Grade 9
Social Studies

Canada in the Contemporary World

A Foundation for
Implementation

Manitoba
Building for the Future

GRADE 9 SOCIAL STUDIES CANADA IN THE CONTEMPORARY WORLD

A Foundation for Implementation

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Contents

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they mature and practice the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)**. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

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*   In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Manitoba Advisory Groups
- Social Studies Steering Committee
- K to 12 Framework Development Team
- Cultural Advisory Team

Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Grade 12 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba
  (See the Acknowledgements section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Both documents—the Kindergarten to Grade 9 WCP document, and the *Social Studies: Manitoba Curriculum Kindergarten to Grade 8 Framework of Outcomes*—shaped the Manitoba Grade 9 curriculum. All of the major components, as well as the philosophy and approach of the Grade 9 curriculum, are based on the earlier works.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Grade 12 Overview:** This section presents an overview of the Kindergarten to Grade 12 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 9: Canada in the Contemporary World:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Portfolio Tracking Charts; D: Skills, Knowledge and Values Checklists; E: Vocabulary Strategies; F: Grades 8 to 10 Cumulative Skills Chart; G: Recommended Learning Resources; and H: Teacher Notes.

SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO GRADE 12 OVERVIEW

Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 12, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability
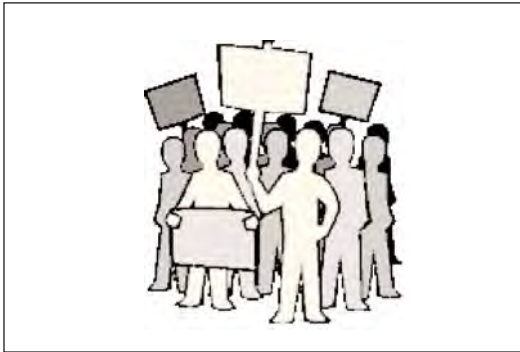
With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy

- assess alternatives to democracy, past and present

- understand the history and foundations of parliamentary democracy in Canada

- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good

- participate in public affairs in accordance with democratic principles

- critically understand the role of various institutions in civil society

- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions

- identify ways in which Canadian democracy could be improved, and work to improve it

- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world

- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making

- think historically and geographically

- critically analyze and research social issues, including controversial issues

- work collaboratively and effectively with others

- solve problems and address conflicts in creative, ethical, and non-violent ways

- develop openness to new ideas and think beyond the limits of conventional wisdom

- apply effective communication skills and enhance media literacy

- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 12. They are the basis for the specific learning outcomes for each grade.

Identity, Culture, and Community

Students explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

The Land: Places and People

Students explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Historical Connections

Students explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Global Interdependence

Students explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Power and Authority

Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Economics and Resources

Students explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Social Studies Skills

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.
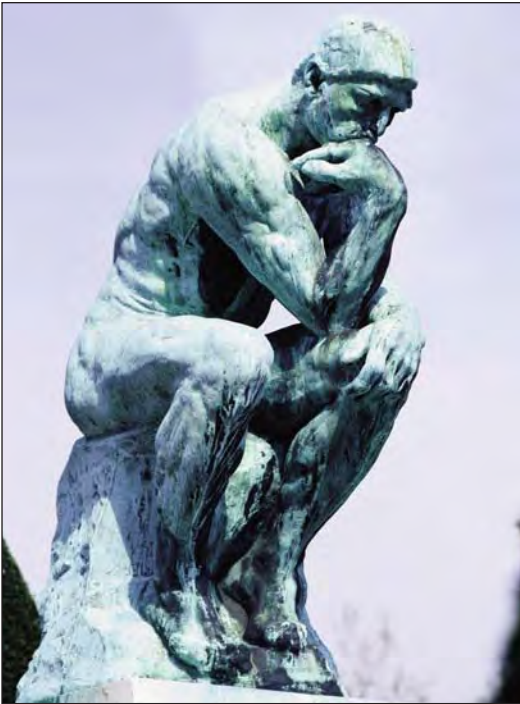
Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:
- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning includes
- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Activities that engage students in democratic processes:
- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-based learning
- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix G for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, and field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The "sage on the stage" model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today's society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century also needs the skills to locate, access, and evaluate pertinent information.

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels but particularly in the Senior Years—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept the fact that there may not be a single "right answer" to a question or issue
- respect every student's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY

Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. **Multicultural, equity-focused, and anti-bias in nature**

   A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply "celebrate" diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and together we need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. **Grounded in the lives of students**

Good teaching begins with respect and concern for students, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

3. **Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with students of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. **Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. Students need to develop skills and insights that allow them to pose essential questions.
- Who holds power and makes decisions in society?
- Who is left out?
- Who benefits and who suffers?
- What is fair practice?
- What is discriminatory or unfair practice?
- How is change created?

Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. **Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, town hall meetings, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. **Hopeful, joyful, caring, and visionary**

Classrooms in which students feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. **Academically rigorous**

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. **Supportive of students as social activists and engaged citizens**

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to take a stand and act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

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Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada. (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

Levels of Integration of Multicultural Content

Level 4: The Social Action Approach

Students make decisions on important social issues and take actions to help solve them.

Level 3: The Transformation Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse and cultural groups.

Level 2: The Additive Approach

Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.

Level 1: The Contributions Approach

Focuses on heroes, holidays, and discrete cultural elements.

Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.

- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.

- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.

- Race, while it is a socially constructed concept, forms part of our sense of identity.

- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are useful tools to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity.

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable or static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African-American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?

- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?

- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.

- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.

- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.

- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.

- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.

- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.

- students will not likely be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

Strategies to Develop Positive Attitudes towards Diversity

- Initiate activities and discussions to build a positive racial and/or cultural self-identity.

- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.

- Always answer student questions about race, ethnicity, and cultures when questions are asked.

- Listen carefully and in a relaxed manner to student questions and comments. Try to fully understand what a student means and wants to know.

- Pay attention to feelings.

- Provide truthful information appropriate to students' level of understanding.

- Help students recognize racial, cultural, social, and other stereotypes.

- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours. (The importance of this point cannot be overstated.)

- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.

- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**

   - How does the resource fit into the yearly plan or the curriculum?

   - Is the school environment positive and open to diversity?

   - What is the classroom composition related to diversity? How may this affect classroom dynamics?

   - Are students from the cultural backgrounds that are included in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?

   - What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?

   - Is multicultural literature frequently used in the school and throughout various subject areas?

2. **What was the rationale for choosing the resources to be used?**

   • Were parents or community group members involved in the selection of the resources?

   • Has the impact of the resource on readers of different experiences and perspectives been considered?

   • Have questions of voice and authenticity been considered?

   • Have supplementary or complementary materials been considered?
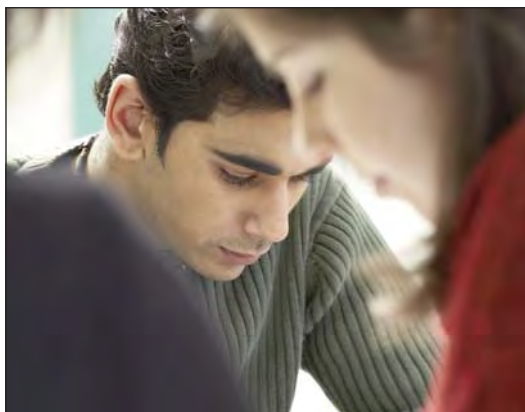
3. **Has the stage been set for the introduction of the resource, including its content and major themes?**

   • Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?

   • Are students sufficiently knowledgeable of the historical and social context addressed in the resource?

   • Have students explored issues related to the use of problematic terms and references made in the resource?

   • Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/anti-racist learning?**

   • Are students encouraged to critically analyze the resource and its significance in a contemporary setting?

   • Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?

   • Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?

   • Are students encouraged to explore the significance of the resource in terms of their own lives and social action?

   • Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?

   • Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?

   • Has the use of additional resources that give a more complete picture been considered?

5. **How does the resource or issue studied relate to other aspects of the curriculum and school experience?**

    - Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
    - Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
    - Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
    - Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

GRADE 9 STUDENTS AND THE LEARNING ENVIRONMENT

Student learning is central to teachers' work. By their personality and professional practices, and through their day-to-day interactions with students, "teachers directly affect what students learn, how they learn, and the ways they interact with one another and the world around them" (Stronge, 2002, vii).

Research on effective and caring teachers (Stronge, 2002: 15) indicates the following:

- Caring teachers who know their students create relationships that enhance the learning process.
- Effective teachers consistently emphasize their love for children as one key element in their success.
- Teachers who create a supportive and warm classroom climate tend to be more effective with all students.
- Caring teachers are intentionally aware of student cultures outside the school.
- Caring teachers appropriately respect confidentiality issues when dealing with students.
- Caring teachers regard the ethics of care and learning as important in educating students to their full potential.

Characteristics of Learners and Their Implications

If a symbolic line could be drawn between childhood and adulthood, it would be drawn for many students during the beginning of their senior schooling years. These students begin to assume many of the responsibilities associated with maturity.

Although many Grade 9 students handle their new responsibilities and the many demands on their time with ease, others experience difficulty. Grade 9 can be a turning point for at-risk students. External interests may seem more important than school. Because of their increased autonomy, students who previously had problems managing their behaviour at school may now express their difficulties through poor attendance, alcohol and drug use, or other behaviours that place them at risk. Students struggling to control their lives and circumstances may make choices that seem to teachers to be contrary to their best interests. Being aware of what their students are experiencing outside school is important for teachers at every level.

Although the huge developmental variance evident in Grade 6 through Grade 9 is narrowing, students in Grade 9 can still demonstrate a development range of up to three years. Adolescents also change a great deal in the course of one year or even one semester. Grade 9 teachers need to be sensitive to the dynamic classroom atmosphere and recognize when shifts in interests, capabilities, and needs are occurring, so that they can adjust learning activities for their students.

There are, however, some generalizations that can be made about Senior Years students. The following chart identifies some common characteristics observed in educational studies (Glatthorn, 1993; Maxwell and Meiser, 1997) and by Manitoba teachers, and discusses the implications of these characteristics for teachers.

Senior Years Learners: Implications for Teachers	
Characteristics of Senior Years Learners	**Accommodating Senior Years Learners**
Physical Characteristics	
• Some students, particularly males, are still in a stage of extremely rapid growth, and experience a changing body image and self-consciousness.	• Be sensitive to the risk students may feel in public performances, and increase expectations gradually. Provide students with positive information about themselves.
• Students are able to sit still and concentrate on one activity for longer periods than previously, but still need interaction and variety.	• Put physical energy to the service of active learning, instead of trying to contain it. Provide variety; change the pace frequently; use kinesthetic activities.
• Many students come to school tired, as a result of part-time jobs or activity overload.	• Work with students and families to set goals and plan activities realistically so that school work assumes a higher priority.
Cognitive Characteristics	
• Learners are increasingly capable of abstract thought, and are in the process of revising their former concrete thinking into a fuller understanding of principles.	• Teach to the big picture. Help students forge links between what they already know and what they are learning.
• Students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context.	• Focus on developing problem-solving and critical-thinking skills.
• Many basic learning processes have become automatic, freeing students to concentrate on complex learning.	• Identify the skills and knowledge students already possess, and build the course around new challenges. Through assessment, identify students who have not mastered appropriate learning processes, and provide additional assistance and support.
• Many students have developed specialized interests and expertise, and need to connect what they are learning to the world outside school.	• Encourage students to develop social studies skills through exploring areas of interest. Cultivate classroom experts, and invite students with individual interests to enrich the learning experience of the class.

