**Social Studies**
**Ocean Animals**
**Grade 5/6**

*Class Description*

The Grade 5/6 combined class we are in has 29 students, with a fairly even mix between boys and girls. There are two students who have IEPs, one of which is of Aboriginal background. There is also a gifted child and one child with social anxiety. The class is split in two groups for these lesson plans, and each group was academically diverse, so dependent on the group modifications are to be made. The classroom is social and culturally diverse with many of the students with an Asian background. There are a variety of skills within the classroom that range from technology-based to the arts.

*Rationale*

The focus of our lesson plans was on Ocean Animals, a subject that had been picked by the students themselves. We ended up designing the lesson plans around Social Studies but tried to make it cross curricular with Science. Technology, such as iPads, were incorporated in our lesson plans, so that we could help students understand the importance of research and what resources can be worked with and which should be avoided. Student participation was based on working in pairs and collectively, in each lesson plan. We were scaffolding them to work together so that their final project represented what knowledge they previously had and any new knowledge they came across during the class.

*Overall Objective*

The objectives of our lessons are to:

1. Have students learn about a subject matter of interest to them
2. Have students gain a personal connection to animals that they may not be familiar with
3. Have students recognize that decisions that they make in their daily life can impact the ocean and the animals that live there.

*Resource Critique*

We used a YouTube video during our first lesson "Top 10 Dangerous Ocean Animals”**.** This video was great in giving the students an introduction to animals in the ocean that are particularly dangerous, and helped to hook them on the remainder of the lesson. The video also prompted students with ideas of animals they could further research in later lessons. The one critique with this resource was that on the iPads in which the students were watching it, searching it was difficult. In the future we would have the students watch on a projector if available, or cue up the videos prior to the class on the iPads. For our second lessons we complied a video with clips from the documentary “Racing Extinction”. The video gave the students a harsh look into the human interrelationships with endangered animals. All of the clips were obtained from YouTube. It would have been nice to show the class the whole video, however do to a lack of time this was not an option. One critique is that the film can be a bit graphic at times, so just making sure that students are mature enough for the scenes in the film.

**Big Idea(s): (5)** Natural resources continue to shape the economy and identity of different regions of Canada.

**Goal/Purpose:** The goal of the lesson is for the students to understand which animals are very dangerous in our oceans, why they live where they live and what purpose do they bring to the surrounding lands. Students will be able to make connections from animals to human life in the regions the animals live.

**Curricular Competencies:** (5) Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources. Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (6) Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).

**Rational:** Structuring the lesson in a research form allows students to be able to choose their own adventure. It allows them to look into animals that they find to be interesting to them. Working in pairs is a good lesson in communication and collaboration.

**Content/Lesson:** Resources and economic development in different regions of Canada (5)

**Introduction:** Lesson hook, get students to think about the dangerous animals in our oceans by watching a clip. This will get students excited, and introduce them to animals they may want to research more on. Students will all be watching the clip at the same time on their iPads with their partner.
**Development:** During the research portion of the lesson students will be able to choose a partner to work with, if someone is away a group of 3 will be fine.They will work together to choose an animal they want to learn more about together. It will be explained to students that they have to fill in a sheet on what they learned about their animal. Students will fill in work sheet. Following filling in the work sheet students will come back together around the work area and we will discuss what is the follow up for the next two lessons.

**Conclusion:** Gather all the students back together and have them share what animal they chose and one interesting fact to the rest of the group.

**Assessment:** Did the students fill in the work sheet properly, and did they make connections to the surrounding human and land life?

**Materials:** iPads for pairs of students, work sheet, pencils,

**Estimated Time:** 45 minutes

**Adaptations**: Help students with looking up research on their iPads, and aid them in finding proper websites with valid information.

**Extensions:** If students are done early on their work sheet they can start brainstorming ideas for the final project.

**Resources:** Video Link - **https://www.youtube.com/watch?v=cMBP6n4h0j8**

**Big Idea(s):** Economic self-interest can be a significant cause of conflict among peoples and governments

Complex global problems require international cooperation to make difficult choices for the future

**Goal/Purpose:** The goal of our lesson is for the students to understand the way we live our lives has impact on the world in a global scale, particularly focusing on ocean animals.

