

# What do students need to know, understand, honour and do?

## What do students need to know?

The contributions of FNMI veterans and how this is a critical part of Canadian heritage.

Concepts of thinking— Continuity and Change; Historical Perspective

## What do students need to understand?

The importance of FNMI peoples role in WW1 (inclusive to 1929) that needs to be recognized as integral to Canadian identity.

## What do students need to honour?

The historical perspectives of FNMI Nations as they relate to this topic.

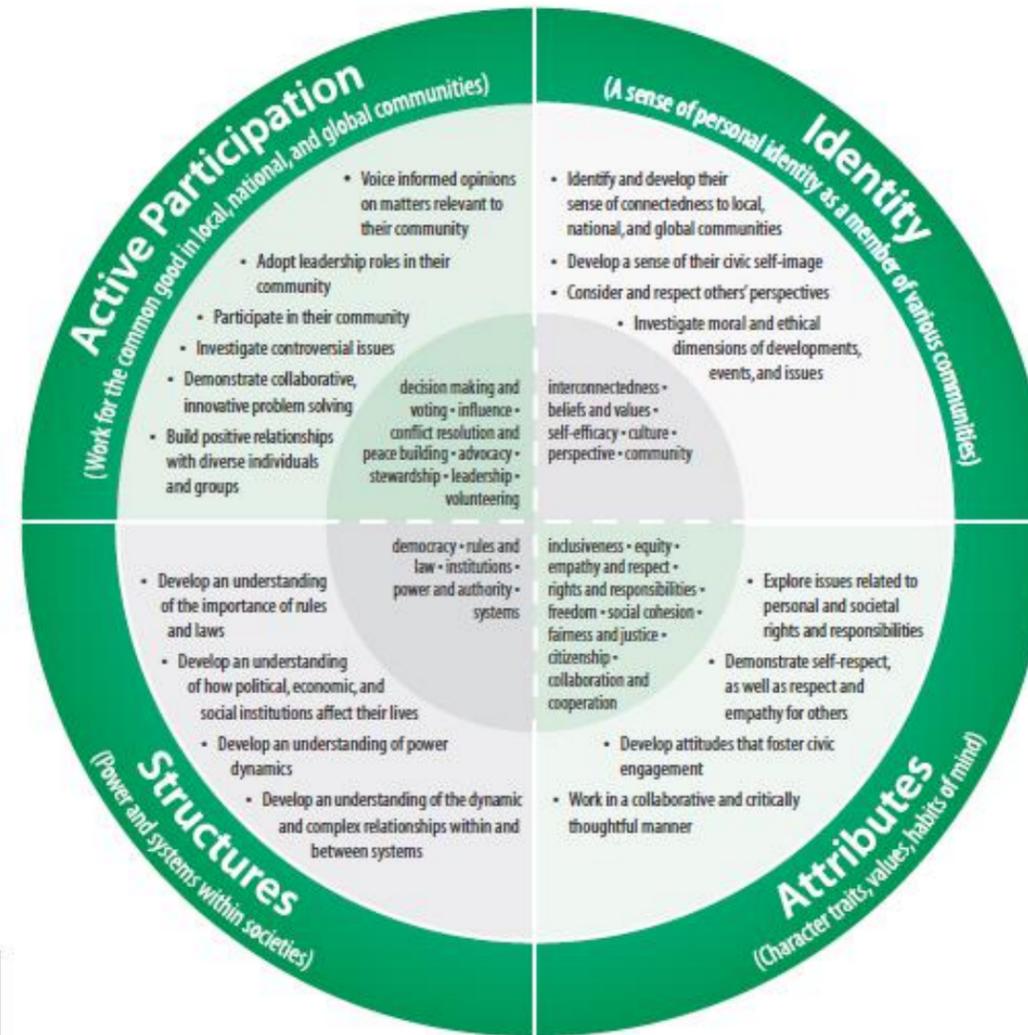
## What do students need to do?

