

Teacher Package

Social Studies Exemplar Task Grade 1 – Heritage and Citizenship Teacher Package

Title: Relationships, Rules, and Responsibilities

Time requirement: 190 minutes (four class periods)

- 50 minutes to discuss significant people, places, and events
- 50 minutes to design stamps bearing the portrait of an important historical or contemporary Canadian
- 60 minutes to create personal timelines
- 30 minutes to complete the coin activity

Description of the Task

The task requires each student to make a simple pictorial timeline of events of importance to him or her, indicating the time and/or place of each event. Each student is also to design a coin that on one side illustrates a person important to Canada's past or present and on the other side an important person in the student's life from either the past or the present.

Student Scenario

The following scenario should be presented to students:

Your school is planning a special night for visitors. Your class will be putting on a display of important people, places, and events. Each of you will use a timeline to show some important things that have happened to you from the time you were born until now. Did you know that important people are often shown on coins? Another part of your class display will be coin designs showing drawings of people who are important to Canada on the fronts of the coins and others who are important to each of you on the backs.

Expectations Addressed in the Exemplar Task

Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify significant people, places, and events in their lives, and some significant people in Canada in the past and present (1z1);
2. identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers) (1z4);
3. identify important people in Canada in both the past and present (e.g., Sir John A. Macdonald, Samuel de Champlain, the current prime minister) (1z5);
4. describe significant places in their lives (e.g., the park, their bedroom, their classroom) (1z6);
5. identify significant events in their lives (e.g., their first day of school, a trip) (1z7);
6. use appropriate vocabulary (e.g., *change, seasons, rights, responsibilities, respecting rules, cooperating, being courteous*) to describe their inquiries and observations (1z14);
7. construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day) (1z18);
8. create a simple timeline (e.g., pictorially) to show relevant family history (1z24).

Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some knowledge or skills related to the following:

- identifying important people, places, and events in their lives
- using appropriate vocabulary (e.g., *events, time, place, past, present, important*)
- creating simple timelines and sequencing events
- identifying people, from both the past and the present, who are considered important to Canada

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the tasks, students should be provided with the following materials:

- a copy of the Student Package for each student (see Appendices 1-7)
- chart paper and markers
- examples of stamps showing important Canadians (or other portrayals of important Canadians from a variety of backgrounds and cultures)
- writing instruments (pencils, markers, pencil crayons)

Students should have their customary access to classroom resources such as word lists and personal dictionaries, as well as to the word chart developed in Pre-task 2 (“Important People in Canada”).

The Rubric*

The rubric provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric and add pictorials to it so that students can understand the different levels of achievement.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the tasks.

Pre-task 1: Important Places, Events, People (50 minutes)

1. *Think*. Ask students to think about people, places, and events that are or have been important to them.
2. *Pair*. After a few minutes of discussion, have students work with partners to share and expand their ideas. Encourage them to question their partners to find out what is important to them.
3. *Share*. With the class working as a whole group, record students’ responses in a chart under the following three headings:

Important Events	Important People	Important Places

4. Guide a classroom discussion of what determines whether or not something is considered important, and how important people, places, and events can change over time (e.g., as a result of changes in an individual’s age, location, or family situation).
5. Have students predict what kinds of things they think might be important to them in the future, reminding them that the “future” could be next month or next year.
6. With reference to the student worksheet “Important to Me” (see Appendix 1), have students each choose a person, place, or event from the past that is important to them (e.g., an event such as a birthday party), and then compare it with one that is currently important to them (e.g., their school life today).
7. Have students illustrate their choices at the top of the worksheet and explain why they are important to them below their illustrations.

Pre-task 2: Important People in Canada (50 minutes)

1. Using postage stamps (or other pictures of important Canadians) as concrete models, lead a discussion about important people in Canada’s past. Make a list of the names of important people from the discussion to be used as a reference when students do the exemplar task. Try to include some of the names of important people in your local community (e.g., those for whom streets, buildings, schools, and museums have been named).

*The rubric is reproduced on page 13 of this document.

2. Have students brainstorm the names of people who are important in Canada today. Add these names to the name list. Encourage students to think of musicians, artists, authors, athletes, and others who have made important contributions to Canada. Do not distinguish between the past and the present on your name chart since this will be part of the exemplar task.
3. Have students each design a stamp using the stamp template in the student package (see Appendix 2). Ask each student to illustrate a person of importance to Canada's past or present in the template and then indicate why this person is important to Canada below the illustration.