**Curricular Competencies:** Develop a plan of action to address a selected problem or issue

**Rational:** Starting our lesson with a game, using the animals the students chose the previous week is our hook to get the students back into thinking about the animals they are studying. The movie will give the students ideas into what ways our lives make a significant impact on the ocean animals.

**Content:** International cooperation and responses to global issues, regional and international conflict and different systems of government

**Introduction:** Lesson will begin with a game, where students will be expected to work together as a group of 14 to decide what animals are endangered, extinct and safe. Ask students what it means to be a part of each category in the game.

**Development:** Following the game students will watch the movie (projected onto smart board via computer). The movie will give students insights into why some of our oceans animals are becoming endangered and what impact our lives have on these animals. Students will then break into groups and be expected to come up with five strategies that will help our oceans animals. Students will be expected to have two ways for each idea as to how it is going to help. Ex. riding our bikes to school instead of getting a ride in a car will help our ocean animals by reducing carbon emissions therefore making our oceans less acidic. Students will do this in a group with chart paper and markers, documenting their five strategies.

**Conclusion:** Students will be expected to share their strategies with the class using their chart paper examples.
**Assessment:** Did the students come up with helpful strategies to help reduce the impact our lives have on ocean animals?

**Materials:** Movie, projector, chart paper, markers and desks for group work

**Estimated Time:** 45- 50 minutes

**Adaptations**: Help students to come up with ideas if they are stuck with the five strategies

**Extensions:** Start working on final project idea in original groups

**Enacted Learning:** The lesson is based on the students discussing and working with each other to come up with ways to help the world (locally and globally) around them. They will be asked to join in groups of four, and to write down 5 ways they can go about helping protect the ocean animals from going extinct. This will help show them that one little step can make a difference in the larger picture of protecting our planet.

**Resources:** Movie was created by Pamela, using clips from the documentary Racing Extinction

**Big Idea(s):**
Economic self-interest can be a significant cause of conflict among peoples and governments

Complex global problems require international cooperation to make difficult choices for the future

**Goal/Purpose:** The goal of the lesson for the students to wrap up their thoughts, ideas and conclusions about how to help the particular animals they are studying.

**Curricular Competencies:** Develop a plan of action to address a selected problem or issue and make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.

**Rational:** The first lesson allowed students to zone in on an animal they found particularly interesting. The second lesson introduced ideas of why the way we live our lives affects ocean animals. This last lesson is tying together the two lessons as a conclusion.

**Content:** Regional and international conflict and media technologies and coverage of current events
**Introduction:** To start this lesson we are going to review the top five ways in which the students can help out ocean animals from becoming extinct or endangered. We are going to review the key terms learned the previous week.
**Development:** The majority of the time this lesson is for the students to create a poster board about how to help the animal they are studying. On their poster, students will be expected to include: a title, what animal they are studying, a photo (provided by us), the habitat, its physical characteristics, what it eats, where it lives, is it endangered extinct or safe, what are potential threats to the species, three ideas of how they can help as well as two I wonder questions about their animal. It will be explained to Students that their posters will be on display at the Hamilton Expo and they will have to present them to their peers. Hopefully this inspires them to do their best work.

**Conclusion:** Groups will each have 3-5 minutes to present to the rest of the class about their poster and addressing all of the points.
**Assessment:** Did the students portray their animal poster in an organized engaging way, and were they able to present their ideas to the class?

**Estimated Time:** 45 Minutes

**Extensions:** Students can help to set up booth for expo

**Materials:** iPads (1 for each group of 2 students), poster paper, markers, photos of each animal, glue and crayons.

**Adaptations**: Aid students in researching ideas of how to help their particular animals if they are struggling.

**Enacted Learning:**
Much of our lesson is based on the students being active in their own learning. They will be working together to create a poster board that highlights qualities of a specific dangerous animal and then connect it to what they/ humans can do to help protect that animal from going into extinction. It will be up to the students to work together and use an iPad to research different qualities about their animals and things in the environment or human contact that cause issues to the population of their animal. With the help of a teacher, the students will be in charge of figuring out what kinds of sources they can use and what information they feel best highlights their animal.