**Investigating**

**Early Societies through the**

Aga Khan Museum



These Curriculum-linked resources were created in partnership with the Aga Khan Museum,

the Ministry of Education and the Ontario Elementary Social Studies Teachers Association and

were inspired by the Museum’s Permanent Collection. Object information and images courtesy

of the Aga Khan Museum.

**Investigating**

**Early Societies through the**

**Big Ideas**

* The environment

had a major impact

on daily life

in early societies.

**Guiding Questions**

* How can

museum artefacts

help us learn

about early

societies?

* What is the interrelationship between the

environment

and life in

early societies?

* What were some connections

between the local environment

and art, religion

or spirituality?

* How did *where*

people live impact

*how* they lived?

* In what ways did

the environment

influence early

societies?

**Aga Khan Museum**



*Searching a computer image of a painted manuscript from the*

*Aga Khan Museum for clues.*

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine, social organization, daily life and the relationship with the environment in different societies that existed to 1500 CE…. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras representing different cultures.

*Revised (2018) Social Studies, History and Geography Curriculum*

**Investigating**

**Aga Khan Museum**

**Early Societies through the**

* What role did

religion or

spiritual beliefs

play in the daily

life of early

Islamic societies?

* In what ways

were beliefs

connected to the society’s view of

and relationship

with the

environment?

* What does artwork

reveal about the

spiritual beliefs

and practices

of a society?

* What might

architecture

tell you about

society’s

relationship

with the natural

environment?

**Overview:**

In this unit, students engage in social studies inquiry to investigate the interrelationship between early societies and the environment. Through examination, interpretation and analysis of artefacts within the Aga Khan Museum, students draw conclusions about the interrelationship, then, design a project to communicate their findings.

By the end of the unit, students will have engaged in all steps of social studies inquiry, with many opportunities along the way to practice, develop and reflect on the individual inquiry processes and skills.

**Lessons within the Unit:**

**Lesson 1**: Making Observations & Formulating Questions

**Lesson 2:** Gathering & Organizing Information about

Early Societies

**Lesson 3:** Evidence

**Lesson 4:** Evaluating Evidence & Drawing Conclusions

**Lesson 5:** Communicating the Results of an Inquiry

**Curriculum Expectations covered within the Unit**

***Social Studies – Strand A. Heritage and Identity:***

***Early Societies to 1500 CE***

**A2** Use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

**A2.1** Formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies*.*

**Social Studies**

**Thinking Concepts**

These lessons focus

on the Social Studies Thinking Concept *Interrelationships*.

The thinking concepts

act as a lens for

students to

question, and think

critically about what

they learn throughout

social studies

investigations.

**Spatial Skills**

Students should have opportunities to

identify the locations

of early Islamic

societies on maps

and globes and

analyse maps

related to early

societies’

relationship

with the

environment.

**A2.2** Gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats.

**A2.4** Interpret and analyse information relevant to their investigations, using a variety of tools.

**A2.5** Evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

**A2.6** Communicate the results of their inquiries, using appropriate vocabulary and formats.

**Prior Knowledge for each Lesson**

**Lesson 1**

Students should have understanding of:

- primary sources;

- secondary sources;

- the Social Studies Thinking Concept, *Interrelationships.*

**Lesson 2**

Students should have understanding of:

- how to create jot notes*.*

**Lesson 3**

Students should have:

- some experience interpreting and analysing information as part of social studies inquiry;

- some understanding of what constitutes evidence;

- experience conducting internet searches;

- experience accessing trustworthy websites.

**Lesson 4**

Students should have an understanding of:

- how to use critical thinking to make a decision based on evidence.

**Big Ideas**

* Canada is made up of various communities that have diverse traditions and celebrations.
* The traditions that we celebrate today have developed over the generations.

**Guiding Questions**

* How does an understanding of unique individuals and groups help us appreciate the diversity in our community?
* Why should we respect the diverse cultures and traditions in the communities in which we live?

**Lesson 1:**

**Formulating Questions**

**Making Observations &**

**Learning Goal**

* We are learning to examine museum artefacts and

formulate questions based on our observations of

the artefacts to

help us discover interrelationships between ways of

life and the

environment in

early societies.

