

1. Lesson Plan Information	
Subject/Course: History	Name: Adapted from N. Maynes
Grade Level: Grade 8	Date: June 11
Topic: Factors contributing to change in Canadian Society	Time and Length of Lesson: 1-2:20 p.m. (80 min.)
*Please note the detail in this lesson is to illustrate a well-planned cooperative learning lesson; subsequent lesson plans would not need as much detail relating to cooperative learning organization	

2. Expectation(s) and Learning Skills
Describe factors that contribute to change in Canadian society (e.g., immigration, technology, politics, globalization) Learning Skill: Students will learn to use and respect consensus circles as a way to express differing views about an issue.
Today, students will: learn to identify and explain the push/ pull factors that affected early immigration in Canada and use consensus to express views.

3. Pre-assessment
<p>A. (i) Students Students have completed units about Confederation and the Development of Western Canada. Students have been introduced to cooperative learning approaches; t-charts to anchor social skills have been developed during several previous lessons and these are posted throughout the classroom.</p> <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications) S., D., and M., will require organizational support in the form of a comparison chart for the application task.</p>
<p>B. Learning Environment Students will work in groups of four but will be moving about for various activities during the lesson.</p>
<p>C. Resources/Materials</p> <ol style="list-style-type: none"> List of “Party Examples” to use orally for demonstration of push/pull strategy. Board outline of several push/pull factors (see New Learning Section). Small piece of masking tape for each student. Overhead projector and projection sheet showing Push/Pull Factors (see New Learning CONTENT below). Chart paper and markers for each group. Cooperative learning role cards. Cooperative learning role reflection sheets. Notebooks. Photocopy of note organizer for some students (S., D., and M.).

4. Content (The What)	Teaching/Learning Strategies (The How)
<p>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</p> <p>(3-5 min.)</p> <ol style="list-style-type: none"> 1. Tell students that you are planning a party for their graduation night and they have to decide today if they want to come based on your description of the party. 2. Have students stand in a circle facing inward. Give each student a small piece of masking tape and have each student put it on the floor/ carpet at their feet. 3. Direct students to move into the circle (call this a “pull”) or out of the circle (call this a “push”) as they determine whether they like (pull) or dislike(push) each of the plans you have described for the party. (Descriptions have been set up so that some will be very appealing to Intermediate students and some will be very unappealing). 4. Read descriptors and students step in and out: <ul style="list-style-type: none"> • My parents and their best friends will be there. • I'll serve pizza and pop. • We'll have a tent sleepover after the party. • Music off by 10 p.m. • Live rock band will perform (popular name). • You have to wear a costume. 5. This is called a <u>consensus circle</u>. 	
<p>B. Content for New Learning</p> <ul style="list-style-type: none"> • Consensus circles: determine personal positions about multi-faceted positions • Immigrate: to move to a new country to settle • Emigrate: to leave one country to settle in another. <p>Push (emigrate)/Pull (immigrate) Factors</p> <ul style="list-style-type: none"> • no land available in home country to grow crops • new country offers high tech jobs with training for new employees • political climate in new country stable • safe community • family members imprisoned for political beliefs • religious intolerance • religious freedom a right in new country • daily wages not enough to support family 	<p>B. Teaching/Learning Strategies for New Learning</p> <p>(50 min.)</p> <ol style="list-style-type: none"> 1. Explain to students that we can use a consensus circle to examine the strategies that affected early settlers' decisions to immigrate or emigrate. 2. Define each term by developing a word web and add cardboard copies of the words “immigrate” and “emigrate” to the classroom word/ concept wall. 3. Use a consensus circle approach to have students respond to each of the push/ pull factors opposite. Reveal each factor one at time on an overhead machine so that students need to consider their overall position one aspect at a time. 4. Once all factors have been considered, have students take note of their final position in relation to their piece of tape and state to an elbow partner if they would move to the new country or stay where they are. 5. Have students find a partner at the opposite side of the consensus circle and use 2 or 3 minutes to explain to each other why each student made the decision they did. 6. Lead a brief class discussion about how some <u>push factors</u> and some <u>pull factors</u> are more important to some people than others. Ask “How did each of you show the strength of your concern about each of the 6 factors we considered?” Students should recognize that they moved in bigger steps if they felt very strongly about a