(continued)

Senior Years Learners: Implications for Teachers *(continued)*

Characteristics of Senior Years Learners	Accommodating Senior Years Learners
Moral and Ethical Characteristics	
• Students are working at developing a personal ethic, rather than following an ascribed set of values and code of behaviour.	• Explore the ethical meaning of situations in life, in hypothetical situations, and situations presented in student learning resources. Provide opportunities for students to reflect on their thoughts in discussion, writing, or representation.
• Students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult.	• Explore ways in which social studies activities can effect social change.
• Students are shifting from an egocentric view of the world to one centred in relationships and community.	• Provide opportunities for students to make and follow through on commitments, and to refine their interactive skills.
• Students have high standards for adult competence and consistency, and are resistant to arbitrary authority.	• Explain the purpose of every activity. Enlist student collaboration in developing classroom policies. Strive to be consistent.
Psychological and Emotional Characteristics	
• It is important for students to see that their autonomy and emerging independence is respected. They need a measure of control over what happens to them in school.	• Provide choice wherever possible. Allow students to select many of the issues and texts they will explore and the forms they will use to demonstrate their learning. Teach students to be independent learners. Gradually release responsibility to students.
• Students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage.	• Use students' tendency to question authority to help them develop critical thinking. Negotiate policies, and demonstrate a willingness to make compromises. Use student curiosity to fuel classroom inquiry. Explore controversial issues to help students see varying points of view.
• Students at this stage may be more reserved, aloof, and guarded than previously, both with teachers and with each other.	• Concentrate on getting to know each student individually. Provide optional and gradual opportunities for self-disclosure.
• Students with a history of difficulties in school may be sophisticated in their understanding of school procedures, and resistant to efforts to help.	• Learn to understand each student's unique combination of abilities and learning approaches. Select topics, themes, issues, and learning opportunities that offer students both a challenge and an opportunity to succeed. Make expectations very clear.
• Students have a clearer sense of identity than they had previously, and are capable of being more reflective and self-aware.	• Allow students to explore themselves through their work, and respect student differences.

Senior Years Learners: Implications for Teachers *(continued)*

Characteristics of Senior Years Learners	Accommodating Senior Years Learners
Social Characteristics	
• Students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a "group consciousness" rather than making autonomous decisions.	• Ensure that the classroom has an accepting climate. Model respect for each student. Engage in activities that foster student self-understanding and self-reflection. Challenge students to make personal judgements about situations in life and in information sources.
• Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour.	• Foster a classroom identity and culture. Ensure that every student is included and valued. Structure learning so that students can interact with peers, and teach strategies for effective interaction.
• Crises of friendship and romance, and a preoccupation with sexual issues, can distract students from academics.	• Open doors for students to learn about relationships through multiple resources, such as poetry, film, and fiction, and to explore their experiences and feelings in language. Respect confidentiality, except where a student's safety is at risk.
• Although students may have an aloof demeanour, they still expect and welcome a personal connection with their teachers.	• Nurture a relationship with each student. Try to find areas of common interest with each one. Respond with openness, empathy, and warmth.

Grade 9 Social Studies Learning Environment

The classroom environment affects the student learning that occurs in it. "An effective teacher plans and prepares for the organization of the classroom with the same care and precision used to design a high-quality lesson" (Stronge, 2002: 25). Teachers develop a positive classroom climate by attending to both *physical* and *non-physical components*.

Physical components may include the following:

- seating arrangements that reflect a student-centred philosophy and that facilitate flexible student grouping

- wall maps and globes reflecting various projections and perspectives of the world

- a classroom library, including books, atlases, periodicals, magazines, newsletters, newspapers, software and CD-ROM titles, dictionaries, thesauri, encyclopedias, manuals, fiction focusing on geographic regions and issues, flat files of material on various topics, previous tests or exams collected in binders, exemplars or samples of student work such as essays, projects, reports, or posters

- access to electronic media equipment, including overhead projector, television, videocassette player, video recorder, and GIS hardware and software

- posters, displays, murals, banners, charts, diagrams, pictures, and collages reflecting and displaying student work and current learning focus

- posters, diagrams, and flow charts of learning processes and strategies such as inquiry process and reading/viewing/listening process to encourage students' independent and small-group learning

- storage places for student work that is completed or in progress to assist students in the assessment of their progress, in setting personal learning goals, and in developing action plans to accomplish these goals

- student input in classroom design and displays

Non-physical components (Cotton, 1999; Marzano, 2003; Stronge, 2002) assist teachers in building a positive learning community and may include the following:

- belief that all students are equally important in the classroom and that each student has unique qualities that contribute to the classroom learning community

- communication of interest in and attention to student interests, problems, and accomplishments

- encouragement of student efforts and development of a sense of responsibility and self-reliance

- high standards for learning for all students and provision of time, instruction, and encouragement to help **all** learners

- maximization of time for classroom learning in individual, pair, small groups, and whole-group configurations

- development of a safe, risk-free learning environment where failure to meet expectations is not penalized but is an opportunity for improving performance

- student-centred, hands-on learning strategies where students pursue learning with the assistance of the teacher and including student collaboration and co-operation

- definition and recognition of excellence in terms of learning outcomes (criterion-referenced) rather than peer comparisons (norm-referenced)

- clear and focused instruction, including orientation of students to lessons and clusters by providing exposition and discussion of targeted learning outcomes, sequence of varied learning activities and experiences (Activating, Acquiring, and Applying), connections between specific lessons and larger concepts, and opportunities for guided and independent practice

- routine feedback both on in-class and assignment work in terms of lesson and cluster learning outcomes, and collaboration with students in development of action plans for success

In addition, refer to "Chapter 3: Classroom Climate and Culture," *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Planning with Learning Outcomes

"Teaching is an extraordinarily complex undertaking…. It is the process of teaching complex disciplines and processes to complex pupils" (Stronge, 2002: 62). It is an individual and a creative process involving a number of considerations on a moment-by-moment, day-by-day, week-by-week basis. Numerous elements shape the teacher's decision making. These include:

- determining student learning needs, their strengths and interests, and their learning styles and multiple intelligences

- targeting learning outcomes to focus instruction, learning, and assessment

- selecting, adapting, and developing learning and assessment strategies and learning resources

- maximizing personal teaching strengths, resources, and interests

- adjusting planning to take advantage of community and public events that provide learning opportunities

Planning Considerations

> **"Teaching is a constant stream of professional decisions made before, during, and after interaction with students: decisions which, when implemented, increase the probability of learning."**
>
> —Madeline Hunter

- Learning outcomes are not generally taught as separate or isolated; rather, they are taught in a variety of combinations. Because knowledge (K) outcomes, skills (S) outcomes, and values (V) outcomes are frequently interdependent, teachers develop lessons and units to assist students in seeing and understanding these relationships. Furthermore, teachers help students connect the knowledge, skills, and values (targeted learning outcomes) that they learn in one lesson with those targeted in other lessons and units. As students make connections between and among what sometimes appear to be discrete pieces of knowledge, they develop a broader understanding and appreciation of the big ideas or issues that form the basis of geographic issues of the 21st century.

- Learning is recursive. Often, learning outcomes need to be addressed many times during the school year and subsequent school years. For example, students need numerous opportunities to acquire skills (S) outcomes. As they practise, refine, and internalize these, students become more confident learners.

- Each group or classroom of learners is unique. The plans for instruction, learning, and assessment will, by necessity, differ for each unique group and classroom of learners. It will also vary during the school year as teachers identify and meet the needs of individuals and groups of learners.

Planning for Course Organization and Implementation

Teachers determine the organization, pace, methods, materials, and focus for learning. This document presents the Grade 9 social studies student learning outcomes in two organizational formats:

- general and specific student learning outcomes
- four clusters

While this document presents a cluster organization, teachers may organize the learning outcomes differently and develop other configurations more appropriate to both their own teaching approach and to their students' learning needs.

Whatever configuration they select or develop, teachers keep the focus on the knowledge, skills, and values identified by Grade 9 social studies learning outcomes. They maintain high expectations for all students. They differentiate instruction by providing multiple and varied, developmentally appropriate and authentic learning tasks, activities, and resources, and they assist each student in achieving the learning outcomes.

Planning a balanced Grade 9 social studies course needs to take into account the following:
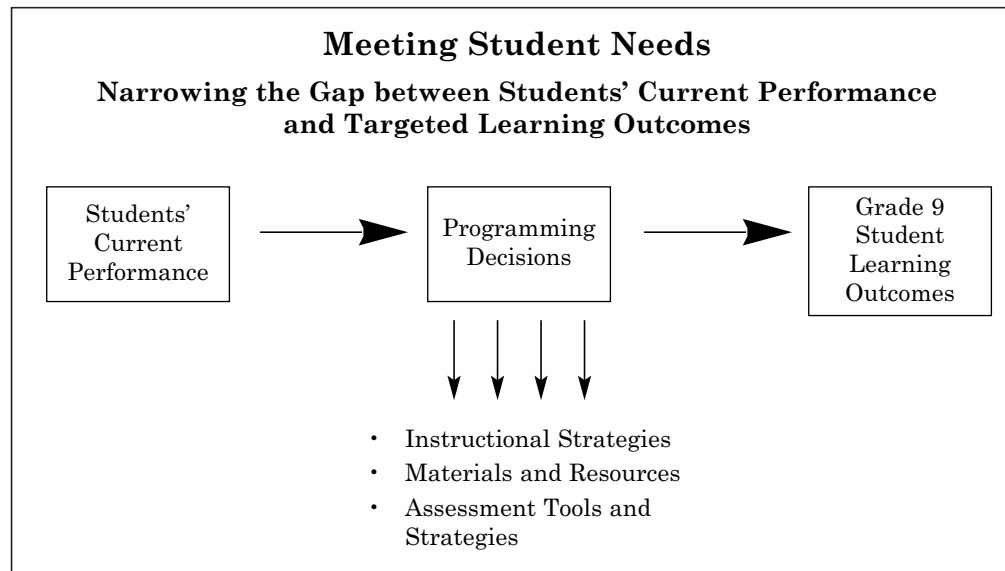
- Learning outcomes are stated as end-of-year or end-of-course results. They focus on what students know and can do at the end of the year or course rather than on what material is "covered." While students may demonstrate levels of performance described by learning outcomes at particular times during the course, the learning outcomes are end-of-year/-course expectations. In most cases, teachers will assess and evaluate students' performance when the knowledge (K) and values (V) learning outcomes are learned and demonstrated at the end of a series of lessons or a cluster. Where students have additional opportunities to demonstrate these same learning outcomes (during end-of-year or -course tests, examinations, assignments, projects, et cetera), teachers need to include these later performances in the student's final assessment. These later performances may, in fact, demonstrate greater student learning, and the teacher may consider these end-of-year or -course performances to be more accurate evaluations of students' learning and ignore previous assessments of the same learning outcomes.

  Note that while particular knowledge (K) learning outcomes and values (V) learning outcomes are frequently taught as part of one lesson, cluster, or theme, skills (S) learning outcomes are recursive. Students develop and refine these skills throughout the course. Consequently, teachers assess these formatively during much of the course, leaving summative assessment of skills toward the end of the course.

- Planning is ongoing and informed by students' learning needs, as these become evident through regular classroom-based assessment. Teachers plan for the needs of all students. For example, students who learn at different rates or with less ease than their classmates may benefit from teachers scaffolding learning experiences, pre-teaching, conducting regular reviews, making time for additional practice, and providing multiple opportunities and means to demonstrate learning. Other students may benefit from challenging extension activities. For a comprehensive discussion of the diversity of students in classrooms and strategies for meeting their needs, refer to *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

- A variety of teaching/learning approaches, classroom management techniques, assessment practices, tools, and strategies are essential.

- A variety of groupings—individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed—are essential.

- A variety of student learning resources, including print, visual, and audio formats that students are able to access and that assist them in learning the knowledge (K) identified in specific learning outcomes, are helpful. "Students can best become literate in any given subject area if reading, talking, and viewing are an integral part of content learning and of the subject-area curriculum. Talking, reading, writing, and viewing in the subject areas are known as **talking**-, **reading**-, **writing**-, and **viewing-to-learn** activities, and are ways to maximize the learning of content" (Gordon et al., 1998: 3).

