

UNIT PLAN TITLE:

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CURRICULUM AREAS: History

GRADE: 7

DATE/TIME FRAME: April 22-May 25

STAGE 1 – Desired Results**Overall Curriculum Expectations (Goals)***Which overall expectations will be addressed throughout the unit (copied from curriculum document with reference codes)?***B1. Application: Changes and Challenges**

analyse aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

B2. Inquiry: Perspectives in British North America

use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

B3. Understanding Historical Context: Events and Their Consequences

describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

A3. Understanding Historical Context: Events and Their Consequences

describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

Big Ideas (Enduring Understanding)

What will be the big/enduring learning that the students will understand and leave the unit with?

- To compare and contrast the groups of people living in Canada from 1713-1850, as well as the impacts that their actions had on one another
- To understand the significance of certain events/figures of that time in history and how they shaped Canada today
- To describe and reflect on what comes to mind when thinking of Canadian history from 1713-1850

Framing Questions (Essential Questions)

What questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the big ideas/enduring understanding)

- 1) How did European colonization impact the lives of the Indigenous Peoples living in Canada, and how did this affect their relationship?
- 2) How was the way of living for these groups in Canada at the time similar and different from how we live today?
- 3) What are some key events that occurred from 1713-1850 that led to Canada that played a significant role for Canada as a nation?

Specific Expectations

Which specific expectations will be addressed in the unit (copy from curriculum document with reference codes)? Select the key expectations that will drive the unit.

A3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada

A3.4 identify key social and economic changes that occurred in and/or affected Canada during this period

A3.8 identify some significant individuals and groups in Canada during this period

B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources

B1.2 analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850

B2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850

B2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries

B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850

B1.3 analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850

B2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

B2.7 communicate the results of their inquiries using appropriate vocabulary

B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period

B1.1 analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850

B2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period

B3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada
B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period

B3.5 describe significant interactions between different groups and communities in Canada during this period

B3.6 identify some significant individuals and groups in Canada during this period

B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period

Learning Goals:

What do you want the students to know or be able to do by the end of the unit? "We are learning to..."

We are learning to:

- Look into the values and way of life for different groups in Canada (including Indigenous Peoples) from 1800-1850
- Compare and contrast the values of those of the 1700s
- Explore the various forms of primary text that represent "perspective" for the various groups living in Canada at the time
- Use maps to visualize the movement of peoples and/or the region in which important events had occurred (from 1800-1850)
- communicate how various groups of people were interacting with one another during this period
- Investigate what Wampum belts are and how they are represented in Indigenous culture
- reflect on how Indigenous Peoples were affected by the impacts, along with other Canadian communities
- Provide examples of important individuals/groups during this time of Canada's history by stating what they did
- Describe how these individuals made an impact, whether positive/negative
- identify key treaties of importance to Indigenous Peoples in Canada from 1713 to 1850.
- identify social and economic changes that occurred in

Success Criteria:

What will successful acquisition of the learning goals look like and sound like based on the achievement criteria (knowledge, thinking, communication, application) within the unit?

I can...

- ✓ identify at least three ways in which life was similar or different for various groups living in Canada from 1800-1850
- ✓ research at least two forms of primary text that is used to represent "perspective" of various groups in Canada
- ✓ use a map to track the movement of at least three people/groups throughout Canada (1800-1850). Communicate how these three groups of people were interacting with one another during this period in a small paragraph.
- ✓ identify the significance of various treaties prior to 1800 (*Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land Cession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850*)) (2 sentences each - for the treaties that are chosen)
- ✓ reflect on the significance of the Wampum belt and what it means to Indigenous Peoples (2-3 sentences)
- ✓ identify three changes in society and the economy in Canada from 1800-1850
- ✓ identify how Indigenous communities were impacted by the wars that occurred in Canada from 1713-1850, along with the influence of the British and French. Give two examples.

Canada from 1713 to 1850, and how they affected different communities.

