


## How the West Was Settled CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 5. 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.

<b>Grade Level</b>	4	<b>General Outcome</b>	4.2 Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and as sense of belonging
<b>Time Frame</b>		<b>Enduring Understanding (purpose of the lesson)</b>	Through an investigation of the daily lives of settlers in Alberta, students will gain a better understanding of the challenges and contributions different cultural groups made to Alberta.
<b>Developed By</b>	Karen Laszuk		
<b>Critical Challenge/Big Idea</b>	<b>Create a multimedia presentation that accurately and effectively shows life for a group of settlers in Alberta.</b>		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
4.2.1.1 recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) 4.2.1.2 recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, I, TCC) 4.2.1.6 recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC)	<b>4.2.2 Students will critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time</b> <b>4.2.2.4</b> What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC) <b>4.2.2.5</b> In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC) <b>4.2.2.9</b> How did the European immigration contribute to the establishment of communities in	<b>develop skills of critical thinking and creative thinking</b> <b>4.S.1.2</b> evaluate, critically, ideas, information and positions from multiple perspectives  <b>develop skills of historical thinking</b> <b>4.S.2.3</b> explain the historical context of key events of a given time period  <b>apply the research process</b> <b>4.S.7.2</b> organize and synthesize information gathered from a variety of sources	

	<p>Alberta in the late 19<sup>th</sup> century and early 20<sup>th</sup> century? (CC, GC, I, TCC)</p> <p><b>4.2.2.10</b> How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)</p>	<p><b>4.S.7.3</b> draw and support conclusions, based on information gathered, to answer a research question</p> <p><b>demonstrate skills of oral, written and visual literacy</b></p> <p><b>4.S.8.1</b> organize and present information, taking particular audiences and purposes into consideration</p> <p><b>4.S.8.4</b> create visual images for particular audiences and purposes</p>
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**Note: The Knowledge and Understanding outcomes assessed in this task will depend on which cultural group a student researches.**

<p><b>Summative Assessment Strategies</b></p>	<p><b>How the West Was Settled <a href="#">Rubric</a></b></p>	
<p><b>Introductory Activity/ The Hook</b></p>	<p><b>Activity 1: Introduction</b></p> <ol style="list-style-type: none"> <li>1. Introduce the students to Alberta’s history by watching videos and reading through the appropriate chapters in the Social Studies text to develop background knowledge.</li> <li>2. Share the WebQuest with students and discuss the rubric with students to ensure understanding of what each term means.</li> <li>3. Divide students into groups and decide which cultural group/specific person they will be responsible for researching. The research is the only part that will be completed in a group setting.</li> </ol>	
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Activity 2: File Storage and Research</b></p> <ol style="list-style-type: none"> <li>4. Place each of the support documents (at the end of this document) into a word processing file in a folder with student access so students may download a copy and work directly in the file. Guide students through the set-up of their storage files ensuring each student creates a “Historical Video” folder. Have students download the <a href="#">Task Organizer</a>, <a href="#">Planning a Historical Video</a>, and <a href="#">Planning Your Historical Video Entry</a>. Explain that every file (including pictures) must be stored in their historical video file with the URL of where the information/images came from. The files may be created in a Google Docs format so students may work on the same document at the same time.</li> </ol>	

5. Allow students time to research using the websites for their cultural group noted in the WebQuest. The number of sites is limited there so as not to overwhelm students. If more sites are needed, use the [Grade 4 Grade Level Websites](#) on the CARC website.

### **Activity 3: Storyboarding**

6. Students will now leave their research groups and continue individually for the rest of the task.
7. If you are unfamiliar with digital storytelling an excellent resource is [The Educational Uses of Digital Storytelling](#) from the University of Houston. It has some excellent examples and things to consider. In the "Create" tab are instructions for getting started and storyboarding. The site is a little complex for students but is an excellent resource for teachers and has some examples that students will benefit from seeing. Another site that is useful is [DigiTales](#) and is much more user friendly for students. Be sure to look at the 7 steps of Digital Story Telling in the "Resources" tab. This is also the source of the Storyboarding template under the "Resources" tab in "Storymaking Files".
8. There are a number of storyboarding templates available on the internet. Have students individually download the storyboard template as indicated in the WebQuest, or one chosen by the teacher. Introduce how to storyboard and ensure that each student has completed the storyboard before beginning the video.
9. Ensure students get approval at each stage of the process to ensure they do not encounter difficulties later on!

### **Activity 4: Movie Maker**

10. Demonstrate use of Movie maker. This program is one that students will likely know how to use already or be able to figure out given time. There are a number of video tutorials on You Tube. See resource section for one example (Beyourownit).
11. An excellent source for images that have been purchased for use by Alberta teachers and students and are therefore copyright friendly are in the [Learn Alberta](#) image collections. By searching the "Grade 4 Image Collections" students can choose from hundreds of images with no risk of copyright infringement.

### **Activity 5: Sharing Presentations**

	<p>12. Have students show their completed presentations to two other students for feedback. Students can complete the <a href="#">Peer Feedback Checklist</a> below. Provide time for students to make changes to their presentations prior to presenting to the class.</p> <p>13. Students will complete the <a href="#">Self Evaluation Checklist</a>.</p> <p>14. Have audience complete one of the <a href="#">Stories of Alberta Jigsaw</a> handouts for each cultural group, so that they can develop a deeper understanding of Alberta's early settlers. As different students present their videos, audience members can add to the handout for that cultural group.</p>
<p><b>Resources</b></p>	<p>Beyourownit. (2008). Windows Movie Maker-An Introduction. Retrieved April 23, 2011 from <a href="http://www.youtube.com/watch?v=eo4aaExRUrQ&amp;feature=related">http://www.youtube.com/watch?v=eo4aaExRUrQ&amp;feature=related</a></p> <p>Central Alberta Regional Consortium (2005-2011). <i>Grade Level Websites</i>. Retrieved April 23, 2011 from <a href="http://www.carc.red-deer.com/social/webresources/gr4.html">http://www.carc.red-deer.com/social/webresources/gr4.html</a></p> <p>DigiTales. (2004). The Art of Digital Storytelling. Retrieved April 23, 2011 from <a href="http://www.digitales.us/index.php">http://www.digitales.us/index.php</a></p> <p>Learn Alberta. (2008). <i>Alberta Image Collection</i>. Retrieved April 23, 2011 from <a href="http://www.learnalberta.ca/Search.aspx?lang=en&amp;search=alberta+image+collections&amp;grade=&amp;subject">http://www.learnalberta.ca/Search.aspx?lang=en&amp;search=alberta+image+collections&amp;grade=&amp;subject</a></p> <p>University of Houston. (2011). The Educational Uses of Digital Storytelling. Retrieved April 23, 2011 from <a href="http://digitalstorytelling.coe.uh.edu/">http://digitalstorytelling.coe.uh.edu/</a></p>
<p><b>Formative Assessment Strategies</b></p>	<p>Students should show their digital story to one or two other students to gain feedback prior to presenting to the class. Students can use the checklist below to assist in providing feedback. Ensure there is enough time prior to presenting to allow students to make necessary changes to their presentation.</p>
<p><b>Other</b></p>	<p>The ICT outcomes for social studies are infused in the Social Studies Program of Studies and are included in the outcomes above. The ICT outcomes that may be addressed in this task but may not be assessed are:</p> <p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <ul style="list-style-type: none"> <li>□ 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</li> </ul>

- 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.
- 2.1 use a variety of technologies to organize and synthesize researched information
  - 2.2 use selected presentation tools to demonstrate connections among various pieces of information
- F.3 - Students will demonstrate a moral and ethical approach to the use of technology.
- 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements
  - 2.4 document sources obtained electronically, such as web site addresses
  - 2.6 use electronic networks in an ethical manner
  - 2.7 comply with copyright legislation
- P.1 - Students will compose, revise and edit text.
- 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques
  - 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- P.3 - Students will communicate through multimedia.
- 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes
  - 2.2 access available databases for images to support communication
- P.4 - Students will integrate various applications.
- 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect
- P.5 - Students will navigate and create hyperlinked resources.
- 2.3 navigate the Internet with appropriate software

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
 ISBN # 0-87120-313-8 (ppk)

