

Perspectives and Debates – Wolf Cull

Class Description:

The class was a grade 4, 5 and 6 Montessori class. They were the ages of 8-11 years. There were many ethnicities in the class and no known learning disabilities. All students were very respectful of each other and the class seemed to have an established class community. The class displayed high levels of comprehension and steady class participation.

Rationale:

Our rationale for this unit on perspectives is to create a forum for the students to explore how to look at others point of view. The big idea was centralized on respect; respect for others opinions and ideas. This form of respect comes from acknowledging others have different opinions from our own and they see a different point of view. We used the wolf cull to push this point across and to develop their ideas on respect and responsible perspectives.

Objectives overall

The overall objective was to design a unit that would encourage students to see others view points by educating themselves on how to find credible sources of information and using that information to develop respectful responses to others perspectives.

Assessment methods

We will use formative assessments and their own learning journals to help the students find understanding of perspectives. We will utilize open discussion being mindful that the overall objective is to view others perspectives with an open mind and respectful heart. We will check frequently that there is complete understanding of terms and vocabulary plus ideas.

Explicit Strategies

- Students will learn by doing by utilizing the iPads and researching resources and deciphering, critically analyzing and judging their respective sources as to whether they are both credible or valid.
- Students will learn by doing when they critically engage in discussion frequently throughout the lesson on the topic of credibility.
- Taking part in a discussion to decide where changes could have been made in behaviours.
- Rephrase, respectfully statements made in the wolf cull debate and ask the question of how we can be respectful when faced with differing perspectives of our own.
- Enactivism will be demonstrated when the children research, find meaning in the articles and discover the authors perspective.

Lesson: Perspectives on Debates Wolf Cull Lesson 1

Grade(s): 4,5, & 6

Subject: Social Studies

Time: 55 minutes

Rationale:

- The reason for this lesson is to engage the students, analytical, critical and also to understand there are both personal and professional biases in perspectives.

Enactivism (learning by doing)

- Students will learn by doing by utilizing the I Pads and researching resources and deciphering, critically analyzing and judging their respective sources as to whether they are both credible or valid.
- Students will learn by doing when they critically engage in discussion frequently throughout the lesson on the topic of credibility.

Lesson Objectives:

- Identify resources, gain meaningful insight into what a resource looks like and discuss and understand the resource's validity.
- Media sources can both positively and negatively affect our understanding of important events and issues.

Curricular Competencies:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Content:

- Media technologies and coverage of current events

Activity: 5 minutes:

- Overview: start with a discussion about resources, check for prior knowledge. What do they know about resources, collection, checking for credible resources, facts, authorship, ownership, and sponsorship?

How I Will Teach This

Materials:

- Object to put in middle for perspectives
- Envelopes
- recycled paper
- iPads (already requested and booked by sponsor teachers)
- worksheet
- pencil

Hook: (10-15)

- Get students in circle and place object (TBD – object that is only visible from certain angles) and ask children to draw a picture of it. Have class go and ask students to share what they saw from their view. Some students will be given the task to “lie” about their perspective. When students regroup we will discuss what they gathered for information and why they believe their classmates information. We will then introduce that there are multiple perspectives and validity of perspectives.
- Why do you believe them? Are they credible sources?

Assessment

Formative

Assessment FOR learning
-Checking understanding from class on ideas pertaining to collecting information from other sources and reliable sources.
Take ideas from class of what a reliable source is after having them explore iPads.
Check for understanding for assessment for learning from worksheet activity (attached)

<p>Lesson Overview:</p> <p>First part of activity: 10 Minutes:</p> <ul style="list-style-type: none"> • Have the children seek out three resources on topics of the Wolf Cull. • Ask them to check for credibility, discuss the term credibility if they do not understand. • Discuss the credibility of a few of the resources they have come up with. Check for content, where it comes from, discusses the validity of Internet resources and credibility. <p>Transition: 5 minutes:</p> <ul style="list-style-type: none"> • discuss the idea of perspectives again and how multiple perspectives point to many different facts and different knowledge. <p>Worksheet:</p> <ul style="list-style-type: none"> • have them consider one of their sources and hand out the worksheet and fill out the information the best they can. <p>Closing 10 - 15 Minutes:</p> <ul style="list-style-type: none"> • consider the hook and how all perspectives were different. Now consider what perspectives were valid and credible. How can we with respect consider these perspectives and decide what to use and trust? <p>Closing question:</p> <ul style="list-style-type: none"> • How do these sources lead to perspective? How do their different sources have different perspectives and can they considered to be reliable? 		
<p>Resources: TBD by class with ipads.</p>		
<p>Adaptations: Students with learning considerations will be assisted by teacher.</p>		