- All programming decisions are directed toward addressing student needs and closing the gap between students' present level of performance and the performance identified in the learning outcomes.
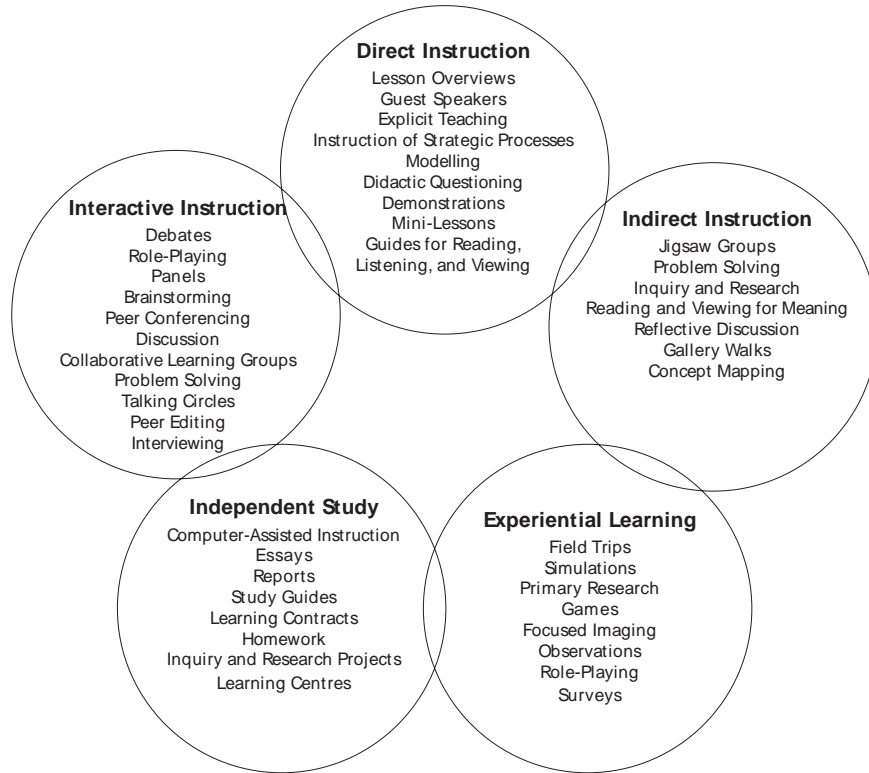
> ## Meeting Student Needs
>
> ### Narrowing the Gap between Students' Current Performance and Targeted Learning Outcomes
>
> Students' Current Performance → Programming Decisions → Grade 9 Student Learning Outcomes
>
> - Instructional Strategies
> - Materials and Resources
> - Assessment Tools and Strategies

Instructional Approaches

In planning learning experiences, teachers have a variety of instructional approaches and methods and they use these in various combinations. Instructional approaches may be categorized as

- direct instruction
- indirect instruction
- experiential instruction
- independent study
- interactive instruction

As they select and adapt instructional approaches and methods, teachers consider a number of factors:

- Will the approach meet the unique learning styles of students?
- Will it assist them in achieving the targeted learning outcomes?
- Will it engage students?
- Do students have prerequisite knowledge of the content and/or skills to enable them to learn with this approach?
- What are the advantages and disadvantages of this approach?

Direct Instruction
Lesson Overviews
Guest Speakers
Explicit Teaching
Instruction of Strategic Processes
Modelling
Didactic Questioning
Demonstrations
Mini-Lessons
Guides for Reading,
Listening, and Viewing

Interactive Instruction
Debates
Role-Playing
Panels
Brainstorming
Peer Conferencing
Discussion
Collaborative Learning Groups
Problem Solving
Talking Circles
Peer Editing
Interviewing

Indirect Instruction
Jigsaw Groups
Problem Solving
Inquiry and Research
Reading and Viewing for Meaning
Reflective Discussion
Gallery Walks
Concept Mapping

Independent Study
Computer-Assisted Instruction
Essays
Reports
Study Guides
Learning Contracts
Homework
Inquiry and Research Projects
Learning Centres

Experiential Learning
Field Trips
Simulations
Primary Research
Games
Focused Imaging
Observations
Role-Playing
Surveys

Instructional Approaches: Figure adapted, with permission, from Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice.* Copyright © 1991 by Saskatchewan Education.

Instructional Approaches: Roles, Purposes, and Methods				
Instructional Approaches	**Roles**	**Purposes/Uses**	**Methods**	**Advantages/ Limitations**
Direct Instruction	• Highly teacher-directed • Teacher ensures a degree of student involvement through didactic questioning	• Providing information • Developing step-by-step skills and strategies • Introducing other approaches and methods • Teaching active listening and note making	Teachers: • Explicit teaching • Lesson overviews • Guest speakers • Instruction of strategic processes • Lecturing • Didactic questioning • Demonstrating and modelling prior to guided practice • Mini-lessons • Guides for reading, listening, and viewing	• Effective in providing students with knowledge of steps of highly sequenced skills and strategies • Limited use in developing abilities, processes, and attitudes for critical thinking and interpersonal or group learning • Students may be passive rather than active learners
Indirect Instruction	• Mainly student-centred • Role of teacher shifts to facilitator, supporter, resource person • Teacher monitors progress to determine when intervention or another approach is required	• Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences	Students: • Observing • Investigating • Inquiring and researching • Jigsaw groups • Problem solving • Reading and viewing for meaning • Reflective discussion • Gallery Walks • Concept mapping	• Students learn effectively from active involvement • Allows for high degree of differentiation and pursuit of individual interests • Teacher requires excellent facilitation and organizational skills • Focused instruction of content and concepts may be difficult to integrate
Interactive Instruction	• Student-centred • Teacher forms groups, teaches and guides small-group skills and strategies	• Activating student interest and curiosity • Developing creativity and interpersonal skills and strategies • Exploring diverse possibilities • Forming hypotheses and developing concepts • Solving problems • Drawing inferences	Students: • Discussing • Sharing • Generating alternative ways of thinking and feeling • Debates • Role-playing • Panels • Brainstorming • Peer conferencing • Collaborative learning groups • Problem solving • Talking circles • Peer editing • Interviewing	• Student motivation and learning increase through active involvement in groups • Teacher's knowledge and skill in forming groups, instructing, and guiding group dynamics are important to the success of this approach • Effective in assisting students' development of life skills in co-operation and collaboration

(continued)

Instructional Approaches: Roles, Purposes, and Methods *(continued)*				
Instructional Approaches	**Roles**	**Purposes/Uses**	**Methods**	**Advantages/ Limitations**
Experiential Learning	• Student-centred • Teacher may wish to design the order and steps of the process	• Focusing on processes of learning rather than products • Developing students' knowledge and experience • Preparing students for direct instruction	Students: • Participating in activities • Field trips • Simulations • Primary research • Games • Focused imaging • Role-playing • Surveys • Sharing observations and reflections • Reflecting critically on experiences • Developing hypotheses and generalizations • Testing hypotheses and generalizations in new situations	• Student understanding and retention increase • Hands-on learning may require additional resources and time
Independent Study	• Student-centred • Teacher guides or supervises students' independent study, teaches knowledge, skills, and strategies that students require for independent learning, and provides adequate practice	• Accessing and developing student initiative • Developing student responsibility • Developing self-reliance and independence	Students: • Inquiry and research projects • Using a variety of approaches and methods • Computer-assisted instruction • Essays and reports • Study guides • Learning contracts • Homework • Learning centres	• Students grow as independent, lifelong learners • Student maturity, knowledge, skills, and strategies are important to success • Student access to resources is essential • Approach may be used flexibly (it may be used with individual students while other students use other approaches)

Phases of Learning

Teachers find the three phases of learning are helpful in planning learning experiences:

• Activating (preparing to learn)

• Acquiring (integrating and processing learning)

• Applying (consolidating learning)

In this document, suggested teaching/learning strategies, classroom assessment approaches, and tools for each of the learning experiences are organized by these learning phases. These phases are not entirely linear, but they are useful for thinking and planning. Note that a variety of Activating, Acquiring, and Applying teaching/learning strategies are discussed in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Activating (Preparing for Learning)

One of the strongest indications of how well students comprehend new information is their prior knowledge of the subject. Some educators observe that more student learning occurs during the Activating phase than at any other time. In planning instruction and assessment, teachers develop activities and select strategies for activating their students' prior knowledge. These activities provide information about the extent of students' prior knowledge of the topic to be studied, their knowledge of and familiarity with the forms or genres of the texts to be used to communicate that information, and their knowledge of and proficiency in applying skills and strategies for learning, using these forms or genres.

Prior knowledge activities

• help students relate new information, skills, and strategies to what they already know and can do (e.g., if a text includes unfamiliar vocabulary, students may not recognize the connection between what they know and the new material being presented)

• allow teachers to correct misconceptions that might otherwise persist and make learning difficult for students

• allow teachers to augment and strengthen students' knowledge bases when students do not possess adequate prior knowledge and experience to engage with new information and ideas

• help students recognize gaps in their knowledge

• stimulate curiosity, and initiate the inquiry process that will direct learning

This document contains numerous strategies for activating prior knowledge, such as Gallery Walks, brainstorming, concept maps, and KWL guides.

Acquiring (Integrating and Processing Learning)

In the second phase of learning, students engage with new information and integrate it with what they already know, adding to and revising their previous knowledge. Part of the teacher's role in this phase is to present this new information, or to help students access it from other human resources or from oral, print, and other media texts.

However, since learning is an internal process, facilitating learning requires more of teachers than simply presenting information. In the Acquiring phase, teachers instruct students in strategies that help them make meaning of information, integrate it with what they already know, and express their new understanding. These include strategies for active listening, reading, and viewing, for exploring ideas, and for representing emerging understanding orally, visually, and in writing. In addition, teachers monitor these processes to ensure that learning is taking place, using a variety of instruments, tools, and strategies such as observations, conferences, and examination of student work.

In practice, within an actual lesson or series of lessons, the Acquiring phase of learning may include a number of steps and strategies, such as

- setting the purpose (e.g., lesson overviews, learning logs, Admit Slips)
- presenting information (e.g., guest speakers, mini-lessons, active reading, viewing, and listening)
- processing information (e.g., note making, group discussions, journals, visual representations)
- modelling (e.g., role-playing, think-alouds, demonstrations)
- checking for understanding (e.g., Think-Pair-Share activities, quizzes, informal conferences)
- practising (e.g., guided practice, rehearsals)

Applying (Consolidating Learning)

New learning that is not reinforced is soon forgotten. The products and performances by which students demonstrate new learning are not simply required for assessment; they have an essential instructional purpose in providing students with opportunities to demonstrate and consolidate their new knowledge, skills and strategies, and attitudes. Students also need opportunities to reflect on what they have learned and to consider how new learning applies to a variety of situations. By restructuring information, expressing new ideas in another form, or integrating what they have learned with concepts from other subject areas, students strengthen and extend learning.

To ensure that students consolidate new learning, teachers plan various activities involving

- reflection (e.g., learning logs, Exit Slips)
- closure (e.g., sharing of products, debriefing on processes)
- application (e.g., performances, publications, new inquiry cycles)

Planning with a Template

Planning Lessons

Teachers plan individual lessons and series of lessons in a variety of ways to assist students in acquiring Grade 9 learning outcomes.

Each learning experience provides teachers with a number of options and

- provides suggestions for each of the three phases of learning (Activating, Acquiring, and Applying)
- identifies or targets specific student learning outcomes
- suggests a number of teaching and learning strategies to assist students in achieving these targeted knowledge, values, and skills outcomes

It is not intended that teachers will implement all of these suggestions in a particular class. Teachers may also draw upon their professional practice—their knowledge of theory, research, and best instructional and assessment practice—to develop their own strategies and approaches.

Targeted Learning Outcomes

Teachers select strategies that best facilitate student achievement of targeted learning outcomes. While many outcomes may be "in play" during a learning experience, teachers focus on particular outcomes during individual lessons. Targeted outcomes may be seen as being in the foreground—the focus of attention—while other outcomes are in the background for that particular lesson.

In addition to knowledge and values learning outcomes, students are expected to achieve a number of skills (S) learning outcomes. Students learn and practise these skills throughout each cluster. Assessment of skills will affect the choice of teaching and learning strategies as teachers and their students work through the learning experiences.

Reflecting on Planning

When reflecting on their long-term planning as well as planning for specific lessons and units, many teachers find the following questions to be of value.

Student learning outcomes:

- What will students need to be able to do?
- What knowledge do they need to acquire?
- What skills and strategies do they need to develop and to make part of their personal learning toolbox?
- What attitudes will assist them in becoming efficient learners?
- What values do they need to demonstrate?

Engagement:

- How will I hook them?

- What learning experiences will engage students in

  — exploring ideas

  — acquiring information

  — developing understanding

  — acquiring and developing skills and strategies and values?

