


Worldview Project CARC Social Studies

Please note, all support materials are after the lesson plan template and begin 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	8	General Outcome	Introduction to Worldview
Time Frame	2 – 3 Classes	Enduring Understanding (purpose of the lesson)	In this challenge, students will analyse political cartoons and videos to gain a greater understanding of the concept of worldview.
Developed By	Tara Billingsley and Harriet Liddle		
Big Idea	To what degree is your worldview impacted by where you live?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes		Skills and Process Outcomes
<p>8.1.1 appreciate the roles of time and geographic location in shaping society’s worldview</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context</p>			<p>Critical thinking and creative thinking 8.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p>Decision making and problem solving 8.S.4.2 propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons</p> <p>Apply the research process 8.S.7.1 integrate and synthesize concepts to provide an informed point of view on a research question or an issue 8.S.7.3 draw conclusions based upon research and evidence 8.S.7.5 organize and synthesize researched information</p>

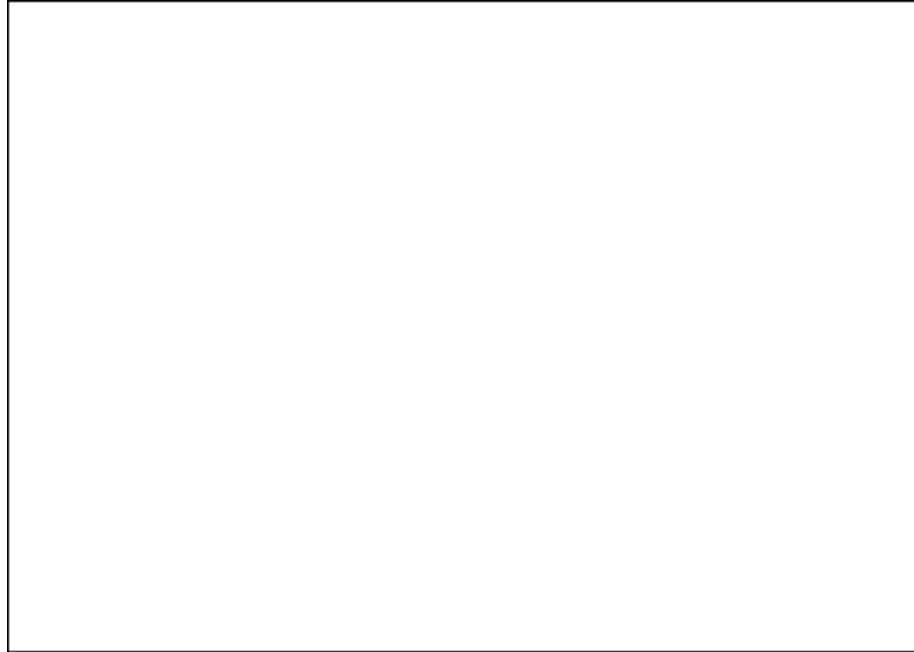
		<p>Oral, written and visual literacy: 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 8.S.8.4 offer reasoned comments relating to the topic of discussion 8.S.8.5 listen to others in order to understand their perspectives</p> <p>Media literacy: 8.S.9.2 examine the values, lifestyles and points of views represented in a media message</p>
<p>Summative Assessment Strategies</p>	<p>As this is an introductory, formative activity there is no summative assessment</p>	
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Political Cartoon Analysis</p> <ol style="list-style-type: none"> 1. Give students the following definitions and discuss them: <p>Point of view – opinions and preferences held and expressed by an individual.</p> <p>Perspective – the collective point of view of a specific group. A perspective can be expressed by a member of the group who has the authority to speak for others.</p> <p>Worldview – is a collection of values and beliefs about life and the universe that is common to a group of people. The worldview of a group you identify with is the basis for the way you act, the way you react, and the way you feel about the world.</p> 2. For the following activity, students match one of the three definitions above (Point of View, Perspective, Worldview) with one of the cartoons from William Coleman's Globalization Web Page. Students will use the Cartoon Form below to identify the definition and provide an explanation for their choice of (also copy/paste the cartoon you chose into the box on the cartoon form). 	