- identify significant historical figures/groups in Canada from 1713-1800.
- investigate the difficulties that communities, including First Nations, Métis, and Inuit individuals, had to face in Canada between 1800 and 1850
- create questions that will get us thinking about the perspectives of different Indigenous groups based on significant events or issues that impacted Canada/its people during 1800-1850
- investigate the factors that led to key events/trends that occurred in Canada from 1800-1850
- analyze the movement of different groups of people in Canada due to significant events during 1800-1850
- use tools to gain insight and research information on the events that occurred
- use appropriate vocabulary when explaining the facts that we learned based on our research
- reflect on what we have learned based on the perspectives of Indigenous Peoples regarding events, developments, and issues that affected Canada and its people
- identify political changes that occurred from 1812-1850

- ☒ identify at least 3 historical figures/groups that are significant to Canada's history from 1713-1800 by stating whether the effects were positive or negative
- ☒ Identify five challenges faced by Indigenous groups from 1800-1850
- ☒ create two questions that will get us thinking about the impacts that affected Canada + Indigenous groups from 1800-1850
- ☒ utilize my class notes and research from the texts/websites provided to me in order to research information about Canada from 1800-1850. This can be for: lifestyle, the War of 1812, Treaties, Politics/Government. Come up with 10 rich points.
- ☒ attempt to use at least two words from the vocabulary list from each lesson when giving responses during class discussion or answering questions for an assessment
- ☒ reflect on what I have learned about perspective when thinking about Indigenous communities and their involvement in issues + developments in Canada from 1800-1850 (write 3 points)
- ☒ reflect on the relationship between various groups living in Canada by providing at least three facts
- ☒ analyze the historical significance of the events OR historical figure that created an impact on Canada's long-term history (write five points)
- ☒ examine the perspectives of Indigenous groups, the French, and the British in Canada from 1800-1850. Write three points.
- ☒ identify four political changes that occurred from 1812-1850

Learning Skills are a central part of every unit. In this particular unit, we will be highlighting the ones checked below:

- | | | |
|---|--|--|
| ☒ Collaboration | ☐ Self-Regulation | ☒ Initiative |
| ☐ Responsibility | ☒ Organization | ☒ Independent Work |

Details: Provide rationale for learning skills selected and how they will be supported throughout the unit.

collaboration - students will be given opportunities to work in groups and analyze/inquire about certain events, historical figures, developments, and issues that occurred in Canada from 1713-1800.

organization - students must be aware of the sequence of events that occurred in Canadian history from 1713-1850 in order to comprehend cause and consequence.

initiative - students must take action towards expanding their learning by participating in class discussion and completing assessments in a timely manner to reach their potential in grasping the material.

independent work - students will be given assessments to complete, including the culminating assignment, that must be done independently in order for the teacher to assess their TACK skills.

Inclusive Design - Equity/Diversity/Indigenous Perspectives:

How will the unit reflect the values that all children can learn? How will culturally responsive teaching be represented in the lesson (i.e. acknowledge and honour varied experiences/perspectives)? How will the unit ensure that there are equitable learning opportunities (i.e. technology, resources, time, etc.)?

- UDL is used to accommodate all learning styles; images, videos, reading, and written description of historical events/issues will be incorporated into lessons. This unit involves teamwork and students will benefit when learning from one another.
- Various perspectives of communities in Canada during the first half of the 1800s will be studied, along with the events/issues that occurred.
- Technology will be a major component of the lessons - I will be projecting my lessons on the board. Students will have access to various websites. Students will be informed of which books in the library may be beneficial (I will speak with the librarian)
- students will be provided with worksheets that provide them with information regarding the topics in the lessons
- Students will be provided with plenty of time to complete their work; I will inform them of their culminating assignment from the beginning of this unit. Students will have the opportunity to present their learning in a way that they feel suits them best

Resources/Materials:

What will be the key resources/materials (i.e. videos, textbooks, websites, etc.) that will be used throughout the unit?

- YouTube videos
- Nelson 7 History
- AT resources (components from worksheets)
- <https://www.thecanadianencyclopedia.ca/en/article/war-of-1812>
- <https://www.canada.ca/en/services/defence/caf/militaryhistory/wars-operations/1812.html>

STAGE 2 – Assessment: Determine Acceptable Evidence

Culminating Activity (Performance Tasks)

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? Describe the culminating task/performance task in “story/scenario” form. Typically, the performance task describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real-life situation. Describe your performance task scenario below. By what criteria will performances of understanding be judged?

Students will learn about events and challenges that occurred in Canadian History from the early 19th century (1800-1850) along with their significance. These events will reflect upon the impact of events prior to this time (what was learned from Strand A). Treaties that were put

Assessment Evidence

What assessment AS, OF and FOR learning that will be used throughout the unit to arrive at the outcomes. Through what evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? What is the best way(s) to measure the learning? What are the best assessment tools based on the task?

