

**Subject:** Social Studies

**Grade:** 7/8

**Lesson Title:** Heritage Project and Liberal Party Info

**Teacher:** A. Willner

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

IN7.2—*Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.*

a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).

PA7.2—*Investigate the structures and processes of democratic government in Canada.*

d. Investigate the federal, provincial or territorial, or local election processes in Canada.

IN8.1—*Investigate the meaning of culture and the origins of Canadian cultural diversity.*

c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

PA8.4—*Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.*

e. Articulate the reasons a person would get involved in the Canadian political system and the possible actions which might be taken (be informed)

**Key Understandings: ('I Can' statements)**

-I can understand and describe my own family's heritage.

-I can understand political parties of Saskatchewan and be able to determine who I would vote for in an election.

**Essential Questions:**

-What is heritage?

-What are the political parties of Saskatchewan?  
-How can I use their websites to make a decision on whom to vote for?

**Stage 2: Determine Evidence for Assessing Learning**

-Students are able to research and begin to learn about their family's heritage.

-Students are able to develop a decision on who they would vote for in the provincial election based on what they find out about each political party

### Stage 3: Build Learning Plan

1. Students will have the first half of class to work on researching their heritage projects—if they finish their research they need to begin typing their information for their heritage fair—it will be April 21<sup>st</sup>
2. The second half, we will be reviewing the plan that the Liberal party has for Saskatchewan in preparation for the student vote.
  - a. **What is infrastructure? Does anyone know?**  
Infrastructure: The basic physical systems of a business or nation. Ex. transportation, communication, sewage, water and electric systems.
  - b. **How would reinstating the film tax credit benefit the economy of the province?**

**Materials/Equipment:**

-laptops

**Management Strategies:**

-no blurting—hands up  
-while working independently needs to be quiet

**Safety Considerations:**

N/A

**Possible Adaptations/**

**Differentiation:**

N/A