

Human Cube Lesson Plan

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Grade	5	Topic	Geography - Data Representation through Mapping
Date	November 27 th , 2014	Allotted Time	Varied
Cite sources used to develop this plan: BC Draft Curriculum. BC Social Studies IRP			

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

Students are learning about Canada and its social and physical geography. Knowing about the different resources, landscapes, and population densities around Canada will allow students to understand the diversity of the country and its possible effect on future career opportunities.

2. **Provincial Learning Standards:** *What competencies and concepts and content does this lesson develop?*

Big Ideas

- The development of natural resources has shaped the economy of different regions of Canada.

Curricular Competencies

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

Concepts and Content

- Canada's regions within the global economy

3. **Assessment**

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
-Students will learn to collect data and represent it on a map of Canada -Students will learn about geographic location, landscape, resource distribution, and population density through mapping.	-Completion of map book -Peer assessment -Ability to research and collect data -Classroom discussion	-Ability to correctly label Provinces/Territories, major industries/resources, physical features of Canada. -Ability to compare Provinces/Territories in regard to population density and area.

4. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Picture Slideshow
Capital Cities Map

Beanbag
Regular map of Canada x2
Stamps/stickers

Blank map of Canada with no borders
Trinket prizes

Resource cards
Blank map of each Province and Territory

5. Lesson Development	Pacing
<p>Activity 1 – Mapping Brainstorm - 45 Minutes</p> <p>➤ Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <ul style="list-style-type: none"> ○ Begin lesson by showing a slideshow of pictures of the regions of Canada. ○ Ask students to pay attention to any physical, social, or industrial/commercial aspects they see in each Province and Territory and note them ○ Are there any specific things you noticed? <p>➤ Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <ul style="list-style-type: none"> ○ Students receive a blank map of Canada with no Provincial or Territorial borders, physical features or names. (http://thenwetravel.info/maps/world-political-entities-maps/a-d/display-canada-outline-map-black-and-white.png) ○ Students should write down or illustrate as much as they know on the map, which could include (place names, Province or Territory names, major resources/industries, physical features such as lakes and mountain ranges or more). ○ This activity is not to use any external resources and is an exhibition of what each student knows. There is no ONE way of doing it. All students will likely have different content. ○ Students should be made aware that this assignment will not be calculated toward any formal grade, however it will be assessed to show what they know about Canada. ○ Students are given an opportunity to share what they know about Canada and how they represented it on the map. <p>➤ Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <ul style="list-style-type: none"> ○ Explain that using maps is one way of showing what we know currently about any place, country, or region. <p>➤ Accommodations (adaptations, extensions, other): <i>How will you plan for students who have learning/behaviour difficulties or require enrichment?</i></p> <ul style="list-style-type: none"> ○ Students with scribing difficulties may opt to come and tell the teacher what they know about Canada and indicate the location on the map 	<p>10 Minutes</p> <p>15~20 Minutes</p> <p>5-10 Minutes</p> <p>2-3 Minutes</p>

Activity 2 – Active Map – 45 Minutes

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| <p>➤ Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <ul style="list-style-type: none">○ Students are shown a map of Canada with the capital cities of each Province and Territory indicated but not named. (PowerPoint)○ Students offer suggested answers as to what the names are.○ Class either agrees or disagrees with the answer and then the correct answer is shown.○ Students are given a map of Canada with capital cities indicated and a word bank of capital city names and put the names in the correct places. | 5 Minutes |
| <p>➤ Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <ul style="list-style-type: none">○ Students are taken outside or to the gym (weather dependent).○ The space should be set up into areas corresponding to the number of Provinces and Territories of Canada. Space permitting, the space should endeavor to mirror their relative position to each other like a map.○ Students are to take turns throwing a beanbag over their head behind them into one of the regions. They must name the capital city of that Province or Territory.○ Class disagrees or agrees with the answer. If incorrect, student is given another chance. When correct, students repeat the correct answer as a class.○ Students who answer correctly are given a small prize associated with the Province or Territory. The goal is to get as many prizes from the “map” as possible (multiple rounds should be played time permitting). Students may not get more than one prize from the same Province or Territory.○ Students who are unable to correctly name the capital after 2 tries may “ask a friend” for help. | 5 Minutes

2-3 Minutes

15-20 Minutes |
| <p>➤ Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <ul style="list-style-type: none">○ Can anyone think of any links to or ways to remember the capital cities of Canada?○ Why might they have been chosen as the capital cities? | 5-10 Minutes |
| <p>➤ Accommodations (adaptations, extensions, other): <i>How will you plan for students who have learning/behaviour difficulties or require enrichment?</i></p> <ul style="list-style-type: none">○ Students not physically able to participate in the throwing of the beanbag may elect to choose a Province or Territory and name its capital. | |