- What resource materials (print, visual, auditory) will I use to engage them in thought-provoking experiences—ideas, problems, issues, challenges—that will help them to develop the knowledge, skills and strategies, and values we want them to possess?

Methodology:

- What methods will I use to engage them and to help them to acquire the knowledge, skills and strategies, and values that we want them to possess?

- How will I manage time to provide them with sufficient opportunities to use the knowledge, skills and strategies, and values of the Grade 9 social studies learning outcomes?

Assessment and evaluation:

- How will I assess and evaluate their progress and their achievements?

- How will I help students know where they are, where they are headed, and why?

- How will I use classroom-based assessment information to revise my planning (i.e., targeting of student learning outcomes, teaching/learning strategies, assessment tools and strategies, and selection of student learning resources)?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT

Outcomes-Based Learning and Assessment

> **"The purpose of summative assessment is to prove learning, while the purpose of formative assessment is to improve learning."**
>
> —David Pratt

Outcomes-based learning is concerned with what students know and are able to do rather than with what material is "covered." The general and specific learning outcomes identify the knowledge, skills, and values that Grade 9 students are expected to achieve. These learning outcomes are end-of-course expectations (i.e., students are expected to achieve and to demonstrate them by the end of the course).

Assessment is an integrated and essential component of sound instruction. Assessment is the systematic process of gathering information about what students know and are able to do. It includes collecting, interpreting, and communicating results related to students' progress and achievement.

Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing classroom-based assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* or *as* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of, as,* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Assessment and the Stages of Learning

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	**Teachers**
Activating Stage	Assessment in the activation stage helps **students** • "set the stage" and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic	Assessment in the activation stage helps **teachers** • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	Assessment during the acquisition stage helps **students** • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise	Assessment during the acquisition stage helps **teachers** • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving specific learning outcomes (SLOs) • determine if individual students need additional support or further learning opportunities to achieve SLOs • identify which learning outcomes need to be the focus of subsequent instruction and assessment • gather evidence of student growth, which may be used for reporting
Applying Stage	Assessment during the application stage helps **students** • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways	Assessment during the application stage helps **teachers** • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Collecting Assessment Information

There are five characteristics of classroom assessment that support learning and increased student achievement (Davies, 2001):

1. Students are involved.

2. Students receive specific, descriptive feedback about learning during the learning.

3. Students communicate evidence of their learning to others.

4. Teachers adjust instruction in response to ongoing assessment information.

5. A safe learning environment invites further risk taking, mistake making, and learning.

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes; the structure of the learning activity (e.g., individual, small group, whole class); the time of year; and the stage of student development. Teachers may choose to focus assessment observation on one or two students or on a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars allows them to visualize a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- *Assessing Knowledge:* Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

- *Assessing Skills:* The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- *Assessing Values:* Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

Tools and methods include asking questions, observing students engaged in learning experiences and processes, examining student work, conferencing with students about work in progress, engaging students in peer assessment and self-assessment.

Figure 3 identifies some assessment tools and methods appropriate for ongoing assessment. Formal tools such as rubrics may be more appropriate for assessment *of* learning that takes place at the end of a cluster or term.

Assessment Tools and Methods	
Observation of Skills and Processes	**Tests, Products, and Performances**
Teacher assessment:	Teacher assessment:
• checklists and rating scales	• rubrics and marking scales
• anecdotal records	• conferences
• conferences and interviews	• portfolios
• review of work in progress	Student peer assessment and self-assessment:
Student peer assessment and self-assessment:	• checklists
• checklists and rating scales	• reflective journals
• logs and journals	• portfolios

Figure 3: Assessment Tools and Methods

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)

- observation and evaluation of student products and performances

- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment tools and strategies:
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Note that outcomes tracking charts and checklists have been included in Appendices C and D to help teachers in recording student achievement related to the learning outcomes.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills and citizenship-related outcomes that continue to develop through the course or year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the course/year may not adequately reflect their progress at the end of the course/year. Student achievement may need to be reviewed at the course's or year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and choose to provide students with additional opportunities to demonstrate their learning. End-of-course or end-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

Student autonomy and responsibility is enhanced when students
- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

Language to encourage self-assessment
Students
- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers
- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks and not to be afraid of making mistakes. Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the final stages of assessment.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 4: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

Goal-Setting
What are my strengths?
How will I use these in my planning/learning?
What do I need to improve?
What do I want to accomplish?
How will I know I am successful?

Reflection, Self-Assessment, and Metacognition
What worked well? Why?
What will I change? Why?
What did I learn?
How will I act differently as a result?
What do I still need to understand?

Student Empowerment in the Learning Process

Planning to Learn
What do I know about…?
What do I need/want to know about…?
What strategies and resources will I use?
What can I do myself?
What do I need help with?
Who can help me?

Engaging in the Learning Process
Are these resources helpful?
Will these choices contribute to my goals?
What problem-solving strategies can I use?
Who can I talk to about this idea?
Am I contributing to the learning environment?
How will I know that I'm on the right track?
Is there anything else I need to do to reach my goal?

Figure 4: Student Empowerment in the Learning Process

Teacher Reflection

Teacher reflection is essential to effective pedagogy, and there is no teaching tool or strategy more important to a teacher than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Teacher as reflective practitioner
- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally*, when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

Characteristics of Effective Social Studies Assessment

Effective assessment assists learning and

1. is congruent with instruction
2. is based on authentic tasks
3. uses a wide variety of tools and methods
4. is based on criteria that students know and understand
5. is a collaborative process involving students
6. focuses on what students have learned and can do
7. is ongoing and continuous

1. Effective assessment is congruent with instruction

Assessment requires teachers to be continually aware of the purpose of instruction: What do I want my students to learn? What can they do to show they have learned it?

How teachers assess depends on what they are assessing—whether they are assessing knowledge, skills, or values.

Ryan, Connell, and Deci (1985) found that assessment that is perceived as a tool for controlling student behaviours, as a way of meeting out rewards and punishments rather than providing feedback on student learning, reduces student motivation.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment is intended to inform students of the programming emphasis and to help them to focus on important aspects of learning. If teachers assess only the elements that are easiest to measure, students may focus on only those things.

2. Effective assessment is based on authentic tasks

Assessment tasks should be authentic and meaningful—tasks worth doing for their own sake. Through assessment, teachers discover whether students can use the knowledge, skills, and resources to achieve worthwhile purposes. Therefore, teachers are encouraged to design tasks that replicate the context in which knowledge and skills will be applied beyond the classroom. As often as possible, students should be encouraged to communicate their knowledge and ideas for real audiences and real purposes, related to real social studies issues.

Authentic assessment tasks are not only tests of the information students possess, but also of the way their understanding of a topic has deepened, and of their ability to apply their learning.

3. Effective assessment uses a wide range of tools and methods

In order to create a comprehensive profile of student progress, teachers gather data by different means over numerous occasions. Student profiles may involve both students and teachers in data gathering and assessment.

4. Effective assessment is based on criteria that students know and understand

Assessment criteria must be clearly established and made explicit to students before an assignment or test so that students can focus their efforts appropriately. Each assessment should test only those learning outcomes that have been targeted and that have been identified to students. In addition, whenever possible, students need to be involved in developing assessment criteria.

Students need to understand what the successful accomplishment of each proposed task looks like. Models of student work from previous years and other exemplars help students in developing personal learning goals.

5. Effective assessment is a collaborative process involving students

The ultimate goal of assessment is to enable students to assess themselves. The gradual increase of student responsibility for assessment is part of developing students' autonomy as lifelong learners. Assessment should decrease, rather than foster, students' dependence on teachers' comments for direction in learning, and reduce student reliance on marks for validation of their accomplishments.

In addition, assessment enhances students' metacognitive abilities. It helps them make judgements about their own learning and provides them with information for goal setting and self-monitoring.

Teachers increase students' responsibility for assessment by

- requiring students to select products and performances to demonstrate their learning
- involving students in developing assessment criteria whenever possible
- involving students in peer assessment—informally through peer conferences and formally through using checklists

- having students use tools for reflection and self-assessment (e.g., self-assessment checklists, learning logs, identification and selection of goals, and self-assessment of portfolio items)

- establishing a protocol for students who wish to challenge a teacher-assigned mark (Formal appeals provide opportunities for students to examine their performance in light of the assessment criteria.)

6. Effective assessment focuses on what students have learned and can do

Assessment must be equitable; it must offer opportunities for success to every student. Effective assessment demonstrates the knowledge, skills, and values of each student and the progress the student is making, rather than simply identifying deficits in learning.

To assess what students have learned and can do, teachers need to use a variety of strategies and approaches:

- Use a wide range of instruments to assess the various expressions of each student's learning (i.e., oral, written, et cetera).

- Provide students with opportunities to learn from feedback and to practise, recognizing that not every assignment will be successful, nor will it become part of end-of-cluster or end-of-term assessment.

- Examine several pieces of student work in assessing any particular learning outcome or group of outcomes to ensure that the data collected are valid bases for making generalizations about student learning.

- Develop complete student profiles by using information from *learning outcome-referenced assessment*, which compares a student's performance to predetermined criteria, and *self-referenced assessment*, which compares a student's performance to his or her prior performance.

- Avoid using assessment for purposes of discipline or classroom control.

- Allow students, when appropriate and possible, to choose how they will demonstrate their competence.

- Use assessment tools appropriate for assessing individual and unique products, skills, and performances.

7. Effective assessment is ongoing and continuous

Ongoing classroom-based assessment that is woven into daily instruction

- offers students frequent opportunities for feedback

- allows them to modify their learning approaches and methods

- helps them observe their progress. Teachers provide informal assessment by questioning students and offering comments. They also conduct formal assessments at various stages of learning.

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

*   at the **beginning** of each cluster
*   **within** each learning experience
*   at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendices C and D.

*   **Skills, Knowledge, and Values Checklists:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix D)

*   **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)

*   **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience:**

*   **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.

*   **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster:**

*   **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the six general learning outcomes, foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

Values

GLO
The Land:
Places and People

GLO
Historical
Connections

Diverse Perspectives

Citizenship

GLO
Identity, Culture,
and Community

GLO
Global
Interdependence

Diverse Perspectives

Students

Diverse Perspectives

Citizenship

Diverse Perspectives

Knowledge

GLO
Economics
and Resources

GLO
Power and Authority

Skills

Essential Elements to Be Integrated into Manitoba Curricula

- Sustainable Development
- Aboriginal Perspectives
- Resource-Based Learning
- Differentiated Instruction
- Gender Fairness
- Subject-Area Connections
- Age-Appropriate Portrayals
- Human Diversity
- Anti-Racist/Anti-Bias Education

General Learning Outcomes

Specific Learning Outcomes	
Skills	**Knowledge and Values**
• Skills for Active Democratic Citizenship	(Organized into Clusters)
• Skills for Managing Ideas and Information	
• Critical and Creative Thinking Skills	
• Communication Skills	

Foundation Skills to Be Integrated into Manitoba Curricula

- Information Technology
- Problem Solving
- Human Relations
- Literacy and Communication

Figure 5: Conceptual Map

DOCUMENT COMPONENTS

Core Concept

The core concept citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others. (See page 17.)

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process. (See Appendix D for outcomes tracking checklists.)

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

- **The Land: Places and People:** Students explore the dynamic relationships of people with the land, places, and environments.

- **Historical Connections:** Students explore how people, events, and ideas of the past shape the present and influence the future.

- **Global Interdependence:** Students explore the global interdependence of people, communities, societies, nations, and environments.

- **Power and Authority:** Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

- **Economics and Resources:** Students explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 8 to 10 is found in Appendix F.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both types of outcomes are presented under each of the six general learning outcomes and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.

- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

This document contains the following elements:

- **Grade Overview:** A brief description of the content and focus of the grade is presented in the grade overview.

- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.

- **General and Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:

  — **Skills:** The skills learning outcomes are organized in four categories, and are intended to be integrated through each cluster.

— **Knowledge and Values:** The knowledge- and values-specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.

