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| Date | Topic | Lesson Description | PLOs | Resources | Activities Strategies | Assessment |
| A22Tues | Introduction to the 50s | The class will start with preassessment of student knowledge of the fifties, using the poll everywhere website. If not, just using the white board. Following this will be an introduction of the spy vs spy game. Students will be given their targets and the rules will be explained. (Emphasis on not disrupting class time). There will be check ins every so often to see who is still in the game. Finally a mini lecture on the “changing face of Canada.” Introduce song of the day concept. Ticket out the door with one question about the Cold War. | -describe Canada’s evolution as a politically autonomous nation | -laptop, projector-polleverywhereWebsite-spy vs spy targets-relevant clips-song of the day sign up sheet | -using poll everywhere to assess what knowledge students already have of the 50s-spy vs spy game, to illustrate the fear people felt during the cold war-video clips to help student visualize the time period-ticket out the door to see what they want to learn.  | -preassessment: poll everywhere website-ticket out the door: a question about the cold war. |
| A23Wed | 50s Continued | This class will start with the song of the day chosen by whoever signed up for the day. Lecture on New Times, New Leadership section of the textbook. The second part of the class will be stations where students will read over a section assigned to their group and prepare as a group what they were going to say. Then half the group will move on to a stationary group, and half the group will stay in the same place. Rotate until all groups have met. Students will hopefully have taught each other about their sections. | -collaboration-assessing information | -slides-music player-textbooks | -stations where students learn about a topic and then teach each other said topic. | -observations of group work, that all members are participating and contributing and that they are on task and on topic. |
| A25Fri | Residential Schools | This class will begin with song of the day. There will be a brief lecture on Residential Schools, what they were and what they meant to the first nations people. The lecture will include a flashcard activity where students write down things they value and then have to give certain things away to represent the loss of status. At the end of the lecture there will be a card given back to them. Students will then be asked to do a think-pair-share on how the lecture and card activity made them feel. The thinking phase should be written down and will be handed in. After the pair and the share they will be given time to add to their thoughts. If time at the end of the class, the big project will be announced. | -residential schools | -flashcards-slides-music player-paper and pencils-maybe a video? | -flashcards – students will be given four flashcards each and asked to write something that they value on it. First they will be asked to give up whichever one they want and then they will be asked to give up a specific one. At the end they will be given a card with a value instilled by Residential Schools.-think-pair-share – to debrief and reflect on the the topic of residential schools. | -the reflections will be handed in for formative feedback on the student’s thoughts about residential schools.-observations of group work and classroom discussion to that everyone is participating and on topic. (use of the popsicle sticks if necessary) |
| A28Mon | Cold War | The class will start with the song of the day and then launch into the Cold War. We will watch the Crash Course World History video on the Cold War, and students will have to follow along on a work sheet. There will be a lecture on the Cold War and how it affects Canada. Questions from first day ticket out the door will hopefully be addressed. Duck and Cover video will be shown. Project will be announced if it wasn’t the day before. | -assess Canada’s participation in world affairs with reference to: the Cold War | -video clips-Crash Course worksheet-project handouts | -worksheet to follow along with John Green video-return to initial questions from ticket out the door-duck and cover video + practice duck and cover drill | -student participation in duck and cover activity? |
| A29Tues | Cont | The song of the day will start the class. Cold war will be continued. There will also be class time to work on the project, eg doing some initial thinking about a topic. Song of the day featured at beginning of class. Practice questions from the textbook on page 196 if time.  | -assess Canada’s participation in world affairs with reference to: the Cold War | -devices?-list of potential topics for project | -practice the duck and cover drill again as a recap | -formative assessment of the questions to see how the students are doing |
| A30Wed | Jeopardy | Jeopardy and other game show review of the stuff we have covered so far. Afterwards work on project, by thinking about choosing their topic for the project. They will be provided with a list of potential topics. As always the class will be started with song of the day. | -all the previous PLOs | -smartboard? | -various gameshow activities for review –including jeopardy for sure, but maybe others | -formative assessment of how they are doing on the questions to see what needs reinforcing before the quiz. |
