

GRADE 5 SOCIAL STUDIES: Our Suitcase

Summary of Learning Opportunity		
Students accessed the Canadian Museum of Immigration website to explore, research, and interpret primary source images, narratives, and first-person accounts to build knowledge about immigration to Canada. Students then selected and justified items to bring in a suitcase if they were moving to Canada.		
Curricular Competencies and Content	Social Studies 5	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to gather, interpret, and analyze ideas and communicate findings and decisions • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • The changing nature of Canadian immigration over time

Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
Literacy: Comprehends text— Makes connections, Analyzes texts	1. How can we use primary sources to learn from and about history? Students compared primary vs. secondary source documents and analyzed sources to learn about a selected event and the broader historical context.	Use Social Studies inquiry processes and skills to... gather, interpret, and analyze ideas and communicate findings and decisions
Literacy: Applies understanding—Extracts ideas and information, Synthesizes ideas and information	2. What aspects are important to share? Students synthesized information using a Visible Thinking Strategy. They gathered information about a person's story, identified key details in source documents, and used corroborating evidence to support their inferences.	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
Literacy: Communicates— Presents ideas and information	3. Create a suitcase based on the perspective of a newcomer to Canada, considering context and setting.	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
Literacy: Communicates— Expresses ideas and information, Justifies and defends decisions and assumptions	4. Present suitcase, describing the artefacts and explaining their importance to their perspective.	Use Social Studies inquiry processes and skills to... gather, interpret, and analyze ideas and communicate findings and decisions

Proficient Student Work, Teacher's Assessment and Reflection

Suitcase Items: Photo # 1

Items In My Suitcase	Why is it important for me to have this in my suitcase?
Passport	I have to bring my passport in order to immigrate to Canada; the officers have to see my identity in order to let me in. This item is also a very important object to me because it helps me prove my identity.
Picture of my mom	Bringing a picture of my mom helps me feel less lonely on my voyage. Since I am leaving my mom in China, bringing a picture helps me feel that she is always with me.
Picture of my country's flag	A flag is a very important part of a country. It helps people recognize which country is which, and their special differences, just like the flag. Every flag is unique in its own way. Having it with me makes me feel stronger, and that I actually belong to a beautiful and unique country.
Money	I brought \$70 with me, even though that's probably all we have. I have to travel by boat and by train, which means I need money.
Tea	Tea is a very important part of Chinese culture. It is absolutely essential to have it with me at all times. Tea helps to calm me <u>down</u> , and makes me relaxed.
Origami Panda	Pandas are special animals from China. I love to make origami, so bringing it reminds me of my favorite animal and my love of folding things.
Picture/Postcard of Shanghai	I brought a picture of my hometown with me because seeing it brings all the memories back and makes me feel happy. Shanghai is an amazing city, with lots of delicious foods. It just feels so amazing to be part of the community!



Items In My Suitcase	Why is it important for me to have this in my suitcase?
Eurail Timetable	The Eurail Timetable is a book that shows all of the trains coming and leaving with the times written beside them. It also shows the place they are leaving and where they will go. This is really helpful when Erika goes to a lot of places and needs to know when to get there on time.
Restaurant receipt	This restaurant was Erika 's favorite restaurant and she kept the receipt as a reminder. The store sold soup and bread that her dad usually made for her. But when her dad left to Canada, she would buy the bread and soup from that shop to replace the meals that her dad usually made for her.
Frankfurt map	The Frankfurt map shows a big map of Germany as well as the smaller country inside: Frankfurt. She brought this because she once visited Frankfurt and she really liked it so she wanted to keep it as a memory.
Neuschwanstein Ticket	She kept this because as a kid, she really liked castles, and this was the first castle she saw with her father. It was also a memory she could dream about when she couldn't sleep. She would look at the ticket and dream away!
Coat of arms of Germany	She collected badges when she was a kid with her father and the badge was a good memory of Germany and she really thinks that her dad would really like it.

Further Learning

This task could be personalized further by emphasizing key elements for teaching or assessment:

- Students discuss their suitcases with their peers to examine the causes and consequences of immigration (Social Studies)
- Students investigate how newcomers are included or excluded in Canadian society (Social Studies)
- Students examine personal stories of migration and immigration (Personal and Social Responsibility Core Competency)
- Students may design a project which welcomes newcomers to their area (Personal and Social Responsibility Core Competency)

Teacher's Assessment and Reflection

Proficient: These students made inferences from the primary sources and extracted relevant information about the broader historical contexts from multiple sources. They presented a wide variety of created artefacts. On their charts, they were able to provide rationalization for the selected items.

The Literacy Learning Pathway helped me identify and plan for the thinking processes (comprehending texts, extracting information, making inferences and connections) that students would need to be successful in the Social Studies historical thinking concepts. I was able to isolate and assess these skills individually and gain understanding about areas of strength and stretches for each student.