Lesson Perspectives on Debates Wolf Cull Lesson 2	
Grade(s): 4,5, & 6 Time: 55 minutes	Subject: Social Studies
<p>Rationale:</p> <ul style="list-style-type: none"> • The reason for this lesson is to engage the students to listen, analyze and respect others opinions. The lesson will also give them tools or knowledge on how to respond to different perspectives. <p>Enactivism (learning by doing)</p> <ul style="list-style-type: none"> • Discovering the meaning of the story, discovering the moral of the story. • Taking part in a discussion to decide where changes could have been made in behaviours. • Rephrase, respectfully statements made in the wolf cull debate and ask the question of how we can be respectful when faced with differing perspectives of our own. 	

Lesson Objectives:

- Allow students to develop skills and strategies to understand and respect opinions or perspectives different than their own.

Curricular Competencies:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Content:

- Media technologies and coverage of current events

How I Will Teach This

Materials:

- Smartboard
- Website: www.zapatopi.net/treeoctopus/.com

Hook: 10 minutes

- Recap from last week about reliable or credible sources. We talked about sources being credible around the dates being recent, who the audience is for, what type of source.
- Show class tree octopus website and ask go over details of site. Ask them if they think this is a reliable source? Should we try and find more information to see if this is a reliable source?
- What are some of the ideas?

Assessment

Formative

Assessment FOR learning
Hook: here we will assess whether the students were able to gather information from the short video about opinions and perspectives. Also relevance and if they could analyze any possible insights into who is on whose side? This will be done in a class discussion.

Activity: with partners the children can be assessed using the quality of information they have found. Also the insight they gather from this information in this short time, did they find a viewpoint, is it respectful, is it biased what other information can they find?

Closing activity: children will be assessed on their presentation and the quality of the information they were able to gather in this short time regarding perspectives and respect.

Lesson Overview: First part of activity: 30 Minutes:

- Introduction to storytelling, history and story followed by a short discussion of what Coyote could have done better and respectfully.
- Aboriginal representative will tell oral story of the “How Coyote and Bear made day and night.” This story will emphasize the power of respect when the perspective is not the same as others. This is a traditional Secwepemc story from the interior plains Indigenous peoples that teaches morals through the character of Coyote, aka the trickster. Coyote and Bear have a different view about darkness and light (day and night) and find themselves in a tough situation, when eventually they compromise to make day and night.

Transition: This will be built into the conversation of how could have coyote and Bear responded to others perspectives.

Activity (5 minutes): Show quote from Christy Clark about Miley Cyrus’ comment on Wolf Cull. Ask students how could Christy Clark responded more appropriately and respectfully to Miley Cyrus?

<p>Closing question(s): How do we be more respectful when we are responding to an opinion?</p> <ul style="list-style-type: none"> - Listen to the point of view - Weigh the ideas - Be open minded - If you disagree, simply say, I disagree because or I feel that... - Avoid attacking the person's opinion or the person 	
<p>Resources: TBD by class with ipads.</p>	
<p>Adaptations: Students with learning considerations will be assisted by teacher.</p>	

