

UbD Planning Template for Social Studies 9 Unit

Please see our unit outline graphic [HERE](#)

*A screencast orientation will be created and posted in the moodle course

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

Big Idea: Disparities in power alter the balance of relationships between individuals and between societies.

Goal: to examine power balance in relationships through the lens of colonization and imperialism in Canada and the continued impacts on First Peoples

Understanding (s)

Students will understand that:

- Imperialism & colonialism have continuing effects on indigenous peoples in Canada (and around the world)
 - Impact of treaties on First Peoples
 - Impact of the Indian Act, including reservations and the residential school system
 - Interactions between Europeans and First Peoples

Essential Question(s):

- What are **colonialism** and **imperialism**? How are these terms similar and different?
- How did differing Worldviews affect interactions between Europeans and First Peoples?
- What were the motivations for imperialism and colonialism during this period?
- What role does imperialism and colonialism from this period have on events in present-day Canada (and around the world)?
- What evidence is there that imperialism and colonialism still influence present-day relationships between countries and groups
- In what ways has the colonization of Canada made life better or worse? And for whom?

Student objectives (outcomes):

Students will be able to:

- Compare/contrast imperialism & colonialism
- Understand the thinking/worldview/motivations for C&I during this period & reflect upon how thinking/worldview/motivations have changed or stayed the same in Canada
- Explain ways that I&C still influence present-day relationships

- Understand the losses faced by First Peoples as a result of colonialism, which continue to affect communities, and the consequences of those losses
- Reflect upon and theorize about the most significant ~~greatest~~-lasting impact of colonialism
- List some of the major features of traditional FN societies before colonization, with respect to connection with the land, spirituality, technology and values.

Stage 2 – Assessment Evidence

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| <p>Performance Task(s):</p> <ul style="list-style-type: none"> • Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ◦ Writing in role to respond to primary documents ◦ Rank the lasting effects of colonialism and ◦ Debate which effect is the most significant and why • By what criteria will “performances of understanding” be judged? [Rubrics can be used to guide students in self-assessment of their performance] | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Through what other evidence will students demonstrate achievement of the desired results? • Pre-Assessment Tasks: <ul style="list-style-type: none"> ◦ Quiz: What do you already know? • Formative Assessment: <ul style="list-style-type: none"> ◦ Reflection/blog posts ◦ Graphic Organizers ◦ Guiding Questions • Summative: <ul style="list-style-type: none"> ◦ Debate/Answer the critical question ◦ Ranking Ladder ◦ Response to an Indian Agent |
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Stage 3 – Learning Plan

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| <p>Learning Activities: [This is the core of your lesson plan and includes a listing describing briefly (easy to follow)]</p> <ul style="list-style-type: none"> • W= Where the unit is going? • H= Hook and hold interest • E= Equip all students • R= Rethink and Revise their understanding • E= Evaluate their work • T= Tailored learning (personalization to needs) • O= Organized to maximize engagement <p>Possible Learning Activities Brainstorm:</p> |
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- Task to compare and contrast *colonialism* and *imperialism* - concept attainment activity
- ~~Reading and discussion re: what is *greatness*~~
- Web quest to answer an essential questions, final summative task?
- What did Residential Schools *really* teach?
- Plan an activity that can help educate others about elements of the unit (residential schools, etc.)
- End of unit reflection responding to a list of possible suggested topics

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| *http://wawahte.com/en/ | Documentary of stories of 3 residential school survivors |
| *http://wherearethechildren.ca/en/ | |
| http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf | The second page might be useful in helping to plan/outline the summative task |
| http://historymatters.gmu.edu/d/5478/ | Kiplings “The White Man’s Burden” poem for students to read about the European world view |
| https://www.ictinc.ca/blog/indigenous-peoples-worldviews-vs-western-worldviews | Indigenous worldview vc western worldview article, may be too advanced for required reading, but could reference it |
| http://www.aadnc-aandc.gc.ca/eng/1400782178444/1400782270488 | Links to various government documents and sites regarding reconciliation, treaty processes, etc. |
| http://www.aadnc-aandc.gc.ca/eng/1380223988016/1380224163492 | Interactive infographic on Pre-1975 treaties |
| http://www.nfb.ca/film/powwow_at_duck_lake/ | |
| *http://www.fnesc.ca/grade-10irsr/ | Great unit - lessons, primary docs etc that we have written permission to adapt & use online! |
| http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30662&film=&excerpt=&submode=teachers&teachmode=0 | Lesson plans from the National Film board, a film might be a good hook for a lesson/start the the unit |

