

## Analysing Roles: Trading Card Challenge

### CARC Social Studies

Please Note: Although the Alberta Program of Studies uses the European name "Iroquois", this challenge uses the First Nation's name "Haudenosaunee"

<b>Grade Level</b>	6	<b>General Outcome</b>	<b>6.2</b> Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy
<b>Time Frame</b>	3 – 4 classes	<b>Enduring Understandings (purpose of the lesson)</b>	Equality between the genders was an important value in Haudenosaunee society. Students think symbolically and communicate information about the roles of men and women in Haudenosaunee society in a visual format.
<b>Developed By</b>	Darcie Macdonald		
<b>Critical Challenge/Big Idea</b>	<b>In this challenge students will determine the role and status of men and women of the Haudenosaunee Confederacy by creating an effective trading card using Bighugelabs.com</b>		
<b>Other Questions of Inquiry</b>	<p>In which ways did the men contribute to society?</p> <p>In which ways did the women contribute to society?</p> <p>Is it possible that democracy today and women's rights were influenced by the values of the Haudenosaunee?</p>		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
<b>6.2.1</b> appreciate the relationship between the values of a society and the model of government adopted within a society	<p><b>6.2.4</b> analyze the structure and functions of the Iroquois confederacy</p> <p><b>6.2.4.1</b> How was the Iroquois Confederacy structured? (PADM)</p> <p><b>6.2.4.2</b> What was the role and status of women within the Iroquois Confederacy? (I, PADM)</p> <p><b>6.2.4.6</b> How did the social structure of the Iroquois Confederacy impact its political structure?</p>	<p><b>Critical and Creative Thinking</b></p> <p><b>6.S.1.2</b> critically evaluate ideas, information and positions</p> <p><b>6.S.1.3</b> re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p><b>6.S.1.4</b> generate original ideas and strategies in individual and group activities work collaboratively with others to achieve a common goal detect bias present in the media</p>	

		<p><b>Media Literacy</b>  <b>6.S.9.2</b> examine and assess diverse perspectives regarding an issue presented in the media</p> <p><b>Oral, Written and Visual Literacy</b>  <b>6.S.8.7</b> Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, apply information technologies that serve particular audiences and purposes</p>
<p><b>Summative Assessment Strategies</b></p>	<p><b>Trading Card (see rubric below)</b></p>	
<p><b>Introductory Activity/ The Hook</b></p>	<p><b>Activity 1: Getting Familiar with Technology</b></p> <ol style="list-style-type: none"> <li>1. Students can go on to Bighugelabs.com and explore the site for the first ten minutes of class. They will discover that it can be used to create movie posters, magazine covers, motivational posters etc...</li> </ol>	
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p>***Note – Before starting this activity, students completed a lesson on media bias.</p> <p><b>Activity 2: Roles of Men and Women</b></p> <ol style="list-style-type: none"> <li>2. Hand out copies of student reflection and rubric</li> <li>3. Review roles and responsibilities of men and women.</li> <li>4. Play snowball: Each student starts with a sheet of paper, half of the class should write "Haudenosaunee Men" on the top, half should write "Haudenosaunee Women" on the top. On the signal students write down one role or responsibility of their group.</li> </ol> <p>When the teacher gives the signal all students crumple their papers and throw! Students grab a new paper, uncrumple and write a role or responsibility for either and Haudenosaunee man or woman dependent on the heading at the top of the paper.</p> <p>Continue until an extensive list is developed.</p> <p>Use snowballs to create a full list on the whiteboard. Students take a turn to come up and add one idea to the list. Students write down all roles and responsibilities in a chart (thinking strategy) in their notebooks.</p>	

### Activity 3: Making a Judgment

5. Develop criteria for what makes a group important in a culture. Possible criteria include:
  - provides for basic needs
  - has a role that may affect the lives of others
6. Students will participate in a U-shaped debate (see "Resources" list below for information). Students share arguments with each other. Students will continue to enforce their understanding that both genders were very significant and equality was an important value in Haudenosaunee society.
7. Make a judgment (Critical Challenge) - Individually students will use the criteria to decide which gender played the most important role. **Students will begin to recognize (and should be encouraged to do so) that this is a very difficult decision as both genders were much respected and had such important roles and responsibilities in Haudenosaunee society that the society could not survive without each.** If students find it impossible to choose which gender was most important, have them choose which role within a gender was the most important using the same criteria. Students will write a persuasive paragraph outlining their reasons for their choice.
8. Students will use a previous lesson on media bias to help them recognize bias in images they find on the internet. Show a variety of images of Haudenosaunee people on the SMART board. Use Think/Pair/Share to discuss what bias the image may be portraying.

### Activity 4: Create a Trading Card

9. Go to Big Huge Labs (see "Resources" List below for information) Students must choose an image for their trading card (Creative Commons is a good place for students to find images they can use with permission already granted for non-commercial use). The image they choose must symbolize an important role of either a man or woman in Haudenosaunee society. In the description section, students must explain how their image symbolizes the role in the description section. Students must also use a minimum of four icons and use previous knowledge, textbook and internet resources to explain their reasons behind choosing each symbol in the description section of the card. Example – I chose the sun icon because it symbolizes the women raising the main food supply; corn, beans and squash.

Their trading card must be informative, use strong symbolism and communicate effectively.

10. Closing – Students share their trading card with two other people.

Students complete reflection

<p><b>Resources</b></p>	<p>Big Huge Labs <a href="http://www.bighugelabs.com">www.bighugelabs.com</a>.</p> <p>Harding, J. C. and Sears A. (2008). <i>Voices in democracy: action and participation</i>. Don Mills, Ontario: Pearson Education Canada.</p> <p>Learn Alberta (2008). <i>Support material: u-shaped discussion</i>. Retrieved March 24, 2010 from <a href="http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html">http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html</a></p> <p>Lomberg, Michelle. (2008). <i>The Iroquois</i>. Weigl Educational Publishers.</p>
<p><b>Formative Assessment Strategies</b></p>	<p>U-shaped Debate Discussion of bias in images</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)

## Reflection

**Name:** \_\_\_\_\_

I think that \_\_\_\_\_ were the most important in the Haudenosaunee society.

I feel this way because

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I learned that

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## Trading Card Challenge Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Justifies choice</b> (6.S.1.2, 6.S.8.1)	Student has made a <b>compelling</b> argument in persuasive paragraph based on criteria developed in class.	Student has made a <b>convincing</b> argument in persuasive paragraph based on criteria developed in class.	Student has made a <b>believable</b> argument in persuasive paragraph based on criteria developed in class.	Student has made a <b>weakly supported</b> argument in persuasive paragraph based on criteria developed in class.
<b>Demonstrates importance of role</b> (6.4.2.1, 6.4.2.2)	Image and explanation on trading card work together to <b>precisely</b> reflect the role in society	Image and explanation on trading card work together to <b>correctly</b> reflect the role in society	Image and explanation on trading card work together to <b>partially</b> reflect the role in society	Image and explanation on trading card work together to <b>incorrectly</b> reflect the role in society
<b>Communicates message</b> (6.S.8.7)	Trading card <b>captures</b> the attention of the audience through use of font, images, colour	Trading card <b>keeps</b> the attention of the audience through use of font, images, colour	Trading card <b>mildly maintains</b> the attention of the audience through use of font, images, colour	Trading card is <b>unable to hold</b> the attention of the audience through use of font, images, colour