**Indigenous Peoples in the War**

Mr. A. Pereira-Costa April 1st 2019

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| **Essential Ideas** | * Why did Indigenous people participate in World War One, and what resulted from that? * Who are examples of Indigenous Canadians who participated in WW1 and how did they contribute to the war, and to Indigenous people’s status? |
| **Curriculum Competencies** | * Assess cause and consequence * Assess historical significance |
| **Content Objectives**  *SWBAT…* | -Use a KWL chart to break down  -access background knowledge about Indigenous people in the war  -break down the essential question into smaller questions |
| **Core Competencies** | Communication  Critical Thinking  Personal and Social Awareness |
| **Language Objectives**  *SWBAT…* | * Distinguish essential and non-essential information in the article * Look for information based on assigned task. |

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| **Materials and Equipment Needed** | * Thinking sheet x 60 * Article printed out x 60 (at bottom of this file) * Differentiation 🡪 simplified wording of article, word bank at the end of the page (Karanjot, Pratham, Gurmanat, Nima, Prabh, Rohit, Rahul, Ahed). * Projector * Cut the deck reading strategy and a deck of cards. |
| **Multiple Intelligences** | **𛲡 Spatial/Visual** 𛲡 Linguistic/Verbal 𛲡Musical **𛲡 Intrapersonal**  **𛲡 Interpersonal** 𛲡Logical/ Math 𛲡 Bodily/Kinesthetic 𛲢Naturalist |
| **Assessment/ Evaluation of Student Learning** | **Formative**  The KWL chart. Background knowledge. Breaking the question down into smaller pieces. |

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| **Lesson Stages** | **Learning Activities** | **Time Allotted** |
| Warm-up | Shape of the Day:  EQ  Discussion Question  If you were a member of an oppressed group in a country (a group of people who were discriminated against), would you fight for that country if they went to war? Why or why not?  Hear from the class. Pull names. | 0-5 min  5-10  10-15 |
| **Presentation** | KWL Chart  *Today is a day where I am going to demonstrate a skill that you will need later this week and later in life. Let’s start by doing the KWL Chart*  Explanation of chart, instructions. Ask students to repeat.   * Students take 10 minutes and SILENTLY do column K and W individually first.   + Everyone must have a question that they came up with to help them answer the EQ. * Students work in group and share ideas. * *I will check in with column “W” Want and see what questions you have made. Ask spin-off questions and write them on the board*. * Pull names to see what we facts or questions we have come up with, write on board   + Do these questions help us unpack the EQ?   *If you are on task and we have time at the end of class, we will watch this video.*  Extension: Canada the story of Us \_(0:00-9:35) Preview information  <https://www.youtube.com/watch?v=b-sTWJkmqpM&t=406s>  Share info with each other for 5 minutes then eyes on the projector  I ask for volunteers student (or two) to hand out the reading sheet.  Cut the deck active reading strategy  PowerPoint slide is put up and instructions are given. Students are given a card (from a deck of cards) and depending on their hand, they will have a particular task to do for the reading (generate Q, make a connection, identify 1 main idea, identify interesting fact)  I read first half of first page, demonstrating on projector, and do an example of 2 tasks, and ask for help in doing other 2 tasks | 15-20  20-30  30-35  35-40  35-40  40-50 |
| **Practice and Production** | Student Read  YOU do: students read rest of article, and complete their task, writing response in the space provided on the thinking sheet..  Students add those facts to your KWL chart, in the L area.  I circulate. | 50-70 |
| **Closure** | Did we answer our EQ?  Ask students, pull names and ask.  Homework (backing of thinking sheet):  watch the first 10 min of the video. Go to your L column and fill it in with more information. | 70-80 min |
| **Reflection** |  | |