**LESSON PLAN**

**Teacher Candidates:** Jim Kavanaugh, Gary Maize, Krislyn Malott, Mike Marcon

**Subject:** History**Grade/Class:** CHC2P

**Date:** November 18th, 2014**Time:** 8:30-9:45 am

**Duration:** 75 Minutes

**Lesson Topic:** Life in the Trenches

**CURRICULUM EXPECTATIONS:**

· **Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

· **Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and asses their significance for different groups in Canada

**SPECIFIC EXPECTATIONS***:*

**By the end of the lesson students should/will be able to:**

1. Select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources ensuring that their sources reflect multiple perspectives

2. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

3. Use appropriate terminology when communicating the results of their investigations

4. Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada

**Learning/Teaching RESOURCES:**

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| · Teaching tool: Case of Curiosity and items (WWI Letter, Gas Mask, Photograph, Trench Maps)  · Modelling clay for Trench Map assignment  · Activity Description to be completed in class  · Assignment Description to be completed in following classes and on own time  · Four Envelopes  · Powerpoint and handout  · Laptop and projector  · Anticipation guide  · KWL Graphic Organizer |

**Lesson Sequence**

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| **A) INTRODUCTORY ACTIVITY: 5 Minutes**  · Anticipation guide – distribute to students and instruct them to answer the ‘before lesson’ true or false questions |

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| **B) DEVELOPMENT STRATEGIES:**  **Activity 1: 10 Minutes**  · Distribute handout to allow students to follow along with Powerpoint presentation  · Instruct students to fill in the necessary blanks  · Powerpoint presentation “Life in the Trenches”  **Activity 2: 10 Minutes**  · Divide groups  · Instruct all students to stand up and gather at the centre of the classroom  · Then instruct students to move to one of the four corners of the room depending on their interest in the activity/assignment  · One corner will be the writing assignment (Letter), another corner will be the photo assignment (Photograph), another corner will be the role play assignment (Gas Mask), and the final corner will be the art assignment (Trench Maps)  · Once students are in the corners of their choice, teachers should evaluate the number of students in each corner and make adjustments accordingly  · Once group numbers have been finalized, record group members and activity/assignment  **Activity 3: 25 Minutes**  · Introduce Pedagogical Tool – Case of Curiosity – containing four historical items  · Letter, Gas Mask, Photograph, Trench Maps  · Assign each item to the appropriate group along with corresponding envelop containing activity instructions  · Instruct students that they have 20 minutes to explore their item in a tactile way and complete the activity as a group  · While groups are completing their activity, the teacher is to circulate the classroom and present each group with the assignment, which they will complete in the following class periods. If any extra time is needed, students will have to meet outside of class.  **Activity 4: 15 minutes**  · After completing the activity, each group will share with the class what they have learned about their historical artefact |

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| **C) Differentiated Instructional Strategies:**  · The assignment will allow each student to work to their own strengths (writing, photography, art, drama)  · Adjust accordingly to classroom demands  · Provide instructions written and verbally |

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| **D) Culminating Activity: 10 Minutes**  · Return to anticipation guide and answer the ‘after lesson’ true and false questions  · Take up answers as a class |

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| **E) On-going Assessment/Evaluation:**  · Observations will be made as to how well students are working in their groups  · Informal formative assessment will be made on students participation during anticipation and culminating activity, as well as the activity aligned to their historical artefact  · Over the following class periods, students will be given time to work on their group assignments, which will be formally assessed |

**Reflection & Self-Evaluation:**

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| After class, the teacher will reflect on what went well, what didn’t go well, and what needs to be revisited to make instructions more clear.  **Strengths:**      **Weaknesses:**      **Areas for clarification:** |

**Follow-up activities/ideas or next steps:**

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| · In the following classes, students will be given time to work on their group assignments, which will be handed in to be marked |