Note: *There must be a minimum of 3 assessment OF learning in any unit in order to use it for a mark for the report card.*

Assessment FOR:

- Triangulation as students discuss concepts
- exit/entrance tickets
- reflection
- work samples

Assessment AS:

- conversations between teacher/peers
- teaching their peers about the daily life for a specific group of people, and how that changed from 1713-1850

in place for Indigenous Peoples of Canada at the time as well as the significance of the Wampum belt for Indigenous communities will be discussed. Those of superiority, and major historical figures will be looked upon for their contributions. In turn, how was the Canadian economy affected? We will look at this. The livelihood of these communities and rising issues will be reviewed along with cultural/social norms. Perspectives of text will be considered along with their credibility. We will also be looking at how the map of Canada has changed over time with respect to the groups of power.

By the end of the unit, students should have an idea of the historical significance involving the people of Canada, and how they were impacted by the events that occurred.

1. Pick a historical event or historical figure from the War of 1812

- a) Battle of Queenston Heights (October 1812)
- b) Capture and Burning of York (April 1813)
- c) Battle of Lake Erie (September 1813)
- d) Battle of Crysler's Farm (November 1813)
- e) Treaty of Ghent (December 1814)
- f) Battle of Lundy's Lane (July 1814)
- g) Laura Secord
- h) Tecumseh

2. Conduct research on your chosen event or figure (take notes)

- a) <https://www.thecanadianencyclopedia.ca/en/article/war-of-1812>
- b) <https://www.canada.ca/en/services/defence/cmf/militaryhistory/wars-operations/1812/>

Assessment OF:

- Culminating assignment
- dance
- Worksheet (understanding Canadian politics and government from 1800-1850)
- quiz (students will show their learning of the various perspectives from different Canadian communities after the War of 1812)

[html](#)

****Notes from class or other resources**

Analysis: Your goal is to answer the following questions based on the research that you have conducted.

You will choose one of the options below:

- write a two-page report (double spaced, 12 font) to answer the four questions below
- create a 5 minute video to answer the questions orally

Please answer ALL of the following questions:

- Think about why these events occurred and how they affected the people of Canada Document all the important components/contributions of this figure or the event
- Why does it hold significance to Canada's history? What were the long-term effects of this event or person?
- Examine the perspectives involved (e.g. Indigenous groups, the French, the British, the Americans), how is each group affected by this event or historical figure (short term and/or long term)?
- Do you feel that this event or historical figure plays a huge role in Canada's history in making it the country it is today?

3. Show your work through a creation to portray the significance of the event or historical figure (choose one):

- a. Historical podcast
- b. Newspaper article (with an image - can be found online, please cite it)
- c. Board game
- d. Comic strip
- e. Instagram page (with pics (3-5) and descriptions)

- In four or five sentences, please explain how the creation you made is significant to Canada's history? How is it significant to the event or figure you chose?

4. Reflective component (I will give them a separate sheet)

- Difficulties completing this
- Things that they found interesting
- How they think this event or figure is significant to Canada's history

Accommodation:

How will the learning be sequenced and scaffolded to support the needs of a wide range of learners? Opportunities for flexible grouping? Opportunities for student choice? Are the learning tasks respectful (relevant, authentic and appropriate to needs of learners)? How are the students provided opportunities to share responsibility for learning? Major instructional approaches/ strategies (engaging and strategic, responsive and adaptive).

- | | |
|--|--|
| ☒ Increased Time | ☒ Chunking |
| ☒ Visual Aids | ☐ Other |

Differentiated Instruction

How will the learning be sequenced and scaffolded to support the needs of a wide range of learners? Opportunities for flexible grouping? Opportunities for student choice? Are the learning tasks respectful (relevant, authentic and appropriate to needs of learners)? How are the students provided opportunities to share responsibility for learning? Major instructional approaches/ strategies (engaging and strategic, responsive and adaptive).

- ☒ Content
- ☒ Process
- ☒ Product

Details:

Include the considerations for diverse learners based on the specifics of the unit.

- graphic organizers will be provided for all students
- chunking - I will break up tasks for them so that they are not overwhelmed
- timers will be used
- visuals - videos and photographs along with demonstration (by myself as well as their peers) will be used to aid the students in understanding Canadian history from 1800-1850

Details:

Include knowledge of students and responses to meet a variety of learners needs based on the specifics of the unit.