— **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

• **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:

— **Skills, Knowledge, and Values Checklists** (teacher tracking tool, Appendix D)

— **Student Portfolio Tracking Chart** (student tool, Appendix C)

— **Engaging Students in the Cluster** (strategies to activate the cluster)

— **Skills Set** (an icon indicating the skills targeted in the learning activity)

— **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)

— **Knowledge and Values Learning Outcomes** (targeted outcomes)

— **Description of the Learning Experience**

— **Vocabulary List**

— **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 5 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Being Together	*Connecting and Belonging*	*Communities in Canada*	*Communities of the World*	*Manitoba, Canada, and the North: Places and Stories*	*Peoples and Stories of Canada to 1867*
Skills Outcomes	Active Democratic Citizenship		Managing Information and Ideas		Critical and Creative Thinking	Communication
Knowledge and Values Outcomes				Organized by Clusters Include the Core Concept of Citizenship		
Cluster 1	*Me*	*I Belong*	*Our Local Community*	*Connecting with Canadians*	*Geography of Canada*	*First Peoples*
Cluster 2	*The People around Me*	*My Environment*	*Communities in Canada*	*Exploring the World*	*Living in Canada*	*Early European Colonization (1600 to 1763)*
Cluster 3	*The World around Me*	*Connecting with Others*	*The Canadian Community*	*Communities of the World*	*Living in Manitoba*	*Fur Trade*
Cluster 4				*Exploring an Ancient Society*	*History of Manitoba*	*From British Colony to Confederation (1763 to 1867)*
Cluster 5					*Canada's North*	

(continued)

Grades 6 to 10 Social Studies: Skill Categories and Cluster Titles

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Canada: A Country of Change (1867 to Present)	People and Places in the World	World History: Societies of the Past	Canada in the Contemporary World	Geographic Issues of the 21st Century
Skills Outcomes	Active Democratic Citizenship	Managing Information and Ideas	Critical and Creative Thinking		Communication
Knowledge and Values Outcomes	Organized by Clusters — Include the Core Concept of Citizenship				
Cluster 1	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	Diversity and Pluralism in Canada	Geographic Literacy
Cluster 2	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	Democracy and Governance in Canada	Natural Resources
Cluster 3	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	Canada in the Global Context	Food from the Land
Cluster 4	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	Canada: Opportunities and Chanllenges	Industry and Trade
Cluster 5			Shaping the Modern World (Circa 1400 to 1850)		Urban Places

Guide to Reading the Learning Outcome Code

Examples: Provide ideas of what might be included (not mandatory).

Include: Indicates a mandatory component of the specific learning outcome.

Specific Learning Outcomes

Code	
KH-030	Describe social and cultural injustices in Canada's past. *Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...*
KC-006	Describe Canadian parliamentary democracy. *Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.*

Distinctive Learning Outcomes

Code	
KC-010A	Describe Aboriginal perspectives on justice and law. *Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...*
KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:
A – Aboriginal
F – Francophone

The third group of characters indicates the numerical order of the **Specific Learning Outcome** in that grade.

The first character refers to the learning outcome type:

S – Skills
K – Knowledge
V – Values

The second character, where it appears, refers to the **Core Concept** or **General Learning Outcome:**

C – Citizenship
I – Identity, Culture, and Community
L – The Land: Places and People
H – Historical Connections
G – Global Interdependence
P – Power and Authority
E – Economics and Resources

GUIDE TO READING A LEARNING EXPERIENCE

Canada in the Contemporary World

GRADE 9 **CLUSTER 1** — Diversity and Pluralism in Canada

Title of the learning experience

9.1.1 A Profile of Canada

Diversity and Pluralism in Canada
Grade 9 Cluster 1

KL-024 — Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

KH-029 — Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 — Appreciate Canadian cultural pluralism.

VI-005A — Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F — Be willing to support the vitality of their French language and francophone

A description of the focus of the learning experience

The enduring understanding of this learning experience

Targeted specific learning outcomes

Enduring Understanding
Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience
Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism
(See Appendix D for Vocabulary Strategies.)

Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.

See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.

Title of the learning experience

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Appendix A
Skill 6c

KL-024
KH-029
VI-005
VI-005A

Activate
Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country.

9.1.1 a BLM: KWL Chart: Geography of Canada

Blackline masters (Appendix B)

Suggested student portfolio selection

(continued)

80

or

...of Gladys
...the washakada

KI-018
KI-018A
KI-019
KH-030
VH-009

Appendix A
Skill 6e

Students visit an Aboriginal cultural centre in their region, such as Thunderbird House in Winnipeg. After listening to an Aboriginal Elder or community member speak about initiatives for cultural renewal in Aboriginal communities, students pose questions about the effects of assimilation and about perspectives for the future of Aboriginal communities in Manitoba.

TIP: Refer to Teacher Note 2 (TN-2) for contact information. Where possible, the school may choose to invite a local Elder to visit the school to speak to students. Some Elders may also be willing to talk about the effects of residential schools and assimilative policies.

Supporting websites

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

Teacher Notes (Appendix H)

TN 2 Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba

Teacher Reflections

(continued)

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CANADA IN THE CONTEMPORARY WORLD

GRADE 9

Grade 9 students focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global communities.

Important student values and attitudes that are developed in Grade 9 include a commitment to democratic values, a willingness to take appropriate and ethical social action, and an appreciation of cultural diversity. Focus skills include critical thinking, informed decision making, consensus building, and skills related to negotiation in the exercise of active and responsible citizenship.
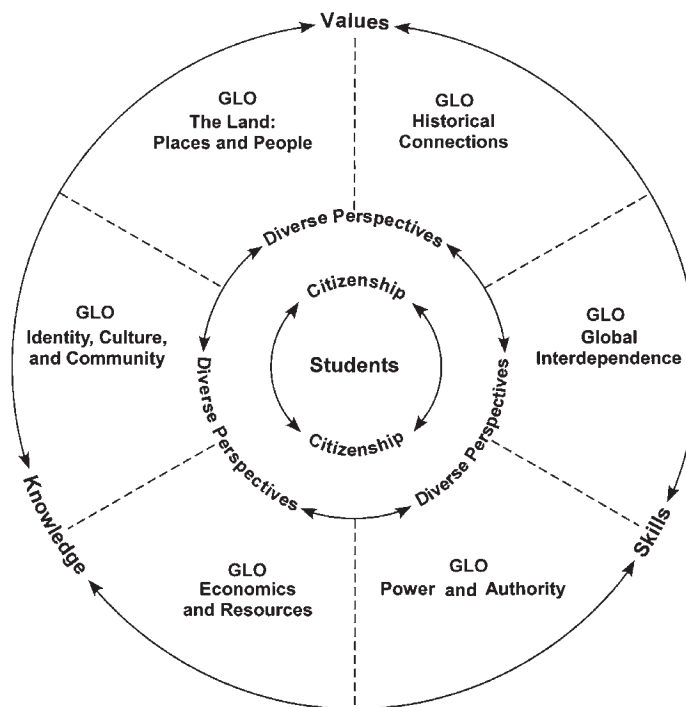
Cluster 1: Diversity and Pluralism in Canada

Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.

Cluster 2: Democracy and Governance in Canada

Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.

Cluster 3: Canada in the Global Context

Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing Canada's role in global peacekeeping initiatives, and the implications of being a consumer in a globally connected, industrialized society.

Cluster 4: Canada: Opportunities and Challenges

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Promote actions that reflect the principles of sustainable development.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.

S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...

S-202 Select and use appropriate tools and technologies to accomplish tasks.

S-203 Construct maps using a variety of information sources and technologies.
Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...

S-204 Select, use, and interpret various types of maps.

Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Plan topics, goals, and methods for inquiry and research.	S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-301	Analyze the context of events, accounts, ideas, and interpretations.	S-307	Propose and defend innovative options or solutions to address issues and problems.
S-302	Draw conclusions and make decisions based on research and various types of evidence.	S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
S-303	Reconsider personal assumptions based on new information and ideas.		*Include: student-gathered data.*
S-304	Analyze material and visual evidence during research. *Examples: artifacts, photographs, political cartoons, works of art...*		
S-305	Compare diverse perspectives and interpretations in the media and other information sources.		

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Core Concept: Citizenship

Students develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. *Include: basic, citizenship, and legal rights*
KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities. *Include: effects on their local community.*
KC-003	Describe the criteria for becoming a Canadian citizen.
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.
KC-005	Give examples of ways in which government affects their daily lives. *Examples: rights and freedoms, security, laws, education, health care, services...*
KC-006	Describe Canadian parliamentary democracy. *Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.*
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
KC-008	Describe electoral processes and roles of political parties.
KC-009	Identify contemporary political leaders in Canada. *Include: Aboriginal, federal, provincial, local.*

KC-010	Describe responsibilities and processes of the justice system in Manitoba. *Include: Aboriginal justice systems, Youth Criminal Justice Act.*
KC-010A	Describe Aboriginal perspectives on justice and law. *Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...*
KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society. *Examples: rule of law, equality, diversity, freedom, citizen participation in government...*
KC-012	Assess the advantages and disadvantages of democratic processes in Canada. *Include: majority/minority issues.*
KC-013	Describe their responsibilities and rights as citizens of Canada and the world.
KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.
KC-014	Describe current issues related to citizenship in Canada.
KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
VC-001	Appreciate democratic ideals in Canadian society.
VC-002	Value their democratic responsibilities and rights.
VC-003	Be willing to engage in discussion and debate about citizenship.

Identity, Culture, and Community

Students explore concepts of identity, culture and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-016	Describe factors that shape personal, regional, and national identities. *Include: media influences.*	KI-021	Describe ways in which identity, diversity, and culture are protected in Canada. *Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...*
KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.		
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. *Include: Aboriginal residential schools, language laws.*	KI-022	Analyze current issues surrounding Canadian culture and identity.
		KI-023	Identify possible ways of addressing social injustices in Canada.
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.	VI-004	Be willing to consider diverse social and cultural perspectives.
KI-018F	Evaluate effects of language and education laws on their francophone community.	VI-005	Appreciate Canadian cultural pluralism.
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.	VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities. *Include: decision making, perspectives, identity, culture.*	VI-005F	Be willing to support the vitality of their French language and francophone culture.
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.		
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.		

The Land: Places and People

Students explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada. *Include: political boundaries, capital cities, population clusters, regions.*
KL-025	Identify on a world map countries in which events of global significance are taking place.
KL-026	Analyze current Canadian demographics and predict future trends.
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.
KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.
VL-007	Be willing to make personal choices to sustain the environment.

Historical Connections

Students explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century. *Examples: immigration, birth rate, life expectancy, urbanization...*
KH-030	Describe social and cultural injustices in Canada's past. *Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...*
KH-031	Identify significant events in the development of human rights in Canada.
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. *Include: Bill C-31 and the status of Aboriginal women, suffrage.*
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada. *Examples: education, health care, social programs, communication, transportation...*

VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.
VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.

Global Interdependence

Students explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-034	Give examples of Canada's connections with other nations. *Examples: trade, communication, environment, entertainment, sports...*
KG-035	Evaluate Canadian perspectives regarding current global issues.
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship. *Include: personal and national decisions.*
KG-037	Compare media portrayals of current issues. *Include: local, national, international sources.*
KG-038	Give examples of Canada's participation within international organizations. *Examples: United Nations, Commonwealth, la Francophonie, Olympics...*
KG-039	Evaluate Canada's contributions to international aid and development. *Include: government and NGOs.*
KG-040	Assess the implications of Canada's military role in contemporary conflicts.
KG-041	Give examples of contributions of various Canadians to the global community. *Include: arts and science.*
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues. *Examples: refugees, international development, environmental stewardship, military defence...*

VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.
VG-012	Be willing to consider local, national, and global interests in their decisions and actions.
VG-013	Value Canada's contributions to the global community. *Examples: humanitarian, artistic, scientific, environmental...*

Power and Authority

Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-043 Give examples of diverse approaches to conflict resolution.

KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

KP-045 Describe factors related to Aboriginal self-determination in Canada.
Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...

KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...

KP-047 Identify opportunities and challenges regarding Canadian-American relationships.
Examples: protection of national sovereignty, trade, defence, environment...

VP-014 Value non-violent resolutions to conflict.

VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.
Examples: citizen involvement in political processes, freedom of speech, freedom of association...

VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Economic and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

KE-048	Describe characteristics of Canada as an industrialized nation.	VE-017	Be willing to consider the impact of their consumer choices.
KE-049	Evaluate implications of living in a consumer-based economy. *Examples: social, political, environmental...*	VE-018	Be willing to consider ethical questions related to sharing wealth and resources.
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada. *Include: transnational corporations.*		
KE-051	Analyze possible consequences of their consumer choices.		
KE-052	Identify poverty issues in Canada and propose ideas for a more equitable society. *Examples: homelessness, child poverty, health care, education, nutrition...*		

Canada in the Contemporary World

Diversity and Pluralism in Canada

Cluster 1 Learning Experiences: Overview

GRADE 9

1 CLUSTER

Diversity and Pluralism in Canada

9.1.1 A Profile of Canada

KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 Appreciate Canadian cultural pluralism.

VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F Be willing to support the vitality of their French language and francophone culture.

9.1.2 Human Rights

KC-001 Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.
Include: basic, citizenship, and legal rights.

KC-004 Describe contributions of Canadians whose social and political actions have promoted human rights.

KH-031 Identify significant events in the development of human rights in Canada.

KH-032 Describe ways in which the status of women in Canada has changed since the early 20th century.
Include: Bill C-31 and the status of Aboriginal women, suffrage.

VH-008 Appreciate the efforts of Canadians who have helped to promote human rights.

9.1.3 Living Together in Canada

KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.

KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.
Include: effects on their local community.

KC-003 Describe the criteria for becoming a Canadian citizen.

KI-016 Describe factors that shape personal, regional, and national identities.
Include: media influences.

KP-043 Give examples of diverse approaches to conflict resolution.

VP-014 Value non-violent resolutions to conflict.

9.1.4 Pluralism and Integration

KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.

KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Include: Aboriginal residential schools, language laws.

KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

KI-018F Evaluate effects of language and education laws on their francophone community.

KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

KH-030 Describe social and cultural injustices in Canada's past.
Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...

VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

9.1.5 Expressing Who We Are in Canada

KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
Include: decision making, perspectives, identity, culture.

KI-020A Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.

KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures.

KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.
Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...

VI-004 Be willing to consider diverse social and cultural perspectives.

Diversity and Pluralism in Canada

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.

Recommended Learning Resources

Appendix G

Engaging Students in the Cluster

- Create a wall map display of physical and human geographical information.

- Display graphs indicating ethnic origins of Canadians.

- Create a "Before and After" collage displaying 'faces' of Canada before the big waves of international immigration, and after the waves.

- Create a pictorial display of famous Canadians involved in work, sports, the arts, international projects, and so on.

- Using a map of the world, mark/indicate the immigration connections for students within the class.

- Display a satellite photo illustrating the lights of Canada at night.

- Create a display of print materials about human rights issues in Canada.

- Create a pictorial display depicting varying cultural images of Canada along with headlines indicating emotional positions about the images.

- Create a "mental geography" quiz based on geographical features of Canada.

- Create a display illustrating natural features of Canada. (Tip: calendars are a good source for these images.)

- Using brainstorming, have students articulate what they would expect to see on an east to west, or north to south trip across Canada.

- Display copies of the Canadian Charter of Rights and Freedoms, and the United Nations Universal Declaration of Human Rights.

Learning Experiences

9.1.1 A Profile of Canada

9.1.2 Human Rights

9.1.3 Living Together in Canada

9.1.4 Pluralism and Integration

9.1.5 Expressing Who We Are in Canada

9.1.1 A Profile of Canada

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada. *Include: political boundaries, capital cities, population clusters, regions.*
KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century. *Examples: immigration, birth rate, life expectancy, urbanization...*
VI-005	Appreciate Canadian cultural pluralism.
VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
VI-005F	Be willing to support the vitality of their French language and francophone

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience

Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism
(See Appendix E for Vocabulary Strategies.)

Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.

See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Appendix A Skill 6c	KL-024 KH-029 VI-005 VI-005A	**Activate** Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country. **9.1.1 a** BLM: KWL Chart: Geography of Canada

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

KL-024

Using a Canadian atlas, students are given two to three minutes to observe physical, political, or thematic maps of Canada. At a pre-arranged signal, they close their atlases and create freehand drawings of a mental map of the country, following the instructions in BLM 9.1.1b. Students then compare their mental map with that of a partner, exchanging ideas about what their maps tell them about their perspectives of Canada.

TIP: Students will require graph paper to assist them with proportions. After they have drawn their maps, students may use the chart provided in the BLM to self-assess their map. Ideally, this activity should be repeated at the end of the term/year. Following the activity, students' maps should be retained in a file so that, later in the year, the activity may be repeated and the maps compared. Students may then assess how their mental maps have changed over the course of their study of contemporary Canada.

9.1.1 b BLM: A Mental Map of Canada (2 pages)

— **or** —

KL-024
KH-029
VI-005
VI-005A

Collective groups of students share an atlas of Canada to prepare a series of questions for a "Get to Know Your Atlas" activity. Each group prepares a series of 10 questions about the physical geography, human geography, and demography of Canada. They also prepare an answer key indicating the atlas page number in which they found the answers to their questions. Groups exchange their quizzes, and proceed to find the answers to the questions. After a designated period of time, groups verify their answers, and the class discusses what they have learned about finding information in the atlas.

TIP: Sample questions: What are eco-zones and how many eco-zones are there in Canada? In which province or territory is the population growing most rapidly? How many major national and provincial parks are there in Newfoundland and Labrador?

Allow a specified period of time to create the questions and to find the answers. Remind students to use the index, table of contents, glossary, statistics charts, and map titles to quickly locate information.

(*continued*)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A *Skill 5*	KL-024 KH-029 VI-005 VI-005A	Collaborative groups of students generate hypotheses about the meaning of demography, consulting a dictionary or other references to verify the accuracy of their predictions. Using poster paper, each group creates a Concept Overview, including examples of the elements of demography (population size, growth, density, and distribution, as well as population characteristics such as age, marital status, language, ethnicity, culture, religion, income, gender). Each Concept Overview should include an example of a true statement about a distinguishing element or a trend in Canadian demographics. Groups present their Concept Overviews to the class, and the class discusses which elements of Canada's demography they consider to be the most significant.

NOTE: Students have been introduced to demographic factors such as population distribution and density in Grade 7. Ask students to consider the significance of Canadian demographics, including ethnic and cultural diversity, in relation to the defining characteristics of the nation.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.1 c BLM: Concept Overview: Demography

— **or** —

Appendix A *Skill 6a*	KL-024 KH-029 VI-005 VI-005A	Pairs of students carry out a Sort and Predict activity in which they classify the elements that are studied in physical geography and the elements that are studied in human geography. In a general class discussion, the distinction between the two concepts is clarified and students share examples of what they know about the characteristics of Canada's human and physical geography.

TIP: Students have been introduced to the concepts of human and physical geography in Grade 7. This activity offers the opportunity to review and consolidate these concepts and clarify misconceptions.

9.1.1 d BLM: Sort and Predict

(*continued*)

Teacher Reflections

Diversity and Pluralism in Canada

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

——— **or** ———

*Appendix A
Skill 3a*

KL-024
KH-029
VI-005
VI-005A

Referring to population charts and maps in an atlas or on the Statistics Canada website, collaborative groups of students gather current statistics to generate five "true-or-false" statements about Canadian demography (i.e., population distribution, languages, ethnic or cultural groups, immigration rates, rural and urban populations, birth rates, life expectancy, age...). Students present their five statements to the class, and invite them to guess whether each statement is true or false. The class discusses the distinguishing characteristics of the Canadian population, considering characteristics such as cultural pluralism, population density, and urbanization.

TIP: Ask students to consider some of the social and economic consequences of demographic change in Canada during the general discussion part of this activity. Encourage students to apply their knowledge of Canadian history from Grades 5 and 6 to help them recognize some of the major population changes that have taken place over time.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

——— **or** ———

*Appendix A
Skill 7d*

KL-024
KH-029

Using their previous knowledge of Canadian history, collaborative groups of students decide upon two to four significant developments since 1900 that have shaped Canada as a modern nation. Each group presents their selected events and explains to the class why they consider them to be important. The class decides which events they wish to use as chronological markers for the wall timeline, and each group is assigned the task of creating a reference marker (e.g., political cartoon, headline, annotated illustration…) for one of the selected "turning points" in modern Canada. The markers are affixed to the timeline as a reference, and may be used as models for subsequent additions to the timeline.

TIP: Help students to focus on elements of political change, cultural change, and population change; provide them with some key words as needed to help them get started on ideas (e.g., Nunavut, 1999; the Great Depression, 1930s; repatriation of the Constitution, 1982...). Encourage groups to consult reference sources as needed to verify dates or details and events. This activity will help assess students' prior knowledge, and will also help orient the study of contemporary Canada by reviewing key developments.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Acquire

Appendix A
Skill 11a

KL-024
KH-029
VI-005
VI-005A

Students consult the current Canada Year Book in print or at the Statistics Canada website to gather demographic data from the most recent national census. Using their gathered data, students create charts or graphs to represent current population characteristics and trends (e.g., population growth rates, birth rates, life expectancy, immigration, emigration, family size, age pyramids...). Students share their charts in collaborative groups, exchanging information to arrive at a global portrait of the Canadian population, and generating hypotheses about the factors that influence population change.

TIP: Different groups of students may be assigned different populations' characteristics to examine and present. Encourage students to consider possible effects of current trends (e.g., consequences of an aging population or a decreasing birth rate), and to predict future patterns in population change based on their research.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

─── **or** ───

Appendix A
Skill 10c

KL-024
KH-029
VI-005
VI-005A

Collaborative groups of students read the provided series of quotations about Canada's political geography, physical geography, or demographics (or ask students to select extracts from current newspaper editorials). Each group selects two quotations they feel are the truest reflection of the distinguishing elements of Canada. Group members create poster-sized political cartoons or caricatures to illustrate their selected quotations. Each group presents their poster to the class, explaining why they feel these quotes reflect the distinct nature of Canada and explaining the significance of geography to Canada's identity as a country.

9.1.1 e BLM: Thoughts on Canadian Geography (2 pages)

─── **or** ───

Appendix A
Skill 8

KH-029
VI-005
VI-005A

Collaborative groups of students gather news articles or editorials regarding current trends in Canadian demographics (e.g., aging population, decreasing birth rate, increasing cultural diversity, increased longevity, immigration, emigration…). Each group selects one article to examine more closely, and uses the provided template to prepare an article analysis to share with the class. Following the presentations, the class discusses factors that influence population change, and generates hypotheses about the possible long-term effects of current demographic trends.

9.1.1 f BLM: Analyzing a News Article

(continued)

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

—— **or** ——

Appendix A
Skill 11j

KL-024
KH-029
VI-005
VI-005A

Students consult Statistics Canada's *Canada Year Book* or website, or other sources, to gather data about the changing ethno-cultural composition of the Canadian population in the 20th century. Students record the data they collect in a spreadsheet, in which they compare population data over the decades from 1901 to the most recent census. Students interpret the data they have gathered and generate a list of factors that influence the changing population composition (i.e., immigration, emigration, birth rate, life expectancy, health care, epidemics, war...). In a plenary class discussion, students record a list of factors that influence demographic change.

TIP: Encourage students to make connections to historical events as they interpret patterns in Canadian population since the beginning of the 20th century. Review key 20th-century chronological markers with the class as determined in the Activating strategies (e.g., World War I and II, major waves of immigration, Québec referenda, Terry Fox run across Canada...). Have students create markers for the wall timeline, illustrating major demographic changes or developments. Collaborative groups of students may also represent demographic change on a map of Canada. As well, students may use their data to create illustrated markers for the wall timeline, depicting population turning points, as shown below.

1901 – 1911
Immigration Decade

Largest influx of immigrants in Canadian history: 1,550,000

1941 – 1951
Baby Boom Decade

Most births in Canadian history: 3,186,000

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

— *or* —

KL-024
KH-029
VI-005
VI-005A

Collaborative groups of students each represent one of the six main physical regions on an outline wall map of Canada. Groups plan and create a collage of images, symbols, statistics, or colour codes to creatively illustrate distinguishing characteristics of the physical and human geography of their assigned region. The map should include:

- features of the natural environment
- political divisions
- population clusters
- ethnic composition of the population
- modern demographic trends

Students may also choose to include other features of the geography and demographics of their assigned region (e.g., vegetation, environmental pollution, languages, population density, age, immigration…).

