

TCA Daily Lesson Planner

Lesson #23	Course Code: CHC2D	Unit 3	Date: Nov. 29, 2	Teacher: Mr. Gajardo
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Period A

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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>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</p> <p>Sample questions: "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?"</p>
		Learning goals	Students will be able to: analyze some effects of a new Canadian identity & 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 Canada's Identity crisis, Challenges & Changes, and ss will be able to show the T what they might know about this time era by answering questions and sharing ideas with their classmates.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. Reading control feedback. 2. Sts share their investigation about flags in Canada 3. T shows presentation about identity. 4. Sts answer question. 5. Sts create and present their flags.
		Resources	Textbook: 'Think History Canadian History Since 1914', Unit 3-Canada in the 1960s Handout/ppt.
		Assessment and Evaluation	Assessment for Learning: solving doubts, creation and presentation of flags.

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 finish in the Independent Study period.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. T continues the second part of the presentation 2. Sts watch video of the Expo 67. 3. Space race: sts create questions and watch video. 4. Check if their questions were answered in the video. 5. Sts share questions anonymously with the T. Sts choose questions randomly and compete to answer them.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: comparing and sharing questions with the sts and the teacher. Teacher's feedback.
Application	20	Assignment, Homework based on lesson. Sts investigate questions from page 204.	