

Original Learning Activity

Lesson - Remembrance Day

Name:

Grade
Date

Topic
Allotted Time

Cite sources used to develop this plan:

Adapted from: <http://www.sd71.bc.ca/sd71/edulinks/Remember/lesson.htm#lesson>

1. Rationale: Why is this lesson relevant at this time with these students?

This lesson is designed to further students' understanding of **what** role Canada played in World wars. In this lesson students will explore and use the Veteran Affairs web site to help them understand the importance of November 11th.

2. Provincial Learning Outcome(s): What IRP outcome(s) does this lesson develop?

Language Arts

Oral Language Speaking and Listening

- A1 use speaking and listening to interact with others for the purposes of: sharing and explaining ideas, viewpoints, and opinions (e.g., debating), improving and deepening comprehension, solving problems, and completing tasks.

Reading and Viewing

- B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including: textbooks and other instructional materials, visual or graphic materials, reference materials, appropriate web sites, and instructions and procedures.

3. Assessment

Lesson Outcome	Sources of Evidence	Criteria
What will students learn? (Learning intentions)	What product or action will show what students have learned?	What will you look for in this evidence?

<p>I can read, listen, and discuss the text to answer questions and complete the task.</p> <p>I can explore the site by following instructions and procedures.</p> <p>I can access information files and search sites.</p>	<p>a) Participate in the discussion.</p> <p>b) Demonstrate an understanding of the instructions given by working independently while exploring the site.</p> <p>c) Demonstrate an understanding of the main ideas or events in print (including stories and poetry) and non-print media.</p> <p>d) Use conventional spelling for most words.</p>	<p>a) / b) Students actively listened while instructions were given and participated in the class discussion.</p> <p>c) / d) Students record their answers on the worksheet, clearly demonstrating their understanding, and correctly spelling the majority of words that are recorded.</p>
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4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

Computers; worksheet; pencils; erasers.

5. Lesson Development

- Teaching/Learning Sequence: (Continued) *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

Step 1 – Go to the computer lab to research

Part one – Section one of worksheet

- In the computer lab students will follow the instructions on the sheet and answer the questions about the who, what, when and where of Canada's involvement in the wars and Remembrance Day.
- *Adaption:* If the reading level is too difficult, work on this as a whole class activity.
- If students are able to do this independently you may still wish to stop and discuss parts of this with them as the material is very heavy and may invoke feelings and thoughts.

Step 2 – View the tunnels of Vimy Ridge

Part two – section two of worksheet

- The second section of the worksheet involves viewing the tunnels at Vimy Ridge. Refer to the written passage on the worksheet that

30 min.

<p>explains what happened at Vimy Ridge (Read this as a class).</p> <ul style="list-style-type: none"> • Students will record feelings throughout this section, which can be used later if this is extended into a poetry project. • <i>Teacher's note:</i> It may take more than one day to finish this worksheet, so extend the lesson into two if it is necessary and students need more time 	<p><i>Part two:</i> Is an extension this is only if you have extra time.</p>
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Pacing

<ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p>Step 3 Speaking and Listening</p> <ul style="list-style-type: none"> • Ask students to share what worked well today, when they were searching for the answers. • Discuss some of the different things they learned from exploring this website. • Ticket out the door: One word that explains how they feel about the war, and remind them that the soldiers were fighting for peace and freedom. 	<p>5 min.</p>
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5. Accommodations (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

<p><i>Adaptions</i></p> <ul style="list-style-type: none"> -Special Need students (physical handicaps) - Provide a helper -Allow students to quietly discuss their answers in order to share ideas, viewpoints, and understanding. (This work does not always need to be independent) <p><i>Extensions</i></p> <ul style="list-style-type: none"> -If you have a chance, teach this lesson in four parts. This will include: brainstorming ideas and feelings associated with remembrance day, writing poetry, revising, editing, and publishing these pieces. Join the school district wide contest with the Canadian Legion! -If there is time extend this into at least two lessons.

