

LESSON PLAN INFORMATION	
Subject/Course: History	Name: Ben De Franco
Grade: Grade 7	Date:
Topic: Fort York (War of 1812)	Time:

EXPECTATIONS: Identify overall or specific expectations from MOE documents.

B1.2 analyses some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850

B2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850

B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850

LEARNING GOALS: Describe what the students are expected to learn. Share goals with students.

Students should be able to investigate elements of Fort York and discover various artifacts that were used here during the War of 1812 and beyond.

SUCCESS CRITERIA: Describe from a student's perspective what attainment of a learning goal looks like.

Students will hand in a worksheet which will be completed while at Fort York. Students will work in teams (group of 4-5 and only one sheet needs to be handed in for each group).

PRE-ASSESSMENT: Describe links to prior knowledge.

Students would have a overall understanding of the War of 1812 and Forts Yorks contribution to it.

LEARNING ENVIRONMENT: Describe the setting including groupings & management strategies.

Environment-
Students will be put into small groups

Students may answer the questions while on the guided tour or during some free exploration time.

Management Considerations:-

Showing students the boundaries of Fort York and that they cannot leave the premises (The fort is mostly enclosed)

INSTRUCTION

Time

Introduction (motivational steps, activation of prior knowledge)

Students will be introduced to the Fort upon arrival. A tour guide will meet us at the entrance and go over the rules while at the Fort. We will then watch a short introductory video located in the Barracks.

Instructional Sequence (content, teaching learning strategies)

Students will be put into group of 4 or 5 (groups could be chosen before arriving). Students will attend a guided tour of the Fort and will be encouraged to ask questions.

(If free time is not allowed then this can be completed during the guided tour. Or groups can be escorted by a teacher)

Students will be completing a scavenger hunt, which will force them to read some of the signs or information panels throughout the site. The worksheet included general locations so it will be very easy for students to locate them.

This is a fun activity for students which encourages them to read some of the descriptions of artifacts. It also encouraged some team building and collaboration between peers.

The worksheet will be handed in to the teacher at the end of the trip (one worksheet per group)

Lesson conclusion

Once all the groups meet at the designated time and location, together we will go over some things we have learned and some interesting discoveries.

ASSESSMENT (data collection) / EVALUATION (interpretation of data)

Part of the assessment is a verbal reflection that takes place during the lesson conclusion. But also, the worksheet they are tasked with completing will be marked and be part of there participation.