# Ontario Grade 5
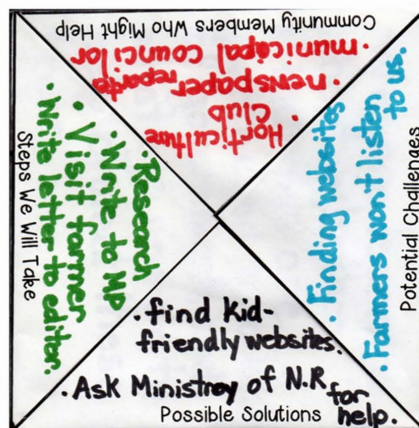
## CANADIAN GOVERNMENT COMMUNITY MAPPING

### An Inquiry-Based Social Justice Action Plan Lapbook Unit



My Community's Assets & Issues

**Assets**
- Splash Pad
- Tree Farm
- Fire Station
- Arena
- Grocery Store
- Skateboard Park
- Seniors Centre

**Issues**
- No Police Station
- No Public Transit
- Window Destruction
- Vacant Lots
- No Youth Centre

Community Members Who Might Help
- newspaper reporter
- municipal councillor
- Horticulture Club

Potential Challenges
- Finding websites
- Farmers won't listen to us.

Steps We Will Take
- Research
- Write to MP
- Visit farmer
- Write letter to editor.

Possible Solutions
- find kid-friendly websites.
- Ask Ministry of N.R. for help.

# Resource Highlights

Coach's CORNER

⭐ 3-Part Lesson Plans

⭐ Links to Relevant Websites

⭐ Issues Based Inquiry Focus

⭐ Assessment Tools

⭐ Lapbook Templates

⭐ Aligns with Ontario Curriculum

# EVERYTHING YOU NEED!!

## Lesson 1

**Full Lesson Plans**

## What Is Our Community?

© Coach's Corner

**Lapbook Activities**

© Coach's Corner

**Learning Goal** | We are learning to create a plan of action to address a social issue of local, provincial/territorial, and/or national significance specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.

**Materials** • **2 class periods.**
• Chart paper
• Markers (different color for each group)
• Method of putting students into 5 groups (popsicle sticks, Random
• Group Generator, etc.)
• "My Community" lapbook templates pages 19 – 22.
OPTIONAL: Me on the Map by Joan Sweeney

**Getting Started**
**Minds On:** Carousel
• Explain to students that they will be working as a group travelling from one section of the room to another to contribute to class charts about the following topics: Municipal Government, Provincial/Territorial/State Government, Federal Government, Citizenship, and Community.
• Each group adds something to the chart as they rotate through, not repeating something that another group has already recorded.
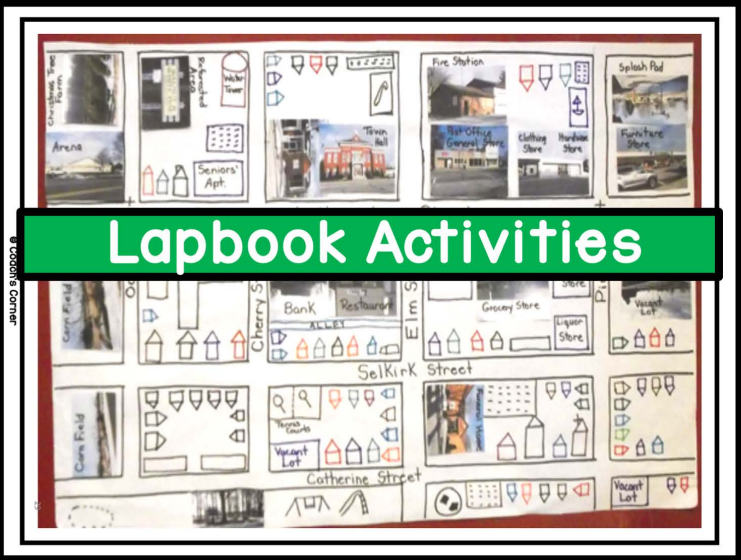• After the carousel discuss the information on each chart.

**Working On It**
• Have students discuss their community. Do they identify their town/city, province/territory/state or region, or do they think in terms of their country?
• Explicitly explain that their local community is a town or city, that is also part of a province, territory, state, or region, and that province etc. is also part of a country, which is located within a continent. (The book Me on the Map is a great read aloud to help explain this concept!)
• Have students complete the My Community lapbook templates. Students can draw and colour outlines of their town, province, etc. Use the step-by-step instructions included in this resource to help you with the assembly of these booklets. The completed booklets should be stored in a safe location until the lapbooks are assembled at the end of the unit.

© Coach's Corner

**What is our Community?** Expectations: B 1.2

**A Note About....Assessment**
As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the Thinking category of the 2013 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Use of Planning Skills" at the top, and then use either written evidence (i.e.. "Timeline") or oral discussions to assess this skill.

