

Critical Thinking Challenge

Grade: 3	Date: October 30, 2018
Subject: Social Studies	Teacher: Candace Ivanco
Topic/Big Idea: <ol style="list-style-type: none"> 1. Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. 2. Indigenous knowledge is passed down through oral history, traditions, and collective memory. 	Lesson Length: 60 minutes <div style="border: 1px solid black; padding: 5px;"> MATERIALS: <ul style="list-style-type: none"> • Four photographs of petroglyphs • Chart paper • Markers </div>

MAJOR LEARNINGS	CURRICULUM REFERENCED
Curricular Competencies Explain why people, events, or places are significant to various individuals and groups. <i>DEFINITION:</i> Significance	Content <ul style="list-style-type: none"> • oral history, traditional stories, and artifacts as evidence about past First Peoples cultures (oral stories, petroglyphs)
Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. <i>DEFINITION:</i> Evidence, Purpose	<ul style="list-style-type: none"> • interconnections of cultural and technological innovations of global and local indigenous peoples (ceremonies)
Core Competencies	
1. Analyze and critique	Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives.
2. Question and investigate	Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions.

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WHAT THE STUDENTS ALREADY KNOW

Students have been just completed an introduction to surrounding Indigenous communities. In this critical thinking challenge, students will have to reflect on what they have learned so far about Indigenous culture and beliefs and develop three pieces of criteria for each photograph; attached to this lesson. Students will be divided into four groups and have 50 minutes to collaborate, discussing the photograph they have selected; while following the criteria. Students are familiar with brainstorming and have used concept maps in the past. They will have access to computers and the library if needed in order to complete this challenge.

CRITICAL THINKING QUESTION

TYPE OF CRITICAL CHALLENGE: DECODE THE PUZZLE

“Solve the Mystery”

Using clues from the images, explain: Who, What, Where, and Why.

Students are put into groups of 4.

Students come up with criteria.

CRITICAL THINKING CHALLENGE:

Over the last week, we have been learning about Indigenous traditions which has given you some background knowledge of Indigenous culture. We know that oral traditions were one way that Indigenous peoples communicated with one another, however, over the years other methods of communication have been discovered; in this case petroglyphs. With your group, choose one of the photographs and follow the criteria that you set based on the questions: Who? What? Where? Why?

TEACHER: in case students need some guidance, this should look like:

- Name of Indigenous Group.
- What the petroglyph is telling us.
- Location.
- Explain your reasoning.

During this critical thinking challenge you are going to analyze the photographs and make assumptions and interpret the message based on the clues you are given and from what you have learned so far. Additional resources may be used and you can access more information through the library and the internet.

TEACHER: Tell me what we need to remember when working on a critical challenge.

Students: We need to work together.

TEACHER: Can you tell me what this looks like?

Students: Share our ideas and listen to what others have to say.

TEACHER: Great! There are some other factors you need to take into consideration and I will be watching for them while you are working in your groups.

Great! Let's get started!

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LEARNING OUTCOMES

Relationships and Cultural Contexts:

- Students become aware of Indigenous history and the different methods that were used to communicate.
- Students begin to understand the connection between the communication methods used then and now.

Knowledge and Understanding:

- Students develop an awareness to the traditions, styles and techniques in different areas of Canada.
- Expand their knowledge by investigating the Indigenous groups connected to specific areas.

Social Responsibility:

- Students build social skills by collaborating and communicating with their peers.
- Students contribute to community by respecting and caring for cultural landmarks.
- Students recognize the historical significance of Indigenous traditions.

Research:

- Students practice research skills while creating concept maps to organize their information.

Communication:

- Students are able to connect and engage with others as they share their ideas.
- Students collaborate to plan and carry out activities to reflect their learning.

INTELLECTUAL TOOLS

<p style="text-align: center;">Habits of Mind</p> 	<p>Supports and encourages students to: Consult with others in their group. Be respectful by inviting everyone in the group into the conversation.</p> <p>Why? Students develop positive habits of mind when they learn how to communicate effectively and take their peers opinions and experiences into consideration when collaborating.</p>
<p style="text-align: center;">Thinking Strategies</p> 	<p>Supports and encourages students to: Ask meaningful questions to get more information. Look for connections with what they already know or have seen.</p> <p>Why? Students develop deeper thinking skills when they ask questions to expand their understanding. This motivates them to learn, especially when they can make connections to the content.</p>
<p style="text-align: center;">Background Knowledge</p> 	<p>Supports and encourages students to: Reflect on what they know. Have extensive knowledge of the content.</p> <p>Why? In order for students to make accurate judgments, they need to have adequate background knowledge of the topic. This is important because decisions should be made when all of the facts have been considered.</p>

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<p>Critical Thinking Vocabulary</p> 	<p>Supports and encourages students to understand the definitions for: <i>Significance</i> – worthy of attention or important <i>Evidence</i> – collection of facts or information that shows whether or not something is true <i>Purpose</i> – the reason why something is done Prior to this lesson: Students have participated in a vocabulary activity. Why? Students need to understand what the words mean in order to make sense of what you are expecting of them.</p>
<p>Criteria for Judgement</p> 	<p>Supports and encourages students to: Recognize the points or arguments made by others. Understand that assumption, validity and reliability of the sources support the outcome of the criteria. Why? Students begin to realize that everyone is given an opportunity to share their opinions and perspective based on the photograph they have been given. Once all points have been made and considered, a final decision can be made for the analysis of the petroglyph.</p>

