

Lesson Plan: Children and Play: Academic

<p>Unit Title: Fort William and Port Arthur during WWI</p> <p>Period: 1 72 minute period</p>	<p>Course: Canadian History since World War I, Grade 10</p> <p>Curriculum Document: The Ontario Curriculum Grades 9 and 10: 2013 Canadian and World Studies: GEOGRAPHY • HISTORY • CIVICS (POLITICS)</p>
<p>Expectations</p> <p>Overall: A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914</p> <p>B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada</p> <p>Specific: A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914</p> <p>B1.4 explain the impact on Canadian society and politics of some key events and/or developments during World War I</p> <p>B2.1 explain the main causes of World War I and analyse some of the consequences of Canada’s military participation in the war</p>	
<p style="text-align: center;">Learning Goals</p> <p>Students will be able to:</p> <p>Assess historical images for content and make informed arguments about their significance or relevance to today.</p> <p>Explain what the lives of children were like during World War 1, and compare that to their own lives.</p>	<p style="text-align: center;">Student Success Criteria</p> <p>As a student I will:</p> <p>Analyze 3 historical images using the provided worksheet.</p> <p>Discuss and reflect with the class and alone on the experience of children during World War 1.</p>

<p style="text-align: center;">Assessment</p> <p>For learning: Students will critically reflect on their own life experience in comparison with children from World War 1, a skill building exercise that can be marked at teacher discretion but is not included here.</p> <p>Of learning: Students will be selecting 3 images to analyze according to the instructions on the sheet. Content based on historical and empirical accuracy can be marked if the teacher chooses.</p>	<p style="text-align: center;">Resources</p> <p>Access to Thunder Bay City Archive web resources: Images, Documents, and Handouts Analyzing Images Handout Exit Ticket Questions</p> <p style="text-align: center;">Materials</p> <p>1 copy of Analyzing Images Handout per student 2-3 copies (depending on class size) of each image document from 100 Years of Play Exhibit Writing Utensils / Colouring utensils Possibly computer/overhead to display material and notes</p>
<p style="text-align: center;">Prior Knowledge</p> <p>Students should be familiar with the general causes and effects of World War 1, but the provided introduction gives some context for children specifically. It touches specifically on the following topics: School, social developments like poverty, working or warring parents, new forms of entertainment. It may be effective to prep for this lesson by engaging the class in a more thorough investigation of family life in general during wartime before narrowing focus to children specifically.</p>	<p style="text-align: center;">Accommodations</p> <p>Students who are visual learners can use their abilities to assess the images provided while working on writing and reading skills to fill in the provided sheets. Students may choose to answer Exit Ticket Questions that have a drawing component to further differentiate formative assessment.</p>

Introduction:	Time	Teacher Notes
<p>World War One was fought not only in battles but also at home: every single person in each country was affected. Soldiers were sent overseas, leaving their families at home. Work was spent creating weapons and supplies, leaving less food and resources for others.</p> <p>For many children, the war brought increasing poverty and hardship. Their fathers may have been fighting, or moved elsewhere for work, and many mothers entered the paid workforce for the first time. Children were more often on their own, or given increasingly important responsibilities. Many children worked part time to help feed their families, but despite this food was often scarce. This was also a time before widespread media, meaning that most children had no modern ways of entertaining themselves. Life as a child during World War 1 was a very tough time, without much happiness.</p> <p>The Playgrounds Program in Fort William began in 1914, the same summer that the War began. The Playgrounds were built so that children from all walks of life could enjoy healthy outdoor recreation, games, and sports. For some children, this was the only opportunity they would have had for outdoor play. For others, it was an opportunity to develop early leadership skills. It was also an opportunity for children from different economic backgrounds and ethnic backgrounds to mix as equals.</p> <p>Times were not all rough for children in Fort William during the War. We're going to be looking at some photographs of Playgrounds participants and their activities. You will be analyzing these images as professional historians, and we're going to learn how to do that by following these essential questions, also located on your Handout.</p> <p>Who: Each of these photographs has people in them, and the first thing you want to do is to describe those who are portrayed. What stands out about them? What do you know for sure? What do you not know, or wish you could? These are Who questions because they deal with people.</p> <p>What: These photos have details other than just people, often objects and activities that people are doing. What are these objects or activities? Do they seem familiar or strange? How do they</p>	<p>15 mins</p>	<p><i>Reminders</i></p> <p><i>This lecture can be presented more formally, but this is a general script that will cover the needs and important points of the lesson with an associated introduction. Use and adapt at your own discretion: some classes may need a handout with this edited for them, and other may need a PowerPoint.</i></p>

<p>make you feel? These are What questions because they deal with things that aren't people but are still visible in the photo.</p> <p>Why: It is important to go beyond what you see on the surface of images to determine their real importance. Why are certain people doing certain things? Is there a reason, and can you understand that reason? Why is this important to know? These are Why questions because they go into the motivations of others and access really historical information.</p> <p>Now, you may be wondering what happened to Where and when. In this instance we already know this information in a general sense. The photographs are from Fort William and were taken between 1914 and 1918. We'll be focusing on the first three questions because they can help you practice everyday research and thinking.</p> <p>Your task is to take any three of the images from the front, and answer the questions on the sheet for each of the three question types we discussed: Who, What and Why. As a class we will analyze one together before you set out to do your own. Once you are done, see me for a reflection question to be completed before you leave today.</p>		
<p>Instruction:</p> <ol style="list-style-type: none"> 1) Take attendance and prepare materials (Set up presentation method and lay out images) 2) Provide Introduction in preferred format, and provide Analyzing Images Handout 3) Run through sample image with class using own copy of Analyzing Images Handout 4) See Application or practice 5) Class time for Exit Tickets, other quiet work. 	<p>Time</p> <p>5 mins</p> <p>10-15 mins</p> <p>5-10 mins</p> <p>30 mins</p> <p>12 mins</p>	<p>Teacher Notes</p> <p>Note variable based on choice and class.</p>

<p>Application or practice:</p> <p>1) Students select a photograph they wish to analyze from the options at the front</p> <p>2) Student read through questions on the Analyzing Images Handout completing them for said image.</p> <p>3) Repeat steps 1 and 2 twice more to fill out Analyzing Images Handout</p> <p>4) If there is additional time, encourage students to draw themselves or their class in a historical setting doing activities from the pictures.</p> <p>5) Once time is up (30 minutes) Pass out Exit Tickets and return to Instruction 5).</p>	<p>Time</p> <p>2 minutes</p> <p>8 minutes</p> <p>20 minutes</p> <p>EXTRA</p>	
<p>Summary Conclusion:</p> <p>“As we have seen from the images, children living in Fort William 100 years ago were a lot like children today: they had the same desire to play, compete, and be social. The Playgrounds program provided an opportunity for organized sports and competition as well as learning new skills and games. This helped to offset some of the hardships they were facing because of the War. While children during the First World War didn’t have many of the things we do today, they also managed to have a lot of fun.”</p>	<p>Time</p>	<p>Teacher Notes</p>