

TCA Daily Lesson Planner (revised Nov. 2020)

Lesson #11	Course Code: CHC2D	Unit 2	Date: Nov. 10, 2020		Teacher: Mr. Bergman
-------------------	--------------------	--------	------------------------------	--	----------------------------

Period A

Warm up	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check homework etc.	
Record Attendance		Notes: attendance and concerns regarding specific student	
Lesson Intro.	10	Specific expectation(s)	<p>C1.1 describe some key social changes in Canada during this period (<i>e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture</i>), and explain their main causes as well as their impact on different groups in Canada</p> <p>Sample questions: "What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?"</p> <p>C1.2 identify some major developments in science and/or technology during this period (<i>e.g., inventions such as Pabulum, penicillin, Massey-Harris's self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb</i>), and assess their significance for different groups in Canada; C1.3 describe some key economic trends and developments in Canada during this period (<i>e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike</i>), and assess their impact on different groups in Canada</p> <p>Sample questions: "Did the Great Depression affect all communities in Canada to the same extent? Who faced the greatest challenges?" "What was the economic impact of the dustbowl? How did it contribute to the creation of the Canadian Wheat Board?" "What was the significance of the name 'Royal Twenty Centers'? How were these public work camps viewed at the time? Do you think they have influenced attitudes towards the unemployed today?"</p>
		Learning goals	Students will be able to: analyze the main causes of the Great Depression & some of the causes/effects of it & why it lasted so long in most parts of Canada.
		Success Criteria	The T will monitor the ss while they read about the Great Depression & view a short video & ppt on its causes & impact on ordinary Canadians.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. Attendance & review of Unit 2 with a power-point (ppt.) on 'the Great Depression 2. Next, the ss will work on the KWL chart for Unit 2 (1929-1945) 3. The T will show some video-clips on the Great Depression (From a People's History in the 1930s) & the ss will take some notes on the video-clip. 4. Next, the ss will read: chap. 4 in their textbook 5. They will also write down any new vocabulary terms they do not know in the textbook & worksheets in period 2 during the Independent Study Period
		Resources	Textbook: 'Think History Canadian History Since 1914' , Unit 2: The Great Depression worksheet Part 2

		Assessment and Evaluation	Assessment for Learning: textbook questions, Assess. as Learning: KWL chart
Application	20	Assignment, Homework based on lesson, exit card	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro.	10	Specific expectation	<p>C1.1 describe some key social changes in Canada during this period (<i>e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture</i>), and explain their main causes as well as their impact on different groups in Canada</p> <p>Sample questions: "What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?"</p> <p>C1.2 identify some major developments in science and/or technology during this period (<i>e.g., inventions such as Pablum, penicillin, Massey-Harris's self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb</i>), and assess their significance for different groups in Canada; C1.3 describe some key economic trends and developments in Canada during this period (<i>e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike</i>), and assess their impact on different groups in Canada</p>
		Learning goals	Students will be able to: analyze the main causes of the Great Depression & some of the causes/effects of it & how it impacted people in both urban & rural Canada.
		Success Criteria	The T will monitor the ss they read about the Great Depression & finish a worksheet on the Great Depression.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> The T will review the key concepts behind Canada's changing identity & trade/economic relations with the U.S.; as well as, its problematic policy of assimilation of indigenous people & residential schools. The T will sometimes monitor ss while they finish a worksheet on the Great Depression. The ss will do a KWL Chart to record some important ideas they learned as Assessment as Learning.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: textbook questions, Assessment as Learning: KWL Chart
Application	20	Assignment, Homework based on lesson- finish reading chap. 4.	

TEACHING STRATEGIES		TEACHING STRATEGIES	
Direct Instruction (teacher led)		Class activity (teacher facilitated)	
Direct instruction (discussion possible)		Experiential learning (by doing)	

Class discussion (teacher facilitated)		Worksheets / Surveys	
Small group discussion		Individual or group research	
Partner discussion / conferencing		Teacher Modeling	
Conferencing: teacher and student		Use of Computers / Internet	
Teacher reading to class		Use of Video or Audio	
Silent individual reading		Role Playing	
Group based reading		Class Presentations	
Independent work (Teacher facilitated)		Guest Speaker / Interviews / Questions	
Group Work (Teacher facilitated)		Field Trip	
OTHER:		OTHER:	