**Suggested Success Criteria**

I know I am successful

when I can:

* make observations

based on an

artefact or image;

* generate

wonderings about

an artefact;

* turn my wonderings

into questions that

help to further my inquiry;

* apply the Social

Studies Thinking Concept, *Interrelationships*

when formulating

my questions.

**Curriculum Expectations**

* A2, A2.1

**Minds On**

*Early Societies*

Early societies are those societies which existed up to 1500 CE. While some early societies may have had common elements, not all early societies were the same. However, we can surely say that **the environment had a major impact on daily life in all early societies.** Consider then,what is the interrelationship between the environment and the ways of life in early societies?

*Introducing the Aga Khan Museum!*

The Aga Khan Museum is North America’s first museum dedicated to Islamic art and cultures. The Museum has a collection of artefacts from a broad range of locations, dating back to the 8th century that can help us learn about some early societies. Take a look at this map (see below) to see some of the artefacts from the Museum's collection and their places of origin.

Lead the class in a discussion about the map. The following questions may be used to guide the discussion.

* What do you notice about the kinds of artefacts plotted on the map?
* What do you know about any of these artefacts?
* What do you notice about the various geographical locations identified on the map?
* What do you know about any of these geographical locations?
* What doesn’t this map tell us?

**Question:** What do these artefacts and geographical locations have in common?

**Answer:** All of these artefacts come from various time periods and geographic areas where Muslim societies were predominant. And, all of these artefacts can be found at the Aga Khan Museum!



**Vocabulary**

* artefact
* predominant
* commentaries
* Islam
* Muslim
* Islamic art
* interrelationship
* primary sources
* secondary sources
* civilizations
* spiritual
* wonderings

**Teacher Notes**

**Minds On**

Minds On should:

* clarify that

artefacts are

evidence of the

way people lived,

and it can be

helpful to

examine them

throughout an

inquiry;

* identify some of

the processes that

social scientists,

like historians utilize

in their work;

* introduce students

to the collection of artefacts at the

Aga Khan Museum.

*Explore the Aga Khan Museum and its collection.*

**Welcome**

The Aga Khan Museum houses a vast collection of art and artefacts spanning over one thousand years of history. Allow students to view images, read commentaries on the artefacts and learn about what the Aga Khan Museum has to offer.

\*Consider a field trip if in or near the Toronto area.

**

*Visiting the Aga Khan Museum*

**What is the Museum’s Mission?**

The Museum’s mission is to help people understand and appreciate the many contributions made by Muslim civilizations.

**

*The Aga Khan Museum*

# Teacher Notes

When discussing the question, *How did*

*where people live*

*impact how they*

*lived?,* explicitly

identify what is

meant by *ways of*

*life/how people lived*

and the *environment*

and how the two

are related.

**Who is the Aga Khan?**

The Aga Khan is the 49th spiritual leader of the Shia IsmailiMuslims, who number between 12 and 15 million people. He is the founder of the Aga Khan Museum. The artefacts in the Museum were collected by His Highness the Aga Khan and his family.

**

*His Highness, Prince Shah Karim Al Hussaini, the Aga Khan.*

**What is Islam?**

Islam, like Judaism and Christianity, is a religion. Its followers are called Muslims. The holy book of Islam is the Qur’an.



*Folio from a Qur’an Manuscript*

*Q2: 148 – 150*

*North Africa, ca. 9th-10th century*

*Ink, opaque watercolour, gold and silver on blue-dyed parchment*

*28.7 x 35.6 cm*

*The Aga Khan Museum, AKM248*

**What is Islamic art?**

Islamic art refers to visual arts that are created in lands where Islam is the main religion.



*Bahram Gur at the house of Mahyar the Jeweller*

*Folio from a manuscript of Shahnameh (Book of Kings),*

*by Firdausi (d. 1020)*

*Western Iran, late 13th or early 14th century*

*Opaque watercolour, ink, and gold on paper*

*24 x 19.2 cm*

*The Aga Khan Museum, AKM16*

**Interrelationships between Life and the Environment**

Each museum artefact holds clues that identify information about the ways of life and the environment in early societies. Suggest that students frequently ask questions while investigating the Museum (online or in person) that help reveal that where people lived had an impact on how they lived.

