

The Times, They Are A-Changin'!

<p>C.1 - Students will access, use and communicate information from a variety of technologies. Specific Outcomes 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 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</p>	<p>4.3.3 Students will critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues from 4.3.3</p>	<p>Create a timeline using the following website http://www.readwritethink.org/materials/timeline/index.html</p> <ol style="list-style-type: none"> 1. You will be researching Alberta's history from 1905-current. 2. Respond to the following questions on your timeline: <ul style="list-style-type: none"> - Compare two dates that show significant differences in population. What factors caused this population change? - When did the arrival of diverse ethnic groups immigrate to Alberta (Chinese, Ukrainian, etc.)? How did the arrival of ethnic minorities change the cultural and social dynamics of Alberta? -What major events impacted the Aboriginal lifestyle (Canadian Pacific Railway, The North West Mounted Police, The Fur Trade, missionaries, treaties, etc.)? - When were major buildings formed (i.e. Calgary City Hall, Father Lacombe Chapel, Ukrainian Cultural Heritage Village, Provincial Historical Site, Glenbow Museum, Chinese Cultural Centre etc.)? How do these buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta? - When were Fort Edmonton and Fort Calgary established and why? Were they necessary? <p>*Refer to rubric, <i>Alberta's Past</i>, for evaluation *Please note: work completed on the above site cannot be saved. It is recommended that students complete a rough copy of their work and enter and print their research in one work period.</p>
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	4.S.7 Students will apply the research process.	
	4.S.8 Students will demonstrate skills of oral, written and visual literacy.	
<p>C.2 - Students will seek alternative viewpoints, using information technologies.</p> <p>Specific Outcomes 2.1 seek responses to inquiries from various authorities through electronic media relevance for the purpose used</p>	<p>4.2.1 Students will appreciate how an understanding of Alberta' history, people and stories contributes to their sense of belonging and identity.</p>	

	<p>4.S.1 Students will develop skills of critical thinking and creative thinking.</p>	<p>Create a Persuasion Map using the following website http://www.readwritethink.org/materials/persuasion_map/</p> <p>1. From the Guiding Question sheet, select a question, choose a position that you would take, research and respond to that question. Did your opinion change after completing your research?</p> <p>2. Create a Persuasion Map to convince a small group of students that your viewpoint is correct. Be sure to include facts and data to support your opinions.</p> <p>*Refer to Guiding Question sheet *Refer to rubric, <i>From My Viewpoint</i>, for evaluation *Please note: work completed on the above site cannot be saved. It is recommended that students complete a rough copy of their work and enter and print their research in one work period.</p>
<p>4.S.2 Students develop skills of historical thinking.</p>		
<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>		
<p>4.S.9 Students will develop skills of media literacy.</p>		

<p>C.3 - Students will critically assess information accessed through the use of a variety of technologies. Specific Outcomes 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used</p>	<p>4.S.1 Students will develop skills of critical thinking and creative thinking.</p>	
	<p>4.S.2 Students develop skills of historical thinking.</p>	
	<p>4.S.4 Students will demonstrate skills of decision making and problem solving.</p>	
	<p>4.S.7 Students will apply the research process.</p>	
	<p>4.S.9 Students will develop skills of media literacy.</p>	

C.5 - Students will use technology to aid collaboration during inquiry. **Specific Outcomes** 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed 2.2 record group brainstorming, planning and sharing of ideas by using technology 2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email

4.2.2 Students will critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the questions from 4.2.2

Create a filamentality

The Internet has so many excellent interactive websites that your students can use to explore the different countries we study in Grade Four Social Studies. Allowing your students to search for information on the internet can not only be challenging, but also potentially harmful. To facilitate the ease of locating specific information that you have previewed, create a Hotlist of Websites that you have previewed for specific information for your student's use. This easy to use tool will allow you to create your own website of links with only a few clicks of your mouse. You can add categories, questions for students to answer and an online assignment page. To view a short example visit <http://www.kn.sbc.com/wired/fil/pages/listallabourd.html>

Procedure

1. Go to www.filamentality.com <<http://www.filamentality.com/>>
2. Choose Filamentality Tool from the Quick Links on the left hand side of the page
3. Choose Start a New Page and enter the information requested (create a username, password and enter your email address)
4. Click on Spin This Thing
5. Review the information you added, then scroll down to begin adding your links with a short description.
6. To add more links, choose Add Links at the bottom of your screen.
7. When you are finished adding all of your links, choose the format you would like to publish your list in (descriptions and examples are available). We suggest beginning with a Hotlist as this format is easiest to assemble when beginning to use this tool.
8. To allow Filamentality to format your list, proceed directly to the bottom of the page and click Hotlist.
9. Your webpage listing all of your hotlinks is finished! A URL for your site will come up on the screen for your students to use!

