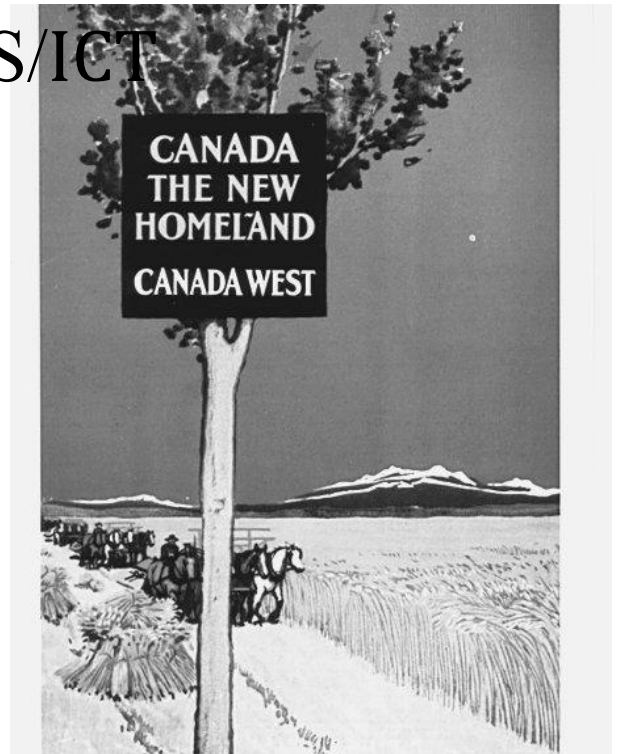


Grade 5 SOCIAL STUDIES/ICT

Lesson Plan:

It Happened on a Cool October Day



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CREDITS

Designed through Calgary Regional Consortium’s Social Studies Implementation Grant in the “Infusing Technology through Social Studies”. Portions of this document has been adapted from a template of the Alberta Assessment Consortium (AAC)

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Information for the Teacher

Why Would Students Benefit From This Learning Task?

Internet resources change daily, if not by the second. Students should appreciate that finding safe, reliable sites that match their desired topic of focus is a challenge that needs guidance and help of others, such as teachers, parents, or trustworthy peers.

Through this sequence of learning, students will be focusing on collectively finding and using pictures to make a audio and picture photo album to relate a message. Through this lesson, students will need to be made aware of safe image sites and tips, school guidelines for ethical technology usage, individual responsibility expected of them, and about how social networking and sharing sites can be safely used as a communication and learning tool.

What Would Students Do In This Lesson?

After initial planning and organization, students would collectively find as many pictures and “tag” them, putting them in a single folder on your school network. Afterward, students would use those pictures to make a VoiceThread which is a photo album that has a soundtrack to communicate information. (www.VoiceThread.com) Once the VoiceThread is complete, it is recommended that students share their work and complete the attached self-evaluations.

Approximate Timing:

1. Introduction to the task – 20-30 minutes
2. Basic fact exploration and Jot Notes about a topic – 45 minutes
3. Internet responsibility review & school expectations when searching for images – 10-45 minutes
4. Key words for search & picture tag planning – 45 minutes
5. Using key words, finding pictures and then saving them by the picture tag plan – 45-90 minutes
6. Picture selection and organization – 45-60 minutes
7. Voice recording and finalizing “VoiceThread” – 45-60 minutes
8. Viewing VoiceThreads and self-evaluation checklist/questions – 40-60 minutes.

Questions That May Arise / Background Information

What are Jot Notes? See <http://wblrd.sk.ca/~bestpractice/resource/examples2c.html> or Pearson’s Grade 5 “Voices of Canada” line masters. Generally, it is a format of taking notes that helps keep students focused on summarized, important information. Regular or other note taking formats could also be used, of course.

Choosing a Topic: It is possible that students may come to the same conclusion in which case it would be best to have one or two groups investigate another topic. If you do assign a topic, consider giving an argument for another event so that they can believe in that topic and present it well.