- visual, auditory, written expressions of instruction (differentiated)
- students will have opportunities to work with partners/groups
- students have the choice on how to represent teamwork for their group work when learning about various topics in Canadian history (1713-1850)
- Lessons will incorporate CRRP; songs and dances created by Indigenous Peoples to show perspective
- they will have the opportunity to explore Canadian history (1713-1850) and teach one another what they have learned
- culminating assignment: students are given choice for their method of expressing what they have learned about The War of 1812

STAGE 3 – Lesson Planning (LESSONS MAY TAKE MORE THAN ONE DAY TO DELIVER; TIME TO WORK ON THE CULMINATING ASSIGNMENT WILL BE INTEGRATED)

Overview/Sequence of Lessons				
Lesson Plan Title & Curriculum Expectations <i>Which specific expectations will be addressed in this lesson (copy from curriculum document with reference codes)?</i>	Learning Goals & Success Criteria <i>What do you want the students to know or be able to do by the end of the lesson? “We are learning to...” How will the students know they are successful in meeting the learning goal(s)? “We are able to...”</i>	Assessment AS/OF/FOR Learning <i>What will be the opportunities for guided practice and check for understanding? What assessment will be taking place? What will be assessed and why? What tool(s) will be used?</i>	Learning Skills & Work Habits <i>What learning skills and work habits will be practiced throughout this lesson? Where will it be evident in the lesson?</i>	Lesson Overview: <i>This section is NOT a full lesson plan but rather an overview of the key components that shows the scope and sequence of the unit through the lessons.</i> Minds On (Before): <i>What will be the “hook” to get students curious, interested and engaged in the lesson? What will the learners experience to connect to prior learning and/or their own experiences? How will the learning goal and/or concept(s) be introduced?</i> Action (During): <i>What will the teacher be doing? What will the learners be doing? What are the instructional strategies that will be employed to create an interactive learning experience?</i> Debrief/Consolidation (After): <i>What will the opportunities for reinforcement or consolidation of new learning (concept/skill/strategy) be? How will the learning be reflected upon and connected back to the enduring learning goals, success criteria, enduring understandings and/or essential questions?</i>
1. Let’s look back! A3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada A3.4 identify key social and economic changes that occurred in and/or affected Canada during this period A3.8 identify some significant individuals and groups in Canada during this period	We are: - identifying key treaties of importance to Indigenous Peoples in Canada from 1713 to 1800. - identifying social and economic changes that occurred in Canada from 1713 to 1800, and how they affected different communities. - We are identifying significant historical figures/groups in Canada from 1713-1800 - Investigate what Wampum	Assessment FOR learning: • seeing what the students remember and how they analyzed the images • students answered the questions in their group, I will collect this and use it as a diagnostic tool	Collaboration • students must work together to create the puzzle and answer questions	Minds on: • each student will receive a sticky note to write down what words or phrase comes to mind when thinking about Canadian history • they will post the note on the board Action: • each table group will be given an envelope with puzzle pieces to complete a picture • once completed, the students are to work together by responding to questions on a

	belts are and how they are represented in Indigenous culture (2-3 sentences) I can: ☒ identify a treaty that holds importance to Indigenous Peoples ☒ identify three changes in society, along with their causes and effects based on events that occurred from 1713-1800 ☒ identify three historical figures/groups in Canada from 1713-1800 ☒ reflect on the significance of the Wampum belt and what it mean to Indigenous Peoples			graphic organizer about the photo (refresh their memory) Consolidation: ● Can the information they came up with relate to any of the words that they see on the sticky notes posted to the board?
2. Let's look back! A3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada A3.4 identify key social and economic changes that occurred in and/or affected Canada during this period A3.8 identify some significant individuals and groups in Canada during this period	We are: - identifying key treaties of importance to Indigenous Peoples in Canada from 1713 to 1800. - identifying social and economic changes that occurred in Canada from 1713 to 1800, and how they affected different communities. - We are identifying significant historical figures/groups in Canada from 1713-1800 - Compare and contrast the values of those of the 1700s	Assessment FOR learning: ● I will observe students' conversation during the action portion and take anecdotal notes	collaboration ● students will work together to answer the analysis questions Independent work & Initiative ● students will walk around to each table group and write down one or two facts about	Minds on: ● music will play and students will walk around ● when the music stops, students will partner with someone and share 1-2 facts about what they learned with their groups from the previous day or what they would like to learn Action: ● students will get back with their group and review what they started yesterday. They will be given another 10 minutes to answer the questions on the chart paper