Activity/Hotlist site for Students:

<http://www.kn.att.com/wired/fil/pages/listalbertawi.html>

Create a Wiki:

1. Activity: Students engage in dialogue on a topic specified by the teacher. ***Refer to questions at the [bottom of this document](#).** Students will respond to their views and opinions of their classmates on the Wiki.

Once the teacher assigns a question, the students will read about, research and share their findings on the Wiki. Students will be required to engage in discussion and interact with the responses of their peers.

After a minimum of 5 student entries have been written, students will select what they feel is their best work. This response should be one that includes: facts, statistics, examples, details, and explanations to respond to their assigned question.

Students will 'cut' this entry from the Wiki site and 'paste' it on a Word document in order to submit it to the teacher for evaluation.

*** Refer to rubric, *Wiki Response*, for evaluation**

After the Wiki discussion has come to a close, each student will synthesize their findings and submit their final response to the assigned question for evaluation.

The teacher may prefer to set up several Wiki sites and

		<p>assign smaller groups to research different questions from the list. As an option, students could share or present their findings to the class when the Wiki discussion comes to a close.</p> <p>Possible questions—from Alberta Curriculum Document:</p> <ol style="list-style-type: none">1. What do the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land?2. Do you think we have continued to be good stewards of the land and its resources?3. In what ways did Francophones establish their roots in urban and rural Alberta?5. How did the Metis nation and Metis Settlements contribute to Alberta's identity?6. How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries?7. How did British institutions provide the structure for the settlement of newcomers to Alberta?8. How did European immigration contribute to the establishment of communities in Alberta in late 19th century and early 20th century?9. How are agriculture and the establishment of communities interconnected? <p>BACKGROUND on Wiki</p>
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Create an interactive on-line journal to allow your students to pose questions, reflect on information contributed by their classmates. You may also wish to post pictures you have found about the topics you are inquiring about. A really exciting, dynamic tool that is easy to use is called a "WIKI" which is the Hawaiian word for 'quick'.

Procedure

1. Go to www.seedwiki.com
2. Click on Start An Account Now (it's free)
3. Enter the information requested (email address, create a password, user name)
4. Press the green Save button at the bottom of the screen.
5. Choose Create New WIKI
6. On the new screen, give your WIKI a name, give it a description, and choose a folder for it to be stored in and click the Save button.
7. Click Edit Page from the left hand menu to bring up the screen your class will type in.
8. Read the information in the box, then delete this information. Begin by adding an inquiry question that your students have been working on and will contribute information on. You can change the font, size and style using the buttons provided. You may want to have each student use a different color for their contribution, or sign their additions for evaluation purposes.

		<p>9. Choose Save Changes when finished. You can continue adding to the page by choosing Edit Page from the left hand menu again.</p> <p>10. Choose logout to exit the site. To pull this WIKI up again and continue adding to it during another class time, go to www.seedwiki.com and log in with your email address and password. Your Wiki's will be listed. Click to choose the one you want to work on!</p>
	<p>4.3.1 Students will appreciate the factors contributing to the quality of life in Alberta.</p>	
	<p>4.3.4 Students will examine recreation and tourism in Alberta by exploring and reflecting upon the questions and issues from 4.3.4</p>	
	<p>4.S.1 Students will develop skills of critical thinking and creative thinking.</p>	
	<p>4.S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building.</p>	
	<p>4.S.7 Students will apply the research process.</p>	

	4.S.8 Students will demonstrate skills of oral, written and visual literacy.	
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<p>C.6 - Students will use technology to investigate and/or solve problems. Specific Outcomes 2.1 select and use technology to assist in problem solving 2.2 use data gathered from a variety of electronic sources to address identified problems 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment 2.4 solve problems, using numerical operations and such tools as calculators and spreadsheets 2.5 solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process 2.7 generate alternative solutions to problems by using technology to facilitate the</p>	<p>4.3.2 Students will critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the questions and issues from 4.3.2</p>	
	<p>4.S.1 Students will develop skills of critical thinking and creative thinking.</p>	
	<p>4.S.3 Students will develop skills of geographic thinking.</p>	
	<p>4.S.4 Students will demonstrate skills of decision making and problem solving.</p>	
	<p>4.S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building.</p>	

process		
<p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <p>Specific Outcomes 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</p>	<p>4.3.4 Students will examine recreation and tourism in Alberta by exploring and reflecting upon the questions and issues from 4.3.4</p>	
	<p>4.S.1 Students will develop skills of critical thinking and creative thinking.</p>	
	<p>4.S.2 Students develop skills of historical thinking.</p>	
	<p>4.S.7 Students will apply the research process.</p>	
	<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	