What is a VoiceThread? See <http://voicethread.com/view.php?b=409>

FOIPP & Online/Messaging Safety Issues

Visit the website – <http://www.2learn.ca/copyright/genccopyright.html> - for information about FOIPP, too! Information on a website can be scanned for names, phone numbers and more. It is important that students do not leave personal information should the product be put on school websites, blogs, or other public spaces.

Be Safe Online - <http://www.besafeonline.org>

Technology Needed

Microphones Did you know that most microphones are just backward earphones? Mics are better at cutting out the wrong sounds, but if you don't have access to enough for all students/student groups, plug in a pair of headphones and speak into the right or left ear speaker and record away (one will record, the other won't).

Language Use

As the photo albums are to be historically accurate, students should be encouraged to use accents and intonation to convey the emotions related to their message.

A Note About Technology Plans Requirements

By Grade Five, it is clear that student skills with computers vary and can either exceed or be far behind that of a teacher. To avoid feeling overwhelmed, be willing to let students know that you are excited to try something new and that as you all explore possibilities together ideas will need to be shared. All lessons expect possibility of access to a lab or computer group, and some minimum technology. It is assumed that the computers students are using are at least Pentium 3, 400 MHz computers with Microsoft Office 2003 (or equivalent). If you do not have Microsoft Office 2003 – it's free for all Alberta private and public schools! Just ask your principal to request it from Alberta Learning.

Other Notes

For Best Results:

Consider providing this task to the students at the beginning of the unit to help students focus their learning. Also, consider discussing the rubric so that the language and goals become uniformly understood among students. This is a great opportunity to help students expand their vocabulary of learning and clarify what is expected of them.

- **Remember, this is a lesson guide. If students intentionally or unintentionally make modifications to the assignment, they should be considered as long as the outcome was reasonably met. Feel free to modify this template as needed. This document was originally made with Word 2007; 3D objects on the handout may not be editable on Word 2003.**

Students should complete the student self-evaluation once they have completed the task. This provides students with the opportunity to identify areas of strength and areas for growth. At the beginning of each new task, students could also be encouraged to look back toward previous tasks to help them identify their strengths to continue and their areas for growth to improve. Students may end off making extra materials that are not needed for the task at hand. Consider a bonus system or a specific part of the rubric to roll in extra materials.

Copyright Issues –

Visit the website – <http://www.2learn.ca/copyright/gencopyright.html> - for information about copyrights. With all materials, the best way to ensure that things are done legally is to write or call the publisher for permission. Generally, CANCOPY is a premade license that allows limited copying of a portion of a book or other print material. This means that, unless the item is excluded, students and teachers can copy a small portion of a book for educational purposes. See <http://www.accesscopyright.ca> for detailed information and FAQs. Audio clips of less than 30 seconds are usable, unless exempted. For free simple clips, see <http://freeplaymusic.com> . Pictures and artwork of a living artist are treated differently than a deceased one. Generally, if they are for sale, it is expected to be purchased. For free images see <http://www.worldviewimages.com>

Students should remember to list the sources of their pictures, images, clips, and other copyrighted information.

Main Curriculum Outcomes

The Bigger Picture: “Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.” [Social Studies Program of Studies, 2005, p. 9]

**to simplify the organization of the SS outcomes while differentiating them from Language Arts outcomes, they have been listed as outcome, specific outcome, and then bullet number without any periods (example “512/6” is Social Studies outcome 5.1.2, bullet number 6)*

General Outcomes	Focus Area	Specific Outcomes
SS - 5.3 - Students will demonstrate an understanding of events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.	5.3.4 critically assess how economic booms and crashes affected ways of life in Canada by exploring	534/2- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC) 534/3- How did the economic boom immediately following WWII affect ways of life in Canada? (CC, ER, TCC)
SS – 5.5 – Dimensions of Thinking	5.S.1 develop skills of critical thinking and creative thinking:	5S1/2-Critically evaluate ideas, information and positions from multiple perspectives 5S1/3-Re-evaluate personal opinions to broaden understanding of a topic or an issue 5S1/4-Generate original ideas and strategies in situations of individual and group activities
SS – 5.5 – Dimensions of Thinking	5.S.2 develop skills of historical thinking	5S2/1-Use photographs and interviews to make meaning of historical information 5S2/4 -Organize information using such tools as databases, spreadsheets or electronic webbing
LA – 3 – Students will listen, speak, read, write, view and represent to manage ideas and information.	3.2 - Select and Process: Use a variety of sources	3.2.1-locate information to answer research questions, using a variety of sources, such as newspapers, encyclopaedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
ICT – P.3 - Processes for Productivity	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

Possible Teaching Plan

If your students are tech-savvy, the lesson plan timeline would be much shorter. Remember, this is a suggestion only; depending on your class, a different order may be more successful.