Table 13.5. Kolb's learning styles model

KOLB'S LEARNING STYLES MODEL

David Kolb's learning style model is also quite amenable to course design planning. As well, this model provides a sort of developmental map for the cultivation of experiential learning throughout the human life span. Kolb described experiential learning as consisting of four stages: experiencing, reflecting, thinking, and acting.

Kolb's experiential learning taxonomy comprises four distinct activities:

- concrete experience—(CE)
- reflective observation—(RO)
- abstract conceptualization—(AC)
- active experimentation—(AE)

and a four-type definition of learning styles (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated in the Table below), for which Kolb used the terms:

Original Learning Activity

Redesigned Learning Activity

Redesigned Learning Activity

	Active Experimentation—AE— DOING	Reflective Observation—RO— WATCHING
Concrete Experience—CE FEELING	<p>Accommodating (CE/AE)</p> <p>A characteristic question of this learning type is "What if?" These learners like applying course material in new situations to solve real problems. To be effective, the instructor should adopt a supportive Constructivist role, giving opportunities for the students to discover things for themselves.</p>	<p>Diverging (CE/RO)</p> <p>A characteristic question of this learning type is "Why?" These learners respond well to explanations of how course material relates to their experience, their interests, and their future careers. These learners prefer an instructor who functions as a Motivator.</p>
Abstract Conceptualization—AC— THINKING	<p>Converging (AC/AE)</p> <p>A characteristic question of this learning type is "How?" These learners respond to opportunities to work actively on well-defined tasks and to learn by trial-and-error in an environment that allows them to fail safely. To be effective, the instructor should function as a Coach, providing guided practice and feedback.</p>	<p>Assimilating (AC/RO)</p> <p>A characteristic question of this learning type is "What?" These learners respond to information presented in an organized, logical fashion and benefit if they have time for reflection. To be effective, the instructor should function as an Expert.</p>

Critique of an Existing Learning Activity

This lesson was originally created by a previous student teacher who was in her final Education practicum. She had planned a mini unit on Remembrance Day and this was her first lesson. After reviewing KOLB'S experiential learning styles model and the Universal Design for Learning (UDL) principles, I evaluated my past student teachers original lesson.

I began to change the original lesson into a lesson that focuses on KOLB'S experiential learning taxonomy. After reviewing the lesson "Remembrance Day," and comparing it with Kolb's learning styles model, I feel that the original learning activity only focuses on the "What". This lesson is designed to further students' understanding of "what role Canada played in World wars" The original learning activity only focuses on "Abstract Conceptualization - Reflective Observation." Thus, the activity will only have the students "watching and thinking."

I would change this lesson and introduce the lesson with a "Motivator." At the beginning of the lesson, I would be asking the students "why Canadian troops went to war and why we celebrate Remembrance Day. I would also pose the question "What might have happened if Canadian troops would not have gone to war?" The redesigned learning activity would focus on more stages of experiential learning. Thus, the redesigned learning activity will have the students "watching, thinking, feeling and doing."

By having students go onto the internet and explore, I would be giving students various ways of acquiring information. This will allow the students the opportunity to discover things for themselves. Here I would be adopting a more supporting constructivist role. Students would then be given an opportunity to answer the questions in a variety of ways. When students are given an opportunity to represent their learning in a variety of ways, the learning activity will become more meaningful to the students. Furthermore, by providing my students with alternate ways of representing their learning, I

will be increasing the number of students who succeed in reaching the objectives. This is an important component of Universal Design for Learning (UDL) principles.

Redesigned Learning Activity

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1. Rationale: *Why is this lesson relevant at this time with these students?*

This lesson is designed to further students' understanding of **why** Canadian troops went to war and **why** we have Remembrance Day. In addition, this lesson is designed to have students think about **what** their life might be like **if** Canadian troops would not have gone to war. Often students wear a poppy and attend assemblies, but do not know why. In this lesson students will explore and use the Veteran Affairs web site to help them understand the importance of November 11th.

2. Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

Language Arts

Oral Language Speaking and Listening

- A1 use speaking and listening to interact with others for the purposes of: sharing and explaining ideas, viewpoints, and opinions (e.g., debating), improving and deepening comprehension, solving problems, and completing tasks.

Reading and Viewing

- B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including: textbooks and other instructional materials, visual or graphic materials, reference materials, appropriate web sites, and instructions and procedures.

Thinking Reading and Viewing

- B9 read and view to improve and extend thinking, by developing explanations, distinguishing between fact and opinion, analyzing texts to consider alternatives, drawing conclusions, comparing various viewpoints, and summarizing and synthesizing.

30 Assessment

Lesson Outcome What will students learn? (Learning intentions)	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
<p>I can read, listen, and discuss the text to answer questions and complete the task.</p> <p>I can explore the site by following instructions and procedures.</p> <p>I can access information files and search sites.</p>	<p>30 Participate in the discussion.</p> <p>b) Demonstrate an understanding of the instructions given by working independently while exploring the site.</p> <p>c) Demonstrate an understanding of the main ideas or events in print (including stories and poetry) and non-print media.</p> <p>d) Use conventional spelling for most words.</p>	<p>a) / b) Students actively listened while instructions were given and participated in the class discussion.</p> <p>c) / d) Students record their answers on the worksheet, clearly demonstrating their understanding, and correctly spelling the majority of words that are recorded.</p>

30 Resources, Material and Preparation: *What resources, materials and preparation are required?*

Computers; digital worksheet.

5. Lesson Development

	Pacing
<ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Step 1- Brain storm a web</p> <p>CM: Ask students to raise their hand to discuss what they already know about War, and how they feel about it.</p> <ul style="list-style-type: none"> - Have students brainstorm while you record their ideas on the board. - Ask students why they think Canada went to war. - Ask students what they would like to know about the war <p>Teacher's note: Idea, transfer to chart paper and start a KWL!</p>	<p>5-10 min.</p>

<ul style="list-style-type: none"> • Teaching/Learning Sequence: (Continued) <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> <p>Step 2 – Go to the computer lab to research</p> <p><i>Part one – Section one of digital worksheet</i></p> <ul style="list-style-type: none"> • In the computer lab students will follow the instructions on the sheet (digitally) and answer the questions about the who, what, when and where of Canada’s involvement in the wars and Remembrance Day. • <i>Adaption:</i> If the reading level is too difficult, work on this as a whole class activity. • If students are able to do this independently you may still wish to stop and discuss parts of this with them as the material is very heavy and may invoke feelings and thoughts. <p>Step 3 – Ask the Students to respond to the question “What might have happened if Canadian troops would not have gone to war?”</p> <p><i>Part two – section two of worksheet</i></p> <ul style="list-style-type: none"> • The second section of the digital worksheet involves students writing (paragraph, powerpoint, audio podcast or poetry) a response to the question “What might have happened if Canadian troops would not have gone to war?” • <i>Teacher’s note:</i> It may take more than one day to finish this worksheet, so extend the lesson into two if it is necessary and students need more time 	<p>30 min.</p> <p>5-10 min.</p> <p><i>Part two:</i> Is an extension this is only if you have extra time.</p>
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6. Accommodations (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

Adaptions

- Special Need students (physical handicaps) - Provide a helper
- Allow students to quietly discuss their answers in order to share ideas, viewpoints, and understanding.
(This work does not always need to be independent)

Extensions

- If you have a chance, teach this lesson in four parts. This will include: brainstorming ideas and feelings associated with remembrance day, writing poetry, revising, editing, and publishing these pieces. Join the school district wide contest with the Canadian Legion!
- If there is time extend this into at least two lessons.