

# 1. Queen Elizabeth II - Becoming the sovereign



## Overview:

This lesson plan introduces students to Accession Day, which is celebrated on February 6 in Commonwealth countries, and explains why this day is important. Students will learn about Queen Elizabeth II and her connection to Canada by seeking out answers to the following questions: Who is Queen Elizabeth II? What was her life like before becoming Queen? What is an accession and how is it different from a coronation? What are the Queen's duties and how do they relate to Canada?

## Time:

1.5 hours

## Subject/topic:

History, social studies, geography

## Grade:

K - 12

## Materials:

- Chart paper
- [Mini-booklet video tutorial](#)
- Paper for mini-booklet
- Research worksheet
- Resource package:
  - [Queen Elizabeth II: The Longest Reign](#)
  - [Queen Elizabeth II](#)
  - [Her Majesty Queen Elizabeth II](#)
  - [The Queen's Accession, 1952](#)
  - [Coronation](#)
  - [1953. Coronation of Queen Elizabeth II: 'The Crowning Ceremony'](#)

## Lesson Description

### Minds on:

Students will watch a short video on [YouTube](#) of footage from Queen Elizabeth II's accession. As a class, students will contribute their initial thoughts, ideas, words, and concepts to create a mind map on chart paper.

### Action:

In groups, students will participate in a jigsaw activity to take a more in-depth look at the Queen's life, her duties, and her connection to Canada. Small groups will research and answer a question and then share what they found with the class. Students will take notes on their peers' answers to fill in their jigsaw worksheet.

### Conclusion:

Students will review their notes on what their peers shared in order to create a poster that answers this lesson's focus questions.

## Lesson Implementation

### Minds on

As a class, begin the lesson by watching the video [The Queen's Accession, 1952](#).

This will function as a starting point to access any thoughts, words, or ideas that the students may have about the Queen.

Once the video is finished, begin creating a mind map on chart paper with the Queen at the centre. Using what they remember and saw in the video, students can contribute anything that may connect with the Queen.

Use this mind map to facilitate a classroom discussion and generate questions and curiosity among the students.

Use the following guiding questions to generate discussion:

- What do you know about the Queen?
- What do you know about the royal family?
- What did you notice in the video about the Queen?
- What did you notice about the Queen's surroundings?
- Was there anything you did not understand about the video?

### Action

Once the mind map is complete, inform students that they will be participating in a jigsaw activity. Divide students into five groups with each group assigned one of the questions below. Using the resource package below, each group will take time to read and discuss the resources in order to fill out the jigsaw worksheet with the information they found in response to their questions.

1. Who is the Queen of England? Where does she live? Who is her family?
2. What was her early life like before becoming Queen?
3. What are the differences between an accession and a coronation?
4. What are some of the Queen's duties?
5. What are some of the connections between the Queen and Canada?

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## Learning objectives:

Students will:

- Learn a brief history of Queen Elizabeth II's life and duties.
- Develop new vocabulary words, such as "accession," "coronation," and "monarch."
- Explain why the Queen is important to Canada and vice versa.

## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

- Interrelationship

### Inquiry Process

- Formulate questions
- Interpret and analyse
- Evaluate and draw conclusions
- Communicate

### Geospatial Skills

- N/A

Resource package:

- [Queen Elizabeth II: The Longest Reign](#)
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- [1953. Coronation of Queen Elizabeth II: 'The Crowning Ceremony'](#)
- [Coronation](#)

Once students have completed their group work, they will take turns presenting their findings to the class. As the presentations progress, students should continue to fill out the template with their notes.

### For younger groups:

Each question can be the focal point of a drawing activity. Students can use pencils, crayons, and/or markers to fill out a [mini-booklet](#) about the Queen. Each page can refer to one of the questions above, which can be used as prompts for students to answer by drawing items, people, or places associated with each category. Students can caption each drawing with a one or two sentences.

### For older groups:

Students can go further with their research for their assigned questions with more class time. Questions can also be changed to be more complex and/or each group can be asked to generate their own open-ended discussion question for their peers when they present their findings.

## Conclusion and Consolidation

When the presentations are done, students can move onto compiling the information they learned onto a poster or chart paper with their group members, in pairs, or on their own.

The students' work can be posted around the class for a gallery walk once they are done.

### For younger groups:

Select some student volunteers to share their booklets with the class and create an anchor chart compiling some common ideas the students had. As a class, students can discuss what further questions or ideas they may have.

## Extend your geographical thinking

- Create a class mural about the Queen to share with the school.
- Hang posters in the hall to share with other classes.
- Use the lesson as a starting point for a research project on Canada and its history with the United Kingdom.
- Have students perform a reader's theatre or a tableau to re-enact the coronation ceremony.

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## Modifications

- Mind mapping can be completed on devices or on paper.
- Groups can nominate one or two people to present their findings.
- The jigsaw worksheet can be modified to have sentence stems and/or fill-in-the-blanks.
- Students can create their posters using an online poster-making website or draw them by hand. Students may find Google slides or PowerPoints more accommodating.
- Students can complete their final poster as a group or make their own independently or in pairs.

## Assessment Opportunities

- Observational and anecdotal notes can be used for assessment for learning which can also be evidenced by their posters.
- Assessment as learning can be facilitated by a Two Stars and a Wish activity or a simple reflective journal entry about the activity, sharing what they understood and what they need more time on.

## Sources and additional resources

- [Queen Elizabeth II: The Longest Reign](#)
- [Queen Elizabeth II](#)
- [Her Majesty Queen Elizabeth II](#)
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## Research worksheet

### Queen Elizabeth II: Becoming the sovereign

My group:

Our question:

Our findings:

What I learned from  
Group 2

What I learned from  
Group 3

What I learned from  
Group 4

What I learned from  
Group 5