CRITICAL THINKING CRITERIA (page 69)

<p>Invites reasoned judgement among plausible alternatives.</p>	<p>Criteria in Action: Many things are taken into consideration such as who, what, where and why. Students demonstrate that they can collaborate as a group to decide on the Indigenous group, time period, location and the reason behind the style of communication.</p>
<p>Are perceived by students to be meaningful.</p>	<p>Criteria in Action: What they are learning is relevant and engages the interests of the students. They can collaborate with their peers and discuss their ideas to come up with a plan. This will motivate them to be think creatively during this process.</p>
<p>Advance understanding or the curriculum.</p>	<p>Criteria in Action: If students are asked to compare, explain and justify their choices, they are developing a deeper understanding in different areas of the curriculum. Students should be able to answer questions that reflect a multicultural awareness and knowledge of Indigenous history and traditions.</p>
<p>Focused enough to require limited background knowledge.</p>	<p>Criteria in Action: Students have some prior knowledge but may not be familiar with this specific aspect of the content. This motivates them to find out more about the Indigenous history and culture.</p>

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EDUCATOR VISION

I believe that this critical challenge is in line with a student's personal development. This activity will engage the student by activating their prior knowledge based on what the student knows and has learned up to this point. It allows students a chance to make connections with what is represented in the photographs; and they are given freedom to explore different methods of gathering research based on what works for them. Students will have the opportunity to collaborate with others about their own experiences and share their ideas by analyzing and comparing what they see.

This activity supports a positive learning environment while students work collaboratively, building relationships with their peers. I believe that the students will have the opportunity to communicate what their interests are, as well as make connections with others who share similar ideas. I feel that the students will discover their own values and traditions by sharing their thoughts and experience with others.

ASSESSMENT

At the end of the critical thinking challenge students should demonstrated how to:

- Develop criteria based on the task.
- Analyze the photographs in order to make assumptions based on the clues.
- Access other resources to collect data.
- Be open to peers suggestions and ideas.
- Work collaboratively by interacting with peers.
- Base their conclusions on judgement of facts and evidence.
- Interpret the symbols based on previous knowledge of Indigenous culture and heritage.
- Take other opinions into consideration.
- Ask questions for clarification.

REFLECTION

After completing the recommended reading, I knew that I wanted to use the "solve the mystery" method going into this challenge; however coming up with an idea was a difficult task for me. I knew that this method would be fun for students because of the age group I decided to focus on (grade 3) and this type of activity has the potential to draw students in because of the unknown aspect and the mystery behind it. Initially, I wanted to use an object as part of my critical thinking challenge but upon realizing that object was a peace pipe, it was not appropriate for this activity. I searched through the B.C. Curriculum website and finally decided on a petroglyph theme. I had no idea what this was going to look like initially, so I just went with the method I wanted to use and incorporated something from the curriculum into it in order to create a critical thinking challenge. Since the curriculum suggests that students explore "oral history, traditional stories, and artifacts as evidence about past First Peoples cultures (oral stories, petroglyphs)" I feel that this meets the content required for this age group. In addition, this challenge could be expanded on to meet other aspects of the curriculum by opening up more areas for discussion by students to explore the different communication methods between Indigenous peoples, non-Indigenous peoples and between communities.

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I found this assignment very challenging because I do not fully understand the concept of a critical thinking challenge. Although we did participate in an activity that was intended to model part of this process, I feel that I could not make a connection between that particular activity and what was being expected of us. Perhaps, if I had participated in an actual type of critical thinking challenge, I may have understood the expectations of this assignment better. This learning process had me second guessing myself constantly; I did not know if I was on the right track or if this challenge was going to be too much for what it was intended. I guess that is how we learn and through trial and error, it helps us to become better teachers. Overall, I feel that with practice, creating these critical thinking challenges will get easier and it will benefit my students because of its purpose and the ability to cover different aspects of the curriculum within the lesson.

REFERENCES

Paul, R. and Elder, L. (2006). *Critical thinking: Concepts and tools*. The Foundation for Critical Thinking. Retrieved March 3, 2008 from <http://www.criticalthinking.org>.

Case, R., & Clark, P. (2016). *The anthology of social studies: Issues and strategies for elementary teachers*. Vancouver: Pacific Educational Press.

B.C. Curriculum, Retrieved October 26, 2018 from <https://www.curriculum.gov.bc.ca/curriculum/social-studies/3>.

Vocabulary Definitions Retrieved October 26, 2018 from <https://www.merriam-webster.com>.

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ADDITIONAL REFERENCES

SAMPLE 1:

<http://www.cegep-heritage.qc.ca/indigenizing-education/art.php>



Peterborough Stone petroglyphs (photographer: Robin L. Lyke) (Ontario)

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SAMPLE 2:

<https://www.bradshawfoundation.com/canada/introduction.php>



Writing-On-Stone Áísínai'pi Park (Lethbridge)

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SAMPLE 3:

<http://nanaimomuseum.ca/program/petroglyphs/>



Nanaimo, B.C.

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SAMPLE 4:

<http://www.muiniskw.org/pgHistory3b.htm>



MI'KMAW HISTORY – KEJIMKUJIK (Nova Scotia)