

**TCA Daily Lesson Planner**

<b>Lesson 17</b>	Course Code: CHC2D	Unit 4	Date: Aug. 24 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)	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  <b>Sample questions:</b> "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 & how the 1980s to 2000s 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 choose a topic and write an opinion essay using APA citations.
<b>Lesson</b>		40	Learning Activities
	Resources		Textbook: 'Think History Canadian History Since 1914', youtube.com
	Assessment and Evaluation		Assessment for Learning- homework: an opinion essay.

Period B

<b>Warm up</b>	20	Observation, conversation, debriefing follow up lesson taught in period A	
<b>Lesson Intro.</b>	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
<b>Lesson</b>	40	Learning goals	Students will be able to: write an opinion essay using APA format and references.
		Success Criteria	The T will give the ss feedback on their assignments. The ss write an opinion essay in class.
		Learning Activities	<ol style="list-style-type: none"> <li>1. Sts ask final questions about how to write an opinion essay.</li> <li>2. T assigns a task to each sts.</li> <li>3. Sts write and submit their essays.</li> <li>4. Sts make comments on the assignment.</li> </ol>
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment of Learning: opinion essay.