the wampum belt and on the Canadian currency as a check to be sure each criterion is appropriate. <p>Example: Meaningful – does the symbol connect to our lives as Canadians? Easily identifiable – is that symbol easily recognizable Informative – does the symbol tell something important about us as Canadians?</p>	

	<p>5. Using the criteria, students decide, individually, on the five most powerful symbols. Have students record their choices and justification on the handout Powerful Symbols of Canada: Justifying My Choices (below).</p> <p>Activity 3: Creating Powerful Visuals</p> <p>1. Students are ready to create their visuals. I previously gathered several items to have on hand for them. They could use anything they wanted to create their visuals. I provided them with cardboard, clay, paint, glitter, yarn, popsicle sticks and construction paper. Some of them brought in Lego, stickers and other items. I just put on music and let them create. They engaged in rich discussion as they created their 'wampum belts.'</p> <p>(Each day, students complete an exit card before leaving.)</p> <p>2. Write a paragraph describing what each of your symbols represent and attach it to your visual. Students include in their paragraphs a comparison of their values as represented in their visual, with the values represented in the Iroquois Wampum belt.</p> <p>3. Closing – Present visuals to the class and describe each of your symbols</p> <p style="padding-left: 40px;">Before students leave they share one thing with one person that they learned about a different culture (see accommodations)</p>
Extension	<p>After reading the story of the Hiawatha Wampum we used Crayola Window Writers to draw our own giant Tree of Peace on our window. Each time a student in my class does something 'peaceful' such as shares their lunch or invites a friend to play they take a Window Writer and write it on one of the Tree of Peace leaves.</p>
Resources	<p>Bowers, V. (2004). <i>That's very Canadian</i>. Maple Tree Press.</p> <p>Harding, J. C., and Sears, A. (2008). <i>Voices in democracy: action and participation</i>. Don Mills, Ontario: Pearson Education Canada.</p> <p>Marlatt, C. (1998) <i>Canada info</i>. Retrieved March 24, 2010 from http://www.craigmarlatt.com/canada/images&downloads/downloads_misc.html</p>
Formative Assessment Strategies	<p>Peer Assessment Checklist (see below)</p>
Accommodations	<p>Students in my class from other countries created their visuals based on the collective identity of their own country. They had laptops to assist them.</p>

	<p>We ended up with visuals from Mexico, El Salvador, Philippines, Netherlands, Ireland, Columbia and several from Canada. Students from each of these countries worked together.</p>
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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Visual Representation of Symbols of Canada Rubric 
Assessing the Visual

Level Criteria	Excellent	Proficient	Adequate	Limited
Demonstrates understanding (6.2.4.5)	Shows insightful understanding of identity through justification of choices and comparison.	Shows logical understanding of identity through justification of choices and comparison.	Shows general understanding of identity through justification of choices and comparison.	Shows little understanding of identity through justification of choices and comparison.
Communicates through visuals (6.S.8)	Communicates using visuals in a compelling manner to engage and influence the audience.	Communicates using visuals in a persuasive manner to interest the audience.	Communicates using visuals in a straightforward manner that generally holds the attention of the audience.	Communicates using visuals in an ineffective manner that does little to sustain attention of the audience.

Analyzing Canadian Currency

Front of Currency		
Image Location	Name of Object	Why it is on Our Money
Back of Currency		
Image Location	Name of Object	Why it is on Our Money

The conclusions I can make about Canadian culture are _____

Powerful Symbols of Canada

Justifying My Choice

Symbol I chose	How it fits the criteria
Symbol #1:	meaningful - easily identifiable - informative -
Symbol #2:	meaningful - easily identifiable - informative -
Symbol #3:	meaningful - easily identifiable - informative -
Symbol #4:	meaningful - easily identifiable - informative -
Symbol #5:	meaningful - easily identifiable - informative -

Peer Assessment Checklist 📌

Names of the team that created the visual:

Names of the assessors:

✓ Please put a checkmark beside all of the criteria that apply.

1. The visual is colourful and eye-catching. _____
2. The visual has more than three symbols _____
3. The symbols used make sense to me _____
4. The paragraph completely explains all of the symbols used. _____
5. After assessing this visual I have a better understanding of the collective identity for this country. _____

What is one thing you liked about this visual?

What is one thing that might make this visual better?