

Part I - Making Learning Real

Grade: 6 Title of Inquiry: Understanding Democracy Throughout History

Big Idea(s):	• Democratic systems change across time and space. • Historical democratic ideas influence modern democracies. • Structures and systems shape how decisions are made. • Active citizenship requires critical thinking, problem solving, and consideration of multiple perspectives.
Inquiry Question(s):	Students will explore the Alberta curricular outcomes by focusing on the inquiry question: <i>What can we learn from the democratic principles of different societies that can help us to understand and strengthen our democracy today?</i> Students will extend their prior knowledge from grade five as they explore democracy in more depth regarding a variety of past civilizations as well as modern principles of democracy in Canada. As students have previously learnt about the concepts of ancient civilizations and democracy, they will build on the knowledge by utilizing critical thinking skills to develop an understanding of how historical perspectives influenced and help to understand modern society. Additionally, students will gain knowledge regarding multiple factors that have influenced democratic principles in both positive and negative ways. Specifically within the societies of Ancient Athens, the Haudenosaunee Confederacy and the Roman Republic and how, as active citizens in a modern society, there is a responsibility to ensure that negative components of history are not repeated.

Curriculum:

What do you want students to know and be able to do? Draw from the Social Studies PoS and at least 1 other discipline. (Don't copy and paste, put in your own words synthesizing from general learner outcomes, "I can statements")

SOCIAL STUDIES

Organizing idea: Time and Place: Understanding how people, places, and time connect helps students make sense of different perspectives and events, and gives them a deeper understanding of the world.

Guiding Question: How can learning about past societies help us understand and improve democracy today?

Learning Outcome: Students explore how democratic ideas evolved over time, and compare them to the way governments function in different cultures and eras.

KNOWLEDGE:

- Democracy began in ancient Athens as a result of authoritarian rule
- Democracies have basic principles such as equality under the law, justice, freedom, and representation
- As a result of authoritarian rule, Ancient Athens began direct democracy which is where all male citizens have to participate in government,
- Different geographical features such as size or terrain can affect the structure of governments
- The three social classes in Ancient Athens were citizens, metics, and slaves. Each class had different rights and responsibilities
- People in ancient Athens and Roman Republic were defined by the social class they were in
- Ancient Athens had direct democracy that includes principles such as a lottery, the Draconian constitution, majority rule via voting, secret ballots, separate governing bodies, specifically Boule, Ecclesia, and Dikasteria, and equal rights in politics for male citizens
- Direct democracy in ancient Athens and representative democracy in Rome were restricted by lack of efficiency and representation
- In the Roman Republic, representative democracy allowed elected citizens to make decisions for society
- Male patricians and plebeians could vote for representatives, called magistrates, to serve in the Senate and assemblies
- The Roman Republic had three branches of government which executive with two consuls, legislative with senate and assemblies, and judicial with judges
- The Haudenosaunee Confederacy uses a consensus-based system.
- The Grand Council serves as the main decision-making body, with Chiefs speaking on behalf of the Nations.
- Clan Mothers serve a significant role in decision-making.
- The Great Law of Peace is a foundational agreement that outlines the roles, responsibilities, decision-making processes, and collective rights that shape the Haudenosaunee Confederacy.

UNDERSTANDING

- Democracy in ancient Athens created the foundation for citizenship and participation in modern day.
- Democracy in the Roman Republic created the foundation for representation in modern day.
- The decision-making process of the Haudenosaunee Confederacy is based in democratic principles.

SKILLS AND PROCEDURES

- Look into the beginning of democracy in ancient Athens
- Find similarities and differences between the democracies of ancient Athens and the Roman Republic
- Compare and contrast direct and representative democracy
- Talk about how legislation and agreements have changed principles of democracy
- Explain how Chiefs and Clan Mothers influence decision-making.

Overarching "I can..." statements

1. **I can** describe what democracy looked like in ancient Athens, the Roman Republic and the Haudenosaunee Confederacy
2. **I can** compare different democracies and how they are different or similar.

3. I can explain how past democracies might have affected today's democracies

Organizing idea: Systems: Analyzing the processes and structures within organizations provides insight into how decisions are made in the world.

Guiding Question: How do Canadian governments apply the principles of democracy?

Learning Outcome: Students examine the nature and practice of democracy in Canada

KNOWLEDGE

- Through leadership, decision-making, and law enforcement, government systems create structure within societies
- Democracy is a form of government that allows citizens to participate in decision-making.
- Canada's democracy is modeled on the British parliamentary system and incorporates democratic principles from earlier forms of government.
- In Canada, the British monarch is represented federally by the Governor General and provincially by lieutenant governors
- In Canada, citizens elect representatives at the municipal, provincial or territorial, and federal levels of government
- The prime minister serves as the head of the federal government and leads the political party that holds the most elected Members of Parliament (MPs).
- The premier leads a province or territory and the party with the most elected Members of the Legislative Assembly (MLAs)
- The Official Opposition monitors and holds provincial and federal governments accountable
- MPs and MLAs represent citizens by making decisions and passing laws on important issues and services
- In Canada, the Constitution Act splits decision-making authority between federal and provincial governments.
- Canada's judicial system interprets and enforces the law independently of the elected government
- Canada's democratic practices, influenced by earlier governments, include fair elections, an independent judiciary, checks and balances, transparency, and legal protections for rights and freedoms

UNDERSTANDING

- Canada's provincial and federal governments reflect democratic values and practices.

