



TITLE:

Linking Social Studies History and Geography with Mathematics

DIVISION:

Junior

STRAND:

People and Environments: The Role of Government and Responsible Citizenship

GRADE 5: HOMELESSNESS STATISTICS REVIEW AND ACTION PLAN

These activities link People and Environments: The Role of Government and Responsible Citizenship with data management expectations in math.

BIG IDEA

Citizens and governments need to work together in order to be able to address issues effectively and fairly. When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives. To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.

Guiding Question(s)

- What trends can be determined by examining statistics and graphs in relation to homelessness in Canada? What potential solutions to homelessness in Canada could be used by all levels of the Canadian Government to combat homelessness and bring it to an end?

Framing Question(s)

- When and how should members of the community come together to make change?
- Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?
- Why do we need government?
- Why are there different levels of government?
- What services should governments be responsible for?

Learning Goals

- explain the impact various factors had locally and / or globally and the consequences they created.
- demonstrate how the factors that led to the development / event / issue resulted in a consequence that affected the natural and / or human society.
- use an understanding of an event to recognize consequences and determine possible solutions.

CONCEPTS OF DISCIPLINARY THINKING

Cause and Consequence:

This concept requires students to determine the factors that affect or lead to something (e.g., an event, situation, action, interaction) as well as its impact or effects. Students study the causes and consequences of various types of events, situations, and interactions in both the natural environment and human society.

Interrelationships:

This concept requires students to explore connections within and between natural and/or human systems, including how they adapt to and have an impact on one another. Students explore various components within a system, interactions between components of a system, and relationships between systems.

Perspective:

This concept refers to the ways in which different individuals and/or groups view something (e.g., an issue, event, development, person, place, process, interaction). Students learn that different groups have different perspectives, which depend on factors such as beliefs, social position, and geographic location, among others. Students also learn the importance of analysing sources to determine whose perspectives they convey and of gathering sources that reflect multiple perspectives.

Significance:

This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, process, interaction). Students come to understand that significance often depends on the context or situation: for example, what is important to one person or group of people may not be important to another. The significance of something is generally determined by its short- and/or long-term impact on people and or places.

Social Studies Inquiry Process (Revised [2013] SSHG Curriculum page 23)

Inquiry Process:

Students will review and analyze the homelessness data presented in the graphs, charts and reading through the link below and determine trends in the data. The students will then use the trends they find in the data to determine why they believe homelessness is a concern in Canada. The students will then create a list of suggested actions that all levels of government in Canada could implement to reduce and eventually eliminate homelessness across Canada.

The Social Studies Inquiry Process Model can be viewed on page 23 of the 2013 Social Studies Curriculum that can be viewed through the link below.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

The Spatial Skills: Using Maps, Globes, and Graphs (Ontario Curriculum pages 24-25)

Spatial Skill:

Students will interpret graphs and charts to evaluate data and determine trends within to generate hypotheses on possible solutions to the problem.

PRIMARY ACTIVITY

The students will participate in a diagnostic activity where they will review and evaluate a summary page of graphs and statistics on poverty in Canada to determine trends. They will review data charts and graphs on homelessness in Canada, determine trends in the data, use these trends to draw conclusions and then develop an action plan to reduce homelessness in Canada.

The students will complete the following in this activity:

- Review the Poverty in Canada information page from TVO to help the teacher determine the students' background knowledge of poverty in Canada, and their ability to analyze and interpret graphs
<http://tvo.org/whypoverty/info/poverty-in-canada>
- Examine homelessness statistics from across Canada through charts, tables and graphs and determine the trends in the data
- Draw conclusions about the trends they see in the data and the causes of these trends
- Create an action plan to reduce homelessness in Canada that they could theoretically present to local governments and action groups
- Include a summary of the data from the charts, tables and graphs that were



- examined, a review of the trends and conclusions from the data and the action plan for the elimination of homelessness
- Submit electronically or by hand and present orally to the class.

DIFFERENTIATION SUGGESTIONS

Word prediction software could be provided to those students who need support with their writing when they answer the main questions of the activity. This could also be a group assignment and the final product could be presented through a multi-media presentation (Glogster, Powerpoint, etc.).

EduGains outlines many effective ways to differentiate lessons, links to these resources are provided below.

<http://www.edugains.ca/newsite/index.html>

EduGains – Differentiated Instruction - DI educators package – DI scrapbook:
<http://www.edugains.ca/newsite/di2/edupackages/2010educatorspackage.html>

TECHNOLOGY INTEGRATION OPPORTUNITIES

The students could use iPad applications (United Nations, Numbers, etc.), Microsoft Office or other word processing and multimedia generating software to create their assignments.

ASSESSMENT



Using the link below, discuss the Poverty in Canada information page by TVO with students. Ask students why they think so many Canadians are living in poverty and where they think Canada ranks in terms of child poverty across the globe. Does our national standing surprise them? Why or why not?

This exercise will help determine the background knowledge that students have on poverty in Canada, their ability to read different graphs and charts, and their initial thoughts on how this issue might be rectified.

<http://ww3.tvo.org/why-poverty/info/poverty-in-canada>



Based upon the initial activity, the teacher and the students could develop an anchor chart for how to analyze graphs and determine trends that are evident in the data. The students and the teacher could also develop a chart that outlines the expectations of the student's final product of the assignment so that they know what is expected of them.

Descriptive feedback is another assessment strategy teachers could use to provide students with the constructive criticism they need to improve their work.



Students will review the information posted on the anchor charts to track their own progress in relation to the assignment and determine their own next steps. They will also be expected to act upon any descriptive feedback that they have been given by their teacher to improve their work, work habits, or to help facilitate their completion of the activity.

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The students and the teacher could develop a rubric together that evaluates the students' ability to find relevant trends within the data, use the trends to draw conclusions about homelessness in Canada, and their ability to develop an action plan to reduce homelessness that could be adopted by cities and governments all across Canada. A checklist would also be effective.

OVERALL EXPECTATIONS

Grade 5 Social Studies:

B1. Application: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: *Interrelationships; Cause and Consequence*)

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues (FOCUS ON: *Perspective*)

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: *Significance*)

Grade 5 Math- Data Management:

Overall Expectations #2: read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs;

SPECIFIC EXPECTATIONS

Grade 5 Social Studies:

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues

B2.4 interpret and analyze information and data relevant to their investigations,



using a variety of tools

B3.7 describe some different ways in which citizens can take action to address social and environmental issues

Grade 5 Math- Data Management:
Data Relationships

1 – read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., precipitation or temperature data in the newspaper, data from the Internet about heights of buildings and other structures), presented in charts, tables, and graphs (including broken-line graphs)

CITIZENSHIP EDUCATION FRAMEWORK

Structures:

- Develop an understanding of the dynamic and complex relationships within and between systems
- Develop an understanding of how political, economic, and social institutions affect their lives

RESOURCES

- Homelessness in Canada

Explore homelessness

<http://www.ctvnews.ca/canada/homelessness-affects-200-000-canadians-every-year-study-finds-1.1332361>

<http://www.charityintelligence.ca/images/Ci-Homeless-in-Canada.pdf>
<http://www.charityintelligence.ca/images/Ci-Homeless-in-Canada.pdf>