

TCA Daily Lesson Planner (revised Nov. 2020)

Lesson #17	Course Code: CHC2D	Unit 2	Date: Nov. 18, 2020	Teacher: Mr. Bergman
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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?" C2.3 explain the main causes of World War II (<i>e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises</i>), and analyse Canada's contribution to the war effort (<i>e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women</i>) C2.4 explain some of the ways in which World War II affected Canada and Canadians (<i>e.g., with reference to economic recovery, censorship, rationing</i>), including how the war changed the lives of various groups in this country (<i>e.g., young men who fought and those who did not; farmers; women in the workforce and at home; "enemy aliens"; veterans, including men who were in the merchant navy</i>) C3.2 analyse responses of Canada and Canadians to some major international events and/or developments that occurred during this period (<i>e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the</i></p>

			<p><i>Manhattan Project</i>), and assess the significance of these responses, including their significance for Canadian identity and heritage</p> <p>C3.3 analyse the impact of the Holocaust on Canadian society and on Canadians' attitudes towards human rights (<i>e.g., with reference to changes in Canadians' responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada's signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes</i>)</p>
Lesson	40	Learning goals	Students will be able to: analyze how WW 2 influenced Asian & Canadian people & political leaders. They will also learn about the rise of extreme nationalism & militarism, & alliances / past war grievances that were instrumental to starting WW2 in Europe & E. Asia
Application	20	Success Criteria	The T will assess the ss while they present their Comic Book projects in class to evaluate their understanding of the key events of the 1930s. The ss will demonstrate their understanding of WW2 by answering the teacher's review questions
		Learning Activities	<ol style="list-style-type: none"> 1. Attendance & review of WW2 Review Questions. 2. Next, 2 ss will briefly explain their Comic Book projects & upload them into Moodle for assessment & evaluation. 3. The T will show a ppt. on New Political Parties in Canada; as well as, WW2 video-clips & the ss will take some notes in an Exit Card . 4. Next, the ss will finish reading chap. 5 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' , The Rise of Militarism & Nationalism in Europe & E. Asia
		Assessment and Evaluation	Assessment for Learning: textbook questions (worksheet), Assess. as Learning: Exit Card
		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</i></p>

Lesson	40		<i>the Bank of Canada, the wartime economy, the 1945 Ford strike</i>), and assess their impact on different groups in Canada, C2.4 explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to <i>economic recovery, censorship, rationing</i>), including how the war changed the lives of various groups in this country (e.g., <i>young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy</i>), C3.2 analyse responses of Canada and Canadians to some major international events and/or developments that occurred during this period (e.g., <i>the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project</i>), and assess the significance of these responses, including their significance for Canadian identity and heritage.
		Learning goals	Students will be able to: analyze the main causes of WW 2 & how it led to war in both Europe & Asia.They will also study for the Oral Test on Thursday by reviewing their notes & study question sheet.
		Success Criteria	The T will give the ss a study sheet to prpare the ss for the Oral Test on Thursday & Friday.
		Learning Activities	1. The T will review the Study Sheet Questions 2. The T will sometimes monitor ss while they finish a worksheet on the main causes of WW 1 & 2 3. The ss will do an Exit Card to record some important ideas they learned as Assessment as Learning.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
Application	20	Assessment and Evaluation	Assessment for Learning: textbook questions, Assessment as Learning: Exit Card
		Assignment, Homework based on lesson- finish the comic book project for today’s class.	

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:	