

21st Century Lesson Cycle Template

Subject: Social Studies	Unit: Canada Grows
Grade: 7	Lesson: British Home Children
Curriculum Outcomes: Economic Empowerment 7.2.2 Investigate various ways that economic systems empowered or dis-empowered people.	
Driving Question: What would the experience be like as a British Home Child ?	
Learning Goal: To create a believable work of historical fiction demonstrating understanding of the British Home Children To be able to demonstrate understanding of some of the issues and challenges facing British Home Children as they made the transition to Canadian citizens.	
Success Criteria: To tell a fictional story of a British Home Child that upon self reflection the student is proud of. This may be a written document, a PowerPoint, a video or may use any number of other platforms.	
Assessment: Self assessment – students assess their own work against a rubric & template. Teacher assessment – looking at formatting and strength of ideas	
Screencast Link(s) and Online Resources: Webpages: http://wtyw.weebly.com/british-home-children.html or http://www.tiny.cc/homechildren Screencasts: A) https://youtu.be/zfxmjvdA9Gw B) https://youtu.be/UIWeUooDsew Google Slide Presentation: HERE or https://docs.google.com/presentation/d/1w_3BXBEipDORyut1qL1P1eNhQ-6VT7F2hk7ytG1qLV8/edit?usp=sharing	
Expected Duration: 5 to 7 hrs This lesson done fully will take 5 – 7 one hour periods. After review it could be amended depending on the needs of the students and the desires of the teacher.	

Lesson Procedure (including Differentiation)

Tools & Tech req'd
Website
PowToons
Internet
Google Drive
Google Docs

We do:

Activities) Who are the British Home Children

Students and teacher will watch a PowToons screencast and follow a Google slide presentation. This will show the type of experiences that many of the **British Home Children** had. Embedded into the presentation are videos with actual **British Home Children**. These can be watched separately if needed via the links below.

Activity A) Screencast 1): <https://youtu.be/zfxmjvdA9Gw>

Activity B) Class presentation: [HERE](#) or

https://docs.google.com/presentation/d/1w_3BXBEipDO_Ryut1qL1P1eNhQ-6VT7F2hk7ytG1qlV8/edit?usp=sharing

Activity C) Videos of Interviews with actual British Home Children.

UK orphanages: <https://youtu.be/DEalh5ulTxQ>

The departure: https://youtu.be/g3azU2dt_3g

The voyage: <https://youtu.be/qdGVYWy-t9Q>

Arrival in Canada: <https://youtu.be/PDbWEFLSaWk>

Canadian orphanages: <https://youtu.be/li53f2i0eaU>

Canadian placement: <https://youtu.be/n3R6E-sU6ZA>

This screencast, presentation and videos are also available via the website.

Differentiation:

Students **struggling with grade level** outcomes will have the presentation outline provided in hard copy for them to highlight. They will also be able to follow the google slide presentation with their own device.

They will be able to re-watch the screencast and the video's of actual **British Home Children** to get a sense of the experience of **British Home Children**.

Students ready for challenges **beyond grade level** outcomes will be asked to follow the links provided on the web page to learn more of the details of the children who had an experience outside of the norm.

Taxonomy

- ✓ find and validate
- ✓ apply and understand
- ✓ analyze and synthesize
- evaluate and leverage
- create and publish

of

21st Century Skills

- ✓ critical thinking
- communicate clearly
- work collaboratively
- ✓ embrace culture
- develop creativity
- ✓ utilize connectivity

Tools & Tech req'd
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You do:
Activity overview) Students create a work of historical fiction.
 Students will demonstrate their understanding of experiences that many of the **British Home Children** by creating a fictional Home Child and telling the story of that child. Students will use their imagination but use the knowledge they have of British Home Children to make the story believable and historically accurate.
Activity A) Screencast 2): <https://youtu.be/UIWeUooDsew>
This screencast is also available to students via the website.

Activity B) Assignment instructions: Student will be given a hard copy of the assignment sheet. This is also available online. Via [Google Drive](#) OR via [the website](#)
 Students are given many options for presentation method or ways to demonstrate their understanding.

