

Sample Lesson Plan  
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Thursday November 5, 2015

## Overview

This lesson, Canadian women in World War I, falls within the larger unit of the First World War. The students will have already learned about the start of World War I, the Schlieffen Plan, the Canadian soldier experience in the trenches, and minority Canadians experience. This will give students a good knowledge base to how Canadians have experienced the war that can be related back to. For example, I would open the class by saying “We’ve learned about white men, minorities – including aboriginals, black men in Battalion 2 and Enemy Aliens, but what about the women?”. This lesson will demonstrate how Canadian women experienced the war. This lesson should be taught directly before the Canadian experience on the home front as this lesson will look at Canadian women overseas and at home – introducing the home front.

# Canadian Women in WW1

**Teacher Candidate:** Gillian Kornacki

**Subject:** Canadian History **Grade/Class:** 10 Applied History

**Date:** Monday October 26<sup>th</sup>, 2015 **Time:** 9:00-10:20/ 1:45-3:00

**Duration (minutes)** 75

**Lesson Topic** Canadian Women during World War One

## CURRICULUM EXPECTATIONS:

- Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history p. 125
- 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) p. 126
- Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identity, citizenship, and/or heritage in Canada between 1914 and 1929 (FOCUS ON: Continuity and Change; Historical Perspective) p. 126

## SPECIFIC OBJECTIVES OR EXPECTATIONS:

By the end of the lesson students should/will be able to:

- Knowledge: to identify Canadian women's roles in World War One and understand how this affected women's rights in the post-war era
- Skills: To develop thinking and application skills
- Attitudes: Students should recognize how women's roles and rights changed during the First World War

## TEACHING LEARNING RESOURCES:

- PowerPoint presentation
- Projector
- Handout (student and teacher's copies)
- Paragraph Rubric

## LESSON SEQUENCE:

5 minutes

### Introductory Activity:

Role Playing Exercise

- Ask the students to imagine themselves as Canadian women in 1914
  - Ask them what they think their lives would be like – daily activities, employment, relationships, education
- Tell them that in fact, most women did not or could not work and could not own anything – all of their possessions and property was owned by their husbands

*Goal: to spark their curiosity of women's lives before and during the war*

## Developmental Strategies:

30 minutes

### Activity 1

- Lecture: using the PowerPoint presentation to present the information to students
  - Students will be prompted to make predictions about the lives of women
  - The class will briefly discuss facts and new information drawing comparisons to their own lives and practicing taking on a historical perspective
- Note taking: have the students take down key points throughout the presentation. These points are stressed through a different colour font on the PowerPoint presentation.

15 minutes

### Activity 2

- Students will complete a chart (on a handout), organizing the material from their notes into three categories – pre-war, during war, and post war. This will allow students to visually track the development of women's roles and rights in WWI.  
*Goal: for students to understand the cause and consequence of WWI for Canadian women.*

10 minutes

### Activity 3

- Take up the chart as a class to assure students have the correct information

#### Differentiated Instructional Strategies:

- Multiple students have delayed processing speeds, to assist these students learning I will make sure to give ample processing time for all students when I ask questions and re-frame from rapid fire questioning.
- Other students have IEPs that request priority seating, these requests have been catered to.

15 minutes

### Culminating Activity:

- Journal Entry
  - Using their notes the students will complete a half page journal entry answering the following question:
    - How were women's new roles during the war changing traditional expectations?

*Goals: consolidates & synthesizes learning, summarizes main points and essential learning from the lesson, assesses students' grasp of the concepts & content, and further develop writing skills.*

**ON-GOING ASSESSMENT/EVALUATION:**

- Students work will be assessed based on summation of points and paragraph development.

**REFLECTION & SELF-EVALUATION:**

Highlights

Lowlights

Reasons things might not have worked

What and how you would/could do better

**NEXT STEPS:**

Is there anything that needs to be clarified for any student?

Do you need to reteach anything?

How will you link this learning to the next lesson?