SKILLS AND PROCEDURES

- Explain how Canada's democracy is influenced by the British parliamentary system and earlier forms of government

Overarching "I can..." statements

1. **I can** describe the different principles of Canada's democracy such as the different representatives and what they do
2. **I can** explain how democracy works in Canada based on the principles
I can explain how Canada's democracy is similar or different to past societies

OTHER DISCIPLINES

ENGLISH LANGUAGE ARTS

Organizing idea: *Oral Language*: Listening and speaking skills form the foundation of literacy development and enhance communication, collaboration, and respectful understanding

Guiding Question: How does being a skilled speaker influence the way a message is written, styled, and delivered?

Learning Outcome: Students relate the quality and effectiveness of oral communication to oral skills

KNOWLEDGE

- People can change or adjust their speaking style depending on the situation or the effect they want
- Styles of speaking can include formal, informal, colloquial, and slang language
- The art of effective speaking, known as rhetoric, can be used to share information, inspire change, or persuade others
- Good oral communication uses a mix of verbal, non-verbal, and paraverbal language

UNDERSTANDING

- The content, style, and delivery of oral communication can be tailored to effectively convey ideas and information to particular audiences for specific purposes
- The style and delivery of oral communication are shaped by the interaction between verbal, non-verbal, and paraverbal elements

SKILLS AND PROCEDURES

- Choose a speaking style that matches the text or situation.
- Create and give presentations designed for specific audiences and purposes

Overarching “I can...” statements

1. **I can** explain the different kinds of speaking such as formal and informal
2. **I can** explain the different factors of speaking that affect what is being said
3. **I can** give a speech based on a specific purpose

Organizing idea: *Writing*: Using effective writing strategies and understanding an author's process and techniques helps ideas and information to be expressed clearly and creatively

Guiding Question: How does improving and developing your writing skills help to make your writing more precise?

Learning Outcome: Through creative and critical thinking, students create texts that demonstrate their unique styles

KNOWLEDGE

- Writing processes help writers to clearly create and refine their ideas and to develop their own style. The processes include planning, drafting, revising, editing, and publishing
- Planning helps to organize thoughts and to decide what information matters the most. It includes considering the audience, purpose, form, generating ideas, and narrowing the topic
- Fluent writing supports expressive oral reading that emphasizes the writer's voice and style

UNDERSTANDING

- Writing can promote expression, problem solving, and critical thinking

SKILLS AND PROCEDURES

- Revise writing to improve clarity, maintain focus, and tailor to the audience
- Structure ideas around clear ideas or arguments that are supported with evidence or examples

Overarching “I can…” statements

1. **I can** explain how writing processes such as planning and refining improve my writing
2. **I can** explain that writing can help me to improve my expression, problem solving, and critical thinking
3. **I can** edit writing to make sure it is clear, has a focus, and will appeal to my audience

MATHEMATICS

Organizing idea: *Statistics*: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

Guiding Question: How can frequency support communication?

Learning Outcome: Students investigate relative frequency, using experimental data

KNOWLEDGE

- Relative frequency can be used to compare the same category of data across multiple data sets.
- Relative frequency can be represented in various forms.

UNDERSTANDING

- Relative frequency expresses the frequency of a category of data as a fraction of the total number of data values.

SKILLS AND PROCEDURES

- Interpret frequency of categorized data as relative frequency.
- Express relative frequencies as decimals, fractions, or percentages.

Overarching “I can…” statements

1. **I can** find and compare relative frequencies by turning data into fractions, decimals, or percentages.
2. **I can** use relative frequency to help explain patterns and communicate what the data shows.

Pitch the inquiry:
Explain what students are inquiring into and why it is worthwhile/important/meaningful to students and the community/discipline/world
150 WORDS MAX

Students are inquiring into what democracy is like in present day Canada, and in the past with Ancient Athens, the Roman Republic, and the Haudenosaunee Confederacy, and how those ideas can help us understand and make democracy stronger today. This matters because democracy is not just something that lives in textbooks or government buildings, it affects our everyday lives. Students will think about equity, voice, belonging, and how community decisions should be made. This helps students see that people have always debated power, representation, and who gets to be heard. It shows them that democracy is not perfect, and that it is something we have to protect and improve.

As part of this inquiry, students will create a political party to “rule the school” by drawing on the principles they learn from Canadas, Ancient Athens, the Roman Republic or the Haudenosaunee Confederacy democracy. Students will be asked to identify issues within the school and create solutions. The political party platform created by students should show evidence of relating the democratic principles of the societies we discuss in their own party platforms. We will then hold a class election. Seeing how their own platforms could improve society helps them understand that democracy grows stronger when young people participate and care about each other, their community, and their future.

Learning Story Arch:

Describe what you know about
how the inquiry will unfold

200 WORDS MAX

Over the course of six weeks, this inquiry will unfold by helping students get a clear picture of what life was like in Ancient Athens, the Haudenosaunee Confederacy, and the Roman Republic. Additionally, students will learn about Canadian democracy and how past societies influenced it. Students will learn who had a voice and who didn't, and how early models of democracy functioned and evolved. They will explore short readings, anchor charts, discussion circles, and more to make connections between the past and their lives today. Students will then think deeply about what democracy means to them: who gets heard, who doesn't, and what fairness looks like in a community.