<p>Additional push/pull factors for immigration/emigration</p> <p>Paraphrasing: social skill looks like discussion of ideas, sounds like people giving opinions</p>	<p>particular factor.</p> <ol style="list-style-type: none"> 7. Divide students into cooperative learning groups (heterogeneous and predetermined by the teacher). Distribute cooperative role cards (recorder, facilitator, summarizer, paraphraser) to group members. Record roles for today's cooperative activity on a class master chart. 8. Have facilitators from each group gather a marker and piece of chart paper and new resources for their group and return these to the group table. 9. Quickly review the classroom anchor chart to remind students what the skill of paraphrasing looks like and sound like. 10. Have recorders for each group create a T-chart on their group's chart paper. They should put the heading "Push" on one side, and "Pull" on the other side of their chart. 11. Give students 10 minutes to brainstorm and record all of the "Push Factors" and "Pull Factors" they can think of to consider if they were trying to decide to emigrate. Keep up the time pressure to ensure focus on the task (Simultaneous Interaction). As students work, circulate and monitor/ record some examples of excellent strategies for paraphrasing. 12. Have each group spend some time ensuring that all group members understand every factor that the recorder has written on their group chart (Equal Participation)(i.e., 3- 4 minutes to review). 13. Have the Summarizer for each group present their group's list of Push/Pull factors. Post these charts around the classroom. As this is being done, randomly question other group members about their understanding of some of the factors on their chart (Positive Interdependence). Provide examples of how you saw some strong efforts at paraphrasing during the group task.
---	--

<p>5. Consolidation/Recapitulation Questions (Check for Understanding / Scaffolded practice)</p>
<p>(1-2 min.)</p> <p>What is a push factor? What is a pull factor?</p>

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

(20 min.)

1. Have students individually make notes (individual accountability) about three push factors and three pull factors that they think are critical for potential emigrants and immigrants to consider. Notes should clearly explain each factor, identify it as a push or pull factor and explain why. Notes could be organized in chart form. (A pre-designed form could be provided for students who require additional organizational support).

EXAMPLE:

FACTORS	EXPLAIN WHY THIS A PUSH	EXPLAIN WHY THIS IS A PULL
1.		
2.		
3.		
4.		
5.		
6.		

8. Lesson Conclusion

(5 min.)

Have each cooperative learning group discuss how they worked together and assess their ability to paraphrase effectively using a pre-planned assessment chart for completion that focuses their self-assessment and uses a scale (1-5) to appraise their group efforts. This should be done after group summaries are posted.

9. Assessment (collection of data) / Evaluation (interpretation of data)

Have each student hand in the summary note of three push and three pull factors as outlined above. Assess each note for :

- naming 3 push factors
- naming 3 pull factors
- explaining why each factor is a push or pull

Record assessments on a class checklist for evaluation.

10. Student Teachers' Reflections on the Lesson

A. (i) Evidence of Effectiveness of the Lesson

Students understood the difference between immigration and emigration and the push/ pull factors that would affect a person's decision to move. S D and M were able to give examples of push and pull factors using the organizer.

Students improved their ability to paraphrase. We will continue to work on this skill. Several students needed the extra support of the organizer for note completion. S D and M's organizers showed evidence of understanding of push and pull factors.

(ii) Next Steps for Student Learning Related to the Lesson Expectations

Students will be asked to illustrate examples of push/ pull factors as they affected Canadian development, using documents and brochures that they design. I will continue to introduce more visual organizers to S, D and M as needed.

I am pleased with this effort to use cooperative strategies to teach the concepts of push/ pull factors because students were highly motivated. We will continue to develop this social skill approach in subsequent lessons.

B. (i) Evidence of the Effectiveness of the Student Teacher

The lesson was successful. All students understood the concept of push/pull factors and were able to provide some examples.

Adaptations provided for some students helped them organize their ideas in note format (Chart).

Students were able to answer the recap questions readily and had no difficulty providing explanations and examples in note form.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

Focus on the role of global communication in influencing immigration. Continue to work on students' ability to plan and organize notes to meet criteria. Provide an anchor chart of strong examples of how to paraphrase for class use during the next cooperative learning lesson.