Day/Class One: Introduce the topic of the Depression and WWII. Highlight the title – introduce how the stock market crash on a cold October Thursday in the US effected many countries and how the 1920's had been years of splurging, excitement, and poor planning for the future. The crash had wiped out savings for many, although less so in Canada, but that caused companies to close and increased unemployment. Introduce the main question. Highlight the importance of learning from the past and recognizing how one event can change a country in big ways. T-Chart what Canada is like in terms of social services, government control, multiculturalism, love of peace, etc. Compare that to the US. Which event is more responsible for our Canada today – the depression or the war? Do a sample to illustrate how a group of “mini-events” lead to one event/result. View a picture in your student text or other resource to support the event discussed. Suggest that images can make a powerful impact on us and show/explain what a voice thread is to the class. (see www.VoiceThread.com in advance of the lesson). Give students their handouts and discuss the rubric/task while explaining what will be expected of them. *(Note - This learning task is designed partly as a critical thinking opportunity.)* Form student groups. Consider having one tech-savvy person in each group. Three or two group members would be a good number; although students can also do this learning task independently.

Day/Class Two: Brainstorm a list of events from the Depression and WWII to begin the fact collection as events rather than just lists of unimportant facts. In their groups formed earlier, begin working on jot notes about the point of view that they will be presenting. For example, if the point of view was that the scarcity of jobs led to government funded social services, the jot notes should be events related to the beginnings of social services in Canada during the depression years. By having even a small variation on the point of view each student uses, the VoiceThreads will be more unique, interesting, and informative. Either way, the topics taken are broad enough that pictures could be found.

Day/Class Three: As a whole class, list key words for the topics / points of view being covered. Cross out ones that on an image search could lead to viruses or inappropriate content. (for example, “free services” would likely bring up sales or other materials...). Continue by discussing using tags when saving pictures. Using tag words (keywords) make it much easier to find the right photo. For example, a description for a Bennett Buggy might be, “Nice Bennett buggy”. A well tagged file might be saved as, “Bennett Buggy Depression”. For practice, Google Images has a “game” where you could have your students tag images for them as they are trying to get tags added to improve their searching abilities.

Day/Class Four: All students should look for photos related to either the Depression or the War (but not both) related to their point of view. Once they have a well selected image, it should be saved using tagged file names in one common folder that other students have access into.

Day/Class Five: Students must register with an email account to get onto voice thread. They should use a password that you and others in their group know for the VoiceThread registration (i.e. “room220”). In their groups, they need now arrange the photos as a story.

Day/Class Six or Seven: Once the pictures are up, record on voices/stories.

Final Day/Class: Watch the VoiceThreads projected on an LCD projector or very big TV. Students should now complete their self evaluation (alone) and hand in the booklet for marking...

Sample point of view planning to answer the question (Was it the economic effect of the Great Depression or the Second World War that most affected the Canadian “way of life?”):

Before the Depression, there were few government social services to help Canadians in need. By the end of the depression, there were many services either already there or being discussed. Was this the one that effected us most, or perhaps was it something else? If my group believed that there are many pieces of evidence that support this belief, we

would continue. Otherwise, we should go back and re-examine the information. Next, we would take this belief and find pictures to match or prove that the impact was strong, and that it was more powerful than other events.

