**Social 9: Chapter 7 – Consumerism: Lesson 2**

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| **Grade Level** | 9 | **General Outcome (9.2)** | |  | |
| **Time Frame** | 64 minutes  (2 classes) | **Enduring Understanding**  **(purpose of the lesson)** | | Consumerism and quality of life | |
| **Developed By** | Katherine Weber | | | | |
| **Critical Challenge/Big Idea**  **How does consumer behavior affect quality of life in Canada and US?** | | | | | |
| **Summative Assessment Strategies**  **Working towards a Chapter Test and Task assignment** | | | | | |
| **Other Questions of Inquiry**  **What guides your behavior as a consumer?** | | | | | |
| **Value and Attitude Outcomes**  9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society  9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada | | | **Knowledge and Understanding Outcomes**  9.2.5 critically assess the relationship between consumerism and quality of life in Canada and the US | | **Skills and Process Outcomes**  Historical thinking  Critical and creative thinking  Agre appropriate behaviours  Media literacy   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **Introductory Activity/ The Hook**   1. Brainstorm: What makes us compelled to buy things? Class list on board | | | | | |
| **Teaching/Learning Strategies and Activities**   1. Notes: pg. 243-254 and graphic organizers – Instructional Conversation with students to get them through this section 2. PollEv: What guides your consumer behavior the most – identity, health and safety, jobs, environment, marketing 3. Set up for U shaped team debates: Students will prepare statements that reflect WHICH factor they believe is the most influential in getting people. As people are debating, students move towards that side if they agree. 4. Prepare for debate come up with arguments. 5. Debate the next day. | | | | | |
| **Resources:**  Textbook and Teacher Resource  Handout of Student Notes  SMARTboard presentation  U-shaped debate reflection handout | | | | | |
| **Formative Assessment Strategies:**  Discussion  Participation and questions/feedback | | | | | |
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| **Other:** | | | | | |

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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