After building this understanding, students will shift into action. They will work in groups to create their own political parties where they will identify and create solutions for issues they observe around the school. They will choose goals and values, write a platform, and design campaign messages. Each week, students will also write in their journals to reflect on what they are learning about, how their own thinking is changing, and how they see democracy in real life. These journals will be used as ongoing formative assessment to track growth.

The inquiry will end with a class election. Students will vote, look at the results, and reflect on what influenced their decisions. They will leave with the understanding that democracy grows when people participate and care about their community.

Part II - Making Learning Visible

1. What will count as evidence of understanding (success criteria)? How will this criteria be communicated to or created with students? How might exemplars or student work be used to clarify and illustrate?

Students will demonstrate understanding when they can explain the various principles of different democracies (namely, Ancient Athens, Roman Republic, Canada, and the Haudenosaunee Confederacy), make connections to modern democracy, and use these ideas to design a new political party to resolve issues within the school by pulling on the principles from the democracies that were examined. Success criteria will be co-created with students in class so they feel ownership over what “successful” work looks like. In the chart below, assessments have been created such as rubrics, checklist, etc. However, these are just the outlines as student input may influence how the assignments are graded. For example, the rubric being used for the summative assessment has the main concepts that will be graded but students will help to determine the specifics of the rubric. For example, students will be asked what excellent collaboration looks like versus what poor collaboration looks like. We will also look at sample platforms, campaign posters, and speeches (teacher-created and relevant real world examples) so students can see what strong political messaging and clear evidence looks like.

2. How will students demonstrate or perform their understanding? (i.e. performance task, exhibitions, reports, portfolios, presentations, etc).

Students will demonstrate their understanding through weekly journal reflections, exit slips, group discussions, campaign development, speeches, and our final class election. These tasks let students show what they know in different ways through their writing, collaboration, creativity, and their ability to communicate ideas to an audience. Together, these demonstrations highlight not just what students have learned but how they can apply democratic concepts in thoughtful, authentic, and meaningful classroom experiences.

3. What formative assessment strategies will you use to evaluate student learning and adjust your teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?

Formative assessment strategies will include journal checks (including notes from lessons and when applicable, an answer to the inquiry question), exit slips, and whole class discussions. Additionally, the creation of the party platform will count as a formative assessment. The reason for this is that the information used to create this platform (ie. political principles used, representatives, etc.) will be used to create the final campaign speech and poster. The purpose of the speech and poster is to essentially take the platform and the students' understanding of the unit to create the speech which will be graded as the summative assessment. The reason for separating the assessment of the platform and speech/poster is to provide students with opportunities to revise their work and provide chances to improve their work before receiving the “final” grade for this inquiry unit. The students will receive feedback at multiple points throughout the unit. Firstly, students will receive feedback when there are small group/whole class discussions in an informal way. Secondly, students will receive private/personal feedback for each exit slip they complete. Thirdly, students will have multiple chances to revise their work (political platform/speech/poster) before the final election based on feedback they receive from peers. Having multiple areas of feedback/checkins will help to see where students are confident and where they may need some more support allowing space for adjustment. Students will additionally have regular opportunities to share their developing ideas during discussions, planning sessions and practice speeches so they can get feedback. With these supports students will have multiple chances to revise, improvise and deepen their understanding before the final election.

4. What opportunities have you designed for authentic assessment (explain)?

This is authentic assessment because students are applying democratic ideas in a real and meaningful way, not just learning them in theory by memorizing facts. Designing a political party, campaigning, and participating in a class election mirrors how democratic systems actually function in the real world. Students experience what it means to influence others, make decisions, and take active citizenship roles. We have ensured that we have a variety of assessment types for each type of assessment within this inquiry plan, including multiple formative and summative assessments as well as a diagnostic assessment that is related to math outcomes. Additionally, throughout the inquiry plan, the format of the assessments are varied as students may not align with the same format of assessment and the assessments have some freedom of choice in how the students choose to complete them. For example, if a student is not a strong writer, they may choose to do their inquiry journal notes/answers in jot notes, drawings, or however they see best to support their learning journey. The inquiry journal is an excellent way for students to show how their understanding is growing throughout the unit and it will also help them to have a large source of information to refer to when creating their political party. The exit slips are meant to give students the opportunity to show their understanding of the different concepts but more importantly, they are meant to inform the teaching path (ie. if more time needs to be spent on a specific topic). Additionally, the final project is meant to be a summative assessment that encapsulates the students' understanding from the unit as a whole. It is to be done in groups so that students have extra

support from their peers, multiple sets of journal notes to refer to, and to reduce some of the stress that comes with creating a larger project. The creation of political party platforms assesses essentially all outcomes that were taught but more specifically, taking that “fact based” knowledge and being able to apply it to the real world. Overall, through a number of diverse assessments, students will have numerous opportunities to showcase their understanding throughout this inquiry unit.

5. Create a table or other visual representation that shows the specific assessment evidence you will collect and what curriculum outcomes the evidence will provide evidence of.