Where can you find good images without searching the full internet?

www.calgarypubliclibrary.com -> go to “e-library”

Government of Canada (Canada.gc.ca) ... click on <http://tinyurl.com/36kyh3> to get to the right spot. (TinyURL directs you to the real address which is longer – but made tiny – the full address is

<http://canada.gc.ca/acanada/ViewCategory.htm?lang=eng&font=0&categoryId=58>)

<http://www.learnalberta.ca> and click on the blue box “Online Reference Center”

<http://www.virtualmuseum.ca/English/Gallery/index.html>

http://canadaonline.about.com/od/history/History_of_Canada.htm

<http://www.canadainfolink.ca/history.htm>

<http://www.imagescanada.ca/>

<http://imagescn.technomuses.ca/>

<http://www.pics4learning.com>

<http://www.kidsclick.org/psearch.html>

** Don't forget to educate your parents at http://www.cnet.com/4520-13384_1-6721024-1.html or <http://kingedward.epsb.ca/wwl/internet.htm> for yourself. <http://www.k9webprotection.com/index.html> is a free filtering software for home use!*

It Happened on a Cool October Day

Imagine a life that changed from living on a farm and looking forward to a slow and comfortable life in the Canadian prairies becoming a blowing cloud of dust and poverty in just a couple years. Now imagine an unemployed farmer's wife marching into a factory to make airplanes for soldiers overseas just eight years later.

Which event was the one that really made Canada a nation that is similar but unique when compared to our neighbours in the United States? ***Was it the economic effect of the Great Depression or the Second World War that most affected the Canadian "way of life"?***

Wait! Better than imagining the answer, let's see and hear it! Have you heard of VoiceThread.com? That's where you'll be going to make a living photo album that will be published for others to see and more importantly, feel the answer to this question.

Since picture finding and other related tasks can be quiet time draining, follow this booklet to guide your work. Make sure to ask questions as you go, and discuss your ideas with your partners and, of course, the teacher!

So let's get started. As always, planning is first. The rubric includes the areas that will be required of you. If you have a great idea along the way...pass it on to the class!

Jot Notes #1

Jot notes are summarized information on an event - if it can't fit in the box, you haven't summarized it enough! Before we can make good decisions, we need to look at some facts. Find eight to ten facts about the Great Depression, and eight to ten facts about World War II. Remember to include where you found the information and to keep your eye out for good photos!

The Great Depression

Source -
Source -
Source -
Source -
Source -

Source -
Source -
Source -
Source -
Source -

World War II

Source -
Source -
Source -
Source -
Source -

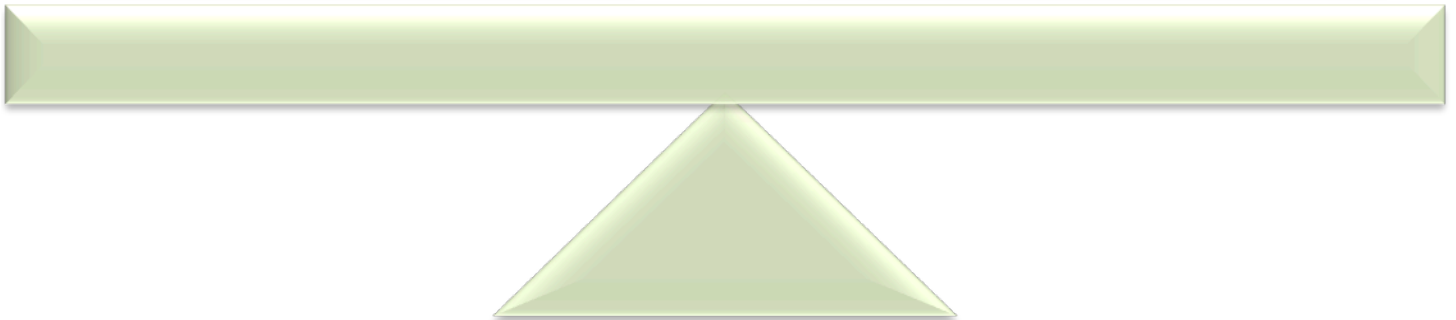
Source -
Source -
Source -
Source -
Source -

Balance of Facts – Which Side Do You Think Is Heavier?