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| * http://www.cbc.ca/archives/topic/a-lost-heritage-canadas-residential-schools | CBC digital archives about residential schools |
| * http://www.cbc.ca/8thfire//2011/11/tv-series-8th-fire.html | A 4 part documentary series from CBC, comes with this teacher's guide , the second video in the series could be useful for students to watch before they complete the final task, as it has an overview of the major historical events and focuses on issues facing Aboriginal people today. It might be too much for grade 9 in some ways, |

Questions for consideration:

1. What are your learning objectives? [See above](#)

2. What assessments will you use to demonstrate achievement of those objectives?

Assessment Ideas:

- Quizlet - review some of the topics?
- Padlet - have students post their questions/reponses for one of the sections?
- Flipgrid - video response to one of the discussion questions?
- Create an infographic? (Piktochart or Easel.ly?)
- Illustrating intergenerational impacts
 - Poster or timeline
 - Graphic novel
 - Script for short play
 - Short story
 - Essay
 - Video
- Persuasive rant
 - Spoken word poem
 - Poster
 - Video
 - Song
 - Short essay

3. How will learning happen? How is content delivered / discovered?

- [Background building](#)
- [Discussion & Debate](#)
- [Writing & Presenting](#)
- [Reading and viewing](#)
- [Analyzing a historical document](#)

4. What learning theories are evident in your design?

[Connectivism](#)

[Social Constructivism](#)

[Community of Inquiry](#)

5. What will happen in lessons? What topics will be focused on?

- Access Prior Knowledge - Quiz: what do you know about _____?
 - Moodle Quiz: What do you know about residential schools?
 - What do you know about colonization?
- Create Graphic Organizer for worldview assignment
- Consequences of Colonization (using BLM6):
 - Lesson on Indian Act (as instrument of colonization - motivation + effects)
 - Lesson on Treaties (as instrument of colonization - motivation + effects)
 - Something about *unintended* instruments of colonization (disease)
- Significance ladder - scaffold final debate
- Final Project
 - Debate: What is the most significant lasting effect and why?
 - Reflection: generate list of possible questions for response such as:
 - what ideas from this unit will you take away?
 - How did your view of this topic change?
 - How has your worldview changed?
 - Why is it important to learn about Residential Schools/Colonization/Lasting effects

6. What free resources will you use? How will you teach students to use the resources?

[*See starred resources in list above](#)

7. How will your credo influence your choices?

[The unit will allow for choice and flexibility in how outcomes are demonstrated, and will try to increase social presence online while maximizing student agency.](#)

| Lesson 1 | |
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| Subject: | Introduction to the Unit: Colonialism and Imperialism and their lasting and continued impact in Canada |
| Lesson Topic: | What are colonialism and imperialism? |

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| LESSON OVERVIEW | Summary of the Big Idea / Essential Questions & tasks, challenges, or inquiry. |
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Big Idea: Imperialism & colonialism have continuing effects on indigenous peoples in Canada

Essential Question: What are imperialism and colonialism? How are they similar/different?

Challenge: define the terms colonialism and imperialism

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| OBJECTIVE | Clear, Specific, and Measurable – Behavioural outcomes (will be able to...) |
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Students will be introduced to the unit topic and begin building their background knowledge.

Students will be able to compare and contrast colonialism and imperialism and develop an understanding of those terms and why they are significant to understanding Canada’s history.

Students will be able to identify at least one other example of each from somewhere else around the globe.

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| MATERIALS & Resources | Content and tools aligned with objective and learning theories |
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8th Fire Teacher’s Guide:
https://media.curio.ca/filer_public/e5/c9/e5c95239-396c-4772-ae5-cf84389c7e00/8thfireguide.pdf

8th Fire Episode 2:
<http://watch.cbc.ca/doc-zone/season-6/episode-14/38e815a-009e5b91e89>

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| INSTRUCTIONAL Strategies | Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension |
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| ACTIVATING STRATEGY | Motivator / Hook A question or problem that is, open-ended, challenging, meaningful and authentic. |
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Students will be introduced to the unit topic and asked to complete a quick write and jot down what the first thing that comes to mind or what they know and wonder about the following words: colonialism, imperialism, residential schools, reconciliation. The quick write will be completed in a moodle quiz, using the long answer format, and is meant for the teacher to get an understanding of students' background knowledge.

