



Name: Ashley Tomlinson Date: March 27, 2010

**LESSON PLAN**

**Title: Drama Scenarios    Grade: 5**  
**Subject: Social Studies    Topic: Settlement and Immigration - Colonial French Societies**

**DESCRIPTION**

<p><b>Curriculum Expectations / Outcomes</b></p> <p>✓ 5.5.4 Explain how the migration of the Loyalists impacted on British North America</p>	<p style="text-align: center;"><b>Assessment Tasks</b></p> <p style="text-align: center;"><b>Product</b> <input type="checkbox"/> <b>Process</b> <input type="checkbox"/> <b>Performance</b> <input checked="" type="checkbox"/></p> <p><b>Assessment Strategies:</b>          Observation          Drama Presentation</p> <p><b>Recording Device(s):</b>          Anecdotal Records          Rubric [if using this activity as an assessment piece]</p>
<p><b>Resources:</b> Teacher's Materials          Resources for Students [for them to create their scripts]</p>	<p><b>Resources:</b> Learner's Materials          Props and/or Costumes          Script          Pencils/Pens          Previous Learning Materials/Resources [to help write script]</p>

**TEACHING / LEARNING**

<p><b>Groupings:</b>          Group Work</p>	<p><b>Prior Knowledge:</b>          Students should have prior knowledge pertaining to the Loyalists [who they were, where they left from, why they left, etc.], British North America and possibly the impact of Loyalist migration to British North America. You may wish to use this activity as an assessment piece or you could have students learn through completing this activity.</p> <p><b>Strategies:</b>          Role Playing          Collaborative Teaching/Learning          Bodily-Kinesthetic Intelligence</p>
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<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Have students create an original dramatic presentation that demonstrates the Loyalist migration to British North America. It will be up to the students to determine how best to present the information – should they begin their presentation from the beginning of the migration process or from the time that the impacts were being felt, etc.</li> <li>2. Allow students to form groups or pre-determine which groups students will be working in [five to six students is probably sufficient, but it will depend on the number of students in the class].</li> <li>3. Discuss and/or create the requirements of the assignment. Some suggestions include: everyone must participate and have dialogue, they must include historical information they have learned throughout the unit, they must have a script, etc.</li> <li>4. If using this as an assessment piece, go over what students will be marked on.</li> <li>5. Allow students time to research and create a script. They should then practice their skits.</li> </ol>	<ol style="list-style-type: none"> <li>6. After sufficient time to practice their skits, have students present them to the class.</li> <li>7. In follow-up lessons and even in discussion about the performances, be sure to stress that the Loyalist migration had significant impacts on British North America. You could relate the issue to a discussion about culture, or even current day issues of immigration in Canada.</li> </ol> <p>Alternatively, you may wish to split students into two or three groups and have each group portray a particular aspect of the process. For instance, the first group would discuss who the Loyalists were, what they were about to do [migrate to British North America] and their reasons for doing so. Another group could continue from that point and portray the migration itself – the trip to British North America and setting up life in the new country. If using three groups, the next group could demonstrate the impact of Loyalist migration to British North America.</p>
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\*Remember:

How you choose to have students create their drama skits will be dependent on whether or not it is an assessment piece and the desired objectives you wish students to understand from the activity.