Evidence Collected	Type of Assessment	Description	Curriculum Outcomes Shown
Inquiry journal	Formative - Checklist - Can be in the form of jot notes, sentences, etc. - Notes of what students find important and interesting from the lessons - Answers to all journal prompts done - What is written in journal is relevant to lesson topic	Students will keep weekly journals where they write about what they are learning, what questions they have, and how their thinking about democracy is changing. Students can choose to do full sentences, jot notes, or whatever format they feel is best suited to them. These journals will also help them decide what factors are most important when it comes to designing their own political party. This will show how their ideas grow throughout the unit, and help me see who may need support or more challenge. For some lessons, in addition to personal notes, the students will be given a prompt to write about in their journals (refer to part three timeline for prompts). They will be given time at the end of each lesson to write notes and share with their peers but they are welcome to write in the journals quietly throughout the lessons as well. This is a formative assessment of essentially a completion grade.	<i>Journal Prompt #1</i> ● I can explain how past societies functioned and influenced societies today ○ I can compare different democracies and how they are different/similar (SS) ○ I can describe what democracy looked like in Ancient Athens and the Roman Republic (SS) ○ I can explain how past democracies functioned and whether the different principles were effective or not (SS) ● I can effectively document my new knowledge to support better organizational strategies (ELA) ○ I can explain how my documentation will help me to write an effective oral speech (ELA) ○ I can explain how taking notes and answering the inquiry questions is the planning stage of writing my speech (ELA) <i>Journal Prompt #2</i> ● I can explain how past societies functioned and influenced societies today ○ I can compare different democracies and how they are different/similar (SS) ○ I can describe how democracy functioned in Ancient Athens and the different principles it was based on (SS) ○ I can describe how democracy functioned in the Haudenosaunee Confederacy and the different principles it was based on (SS) ○ I can explain that different democracies have different principles which makes each one function differently (SS) ● I can effectively document my new knowledge to support better organizational strategies (ELA) ○ I can explain how my documentation will help me to write an effective oral speech (ELA) ○ I can explain how taking notes and answering the inquiry questions is the planning stage of writing my speech (ELA)

			<i>Journal Prompt #3</i> ● I can identify issues in my own community based on what I have learnt about different democracies (SS) ● I can effectively document my new knowledge to support better organizational strategies (ELA) ○ I can explain how my documentation will help me to write an effective oral speech (ELA) ○ I can explain how taking notes and answering the inquiry questions is the planning stage of writing my speech (ELA) ● I can connect my knowledge about effective democracy to create strategies to improve my school (SS) <i>Journal Prompt #4</i> ● I can identify different principles that democracies might have (SS) ● I can explain how different democracies function (SS) ○ I can list different ways democracies make decisions such as voting (SS) ○ I can explain the role of different people in different democracies (SS) ● I can explain how past democracies might have affected today's democracies (SS) ○ I can identify important principles of democracy from the past that are still important today (SS) ● I can effectively document my new knowledge to support better organizational strategies (ELA) ○ I can explain how my documentation will help me to write an effective oral speech (ELA) ○ I can explain how taking notes and answering the inquiry questions is the planning stage of writing my speech (ELA) <i>Journal Prompt #5</i> ● Journal prompt five: What makes civic participation meaningful? ● I can explain what civic participation means (SS) ○ I can identify reasons why civic participation is important (SS) ○ I can relate the democratic principles I have learnt to support what makes civic participation meaningful (SS) ● I can effectively document my new knowledge to support better organizational strategies (ELA) ○ I can explain how my documentation will help me to write an effective oral speech (ELA)
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			○ I can explain how taking notes and answering the inquiry questions is the planning stage of writing my speech (ELA) Journal Prompt #6 ● I can define what a democracy is (SS) ● I can list and explain the different democracies I have learnt about (SS) ○ I can explain the Ancient Athens democracy and how it functioned (SS) ○ I can explain the Roman Republic and how it functioned (SS) ○ I can explain the Haudenosaunee Confederacy and how it functioned (SS) ○ I can explain Canadian democracy and how it functions (SS) ● I can reflect on my knowledge and understanding about democracies and identify areas I still need help with (SS)
Exit Slips	Formative - Completion - Accuracy	Throughout the lessons, students will be given a series of exit slips. The exit slips are meant to assess the students' understanding of the various lesson topics. The accuracy of the responses will inform whether a topic is being effectively understood or if it needs to be discussed more in depth. The majority of the exit slips are based on social studies concepts and one being math related (see details below). The exit slip prompts are listed under the detailed timeline in part three.	Exit Slip #1 ● I can identify and explain different democratic societies (SS) ○ I can compare and contrast different democracies (SS) ○ I can describe how democracy functioned in Ancient Athens (SS) ■ I can discuss the different principles of Ancient Athens such as how decisions were made (SS) ○ I can describe what democracy looked like in the Roman Republic (SS) ■ I can discuss the different principles of Roman Republic such as how the government was organized (SS) Exit Slip #2 ● I can identify and explain the different principles/components of Canadian democracy (SS) ○ I can define what the Constitution Act is (SS) ○ I can explain when the Constitution Act was made (SS) ○ I can explain what the purpose of the Constitution Act is (SS) ○ I can explain why the Constitution Act is important in Canada (SS) Exit Slip #3 ● I can explain how Canadian democracy functions (SS) ○ I can identify and explain how decisions are made in