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| GUIDED & INDEPENDENT PRACTICE | "We Do" – " You Do" Differentiated Strategies for Practice to Provide Intervention & Extension |
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Quick write

Video: Students are asked to watch this film and write responses to 5 of the 11 viewing questions found in the teacher's guide for this episode:
https://media.curio.ca/filer_public/e5/c9/e5c95239-396c-4772-ae5-cf84389c7e00/8thfireguide.pdf

Video Summary: In order to understand the issues facing Aboriginal people in Canada today, we need to learn about the historical context. This episode provides some historical context to help understand issues facing Aboriginal people in Canada today and introduces ideas such as the Indian Act, the impact of colonization, treaties, and residential schools. Hosted by Wab Kinew, the main elements of this episode focus on: the impact of colonization and ways to heal after generations of trauma .Comedian Howie Miller also makes recurrent appearances, and his family is used as an example of how exploring your identity can help to repair some of the wrongs of the past.

Please note:
 This episode includes images that may be shocking to some viewers of living conditions on a reserve. Discussions of residential school may be disturbing to some students, particularly the term, "Kill the Indian in the child."

It will be explained to students that what they just saw was a brief introduction to how colonialism and imperialism have created lasting impacts and ramifications that are relevant today. The question is posed: What is imperialism? What is Colonialism? In what ways are they similar, different, and why are these terms important/relevant to know?

Students will be invited to do some brief research/webquest to:

- Define and explain the terms colonialism and imperialism
- Explain why these terms are important/relevant to the study of history
- Find an example of colonialism and imperialism outside of Canada and explain how/why those are examples.

Students may choose to represent their understanding through a written response, infographic or other choice

ASSESSMENT /
EVALUATION

Aligned with Objectives
Formative / Summative / Informal / Formal
Performance-Based / Rubric

Quick W: complete/incomplete


Video Response Questions and final task will both be marked using this rubric which is looking for students to clearly express their ideas and show a growing understanding of the topics.

Rubric (under development below)

Notes:

This lesson and all of the instructions/information would be housed in a “book” in moodle. The video will be embedded, the quick write will be an assignment that they can complete online by writing in a text box, the video response questions will be located in a document for students to download and submit online, there will be a drop box for the end task so that students can submit and show evidence of their learning

Possible Rubric for demonstrating understanding (draft)

| Aspect |  | | | |
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| | Limited | Emerging | Proficient | Exceptional |
| <p>Key Concepts Demonstrates an exceptional and thorough understanding of all key concepts explored</p> | | | | |
| <p>Supporting Ideas Able to support ideas in an informed and convincing manner supported by evidence Offers thoughtful, well supported, relevant reactions and opinions</p> | | | | |
| <p>Communicating Knowledge Effectively and accurately communicates ideas and understanding in a clear, persuasive and engaging manner Interpretations and inferences are logical and insightful with well chosen, convincing evidence</p> | | | | |

| Lesson 2(ish) | |
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| Subject: | How did different Worldviews influence interactions between Europeans and First Peoples? |
| Lesson Topic: | Traditional First Nations Societies and Education |

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| LESSON OVERVIEW | Summary of the Big Idea / Essential Questions & tasks, challenges, or inquiry. |
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Big Idea: Interactions between First Peoples and Europeans were shaped by their fundamentally different worldviews

Essential Question: *How* did different world views influence interactions between Europeans and First Peoples

Challenge: identify the characteristics of traditional FN societies and education (for purposes of later comparing/contrasting using the lens of interactions)

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| OBJECTIVE | Clear, Specific, and Measurable – Behavioural outcomes (will be able to...) |
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TSWBAT: List some of the major features of traditional FN societies before colonization, with respect to connection with the land, spirituality, technology and values.

- Identify ways that learning was integrated into FN daily life

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| MATERIALS & Resources | Content and tools aligned with objective and learning theories |
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They Came for the Children p. 7-9
<http://www.trc.ca/websites/trcinstitution/index.php?p=580>

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| INSTRUCTIONAL Strategies | Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension |
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View historical documents & compare contrast?

1. Read p. 7-9 and use the information there (and from other sources) to complete the graphic organizer
- 2.

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| ACTIVATING STRATEGY | Motivator / Hook A question or problem that is, open-ended, challenging, meaningful and authentic. |
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| Definition of values and culture - some discussion of how difficult it is to show empathy without understanding. Cause & consequence - if you <i>didn't</i> understand the values of the other group, what misunderstandings might arise? | |
| GUIDED & INDEPENDENT PRACTICE | "We Do" – " You Do" Differentiated Strategies for Practice to Provide Intervention & Extension |
| Graphic organizer to research various elements of FN vs Euro worldview & Culture <ul style="list-style-type: none"> ● Creation stories ● Identity ● History ● Traditions/ceremonies ● Beliefs ● Correct behaviour ● Interactions with natural world (harvesting, etc) ● Methods of teaching | |
| ASSESSMENT / EVALUATION | Aligned with Objectives Formative / Summative / Informal / Formal Performance-Based / Rubric |
| Formative - use descriptive feedback to lead to next lesson | |
| Notes: | |
| Students will be encouraged to keep a running reflection (blog, journal, etc.) and will be prompted to compare this worldview activity to their own family beliefs. | |

| Lesson 3(A and B ish) | |
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| Subject: | Colonialism & Imperialism |
| Lesson Topic: | Consequences of Colonialism |

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| LESSON OVERVIEW | Summary of the Big Idea / Essential Questions & tasks, challenges, or inquiry. |
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Big Idea: First Nations communities experienced many types of loss as a result of colonialism

Essential Question: What is the most significant loss that First Nations communities experienced as a result of Colonialism. Why are these losses important to study?

Task: Consequences of Colonization [BLM](#) and Ranking Ladder activity

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| OBJECTIVE | Clear, Specific, and Measurable – Behavioural outcomes (will be able to...) |
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SWBAT

- apply critical thinking skills, including questioning, making judgments, drawing conclusions and corroborating inferences
- Explain the significance of the losses experienced by First Nation communities by showing what they reveal about important issues facing First Nations and all Canadians today

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| MATERIALS & Resources | Content and tools aligned with objective and learning theories |
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[Indian Residential Schools Teacher Resource Guide](#)

[BLM 6](#) From IRSTRG

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| INSTRUCTIONAL Strategies | Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension |
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Discover or follow along - allow for choice in how students choose to progress through the material

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| ACTIVATING STRATEGY | Motivator / Hook A question or problem that is, open-ended, challenging, meaningful and authentic. |
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| How did colonization, racism, settlement, the Indian Act, and Indian Residential Schools cause cultural losses for Indigenous peoples? | |
| GUIDED & INDEPENDENT PRACTICE | "We Do" – " You Do" Differentiated Strategies for Practice to Provide Intervention & Extension |
| <p>Consequences of Colonization BLM 6 (collaborative?)</p> <p>Students will work collaboratively on a wiki or Google doc to record different ways in which colonization, racism, settlement, the Indian Act and Indian Residential Schools caused cultural losses. Cultural losses include (source BLM): loss of children from communities, loss of life due to unknown diseases, loss of way of life, loss of spiritual and sacred places, loss of language and traditions, loss of self-reliance and independence. A summary of the causes and brief descriptions of the losses as well as additional resources/links/videos will be provided within the moodle book for students to access.</p> <p>OR</p> <p>Students will work individually through different pages in a moodle book that have information and links/videos related to each type of cultural loss</p> <p>Ranking Ladder (individual)</p> <p>Students will rank the losses faced by First Nations communities with the most significant at the top of the ladder. They will have to justify their reasoning for each placement using evidence from the collaborative task.</p> | |
| ASSESSMENT / EVALUATION | Aligned with Objectives Formative / Summative / Informal / Formal Performance-Based / Rubric |
| <p>The ranking ladder will be a rubric for the ranking (will likely use a version of the rubric from the first assignment)</p> <p>The first task using the BLM6 will depend on whether or not it is a collaborative task and may require students to complete a thoughtful reflection. The assessment will be informal and based on descriptive feedback from the teacher in order to help scaffold student understanding to complete the ranking ladder assignment.</p> | |
| Notes: | |
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| Lesson 4 | |
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| Subject: | Colonialism & Imperialism |
| Lesson Topic: | Colonial World View |

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| LESSON OVERVIEW | Summary of the Big Idea / Essential Questions & tasks, challenges, or inquiry. |
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Big Idea: Colonial Worldview believed that First Nations People needed to be assimilated into mainstream Canadian society.

Essential Questions: What were the reasons for creating Residential Schools?
 - How do these reasons reflect the Colonial World View?

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| OBJECTIVE | Clear, Specific, and Measurable – Behavioural outcomes (will be able to...) |
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- TWSBAT:
1. Analyze a primary document in order to explain the perspective on the Indian Agents and their role in First Nations Communities
 2. Describe the loss of children to Residential Schools as part of the broader range of losses suffered under colonialism

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| MATERIALS & Resources | Content and tools aligned with objective and learning theories |
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Indian Residential Schools & Reconciliation Teacher Resource Guide

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| INSTRUCTIONAL Strategies | Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension |
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Step-by-Step analysis/inference with guiding questions

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| ACTIVATING STRATEGY | Motivator / Hook A question or problem that is, open-ended, challenging, meaningful and authentic. |
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Writing in role - respond to Thomas Deasy - “The Problem with Day Schools”

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| GUIDED & INDEPENDENT PRACTICE | "We Do" – "You Do" Differentiated Strategies for Practice to Provide Intervention & Extension |
| <p>1. Primary Document "The Problem with Day Schools"</p> <p>a. Evidence collection: find statements that reveal the writer's attitude towards First Nations people. These discussion questions may help students think critically</p> <ol style="list-style-type: none"> i. <i>What are some of the assumptions Deasy makes about First Nations society?</i> ii. <i>What are some words and phrases that reveal his bias?</i> iii. <i>What are his arguments against Day Schools?</i> <p>b. Using evidence from the document, make inferences about the writer's attitudes, beliefs, and motivations towards First Nations people. The following questions may help organize your thinking:</p> <ol style="list-style-type: none"> i. <i>What are his goals for First Nations people in Canadian Society?</i> ii. <i>In his view, what are the barriers to progress?</i> iii. <i>Give two or three words that describe this Indian Agent's perspective, values, and worldview. Find evidence from the document that supports your inference.</i> iv. <i>What evidence exists in the document that suggests his views reflect the views of mainstream Canadian society at that time?</i> <p>2. Additional documents available for extension / assessment task completion</p> | |
| ASSESSMENT / EVALUATION | Aligned with Objectives Formative / Summative / Informal / Formal Performance-Based / Rubric |
| <p>Assessment Task: Responding to an Indian Agent</p> <p>Write a response to Indian Agent Thomas Deasy's report on day schools. Response may be written as a letter to Deasy, a letter to his superior, an editorial, or a blog entry. Flexibility is allowed in the manner of response, but the content from the section needs to be reflected.</p> | |
| Notes: | |
| <p>Criteria:</p> <ul style="list-style-type: none"> - Has a focused purpose and point of view - Reflects an understanding of the original argument in the Indian Agent's report - Response includes references to traditional culture and education - Demonstrates an understanding of the intentions of the church and government in educating First Nations children | |

- Well-organized and sustains the chosen writing format

| Lesson 5 (Final Task) | |
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| Subject: | Colonialism & Imperialism |
| Lesson Topic: | Ranking Significance |

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| LESSON OVERVIEW | Summary of the Big Idea / Essential Questions & tasks, challenges, or inquiry. |
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Big Idea: Colonialism has had intergenerational and lasting effects on indigenous Canadians

Essential Questions: What is the most lasting and significant impact of Colonialism that is evident in Canada today?

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| OBJECTIVE | Clear, Specific, and Measurable – Behavioural outcomes (will be able to...) |
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- TWSBAT:
- Engage in a debate
 - Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group
 - Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond

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| MATERIALS & Resources | Content and tools aligned with objective and learning theories |
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Indian Residential Schools & Reconciliation Teacher Resource Guide

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Moodle Chat online debate OR synchronous online session depending on class
Structured preparation, including feedback previously provided for the Ranking Ladder
Debate rules/regulations
Ability to work in groups for differentiation & extension

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| ACTIVATING STRATEGY | Motivator / Hook A question or problem that is, open-ended, challenging, meaningful and authentic. |
| Debate is very motivating - it's a real life, authentic task in which students get to demonstrate their understanding | |
| GUIDED & INDEPENDENT PRACTICE | "We Do" – " You Do" Differentiated Strategies for Practice to Provide Intervention & Extension |
| <p>Students will complete guided debate preparation to answer the question: What is the most lasting and significant impact of Colonialism that is evident in Canada today?</p> <p>Flexibility in terms of demonstration of understanding, including inclusion of visuals, text (chat), face to face debate, etc.</p> | |
| ASSESSMENT / EVALUATION | Aligned with Objectives Formative / Summative / Informal / Formal Performance-Based / Rubric |
| <p>Assessment Task: What is the most lasting and significant impact of Colonialism that is evident in Canada today?</p> <p>Rubric to be developed and distributed to students before (based on rubric developed and used earlier in the unit)</p> | |
| Notes: | |
| <ul style="list-style-type: none"> - This summative task should draw the unit together, and provide an opportunity for students to teach their classmates (virtually or face to face if available) what they learned about the topic | |