

**TCA Daily Lesson Planner (revised Dec. 2020)**

<b>Lesson 18</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  <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 & how the 1980s to the present 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 with some oral questions about the 1990s and 2000. They will discuss chapter 9 main events.
<b>Lesson</b>		40	Learning Activities
	Resources		Textbook: 'Think History Canadian History Since 1914', youtube.com
	Assessment and Evaluation		Assessment for Learning- Ideas on 'Technological Changes/Globalization/Immigration & Diversity/Multiculturalism & Economic Inequality in the 2000s'.

<b>Application</b>	20	Assignment, Homework based on lesson, -Read up to pg 238.	
<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	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 new century.
		Success Criteria	The sts will complete a worksheet with questions about Canada in the new century: international relations, role in wars, relation with aboriginal peoples and technology.
<b>Lesson</b>	40	Learning Activities	<ol style="list-style-type: none"> <li>1. Sts finish reading chapter 9 of the textbook.</li> <li>2. Sts complete worksheet with questions about Canada in the new century.</li> <li>3. T solve doubts about the Final Exam.</li> <li>4. Sts upload worksheet onto Moodle.</li> </ol>
		Resources	Textbook: Think History Canadian History Since 1914.
		Assessment and Evaluation	Assessment for Learning: worksheet questions, Assessment as Learning: Exit Card
<b>Application</b>	20	Assignment: sts study questions for the Final Exam.	