<p>F.3 - Students will demonstrate a moral and ethical approach to the use of technology. Specific Outcomes 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements 2.2 work collaboratively to share limited resources 2.3 use appropriate communication language and etiquette 2.4 document sources obtained electronically, such as web site addresses 2.5 respect the privacy and products of others 2.6 use electronic networks in an ethical manner 2.7 comply with copyright legislation</p>	<p>4.3.4 Students will examine recreation and tourism in Alberta by exploring and reflecting upon the questions and issues from 4.3.4</p>	
	<p>4.S.7 Students will apply the research process.</p>	

<p>F.4 - Students will become discerning consumers of mass media and electronic information. Specific Outcomes 2.1 recognize that graphics, video and sound enhance communication 2.2 describe how the use of various texts and graphics can alter perception 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound</p>	<p>4.S.9 Students will develop skills of media literacy.</p>	
<p>P.1 - Students will compose, revise and edit text. Specific Outcomes 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 2.3 convert digital text files by opening and saving them as different file types</p>	<p>4.3.3 Students will critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues from 4.3.3</p>	
	<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	

<p>P.3 - Students will communicate through multimedia. Specific Outcomes 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>	<p>4.2.1 Students will appreciate how an understanding of Alberta' history, people and stories contributes to their sense of belonging and identity.</p>	
	<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	
<p>P.4 - Students will integrate various applications. Specific Outcomes 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect</p>	<p>4.S.3 Students will develop skills of geographic thinking.</p>	
	<p>4.S.4 Students will demonstrate skills of decision making and problem solving.</p>	
	<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	

<p>P.5 - Students will navigate and create hyperlinked resources. Specific Outcomes 2.1 create and navigate a multiple-link document 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file 2.3 navigate the Internet with appropriate software</p>	<p>4.S.4 Students will demonstrate skills of decision making and problem solving.</p>	
	<p>4.3.3 Students will critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues from 4.3.3</p>	
	<p>4.S.7 Students will apply the research process.</p>	
<p>P.6 - Students will use communication technology to interact with others. Specific Outcomes 2.1 select and use the technology appropriate to a given communication situation</p>	<p>4.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	

From My Viewpoint

Topic	Question
Businessmen in Calgary	<ul style="list-style-type: none"> ● If you were a businessman, why would you choose Alberta to establish a business? ● What kind of businesses would be appropriate for this area? Why?
Homesteaders	<ul style="list-style-type: none"> ● Why did homesteaders choose to move to Alberta instead of moving to another province? ● Where did they come from? ● What were the driving and restraining forces that brought them to Alberta? ● What challenges and opportunities did they face?
Metis	<ul style="list-style-type: none"> ● Would it be a positive experience or negative experience to be a member of a Metis family? ● Why were Metis communities established? ● How did the Metis view people from surrounding communities? Why?
NWMP	<ul style="list-style-type: none"> ● Judge the value of the presence of the NWMP in the west. Were they a positive or negative force? ● If you were a NWMP officer on "The Great March West" what would your initial reaction be when encountering various people groups of people along the way (aboriginal peoples, immigrants, settlers, farmers, fur traders)?
Canadian Pacific Railway	<ul style="list-style-type: none"> ● Was building a railroad a good idea for all those who lived in western Canada? ● What would Alberta be like today if the railway was never built?
Politicians	<ul style="list-style-type: none"> ● If you were a politician in Alberta in the early 1900's, what would you deem to be the most important issue of the day? Defend your position. ● What were some of the problems facing the politicians of the early 1900's? ● What were the main challenges and opportunities of the early 1900's?
Hudson's Bay Company	<ul style="list-style-type: none"> ● Was it necessary to form the Hudson's Bay Company? Why? ● How did the Hudson's Bay Company affect various people groups in the area? ●
Treaties	<ul style="list-style-type: none"> ● Was signing a treaty a good idea or not? Explain and give specific examples. ● If you were a politician, would you make any changes to Treaty 8? Explain. ● If you were a native leader, would you make any changes to Treaty 8? Explain.
Immigrants	<ul style="list-style-type: none"> ● The decision to leave your homeland has been made. The family has different viewpoints on where to go. Your recommendation is Alberta, Canada. Defend your position.

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| | <ul style="list-style-type: none">● How did the existing communities welcome the newcomers?● If you were an immigrant, what would you miss the most from home?● What emotions and thoughts might you experience as a new immigrant to Alberta? Explain. |
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Timeline : Alberta's Past

Student Name: _____

CATEGORY	4	3	2	1	Score
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.	
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.	
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.	
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.	
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct .	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.	

Persuasive Essay : From My Viewpoint

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

Research Report : Wiki Response

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	A minimum of 5 entries (which includes at least 5 sentences) have been posted on the Wiki site.	A minimum of 5 entries (which includes a minimum of 4 sentences) have been posted on the Wiki site.	A minimum of 5 entries (which includes a minimum of 3 sentences) have been posted on the Wiki site.	A minimum of 5 entries (which includes a minimum of 2-1 sentences) have been posted on the Wiki site.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.