**Indigenous Peoples in the War**

Mr. A. Pereira-Costa April 1st 2019

|  |  |
| --- | --- |
| **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** | CommunicationCritical ThinkingPersonal and Social Awareness  |
| **Language Objectives***SWBAT…* | * Distinguish essential and non-essential information in the article
* Look for information based on assigned task.
 |

|  |  |
| --- | --- |
| **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.  |

|  |  |  |
| --- | --- | --- |
| **Lesson Stages** |  **Learning Activities** | **Time Allotted** |
| Warm-up  | Shape of the Day:EQ Discussion QuestionIf 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 min5-1010-15 |
| **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 projectorI ask for volunteers student (or two) to hand out the reading sheet. Cut the deck active reading strategyPowerPoint 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 | 15-2020-3030-3535-4035-4040-50 |
| **Practice and Production** | Student ReadYOU 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** |  |