	I can: ☒ identify a treaty that hold importance to Indigenous Peoples ☒ identify three changes in society, along with their causes and effects based on events that occurred from 1713-1800 ☒ identify three historical figures/groups in Canada from 1713-1800		each image onto their graphic organizer • it is up to each student to refresh their memory on the rest of the topics	• students will have a gallery walk, they will walk around to each table group and write down one or two facts that they read onto the graphic organizer Consolidation: • students will watch a YouTube video to consolidate Canadian history prior to 1800
3. The importance of perspective B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources	We are: • Looking into the values and way of life for different groups in Canada (including Indigenous Peoples) from 1800-1850 I can: ☒ identify at least three ways in which life was similar or different for various groups living in Canada from 1800-1850	Assessment FOR learning: • I will take anecdotal notes on the product created (graphic organizer) → triangulation	collaboration • students will work together to fill out the graphic organizer Organization • students must organize their thoughts in an appropriate way and fill out the graphic organizer where needed	Minds on: • ask students to discuss with their group members what types of challenges they remember the Indigenous peoples had to face • volunteers will share with the class Action: • I will commence with the lesson and state important facts about the way of life for Indigenous Peoples • students will be given a reading and separated into three groups • each group will handle a question form the “check-in” section from the reading (pg. 161) • students are to fill in a google doc which acts like a graphic organizer for each group to fill out (Jigsaw)

				Consolidation: - as a class, we will analyze figure 5.37 - students are to view the information from the other groups and receive a printout the following day with all of it
4. Communities in Canada (pg. 138) B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources	We are: - Looking into the values and way of life for different groups in Canada (including Indigenous Peoples) from 1800-1850 - Explore the various forms of primary text that represent “perspective” for the various groups living in Canada at the time - reflect on how Indigenous Peoples were affected by the impacts, along with other Canadian communities I can: ☒ identify at least three ways in which life was different for various groups living in Canada from 1800-1850 ☒ research at least two forms of primary text that is used to represent “perspective” of various groups in Canada	Assessment FOR learning: the script; I will see what the student has learned about the one category	Independent work: - students must create their own script organization - the script must follow a sequence, cannot be random	Minds on: - students will analyze what is happening in one of the images that I show. They will share with their group Action: - I will commence a lesson and state important facts about life in Canada based on: lower/middle class, upper class communities in Canada, church and community, other challenges of town life Consolidation: - create a script for a news report (half of a page, single spaced) that shares an update based on one of the categories discussed in the lesson: lower/middle class, upper class communities in Canada, church and community, other challenges of town life
5. Deep into the backwoods...	We are: Looking into the	Assessment FOR learning:	Independent work	Minds on:

B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources	values and way of life for different groups in Canada (including Indigenous Peoples) from 1800-1850 I can: ☒ identify at least three ways in which life was different for various groups living in Canada from 1800-1850	each student will create a caption for each image at the table group	each student will create their own caption for each image shown	I will play a song for students that represent the Backwoods Action: I will introduce the topics to be covered: working in the fields, school, community, government, working bee, emancipation I will commence with a lesson slide deck students will be provided with quotes and must analyze the meaning Consolidation: Create a caption for each image given at your table group
6. We could've been AMERICAN! B2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850	We are learning to: - Use maps to visualize the movement of peoples and/or the region in which important events had occurred (from 1800-1850) - investigate the factors that led to key events/trends that occurred in Canada from 1800-1850 I can: - use a map to track the movement of at least three people/groups throughout Canada (1800-1850) in a small paragraph - communicate how these three groups of people were interacting with one another during this period	Assessment FOR learning: anecdotal notes of students observation and product	Organization students will be rotating through stations and writing important points in their graphic organizer	Minds on: students will watch a youtube video about the war of 1812 Action: There will be four stations in the classroom with photos involved with reasons/key factors as to what caused the War of 1812 - You will choose a station to take notes on what they think the images are representing and how they relate to the War - You will then share with the class as to what they think it is - You will be given the reasons and they will have a chart to document their notes - You will make their rounds to record all Consolidation: students will create a rough sketch of what think Canada looked like during the time

