

**TEA Daily Lesson Planner**

<b>Lesson 15</b>	Course Code: CHC2D	Unit 4	Date: Aug. 23, 2022	Teacher: Mr. Gajardo
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**Period A**

<b>Warm up</b>	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check homework etc.	
<b>Record Attendance</b>		Notes: attendance and concerns regarding specific student	
<b>Lesson Intro.</b>	10	Specific expectation(s)	<p>E1.3 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g. the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission’s calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People), and assess their significance for First Nations, Métis, and Inuit individuals and communities.</p> <p>Sample questions: “What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?” “What are some ways in which political developments and government policies that have affected First Nations, Metis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?” “Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?” “How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?” “How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?” “Do you think that Prime Minister Justin Trudeau’s visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?”</p>
		Learning goals	Analyze some effects of a new Canadian identity and how the 70's, 80's and 90's were a time of profound changes in all aspects of Canadian society including economics, politics & sports. Students will also learn about the contributions different Canadian leaders brought to forming Canadian Identity & Society in the fields of science & medicine, music & sports, education, economics & politics.
		Success Criteria	They will do a reflection on the impact of Inflation, & Indigenous rights on Canadian society.
<b>Lesson</b>	40	Learning Activities	<ol style="list-style-type: none"> <li>1. Brain storming video <i>The Story of Us</i>.</li> <li>2. Sts finish watching the video.</li> <li>3. T and sts check homework and take notes on the sts’ investigation.</li> <li>4. Sts choose the area they will write an essay about.</li> </ol>
		Resources	Textbook: ‘Think History Canadian History Since 1914’, youtube,
		Assessment and Evaluation	Assessment for Learning: take notes, correct mistakes, feedback.

<b>Application</b>	20	Assignment, Homework based on lesson, Read chapter 8	
<b>Period B</b>			
<b>Warm up</b>	20	Observation, conversation, debriefing follow up lesson taught in period A	
<b>Lesson Intro.</b>	10	Specific expectation	<p>E1.3 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g. the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission’s calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People), and assess their significance for First Nations, Métis, and Inuit individuals and communities.</p> <p>Sample questions: “What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?” “What are some ways in which political developments and government policies that have affected First Nations, Metis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?” “Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?” “How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?” “How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?” “Do you think that Prime Minister Justin Trudeau’s visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?”</p>
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		Success Criteria	The T will give the ss feedback in the Moodle on their assignments The ss complete worksheet about how to write an opinion essay.
<b>Lesson</b>	40	Learning Activities	<ol style="list-style-type: none"> <li>1. Sts download worksheet from Moodle.</li> <li>2. Sst and the teacher complete the activities from the worksheet.</li> <li>3. Sts complete exit card and choose phrases to use on their essay next lesson.</li> </ol>
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: worksheet questions. Assessment as Learning: Exit Card
<b>Application</b>	20	Assignment based on worksheet, reading comprehension, vocabulary and grammar.	