

TCA Daily Lesson Planner (revised Nov. 2020)

Lesson 12	Course Code: CHC2D	Unit 3	Date: Aug. 16, 2022	Teacher: Mr. Gajardo
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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)	D1.4 describe some key political developments and/or government policies in Canada during this period (<i>e.g., government responses to the Red Scare/Cold War; Newfoundland's joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada</i>), and assess their significance for different groups in Canada; D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (<i>e.g., Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, René Lévesque, Chief George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People</i>), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada <i>Sample questions:</i> "What was the significance for people with disabilities of the formation of L'Arche? What was its significance for Canadian identity?" "Why does Viola Desmond appear on a Canadian postage stamp? What criteria do you think were used in her selection?"
		Learning goals	Students will be able to: analyze some effects of a new Canadian identity & prosperity; as well as, the Cold War & how the 1960s were a time of profound changes in Canadian society .
		Success Criteria	The T will review the key concepts of Unit 3 with some video-clips & a ppt. on the 1960s & Canada's Identity crisis, and ss will be able to show the T what they might know about this time era by completing a Chart on the 1960s.
Lesson		40	Learning Activities
	Resources		Textbook: 'Think History Canadian History Since 1914', Unit 3-Canada in the 1960s Handout/ppt.
	Assessment and Evaluation		Assessment for Learning: Challenges & Changes in the 1960s chart & worksheet, Assess. as Learning: 5-2-1 Exit Card
Application	20	Assignment, Homework based on lesson, -Read up to pg 203.	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro.	10	Specific expectation	D1.4 describe some key political developments and/or government policies in Canada during this period (<i>e.g., government responses to the Red Scare/Cold War; Newfoundland's joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada</i>), and assess their significance for different groups in Canada; D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (<i>e.g., Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, René Lévesque, Chief George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People</i>), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada
		Learning goals	Students will be able to: analyze how Canada & the world had changed during the 1960s . They will also research a Canadian Prime Minister or premier from 1946 to 1986
		Success Criteria	The T will give the ss a worksheet on 'The 1960s Challenges & Changes' to work on in the Independent Study period. The ss will also begin researching one prime minister or premier.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. Sts complete Reading Control 3. 2. T monitors the assignment and answer questions when needed. 3. Sts make comments about the evaluation. 4. Teacher receives feedback from the students. 5. Ssts watch final video about an interview. Make comments on the video and compare it with what the see nowadays.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: worksheet questions, Assessment as Learning: Exit Card
Application	20	Assignment, Homework based on lesson- Read up to p. 202 & use the Study Notes to comprehend what the Cold War was about & how the post-war years created a new 'Age of Prosperity'.	

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:	