

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board:**

**Grade(s): 8**

**Subject(s): History--Creating a Method of Transportation**

|  |  |
| --- | --- |
| **BIG IDEAS:**  1850-1890: This was an era of major political and economic change, which affected various groups in Canada in different ways.  **Curriculum Expectations:**  **OVERALL:**  -describe various significant people, events, and developments in Canada between 1850 and 1890.  **SPECIFIC:**  -identify factors contributing to some key events or developments that occurred in and/or  affected Canada between 1850 and 1890 (e.g., Confederation, the Red River Resistance, the creation  of the NWMP, the settlement of the Northwest, the North-West Resistance, the construction of the  CPR, the Royal Commission on the Relations of Labour and Capital), and explain the historical  significance of some of these events for different individuals, groups, and/or communities, including  First Nations, Métis, and Inuit individuals and/or communities. | |
| **Learning Goals:**  “We are learning to…”  -identify life as Canada was being created and develop empathy towards people in that time.  -create/design a method of transportation. | **Success Criteria:**  “We will be successful when…”  -we have designed a method of transportation and have successfully demonstrated/proved how it would help someone living in Canada in 1850-1890, based on research. |
| **Lesson Overview:**  Start with the read aloud "If I Built A Car." After the text, discuss with students ideas that they would have to create a car. We would then dive into the curriculum and explore the various things that were happening as Canada was being created from 1850-1890. We would brainstorm a list of problems that we see happening in that time, (amongst all events) after some research was done. Centers would be set up for students to rotate through that touch on each event happening in that time, so students would be able to grasp some new knowledge from each center. Explore the question - How might we create/design transportation that would help someone living in 1850-1890? | |
| **Materials and Technology:**  -chromebooks, consumables from our Maker Space, circuits, spheros, make do kits, makey makey, cardboard, lego | |
| **Student Accommodations/Modifications:** | **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.**  Reading aloud the text: "If I Built A Car"  **What key questions will you ask?**  How did people get around in 1850-90? What types of cars do you think there were?  How might we design transportation to help someone living in this time?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Sesame snap (taking pics to align with curriculum expectations), anecdotal notes, checklist of success criteria/per student.  **How will students be grouped? How will materials be distributed?**  Students will be grouped according to their interest in the events that occurred between 1850-90. After students rotate through informative, hands on centers in the classroom of the different events that have happened, students will know which event in that time interests them most. Students will be grouped according to their interests. | |
| **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.**  read aloud, discussion, learning centers, research, design process  **What misconceptions or difficulties do you think they might experience?**  difficulties with coming up with an idea for that time era  **How will they demonstrate their understanding of the concept?**  tracking their learning over time, reflective journals, research templates where they have to record their findings/learning  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  sesame snap, anecdotals, student checklist matched to criteria  **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)?**  All groups of students will be expected to share their learning and creation to the class at the end of the design process  **What key questions will you ask during the debriefing?**  How do you know that this will be helpful to someone? In what way?  Can you relate your creation to the time in history/event? (industrial revolution, gold rush etc) | |