# Teacher Notes

**Action**

Action should model:

* how to make observations that generate

wonderings;

* how to use those wonderings to

formulate questions according to the

criteria on interrelationships.

It is important for

the teacher to lead

and model this section

of the lesson.

It is also important to

share with students

that they are engaging

in the work and

disciplinary thinking

of historians.

Review the See-Say-

Wonder protocol

with students, and

model the protocol

as needed. Allow

appropriate time

for student

observations

and partner sharing.

**Action**

*Working with Artefacts*

Artefacts are sources of information that can provide clues

about the way early societies lived and interacted with their environment. When we use a variety of sources to make

observations, generate wonders and turn our wonderings

into questions, we are doing the work of social scientists, like historians. In our investigations of early societies through the

Aga Khan Museum, we will be working with primary and secondary sources.

**Beginning an Inquiry**

Lead the class in a knowledge building discussion that addresses the question, How did where people live impact how they lived?

**Making Observations using See–Say–Wonder**

Distribute the *A1 Formulating Questions Organizer* to each student. Students examine the following artefact, an astrolabe, from the Museum’s collection.



*Spain, 14th century*

*Bronze, engraved and inlaid with silver*

*Diameter: 13.5 cm*

*The Aga Khan Museum, AKM611*

# Teacher Notes

Demonstrate how to

turn a wondering

about the artefact into

a question that

addresses either the environment, ways

of life or the

interrelationship

between ways of life

and the environment.

For example,

*Wondering:*

I wonder what this

object is used for…

*Question:*

How did people use

this object?

*Wondering:*

I wonder what

materials were used

to make this object…

*Question:*

What raw materials

were used to make this object, and how were

they gathered?

*Wondering:*

I wonder who might

have owned this object…

*Question:*

Why would someone

need this object at this

time in history?

An astrolabe is an early form of astronomical computational device that was widely used in classic antiquity, the European Middle Ages and Renaissance, as well as the Islamic Golden Age. An astrolabe enabled the user to determine the positions of the sun, moon, planets and stars with respect to astrological houses. This astrolabe is of particular interest because of its inscriptions in Latin, Hebrew and Arabic, which indicates its many owners throughout history.

On the *A1 Formulating Questions Organizer*, students answer the following questions based on their observations:

* What do you see?
* What makes you say that?
* What does it make you wonder?

Students repeat the process for two additional observations and record on the *Organizer*, then, share their ideas with a partner.

Lead the whole class in a knowledge building circle on students’ observations. On a piece of chart paper, record all student wonderings on chart paper. Group together similar wonderings.

**Formulating Questions**

Suggest that students turn their wonderings into questions. Demonstrate by using the following criteria to formulate

questions based on student wonderings.

This criteria addresses the Social Studies Thinking Concept, *Interrelationships:*

* Does your question seek to reveal ways of life?
* Does your question seek to reveal information about the environment?
* Does your question seek to identify aspects of the interrelationship between ways of life and the environment?

# Teacher Notes

**Consolidation**

Provide students with support and feedback

as they formulate their questions. Where

needed, provide small

group instruction to

model formulating questions.

Select students to

model the feedback

process for using the criteria, before forming student partnerships.

Teachers may opt to

collect students’

*A1 Organizers* to

provide additional

feedback.

**Consolidation**

Students formulate three questions based on their own or others’ wonderings. Questions are placed in the *A1 Organizer*, and shared with a partner. Partners should be encouraged to select questions that best relate to the criteria and provide feedback for improvement.

Students will revise the questions in their *A1 Organizers*, having applied the peer feedback.

Students may use a highlighter to identify their best question.

**Assessment**

Consolidation task feedback “look fors” are provided on the

*A1 Formulating Questions Organizer.* Add or adjust

the “look fors”, as appropriate.

**Investigating Early Societies through the AGA KHAN MUSEUM**

**A1: Formulating Questions Organizer**

|  |
| --- |
| **What is the interrelationship between the environment and ways of life in early societies?** |
| **Artefact:** |
| **Observation 1:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Observation 2:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Observation 3:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Turning My Wonderings Into Questions**   * Does your question seek to reveal ways of life? * Does your question seek to reveal information about the environment? * Does your question seek to identify aspects of the interrelationship between ways of life and the environment?   **Question 1:**  **Question 2:**  **Question 3:** |

**Investigating Early Societies through the AGA KHAN MUSEUM**

**Peer Feedback provided to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Where am I going?**

* You have completed 3 observations.
* You have not completed 3 observations.
* You have turned all of your wonderings into questions.
* You have not turned all of your wonderings into questions.

