

TCA Daily Lesson Planner (revised Dec. 2020)

Lesson 16	Course Code: CHC2D	Unit 4	Date: Aug. 22, 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)	<p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past), in order to enhance their understanding of these events and their role as informed citizens.</p> <p>Sample question: “Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?”</p> <p>D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., <i>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;</p> <p>D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., <i>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 1980s to 2020 were a time of profound changes in all aspects of Canadian society including economics, politics & sports. They 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	The T will review the key concepts of Unit 4. They will do a reflection on what they learned about different students’ presentations in class today.

Lesson

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Learning Activities	<ol style="list-style-type: none">1. Attendance & review of Unit 4, chapter 8.2. The teacher gives feedback to the sts's homework answers and the phrases they chose to write their essays.3. T shows and explains a video about APA in text citations.4. Sts take notes.
Resources	Textbook: 'Think History Canadian History Since 1914', youtube.
Assessment and Evaluation	Assessment for Learning, taking notes.

Application	20	Assignment, Homework based on lesson, -Read up to pg 238.	
Period B			
Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro.	10	Specific expectation	<p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past), in order to enhance their understanding of these events and their role as informed citizens.</p> <p>Sample question: “Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights?”</p> <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 write an opinion essay based on a historical event that took place between 1982 and 2000.
		Success Criteria	The sts write an essay with the T, share and comments suggestions. Sts identify and apply parts and language of an essay.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. The T checks the phrases sts chose as homework. 2. T gives feedback. 3. St complete worksheet on how to write an essay. 4. The sts and the T write an essay including the information they wrote in the worksheet. 5. Sts check the essay and make comments.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: worksheet questions, Assessment as Learning: Exit Card

Application

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Assignment, Homework based on lesson- Finish reading Chap. 9 & prepare for the final exam.
