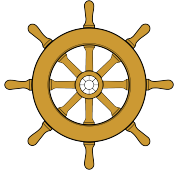


**Lesson Description:  
Lesson 12: Putting it all together  
End of unit assessment**

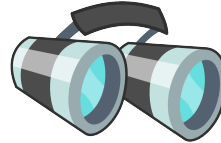
**Outcomes**



**Resources**



**Procedure**



**Assessments**



**Grade:** 5  
**Subject:** Social Studies  
**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*  
What changes have taken place in our culture?



**Curriculum Outcomes:**

**Social Studies:**

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

-end of unit assessment

-persuasive writing

**Expected Time:** 2 periods minimum

**Resources:**



Powerpoint assessment introduction slides



**Lesson Procedure**

**21<sup>st</sup> century skills**

<p><b>Teacher does (I Do):</b></p> <p><b>Motivation: Announce a simulation- Show powerpoint introduction slide.</b></p> <p>You are an archaeologist on the verge of a fantastic discovery. At a remote location, you have uncovered some spectacular artifacts! You are sure that if you can set up a dig here you will be as famous as Howard Carter.</p> <p>Unfortunately you've had bad luck for the last few years and your funding is at \$0. You must convince your sponsors that you know what you are doing.</p> <p>For your final assessment you will create a document to present to the funding committee that thoroughly shows how you intend to work.</p> <p>Consider the following:</p> <p>What do you think you have found and what time period is it likely from?</p> <p>How was your site chosen?</p> <p>What other information sources did you use that led you here?</p> <p>Describe your tools and how you work.</p> <p>What do you consider when you examine the artifacts?</p> <p>How will you preserve your work at the museum?</p> <p><b>You may create a slideshow or persuasive letter and meet with me in a writing conference to present your proposal.</b></p> <p>-----</p> <p><b>You do:</b></p> <p><b>Students choose their presentation format- slideshow or letter.</b></p> <p><b>They plan and record point form ideas that they want to include in each section on the planning sheet.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>

**We do:** Peers confer if teacher chooses to allow partners for this activity. Have the students use google docs with a shared document with yourself and only their partner. This will allow you to track who made the contributions if you direct students to enter their ideas themselves from their device.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship**

**Group share (We Share):**

Students conference with the teacher to share their work. This may be treated like an interview or a presentation from them as in a business meeting. Alternately students may simply pass in their letters on moodle or Showbie. Continued over several periods, perhaps during writing workshop.

20 minutes

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

**Lesson Wrap Up:**

Offer general feedback for student presentations, or pointers and acknowledgements at the end of daily work.

**Differentiation/Modification/Enrichment:**

This may be done as a persuasive letter in preparation for next year's ELA assessment in Grade 6. Partners optional.



**Assessment:** See chart.