			Canada (SS) ○ I can explain what an MP is (SS) ○ I can explain what an MLA is (SS) Exit Slip #4 ● I can identify and explain the democracies I have learnt about (SS) ○ I can explain the Ancient Athens democracy and how it functioned (SS) ○ I can explain the Roman Republic and how it functioned (SS) ○ I can explain the Haudenosaunee Confederacy and how it functioned (SS) ○ I can explain Canadian democracy and how it functions (SS) ○ I can justify what democracy I believe functions the most effectively based on what I have learnt (SS) Exit Slip #5 ● I can explain what makes the delivery of oral messages effective or compelling (ELA) ● I can reflect on how certain ideas, messages, or principles can motivate people with similar interests or concerns (SS) Exit Slip #7 ● I can explain how different democracies function (SS) ○ I can explain the different principles different democracies have (SS) ○ I can identify what makes a democracy effective (SS) ● I can reflect on my understanding of democracies and identity how my perspective has changed since the beginning of the unit (SS)
Political Party Platform	Formative - Checklist - Cooperation among group members - Core beliefs stated - Parties goals stated - Party function explained - Improvement of school issues	Students will be asked to create a political party in groups where they will be campaigning to be school leaders. Students will investigate issues within the school and then form parties based on common areas of concern. The goal of the political party is to build a platform based on improving issues that they've identified within the school. Their political party should include the core beliefs, goals, how the party functions (ie. a single elected representative makes all of the decisions in their party), and how they plan to improve the issues within the school.	Social Studies - Time and Place ● I can compare direct democracy and representative democracy and decide which ideas make our election fair, inclusive, and effective for choosing leaders (SS) ○ I can define what direct democracy is (SS) ○ I can define what representative democracy is (SS) ● I can use what I know about citizenship, representation, and consensus to create a political party (SS) ○ I can develop solutions to improve our school in my party (SS) ○ I can participate respectfully in a class election (SS) ● I can use what I learnt about different past democracies to create

	explained - Platform pulls from principles of chosen democratic society		my political party (SS) ○ I can explain the democratic principles and function of Ancient Athens (SS) ○ I can explain the democratic principles and function of the Roman Republic (SS) ○ I can explain the democratic principles and function of the Haudenosaunee Confederacy (SS) ○ I can explain the different factors that might affect democracy such as geographical features (SS) ○ I can apply past democratic principles to issues I see today (SS) ○ I can explain how past democratic principles affect/influence democracy today (SS) ○ I can identify and explain similarities and differences between different democracies (SS) ○ I can create solutions to the issues I find in the school by using my knowledge of past democracies (SS) <i>Social Studies - Systems</i> ● I can use my knowledge of Canadian democracy to help build my political party (SS) ○ I can explain the democratic principles and function of Canada (SS) ○ I can identify and explain ways that Canada's democracy was influenced by past democracies (SS) ○ I can explain how Canada's democracy reflects democratic values and practices (SS) ○ I can create solutions to the issues I find in the school by using my knowledge of Canadian democracy (SS) <i>ELA - Writing</i> ● I can effectively organize my information and ideas so that I can use it in the future to create an effective speech (ELA) ○ I can explain why my writing process is important (ELA) ○ I can explain the different parts of the writing process including planning, drafting, revising, editing, and publishing (ELA) ○ I can effectively plan to help me organize my thoughts and information (ELA) ○ I can base my ideas/arguments on clear evidence/examples (ELA) ○ I can show critical thinking and problem solving through my writing (ELA)
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Campaign speech/poster	Summative - Rubric - Communication of ideas (Writing clarity) - Content accuracy and alignment with platform - Planning (speech writing, poster, etc.) - Oral delivery (persuasive, well organized, etc.) - Poster design and visual communication - Collaboration/Participation	Once students have created their platforms, they will create an accompanying speech and poster. These will be created during week five and presented in week six during the day of the class election. The purpose of the speech is to effectively communicate ideas and persuade the classroom peers in a respectful manner to vote for their party. The purpose of the poster is to visually compliment what their party represents. Students will be asked to create a party logo and a slogan that encompasses their party's platform and helps to persuade their peers in a respectful manner.	<i>Social Studies</i> ● I can take all of the information I used to build my political party to create an effective campaign poster and speech (<i>SS</i>) ○ I can make sure the information I am using is accurate and based on facts (<i>SS</i>) ○ I can apply my knowledge of the different democracies to identify issues in the school and create solutions (<i>SS</i>) ○ I can explain how past democratic principles are relevant today (<i>SS</i>) ○ I can identify and explain different factors that affect democracy such as geographical features (<i>SS</i>) ○ I can explain ways that democracy might function such as having elected representatives or a single ruler (<i>SS</i>) ○ I can use the notes I took about the different democracies to plan a speech (<i>SS</i>) ○ I can accurately represent democratic principles in my speech and poster design (<i>SS</i>) <i>ELA - Oral</i> ● I can create and deliver an effective speech (<i>ELA</i>) ○ I can adjust my speaking style depending on what I am trying to accomplish (<i>ELA</i>) ○ I can use different styles of speaking such as formal (<i>ELA</i>) ○ I can use effective speaking to share information and persuade others (<i>ELA</i>) ○ I can use different kinds of communication such as verbal and non-verbal to make my speech effective (<i>ELA</i>) ○ I can tailor my content, style, and delivery to my audience (<i>ELA</i>) ○ I can choose a speaking style that best fits what I am trying to do (<i>ELA</i>) ○ I can create and give a presentation for specific audiences and purposes (<i>ELA</i>) <i>ELA - Writing</i> ● I can write a proper and effective speech (<i>ELA</i>) ○ I can explain why my writing process is important (<i>ELA</i>) ○ I can explain the different parts of the writing process including planning, drafting, revising, editing, and publishing (<i>ELA</i>) ○ I can effectively plan to help me organize my thoughts and information effectively (<i>ELA</i>) ○ I can write fluently and explain how it helps demonstrate my voice and style (<i>ELA</i>)
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			○ I can show expression and critical thinking through my writing (<i>ELA</i>) ○ I can edit my writing to improve my clarity, focus, and tailor to my audience (<i>ELA</i>) ○ I can base my ideas/arguments on clear evidence/examples (<i>ELA</i>) <i>Collaboration/Participation</i> ● I can work well with my group members to create a campaign speech and poster ○ I can use kind and respectful language when talking to my peers ○ I can contribute my own ideas ○ I can include everyone's ideas to help create our project ○ I can actively participate in my group and make sure that I am doing my role ○ I can participate respectfully in a class election (<i>SS</i>)
Class election and results	Summative - Rubric - Included on rubric discussed under campaign speech/poster	In the final week, students will present their poster and speeches. Once all parties have presented, students will have the opportunity to vote. Students are expected to show respect to all parties/students through active listening, respectful word choices, and acknowledging the diverse perspectives of each party. The voting will be done in a mock fashion to simulate a real election and ensure anonymity among students. The final voting results will show how students applied what they learned about fairness, voice, and decision-making. This experience will also let students see how their ideas can influence others, just like in real democratic systems.	<i>**See above outcomes, part of the same rubric as above assessment**</i>
Math Statistics Exit Slip	Diagnostic - Exit slip	After tallying the results of the election, a short lesson introducing statistical concepts will be given. This can subsequently be used as scaffolding for the Math unit, providing an opportunity to introduce statistical concepts and language in an authentic context. The exit slip question is “If we have 28 students in our class and 7 based their campaign platform on more funding for technology in the school, what percentage of the class does this represent? Is this a minority or a majority? “	<i>Exit Slip #6</i> ● I can convert data from a fraction into a percentage (<i>MATH</i>) ○ I can show my thinking process as I solve the question (<i>MATH</i>) ○ I can clearly show the correct answer (<i>MATH</i>) ● I can use this information to explain what the data shows (<i>MATH</i>)
Final/Personal reflection (Journal prompt 7)	Summative - Completion mark for journal prompt	Students will be given their final journal prompt in the last lesson (Journal Prompt #7). The prompt is open-ended to	<i>Personal Reflection (aka Journal Prompt #7):</i> ● I can explain our group’s process and describe my role within the

