Lesson Plan -> 5. Lesson: Important Historical Figures

TOEPFER_Johannes_PED 3141_LESSON PLAN

Section 1: Framing the Lesson

This lesson fits into the unit called: Diversity in Canada
Grade: 6
The essential question for this unit is: How do various communities contribute to build Canada's identity?
Necessary time frame for this lesson: 80 minutes
C3 Theme: Diversity and Inclusion

Section 2: Desired Results

Curriculum: Social Studies and Arts

Lesson Objective(s):

By the end of this lesson, students will…
- be able to find information about historic figures on the internet.
- know a person that shaped Canada's identity.
- taken on the role of that person -> might have build empathy for a historic figure.
- created a trading card about an historic figure.
- have worked collaboratively.
- be more informed citizens.
- see the different experiences of figures from various groups in Canada.
- understand the cultural diversity of Canada more.

Ontario Curricular Overall Expectation(s) with which this lesson aligns:

Social Studies (Heritage and Identity)

OE1: Application: assess contributions to Canadian history made by various groups.
OE3: Understanding Context: demonstrate an understanding of significant experience of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

Arts (Drama)

OE1: Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

Ontario Curricular Specific Expectation(s) with which this lesson aligns:

Social Studies (Heritage and Identity)

1.2 Evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity.
2.2 gather and organize information from a variety of primary and secondary sources using various technologies.
3.3 identify various types of communities that have contributed to the development of Canada

Possibly

1.3 Explain how various groups have contributed to the goal of inclusiveness in Canada.
3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada
3.5 describe interactions between communities in Canada, including between newcomers and groups that were already in the country

Arts (Drama)

1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and nonfiction sources and diverse communities, times, and places

Possibly

1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer.

Section 3: Gathering Acceptable Evidence

What Information will you collect during this lesson that will allow you to make claims about how your students are progressing toward the curricular expectations?

- Discussion about their knowledge.
- Observe their computer research skills.
- during the role-play activity see how much of the content they understood.
- trading card and diary entry as a product of their progress.
- exit cards as feedback.

Section 4: Universal Design for Learning

To accommodate all learners in my classroom, my lesson design includes the following components that are informed by my understanding of Universal Design for Learning:

Multiple Means of Representation:

- The instructions will be given in written and oral form
- Since the students will be working on a computer, they can choose their preferred form of representation (reading, visual or auditory)

Means of Action and Expression:

- The students will be able to express their knowledge in multiple ways. They can use a template for the trading card or create their own version and they can be as creative as they want with the diary entry.
- There should be flexible workspaces provided for all students.

Means of Engagement:

- The students will work collaboratively.
- The students will give feedback in form of an exit ticket at the end of the lesson.

ELL Students:

Most of the components of Universal Design will apply to ELL students as well. However, the lesson can be slightly modified for ELL students. If possible, the instructions should be given in the student's mother tongues. The ELL students should be allowed to research on websites that are written in their mother tongue. Also, if they can't express themselves in English yet, they should be allowed to talk in their own language for the role-playing game. But hopefully there is a stronger student that speaks the same language, who can assist the weaker student and translate for the other students. The teacher should model a lot and give examples about what the students are supposed to do. In the role-playing activity another group should go first, so that the ELL students know how it works. The teacher should also use many visual cues and constantly check, if the ESL students understand everything.

Section 5: Plan

Sequence of Learning and Instructional Activities [including assessments for learning]
Use the table below to list the ordered sequence of learning, teaching and assessment activities that will take place [adjust/edit the table as necessary by adding/deleting rows]. The sequence of activities should align with the stated objectives, and align with what you know about how learning happens.

Teacher Will	Students Will (KNOW/DO/BE)
Introduce the topic of the lesson: "Important figures from different communities that shaped Canada's identity" and provide the lesson goals in oral and written form.	Recall on their previous knowledge about important historic figures in Canada and understand the lesson goals.
Tell the students to gather in their "unit-groups". (The students will have already formed groups for the Rich Performance Assessment Task in the first lesson).	Come together in their "unit-groups" and work collaboratively during the lesson.
Provide different examples of important figures of different communities in Canada.	Pick a figure that the teacher suggested or choose their own. The figure should be from the community/culture that the students selected for the whole unit.
Explain that the students should do an internet search about their selected figure. They will have 20 minutes to look up information. The teacher should ask the students, if they all have previous knowledge with "Search Engines" like google.	Move to the computer room (or stay in the class, if there are Computers and/or digital devices in the room). Use online search engines to find information about their selected figure and write down or draw important things that they have learned.
Explain the next activity: the creation of a "trading card" featuring their selected figure. Introduce the website on which they can create the card: http://www.readwritethink.org/files/resources/interactives/trading_cards_2/ This activity should take around 15 minutes. The teacher should model the creation of	Will access the website and fill in the trading card collaboratively in their groups. They will use the information that they gathered beforehand. The students can choose, if they want to use a template for the card or create their own categories.

one card, so that the students know how it works. The teacher will print out the cards before the next lesson, so that the students can put them in their "information kit".	
Introduce the "Hot Seat" activity, in which one group sits in the front of the class. This is a role-playing activity, in which the group pretends to be their selected figure, while their classmates ask them questions. The teacher can provide sample questions (like: "How does a day in your life look like?"). After 5 minutes the groups will switch. This activity should take 25 minutes. Depending on the number of groups the groups might have to switch earlier.	Will have to engage in role-playing, where they take on the role of a historic figure. The other students will interview the group about the life of their historic figure. The group has to answer the questions from the perspective of their selected figure.
Tell the students that they will have to create a diary entry of the day in the life of their chosen figure. The diary entry could be written, it could be a video log, it could be a comic, etc. They will have 10 minutes in school to think about the format and finish it at home.	Think about how they want to create the diary entry and maybe start producing it in class. They will put the diary entry in their "information kit". If they choose to do a digital diary entry, they have to include a USB stick.
Hand out exit tickets to get feedback from the students about what they liked and what they didn't like	Reflect on the lesson and the things that they have learned. Give feedback to the teacher of how she/he can improve. The students will be more informed citizens and have knowledge about how a specific historic figure shaped Canada's identity.

Logistics and Materials
Student Groupings: Groups of 3 or 4
Materials Required: Computer or digital device; Printer (Optional)
Digital Tools and Technologies: Computer and/or digital devices with access to the internet.

Rationale for this Lesson Design

Justify your design choices with reference to what you have come to understand about students, their learning needs, and the experiences that can enable that learning to take place. Please cite the readings that have informed your teaching choices.

Many of the strategies used in this lesson are beneficial to the student's learning needs and experiences. The first strategy described in this lesson is the use of computers and/or digital devices. Research has shown that computers and digital devices consistently have a positive impact on students learning. The use of technology motivates and engages especially young learners.[1] Learning how to use a computer is also an important 21st century skill.

21st century skills are skills that should prepare students to be productive citizens in our modern time. Some others are: Creativity, critical thinking, communication, etc.[2] The students will have to make use of most of these during this lesson. They have to use their creativity during the role-playing activity and the creation of the trading card; and they will have to use critical thinking and communication throughout the whole lesson, when they talk to each other about how they want to approach the tasks presented in this lesson.

Yet another 21st century skill is collaboration. That is why the students are encouraged to work in groups in many activities during this lesson. According to several studies group-work can have positive and negative impacts. The benefits are that students will learn teamwork skills, social interactions and learn something new about other people's beliefs and ideas.[3] Another positive outcome of group work is that stronger students can support weaker students.[4] However, there are also drawbacks to group work, for example that some students work way less than other students and that assessment gets more difficult.[5] But that is why this lesson also includes some individual work.

The next teaching strategy used in this lesson is role play. Role Play is a great tool for students to engage in communication with each other more. It also helps them to relate theory to practice easier.[6]

The methods of universal design should also be considered while teaching this lesson to accommodate all the different students in your classroom.[7]

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[1] Higgins, Steven, et al. The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation - Full Report. Durham University: School of Education. 2012. 15f

[2] Drake, Susan M. et al. *interweaving Curriculum and Classroom Assessment*. Don Mills: Oxford University Press. 2014. 35.

[3] Burke, Allison. "Group Work: How to Use Groups Effectively." *The Journal of Effective Teaching* 11.2 (2011): 93.

[4] Bennett, Tom. "Group Work for the Good: Unpacking the Research behind One Popular Classroom Strategy" *American Educator* 39.1 (2015). 37.

[5] Bennett, Tom. "Group Work for the Good: Unpacking the Research behind One Popular Classroom Strategy" *American Educator* 39.1 (2015). 35.

[6] Kamerāde, Daiga. Group role-play as a method of facilitating student to student interaction and making theory relevant. University of Salford. 2011. 7f.

[7] National Center on Universal Design for Learning. UDL Guidelines - Version 2.0: Examples and Resources. http://www.udlcenter.org/implementation/examples accessed Nov. 10th 2016.