

**TCA Daily Lesson Planner (revised Nov. 2021)**

<b>Lesson #15</b>	Course Code: CHC2D	Unit 2	Date: Nov. 17, 2021		Teacher: Mr. Bergman	
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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>C1.1 describe some key social changes in Canada during this period (<i>e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture</i>), and explain their main causes as well as their impact on different groups in Canada</p> <p><b>Sample questions:</b> "What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?"</p> <p>C1.2 identify some major developments in science and/or technology during this period (<i>e.g., inventions such as Pabulum, penicillin, Massey-Harris's self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb</i>), and assess their significance for different groups in Canada; C1.3 describe some key economic trends and developments in Canada during this period (<i>e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike</i>), and assess their impact on different groups in Canada</p> <p><b>Sample questions:</b> "Did the Great Depression affect all communities in Canada to the same extent? Who faced the greatest challenges?" "What was the economic impact of the dustbowl? How did it contribute to the creation of the Canadian Wheat Board?" "What was the significance of the name 'Royal Twenty Centers'? How were these public work camps viewed at the time? Do you think they have influenced attitudes towards the unemployed today?"</p>
		Learning goals	Students will be able to: analyze how the Great Depression & New Political parties in Canada influenced Canadian politicians to listen to the common person by starting to implement social reforms & slowly build a welfare system in Canada. They will also learn about the rise of extreme nationalism & militarism that were instrumental to WW2 in Europe & E. Asia
		Success Criteria	The T will assess the ss while they present their Comic Book projects in class to evaluate their understanding of the key events of the 1930s; as well as, the effects of the Great Depression on many people & some events leading up to WW2
<b>Lesson</b>	40	Learning Activities	<ol style="list-style-type: none"> <li>Attendance &amp; review of Unit 2 with Review Questions.</li> <li>Next, the ss will finish explaining their Comic Book projects &amp; upload them into Moodle for assessment &amp; evaluation.</li> <li>The T will show a video-clip on the Causes of WW2 &amp; the ss will take some notes in an Exit Card .</li> <li>Next, the ss will finish reading chap. 4 in their textbook</li> <li>They will also write down any new vocabulary terms they do not know in the textbook &amp; worksheets in period 2 during the Independent Study Period</li> </ol>

	Resources	Textbook: 'Think History Canadian History Since 1914' , The Rise of Militarism & Nationalism in Europe & E. Asia
	Assessment and Evaluation	Assessment for Learning: textbook questions (worksheet), Assess. as Learning: Exit Card
<b>Application</b>	20	Assignment, Homework based on lesson, exit card

#### Period B

<b>Warm up</b>	20	Observation, conversation, debriefing follow up lesson taught in period A
<b>Lesson Intro.</b>	10	<p><b>Specific expectation</b></p> <p>C1.1 describe some key social changes in Canada during this period (<i>e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture</i>), and explain their main causes as well as their impact on different groups in Canada</p> <p><i>Sample questions:</i> "What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural areas?"</p> <p>C1.2 identify some major developments in science and/or technology during this period (<i>e.g., inventions such as Pabulum, penicillin, Massey-Harris's self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb</i>), and assess their significance for different groups in Canada; C1.3 describe some key economic trends and developments in Canada during this period (<i>e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike</i>), and assess their impact on different groups in Canada</p> <p><b>Learning goals</b></p> <p>Students will be able to: analyze the main causes of the Great Depression/ New Political Parties across Canada &amp; how it impacted people in both urban &amp; rural Canada. And how it led to social reforms in Canada.</p> <p><b>Success Criteria</b></p> <p>The T will sometimes monitor the ss they read about Canada in the 1930s &amp; finish a worksheet on the Great Depression/ Canada in the 1930s.</p>
<b>Lesson</b>	40	<p><b>Learning Activities</b></p> <ol style="list-style-type: none"> <li>1. The T will review the Comic Book assignment guidelines.</li> <li>2. The T will sometimes monitor ss while they finish a worksheet on the main events &amp; terms in the 1930s &amp; the main causes of WW2.</li> <li>3. The ss will do an Exit Card to record some important ideas they learned as Assessment as Learning.</li> </ol> <p><b>Resources</b></p> <p>Textbook: Think History Canadian History Since 1914, youtube.com</p> <p><b>Assessment and Evaluation</b></p> <p>Assessment for Learning: textbook questions, Assessment as Learning: Exit Card</p>
<b>Application</b>	20	Assignment, Homework based on lesson- finish the comic book project for today's class.

TEACHING STRATEGIES		TEACHING STRATEGIES	
Direct Instruction (teacher led)		Class activity (teacher facilitated)	
Direct instruction (discussion possible)		Experiential learning (by doing)	
Class discussion (teacher facilitated)		Worksheets / Surveys	
Small group discussion		Individual or group research	
Partner discussion / conferencing		Teacher Modeling	
Conferencing: teacher and student		Use of Computers / Internet	
Teacher reading to class		Use of Video or Audio	
Silent individual reading		Role Playing	
Group based reading		Class Presentations	
Independent work (Teacher facilitated)		Guest Speaker / Interviews / Questions	
Group Work (Teacher facilitated)		Field Trip	
OTHER:		OTHER:	