


Want Ad Challenge CARC Social Studies

Please note, all black line masters are after the lesson plan template beginning on page 4. Each black line master is linked in the lesson plan. Click on the red push pin () in each master to return to the lesson plan template.

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 skills of open-mindedness and fair-mindedness in order to work within a group to make a decision about the most important attributes of the roles people played in history.
Developed By	Darcie McDonald		
Critical Challenge/Big Idea	Decide on the three most important characteristics of an Iroquois Chief, Iroquois Clan mother, Athenian Citizen, Athenian Slave to create effective want ads.		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
<p>6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)</p>	<p>6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon: 6.2.3.3 How did identity, status and class structure impact citizenship in ancient Athens? (C, I)</p> <p>6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon: 6.2.4.1 How was the Iroquois Confederacy structured? (PADM) 6.2.4.2 What was the role and status of women within the Iroquois Confederacy? (I, PADM)</p>	<p>develop skills of critical thinking and creative thinking 6.S.1.2 critically evaluate ideas, information and positions 6.S.1.3 re-evaluate personal opinions to broaden understanding of a topic or an issue 6.S.1.4 generate original ideas and strategies in individual and group activities</p> <p>demonstrate skills of cooperation, conflict resolution and consensus building 6.S.5.1 work collaboratively with others to achieve a common goal</p> <p>demonstrate skills of oral, written and visual literacy</p>	

		<p>6.S.8.1 express opinions and present perspectives and information in a variety of forms such as oral or written presentation, speeches or debates</p> <p>6.S.8.5 listen to others to understand their perspectives</p>
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Note: Outcomes 6.S.1.3, 6.S.1.4, 6.S.5.1, and 6.S.8.5 are not summatively assessed and therefore do not appear in bold above. The rubric can be modified to assess those outcomes if desired.

<p>Summative Assessment Strategies</p>	<p>Want ad (see rubric below)</p>
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Want Ad Puzzle</p> <p>Working in small groups students will evaluate the necessary attributes for an occupation. Students choose an occupation out of a container. Students are given an envelope of attributes (cut out on pieces of paper). Students will choose the attributes that match with their chosen occupation. (See Occupations and Attributes Teacher Resource below)</p>
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Placemat Activity</p> <ol style="list-style-type: none"> 1. Hand out blank placemats to student groups of four. 2. Give each group of four one of the following characters – Iroquois Clan mother, Iroquois Chief, Athenian Citizen, Athenian Slave. 3. In each student’s own area of the placemat, students brainstorm character traits for their person (loving, brave, intelligent etc...). I put on music and let them brainstorm the length of 2 songs. 4. Teacher Directed - <u>Develop criteria</u> for an important attribute. example-makes a difference to how well they complete their role affects a lot of people 5. <u>Using the criteria</u> students will work as a group to decide on the five most important attributes for their role. Remind students that they may use consensus (agreement of all) or majority rules (take a vote) to make their decisions. Students should write their chosen five in the middle of their placemat.

	<ol style="list-style-type: none"> 6. On the back of placemat write down reasons for choosing each of your top five attributes. For example – Clan mother must be brave <u>because</u> she has to stand up to others who disagree with her decisions. 7. Have student groups choose a different role from: Iroquois Clan mother, Iroquois Chief, Athenian Citizen, Athenian Slave. 8. On a new placemat, have students brainstorm important attributes for that role. After sharing their brainstorming, each student must decide for him/her self which 5 attributes will be most important for the role chosen and why they chose the attributes they did. <p>Activity 3: Create Want Ads</p> <ol style="list-style-type: none"> 1. Students are ready to create their individual want ads. Review some want ads from newspapers or online sources, etc. Ask students what each ad has in common. From this discussion create criteria for an effective want ad. Some examples may be concise, informative, catchy. 2. Hand out rubric and discuss to ensure students understand standards for project. Allow time to create want ad. 3. Once completed, students present their want ads to the entire class. 4. Have students complete the Student Reflection
Resources	Harding, J. C. and Sears A. (2008). <i>Voices in democracy: action and participation</i> . Don Mills, Ontario: Pearson Education Canada.
Formative Assessment	First placemat activity and attribute decision as a group, student reflection
Accommod-ation s:	ESL students were grouped with English speaking students for this assignment. Most groups had one translator (a student that speaks both languages) within the group. I worked closely with ESL students during brainstorming to help them understand the meaning of the terms. Students also had Spanish/English dictionaries on hand.

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

Rubric for Want Ad

Level Criteria	Excellent	Proficient	Adequate	Limited
Describes attributes (6.2.3.3 or 6.2.4.1 or 6.2.4.2)	Information is precise and perceptively conveys the necessary attributes	Information is relevant and appropriately conveys the necessary attributes	Information is generally accurate and simplistically conveys the necessary attributes	Information is somewhat inaccurate and conveys little of the necessary attributes
Communicates Information (6.S.1.2, 6.S.8.1)	Ad is concise and engaging	Ad is logical and interesting	Ad is appropriate and simplistic	Ad is lengthy and ineffective

Occupations and Attributes Teacher Resource

1. Cut out each profession in the top row and place in a container.
2. Cut out each character attribute in the following rows and place in another envelope. You will need one envelope for each group.
3. Have students choose an occupation from the container and find the attributes that are needed for their occupation.

OCCUPATIONS

Professional Entertainer (clown)	Artist	Judge	News Reporter	Fire fighter
ATTRIBUTES				
Funny	Independent	Decisive	Critical	Strong
Friendly	Pays attention to details	Impartial	Cautious	Brave
Easy going	Creative	Fair	Good at Writing	Compassionate
Likable	Inventive	Open-minded	Curious	Intelligent
Foolish	Insightful	Attentive	Persistent	

Student Reflection

Name:

The most important attribute for a _____ is ...

I think this because ...

I am surprised that ...

I learned ...

My group made our decisions by (majority rules or consensus)

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Communicates Information (6.S.1.2, 6.S.8.1)	Ad is concise and engaging	Ad is reasonably brief and interesting	Ad is somewhat long and simplistic	Ad is lengthy and ineffective