1. **How am I doing?**

* All of your questions meet the criteria for interrelationships.
* Some of your questions meet the criteria for interrelationships.
* Your questions do not meet the criteria for interrelationships.

1. **Where to next?**

* Make additional observations to generate further wonderings and questions.
* Consult with a peer on his/her observations.
* Revise your questions to meet the criteria for interrelationships.
* Identify your best question.

**Peer Feedback provided by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson 2:**

**about Early Societies**

**Learning Goal**

* We are learning

to gather and

organize

information about artefacts at the

Aga Khan Museum

as we investigate

the relationship

between ways of

life and the

environment in

early societies.

**Suggested Success Criteria**

I know I am successful

when I can:

* locate information

from primary and secondary sources;

* gather and record information in a

variety of ways

(making observations

to formulate

questions,

transferring direct information,

using jot notes);

* create an organizer to support my inquiry.

**Curriculum Expectations**

* A2, A2.1, A2.2

**Gathering & Organizing Information**

**Minds On**

In Lesson 1: Making Observations & Formulating Questions, students examined a specific artefact, selected by the teacher, from the collection at the Aga Khan Museum. In their examinations, students have been encouraged to consider and question the relationship between life and the environment in early societies.

Now students are given choice in selecting an artefact from the Aga Khan Museum’s collection to assist them in answering their inquiry questions.

With over one thousand items to choose from, they might be wondering where to start.

Students begin by completing the **Before Reading** section of the *A2: Anticipation Guide* (below). The *Anticipation Guide* provides an opportunity for students to think about the types of artefacts they will be exploring through the Aga Khan Museum Collection.

When students are finished with this portion of the *Anticipation Guide*, they will visit the Aga Khan Museum website <https://www.agakhanmuseum.org/collection/collection-highlights> ) to preview the collection.

At this time, students return to the *A2. Anticipation Guide* and complete the **After Reading** section as they preview the collection.

Ensure that students select an artefact from early societies within the time frame guidelines of the curriculum expectation (to 1500 CE).

**Vocabulary**

* artefact
* museum

identification label

* museum

commentary

* ceramics
* luxury objects
* painted

manuscripts

* illuminated

manuscripts

**Teacher Notes**

**Minds On**

Minds On should:

* demonstrate that

artefacts are

sources which

can be examined

throughout

an inquiry;

* deepen students’

knowledge and

understanding of

the collection of

artefacts at the

Aga Khan Museum.

Some students may be overwhelmed with the number of artefacts available. Here are some suggestions for artefacts that are best suited to help students gather and organize information that will inform their inquiries:

**Ceramics**

Pharmacy Jars AKM567

Pilgrim Flask AKM540

**Luxury Objects**

Bead AKM618

Ivory Horn AKM809

Robe AKM677

Box AKM652

**Painted Manuscripts**

Bijan takes the reins to aid Gustaham AKM64

The combat of Furuhil and Zangula AKM84

Bahran Gur kills a rhino in India AKM54

**Science and Learning**

A Blood Measuring Device AKM11

The Canon of Medicine AKM510

Once students have previewed the collection, and identified three possible artefacts to explore, they choose one.

Encourage students to be mindful that the date of the artefact is not later than 1500 CE. Circulate and consult with students regarding their choices.

If possible, use a collaborative online platform, such as Google Docs or Google Classroom to allow students to post:

* the name of their artefacts, including the AKM number;
* a picture of the artefact; and,
* explain why they selected this artefact for their inquiry.