<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Worldview Analysis</p> <ol style="list-style-type: none"> 1. Have students read and discuss the information in the Worldview Elements chart. They will need a good understanding of the elements before moving on to the next part of the activity. 2. Have students view the two windows moviemaker videos beginning with the video on Western Worldview (Canada) then viewing the Darfur Worldview. Have students fill in the Note Taking Chart as they view the videos. Students may have to see the videos twice to watch them through first then analyse the information. <p>Note: Students will likely need an introduction to the conflict in Darfur as many of them will not have had exposure to the occurrences of the conflict.</p> <p>Activity 3: Impact of Location on Worldview</p> <ol style="list-style-type: none"> 1. In this activity, students will use their note taking chart to decide on the extent to which where they live impacts their worldview. Using the handout Impact of Location on Worldview chart, students will justify their decision using three reasons. This will be a very difficult task and students will likely need some scaffolding and partner work. Students can then self assess their justification using the Justifying Impact Self Assessment.
<p>Resources</p>	<p>For further information on the conflict in Darfur:</p> <p>In Darfur My Camera was Not Enough: An Eye Witness Account Crisis in Darfur (you will need to download Google Earth and Crisis in Darfur for Google Earth to view this resource) The Tragedy of Sudan Mia Farrow Speaks About Darfur At Darfur's Edge Darfur Lesson Plans</p>
<p>Formative Assessment Strategies</p>	<p>Justifying Impact Self Assessment</p>

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

Activity One: Political Cartoon

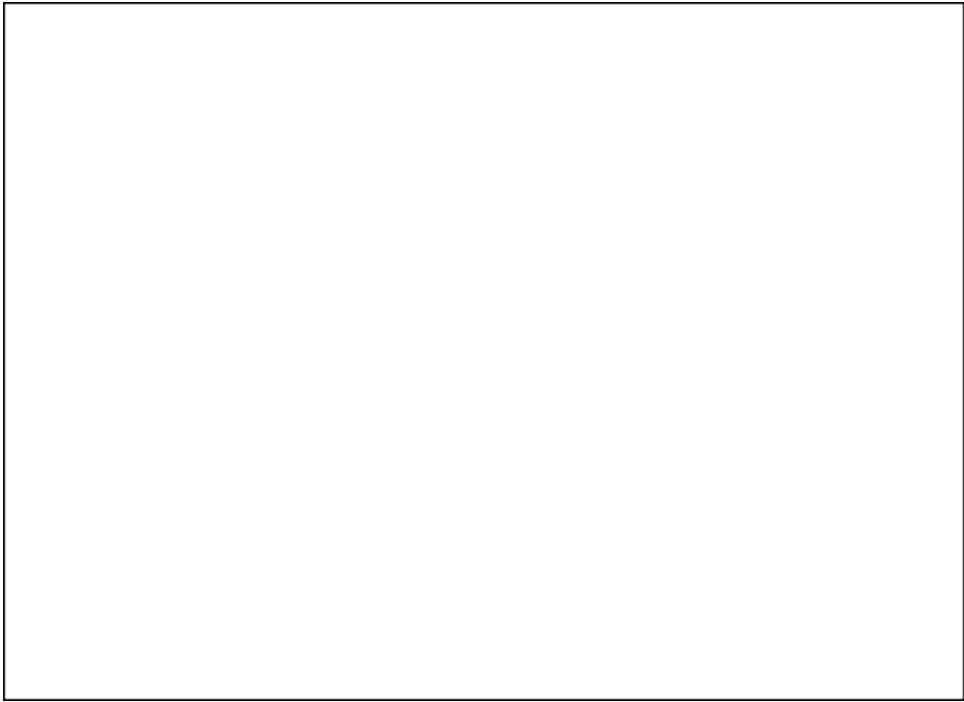
Match one of the three definitions above (Point of View, Perspective, Worldview) with one of the cartoons from William Coleman's Globalization Web Page (<http://socserv2.socsci.mcmaster.ca/~polisci/faculty/coleman/cartoons.htm>). Use the Cartoon Form below to identify the definition and provide an explanation for your choice of (also copy/paste the **URL** of the cartoon you chose into the box on the cartoon form).



