

TCA Daily Lesson Planner

Lesson 10	Course Code: CHC2D	Unit 3	Date: Aug. 15, 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>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: analyze some of the effects of WW2 & how it led to a new Canadian identity & prosperity; as well as the Cold War & the baby boom.
		Success Criteria	The T will review the key concepts of Unit 3 with some study notes & a KWL chart, and ss will be able to show the T what they might know about this time era.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. Sts makes comments about the Midterm test. 2. Stst present on WW2. 3. Their classmates make comments. 4. T gives feedback.
		Resources	Textbook: 'Think History Canadian History Since 1914', Intro. To Unit 3-Canada in the 1950s Handout/ppt.
		Assessment and Evaluation	Assessment for Learning: Worksheet on 'Introduction to Unit 3' Assess. as Learning: KWL Chart
Application	20	Assignment, Homework based on lesson, -Read up to p. 203.	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro.	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 the world had changed after WW2 due to the Cold War and rising prosperity & peace throughout most of the world.
		Success Criteria	The T will give the ss a worksheet on 'The Post-War Years/the 1950s' to complete during the Independent Study period.
Lesson	40	Learning Activities	<ol style="list-style-type: none"> 1. Attendance & review of Unit 3- effects of WW2 on Canadian society & politics which led to the NATO & the UN/ THE Warsaw Pact... 2. Next, ss will read a handout on this era & do a few questions from a study-sheet. 3. The T will monitor the ss while they work & help them copy some notes from the 'The Introduction to Unit 3 ppt. 4. The ss will use a KWL Chart to take a few notes on the 1950s.
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: worksheet questions, Assessment as Learning: Exit Card
Application	20	Assignment, Homework based on lesson- Read up to p. 202 & the Study Notes to comprehend what the Cold War was about & how the post-war years created a new 'Age of Prosperity'.	