NOTE: Students were introduced to the physical regions of Canada in Grade 4 (i.e., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence–Great Lakes Lowlands, Atlantic Region, Arctic Region). In Grade 5, they located on a map of Canada the major physical regions, vegetation zones, and bodies of water (5-KL-015), and in Grade 6 they located on a map of Canada the provinces, territories, and capital cities (6-KL-024). In this activity, they are consolidating all this knowledge with additional information about demography.

> It is not necessary to do this activity as a collective wall map; it may also be done as a GIS mapping activity, in which each group selects the sets of data they wish to include in their regional map and determines how it will be represented on the map. Each group may then present their electronic map to the class.

(continued)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

Appendix A
Skill 10c

KL-024
KH-029
VI-005
VI-005A

Using an atlas or other print or electronic resources, pairs or triads of students select a set of four or five significant facts or patterns related to a theme in Canadian geography or demography. They prepare an illustrated poster, including a map of Canada to locate the elements they have selected, as well as images or symbols to create a clear visual representation of the elements they have selected. Posters are displayed and students circulate to view them. In a guided plenary session, students discuss which elements of Canadian geography and demography they consider to be the most significant.

 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

Apply

Appendix A
Skill 7a

KL-024
KH-029
VI-005
VI-005A

Using an outline map of Canada, students create an individual map that portrays what they see as the distinguishing characteristics of Canada's geography and demography. Maps should include a title and legend, political boundaries, the capitals and major population clusters, and the physical regions. The maps need to clearly and creatively represent at least two other distinctive elements of Canadian geography and population. The maps are shared in collaborative groups, in which students view and compare the elements selected and assess the clarity and creativity of the maps.

> **GIS** This may be done as a GIS mapping activity, followed by electronic presentations. Develop with the class a set of descriptive criteria for the maps before students begin their work.

9.1.1 g BLM: Outline Map of Canada

(*continued*)

Teacher Reflections

Diversity and Pluralism in Canada

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

Appendix A Skill 5	KH-029 VI-005 VI-005A	Pairs of students create an illustrated Mind Map showing factors that influenced changing demographic patterns in Canada in the 20th century (e.g., immigration, emigration, birth rate, life expectancy, and significant historical events such as wars and geopolitical changes...). Mind Maps are displayed and students circulate in a Carousel activity to view them. Students may be asked to complete an Exit Slip describing how they would "define Canada" using the geographic and demographic knowledge they have acquired.

— or —

Appendix A Skill 11g	KL-024 KH-029 VI-005 VI-005A	Collaborative groups of students prepare a multimedia presentation representing the distinguishing elements of Canada's physical and human geography, as well as Canadian demographics. The presentation should include a map of Canada and present both facts and opinions related to Canada's geography and demographics, including the causes and effects of population change in modern Canada. Following the presentations, observers may be asked to identify and respond to both the facts and opinions stated by the presenters. The class may engage in a discussion about possible future trends related to geography and demographics.

— or —

Appendix A Skill 3b	KL-024 KH-029 VI-005 VI-005A	Students prepare a persuasive speech presenting what they consider to be the single most significant and defining element in Canadian geography and demographics today. Students should justify their positions using facts and reasonable arguments, and use a map of Canada as a visual support in their presentation. Following the speeches, the class engages in a discussion in which students attempt to agree on the most significant and defining element of modern Canadian geography and demography.

— or —

Appendix A Skill 8	KL-024 KH-029 VI-005 VI-005A	Pairs of students use print and electronic resources to prepare a scrapbook of news clippings, photographs, and quotations from well-known Canadians expressing diverse points of view about geographic diversity and cultural diversity as defining elements of Canada. Pairs present their scrapbooks to another pair, discussing the parallels between Canadian geographic and cultural diversity, and considering the importance of conserving both.

(*continued*)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A *Skill 6h*	KH-029 VI-005 VI-005A	Collaborative groups of students prepare and administer a survey to discover what members of their school community know or believe about the distinguishing characteristics of Canada's physical geography, human geography, and demography. Students record and interpret their results, and prepare a summary report detailing their conclusions to the class. In a general class discussion, students draw conclusions based on their findings.

TIP: Guide students in the creation of their surveys by first generating sample questions together as a class, explaining to students the need to construct clearly articulated questions, and to restrict the number of ambiguous, open-ended questions. The questionnaire may take the form of "Myth or Reality" statements about Canadian geography. Encourage students to pose the questions to a diverse group of respondents (i.e., age, sex, cultural background...) and to include a specified minimum number of participants. Students may present their findings in a graph or chart format.

— **or** —

Appendix A *Skill 9a*	KL-024 KH-029 VI-005 VI-005A	Students use the provided self-assessment chart to gauge their knowledge of Canadian geography and demography, and their appreciation of cultural pluralism as a distinguishing characteristic of Canada. Students may retain their self-assessment in a learning portfolio to be revisited at the end of the year/term. This end-of-year/-term revisit allows students to consider how they may define Canada differently, and what knowledge they have gained of Canada's distinguishing characteristics through their studies.

TIP: Students may also be given an outline map of Canada, on which they indicate as many geographic elements as possible without the aid of an atlas. They may then verify their maps with an atlas to assess their accuracy and completeness. Develop with the class a checklist of significant geographic elements to be included (e.g., provincial and territorial capitals...) before asking students to complete their maps. Students may be asked to obtain a signature from one other student and from the teacher as verification of their knowledge.

9.1.1 h BLM: Self-Assessment Chart: Geography and Demography

(*continued*)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
		Apply (*continued*)

--- **or** ---

Assessment	Outcomes	Strategies
Appendix A Skill 9a	KH-029 VI-005 VI-005A	Students complete the final column of the KWL chart they began in the Activating phase of this learning experience, summarizing their learning. They pair up to share what they have learned and to discuss whether they have been able to answer some of the questions they posed at the outset of this learning experience.
		TIP: To help students be specific in their reflections as they complete the KWL chart, encourage them to focus on what they can do now that they could not have done at the beginning of the learning experience.

--- **or** ---

Assessment	Outcomes	Strategies
Appendix A Skill 3b	KH-029 VI-005 VI-005A	Collaborative groups of students select one geographic or demographic issue they explored during the analysis of a news article in the Acquiring phase of this learning experience. Students engage in a team deliberation in which they explore differing positions on their selected issue. After all groups have presented to the class a consensus statement on their deliberation topic, engage students in a general discussion about their views of the importance of geography and demography in defining Canada.

TIP: Refer to Teacher Note 1 (TN-1) for information on this strategy. This activity may also be carried out as a parliamentary debate on a topic related to Canadian geography and demography. For example:

* *Be it resolved that Canada is simply too vast to ever be a unified country.*
* *Be it resolved that Canada should limit immigration in order to develop a more cohesive cultural identity.*

Note that team deliberation, unlike a formal debate, encourages cooperative learning and the consideration of diverse perspectives—without creating an adversarial situation. There are no winners or losers in a team deliberation.

TN 1 Appendix H: Teacher Notes: Team Deliberation (2 pages)

Teacher Reflections

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A
Skill 4a

KL-024
KH-029
VI-005
VI-005A

As a class, students consider and discuss the following statement:

Canada has traditionally been described as having six distinct regions demarcated, more or less, along provincial boundaries:

(1) Atlantic Canada (Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador)
(2) Québec
(3) Ontario
(4) The Prairie West (Manitoba, Saskatchewan, Alberta)
(5) British Columbia
(6) The Far North

Students then participate in a six-station Carousel activity. Six large sheets of chart paper are posted around the class, along with a selection of current newspapers and news magazines, and an outline map of Canada. Each chart paper is clearly labelled as one of the six political regions listed above. Divided into six groups, students begin at one station, adding ideas, descriptions, images, or headlines to the chart paper. At regular intervals, students circulate through the other stations and build on ideas of previous groups. When completed, the chart paper collages are gathered and posted side by side. The resulting collages should present a clear overview of the defining characteristics of each region, even with the titles of the regions removed. Students view the completed collages and discuss the role of the media in portraying defining elements of each of the regions, as well as their own impressions of Canadian regions.

— **or** —

Appendix A
Skill 7d

KL-024
KH-029
VI-005
VI-005A

Collaborative groups of students create a "Defining Moment" marker for the wall timeline, using the format of a news bulletin or a political cartoon. The Defining Moment should include a description of a change to the political map of Canada, a significant cultural development, or data relating to a demographic change or trend. Each group affixes their marker to the wall map and must be prepared to defend the significance of their selected event, person, idea, or change as a defining feature of Canada as a modern nation.

Teacher Reflections

9.1.2 Human Rights

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. *Include: basic, citizenship, and legal rights.*
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.
KH-031	Identify significant events in the development of human rights in Canada.
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. *Include: Bill C-31 and the status of Aboriginal women, suffrage.*
VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.

Enduring Understanding

The Universal Declaration of Human Rights acknowledges that every human being is entitled to be treated with dignity, and to enjoy basic privileges and freedoms, including security, quality of life, and equality of opportunity. These principles are supported by Canadian democracy and have been upheld by the social and political actions of many Canadians.

Description of the Learning Experience

Students learn about the Universal Declaration of Human Rights and discuss its implications. They research significant events and people in Canada related to the promotion of human rights, and create a collective timeline of the history of human rights in Canada.

Vocabulary: universal human rights, inalienable, indivisible, and interdependent rights, basic rights, citizenship rights, legal rights, civil rights (See Appendix E for Vocabulary Strategies.)

Note: Students were introduced to the concept of universal human rights in Grade 7. The topic of human rights may be approached in the following ways, among others:

- As an optimistic story of continuous human progress
- As a tale of the injustices that humans have perpetrated on one another
- As a sequence of heroic and valiant efforts on the part of certain outstanding individuals

If teachers wish to seriously engage students in discussions about universal human rights, questions of diversity and equity are at the heart of the topic. This means that students may need to examine questions that involve distinctly controversial issues (e.g., gay and lesbian rights; right to death and assisted suicide; abortion and right to life; ethical decisions regarding medical treatments; religious beliefs and customs; criminal rights; security and racial profiling; censorship and freedom of speech; questions of sexuality, religion, violence, or ethnic identities…).

Rather than proposing controversial issues for student consideration, it is advisable to follow the students' lead on topics that interest or concern them, communicating with parents about topics as necessary. Teachers need to remain aware of community values or sensitivities when exploring these topics. For further guidelines, refer to "Dealing with Controversial Issues" on page 16 of this document.

Over the course of several learning experiences, students will consider human rights issues related to ethnicity (or race) and language, including incidents of injustice in Canadian history. LE 9.1.2 focuses primarily on helping students understand the guiding principles and implications of fundamental human rights.

Finally, the most important thing to be aware of when addressing the topic of rights is the idea that the act of teaching is a form of politics, as expressed by Paulo Friere:

"This is a great discovery, education is politics! After that, when a teacher discovers that he or she is a politician too, the teacher has to ask, "What kind of politics am I doing in the classroom?" – Paolo Freire, *A Pedagogy for Liberation*

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Appendix A Skill 4a	KC-001 KC-004 KH-031 KH-032 VH-008	**Activate** Students prepare an Admit Slip on the topic of human rights, and arrive in class prepared to share their ideas. Possible assigned topics for the Admit Slip include: • What have Canadians contributed to human rights? • What do you consider to be the most important human right? • What do you see as an important event in Canada related to human rights? • In what area does Canada still have a lot to accomplish in human rights? • Why are human rights important? • Bring to class a news item or article related to human rights in Canada today. Students are placed in collaborative groups to share their ideas, and to create a web that both summarizes their ideas and shows the links and key ideas that emerged in their discussion. Groups share their webs and the class discusses the importance of human rights.

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KC-001 KC-004 KH-031 KH-032 VH-008	Students are presented the following celebrated statement by anthropologist Margaret Mead: *"Never doubt that a small group of committed individuals can change the world: indeed, it's the only thing that ever does."* In a general discussion, students are asked to consider whether they believe this statement to be true, citing, if possible, examples of people they know of who have effected significant change regarding human rights. The names and accomplishments are recorded on chart paper and retained as possible topics for further research. In a general class discussion, students discuss the role of prominent Canadians and less well-known Canadians (including local community figures) in the promotion of human rights. NOTE: Students may also be invited to carry out a survey in which they present the Margaret Mead quotation to respondents and ask whether they believe this statement to be true with respect to human rights.