Exemplar Task

The completed timeline and both coin pages are to be submitted for marking.

Part 1: Timeline (60 minutes)

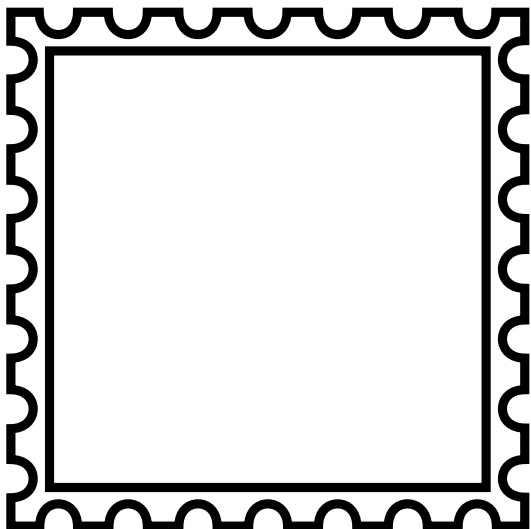
1. Read the scenario to students and tell them that they are first going to create a timeline.
2. Have students use the templates provided in Appendices 3 (“Me as a Baby”) and 4 (“Me Today”) to illustrate themselves at birth and today. These illustrations will become the beginning and the end of the student’s timeline.
3. Ask students to choose at least three important events in their lives between the time they were born and the present and to illustrate these events using three of the four parts of Appendix 5. Have students draw illustrations and complete the sentence starters for each important event. They may use word lists and/or personal dictionaries to assist them in their writing. (Those students who want to add sections to their timelines may do so.)
4. Ask students to put the event boxes that they have created (starting with “Me as a Baby” and ending with “Me Today”) in order of occurrence. Once in order, “Me as a Baby”, the event boxes, and “Me Today” should be glued onto an appropriate background.

Part 2: Coin Design (30 minutes)

1. Tell students that each of them is to design both the front and the back of a coin. (See Appendices 6 and 7).
2. Ask students to each choose a person who is important to Canada from either the past or the present. Have them illustrate their choices on the fronts of their coins (Appendix 6). Ask them to indicate, by circling “past” or “present” on the worksheet, whether their choices are or were important to Canada’s past or present and to explain in writing their choices’ importance to Canada.
3. Ask students to each illustrate a person who is important to their lives today, or in the past, on the back of the coins (Appendix 7). Ask them to explain in writing why their choices are important to their lives.

		Important to Me
Past	Present	

Appendix 2



This is _____

Circle:

This person is important to Canada's

Past Present

This person is important to Canada because:

Appendix 3 and Appendix 4

Me as a Baby

Me Today

Appendix 5

An Important Event in My Life

An important event in my life was:

An Important Event in My Life

An important event in my life was:

An Important Event in My Life

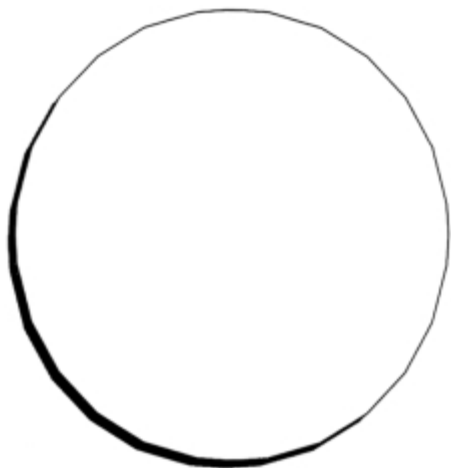
An important event in my life was:

An Important Event in My Life

An important event in my life was:

Appendix 6

FRONT



This is _____

Circle:

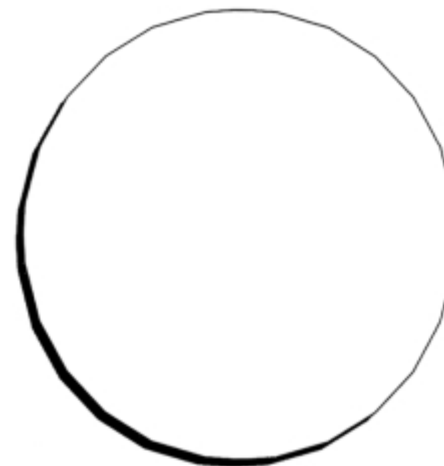
This person is important to Canada's

Past Present

This person is important to Canada because: _____

Appendix 7

BACK



This is _____

This person is important in my life because: _____

