

Interview Challenge CARC Social Studies

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 Confederacy.
Time Frame	2 classes	Enduring Understanding (purpose of the lesson)	Students use critical and historical thinking skills in order to further understand the history of democracy.
Developed By	Darcie McDonald		
Critical Challenge/Big Idea	Write powerful questions and answers to create a fictional interview with an Athenian Citizen and an Iroquois Chief.		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes		Skills and Process Outcomes
6.2.2 value the role of participation by citizens in diverse democratic societies	<p>6.2.3 – analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon:</p> <p>6.2.3.1 How was the government of ancient Athens structured? (PADM)</p> <p>6.2.3.2 How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM)</p> <p>6.2.3.3 How did identity, status and class structure impact citizenship in ancient Athens? (C, I)</p> <p>6.2.3.4 How did the social structure of ancient Athens impact its political structure? (CC, PADM)</p> <p>6.2.3.5 To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? ((I, PADM)</p>		<p>develop skills of critical and creative thinking</p> <p>6.S.1.2 critically evaluate ideas, information and positions</p> <p>develop skills of historical Thinking</p> <p>6.S.2.3 explain the historical contexts of key events of a given time period</p> <p>apply the research process</p> <p>6.S.7.2 formulate questions to be answered through the research process</p>

	<p>6.2.4 – analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon:</p> <p>6.2.4.1 How was the Iroquois Confederacy structured? (PADM)</p> <p>6.2.4.2 What was the role and status of women within the Iroquois Confederacy? (I, PADM)</p> <p>6.2.4.3 What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)</p> <p>6.2.4.4 How did the Six Nations use the consensus-building process? ((PADM)</p>	
<p>Summative Assessment Strategy</p>	<p>None – This task is only formatively assessed</p>	
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Video - Asking Powerful Questions</p> <ol style="list-style-type: none"> 1. Show students video clips of “A Classroom Example of Asking Powerful Question” from the Learn Alberta Website. (See “Resources” list below for website information) 	
<p>Teaching/ Learning Strategies and Activities</p>	<p><u>Note:</u> Background knowledge has previously been built. During our provincial and local government units we had several guest speakers and we practiced writing and asking powerful questions. We also e-mailed our three most powerful questions to two MLA’s and the Minister of Education in a previous lesson.</p> <p>Activity 2: Criteria for Powerful Questions</p> <ol style="list-style-type: none"> 1. Hand out rubric and self assessments. Read it with students. Ensure understanding of expectations for final product. 2. Review - Students examine examples and non-examples of powerful questions. Teacher will provide example questions such as: Do you like your job? vs. What is the hardest part of your job? 3. Teacher directed – Students will determine the <u>criteria</u> for a powerful question, for example: <ul style="list-style-type: none"> • does not require simple a yes or no answer, • gives you lots of information, • are usually not easy to answer <p>Students may come up with different criteria; ensure they can defend their reason for the criteria.</p>	

4. Watch video of CTV interview with Wayne Gretzky at age 16. (See "Resources" list for information)

Did the interviewer ask powerful questions? Were the responses powerful? Think-Pair- Share. (Give students one minute to think about the questions, turn to a partner, share thoughts with each other) Teacher should ask a few students "What did you share?" or "What did your partner share with you?"
(This video demonstrates very powerful answers to non-powerful questions)

Activity 3: Time Traveller Interview

1. Tell students they are travelling back in time to conduct an interview with either an Iroquois Chief or and Athenian Citizen. Assign groups: half the class will interview an Athenian Citizen, and the other an Iroquois Chief.
2. Work in small groups to create three powerful questions and answers. Their questions must focus on the decision making process and roles of different groups in society. Don't forget to use the criteria!
3. Students should use research materials (textbooks, library resources and internet if available) to generate a more thorough and accurate answer for their questions. (I had the library books available in the classroom to save time but you could use a class to allow them to get their own books out of the library which could be a valuable lesson in itself.)

Note: an option for students answering their own questions could be to exchange their questions with someone from the other half of the class. Students can then find answers to questions that deal with the topic they have not yet dealt with.

4. Complete self assessment http://www.learnalberta.ca/content/ssblm/word/howpowerfularemyquestions_blm.doc (from Modelling the Tools: Asking Powerful Questions – see "Resources" below). Make any changes to the interview students feel would make it better.

Extension – Students role-play their interviews for the class. How quickly can the audience guess who is being interviewed?

Closing – Exit Card to assess what the students learned from watching the role-plays as well as completing their own interview. (see below)

Accommodations – ESL students are given a list of questions and must choose the three they feel meet the criteria for a powerful question.

Resources

CTV Interview with Wayne Gretzky. Retrieved March 24, 2010 from <http://www.youtube.com/watch?v=7nqX2LkpaJI>

Harding, J. C., and Sears, A. (2008). *Voices in democracy: action and participation*. Don Mills, Ontario: Pearson Education Canada.

Learn Alberta. (2008). *A classroom example of asking powerful questions*. Retrieved March 24, 2010 from

	<p>http://www.learnalberta.ca/content/ssapq/index.html</p> <p>Learn Alberta. (2008). <i>Modelling the tools: asking powerful questions</i>. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt.html</p> <p>Lomberg, M. (2008). <i>The Iroquois</i>, New York: Weigl Educational Publishers.</p>
<p>Formative Assessment Strategies</p>	<p>Collaborative work Exit Card 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)

Exit Card

Please answer the following questions and hand it in to me on your way out the door!

Name:

1. What is one thing you learned about the Ancient Athens during this lesson?

2. What is one thing you learned about the Iroquois Confederacy during this lesson?

3. What helped you the most with this project? (Watching the videos, working with other students, research material, or prior knowledge)

4. What is one resource you used to create a more powerful answer to your questions?