Research FNMI veterans and FNMI community participation in the development of Canadian heritage.

Assess their new knowledge through the citizenship education framework.

# Essential Understandings

The Citizenship Education Framework



# DESIGNING THE LEARNING

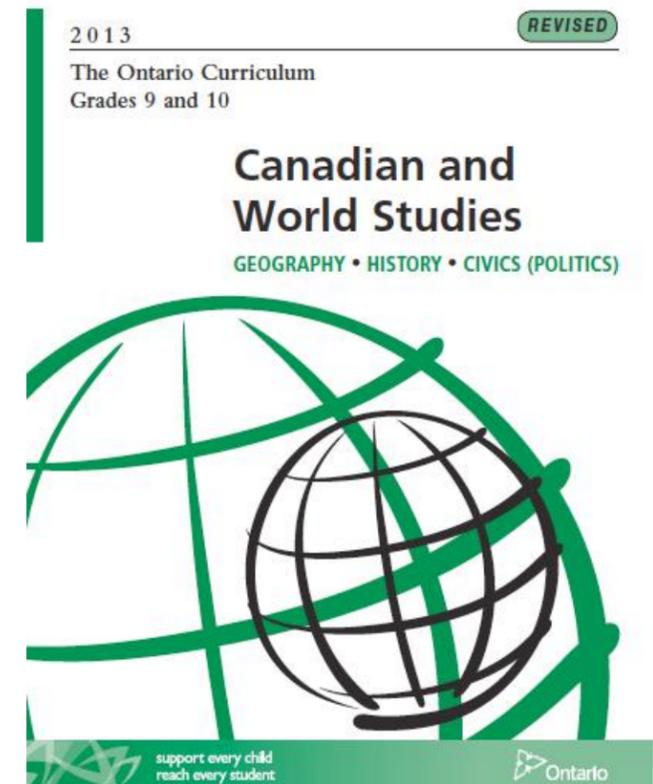
Discipline

History

Canadian History since World War 1 Academic

Course

CHC2D



# DESIGNING THE LEARNING

## Starting with the Curriculum

### Select a Strand and OE?

#### 1. Overall Expectation and Concept(s) of Thinking:

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: *Continuity and Change; Historical Perspective*)

#### 2. Connections to the Achievement

##### Chart:

##### Knowledge and Understanding:

Knowledge of Content. **Thinking:** Use

of Processing Skills. **Communication:**

Expression of organization of ideas and information in oral, visual and written

forms. **Application:** Making connections with and between various contexts.

## Learning Goals and Success Criteria?

#### 4. Learning Goal:

(We are learning to... so that...)

We are learning to research the contributions of FNMI veterans and communities so that our own understanding of Canadian heritage from 1914 to 1929 is diversified.

#### 5. Success Criteria:

(I will know I am successful when I can...)

- Investigate the contributions of FNMI veterans and FNMI communities through a variety of sources.
- Gather and plot my knowledge about FNMI veterans and FNMI communities in differentiated ways.
- Describe the concepts of historical perspective and continuity/change and use these to evaluate the FNMI veterans/communities in-class activities.
- Assess my knowledge drawing upon key factors identified in the citizenship education framework.

## Developing The Learning?

#### 6. How will students demonstrate their understanding

- Students will complete a webquest researching the contributions of FNMI veterans in Canada and the US.
- Students will view the ONECA FNMI veterans' contributions video and develop a storyboard of key moments.
- Students will work in pairs and triads and capture their key learning/s with the creation of a timeline from 1914 to 1929.
- Students will participate in a R.A.F.T. activity that focuses on FNMI veterans.
- Students will engage in an inquiry project with their current content as the springboard.
- Students will evaluate their in-class activities with a concentration on historical perspective and continuity/change.
- Students will assess their newly acquired knowledge using the citizenship education framework.

**Check In:** Are the success criteria addressed in student learning?