Encourage students to respond to the post of one of their peers. They can use the following sentence-starter, if helpful:

*Thanks for sharing your selection*, (insert name). I *located your artefact on the Museum’s website and also found it to be interesting because...*

**Investigating Early Societies through the AGA KHAN MUSEUM**

**A2: Anticipation Guide**

|  |  |  |
| --- | --- | --- |
| **Before Reading:**  Make some predictions about the kinds of objects you may find in each category  of the Aga Khan Museum’s collection. Why do you think that? | | **After Reading:**  How accurate were your predictions?  Did anything surprise you? Explain. |
| **Architectural Decoration** |  |  |
| **Calligraphy and Illumination** |  |  |
| **Ceramics** |  |  |
| **Luxury Objects** |  |  |
| **Metalwork** |  |  |
| **Painted Manuscripts** |  |  |
| **Qur’ans** |  |  |
| **Science and Learning** |  |  |
| **Select three artefacts that could best reflect the interrelationship between ways of life and the environment.**  **1.**  **2.**  **3.** | | |

**Action**

**Teacher Notes**

**Action**

Action has two parts:

* Making observations

to formulate

questions;

* Gathering and

organizing students’ information.

Remind students to

reflect on what they

learned in Lesson 1

on making observations

and generating

questions, as needed.

*Making Observations and Formulating Questions*

In Lesson 1, students gathered information about the astrolabe by making some initial observations and wonderings. Then, they formulated questions from wonderings using the following criteria:

* Does the question seek to reveal ways of life?
* Does the question seek to reveal information about the environment?
* Does the question seek to know the interrelationship between ways of life and the environment?

Students repeat the process with their selected artefact.

Distribute the *A2 Formulating Questions Organizer* for students to record their work (see below).

When finished, have students pair up with a partner to share their questions. Students should discuss how questions best relate to the criteria for interrelationships and offer each other feedback for improvement.

Allow time for students to revise their questions according to peer feedback. Ensure that students submit their *A2 Formulating Questions Organizer* to the teacher.

**Investigating Early Societies through the AGA KHAN MUSEUM**

**A2: Formulating Questions Organizer**

|  |
| --- |
| **What is the interrelationship between the environment and ways of life in early societies?** |
| **Artefact:** |
| **Observation 1:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Observation 2:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Observation 3:**  What do you see?  What makes you say that?  What does it make you wonder? |
| **Turning My Wonderings Into Questions**   * Does your question seek to reveal ways of life? * Does your question seek to reveal information about the environment? * Does your question seek to identify aspects of the interrelationship between ways of life and the environment?   **Question 1:**  **Question 2:**  **Question 3:** |

**Investigating Early Societies through the AGA KHAN MUSEUM**

**Peer Feedback provided to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Where am I going?**

* You have completed 3 observations.
* You have not completed 3 observations.
* You have turned all of your wonderings into questions.
* You have not turned all of your wonderings into questions.

1. **How am I doing?**

* All of your questions meet the criteria for interrelationships.
* Some of your questions meet the criteria for interrelationships.
* Your questions do not meet the criteria for interrelationships.

1. **Where to next?**

* Make additional observations to generate further wonderings and questions.
* Consult with a peer on his/her observations.
* Revise your questions to meet the criteria for interrelationships.
* Identify your best question.

**Peer Feedback provided by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Gathering Information and Organizing Information*

Show students the astrolabe artefact from Lesson 1.



*Spain, 14th century*

*Bronze, engraved and inlaid with silver*

*Diameter: 13.5 cm*

*The Aga Khan Museum, AKM611*

Suggest that the Aga Khan Museum website has additional information about this artefact. Share the following information with students:

**Museum Identification Labels**

Every artefact at the Aga Khan Museum has an identification label. The identification label provides basic information about the artefact. Museum staff members create the identification labels as soon as the artefacts arrive at the Museum. Each label helps the Museum staff identify the artefact and track its whereabouts, including if the artifact is on display, in storage, or on loan to another museum.



*Decorative plate being uncrated from a box by a staff member at the Aga Khan Museum.*

Sometimes, museums call the identification labels *tombstone labels*. Ask: Why do you suppose the labels are called that name?

This is the museum identification label for the astrolabe that we have been exploring:

**Planispheric Astrolabe**

Accession Number: AKM611

Date: 1300s

Place: Spain (Historic al-Andalus)

Lead the class in a discussion about how the museum identification label works, and how to gather its information. Suggested questions and answers:

**Q:** What is its name?

**A:** Planispheric Astrolabe

**Q:** How does the Museum keep track of it?

**A:** AKM611 (uses a numbering system)

**Q:** When was it made?

**A:** 1300s

**Q:** Where is it from?

**A:** Spain (Historic al-Andalus)

The second piece of information about this artefact that can be found on the Museum’s website is the **museum commentary**.

