Lesson Title: The National Policy Cont’d  
Instructor: Randy Chau

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| Grade:Socials 10 |

Rationale:

By understanding how the transcontinental railway was built, students will understand how Canada’s country strengthens its security over the oncoming threat of American assimilation. They will be given opportunities to use their technological devices in class to help with the lesson and the creation of a better class website. This also helps with the class culture of the grade for the year.

Objectives:

Students will be able to:

1. Understand how the transcontinental railway project was initated
2. Understand how the topple of Macdonald’s government lead to the delaying of the transcontinental project.
3. Understand how the Macdonald government recovered to unify Canadian solidarity that lead to the ultimate success of the railway project in the end.

Resources:

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| Computer and Projector | Questionnaire |
| Scrambled Timeline Activity Revealed | Textbook |
| Worksheet |  |

Introduction:(Total time= 5minutes)

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| **Attendance:** 5min & Student Questionnaire  As the students are coming in, hand out a questionnaire slip to them.  Question of the Day: If you were stranded on a deserted island, what 3 items would you bring and why?  **Time allotted**: 5minutes |

Body: (Total time= 60min)

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| **Form:** Video  Students will watch a video to review their content and foreshadow today’s learning outcomes.  <https://www.youtube.com/watch?v=oqRWQa0rIso&feature=related>  **Time allotted:** 10min  **Form: Review**  Review the answers to their timeline scramble activity and explain the significance of the events that lead up to the creation of Macdonald’s National Policy.  **Time allotted:** 10min  **Form:** Class Reading  Student volunteers will read pages 186-187 about the 3 components in the National Policy and will have a discussion with the teacher to iterate important points within the paragraphs  **Time allotted:** 5min  **Form:** Worksheet Hand-In at the end of class  Students will work on a worksheet for 20minutes. They will hand it in afterwards and teacher will go over the answers for that particular worksheet.  **Time allotted:** 35 minutes (25min activity 10min review) |

Closure: (Total time= 3minutes)

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| Tell the students what they will be learning next class. Work on anything they haven’t finished + make corrections to their marked work. Anything they missed will be posted on my website.  **Time allotted**: 3minutes |

Extension:

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| Read about the National Policy pg. 187-188 in textbook. |

Assessment Strategies, Modifications and Adaptations:

Students will work on a worksheet that summarizes the content covered in the classes today and yesterday. They will have a review of what they’ve learned last class at the beginning of the lesson as well as a review after the completion of the worksheet to see how much they’ve learned overall. Students will wrap up with a video that serves as a precursor for their brochure assignment that will be explained on Monday next week.

Works Cited:

Cranny, Michael. Jarvis, Graham. Moles, Garvin. Seney, Bruce. *Horizons: Canada’s Emerging Identity 2nd*

*Edition*. Don Mills, Ont.: Pearson Canada, 2009. Print.