

Prior knowledge: Students will already have read and taken notes on chapter 3 of the Horizons textbook: pages 93, 112-114. They will also know what colonization is in the context of eastern provinces, but not as it affected the prairies in particular. They will not know how to make inferences, so this will have to be modeled and scaffolded. Students may also need an example of how to make story connections before they predict the sequence.

Background information: The class is made up of a diverse mix of students from different family backgrounds such as: the Middle East, India, China, the Philippines, First Nations, and Canadian born. About forty percent have come into the mainstream from ESL classes. Some students need more time to compose their writing, and will benefit from a structured response handout and note-taking direction. It is a grade 10 social studies class of about 30 students. The focus of the course is on understanding the past and present of Canada and provinces from political, economic, social, environmental, and First Nations perspectives. They will be meeting twice per week for an hour to one hour and twenty minutes per class. The classroom and facilities are quite old, but they do have access to computers in the lab and library. A projector and computer for in class lectures is also present. The room is set up in rows of desks with connected chairs. Group work will require moving and aligning these desks to form flat table tops.

Reflection: I will have to be sure to leave plenty of time for students to complete the activities, because the process or journey is very important. I will also have to be careful to keep the lesson student centred, rather than take much time with teacher-led discussions.

Social Studies 10 – Occupy, displace, exploit: Lesson sequence 1 of 3		
<p>How can we use historical experiences of colonization and exploitation to inform our present experience? How can we live in harmony while occupying lands with different people? How can we balance our needs for resources and community with the need for sustainability? How can we overcome a crisis of civilization?</p>		
<p>Objectives & SWBAT:</p> <ul style="list-style-type: none"> • Interpret and make inferences based on an illustrated account of occupation, displacement and exploitation in the Canadian context (Respond orally during class discussions to formative questions regarding illustrations for visual literacy). The focus of the first lesson is on occupation and displacement. • Amplify the interpretation on a world scale (Reflect and respond to the formative question using two-column notes: Where else has/is a similar situation occurred/occurring?) • Synthesize and make connections between occupation, displacement, and exploitation in the Canadian Great Plains context. texts (Produce a summative: Observe/Wonder/Infer Exit slip with 4 examples of each) 	<p>Rationale:</p> <ul style="list-style-type: none"> • Develop awareness of occupation, displacement, and exploitation of land in a historical context. • Identify the effects of occupation on First Nations populations during colonization • Connect historical consequences of past events to present ethical concerns 	
		<p>Resources:</p> <ul style="list-style-type: none"> • The Rabbits: By John Marsden and Shaun Tan- Teacher notes available: http://www.thearrival.com.au/downloads/TG_TheRabbits.pdf • Report on Colombia displacement example: http://www.youtube.com/watch?v=IW-c9wSYVU • Image placemats, handouts, projector, internet
<p>Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • A1 Apply critical thinking skills • A3 Demonstrate effective written, oral, and graphic communication skills individually and collaboratively • B2 Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815-1914 • E1 Describe the physiographic regions of Canada and the geological processes that formed these regions. 		
Timing	What the Teacher will be doing:	What the Students will be doing:
10 min	1. Icebreaker intro: Take attendance, get correct names, rules for the this class the same as for Mr. Dial, M&M Mixer	Students clarify names, and answer questions according to M&M Mixer

5 min	2. Hook intro videos of present examples of occupation	Watch video and complete Two-column notes making connections to readings in textbook.
15 min	3. Intro rubric for Observe/Wonder/Infer letting students know that their interpretation of the story as it relates to the textbook will be graded. And teacher-led discussion of vocabulary and textbook reading.	Listening for clarification of lesson, and assessment criteria for learning and motivation. Ss respond to teacher inquiries.
5 min	4. Transition to story building activity getting students into groups of 4 and model putting together story strips.	Students get into groups and open packages of story strips laying them out. Listening and paying attention to demonstration.
5 min	5. Circulate and provide feedback on activity	Students create story based on strips to create interest and background knowledge.
5 min	6. Ask students to go around room and look at similarities and differences between stories. Predict which one is the most correct?	Groups circulate to compare stories between groups.
5 min	7. Transition to reading book: The Rabbits. First reading asking students if they see any connections between the story and the textbook?	Students gather around, listen, and analyze.
5 min	8. Second reading to halfway point modeling analysis of images using O/W/I matrix	Students respond to teacher-led discussion of the book and images. What do you see/observe? What do you wonder about? What connections can you make?
15 min	9. Transition to Gallery of images modeling further analysis, discussion, and O/W/I	Students circulate, analyze, and discuss images. Each student chooses a placemat image to analyze on O/W/I. Return to groups and discuss analysis.
10 min	10. Sharing and closure	Groups report out, submit O/W/I sheets
Extension:		
<ul style="list-style-type: none"> • Debate “Rabbits allowed to stay?” Persuade rabbits to stop ruining the environment, devise a plan to stop the rabbits in a non-violent way. 		
Assessment:		
<ul style="list-style-type: none"> • Formative, checking for understanding while circulating and providing feedback • Summative, personalized O/W/I showing analysis of events/concepts, interpreting perspectives, and inferring information. 		
Homework:		
<ul style="list-style-type: none"> • Review notes from Chapter 3: pages 93, 112-114 with an eye for themes and connections. Write 1 paragraph (4-5 sentences) critique of map fig 3-19 on page 		

109. What can be improved?		
Adaptation: Key vocabulary will be elicited from readings and explained on a slide presentation. Students will be introduced to the story by way of a prediction activity to layer their understanding, and scaffold sentence level connections.		
Modification: The Observe/Wonder/Infer activity will be marked for completeness and higher order thinking, but language and spelling will not be assessed. At this point I'd like them to focus on communicating their ideas in point form.		
Social Studies 10 – Occupy, displace, exploit: Lesson sequence 2 of 3		
How can we use historical experiences of colonization and exploitation to inform our present experience? How can we live in harmony while occupying lands with different people? How can we balance our needs for resources and community with the need for sustainability? How can we overcome a crisis of civilization?		
Objectives & SWBAT:	Rationale:	
<ul style="list-style-type: none"> Interpret and make inferences based on an illustrated account of occupation, displacement and exploitation in the Canadian context (Respond orally during class discussions to formative questions regarding illustrations for visual literacy) The focus of the second lesson is on exploitation and socio-environmental effects. Amplify the interpretation on a world scale (Reflect and respond to the formative question: Where else has/is a similar situation occurred/occurring?) Collaborate to produce an illustrated account of occupation, displacement, and exploitation in the Canadian Great Plains context (Summative: 2 maps before and after, or other writing options) 	<ul style="list-style-type: none"> Develop awareness of occupation, displacement, and exploitation of land in a historical context. Identify the effects of occupation on First Nations populations during colonization Connect historical consequences of past events to present ethical concerns 	
	Resources:	
	<ul style="list-style-type: none"> The Rabbits: By John Marsden and Shaun Tan- Teacher notes available: http://www.thearrival.com.au/downloads/TG_TheRabbits.pdf Chevron Cartoon http://www.youtube.com/watch?v=rdJ9W39HdDU&list=PL4A3B4B01BC185FB9 	
Prescribed Learning Outcomes:		
<ul style="list-style-type: none"> A1 Apply critical thinking skills A3 Demonstrate effective written, oral, and graphic communication skills individually and collaboratively B2 Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815-1914 E1 Describe the physiographic regions of Canada and the geological processes that formed these regions. 		
Timing	What the Teacher will be doing:	What the Students will be doing:
20 min	1. Gallery of images to	Students circulate, analyze, and discuss images

	finish O/W/I, check for understanding	while finishing O/W/I. Read between the lines, what are the images trying to tell you?
5 min	2. Intro rubric for Map assessment letting students know that their interpretation and depiction of the main themes will be graded.	Students think about connections made between texts and present examples to produce maps of before and after colonization. Show homework of map critique.
30 min	3. Model further analysis, discussion, and production of maps	Individuals collaborate in groups to produce own maps of before and after colonization
5 min	4. Share and Closure	Groups report out, submit maps if finished, wrap-up
5 min	5. Video of present example of exploitation	Watch video if time before leaving.
<p>Extension:</p> <ul style="list-style-type: none"> Persuade rabbits to stop ruining the environment, devise a plan to stop the rabbits in a non-violent way. 		
<p>Assessment:</p> <ul style="list-style-type: none"> Formative, checking for understanding while circulating and providing feedback Summative, personalized maps depicting analysis of events/concepts, interpreting perspectives, and synthesizing information, and options for writing prompts. 		
<p>Homework:</p> <ul style="list-style-type: none"> Complete work on maps to hand in for next class 		
<p>Adaptation: Observe/Wonder/Infer language is new and will have to be well modeled and scaffolded, with some individuals needing personalized, one-on-one instruction from peers and/or teacher.</p>		
<p>Modification: Choice for assessment to do either the maps or writing prompts. Writing length expectations reduced for ELL.</p>		
<p>Social Studies 10 – Occupy, displace, exploit: Lesson sequence 3 of 3</p>		
<p>How can we use historical experiences of colonization and exploitation to inform our present experience? How can we live in harmony while occupying lands with different people? How can we balance our needs for resources and community with the need for sustainability? How can we overcome a crisis of civilization?</p>		
<p>Objectives SWBAT:</p> <ul style="list-style-type: none"> Assess, analyze, and give feedback on peer assignments by participating in a gallery walk of assignments while writing constructive comments for 5 works. Develop an understanding of present issues facing civilization and how they might be connected to colonization by watching a 		<p>Rationale:</p> <ul style="list-style-type: none"> Develop awareness of occupation, displacement, and exploitation of land in a historical context. Identify the effects of occupation on First Nations populations during colonization Connect historical consequences of past events to present ethical concerns

<p>trailer, recording notes, and participating in discussion. (Formative: think/pair/share)</p> <ul style="list-style-type: none"> Debate and discuss the issues. Should the rabbits be allowed to stay? Ss choose a corner of the room that represents their level of agreement/disagreement and debate positions. 	<p>Resources:</p> <ul style="list-style-type: none"> The Rabbits: By John Marsden and Shaun Tan- Teacher notes available: http://www.thearrival.com.au/downloads/TG_TheRabbits.pdf Crisis of Civilization trailer: http://www.youtube.com/watch?v=B7OqJ_ouc 	
<p>Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> A1 Apply critical thinking skills A3 Demonstrate effective written, oral, and graphic communication skills individually and collaboratively B2 Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815-1914 E1 Describe the physiographic regions of Canada and the geological processes that formed these regions. 		
Timing	What the Teacher will be doing:	What the Students will be doing:
10 min	1. Watch trailer of Crisis of Civilization	Students reflect on readings and assignments to date and do think/pair/share based on connections to trailer
20 min	2. Model and facilitate debate “Rabbits allowed to stay?”	Students decide on one of four corners of room showing their stance on the issue. Some students give rationale and anyone can change their position at any time.
20 min	3. Gallery of maps and writing assignments	Students circulate, analyze, and discuss assignments before handing in. Time also for minor changes based on discussions.
10 min	4. Wrap-up and closure	Ss and teacher report on experience of the book and activities. Was it worthwhile?
<p>Assessment:</p> <ul style="list-style-type: none"> Formative, checking for understanding while circulating and providing feedback Summative, personalized maps depicting analysis of events/concepts, interpreting perspectives, and synthesizing information, or options for writing prompts. 		
<p>Homework:</p> <ul style="list-style-type: none"> Complete work on maps to hand in. 		
<p>Adaptation: It may be difficult for students to read and interpret what others were trying to get across. The teacher will have to monitor closely for compassionate listening, responding, and to help with misunderstanding.</p>		
<p>Modification: Opportunities for in-class peer feedback to encourage peer learning. Opportunity to vote with your body and have a voice without speaking.</p>		