# Teacher Notes

Model how to create

jot notes if necessary.

Jot Notes should:

* help to reveal ways

of life;

* help to reveal

information about

the environment;

* help me to

understand the

interrelationship between ways

of life and the environment.

Provide students with opportunities to

practice gathering information from the museum identification

label, and from the

museum commentary.

Model using the co-constructed organizer

and guide students as

they work towards independence.

Criteria for the

organizer should be

made into an anchor

chart that is posted

in the classroom for reference.

Criteria for the

organizer should also

consider whether

questions been

formulated according

to the criteria for interrelationships.

Sample *A2 Gathering*

*and Organizing*

*Information* organizer

is provided, below.

**Museum Commentary**

A museum commentary is a piece of text composed by a museum writer to help the audience learn more about an artefact.

The museum commentary for the astrolabe can be found here:

<https://www.agakhanmuseum.org/collection/artifact/planispheric-astrolabe>

Lead a class discussion about the museum commentary of the astrolabe, including some of the similarities and differences of identification labels and commentaries (in museum commentaries, the writer gets to choose what (s)he would like to share about the artefact).

Allow time for students to create jot notes on their artefacts. Encourage students to use the criteria on *interrelationships*:

* aspects of ways of life
* information about the environment
* aspects of the interrelationship between ways of life and the environment

*Gathering and Organizing Information for an Inquiry*

Students are ready to begin to gather and organize information on their artefacts to assist them in answering their inquiries.

Co-create an anchor chart for gathering and organizing information.  Potential sources include:

* observations about the artefact (including the wonderings and questions from their *Organizers*);
* Museum Identification Labels;
* jot notes from Museum Commentaries.

Students can use *A2 Gathering and Organizing Information* to create an organizer for their information. Suggest that students

may complete their organizers electronically or in writing.

When finished, students should share completed organizers with a classmate and provide each other with feedback.

Students submit their organizers to the teacher after they have revised their work according to peer feedback.

**Investigating Early Societies through the AGA KHAN MUSEUM**

**A2: Gathering and Organizing Information**

|  |
| --- |
| **What is the interrelationship between life and the environment in early societies?** |
| **Artefact:** |
| **Observation 1:** What do you see?What makes you say that?What does it make you wonder? |
| **Observation 2:** What do you see?What makes you say that?What does it make you wonder? |
| **Observation 3:** What do you see?What makes you say that?What does it make you wonder? |
| **Questions**  Consider…Does your question seek to reveal ways of life; information about the environment and/or aspects of the interrelationship between ways of life and the environment?  **Question 1:**  **Question 2:**  **Question 3:** |
| **Museum Identification Label** |
| **Museum Commentary** |
| **Additional information/questions** |

**Consolidation**

*Exit Card*

Students answer the following questions in writing as a Consolidation Task.

1. How did using the Anticipation Guide help you think about and select an artefact from the Aga Khan Museum Collection for your inquiry?
2. Why is it important to establish criteria for gathering and organizing your information?
3. How did the criteria for establishing and organizing information help you to provide and receive feedback with a peer?

Collect Exit Cards when completed.

**Lesson 3:**

**Evidence**

**Learning Goal**

* We are learning to interpret and

analyse

information,

according to

criteria, to help

determine

evidence..

**Suggested Success Criteria**

I know I am successful

when I can:

* interpret and

analyse

information

regarding

early societies

and the

environment;

* use criteria for the

Social Studies

Thinking Concept, *Interrelationships*

to determine

evidence.

**Curriculum Expectations**

* A2, A2.4

**Minds On**

Students have gathered and organized some information about

an artefact they have chosen from the Aga Khan Museum’s collection. In this lesson, students will **interpret and analyse** their information to help answer the question:

*What is the interrelationship between life and the environment in early societies?*

Distribute the graphic organizer *A3 My Evidence* to each student.

Model how to interpret and analyse information using the information that students generated during the discussion on the Planispheric Astrolabe (AKM611) in Lesson 2: Gathering and Organizing Information about Early Societies.

Students can follow along by referring to their organizer to see how to use the criteria on *interrelationships* when interpreting and analyzing information.