Cartoon One

Definition: _____

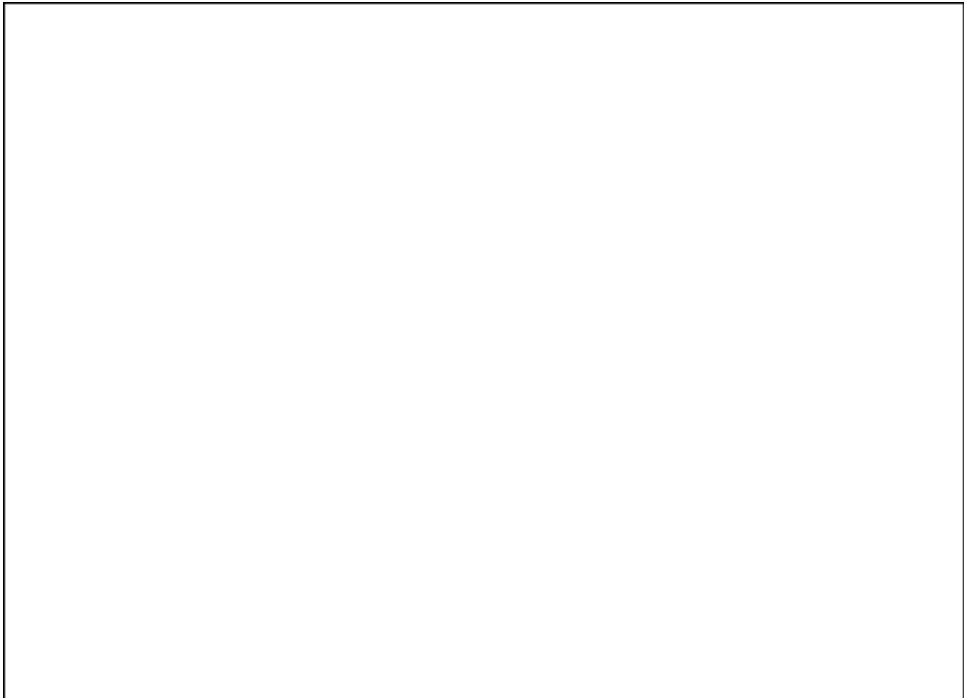
How do you know?



Cartoon Two

Definition: _____

How do you know?



Cartoon Three

Definition: _____

How do you know?


Activity Two: World View Analysis

Note taking Chart

Part 1: Worldview Elements Chart

Read the following information. This information will help you to decipher the worldviews of two different nations in the second part of this activity.

WORLDVIEW ELEMENTS	POSSIBLE QUESTIONS
1. <i>Geography</i>	What role do geographical factors such as climate and location play in how people look at the world and behave in it?
2. <i>Time</i>	In what terms is time viewed by a society? Mechanical (clocks and watches etc) or natural (seasons, the sun, the moon)
3. <i>Society</i>	What roles are available to individuals in society? Who holds the power?
4. <i>Values</i>	How do people in a society act toward each other? How do people act toward people in other societies/groups?
5. <i>Beliefs</i>	What beliefs do people hold about life and death? About their environment?
6. <i>Economy</i>	Who controls the resources? What is to be produced? How will it be produced? For whom? How is property distributed? Protected?
7. <i>Knowledge</i>	How do people develop knowledge? What ways of knowing are accepted? Who has access to knowledge? How is it valued? Where and in whom does the knowledge reside?

Part 2: Note taking Chart 

Complete the table below as you watch the videos to compare the worldview of the people of Canada with the people of Darfur.

World View	Canada	Darfur
Geography		
Time		
Society		
Values		
Beliefs		
Economy		
Knowledge		

Activity Three: Impact of Location on Worldview



Using your note-taking chart, answer the following question:

TO WHAT EXTENT IS YOUR WORLDVIEW IMPACTED BY WHERE YOU LIVE?

1 - Little to no impact on
worldview

5 - Absolute
impact on
worldview

I would rate the impact _____ out of 5 because (make sure you give at least 3 reasons)

Reason 1: _____

Reason 2: _____

Reason 3: _____

Justifying Impact Self Assessment



	Well Developed	Competent	Underdeveloped
Justifies Impact	Justification for the impact shows thoughtful consideration of the most important factors.	Justification for the impact touches upon some key factors.	No plausible justification is given for the impact.

Comments: