

**CODE/MOE/UOIT Makerspaces Project**

**School Board: Wellington Catholic District School Board**

**Grade(s): 7**

**Subject(s): History--Timeline & Coding**

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| **BIG IDEAS:**  **Students can construct a timeline of the major events of the War of 1812, and code their robot to follow the timeline while the students do an oral presentation.**  **Curriculum Expectations:**  **OVERALL:**  **-** describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*);  **SPECIFIC:**  **-** identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 *(e.g., the War of 1812* and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities. | |
| **Learning Goals:**  “We are learning to…”  -explore the experiences of and challenges facing different groups in Canada during this period, and we will compare them to the experiences of present-day Canadians or other societies. | **Success Criteria:**  “We will be successful when…”   * We can articulate the major events of the War of 1812, and compare them to present day Canada or other countries. |
| **Lesson Overview:**  Guide a robot through a timeline of the War of 1812. | |
| **Materials and Technology:**   * Ozobots * Markers (black, blue, red, green) * White paper * Grade 7 history books/ipads for research | |
| **Student Accommodations/Modifications:**  **-**reduce the number of major events from the War of 1812 to record in the timeline.  -teacher prompting/guidance | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**   * Show students how to code the ozobots, and explore the different commands.   **What key questions will you ask?**  - What were the major causes of the War of 1812?  -What impact did the war have on Canadian identity?  - Why did Tecumseh support the British in the War of 1812?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  -brief quizzes  -exit cards  **How will students be grouped? How will materials be distributed?**   * They will be grouped with other students according to their reading level * Materials will be distributed by the teacher to each group | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**   * Students will work in groups to create a detailed timeline of the major events of the War of 1812. * Using colorful pictures, captions and explanations, the groups will design a road map of these major events. * The group will code their robot to follow the road map, stopping at the major events that need to be explained, and continue on.   **What misconceptions or difficulties do you think they might experience?**   * Programming the Ozobot to follow the correct along their timeline * Sharing the responsibility of the assigned task   - Determine if their sources are credible, accurate, and reliable  - Making connections between the past and present  **How will they demonstrate their understanding of the concept?**  Students will determine the importance of the War of 1812, and decide whether its effects are long lasting. Students will develop their understanding that this event is may have been historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past, including how it connects to a current issue or event.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  -teacher conversations/observations  -checklists/rubrics  **What extension activities will you provide?** | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**   * Based on conversations/observations with students   **What key questions will you ask during the debriefing?**   * What challenges did you find the most difficult during the task? | |