| M1Thur | Quiz | -quiz on all the topics covered prior to this in class.-followed by song of the day-in the time left over in class, show a movie or maybe a television show. | -all the previous PLOs | -quizzes-movie choice | -quiz | -summative assessment of quiz |
| M2Fri | Intro the 60s/70s | -Preassessment activity of words written on board or poll everywhere website or even snowball activity of what students know about the 60s and 70s.-followed by song of the day –should be from 60s/70s now-lecture on towards social change section of the textbook-ask if they consider themselves feminists around the woman’s rights/movement section (/for a definition) 🡪A-B partner talk about stereotypes of feminism then written on board | -assess Canada’s participation in world affairs with reference to: human rights | -white board markers-music player | -A-B Partner Talk and brainstorm of stereotypical feminist traits-preassessment: what do you know about the 60s and 70s | -preassessment: what do you know about the 60s and 70s-formative assessment of if they actually know what a feminist is |
| M5Mon | Immigration and Multiculturalism | Today the topic due for final project will be due. We will start the class with the song of the day, as per the usual. Then there will be a lecture on the immigration and multiculturalism section of the text book. After we will have a AB partner talk about where their families come from and when their families came to Canada. They can share if they would like to and then we will have a brief free write on what they think of multiculturalism or what Canada means to them. Followed by more lecturing on the other Canada section of the textbook. | -assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights -reserves, treaty negotiations | -paper for free write | -topics for project need to be handed in today 🡪 just their topic-A-B partner talk about their family history, can share if they want-free write about multiculturalism | -free write will be handed in for formative assessment-topics will be summatively assessed with a check mark that they did hand it in |
| M6Tues | Politics | The class will start with song of the day. Then there will be a lecture on the politics and government section of the textbook. Show a slide of the three different flags and ask the class which they would have voted for (pretending that they don’t know which one won) and ask a couple why. Discuss the October Crisis. Was Trudeau justified in using the War Measures Act? | assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity | -slides | -vote on the flags-discussion of the October Crisis | -observations of discussion |
| M6Tues | Economics | The class will start with the song of the day. There will be a lecture on the economic challenges section of the textbook, and any carry over from the previous day. We will discuss the practice questions at the end of the section. Continue on to the International Policy stuff if time. Ask about upcoming review day, what they want to do. | explain economic cycles with reference to the Great Depression and the labour movement in Canada  | -slides-textbooks | -discussion of the practice questions at the end of the section-something else? | -observations of discussion |
| M7Wed | More Cold War | Start with the song of the day. Then continue on to the lecture on International Policy/Cold War stuff. Small group discussion on the question of: “In your opinion, does Canada have an international role that is different from, and independent of, that of the U.S.? How would you define that role?” Then back to a whole class discussion if there is time. | -Cold War | -slides | -discussion of the question: “In your opinion, does Canada have an international role that is different from, and independent of, that of the U.S.? How would you define that role?” in small groups, then whole class. | -observations of discussion |
| M8Thur | Review Day | -song of the day-review questions or game show style like before depending on what the students want-catch up day if anything has run long/over | -all 60s/70s PLOs covered | -question handouts-or game show activities | -answering the question sheet or game show activities for review | -formative assessment of time to catch up for anyone who needs it |
| M9Fri | Quiz/Citation Workshop | Quiz on the 60s/70s-song of the day-Chicago citation style workshop for the annotated bibliography –show examples and get them to practice | -all 60s/70s PLOs covered-citing sources | -quizzes-citation handouts | -quiz-citation practice | -summative quiz-formative feedback on the citing practices |