Activity C) Students evaluate exemplars. Students will **choose 2** exemplars and evaluate the exemplars based on the same criteria as the self evaluation they will use for their own fictional creation. This will encourage students to examine the criteria and rubrics before embarking on their own creative process.

i) Journal 1 Exemplar	i) Evaluation tool (Doc) (PDF)
ii) Journal 2 Exemplar	ii) Evaluation tool (Doc) (PDF)
iii) PowerPoint 1 Exemplar	iii) Evaluation tool (Doc) (PDF)
iv) PowerPoint 2 Exemplar	iv) Evaluation tool (Doc) (PDF)
v) Graphic Story Exemplar	v) Evaluation tool (Doc) (PDF)
vi) Prezi Exemplar	vi) Evaluation tool (Doc) (PDF)
vii) Emaze Exemplar	vii) Evaluation tool (Doc) (PDF)
viii) Facebook Exemplar	viii) Evaluation tool (Doc) (PDF)

Exemplars and evaluation are available via the website.

Activity D) Students create the story of their imaginary Home Child. This is a creation of historical fiction. Believable and consistent with the time period but not factual.
Students will be given class time in the computer lab, with the chrome books and on their own devices.

Activity E) Students self evaluate assignments.
 Students will use one of the self evaluation tools available to reflect on their assignments. Specific emphasis will be placed on what they did well and what areas for improvement they recognize.

Journal Evaluation tool (Doc) (PDF)
PowerPoint Evaluation tool (Doc) (PDF)
Graphic Story Evaluation tool (Doc) (PDF)
Prezi Evaluation tool (Doc) (PDF)
Emaze Evaluation tool (Doc) (PDF)
Facebook Evaluation tool (Doc) (PDF)
My Own Awesome Idea evaluation tool (Doc) (PDF)

These self evaluation tools are also available via the website.

Differentiation:

Students **struggling with grade level** outcomes will have a shorter assignment and / or be asked to dictate their ideas using the I pads. Templates with formatting set are available and will help students understand the various sections of the assignment. They will be supported as they describe simpler tasks and write for a younger audience.

Students ready for challenges **beyond grade level** outcomes will be asked to work on more elaborate pieces of fiction or write for a more complex audience. Some of these students will be asked to create exemplars and work in collaboration with other students. These students will be encouraged to develop their own assignment presentation ideas and develop their own self evaluation tool.

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21st Century Skills

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<p>Tools & Tech req'd Website PowToons Internet Google Drive Google Docs</p>	<p>We share: Activity A) <u>Share with a small group.</u> Students share their procedural features with a small group of 3 or 4 other students. Students will be asked to make positive and helpful comments and suggestions for each other Activity B) <u>Improvement, tweaking and final touches.</u> Students will have opportunity individually and in small groups to improve their procedural feature. This could include tweaking and final touches before the class presentation. Activity C) <u>Present to the class.</u> Students will present their procedural feature to the class. <u>Presentation Rubric</u> <i>The presentation rubric is also available via the website</i> Activity D) <u>Publish.</u> Students will be asked to publish their work (<i>if it has not been published already at this point</i>). They will have their choice of platforms to publish. Class binder, YouTube, Google Docs, Prezi, Emaze, or other on-line options.</p> <p>Differentiation: Students struggling with grade level outcomes will have support of another student to complete peer editing, tweaking and publishing. Students ready for challenges beyond grade level outcomes will be asked to publish their work in more than one platform as well as make a presentation that entails more detail of the experiences of British Home Children.</p>
<p>Taxonomy</p> <ul style="list-style-type: none"> ✓ find and validate ✓ apply and understand ✓ analyze and synthesize ✓ evaluate and leverage ✓ create and publish 	<p style="text-align: center;">of</p> <p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> ✓ critical thinking ✓ communicate clearly ✓ work collaboratively <input type="checkbox"/> embrace culture ✓ develop creativity ✓ utilize connectivity
<p>WRAP UP/REMINDERS: The step by step instructions for both student and teacher are available at http://wtyw.weebly.com/british-home-children.html or http://www.tiny.cc/homechildren</p>	
<p>Teacher Reflection: <u>Reflection</u></p>	