ÉCOLE PRIMAIRE CARLYLE ELEMENTARY SCHOOL
ÉCOLE DU MONDE • IB WORLD SCHOOL

Commission scolaire English-Montréal
English Montreal School Board

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Where We are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations; from local and global perspectives.

Where We are in Place and Time

Exploring history may help us become more open-minded to diversity and changes in society.

Line of Inquiry	Key Concept
Influence of the arrival of settlers upon a society and its territories	Causation
Similarities and differences of people and their reaction to change	Change
Newcomers that influenced society over time	Connection

Formative Assessment (For each line of Inquiry)	**Summative Assessment**
Causation Students will write a journal entry to demonstrate their understanding of the influences of the new settlers upon the existing population.	**Task:** In groups, students will create a visual representation of an Iroquoian or Algonquian society. They will divide their diorama into two parts, one demonstrating how their village/camp looked like and how it changed over time.
Change Through a Venn diagram, students will demonstrate their understanding of the similarities and differences between the Iroquoian and Algonquian societies.	**Evidence:** Students will demonstrate their understanding of the central idea by: 1. Depicting a time period and comparing it to today's Quebec 2. Demonstrating an awareness of the diversity and change of societies and its territories over time. 3. Presenting their visual representation of Iroquoian and Algonquian societies.
Connection Through a matching activity, students will have to match pictures demonstrating lifestyles in the past versus how they have changed in the present. They will choose two of the lifestyle changes and explain their connection.	**Tool:** A teacher-created rubric will assess the students' understanding of the central idea.