

<p style="text-align: center;">Module 2 Synthesizing Information Using Textual and Multimedia Evidence Celebrating the Glorious and Acknowledging the Scandalous ELA A30</p>	
<p>Estimated Time: Teaching time: 5-10 minutes Work time: Remaining class time – 40 minutes</p>	
<p>Goal of Module:</p> <ul style="list-style-type: none"> • Focus on drawing connections between content studied/covered and big ideas and big questions of unit, including the following: <ul style="list-style-type: none"> ○ Glory vs Scandal – what events represent these and how have they shaped the perspectives and landscape of Canada and Canadians? ○ The past and present intertwined – what is our sense of the collective histories and the contemporary intertwined? ○ Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life? ○ What is Canada’s identity? As a community? As a nation? 	
<p>Introduction of Lesson:</p> <ul style="list-style-type: none"> • Students will begin the lesson by getting their devices and logging in. The required materials for the lesson will be posted in the Google Classroom. • Students will then be placed in groups. Either chosen by myself or by the students (this will depend on the group of students). Since they are grade 12, I will likely allow them to choose their own groups, with the caveat that they must all contribute and participate. • Each group will be provided with a question or prompt for the unit. Their task will be to work together for 15-minutes to complete one question, and then will be asked to move to the next question for three rounds. Question/prompts will be outlined in Google Docs: <ul style="list-style-type: none"> ○ What events represent the glorious and scandalous of Canada and how have they shaped the perspectives and landscape of Canada and Canadians? ○ How are the events, attitudes and perspectives of the past and present intertwined? ○ Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life? (what have these events taught Canadians?) ○ What is Canada’s identity? As a community? As a nation? (how do we know this?) • Requirements for each question/prompt would be to include: <ul style="list-style-type: none"> ○ Examples from the course content ○ Examples from both past and present ○ Working to answer the question/prompt ○ Examples cannot just be “plunked” they must have context 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ <i>Formative Assessment</i> – This activity is formative in nature. Students will be evaluated for their understanding of course material thus far and applying and synthesizing the information into prompts. ○ <i>Summative Assessment</i> – Students will choose one of the questions/prompts to personally respond to for credit, evaluated using one-point rubric provided <table border="1" data-bbox="397 1797 1414 1894"> <tr> <td> <ul style="list-style-type: none"> ○ Choose ONE question as main topic for your personal response. It is your job to synthesize, respond personally with evidence from class, and reflect on your learning in one detailed paragraph. </td> </tr> </table> 	<ul style="list-style-type: none"> ○ Choose ONE question as main topic for your personal response. It is your job to synthesize, respond personally with evidence from class, and reflect on your learning in one detailed paragraph.
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	<ul style="list-style-type: none"> ○ Optional prompts to help you get started: <ul style="list-style-type: none"> ▪ The overall message was... ▪ A conclusion that I am drawing is... ▪ What I learned was... ▪ This is important and relevant because... ▪ Questions I still have are... ▪ At first I thought... but now my thinking includes... <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evaluation:</p> <ul style="list-style-type: none"> ○ Insightfully and skillfully responds to big question and themes (2) ○ Understands and shows how historical, cultural, political contexts and events influence interactions (2) ○ Uses in-depth evidence to justify response and provide purposeful interpretations (4) ○ Thoughtful and skillful connections are made that draw conclusions from more than one source to support positions and informs understanding (2) </div> <div style="text-align: right; margin-top: 5px;">/10</div>
<p>Next Steps: This lesson will move us towards our next assignment, editorials and the editorial voice. By first doing a mini-response in synthesizing a lot of information, it will allow students to be more prepared for their editorials and being able to have a informed opinion in their own editorial voice.</p>	