Lesson Perspectives on Debates Wolf Cull Lesson 3	
<p>Grade(s): 4,5, & 6 Time: 55 minutes</p>	<p>Subject: Social Studies</p>
<p>Rationale:</p> <ul style="list-style-type: none"> • The reason for this lesson is to engage the students to listen, analyze and respect others opinions. The lesson will also give them tools or knowledge on how to respond to different perspectives. <p>Enactivism (learning by doing)</p> <ul style="list-style-type: none"> • Enactivism will be demonstrated when the children research, find meaning in the articles and discover the authors perspective. • They will also be able to discover what makes their argument strong or weak. IE other sources they used, is it relevant, does the argument convincing, is it objective or does it have a point of view and can it be considered to be reliable? 	
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Allow students to develop skills and strategies to understand and respect opinions or perspectives different than their own. <p>Curricular Competencies:</p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) <p>Content:</p> <ul style="list-style-type: none"> • Media technologies and coverage of current events 	
<p>How I Will Teach This</p>	<p>Assessment</p>

<p>Materials:</p> <ul style="list-style-type: none"> • ipads • Pen and papers • Smart board • Website: https://www.youtube.com/watch?v=d0yjvKuLCEke 	<p>Hook: 10 minutes</p> <ul style="list-style-type: none"> • We will return to exploring the wolf cull. Start by watching a CBC news report about the cull on wolves: https://www.youtube.com/watch?v=d0yjvKuLCEke • We will discuss the points of view we saw and if they are being respectful towards each other's perspective. • Also a discussion of what respectful dialogues will look like. 	<p>Formative Assessment FOR learning Hook: here we will assess whether the students were able to gather information from the short video about opinions and perspectives. Also relevance and if they could analyze any possible insights into who is on whose side? This will be done in a class discussion.</p>
<p>Lesson Overview: activity: 20 Minutes:</p> <ul style="list-style-type: none"> • They will open the I pads and find two different sources on the Wolf cull. • One source will look at the positives of the wolf cull and the second will examine an aspect that goes against the wolf cull. • With their partner(s) they will in their group discuss the following criteria; is the argument convincing, is it objective or does it have a point of view and what is the view or perspective, is it reliable and is it respectful with their argument and the perspective of the other sides argument. This will be noted in their learning journals or on a piece of paper. <p>Transition 5 minutes: ask the students to close the I pads and to take note of their notes and choose one speaker or presenter to speak on behalf of their group about their findings.</p> <p>Closing Activity and discussion (10 minutes): each group present their findings with each group and discuss the perspectives they found and if they can be considered credible and respectful. How do we be more respectful when we are responding to a opinion? <ul style="list-style-type: none"> - Listen to the point of view - Weigh the ideas - Be open minded - If you disagree, simply say, I disagree because or I feel that... - Avoid attacking the person's opinion or the person <p>Closing question: How will you view others perspectives now? Can we look at others perspective and respond with respect? Lastly we need to consider that everyone is entitled to a perspective different from our own but this should lead us to understand their argument and seek out answers for our own view while remaining respectful.</p> </p>		<p>Activity: with partners the children can be assessed using the quality of information they have found. Also the insight they gather from this information in this short time, did they find a viewpoint, is it respectful, is it biased what other information can they find?</p> <p>Closing activity: children will be assessed on their presentation and the quality of the information they were able to gather in this short time regarding perspectives and respect.</p>
<p>Resources: TBD by class with IPADS.</p>		
<p>Adaptations: Students with learning considerations will be assisted by teacher.</p>		

Resource Critique

- 1) www.zapatopi.net/treeoctopus/.com

This website was used in the second lesson to talk about resource validity. Students were introduced on how to critique resources in the first lesson and how to view and understand others perspectives on an issue. This website was used to demonstrate to the students that there are resources that will appear to be authentic, but can still have false information.

- 2) <https://www.youtube.com/watch?v=d0yivKuLCeke>

This resource was taken from CBC news International. It portrays both sides of the Wolf Cull and allows students to understand there are two sides and allows them to hear from both sides. The resource has people who are affected by the Wolf Cull and footage and video from the actual site where wolves

- 3) <http://www.vancitybuzz.com/2015/09/christy-clark-thinks-miley-cyrus-should-stick-to-twerking/>

This resource is taken from a local website which talks about current issues. It talks about two side of the Wolf Cull from two perspectives; Miley Cyrus and Christy Clark. It is a source which does not have a bias and recent information.

- 4) Oral Story – *How Coyote and Bear Made Day and Night*

This is a traditional Secwepemc story from the interior plains Indigenous peoples. Permission has been granted to share this story.