7. How many BATTLES? B2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850	We are learning to: - Use maps to visualize the movement of peoples and/or the region in which important events had occurred (from 1800-1850) - investigate the factors that led to key events/trends that occurred in Canada from 1800-1850 I can: - use a map to track the movement of people/groups throughout Canada (1800-1850) - communicate how three different groups of people were interacting with one another during this period	Assessment for learning ● product (anecdotal notes based on the consolidation piece from page 173)	Independent work, organization, collaboration, initiative ● this is a group effort that requires each student to be on task	Minds on: ● students will share one thing that they learned about from yesterday to their group Action: ● students will be provided with a reading on the different battles and how the Americans were interested (to consolidate learning from yesterday) Consolidation: ● each group will have one person answering each question from page 173
8. Battles from the Indigenous Perspective! B1.2 analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 B3.5 describe significant interactions between different groups and communities in Canada during this period	We are learning to: - investigate the difficulties that communities, including First Nations, Métis, and Inuit individuals, had to face in Canada between 1800 and 1850 - communicate how different groups of people were interacting with one another during this period - create questions that will get us thinking about the	Assessment FOR learning: ● letter created (in action portion)	Initiative, Independent work ● students must put themselves in the shoes of an Indigenous soldier/General at the time and work independent	Minds on: ● Students will be given a vocabulary list with definitions Action: ● Students will learn about the Battles involving Indigenous soldiers through a reading ● You will create a letter as an Indigenous soldier or General would write to his family following the battle You will go into detail of what you think it was like for the individual based on the community they belong to, the challenges

	perspectives of different Indigenous groups based on significant events or issues that impacted Canada/its people during 1800-1850 I can: - Identify five challenges faced by Indigenous groups from 1800-1850 - communicate how three different groups of people were interacting with one another during this period - create two questions that will get us thinking about the impacts that affected Canada + Indigenous groups from 1800-1850		tly to create this letter to their family	involved, and their beliefs as a whole You must also reflect on the result of the war and how you think that would make the individual feel Consolidation: ● students will reflect on the Battle with their elbow partner and create two questions about how the person they chose impacted the battle
9. Progressing through 1812 B1.2 analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 B3.5 describe significant interactions between different groups and communities in Canada during this period	We are learning to: - investigate the difficulties that communities, including First Nations, Métis, and Inuit individuals, had to face in Canada between 1800 and 1850 - communicate how different groups of people were interacting with one another during this period I can: - Identify five challenges faced by Indigenous groups from 1800-1850	Assessment FOR learning ● timeline	Independent work, collaboration ● students must complete the timeline on their own. Once they finish and ask another student to share theirs, the student may adjust their own	Minds on: ● kahoot! → questions on lesson 6 and 7 Action: ● students will construct a timeline based on the battles and other events that occurred (the following link) → this will organize their thoughts ● https://www.bookwidgets.com/play/t:xYphkj-YfnQUBCTQ9WxxMPV5X6FqLNUVbgxFrAb_2A5XRVFOUFdO Consolidation:

	- communicate how three different groups of people were interacting with one another during this period		timeline by adding another point	students are to share their timeline with a peer and add one new points
10. End of the War! B2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850	We are learning to: - Use maps to visualize the movement of peoples and/or the region in which important events had occurred (from 1800-1850) - investigate the factors that led to key events/trends that occurred in Canada from 1800-1850 - communicate how different groups of people were interacting with one another during this period. I can: - use a map to track the movement of people/groups throughout Canada (1800-1850) in a small paragraph - communicate how different groups of people were interacting with one another during this period	Assessment for learning artistic drawing of before and after	Independent work students must create their art piece on their own	Minds on: - Imagine you are a citizen living in the US or Canada in 1812. How would you feel about the prospect of going to war with a neighbouring country? Action: - students will be divided into three groups: Indigenous Peoples, French, British and given a reading - draw an image indicating a person who identifies as one of the three with a before and after (half of the page will be before, other half is after) - students will take a look at change and consequence. They will describe what is shown in their image and how things have changed for this identified person before and after the war. What led to the outcome? Consolidation: - I will host a gallery walk for students to observe others' work
11. Post-War Effects B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period	We are learning to: identify social and economic changes that occurred in Canada from 1812 to	Assessment FOR learning: movie cover	Independent work students will create their movie	Minds on: entrance ticket (yesterday's lesson) Action:

B2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools B3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period	1850, and how they affected different communities. • use tools to gain insight and research information on the events that occurred • identify key treaties of importance to Indigenous Peoples in Canada from 1713 to 1800. I can: ☒ identify three changes in society and the economy in Canada from 1800-1850 ☒ utilize my class notes and research from the texts/websites provided to me in order to research information about Canada from 1800-1850. This can be for: lifestyle, the War of 1812, Treaties, Politics/Government . come up with 10 rich points ☒ identify the significance of various treaties to 1800 (<i>Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land</i>		cover on their own	• I will create my slide deck of information based on growing communities, soldiers to settlers, black communities Consolidation: - Create a movie cover to show the effects of the war after learning about it in class
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	<i>Cession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850))</i>			
12. Communities and Immigration B1.3 analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850 B2.7 communicate the results of their inquiries using appropriate vocabulary	We are learning to: - analyze the movement of different groups of people in Canada due to significant events during 1800-1850 - communicate how different groups of people were interacting with one another during this period I can: reflect on what I have learned about perspective when thinking about Indigenous communities and their involvement in issues + developments in Canada from 1800-1850 (3 points) identify how Indigenous communities were impacted by the wars that occurred in Canada from 1713-1850, along with the influence of the British and	Assessment OF learning: - quiz on the perspectives after the war of 1812	Independent work - the quiz must be completed independently	Minds on: Youtube video on the impacts of the war and how it affected the settlers Action: slide deck of information on→ changes in upper and lower canada immigrating to Canada from Britain challenges of creating communities cholera Consolidation: quiz - perspectives after the War of 1812

	French. Give two examples.			
13. Developments in Western Canada B2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools B2.7 communicate the results of their inquiries using appropriate vocabulary B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period	We are learning to: • identify social and economic changes that occurred in Canada from 1812 to 1850, and how they affected different communities. • use tools to gain insight and research information on the events that occurred • communicate how different groups of people were interacting with one another during this period I can: ☒ utilize my class notes and research from the texts/websites provided to me in order to research information about Canada from 1800-1850. This can be for: lifestyle, the War of 1812, Treaties, Politics/Government ☒ identify how Indigenous communities were	Assessment for learning • slide deck (anecdotal notes of triangulation → product)	Collaboration • Students must work together to complete the slide deck	Minds on: • history of the Hudson's Bay video Action: • as a group, read the reading (pg 209) and create a slide deck to describe which development is most important for Canada's development → this will be presented to the class Consolidation: • mind map of the main developments

	impacted by the wars that occurred in Canada from 1713-1850, along with the influence of the British and French. Give two examples. ☒ identify three changes in society and the economy in Canada from 1800-1850			
14. Act it out B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period B2.7 communicate the results of their inquiries using appropriate vocabulary	We are learning to: - identify social and economic changes that occurred in Canada from 1812 to 1850, and how they affected different communities. - communicate how different groups of people were interacting with one another during this period - use appropriate vocabulary when explaining the facts that we learned based on our research I can: identify three changes in society and the economy in Canada from 1800-1850 attempt to use at least two words	Assessment for learning: students will fill out the exit ticket	Collaboration & initiative students must work together and know their own role to practice their skit before presenting	Minds on: YouTube video about affected communities Action: Each table group will create a skit on one of the subtopics from page 213 We will vote as to whether or not they would like to record this or present it in class Consolidation: Exit ticket as to whether or not this method of delivering information was effective in their learning

	from the vocabulary list from each lesson when giving responses during class discussion or answering questions for an assessment			
15. Show me your dance B2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period	We are learning to: - reflect on what we have learned based on the perspectives of Indigenous Peoples regarding events, developments, and issues that affected Canada and its people I can: - examine the perspectives of Indigenous groups, the French, and the British in Canada from 1800-1850. Write three points	Assessment FOR learning (history portion): • dance with group		Minds on: • ask students to think about why there would be unrest between lower and upper canada (discuss with group) • share with class Action: • In your group, pick a topic that you would like to create a dance for. you will be graded according to what is needed for the success criteria of Dance as well as the rubric for this history lesson Consolidation: • discuss with group if the dance helped them better understand the content
16. Political unrest B1.1 analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850	We are learning to: - investigate the factors that led to key events/trends that occurred in Canada from 1800-1850 I can: - utilize my class notes and research from the texts/websites provided to me in order to research information about Canada from 1800-1850. This can be for: lifestyle, the War of 1812, Treaties,	Assessment for learning • exit ticket	Collaboration, initiative, independent work, organization • students must look at all the images, talk with their group and decide for themselves what they think the	Minds on: • history of canadian politics video Action: • take a look at the images and think about what they are each about (analyze) • read through the reading and add more points to your graphic organizer Consolidation:

