

GRADE 8 SOCIAL STUDIES: Ancient Civilizations Part 2 – Presenting

Summary of Learning Opportunity

This lesson is part of a guided inquiry, “Why is [chosen Ancient Civilization] significant considering social, political and economic systems?”, to explore the significance of Ancient Rome to our modern lives and to compare and contrast it to another civilization of their choice. In previous lessons, students curated, extracted and synthesized information using a variety of sources. For this learning opportunity, the teacher added a literacy competency to the purpose and practice – presenting ideas and information. The students were tasked with creating a product that would showcase their synthesized information in an interesting and informative way, and relevant to their intended audience. Students reflected on the effectiveness of their chosen presentation medium. This activity helped students develop, practice and demonstrate the Social Studies inquiry processes and skills of communicating findings.

Social Studies
Grade 8

Learning Standards

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
- Social, political and economic systems and structures

Literacy Connections

Instruction and Assessment

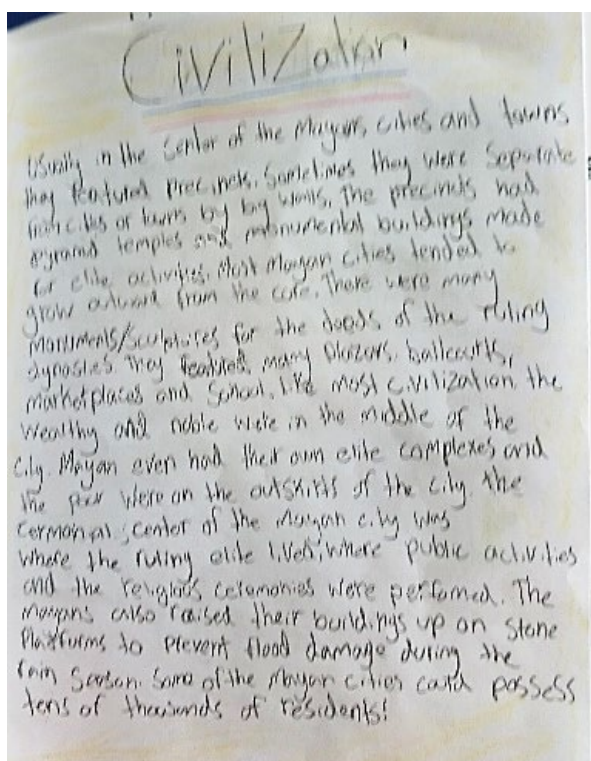
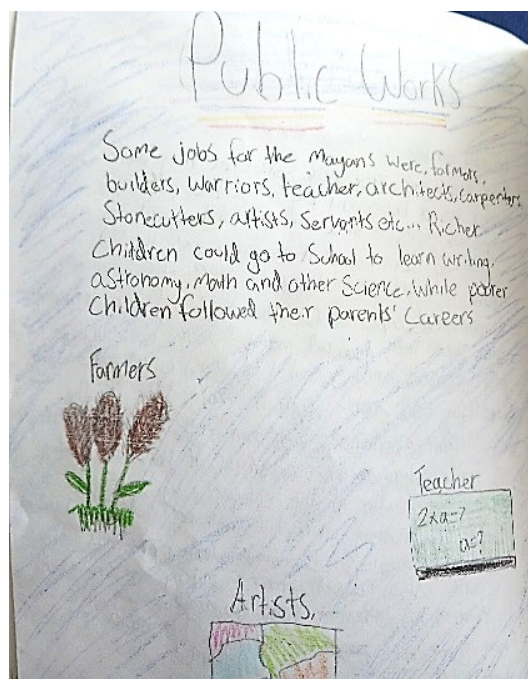
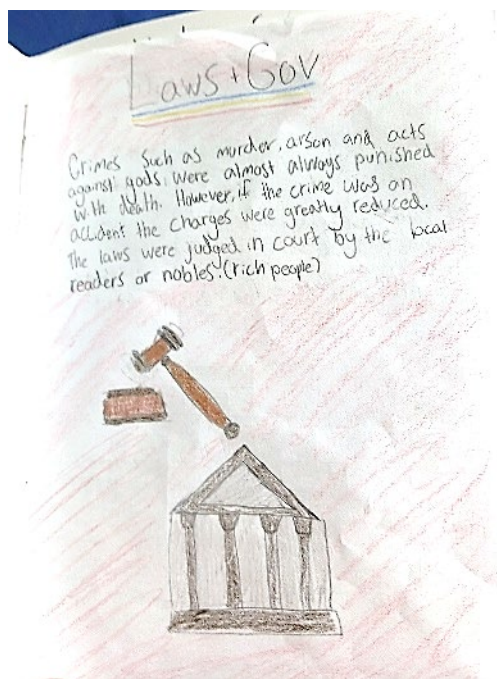
Competencies Developed, Practiced and/or Assessed

LITERACY: Communicates
ideas and information—
Presents ideas and
information

1. Students had previously conducted research into Ancient Rome and another ancient civilization of their choice. They extracted information from primary and secondary sources and synthesized the information by comparing and contrasting the two civilizations.
2. We introduced this part of the learning opportunity by discussing effective communication—as a class, we asked students to think about the variety of texts from their research (websites, videos, blogs, books, etc.) and what made those texts interesting. We brainstormed important features that made the texts relevant to the audience.
3. The students decided on an audience (peers, grandparents or a child) and a medium (e.g., a PowerPoint, story, video, infographic, etc.). The students then used their research to create an informational product for their audience, considering our class brainstorm. We supported students to improve in their products through teacher-student conferences and through peer feedback processes.

Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions

Demonstration of Student Learning and Teacher's Assessment



Teacher's Observations and Assessment

Observations: This student chose to make a brochure for their "little buddy" from the elementary school across the street. In conversation with the teacher, the student reflected that the brochure is easy to follow, has important information and uses pictures to depict information along with easy-to-understand language. The student chose the brochure because they felt like brochures were a great way to pass on information.

Assessment: This student presented a wealth of information and communicated their research well. They organized the brochure into themes such as laws, public works (culture and people) and knowledge. Their brochure used relevant drawings and gave examples to help the audience understand the meaning. As this brochure is meant for older elementary students, the student should consider the length of their text and use features such as boxes, bullet points and bolding important words. This student effectively presented the information to the intended audience and is **proficient** in the learning standard of Use Social Studies inquiry processes and skills to...communicate findings.