	#7/reflection	prompt students to critically reflect on the process they had undergone while building their own political parties. The final reflection prompt is “How did your group work together? What was your role in the process? How do you feel about the learning experience?”. Students are to answer every question in the prompt (can be bullet points, paragraphs, etc.). After the final reflection is completed, students will hand in their inquiry journals for a completion grade.	group ● I can reflect on my learning and how I think it went, including things I’m proud of and areas for growth
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Part III - Making Learning For Everyone

For Part III of the Social Studies Inquiry, you will prepare a detailed overview of a social studies Inquiry. **You will map out your unit (experiences, lessons, assessments) in mindmap/timeline form and respond to the above questions in paragraph form to explain the design decisions.** This Inquiry will incorporate meaningful connections to other curriculum disciplines (e.g.: Science, Music, Art, Language Arts, Drama, etc).

1. **In what ways have you designed for student voice and choice?**

Students begin by exploring a broad, open-ended question, allowing them to bring their own perspectives and ideas into the learning process. The creation of their own political parties allows students to choose which contemporary issues matter most to them, how they want to address them, and when values they want their party to support. As well, students have the opportunity to express their understanding in several ways: through journals, the creation of their party platform, in speeches and posters, and through collaborative decision making within their groups. Within each group, students will be able to select the role that best suits their strengths and that supports engagement. Finally, their weekly journals allow students to articulate their opinions, challenge ideas, and ask questions.

2. **How have you designed for Indigenous perspectives to be meaningfully included and contribute to student learning?**

This project invites students to consider that multiple governance systems existed, and continue to exist, outside the Western tradition. This creates space to introduce Indigenous ways of knowing about leadership, consensus, community responsibility, and decision making. Students will explore some of the principles of governance within the Haudenosaunee Confederacy as they compare to Athenian and Roman models. The use of discussion circles incorporates Indigenous practices of reciprocity, equal voice, and active and respectful listening. Finally, students will reflect not only on whose voices are heard within historical democracies, but also on how Indigenous systems of governance emphasize obligations to the community, the land, and to future generations.

