

**Subject:** Social Studies **Grade:** 5 **Date:** October 13, 2016

**Topic (Concept):** 5.1 Physical Geography of Canada

**Lesson Plan:** 4

**Alberta Education Program of Studies:**

**General Learner Expectations (General Outcome)**

*Students will:*

*5.1 Demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians*

***Skills:***

Dimensions of thinking:	
Develop skills of critical thinking and creative thinking	<i>5.S.1 generate original ideas and strategies in situations of individual and group activities</i>
Develop skills of geographic thinking	5.S.3 construct maps, diagrams and charts to display geographic information
Research for deliberative inquiry	
Apply the research process	5.S.7 use graphs, tables, charts and Venn diagrams to interpret information Organize information gathered from the internet, or electronic source, by selecting and recording the data in logical files or categories
Communication	
Demonstrate skills of oral, written and visual literacy	5.S.8 respond appropriately to comments and questions, using language respectful of human diversity

**ATTITUDE**

Specific Outcome 5.1.1 Value Canada's physical geography and natural environment

**Values and Attitudes:**

***Understandings (Knowledge):***

*Students will: examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:*

*What are the major geographical regions, landforms and bodies of water in Canada?*

*What are the differences and similarities among the geographical regions of Canada?*

*How is the geographical region they live in different from other regions of Canada?*

### **Learning Outcomes**

By the end of this lesson, the grade five students will be able to answer the following questions about the Atlantic Region:

1. Where is it located?
2. What three natural resources can be found there?
3. What has this region done for Canada?

Know what the following terms are: Quebec Act, longhouses, Joseph Brant, Tommy Douglas, loyalist, The Great Migration

### **"I Can" Statements:**

I can:

- 1 Locate the Great Lakes, St Lawrence Region on a Canadian map
- 2 Name three natural resources found in the Great Lakes, St Lawrence Region
- 3 Explain what The Great Migration is
- 4 Tell what the Quebec Act is

### **5 Materials:**

Chrome books	Textbook	Dictionary
Canadian Flipbook	File folder	Art supplies: Cardstock, Decorative tape, Ribbon
History pamphlet	Pitstop, Detour, Roadblock cards	Great Lakes, St Lawrence Region video: <a href="https://www.youtube.com/watch?v=FoiC6cHjA74">https://www.youtube.com/watch?v=FoiC6cHjA74</a>

**Time: 25 minutes**

**Set:** we are going to continue our train ride across Canada. We will review where we have been and learn about where we are going next.

**Procedure:**

**1. ENGAGE**

- a. Show video of Great Lakes, St Lawrence region
- b. What natural resources do you notice in the video?

Seeing that we are also learning about remembrance day I thought I would show you a video on how remembrance day is celebrated in Ottawa, which is in the Great Lakes, St Lawrence region

<http://www.cbc.ca/news/politics/remembrance-day-2015-ceremony-ottawa-1.3313522>

**2. EXPLORE**

Work on roadblock with students

Chart provided in flipbook

**3. EXPLAIN**

- a. I will be coming around and checking whether you answered the questions in your own words. This is for you to learn not for you to copy.

**4. E-LEARNING**

- a. Research
  - i. vocabulary words
  - ii. identity of region

**5. ELABORATE**

- a. The students are to pick two important facts about the region

**6. EVALUATE**

- a. Review and answer the "I can" statements
- b. On a blank Canadian map that will be glued into their suitcases- students will be asked to locate the Great Lakes, St Lawrence Region. On your white boards, please list three natural resources found in the Great Lakes, St Lawrence Region (go around and check)
- c. Explain what the Great Migration was
- d. What is the Quebec Act (if they do not get that I will ask someone to explain)?
- e. In your flipbook please compare this region to our region. What region is this? and what region do we live in

**Closure:**

Lets review what we learned, the Great Lakes, St Lawrence region is located \_\_\_\_\_ and its natural resources are \_\_\_\_\_, what provinces are in the Great Lakes, St Lawrence?

Next social studies class we will be looking at the Interior Plains. So if anyone have a story to tell of has been there and has a little something to show please feel free to bring it in.

Please hand me your suitcase we will be using them through out this unit.

**Anticipated Problems:**

Technology- the youtube video might have advertisements on it.

- I need to check the video out 10 minutes before class

Students might want to work on suitcases before they do the activities- I will be handing them out when they are done.

### **Pluralism Integration:**

1. Learning styles accommodation:
  - a. **Visual:** watch the video of the Great Lakes, St Lawrence Region and a power point presentation will be on the smartboard so the students can see where the Great Lakes, St Lawrence Region is located and the some of the natural resources, and chrome books will be used to research information
  - b. **Auditory:** I will work on an activity with the students
2. Multiple intelligence accommodation:
  - a. **Interpersonal:** the students are able to work independently but with a group of students so they can ask each other questions
  - b. **Visual:** the students are able to view the video
  - c. **Musical:** the students are able to see the video with music
3. Diversity: the students who have stories or items from the certain region we are working on are allowed to share it with the class

### **Special Needs Accommodation:**

**Content:** the first activity is done as a class and if they need help with other activities they are welcome to either ask myself or another student

**Process:** if the students can't work on their own, they are able to work with another students

**Product:** On the activity entitled Pit Stop. The student picks only one product to do.

### **Moral and Values Integration:**

The students will be able to show respect for this great land.

Student Rubrics

1= understand and can elaborate, 2= understand but can't elaborate, 3= needs more clarification, 4= not understanding at all.

	1	2	3	4
Can locate the Great Lakes, St Lawrence Region				

Can list 3 natural resources found in the Great Lakes, St Lawrence Region				
Write down two interesting facts for this region				
Can explain the Great Migration				
Can explain the Quebec Act				