	Politics/Government. come up with 10 rich points. - analyze the historical significance of the events OR historical figure that created an impact on Canada's long-term history (within the graphic organizer)		images mean	exit ticket (describe which image speaks to them the most)
17. What our government was up to... B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period	We are learning to: - identify political changes that occurred from 1812-1850 - I can: identify four political changes that occurred from 1812-1850	assessment FOR learning: Student product (triangulation, anecdotal notes)	Independent work, organization the student must Organize their identity card and create it on their own	Minds on: - show image pg 239 and ask what they think it is Action: - slide deck - create identity card for Lord Durham Consolidation: - Gallery walk
18. We want RIGHTS B1.1 analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850	We are learning to: - identify political changes that occurred from 1812-1850 - Provide examples of important individuals/groups during this time of Canada's history by stating what they did - Describe how these individuals made an impact, whether positive/negative	Assessment AS learningL self-evaluation (self and partner) + other group	Collaboration, organization students must work with their partner to complete these tasks	Minds on: - youtube video - women's rights throughout the years Action: - giving them a reading - Create a podcast (voice recording) or script for a podcast that will discuss the 5Ws based on one political issue from the reading - with a partner - 2 mins or 2-3 pages (double spaced)

	- I can: identify four political changes that occurred from 1812-1850 analyze the historical significance of the events OR historical figure that created an impact on Canada's long-term history (write 5 points)			○ create self evaluation based on you and your partner, together Consolidation: - view someone else's script/ podcast and write a review (one piece of positive feedback, one constructive)
19. REVIEW GAME! (Expectations TBD)	CONSOLIDATION! Looking back UNIT 2			
...add as needed				
Rubric for Culminating Task <i>Include the rubric that evaluates the culminating task/performance task. The rubric must follow the criteria of the achievement chart (knowledge & understanding, thinking, communication, application). Criteria listed should connect closely to curriculum expectations AND the specifics of the culminating task/performance task. The qualifiers used in each level must be consistent throughout. Rubrics should start with level 4 and then move to level 1.</i>				

Categories	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding ☒ I can identify key events and or trends that affected Canada between 1800-1850	Demonstrates thorough knowledge and understanding of the events/trends that occurred during the battle and affected Canada as a country.	Demonstrates considerable knowledge and understanding of the events/trends that occurred during the battle and affected Canada as a country.	Demonstrates some knowledge and understanding of the events/trends that occurred during the battle and affected Canada as a country.	Demonstrates limited knowledge and understanding of the events/trends that occurred during the battle and affected Canada as a country.

Thinking ☒ I can review and reflect on the challenges that various groups in Canada had to face between 1800-1850	Uses critical thinking processes with a high degree of effectiveness to reflect on the challenges that groups in Canada had to face.	Uses critical thinking processes with considerable effectiveness to reflect on the challenges that groups in Canada had to face.	Uses critical thinking processes with some effectiveness to reflect on the challenges that groups in Canada had to face.	Uses critical thinking processes with limited effectiveness to reflect on the challenges that groups in Canada had to face.
Communication ☒ I can communicate my results based on the research that I conducted with appropriate vocabulary from the list given to me	Uses vocabulary and terminology learned in the lessons with a high degree of effectiveness (at least 6).	Uses vocabulary and terminology learned in the lessons with considerable effectiveness (at least 4) .	Uses vocabulary and terminology learned in the lessons with some effectiveness (at least 2).	Uses vocabulary and terminology learned in the lessons with limited effectiveness (at least 1 or none).
Application ☒ I can evaluate my learning and draw conclusions based on perspectives of different groups in Canada, significant events, developments, and/or issues from 1800-1850.	Applies knowledge of various groups in Canada, significant events, developments, and issues with a high degree of effectiveness.	Applies knowledge of various groups in Canada, significant events, developments, and issues with considerable effectiveness.	Applies knowledge of various groups in Canada, significant events, developments, and issues with some effectiveness.	Applies knowledge of various groups in Canada, significant events, developments, and issues with limited effectiveness.