3. **In what ways have you designed for learning to be made accessible for all students to succeed? (UDL, differentiated instruction, learning supports, varied resources, culturally responsive pedagogy, etc)**

Information about Athens, Rome, the Haudenosaunee Confederacy, and democracy in Canada is provided through short readings, videos, images, storytelling, discussion, and debate, providing multiple means of representation. Students can show their learning through written work (journal entries, party platform), visual design (campaign posters), oral communication (campaign messages, discussion circles), collaboration in groups, and active participation. Students will work in mixed-ability groups where roles can be adjusted based on strengths and skills. Graphic organizers for creating party platforms, sentence stems for campaign speeches, vocabulary lists, and opportunities for peer editing will support diverse literacy levels. The learning will be made relevant and culturally responsive as students are asked to identify issues that matter in their own communities and families. Finally, the learning will be scaffolded through short readings, clear guiding questions, and weekly journal prompts which will allow students to process their own understandings and reveal any need for support or re-teaching.

4. **How will the learning process be documented and valued?**

Weekly reflective journals will serve as a form of ongoing formative assessment as students track their evolving understanding of governance, democratic values, and group collaboration. Exit slips, discussion circles, and teacher observation will also be important formative assessment tools for ensuring student collaboration and growth toward the learning outcomes. Artifacts for assessment such as party platforms, campaign posters, and speeches will create a record of learning and participation over the course of the unit. Class created anchor charts showing democratic principles, parallels between different governance systems, and key vocabulary will remain visible throughout the unit.

5. **How have you scaffolded for the development of literacy, numeracy, and/or disciplinary skills from multiple disciplines/programs of study?**

Literacy skills are scaffolded throughout this unit. To begin, the teacher will model how to read and analyze historical texts by thinking aloud, identifying key ideas, and clarifying new vocabulary. Students will then work with structured organizers to compare governance systems, analyze perspectives, and record evidence, giving them a clear framework before they work independently. Small group discussions, whole-class discussion circles, and partner tasks allow students to practice oral communication with peers while reducing reliance on teacher prompting. As well, the creation of party platforms and speeches will begin with examples, sentence stems, co-created success criteria, and opportunities for peer feedback. Support will be gradually

removed as students revise, edit, and deliver their speeches. The scaffolding of disciplinary skills is seen as students first explore Athens, Rome, and the Haudenosaunee governance systems, and Canadian democracy with teacher guidance to ensure common understanding before the inquiry deepens. Routines such as “see-think-wonder” and “connect-extend-challenge” will provide clear supports for analyzing sources. The numeracy piece will itself be used as scaffolding for the statistic unit in Mathematics. It will provide an opportunity to introduce the concepts and language to students in an authentic context through an experiential activity. By the time students begin to design their political parties and write their campaign speeches, teacher scaffolds have been reduced, and students will be independently using evidence, civic vocabulary and rational argumentation.

6. What thinking routines or strategies will help students develop disciplinary ways of thinking?

As we begin to explore images and readings, thinking routines such as see- think-wonder will be used to build engagement and observation skills. Likewise, connect-extend-challenge will help students link ancient practices to modern democracy and identify possible links and tensions. Collaboration and peer feedback are built into this unit through regular discussion circles and extensive group and partner work. Lastly, journal writing and exit slips will support the development of critical reflection and self-assessment skills.

7. How will you design opportunities for students to reflect on their learning?

Weekly open-ended journal prompts and exit slips will help students reflect on the core learnings from that week. Peer and self assessments will have students reflect on their group collaboration, the effectiveness of their speech, and how well their platform represents their views. Finally, discussion circles will provide opportunities for students to verbally reflect, ask questions, and reconsider assumptions.

Timeline

Week One: Building background knowledge

- ***Day one: Inquiry kickoff***
 - Introduce essential questions. Class brainstorm “what is democracy?” Begin an anchor chart with existing understandings.
 - Writing in inquiry journal - personal notes from lesson topic
- ***Days two-three: Life in Ancient Athens***
 - Short readings/videos about Athenian democracy - who could participate? Who was excluded? See-think-wonder with artifacts and images.
 - Writing in inquiry journal - personal notes from lesson topic
- ***Days four to five: Life in the Roman Republic***
 - Short readings/videos about governance structures in Rome. As a class, compare to Athens using a Venn diagram. Discussion circle: What values shaped Roman governance?
 - Writing in inquiry journal - Journal prompt one: What is surprising or interesting about democracy in Athens? What is surprising or interesting about governance in the Roman republic?
 - Exit slip one: two similarities and two differences between Ancient Athens and Roman Republic

Week Two: Comparing democracies and introducing Indigenous perspectives

- ***Day one: Inequities in ancient democracies***
 - Guided lesson on early principles of democracy - strengths and limitations.
 - In small groups, students will answer questions: Which principles of democracy in ancient Athens are familiar to us today? Which are different? Whose voices were heard in Ancient Athens? Whose voices were not heard? As a class, expand our “What is democracy?” anchor chart, drawing on student answers to these questions.
 - Writing in inquiry journal - personal notes from lesson topic
- ***Days two to three: Indigenous governance***
 - Short readings/videos on the Haudenosaunee Confederacy. As a class, compare to Athens using a Venn diagram. Discussion circle: What values shaped the Haudenosaunee system of governance?
 - Writing in inquiry journal - personal notes from lesson topic
- ***Day four: Making connections***
 - In small groups, students compare ancient, Indigenous, and Canadian democratic principles.
 - Writing in inquiry journal - Personal notes from lesson topic and from group discussion and Journal prompt two: In what ways do you think the Haudenosaunee’s principles of governance align with ancient Athenian democracy? In what ways do they not align?