## How the West Was Settled

### Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains historical context</b> (4.2.2)	Provides an <b>accurate</b> description of life of a settler using <b>comprehensive</b> detail.	Provides a <b>substantial</b> description of life of a settler using <b>thorough</b> detail.	Provides a <b>rudimentary</b> description of life of a settler using <b> cursory</b> detail.	Provides an <b>undeveloped</b> description of life of a settler using <b>little or no</b> detail.
<b>Demonstrates perspective</b> (4.S.1.2)	Provides an <b>insightful</b> consideration of perspective.	Provides a <b>logical</b> consideration of perspective.	Provides a <b>simplistic</b> consideration of perspective.	Provides an <b>unsupported</b> consideration of perspective.
<b>Develops and supports a conclusion</b> (4.S.7.2, 4.S.7.3)	Synthesizes information to develop a <b>perceptive</b> conclusion supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> conclusion supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>plausible</b> conclusion supported by <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> conclusion supported by <b>weak</b> evidence.
<b>Communicates information</b> (4.S.8.1, 4.S.8.4)	Communicates information in a <b>compelling</b> manner to <b>engage</b> the audience.	Communicates information in a <b>purposeful</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds the attention</b> of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain attention</b> of the audience.

## How the West Was Settled

### Task Organizer

Topic	Possible Image and Audio Ideas (don't forget the URLs)	Your Point Form Notes
<b>Topic #1</b> <b>Who</b> are you? <b>When</b> and <b>why</b> did you come to Alberta?		<hr/> <hr/> <hr/> <hr/>
<b>Topic #2</b> <b>Where</b> did you settle? Who were your neighbours/ community?		<hr/> <hr/> <hr/> <hr/>
<b>Topic #3</b> <b>What type</b> of job did you do?		<hr/> <hr/> <hr/> <hr/>
<b>Topic #4</b> <b>What happened</b> in your life to make you important in the settling of Alberta?		<hr/> <hr/> <hr/> <hr/>
<b>Topic #5</b> <b>Tell a specific story that will interest your audience.</b>		<hr/> <hr/> <hr/> <hr/>
<b>Topic #6</b> <b>How</b> did you feel? <b>What does it mean</b> to you personally?		<hr/> <hr/> <hr/> <hr/>



## Planning Your Historical Video Entry

<b>Problem:</b>  Who?  What?  When?  Where?  Why?  How?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>																						
<b>Solution:</b>	<table border="1"><thead><tr><th data-bbox="376 766 1089 800"><b>Attempted Solution</b></th><th data-bbox="1089 766 1442 800"><b>Result</b></th></tr></thead><tbody><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr><tr><td><hr/></td><td><hr/></td></tr></tbody></table>	<b>Attempted Solution</b>	<b>Result</b>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
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**Stories of Alberta**[HYPERLINK](#) \l "act5"  
**Jigsaw**

Who is the person or cultural group? \_\_\_\_\_

<p><b>When and why</b> did he/she/they come to Alberta?</p>	<hr/> <hr/> <hr/>
<p><b>Where</b> did he/she/they settle? Who were the neighbors/ community?</p>	<hr/> <hr/> <hr/>
<p><b>What type of job</b> did he/she/they do?</p>	<hr/> <hr/> <hr/>
<p><b>What happened</b> in his/her/their life to make him/her/them important in the settling of Alberta?</p>	<hr/> <hr/> <hr/> <hr/>
<p><b>What is the specific story told in the presentation?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Peer Feedback Checklist

	Yes	Not Yet	Here's how I can make it even better
You explained enough information about the life of the settler so your audience gets a good idea about what life was really like.			
Your information about the lifestyle is completely correct and I didn't notice anything you made up.			
Your video sounds like it really could have happened the way you described.			
Your video sounds like it describes a real person and their feelings accurately.			
Your video captured and held my attention.			
I felt like you have considered your audience in your presentation.			

## Historical Video Self-Evaluation Checklist



	Yes	Not Yet	Here's how I can make it even better
I explained enough information about the life of the settler so my audience gets a good idea about what life was really like.			
My information about the lifestyle is completely correct and I didn't make anything up.			
My video sounds like it really could have happened the way I described.			
My video sounds like it describes a real person and their feelings accurately.			
My video should capture and hold the attention of my audience.			
I have considered my audience in my presentation			