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| **Content** | **Learning Outcomes** | **Teaching and Learning Activities** | **Resources** |
| Exercising Political Empowerment | Students should be able to:  Understand the meaning of basic political terms  Recognize different methods of exercising political empowerment.   * Voting * Petition * Demonstrations * Protests * Writing letters * Online campaigns | Introduction  Matching Activity  Aim – How can we exercise political empowerment? In what situations would you exercise political empowerment?  Political empowerment refers to the belief in one's ability to learn about political issues and act on that knowledge. | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, p. 11  Political Terms (word)  Becoming politically empowered (word) |
| Life in British North America | Students should be able to:  Evaluate the political, demographic and economic make up of British North America in the mid-1800’s | Discuss with students whether or not they think that people who lived in BNA had the political rights that we discussed in the last class.  Ask the students to look at the map of BNA in 1853 and to label their blank maps according to the colonial divisions of BNA in the mid 1850’s.  Reading / Note-taking Task  Using the worksheet and the textbook, students should skim and scan to record four important points about the demographic, political and economic make up of BNA in the 1850’s | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 76-77  British North America facts and figures (word) |
|  | Students should be able to:  Identify the diverse peoples  that lived in the colonies; namely, Aboriginals, Acadians, African-  Canadians, Irish, Scottish, and English. | Reading / Mapping Task  Students will complete a thematic map which depicts the distribution of: the British and Irish, Acadians, Metis, Aboriginals, Acadians, Black Colonists across BNA in the mid-1850’s . | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 82-89 |
| The Economy of BNA | Students should be able to:  Identify and explain the different types of predominate industry in populated parts of BNA | Class discussion on where they feel would be the most favourable parts of BNA to live in the late 1800’s. Remind the students, that there would have been no electricity or many of the other comforts that we have today.  Group Activity: Interpreting information  The students will read information from the textbook and then fill in the table from the worksheet: | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 82-89  A closer look (word)  Peoples of BNA Scavenger hunt (word)  People of BNA graphic organizer (word) |
| The Peoples of BNA Assignment | Students should be able to:  Produce a group presentation using Google Documents, with appropriate effects and animation.  Be able to express orally and through activities, the lifestyles of different groups in BNA. | See BNA Assignment Instructions | BNA Assignment instructions (word)  BNA Assignment rubric (word)  How to use Google presentation (word)  [www.mrbevan.com](http://www.mrbevan.com) |
| Government Reform in BNA | Students should be able to:  Understand and explain the basic elements of a democratic government  Evaluate how democratic representative government was. | **Starter**  What is political empowerment? – Review after the Xmas break.  What are the characteristics of a democracy?  In a democracy –   * The government is controlled by elected members.   • Anyone can run in an election.  • Voting is easy and safe.  • All adults can vote.  • There is a choice of political parties.  • There is freedom of the press.  • There is freedom of speech.  • The judicial system (courts of law) is separate from the government.  Read p.99 and students copy the diagram of representative colonial governments on p.100.  **\***Compare the definition of democracy with Representative government – list how it was not democratic.  Writing Task: Evaluate how democratic representative government was in BNA in the mid 1830’s. | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 82-89  Democracy fill in the blank (word)  Evaluate scaffold – how democratic was representative government in BNA in the mid 1830s (word) |
| **The Push for Change** | Students should be able to:  List methods of ways that people can try to change a government  Understand the views of different groups in BNA towards Representative government. | Starter: Reform – in what ways can people try to change government?   * Armed uprisings – violence * Protest * Posters and pamphlets   Key Question  What is a reformer? (Define)  Reading Comprehension Task:  Using the worksheet (Push for Reform) students must identify the views of the Elite, Irish, French, Black Colonists, the Catholic Church and Protestant Church towards Representative government.  Key Question:  What was Responsible Government? | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 103-106  Push for reform (Word) |
| **Achieving Responsible Colonial Government** | Students should be able to:  Understand and explain Responsible government  Compare Representative and Responsible Government  Analyze how democratic it is | Background  Rebellions and the push for change in BNA throughout the 1830’s and 1840’s led to the creation of Responsible Government in BNA.  Activity: Students will recap on ‘how democratic and fair Representative Government was and then compare it with Responsible government.  Writing Activity:  Compare Representative and Responsible Government | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 106-116  Responsible vs Representative government Venn diagram (Word)  Compare Scaffold (word) |
| **Timeline Assignment** | Students should be able to:  Put into chronological order the events that led up to BNA achieving Responsible Government | Review with the students the content of Unit 3.  Preceden Timelines  Introduce Precden Timeline Making application to the students. Students create a timeline using preceden and then mount it onto a piece of card – students then annotate the timeline with information. | Unit 3 Review notes (word)  [www.preceden.com](http://www.preceden.com) |
| **Confederation** | Students should be able to:  analyze the internal and external factors that led to Confederation | Confederation  Elicit from the students the advantages to the colonies of Canada of joining together to form a Confederation   * Defense * Trade   Group activity:  Student’s sort the cards into pro’s and con’s of Confederation. Students should realise that there was a debate as to whether Confederation was a good idea, and not everybody supported it.  Reading / Note taking Activity  Students will complete the worksheet debating confederation by reading the appropriate pages from the textbook. | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, pp. 118-132  Advantages and disadvantages of Confederation (word)  Debating Confederation (word)  Debating confederation teacher copy (word)  Confederation map (ppt)  Making Judgements Confederation (word) |

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| **Debating Confederation** | * Debating confederation (Word) * P.126-129 * Advantages and disadvantages of confederation * Confederation achieved (word) * Confederation (ppt) * Provincial vs federal (word) | Students evaluate the pro’s and con’s of Confederation for each colony.  How was Confederation achieved?  Students read through the sheet and then complete the provincial vs federal sheet.  Then read through the reasons for confederation and highlight them in colors according to:   1. Worries about defence 2. A change in British attitudes 3. Economic issues 4. Railway needs   Poster Project |
| **Government systems** | * Worksheet government systems * You and the political spectrum * The poltical spectrum * Unit 1 lessons   3 lessons | Discuss different government systems and in groups complete the worksheet listing the advantages and disadvantages for each.  Teacher draws the political spectrum on the board – the students should have a basic knowledge and should be able to place socialism and capitalism on it.  Students then complete the survey and calculate their scores to give them an idea of where they lie on the political spectrum.  Students must then create a definition for moderate, left wing (the Left), and right wing (the Right).  People on the left wing favor…….  People on the left wing are more likely to……  After completion students put fascism, communism and liberalism on their political spectrums and stick the political spectrum handout into their books.  Students must then write a short one page essay on ‘Why I am a socialist or why I am a moderate or why I am a conservative’ |
| **Revision worksheets** | * European needs vs first nations needs * Economic empowerment needs * THE IMPACT OF CONTACT * Economic empowerment assignment * Economic empowerment 4 | USE THESE NEXT YEAR IN REGULAR CLASSES |
| **Unit 3 Assessment** | * Unit 3 interview rubric * Unit 3 interview questions * Challenges opportunities peoples BNA sheet from teacher guide | Students will be given a 3 to 5 min interview on the topics studied in unit 3 |
| **Unit 4** |  |  |
| **Propaganda poster assignment** | * Confederation and propaganda (word) * Confederation poster assignment sheet (word) * Propaganda poster rubric (excel) | Complete confederation and propaganda worksheet first.  What makes a good propaganda poster?  Confederation poster assignment (word) |