- **Day five: Canadian democracy**
 - Explore the Constitution Act and voting rights. As a class, expand our “What is democracy?” anchor chart, drawing on our answers from our reflection journals.
 - Writing in inquiry journal - Personal notes from lesson topic and class discussion/anchor chart
 - Exit slip two: What is the purpose of the Constitution Act?

Week Three: Understanding democracy today and identifying issues

- **Day one: Representation in Canada**
 - Explore Representation in Canada (MPs, councilors, voters). As a class, expand our “What is democracy?” anchor chart.
 - Writing in inquiry journal - personal notes from lesson topic and class discussion/anchor chart
 - Exit slip three: Who are Canada’s elected representatives?
- **Day two: Canadian democracy review**
 - Review content regarding Canadian principles of governance and discuss in terms of decision making-structures within the school.
 - Discussion circle: How is a school like a small democracy?
 - Writing in inquiry journal - Personal notes from lesson topic and class discussion
- **Days three to four: School investigation**
 - Class brainstorm about issues within the school and possible solutions. Students investigate issues within the school (interviews, surveys, etc.)
 - Writing in inquiry journal - Personal notes from lesson topic (issues in school)
- **Day five: Forming parties**
 - Students form political parties based on shared concerns.
 - Writing in inquiry journal - Personal notes from lesson topic and Journal prompt three: What did you learn about the needs represented in the school (students, teachers, custodial staff, etc)? What strategies have you come up with to resolve these issues?

Week Four: Creating party platforms

- **Days one to five: Platform writing workshops**
 - With teacher modeling, students will be guided to turn their issues into clear platforms.
 - Graphic organizers, sentence stems, and teacher conferencing will provide scaffolding during the writing process.
 - Students will be given regular opportunities for peer feedback through a jigsaw method.
 - Students will be encouraged to draw on what we’ve learned about Haudenosaunee principles of governance such as collaboration and consensus, planning for future generations, and considering the well being of the whole community.
 - Writing in inquiry journal - Personal notes from lesson topic and Journal prompt four: What factors do you think are most important when designing a political party?
 - Exit slip four: Why did my party choose our campaign issue(s)?

Week Five: Campaigning (speech writing and poster design)

- **Days one to two: Speechwriting and delivery**
 - Mini lessons to refresh students on persuasive writing and speaking, effective language, introductions and conclusions, and convincing delivery will assist as students write their campaign speeches based on their school issue(s).
 - Practice speeches within their parties.
 - Writing in inquiry journal - personal notes from lesson topic.
- **Day three: Poster design**
 - Students create campaign posters to raise awareness about their party platforms.
 - Writing in inquiry journal - personal notes from lesson topic.
- **Days four to five: Campaigning**
 - Posters are displayed around the classroom and students deliver their speeches to the class. Question and answer sessions will encourage engagement and deep thinking.
 - Writing in inquiry journal - Personal notes from lesson topic and Journal prompt five: What makes civic participation meaningful?
 - Exit slip five: Which ideas or messages from other groups have influenced me? Why?

Week Six: Election and final reflection

- ***Day one: Election day***
 - Students vote anonymously for the party they think has the best plan for improving the school.
 - Votes will be tallied and graphed. Outcomes will be discussed in terms of both priorities and motivations of voters as well as statistical frequency.
 - Writing in inquiry journal - personal notes from lesson topic.
 - Exit slip six - If we have 28 students in our class and 7 based their campaign platform on more funding for technology in the school, what percentage of the class does this represent? Is this a minority or a majority?
- ***Day two: Election results discussion***
 - Discussion circle: Why did certain issues matter? Can we see any patterns in the results? Did persuasive communication play a role?
 - Writing in inquiry journal - Personal notes from lesson topic and Journal prompt six: Connect: how does our election connect to what we've learned? Extend: How does today's experience deepen my understanding of the democratic process? Challenge: What still feels complicated or confusing?
- ***Days three to four: Return to inquiry question and final reflection***
 - Returning to our "What is democracy?" anchor chart and our original inquiry question, students will be asked to reflect on and discuss how what we have learned about past societies can strengthen democracy in our own school and our larger community.
 - Writing in inquiry journal - Personal notes from lesson topic and Journal prompt seven: How did your group work together? What was your role in the process? How do you feel about the learning experience?
- ***Day five: Final celebration of learning***
 - An election party is held in the classroom and campaign speeches are shared with administrators or other invited guests. Question and answer period may focus on the students' plans to continue to strengthen our school community.
 - Writing in inquiry journal - Personal notes from lesson topic.
 - Exit slip seven: What's one way my thinking about democracy has changed over the course of this unit?

Feedback

Courtney, Laila, and Kia

Feedback from Jillian and Grace:

- Really well organized - layout, colorcoding
- Strong connections to KUSPs
- Very detailed and well thought out explanations of each assessment, and their corresponding activities

Feedback from Falicia and Kendra:

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