

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

## What do students need to know?

The contributions of FNMI peoples since WW1 and how this impacted Canadians.

Concepts of thinking—Historical Significance, Historical Perspective

## What do students need to understand?

The importance of FNMI contributions to Canada in terms of participating in critical political events.

## What do students need to honour?

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

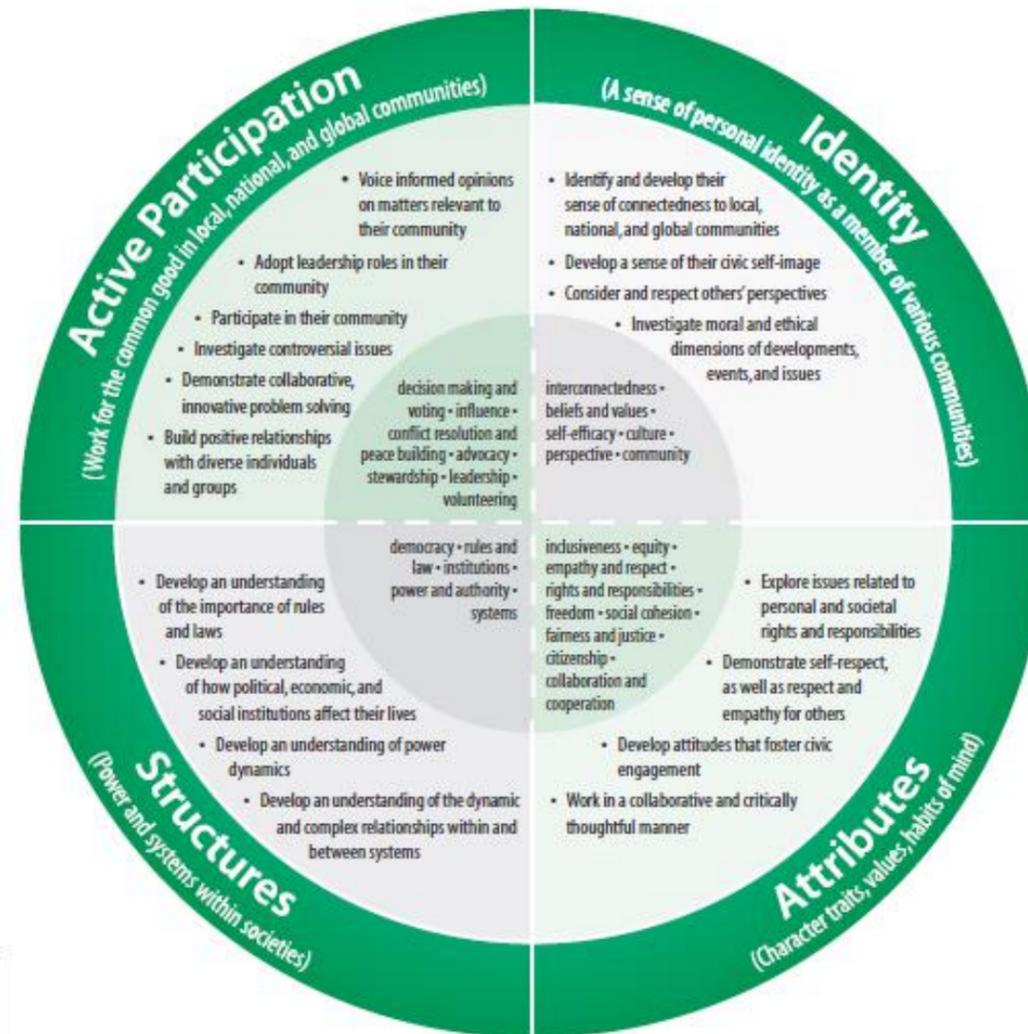
## What do students need to do?

Research FNMI contributions with a focus on veterans.

Assess their new knowledge through the citizenship education framework.

# Essential Understandings

The Citizenship Education Framework



# DESIGNING THE LEARNING

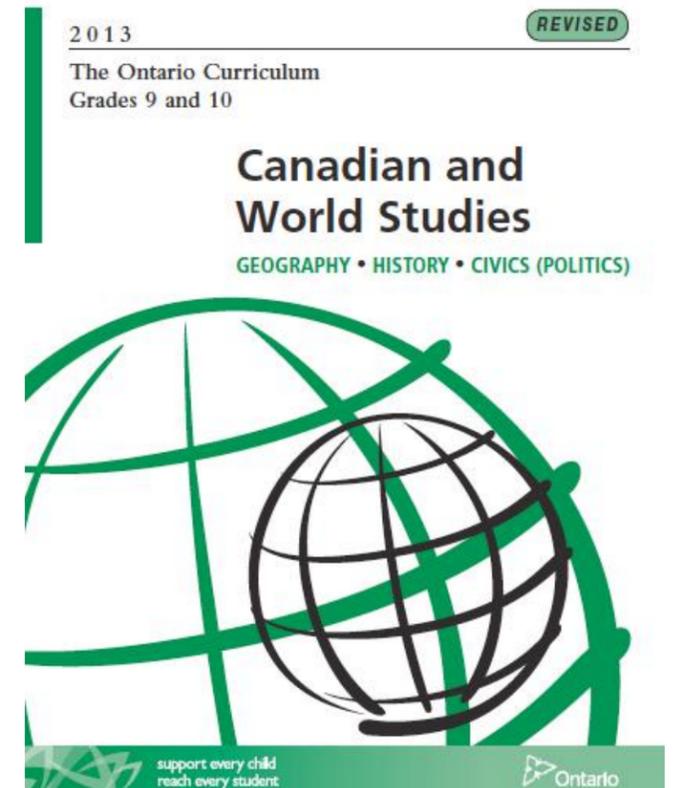
Discipline

History

Canadian History since World War 1 Applied

Course

CHC2P



# DESIGNING THE LEARNING

## Starting with the Curriculum

### Select a Strand and OE?

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

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada (FOCUS ON: *Historical Significance; Historical Perspective*)

#### 2. Connections to the Achievement

##### Chart:

##### Knowledge and Understanding:

Knowledge of Content. **Thinking:** Use

of Planning Skills. **Communication:**

Communication for different audiences

and purposes 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 FNMI contributions to Canada since WW1 so that we understand how these events impacted the lives of all Canadians.

#### 5. Success Criteria:

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

- Gather information from a variety of sources on FNMI veterans and their contributions.
- Record this information in a variety of formats ranging from graphic organizers, timelines and mind maps.
- Evaluate the significance of FNMI peoples' involvement in Canada (since WW1) through our 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 use a graphic organizer to investigate the contributions of FNMI veterans at Canadian and US websites.
- Students will view the ONECA FNMI veterans' contributions video and share their key learning/s with the class.
- Students will work in small groups and summarize their knowledge with the creation of timelines from 1914 to 1929.
- Students will create a mind map that focuses on how FNMI veterans' contributions affected Canadians.
- Students will engage in an inquiry project with their current content as the springboard.
- Students will work in pairs or triads and evaluate the historical significance and perspectives that defined their in-class activities related to these themes.
- Students will assess their newly acquired knowledge using the citizenship education framework.

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