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| **Lesson #** | **Fight For Pie**  Social Studies 7  War and British conquest | **Date** | Monday, March 16/15 |
| **Subject/Grade Level** | **Time Duration** | 60 min |
| **Unit** | **Teacher** | Stephanie Gokarn |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | **7.1** Toward Confederation. Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.  **7.1.5** Assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:   * In what ways did conflicts between the French and the British in Europe impact North America? * How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755?   **7.S.1** Develop skills of critical thinking and creative thinking:   * Determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or issue   **7.S.3** Develop skills of geographic thinking:   * Construct and interpret maps to broaden understanding of issues, places and peoples of Canada   **7.S.8** Demonstrate skills of oral, written, and visual literacy:   * Elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions. | | | |
| **Specific Learning Outcomes:** |
| **LEARNING OBJECTIVES** | | | | |
| **Students will:**   1. Identify the rivalry between the English and French, and those caught in between | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | | * Maps * Exit Slips | | |
| **Key Questions**: | |
| **Products/Performances:** | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * CBC Canada: A People’s History 8, 9 * <http://education.alberta.ca/teachers/program/socialstudies.aspx> * <https://sec4history.wordpress.com/2011/09/> | | | * **red, blue and brown construction paper** * **paper plates, forks, pie, pie server, table** * **Can I get folders for them all for assessments?** * **Movie clips from videos** * **Label their plates** | |
| **PROCEDURE** | | | | |
| Video clips:  Quebec History 8- :18-2:04 British defeat the French; 5:47-8:17 French & Indians defeat British  Quebec History 9- 1:14-5:09 French & Indians defeat the British  Put pie on plates. Lay red, blue and brown paper on table. Have pie on the table. Start with it all on the brown paper. Place playing cards on their desks before they come in (12 red, 6 French, 3 First Nations  1) Relationship Building (RB): Ask Abi if she’ll be watching March Madness on tv (Who’s her favorite team). Ask Nicole what action movie/s she likes.  2) Give out maps and have them fill them in with British, French, Aboriginals and forts. (I am circulating, and looking for accuracy)  3) As students take their seats,tell them about International Pi Day. Do the Rant.  4) Divide them in groups: British, French/Acadians, First Nations (see below)  5) Have them put pinnies on  6) Show them construction paper and pie  7) Pie will move from paper to paper, as the video clips will show some of the history of territorial movement leading up to the Great Deportation.    When people in the hall have finished filling out their exit slips, invite them back to their desks. Tell them that although life isn’t always fair, you have decided to make it fair for today, and give them some pie, or their pie back. **Remind students to bring a pen with them to the couch.**  7A: British: 12, French: 6, First Nations: 3  7B: British: 12, French: 8, First Nations: 3 | | | |  |

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| **Reflections from the lesson** | I changed the map that I used with the 7B’s to a map of North America for the 7A’s. This map seemed to be more effective in accomplishing my goal, which was to have a picture of how Canada looked in the early 1700’s. Overall the lesson ran pretty smoothly. In watching student reactions, the ones who were removed from the ‘land’ seemed to be more dramatically affected by the lesson. Upon reading their exit slips, I noted that most of the students seemed to have an understanding of how the land moved from group to group, and how that affected each group. It helped that I changed the format for the exit slip, so the answers I received were much clearer for gauging their understanding. For next time: showing them a current map of Canada first might be beneficial, as a compare/contrast activity. Be sure to end and begin each lesson with a review and summary activity, and that way I’ll be able to gauge whether I’ve successfully met my outcomes for the day. |