

Lesson Plan:

Subject: Social Studies

Grade: 7

Duration: 50 mins

Topic: Aboriginal group's political structure and decision-making processes

Aids:

-PowerPoint presentation, short 3-minute video

Materials:

- Textbook
- Worksheets (to fill in the information/notes)
- Chromebooks

References:

[Grade 7 Program of Studies \(alberta.ca\)](http://alberta.ca)

Introduction: Time: 5 min

1. Bridge in:

- Define consensus.
- Get them engaged by asking in what situation you might use consensus.
- Explain how this type of decision-making was practiced by Aboriginal groups.

2. Motivation:

Explain how it is important to understand the different political structures of different Aboriginal groups and how it has shaped our history. It is important to understand Indigenous people's role in society before contact with Europeans to understand how the Europeans affected their way of life.

3. Lesson Objectives:

- Students will be able to work collaboratively with their peers to describe how different Aboriginal societies were structured.

- Students will understand how Aboriginal societies structured their decision-making.
- Students will be able to describe the role of women in Aboriginal societies and contrast it with the roles of European women.

Presentation/Activity: Time: 40 minutes

- Split the class into groups and assign each group a different Aboriginal group (Iroquois, Ojibwa, Mi'kmaq)
- Each group will research how their Aboriginal group's society was structured. With their research, they will make a brief presentation (on PowerPoint) to present to the rest of the class.
- Students will fill in their worksheets based on their research and their classmates' presentations.
- Watch a short video of women's role in Indigenous cultures.
<https://www.youtube.com/watch?reload=9&app=desktop&v=gS1LMnp7Wpw>
- Class discussion on how the roles of women in Aboriginal societies contrast with the roles of women in European societies.
- Students will fill in the differences on their worksheet based on class discussion.

Evaluation:

- Students will be evaluated on their participation in researching information with their groups and the quality of information in their presentation.
- They will be evaluated on participation in class discussion and engagement with class material.

| Trait | Criteria | | | | Points |
|---|---|--|--|---|--------|
| | 1 | 2 | 3 | 4 | |
| Content Did the presentation have valuable material? | Presentation contained little to no valuable material. | Presentation had moments where valuable material was present but as a whole content was lacking. | Presentation had a good amount of material and benefited the class. | Presentation had an exceptional amount of valuable material and was extremely beneficial to the class. | |
| Collaboration Did everyone contribute to the presentation? Did everyone seem well versed in the material? | The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation. | The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others. | The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation. | The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation. | |
| Organization Was the presentation well organized and easy to follow? | The presentation lacked organization and had little evidence of preparation. | There were minimal signs of organization or preparation. | The presentation had organizing ideas but could have been much stronger with better preparation. | The presentation was well organized, well prepared and easy to follow. | |
| Presentation Did the presenters speak clearly? Did the engage the audience? Was it obvious the material had been rehearsed? | Presenters were unconfident and demonstrated little evidence of planning prior to presentation. | Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments. | Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class. | Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident. | |

Class management: Time 5 mins

- Summary
- Next class
- Announcements/ Upcoming Assignments

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| Course | Grade 7 Social Studies |
| Instructor | Alexis Rehmann |
| Date | Feb 23, 2024 |
| Topic | Aboriginal group's political structure and decision-making processes |
| Lesson # | Lesson 1.1 |