After entering each student's name in a box, I would then write a quick "star & a wish" for that skill. This makes it SO easy when you write report cards, because then you have a back of ready-made comments. Often I give students a written "star & wish" anyway, particularly on written tasks, so I just transfer the notes onto my "grid". Here's what it might look like for a s

• Check off main category
• Use highlighter to indicate exactly what skill you are evaluating

Copyright 2014 by Coach's Corner

**Assessment & Evaluation – Knowledge & Understanding**

____ A: Knowledge of Content
Knows relevant facts, terms & definitions

____ B: Understanding of Content
Not only knows key facts, but also understands underlying conc

☆ A. Use of Planning Skills

**Assessment Tools**

# Lessons



## Table of Contents

## Culminating Task
## Community Issue Lapbook

# Full Lesson Plans

## Mapping Our Community : Day 1
### Expectations: B 1.2

**Learning Goal** — We will analyse and construct maps in various formats, including digital formats, as part of our investigations into social and/or environmental issues.

**Materials** — • **1 class period.**

- Summerhill Community Map (you could show this on the whiteboard, or distribute photocopies)
- Community Profile student sheet (optional)
- Community poster
- Interactive Whiteboard (optional)

### Getting Started

**Minds On:**
- Review last lesson's discussion about "community", and show them the Community poster.
- Discuss the meanings of "assets" & "issues" as they pertain to a community.
- Display or distribute copies of the Summerhill Community Map. Ask students to work with a partner or in small groups to identify the assets and issues in Bothwell.
  - **What positive things do they see?**
  - **What might be an issue for the members of the Summerhill community?**

### Working On It

#### Option A
Have students work in pairs to create a Community Profile T-chart checklist (see page 25). They their T-chart group, checklist as students the checklist y to Summerhill.

#### Option B
Distribute the Community Profile sheet provided in this resource. Discuss "assets" and "issues" vocabulary, as well as the various items on the profile. Have students brainstorm other items they would like to add.
Have student complete the checklist as it would apply to Summerhill.

© Coach's Corner

27

---

*Annotations:*

**Getting Started: Activating Prior Knowledge**

**Materials List**

**Also includes:**
- **Reflecting & Connecting**
- **Assessment**

**Working On It: Detailed Directions**

# Lapbook Culminating Task

## Students apply their knowledge from lessons.

# Oral History Interview:

Name of Student: _____          Date: _____

Name of Local Resident: _____

1. How long have you lived in our community? _____

2. Have you always lived here, or did you move here?  **Circle one:**

   **Always lived here      Moved here**

   If you moved here, <u>why</u> did you move to our community?  **Circle one:**

   **job opportunity    friends    family    transportation    weather    school    other:** _____

4. How has the community **changed** _____ have lived here?

   **Positive** changes:


   **Negative** changes:

5. What do you like **best** _____

6. What **changes** would y_____

7. What is the most important _____
   _____

8. Have you ever taken part in an advocacy group that tried to change something in our community?
   **Circle One:**     Yes        No

   If "Yes", what was your group trying to change? _____

   Was your group successful?  **Circle one:**  Yes    No

9. If you had to choose anywhere in the world to live, would you choose to stay in this community

   **Circle One:**  Yes      No

   Why or why not? _____

   _____

70

# Assessment Tools

## A Note About….Assessment

As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the Thinking category of the 2013 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Use of Planning Skills" at the top, and then use either written evidence (i.e.. "Timeline") or oral discussions to assess this skill.

After entering each student's name in a box, I would then write a quick "star & a wish" for that skill. This makes it SO easy when you write report cards, because then you have a back of ready-made comments. Often I give students a written "star & wish" anyway, particularly on written tasks, so I just transfer the notes onto my "grid". Here's what it might look like for a student, Kyle:

**Kyle**
- Worked backwards to design timeline
- Needs more realistic length of time for 2 of the tasks

Star (strength)

Wish (ne...)

- Check off main category
- Use highlighter to indicate exactly what skill you are evaluating

### Assessment & Evaluation – Thinking

___ A: Use of Planning Skills
gathers & organizes data

___ B: Use of Processing Skills
Interprets data & maps
Identifies point of view
Formulates conclusions

___ C: Critical Thinking
Creative problem-solving
Uses inquiry to guide th...

### Assessment & Evaluation – Knowledge & Understanding

___ A: Knowledge of Content
Knows relevant facts, terms & definitions

___ B: Understanding of Content
Not only knows key facts, but also understands underlying conc...

### Assessment & Evaluation – Thinking

___ A: Use of Planning Skills
gathers & organizes data

___ B: Use of Processing Skills
Interprets data & maps
Identifies point of view
Formulates conclusions

___ C: Critical Thinking
Creative problem-solving
Uses inquiry to guide thinking

I have included 4 Assessment grids – one for each section of the Social ...