**Action**

Suggest that students interpret and analyse the information they have gathered about their artefacts with an elbow partner or peer.

Get volunteers to share some examples of their analyses following the partner work. Class discussion on interpretation and

analysis should focus on the following questions:

* How does your information reveal ways of life?
* How does your information reveal something about the

environment?

* How does your information reveal the interrelationship between ways of life and the environment?

Reinforce to students that when their interpretation and analysis of information meets the criteria, the information can become evidence.

# Teacher Notes

# Minds On

The purpose of

Minds On is to

prepare students for

their interpretation

and analysis.

Modeling the use

of the *A3 My Evidence* organizer using

information on the Planispheric Astrolabe

can be done through

direct instruction or

through a think-aloud,

with opportunities for students to ask

questions. Also,

demonstrate how information, when

aligned with the

criteria, becomes

evidence.

**Action**

When sharing with a partner, students

should be able to recall

the following

information for interpretation

and analysis:

* their observations;
* their wonderings;
* their inferences;
* the questions they formulated;
* the museum identification label information;
* the museum commentary information.

**Investigating Early Societies through the AGA KHAN MUSEUM**

**A3: My Evidence**

|  |
| --- |
| **Artefact:** |

|  |  |  |
| --- | --- | --- |
| **Criteria for**  ***Interrelationships*** | **What is the evidence?** | **Questions I Still Have…** |
| The artefact  reveals ways of life |  |  |
| The artefact  reveals information  about the environment. |  |  |
| The artefact  reveals information  about the  interrelationship  between ways of life and  the environment |  |  |
| **Where will I look for additional info?** | | |

**Investigating Early Societies through the AGA KHAN MUSEUM**

**Peer Feedback provided to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Where am I going?**

* You have listed evidence for each criterion.
* You have stated questions you still have.
* You have listed additional opportunities to look for further information.

1. **How am I doing?**

* Your evidence meets the criterion.
* Your evidence does not meet the criterion.
* Your questions show interest in learning more.
* Your ideas for locating additional information are detailed.

1. **Where to next?**

* Revisit the information that you have gathered and organized to find further evidence.
* Make sure your evidence matches the criterion.
* Revise your questions to help find further evidence.
* Add more details to your additional information section.
* Ask your teacher or a peer about how and where to locate additional information.

**Peer Feedback provided by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Teacher Notes

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Class discussion on interpretation and

analysis should

focus on the following questions:

* How does your information reveal ways of life?
* How does your information reveal something about the environment?
* How does your information reveal the interrelationship between ways of life and the environment?

Co-construct choices about where to look for additional evidence to support students’ inquiry. Create and post an anchor chart of these choices for students to reference.

Responses may include:

* Conduct additional research from the Aga Khan Museum website.
* Consult the research from the work of my peers (including the Planispheric Astrolabe).
* Consult other sources (books, websites, etc.).

Allow students time to complete the *A3 My Evidence* graphic organizer and receive peer feedback.

Once students have incorporated the feedback, add additional information where needed, they should submit their organizers for review.

**Consolidation**

*Class Discussion*

Discuss the following points with the whole class.

1. Why is it important to use criteria for interpreting and analysing information?
2. How does the criteria established for *interrelationships* help you to determine evidence when interpreting and analysing?
3. What is becoming clearer to you based on your interpretation and analysis of the ways of life in early societies and the environment? In what area(s) would you like to find out more information?

\* Optional: Consider establishing a bulletin board that captures student learning throughout the social studies inquiry process.

# Teacher Notes

When looking for

additional information, students will need

explicit instruction

on how to conduct an effective internet

search. Providing

students with tips on

how to use the right

wording to generate

the information they

need from internet

searches, caution about trustworthy websites,

and search engines

other than just Google

will be beneficial. See:

[http://mediasmarts.ca/ tipsheet/ how-search-internet-effectively](http://mediasmarts.ca/tipsheet/how-search-internet-effectively)

Provide students

with pre-approved w

ebsites, library

databases, or search

engines that cater to children. Model a

search for students.

The following search

engines may prove

useful and were

designed for children:

[www.kidrex.org](http://www.kidrex.org)

[www.ipl.com](http://www.ipl.com)