**Weekly Overview**

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| **Subject:** | **Grade:** | **Week of:** |
| Social Studies | 10 | 1 of 2 |

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| **Standard(s) being addressed** |
| -Development, structure, and function of Canadian and other economic systems |

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| **Assessments: Formative or Summative** |
| For the first week I will use formative assessment in order to see where my students are at and what needs to be done to help them understand the concepts we are learning. We will build a foundation and at the end of the unit I will use summative assessment to mark their final report. |

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| **Learning Intention-We are Learning to:** | **Success Criteria-We will be successful when we can:** |
| T: Understand the Oregon Territory and how the boundary between the US and BC was negotiated  Th: Understand the Cariboo Gold Rush  T: Understand the events that lead to the creation of British Columbia  Th: Understand BC’s reason for joining Confederation. Also looking at the emergence of Vancouver  T: Understand the diversity within the province from an influx of immigrants | T: Determine the causes and the consequences of negotiating this boundary  Th: Determine the ways in which the Cariboo Gold Rush impacted the development of British Columbia  T: Determine which events from 1856-1871 played a role in shaping British Columbia.  Th: List the advantages of BC joining Confederation and determine the factors that contributed to the development of Vancouver.  T: Determine how British Columbia came to be a multi-ethnic province. |
| **Cultural Relevance**: Connect to Prior learning, Why are these outcomes important in the culture and real world of students? Why are these outcomes essential for future learning? How do they relate to prior learning? | Learning these outcomes are important in the culture and real world of students because all of these events contributed to the BC that we know today. For those of us who go to Vancouver to shop or go to concerts, etc., it could be a very different story without the HBC, Gold rush and establishment of a border. We could all be American citizens living where we are today had the boundary not been determined (Manifest Destiny). |

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|  | **Tuesday’s Assignment** | **Thursday’s Assignment** | **Tuesday’s Assignment** | **Thursday’s Assignment** | **Tuesday’s Assignment** |
| **Assignment Details** | Create a Venn Diagram that compares and contrasts the American and British attitudes toward the Oregon Territory | Video Worksheet. Film will be showed in class on the Gold Rush and students are to fill out sheet while watching. | Do assigned readings for next class in order to prepare for debate | Debate about Confederation  -Students split into 2 groups and have 20 minutes to prepare arguments For and Against joining Confederation  -Proceed with debate | Written report on the development of British Columbia. Students choose one topic they wish to write on (Gold Rush, Immigrants, The Oregon Territory, etc.) ~750-1000 words on how this event contributed to BC’s identity and emergence |
| **Assignment due date** | Next Class | End of Class |  | In Class | Following Tuesday. 1 week to complete. |
| **Materials needed to complete assignment** | Handout with blank Venn Diagram and pencil. | Worksheet and pencil | Textbook and handouts | Textbook and handouts | Textbook, library books on BC’s history, internet, class notes, handouts. |

\*Note: Class is Tuesday and Thursday’s only

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| **Thursday** | **Date: Time:** 80 minutes |

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| **Lesson Title:** | The Cariboo Gold Rush |

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| **Learning Intention(s)** | The students will be able to determine the ways in which the Cariboo Gold Rush impacted the development of British Columbia. They will be able to answer the who, what, why, when, and where. |

**Procedures:**

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| **Opener: 10-15 minutes.**  Have students take out Venn Diagrams to discuss as a class. Recap of last days lesson   * Hudson’s Bay Company preferred to leave region open for rich fur trade * US rapid increase in population and needed to expand * Manifest Destiny (US believed they would control all of North America) lead to heavy American settlement within the Oregon Territory * Trading posts along coast were to be closed * Rising US populations and declining fur trade resulted in a permanent boundary being established |
| **Middle: 50-60 minutes**  The start of the Cariboo Gold Rush power point presentation/video:   * Display map of BC to highlight where the Cariboo Gold Rush took place * Contribution of the California Gold Rush and the Fraser River Gold Rush🡪 Fraser Canyon War * The Colony of British Columbia🡪 Finding gold in the Quesnel River * The Cariboo Wagon Road * Barkeville and the people * Show video of the Gold Rush. Worksheet to be completed during film |
| **Close: 10-20 minutes**   * Recap the ways in which the Gold Rush impacted BC’s development * Go over worksheet with the students * Next class we will be looking at the creation of BC and its emerging identity |

**Materials:**

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| Laptop for powerpoint, projector, worksheets, video (played on computer), handout of map of BC (1850’s) |

**Differentiation:**

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| For the video I will put subtitles for the ESL students to follow along easier  For students who have learning difficulties I will print out sheets with the answers and they can follow along and check off points as they go |

**Reflection time:**

**What went well?**

**Did the students understand the lesson and learn what you intended them to learn?**

**How do you know?**

**What evidence do you have to know that they know what you want them to know?**

**What might you try different next time?**

**How was the timing?**