

## Lesson Plan: Local Patriotic Fairs and Tags: Applied

<p><b>Unit Title:</b> Fort William and Port Arthur in WWI</p> <p><b>Period:</b> 1 62 - 72 minute period (Variable based on number of resources used)</p>	<p><b>Course:</b> Canadian History since World War I, Grade 10</p> <p><b>Curriculum Document:</b> The Ontario Curriculum Grades 9 and 10: 2013 Canadian and World Studies: GEOGRAPHY • HISTORY • CIVICS (POLITICS)</p>
<p style="text-align: center;"><b>Expectations</b></p> <p><b>Overall:</b> A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914</p> <p>B2. Communities, Conflict, and Cooperation: describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects</p> <p><b>Specific:</b> B2.1 identify some of the causes of World War I and explain some of the consequences of Canada's military participation in the war (Focus on Consequences)</p> <p>B2.2 describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period</p>	
<p style="text-align: center;"><b>Learning Goals</b></p> <p>Students will be able to explain the following:</p> <p>The purpose for the patriotic fairs that were held in Fort William;</p> <p>The message of the patriotic goods tags sold during the fairs</p> <p>Students will be able to achieve the following:</p> <p>The creation and explanation of their own patriotic tag, towards World War 1 relevant issue</p>	<p style="text-align: center;"><b>Student Success Criteria</b></p> <p><b>As a student, I will:</b></p> <p>Describe the materials provided about Fort William and the Patriotic Fairs with historical methods</p> <p>Understand the aim of the patriotic fairs and how they accomplished their goals</p> <p>Create my own example of a patriotic tag and explain how it works</p>

<p style="text-align: center;"><b>Assessment</b></p> <p><b>For learning:</b> Students will have the opportunity to express their general World War 1 knowledge when the class is brainstorming possible topics and scenarios to create tags for.</p> <p><b>As learning:</b> Students will be on the <b>Patriotic Image Handout</b> to self-assess how well their creation meets a variety of criteria.</p> <p><b>Of learning:</b> A checklist has been provided to assess student achievement of learning with reference to their created patriotic material, and through <b>Exit Ticket Questions</b> of varying levels to be completed at the close of the lesson.</p>	<p style="text-align: center;"><b>Resources</b></p> <p>Access to Thunder Bay City Archive web resources: Images, Documents, and Handouts <b>Presentation Package: Our Day Documents</b> <b>Patriotic Image Handout</b> <b>Exit Ticket Questions</b> <b>Patriotic Creation Assessment Checklist</b></p> <p style="text-align: center;"><b>Materials</b></p> <p>Blank paper and coloring materials (supplemented by arts and crafts tools) String or ribbon Writing Utensils Computer and Projector (optional)</p>
<p style="text-align: center;"><b>Prior Knowledge</b></p> <p>This lesson is primarily an entry into discussion for the topic of home-front support and popular patriotism in Canada. As such, students should already be familiar with the general start of and Canada's role in WW1. In particular, the following topics might be incorporate as areas where Canadian patriotism could be reflected in the lesson: Major military actions, specific events and people from WW1, food production and arms manufacturing initiatives, enlistment and recruitment, British loyalty, and Canadian Expansionism.</p>	<p style="text-align: center;"><b>Accommodations</b></p> <p>This lesson incorporates physical and creative participation in historical concepts, engaging learners who have difficulty focusing in lectures or presentations. It also incorporates self-directed learning, and so teachers must be aware of students who may require more guidance. The lesson can also be adapted from group work into individual at many stages, to better accommodate classes who work at different paces or conditions.</p>

<p><b>Introduction:</b></p> <p>“As we have been learning, Canada played a large role in WWI, both as a nation and through the actions of individuals. Locally, Fort William was a centre of patriotic pride when it hosted “Our Day” Fairs. These celebrations supported the soldiers who fought in the war and the charities which helped them. Today we’re going to investigate how these fairs started, what they accomplished, and how they did it.”</p>	<p><b>Time</b></p>	<p><b>Teacher Notes</b></p> <p>This sample introduction covers the major points of the lesson. Not specifically included here are the Learning Goals and Success Criteria, shown in the previous page.</p>
<p><b>Instruction:</b></p> <p>1) Organize class and take attendance: set up <b>Materials and Resources</b></p> <p>2) Provide <b>Introduction</b>: explain Success Criteria and Learning Goals</p> <p>3) Present via projector and computer or overhead projector the images in <b>Presentation Package: Our Day Documents</b></p> <p>3.5) Check for understanding: review contents and reflect on past knowledge</p> <p>4) Hand out <b>Patriotic Image Handout</b></p> <p>5) <b>Application</b> (see below)</p> <p>6) Review and reflect: share ideas and creations</p> <p>7) Distribute <b>Exit Ticket Questions</b>, quiet work time</p>	<p><b>Time</b></p> <p>5 mins</p> <p>3 mins</p> <p>5 to 15 mins</p> <p>2 mins</p> <p>2 mins</p> <p>35-45 mins</p> <p>5 mins</p> <p>5 mins</p>	<p><b>Teacher Notes</b></p> <p>Note: As there are a large number of physical components to this lesson, it is advisable to set most of these up before class begins.</p> <p>Note: As there is no particular structure to this segment given, the time here is variable based on the number of images you want to preview and the depth with which you analyze them.</p>

<p><b>Application or practice:</b></p> <p><i>Students require access to the following:</i></p> <p><b><i>Patriotic Image Handout</i></b>  <i>Blank paper with coloring materials</i>  <i>String or ribbon</i>  <i>Desk space for craft making</i></p> <p>1) Students will read through the <b>Patriotic Image Handout</b> to understand the course of the activity section</p> <p>2) Students will investigate the materials given on the <b>Patriotic Image Handout</b> by filling out the critical historian section by each image.</p> <p>3) Students will plan out a patriotic tool of their own using the criteria on the <b>Patriotic Image Handout</b></p> <p>4) Students will create their own patriotic tag to be submitted for marking and review along with the <b>Patriotic Image Handout</b>.</p> <p>Return to <b>Instruction</b></p>	<p><b>Time</b></p> <p>35-45 mins</p> <p>5 mins</p> <p>12 to 15 mins</p> <p>9 to 12 mins</p> <p>9 to 13 mins</p>	<p>Note: The provided hand outs are included in the lesson package. To summarize, they ask students to first explain (a) the aim, (b) the audience, and (c) the method of each patriotic material, and then do the same for one they create.</p> <p>Note: Though not explicitly stated, stages 1 and 2 can very effectively be accomplished in groups should that meet learner needs.</p>
<p><b>Summary Conclusion:</b></p> <p>“This lesson has developed how distant events in WW1 had a profound impact on local people living in Fort William, and how in turn locals could reach out and have a voice in those larger issues. We can see how Canadians were encouraged to work together and donate to support their family, friends, and fellow Canadians fighting in Europe.”</p>	<p><b>Time</b></p>	<p><b>Teacher Notes</b></p> <p>If students have work they want to share with and explain to this class this would be an excellent chance to do so. To extend this lesson to another day, students could put their creations on display and see if other students can explain their purpose, target and methods.</p>