|  |  |
| --- | --- |
| **Subject:** | Social Studies |
| **Title:** | The Great Debate |
| **Grade Level:** | 6 |
| **Purpose:** | Students will gather evidence to support their perspective on who **Canada’s** greatest hockey player is. Then they will use that evidence to try to convince group members why their decision is valid. |
| **Curricular**  **Connections:** | Demonstrate skills of decision making and problem solving:   * propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving * consider multiple perspectives when dealing with issues, decision making and problem solving |
| **Materials:** | * access to technology * poster paper * glue, scissors * magazines (with hockey pictures) * printable chart of categories |
| **Activity:**  **Period 1**  **Period 2**  **Period 3** | 1. Gather as a large group. Pose the question   Who is **Canada’s** Greatest hockey player?  (This will generate a lot of excitement!)   1. Record the students’ choices on the board.   Remind them that they have to look at players from previous years, as well as those playing now.   1. Brainstorm what attributes make a great player. Record the students’ answers. 2. As a class design a chart showing the categories students want to use to guide their research. An example would be:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Player | Games Played | Goals | Assists | Total  Points | | Bobby Orr |  |  |  |  | | Gordie  Howe |  |  |  |  |   Other possible categories; Stanley Cups, Awards, Team Canada participation (Olympics, World Championships, World Junior Tournaments), Team Captain, or alternate.   1. Students are now placed in groups of 5-6. 2. Each group member will choose a player they feel is the greatest. 3. Record your player’s name on the chart. Research your player and fill in the chart. 4. In groups have each student explain why they feel their choice for greatest player is correct. It is important that the teacher emphasizes all opinions need to be listened to and respected. 5. Once all group members have shared their information, it is time to vote. 6. Use the following points for the vote.   5 points for 1st place  4 points for 2nd place  3 points for 3rd place  2 points for 4th place  1 point for 5th place   1. Each player is given a ballot with the 5 player names. Students assign a number for each player. 2. Gather all the ballots and add the totals for each player.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Bobby Orr | Wayne Gretzky | Gordie  Howe | Doug Harvey | Mario  Lemieux | | 5 | 4 | 2 | 1 | 3 |  1. List the players in order from the highest to lowest total of votes.   You now know who your class thinks is “**Canada’s Greatest Player**”! |
| **Extension:** | Find out: Who is Canada’s Greatest Female hockey player? |
| **Assessment:** | Collect group chart and ballots to see if all the requirements were met. (Teacher marked.)  Have students write 3 statements about why their player is the greatest. |

**Example of chart with categories:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Player | Games Played | Goals | Assists | Total  Points | Stanley  Cups | Awards |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |