

Teacher's Lesson Plan



Discovering Dr. Bryce's 1922 Report

Lesson Goal:

Discover Dr. Bryce's 1922 report through audiovisual content.

Curriculum Expectations:

- ▶ [To be filled out by teacher]
- ▶ [To be filled out by teacher]
- ▶ [To be filled out by teacher]

Glossary:

[Glossary to The Story of a National Crime](#)

Suggested time : 3-4 hours

LEARNING RESOURCES:

- [Listening strategies](#)
- [Mind map creation software](#)
- [The Story of a National Crime Text](#)

AUDIOVISUAL MATERIAL:

- [Video: Peter Bryce and The Story of a National Crime](#)
- [The Story of a National Crime, 1922 report by P.H. Bryce \(Audio reading\)](#)

Launching the Learning

- Ask students to fill out the **I Remember** worksheet to review previously acquired knowledge regarding Dr. Bryce.

Learning Moment Suggestions:

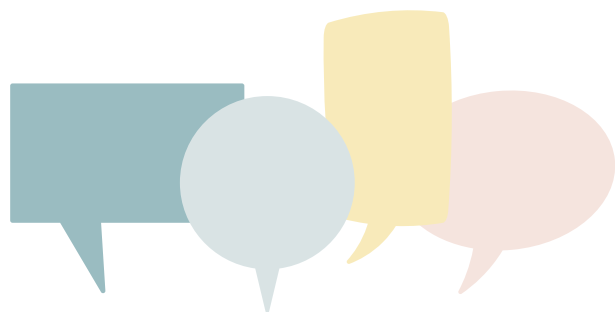
- ▶ Ask students to write a summary of what they remember about Dr. Bryce from lesson 1; they can also use the **I Remember** worksheet.
- ▶ Ask students to say out loud what they remember about Dr. Bryce.

Teaching the Concept

- Remind students which listening strategies to leverage when watching a video. See the **Learning Resources** provided.
- Share with the students how to take notes using the **Taking Notes** worksheet.
- Play the **introductory video** about Dr. Bryce for the students.
- Explain the tips and tricks of the **Taking Notes** worksheet to the students.

Learning Moment Suggestions:

- ▶ Ask the students to talk about the listening strategies they want and plan to use when watching the video.
- ▶ Ask the students to explain, in their own words, how to take notes while engaging with an audiovisual source.



Guided Learning Suggestions

- Watch **The Story of a National Crime, 1922 report by P.H. Bryce (Audio reading)** video and ask students to fill out the **Taking Notes** worksheet while watching the video.
- Stop the playback after ten minutes to clarify the vocabulary and help students summarize the main ideas.

Learning Moment Suggestions:

- ▶ Encourage students to sum up the video's main ideas using a mind map. They can use **Miro** to create a digital mind map.
- ▶ Invite students to summarize the video's highlights.

On Their Own

- Invite students to go over their notes. If needed, clarify any understanding gaps as well as vocabulary questions using the **glossary**.
- Ask students to get into groups of 4 and engage in a **critical discussion to answer the following question**:
 - **Why is tuberculosis at the heart of Dr. Bryce's report?**

L'évaluation sommative

Summative evaluation suggestion for **The Story of a National Crime, 1922 report by P.H. Bryce (Audio reading)** video.

SCENARIO:

Imagine you are working with Dr. Bryce. He has just completed his report and shared it with local newspapers who found it very interesting. They think the public needs to read it! However, they are afraid that their readers would not go through the entire report because it is long and contains some difficult words. **When he finds this out, Dr. Bryce asks you to write a short summary of it.**



I Remember

Fill out the table below using previously acquired knowledge.

Questions	My answers
Who?	It is about ...
What?	
Where?	
When?	
How?	
Why?	

Taking Notes

1. Watch the *Cornell Notes for Middle School* video.
2. Taking notes is about writing the main ideas of information you see, read, or hear, in the quickest way possible. There are various methods for maximum time efficiency.
3. Review the note taking methods below. Find specific examples for each process with your teacher.

Methods	Objectives	Examples
Symbols	Replace words by quickly drawn symbols.	 goes to, causes, drives to, leads to, becomes, turns into..  different, is not.
Abbreviations	Replace words with shortcuts when symbols are not available.	Ex. = example B/c = because Sim. = similar
Word deletion	Delete every word that is not crucial for understanding.	All articles

My Note-taking

DATE: _____

CLASS TITLE: _____

MODULE/LESSON # _____

The story of a national crime, a 1922 report by Dr. Peter Bryce (audio recording)

1. _____

-
-
-
-

2. _____

3. _____

4. _____

Overall Evaluation:

Prepare a short summary of Dr. Bryce's report.

1. Read the following scenario:

Imagine you are working with Dr. Bryce. He has completed his report and shared it with local newspapers who found it very interesting. They think the public needs to read it! However, they are afraid that their readers would not go through the entire report because it is long and contains some difficult words. When he finds this out, Dr. Bryce asks you to write a short summary of it.





2. Write a one-page summary or less using the template provided in the appendix.

Appendix

Report	
Current situation	Impacted population: _____ Cause of situation: _____ Potential consequences: _____
Gravity of the situation	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (1 = not worrisome) (10 = critical)
7 recommendations	
Political decision-makers involved	
Other relevant information	

Evaluation Grid

This evaluation grid is not comprehensive and can be modified by the teacher.

				
Language skills	Excellent sentence structure and grammar throughout the paragraph.	Sentence structure and grammar are strong for most of the paragraph.	Appropriate sentence structure and grammar are partially demonstrated.	Appropriate sentence structure and grammar are still being developed.
Vocabulary	Complex words are used throughout the summary.	A mix of simple and complex words are used throughout the summary.	Simple words are used throughout the summary, with some use of complex words.	Simple words are used throughout the summary.
Aptitude for summarizing information	The summary shows a great aptitude to summarize information.	The summary shows a good aptitude to summarize information.	The summary shows some aptitude to summarize information.	The summary shows a budding aptitude to summarize information.