1. *In the boxes below, write four summarize, very **important** facts/events that show the economic affect of the Great Depression and the Second World War.*
2. *After you are done, decide which side is heavier (had a greater impact). Which event affected Canadian values, living standards, and culture (way of life) the most? Choose (or you'll be given) one of those facts to think about and show in your VoiceThread!*

World War II

***The Great
Depression***



Pointing Your Point of View

*As a group, what do you believe affected Canadians the most? Fill out this organizer by writing down all of the facts or small details that happened **because of the one event** you chose to focus on in your group's VoiceThread. You will need at least **four** facts.*

Major event that caused the event chosen by your group _____

Related Fact/Event:

Related Fact/Event:

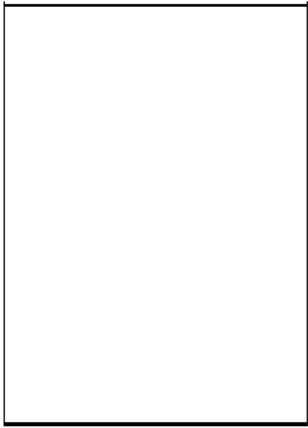
Related Fact/Event:

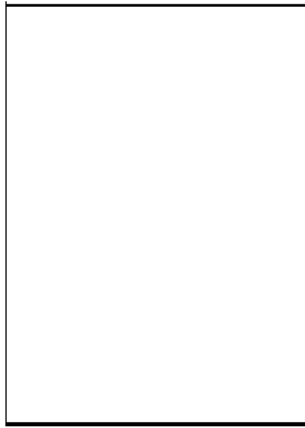
Related Fact/Event:

Pointing Your Point of View

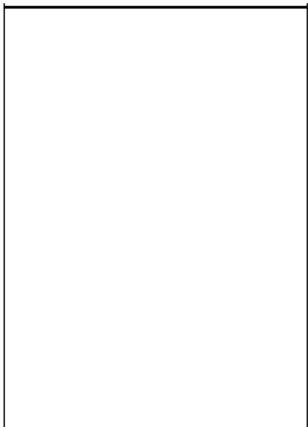
Now examine your sorted information on the last four pages. Fill in the storyboard to plan on what kind of pictures will be needed, and the sequence (order) of the pictures categories. When you are working on your VoiceThread, you can modify the order, but keep to your group's topic. The storyboard can be drawn, or described, or both.

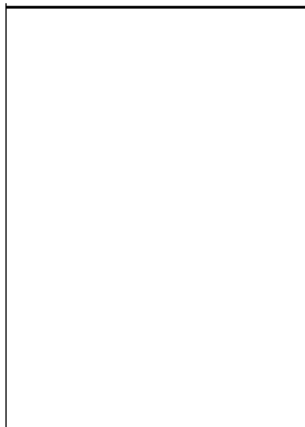
A storyboard is a combination of outlines and visual sketches that map out the contents and direction of a project. Use this storyboard to show what will happen in each scene of your animation or video. A scene can be made up of multiple frames.













Searching for Pictures

In order to find the picture you want, practice is needed with synonyms and categories. Remember, you are responsible to make sure that you follow your schools safe internet use guidelines at all times.

There are a few ways to find a picture:

- a) **Always set your safe search preferences to high.** Usually, that means that if the website has inappropriate content, the images are not collected and shown.
- b) Understand the word you want well. In English, we may say that something is cool meaning it is good, but cool will also get cold things, “cool colours” like grey, and other things.
- c) Synonyms. Instead of looking for “laptop computer”, try “notebook computer” (laptop is more often used in the USA, and notebook is used more often in Canada)
- d) Use fewer words. More words means more problems. To find the picture to the right, instead of searching for “a man standing by his horse a long time ago”, search for “man + horse” or “settler horse”
- e) For historic photos, search the Glenbow or Alberta Royal Museums. Every museum may have different copyright rules – check them. Often, education use is fine (in other words, as long as you aren’t making money off the picture).
- f) Ever search program searches differently. Some check for inappropriate information, but many do not. Use your school’s list of safe websites to search from.
- g) Share your work. If you know that another group is looking for an image like this, if you find it, save it to a group folder with a clear file name. If you help them, they’ll help you!
- h) Scan in images from your textbook or other historic books. Again, don’t forget to use good file names. Also remember to save it at a quality level that is just enough. For viewing (not printing), pictures only need to be at about 150 dpi (0.5-1.0 Megapixels)



For your VoiceThread, you will need at least 7 well selected photos. Try not to use more than 15 photographs, though! Once you have understood how to save and “tag” your pictures, save all of your pictures to one location in ways that everyone can understand and use. If you are saving a picture and it says that a picture already exists, remember to cancel and save it with a different name.