| M12Mon | Intro to the 80s and On | Preassessment of what students know about the 80s/90s via poll everywhere, writing it on the board or snowball. The song of the day will be played, but it should be from the 80s/90s now. Lecture on the popular culture and spirit of the age section. Discussion about whether Canada needs a multiculturalism policy. Play one of the songs featured in the ‘spirit of generosity’ section. | -represent what it means to be Canadian with reference to: -distinctive Canadian programs and policies -important Canadian cultural and scientific achievements | -Tears Are Not Enough by the Nothern Lights-poll everywhere website, or whiteboard markers | -preassessment activity-discussion of whether we need a multiculturalism policy-playing of the song Tears are not Enough by the Northern Lights | -preassessment activity-observation of discussion |
| M13Tues | Aboriginal Rights | Today the annotated bibliography due. We will follow it with the song of the day. There will be a lecture on the Aboriginal Rights section of the textbook.  | -demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses |  |  | -summative annotated bibliography: marks for citing it correctly |
| M14Wed | Constitution | Starting with the song of the day. Followed by a lecture on the Constitution section of the text book. There will be a brief discussion of the cartoon on page 257. Another discussion of the cartoon on page 262. If there is time then students can attempt to draw their own political cartoon in pairs/groups representing something from the chapter. | -describe major provisions of the Canadian constitution, including the Canadian Charter of Rights and Freedoms, and assess its impact on Canadian society | -art supplies-paper-textbook | -discussion of two political cartoons, AB partner talk before?-drawing of their own political cartoons | -formative assessment of cartoons drawn by class |
| M15Thur | Economic Ideas | Start with song of the day. Lecture on the economic section of the chapter. Discussion of the political cartoon on page 266 and 270.  | -explain economic cycles with reference to the Great Depression and the labour movement in Canada | -political cartoons | -discussion of political cartoons | -observation of discussions |
| M16Fri | New Era of International Action | Song of the day begins the class. Ask whether they want questions or game show review session for following Wednesday. Lecture on the New Era of International Action section of the textbook. Discussion of the Disgrace in Somalia case study on page 276. | -assess Canada’s participation in world affairs with reference to: modern conflicts, Cold War | -textbooks | -discussion of the case study in the textbook | -observation of discussions |
| M20Tues | Work Block | Class will start with the song of the day. Afterwards students will have a chance to work on their projects. Perhaps booking the laptops? | -demonstrate effective written, oral, and graphic communication skills | -devices-art supplies | -class time for students to work on projects due the following Wednesday. | -observations of student work-formative guidance if they have any questions |
| M21Wed | Review Day | Start with song of the day. Review strategies of student choice, game show activities or the question sheet. | -all PLOs covered before | -question sheet or game show activities | -question sheet or game show activities | -formative assessment and a chance for students to pick up anything they missed in the previous lessons |
| M22Thur | Quiz | Start with a song of the day, and then go onto the quiz.  | -all PLOs covered before |  |  | -summative quiz |
| M26Mon | Work Block or Movie Day | Start with song of the day and then choice of a work block so students can work on their projects or movie block. | -demonstrate effective written, oral, and graphic communication skills | -work si |  |  |
| M27Tues | Movie Day! | Today we will watch (part of) Forest Gump. Students will be required to give a ticket out the door of two things they saw in the movie, that we talked about in class. | -demonstrate skills and attitudes of open-mindedness, respect for diversity | -movie-flashcards for ticket out the door | -movie-ticket out the door | -ticket out the door so that they do not entirely check out. |
| M28Wed | Gallery Walk | This block will be entirely dedicated to a gallery walk style presentation of the student’s final project. The project would have been introduced earlier. Students would be split into two halves and one half would stay with their projects for half the class and then they would switch halfway through. They would hand in their write ups that go with the visual representation of their projects. The group that is not presenting can circulate and talk to their peers about their projects. Students will have to talk to at least one of the people in the opposing group who they will fill an evaluation form out about. | -demonstrate effective research skills-demonstrate effective written, oral, and graphic communication skills | -students’ projects and any resources they might need-cookies/etc for celebration factor-student peer evaluation sheets | -gallery walk-discussion between peers of projects-peer evaluation of each other | -rubric for write up and checkmark for being in class that day and having a project-peer assessment sheet, each person is assigned someone in the opposing group to assess |

<https://www.youtube.com/watch?v=y9HjvHZfCUI&index=40&list=PLBDA2E52FB1EF80C9> John Green Crash Course