Lesson Plan

**Subject:** History/Social Science /Literacy

**Topic:** Significant People in Canadian History

**Grade**:8

**Target Audience:** English Language Learners (Intermediate/Fluency Level)

**Duration:** 75 minutes

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**Specific Objectives:**

*a) Attitudes:* Students should acknowledge innovative contributions made by minority groups (i.e. women, First Nations) resulting in greater sensitivity for cultural diversity.

*b) Skills:*Through examining the connection between the past needs of a changing society and the technological advancements that led to inventions, students should be able to recognize current societal demands and understand how new modernized technologies were developed as a response.

*c) Knowledge:* Rely on prior knowledge of minority groups in order to undermine the stereotypes surrounding them. This will simultaneously enhance the importance of their contributions.

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**Curriculum Connections:**

*a) Science: Understanding Structures and Mechanisms in Action*

 2.4 Use technological problem-solving skills (p. 16) to investigate a system (e.g., an optical system, a mechanical system, an electrical system) that performs a function or meets a need.

 3.9 Identify social factors that influence the evolution of a system.

*b) History*: *B.3 Understanding Historical Context: Describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact (Focus on: Historical Significance; Cause and Consequence.)*

 B3.3 Identify key social and economic changes that occurred in and/or affected Canada during this period-technological changes; increasing urbanization; the development of mining in Ontario.

 B3.5 Identify a variety of significant individuals and groups in Canada during this period.

*c) Literacy:*

 *Developing and Organizing Content, Purpose, and Audience*

 1.1 Identify the topic, purpose, and audience for more complex writing forms (e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government)

 1.2 Generate ideas about more challenging topics and identify those most appropriate to the purpose

 *Research*

 1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve).

 *Using Knowledge of Form and Style in Writing*

 Form 2.1 Write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian.

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**Resources:**

* Introductory video
* Computers, laptops, ipads
* Paper, (coloured) pencils, markers

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* This is an introductory lesson into a unit focused on ‘Significant events that occurred in Canadian History.’

**Introductory Activity: 10 Minutes**

-The teacher will give instruction prior to the start of the video:

- On a sheet of paper with their name on it, students must write down 2 or more interesting facts from the video. They must also add at least 1 question they need clarified/wondering about

- Students will then proceed to watch the short movie clip on Inventors & Inventions.

**Development Strategies: 35 Minutes**

* Once the film has ended, students will share some of their points with the class and questions raised will be addressed.
* The Teacher will direct the discussion (using critical thinking and think-aloud strategies) to focus on key concepts discussed in the video, including: vocabulary (inventor, invention, etc.), social justice perspectives/contributions made by minorities (women, First Nations, Black people), and social factors that influence the evolution of a system and historical significance (cause & consequence.)
* As a class, students will discuss their interpretation/meaning of the quote by Steve Jobs.

**Concluding Activity: 30 Minutes**

* As previously stated, this is an introductory lesson. This class activity is aimed at engaging students and stimulating their interest in the unit.
* For a concluding activity, students will be divided into pairs, to do a quick research on an invention (must not include those featured in the video). Native speakers will be paired with ELL, to help scaffold learning particularly if they come across unfamiliar words (subject specific/content area vocabulary)
* Each group will come up with an invention, and research in detail. For this task, students will be permitted to use class computers, laptops or iPads.
* This allows for students to collaborate on work so they are not overwhelmed by doing research on their own.
* At the end of the class, each group will give a brief overview to their peers of the invention and why it is important
* If students require more research time, group presentations can be postponed until the next class to allow for more group work time.
* The teacher will also collect the students’ film facts/questions sheets from the introductory activity.

**Methods of Evaluation:**

A) A review of the submitted facts sheet, and anecdotal records from contributions or observations during class discussion.

B) For their follow-up activity (Biography assignment), students will be evaluated via rubric (see Appendix A.)

**Follow Up Ideas:**

1. Individually, students will research Canadian inventors and come up with a name they will like to work on for a larger project.
2. Students will create a biographical piece on their chosen Canadian inventor. This assignment does not have to be completed in the form of paper, rather, students may use a variety of modes for their presentation. (i.e. picture book, staged interview, short film.). To give their biography design meaning and depth, it must also contain a focus on social and economic impact.
3. Time permitting, the class may also design a wax museum exhibit activity.