Activity 3 – Active Map 2 – 40 Minutes

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| <p>➤ Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <ul style="list-style-type: none">○ Students will be shown a satellite view of Canada and “transported” to each Province and Territory via Google Earth.○ Students are asked to pay specific attention to the landscapes and take quick notes about each Province or Territory. | 5 Minutes |
| <p>➤ Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <ul style="list-style-type: none">○ Students are taken outside or to the gym (weather dependent).○ The space should be set up into areas corresponding to the number of Provinces and Territories of Canada. Space permitting, the space should endeavor to mirror their relative position to each other like a map.○ Students are given a card with a resource or industry on it. (Forestry, fisheries, agriculture, livestock, mining, hydro-electric, oil, water, or natural gas)○ On the teacher’s signal to “Go”, students have 30 seconds to go to a Province or Territory in which one of the major resources or industries is the one on their card. Ex: Forestry – BC○ Each student is to show their card and explain why they chose the Province or Territory they did. Ex: Forestry – BC because there are a lot of trees.○ Class disagrees or agrees with the answer. If incorrect, student is given another chance. When correct, students repeat the correct answer as a class.○ Students who answer correctly are given a small prize associated with the Province or Territory. The goal is to get as many prizes from the “map” as possible. (Multiple rounds should be played time permitting). Students may not get more than one prize from the same Province or Territory.○ Students who are unable to correctly name the capital after 2 tries may “ask a friend” for help. | 2-3 Minutes |
| <p>➤ Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <ul style="list-style-type: none">○ Are there any other resources or industries that are a major part of any Province or Territory. (Wine, Maple Syrup, Tourism) | 20-25 Minutes |
| <p>➤ Accommodations (adaptations, extensions, other): <i>How will you plan for students who have learning/behaviour difficulties or require enrichment?</i></p> <ul style="list-style-type: none">○ Students not physically able to participate may elect to choose a Province or Territory to match their resource or industry. | 5 Minutes |

Activity 4 – Population and Area Distribution – 30 Minutes

➤ **Introduction:** *How will you introduce this lesson in a manner that engages students and activates their thinking?*

- Students try to guess the current population of the world.
- What is the population of Canada? USA?
- Students try to guess the 3 biggest countries in the world by area.
- Compare size of land and size of population. Does population increase/decrease depending on land area?

5 Minutes

➤ **Teaching/Learning Sequence:** *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

- Students are given a blank map of Canada with spaces to fill in:
 - Province / Territory population
 - Percentage of total population of Canada
 - Province / Territory area
 - Percentage of total area of Canada
- Students are to make use of a provided data sheet to record their answers on the map.
- Does the population increase/decrease in relation to land area?
- Which is the biggest Province / Territory?
- Which is the smallest?
- Which has the largest population?
- Which has the smallest?
- Why do you think Canada's population is so small? (Climate and livable conditions)
- Where do most of the people in Canada live? (Close to the border between Canada and the USA)

15-20 Minutes

➤ **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

- Where does our city fit in relation to other cities in the Province in terms of size? Are we a big, medium, or small-sized city?
- What is the biggest city in BC?
- Where is the smallest community in BC?

5 Minutes

➤ **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

- Students who finish early may color their maps.

Activity 5 – Amazing Race Canada – 60 Minutes

➤ **Introduction:** *How will you introduce this lesson in a manner that engages students and activates their thinking?*

- Is everyone ready to play the Amazing Race Canada?
- Let's have an initial review.
- Overall review of previous lessons on resources/industry, capitals, landscapes using presentations and handouts from previous lessons.
- Any questions?

10 Minutes

➤ **Teaching/Learning Sequence:** *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

- Students are each given a booklet comprised of one page per Province and Territory including major natural features.
- Students are to label the features on the map and list 3 resources according to what they have learned in class.
- When one Province or Territory is done, the student brings their work to the teacher to show completeness.
They may then go to the answer key to check their answers. (This is to prevent going to the answer key prior to having finished the exercise).
- They then show the corrected map to the teacher and receive a stamp or sticker for that Province or Territory on their map of Canada. The goal is to complete their Provinces and Territories of Canada booklet and get a stamp on each one of the Provinces and Territories on their map of Canada.
- Students will also receive a sheet with all the names and words necessary.

30-40 Minutes

➤ **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

- First 5 students to finish correctly will win a prize.
- The rest of students will receive a Canada sticker.
- Have 1st place to 5th place ceremony.
 - In first place..... and so on.

5-8 Minutes

➤ **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

- Students with writing difficulties may pair with a classmate with teacher approval.

Activity 6 – Creative Writing – 60 Minutes

➤ **Introduction:** *How will you introduce this lesson in a manner that engages students and activates their thinking?*

- Today we're all going on a trip through Canada.
- Have students close their eyes and imagine the different parts of Canada (Vancouver Island, the Rocky Mountains, the Plains, the Tundra, the ice fields in the north, dog sledding, the Great Lakes, Maple syrup, fish boats, lobster and crab, fiddling and dancing.)

5 Minutes

➤ **Teaching/Learning Sequence:** *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

- Give students an outline of their creative writing assignment.
- Students will write a story of their journey across(around) Canada.
- They MUST visit each Province and Territory and describe what they saw in regards to nature, weather/climate, the people, way of life, etc.
- Each Province and Territory should have at least 10 sentences.
- Their trip should follow a logical order. Ex: traveling to Provinces and Territories that border each other and not jumping all around the country – BC, NS, YK, MN, etc.
- Sentences should be complete sentences with as many details as possible. Ex: I went to sleep tonight on a bed of ice covered with animal skins, wearing warm woolen clothing and a toque. NOT I went to sleep.
- Try to be as creative as possible.
- Try to add humour as necessary.
- Students are given loose-leaf paper to begin.

5 Minutes

➤ **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

- Have some students read portions of their writing.

30-40 Minutes

5-10 Minutes

➤ **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

- Students who finish early may illustrate their journal.