Putting it All Together on VoiceThread.com!

1. Open your internet browser to voicethread.com - click on “What is a Voice Thread” and see an example.
2. ONE of the students in your group will need to register using a personal email account or use a premade account made for you.
3. Click on “Create” and begin by going through the steps, one by one.
 - a. Leave your voice and written comments for the end, once everything is done and organized.
 - b. There are instructions on the website if you get lost, or ask for help!
4. Once the VoiceThread is done, view it and revise
5. Complete your self evaluation AFTER you have had another student see your work.
6. Enjoy your hard work!

Don't forget to self-evaluate each pictures as you find it

Look carefully at the picture. Look for clues that answer the question, “What are people doing?”. Do the rest of the questions for the same picture.

	Clues	Conclusions (what you believe from the clues)
<i>WHAT are the people doing?</i>		
<i>WHO are the people?</i>		
<i>WHERE is this? (What place?)</i>		
<i>WHEN is this happening?</i>		
<i>WHY are the person(s) doing this?</i>		

Student Self-Evaluation Checklist

The “please notice” column is for you to evaluate your work a little more completely by pointing out the significant parts of your work.

	Yes	Not yet	Please Notice
I listed to the opinions of everyone in the group – even when I disagreed			
The pictures I chose were clear and useful for my topic			
I spent most of my time concentrating on what we had to do			
The VoiceThread showed our point of view clearly and using facts			

It Happened on a Cool October Day - Social Studies & Technology

Score <i>Criteria Details</i>	4 Excellent	3 Well Done	2 Satisfactory	1 Fair	<i>Insufficient</i> / <i>Incomplete</i> *
Clear Point of View is Made to Answer the Question Using Evidence	Point of view clearly shown on which event affected Canada with solid evidence	Point of view clearly shown on which event affected Canada with some evidence	Point of view partly shown on which event affected Canada with minimal evidence	Point of view minimally shown on which event affected Canada but without evidence	
Jot Notes (Summarized Notes – the Depression)	Summarized and well selected for both topics	Most notes are summarized and well selected	Notes showed some careful summarizing and selecting	Notes rarely showed careful summarizing and selecting	
Jot Notes (Summarized Notes – World War II)	Summarized and well selected for both topics	Most notes are summarized and well selected	Notes showed some careful summarizing and selecting	Notes rarely showed careful summarizing and selecting	
Use of Various Web Organizers	Independently used the organizers correctly and efficiently	Independently used the organizers correctly	Used the organizers correctly with assistance	Used some of the organizers correctly with assistance	
Quantity of Images and Recording	A lot of information is given on topic through picture and voice	Much information is given on topic through picture and voice	Some information is given on topic through picture and voice	Only a bit information is given on topic through picture and voice	
Picture Search and Saving Using Keywords & Tags (ICT)	All images were carefully searched for and <i>well</i> tagged	Most images were carefully searched for and <i>well</i> tagged	Some images were carefully searched for and tagged	Some images were tagged; searching was random	
Picture Selection & Organization in the Voice Thread (ICT)	Image choice and organization showed careful planning and focus	Image choice and organization showed planning	Image choice and organization showed some planning with help	Image choice and organization was done with assistance	

It Happened on a Cool October Day - Language Arts

Used a Variety of Resources to Answer Research & Personal Questions	Carefully searched through various texts to determine affect of the given events	Searched through various texts to determine affect of the given events	Searching was minimal, most information was personal knowledge or from the textbook	Searching was minimal, most information was personal knowledge	
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** When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention for student improvement.*

534/2- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)

534/3- How did the economic boom immediately following WWII affect ways of life in Canada? (CC, ER, TCC)