(continued)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

Appendix A
Skill 6g

KC-001
KC-004
KH-031
KH-032
VH-008

Students view a short video clip (e.g., a Historica Minute or a news report) regarding a contemporary or historical Canadian who has promoted human rights by her or his social and political action. Following the viewing, students discuss and brainstorm what they believe to be Canada's most significant accomplishments related to human rights. For example:

- Status of women
- Freedom of speech
- Legal guarantees
- Historical reparation programs
- Immigration policies
- Treatment of prisoners
- Equality of opportunity for persons with disabilities
- Anti-racism and anti-discrimination policies
- Minority language protection
- Recognition of Aboriginal rights
- Gay and lesbian rights
- Responsible government
- Religious freedom
- Banning of capital punishment

NOTE: Consider using these Historica Minutes:

- Agnes MacPhail (women in Parliament, penal reform)
- Baldwin and Lafontaine (anglophone-francophone cooperation)
- Emily Murphy (rights of women as persons)
- Étienne Parent (anglophone-francophone relations)
- Hart and Papineau (religious tolerance)
- Nellie McClung (women and the vote)
- Responsible Government
- J.S. Woodsworth (old age pensions)
- Underground Railroad (assistance to African Americans escaping slavery in the 1850s)
- Jennie Trout (women in medicine)
- John Humphrey (declaration of human rights)
- Jackie Robinson (racial colour barrier in sports)
- Lucille Teasdale (international aid to Africa)
- Pauline Vanier (support for refugees and displaced persons during WWII)

Also consider using the "Living History" video series by Paul B. Hunt. This series features interviews with individual Canadians who have been involved in human rights issues (e.g., Aboriginal residential schools, women as persons, immigrant experiences, Japanese internments…). Order online at <www.distributionaccess.com>, or Toll-Free at 1-888-440-4640.

There is also a CBC clip featuring George Erasmus commenting on injustices by the Catholic Church, re: residential schools, available at <http://archives.cbc.ca/IDC-1-73-516-2442/politics_economy/erasmus/clip6>.

This is part of a series of clips and includes only cursory information regarding Erasmus' role as a champion of Aboriginal rights.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A
Skill 4a

KC-001
KC-004
KH-031
KH-032
VH-008

Using as many copies of BLM 9.1.2a as needed for the number of groups, cut the listed events into separate strips without the date. Collaborative groups of students are given a fixed period of time to try to place their strips in chronological order, consulting human rights websites or other sources as needed. In a general class discussion, groups verify and correct their chronological order, and generate questions for further research about specific events in the timeline that interest them.

TIP: Encourage students to add additional events to the timeline as they discover them. This activity is intended to provide a brief introduction to the chronology of human rights in Canada, and to activate students' prior knowledge. More detailed study of selected topics or events will occur in the Acquiring phase of this learning experience. Alternatively, have groups select at random a designated number of events, and carry out an Internet treasure hunt to find out the date and details of these events, using the human rights website cited below.

NOTE: The timeline is not exhaustive and only includes events that support or advance human rights. Explain to students that provincial legislation supporting human rights was enacted at different times in different provinces.

🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.2 a BLM: Timeline of Human Rights Development in Canada (4 pages)

— **or** —

Appendix A
Skill 8

KC-001
KC-004
KH-031
KH-032
VH-008

Using Think-Pair-Share, students read the provided preamble to the Universal Declaration of Human Rights, underlining key ideas and stating briefly in their own words what the preamble means. Pairs exchange their ideas and consider what they can do to recognize the "inherent dignity and equal and inalienable rights of all members of the human family." Each pair presents their version of the preamble and their examples of respectful actions to the class. As a class, students discuss why respect for universal human rights is important.

TIP: Students may use this Activating strategy as an opportunity to generate questions for later research into the history and background of the Universal Declaration of Human Rights.

9.1.2 b BLM: Preamble to Universal Declaration of Human Rights

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Activate (*continued*)

─── **or** ───

Appendix A Skill 2	KC-001 KH-031 KH-032	Collaborative groups of students brainstorm a list of all the rights that people have, organizing them into categories that include basic rights, citizenship rights, legal rights, equality rights, and other titles they may wish to create on their own. Groups compare their lists and note similarities and differences, discussing which types of rights they consider to be the most important.

─── **or** ───

Appendix A Skill 8	KC-001	Students bring to class examples of handbooks that list the rights of members of particular groups or communities (e.g., sports teams, schools, classrooms, professional groups, community groups, consumer groups...). Working in collaborative groups, students compare and contrast the rights of the various groups, discussing which types of rights they consider to be the most fundamental.

─── **or** ───

Appendix A Skill 1	KC-001 KC-004 VH-008	Students listen to songs related to human rights, with some examples provided by the teacher and others contributed by the class. Students respond to the lyrics of the songs and discuss the role of music in the human rights movement among citizens of Canada and the world. The class may choose to create a collective list or bulletin board of Canadian musicians, singers, and performing artists who have contributed to the human rights movement.

NOTE: Refer to BLM 9.1.2c for a list of suggested songs, including Canadian and international examples.

9.1.2 c BLM: Songs for Human Rights

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Appendix A *Skill 8*	KC-001 KC-004 KH-031 KH-032 VH-008	**Acquire** Collaborative groups of students read aloud the full text of the Universal Declaration of Human Rights, sharing responsibility for the preamble and the 30 articles and stopping to clarify points as needed. Following the reading, each group uses chart paper to create a summary of the universal rights, classifying each of the articles under one of the following categories:

• **Basic Rights:** often divided into economic rights (work, living conditions) and social rights (education, health)
• **Political Rights:** rights that pertain to participation in decision making and governance
• **Civil Rights (citizenship rights):** rights that pertain to the freedom, security, and legal protection of citizens
• **Equality Rights:** rights that protect citizens from unfairness and discrimination
• **Cultural Rights:** rights that pertain to cultural beliefs and practices, including religious freedom and linguistic rights

For each of the categories, students record on chart paper examples of how they exercise these rights in their daily lives. Groups present and discuss their charts with the class.

NOTE: As all human rights are interdependent, it may be challenging to classify them, but it will encourage discussion. Encourage students to develop an icon or symbol to represent each of the groups of rights, showing that they are indivisible and interdependent. Groups may use their work to create illustrated posters about the articles of human rights, including examples of school, community, and national applications, to display in the school hallway as part of a human rights awareness campaign.

9.1.2 d BLM: Universal Declaration of Human Rights (4 pages)

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A Skill 11a	KC-001 KH-031 KH-032 VH-008	Using print and electronic resources, students research the history and significance of the Universal Declaration of Human Rights. They create a Mind Map that uses their research to explain the background, principles, and importance of human rights.

TIP: Establish criteria for the elements to be included in the Mind Map before students begin their research. For example, the Mind Map should

- explain why and how the Universal Declaration of Human Rights came into being
- define the terms universal, inalienable, indivisible, and interdependent as the basic principles of the Declaration
- describe the international role or importance of the Declaration

The Mind Maps should also include images that relate to the application of the principles of universal human rights, or examples of types of rights. These criteria may serve as a note-taking frame for students as they gather information. Students may also read the background information included in BLM 9.1.2e.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.2 e BLM: Background Information: Universal Declaration of Human Rights (3 pages)

— or —

Appendix A Skill 11a	KC-001 KC-004 KH-031 KH-032 VH-008	Students use the provided list to select a Canadian whose social or political action promoted universal human rights. Consulting print and electronic sources as needed, they prepare a short biographical study of their selected individual, focusing on the involvement and significance of that individual in advancing the cause of human rights.

TIP: The suggested list is not exhaustive. Encourage students to discover other individuals, including local people, whose actions have contributed to the recognition of human rights.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.2 f BLM: Canadian Contributors to Human Rights

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

KC-001
KC-004
KH-031
KH-032
VH-008

Students are presented with the following quote:

> *"For me to live a full human life, my neighbours must be just as free as I am. Their freedom is my freedom, their equality is my equality, their dignity is my dignity. Freedom is indivisible, human rights are universal."*

> R. Gordon L. Fairweather, Chairman, Human Rights Commission, quoted by Andrew Brewin, House of Commons, Ottawa, 8 December 1978

In response to this quote, students compose a persuasive text explaining why human rights are universal, indivisible, inalienable, and interdependent. The text should be supported by examples of people, ideas, or events related to human rights in Canada (e.g., the changing of immigration laws, amendments to the Indian Act, women's rights, disabled rights, social security programs, inclusive education, universal health care…).

TIP: Students may choose to write this article from the perspective of a member of a group that has experienced marginalization or exclusion, or may focus on the benefits resulting from increased recognition of the universality of human rights. Encourage students to become aware of examples of the systemic or indirect exclusion of certain individuals or groups from equality of opportunity with respect to quality of life (e.g., people with disabilities, women, Aboriginal people, war-affected children, senior citizens…). Encourage students to take note of society's responsibility to take special measures to ensure that certain groups have full access to the same quality of life as other citizens.

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 7d

KC-001
KC-004
KH-031
KH-032
VH-008

Pairs or small groups of students select an event in the timeline of Canadian involvement in human rights in order to carry out further research. They may use BLM 9.1.2a: "Timeline of Human Rights Development in Canada" for suggested events, or consult the Human Rights in Canada website (see URL below). Groups create an illustrated news bulletin or report on their selected event to share with the class by affixing it at the appropriate spot on the wall timeline. After all students have viewed the wall timeline, they exchange ideas and questions about significant milestones in Canadian human rights history.

TIP: It may be useful to develop a template for timeline markers with the students before they begin their research (refer to BLM 9.1.2g for a suggested model). Invite students to use a colour code or symbol to indicate how the marker deals with human rights, as additional markers on other themes will be added to the timeline over the year.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.2 g BLM: A Human Rights Milestone for Canadians

— or —

Appendix A
Skill 1

KC-001
KC-004
KH-031
KH-032
VH-008

Students invite and listen to a guest speaker who represents an organization that promotes the recognition of basic human rights, particularly for groups who may be marginalized or excluded in Canadian society. Examples include:

- Society for Manitobans with Disabilities
- Canadian National Institute for the Blind
- Age and Opportunity
- community anti-poverty groups
- antiracism groups
- Manitoba Human Rights Commission
- Manitoba Association for Rights and Liberties
- Free the Children
- UNICEF
- International Centre representing new immigrants

Following the presentation, students pose questions to the speaker, later discussing the responsibilities of citizens toward marginalized groups in respect to supporting the principles of universal human rights.

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Acquire (*continued*)

—— **or** ——

Appendix A Skill 8

KC-001
KC-004
KH-031
KH-032
VH-008

Students gather news articles or editorials pertaining to current human rights issues that affect or involve Canadians. Students carry out an analysis of the article following the model suggested in BLM 9.1.2h. Students gather in collaborative groups to share and discuss the articles and their implications, focusing on the responsibilities of Canadian citizens that are related to an acceptance of the principles of the Universal Declaration of Human Rights.

TIP: It may be useful to model this activity by asking students to analyze an article as a group before proceeding to individual article analyses. Students may retain articles for their portfolio.

9.1.2 h BLM: Article Analysis (2 pages)

—— **or** ——

Appendix A Skill 6h

KC-001
KC-004
KH-031
KH-032
VH-008

Collaborative groups of students prepare a series of questions to be used in a survey of people in the community about attitudes toward basic human rights in the Canadian context. Sample questions include:

• Do you think disabled people in Canada are given a fair and equal chance to succeed in the workplace?
• Do you feel that Canadian citizens should be more willing to make concessions or sacrifices in order to support the human rights of groups that have been in the past excluded from full participation in society?
• Which of the following groups do you feel are most in need of government and citizen support for basic human rights?
    – homeless people
    – single mothers
    – Aboriginal people
    – people with disabilities
    – gay and lesbian people
    – recent immigrants

Students record their survey data and prepare a summary of their interpretation of the results.

TIP: Establish with the students a set of guidelines for preparing and conducting a survey before they begin (refer to BLM 9.1.2i for suggestions). The members of each collaborative group should conduct the same survey and combine their responses for analysis after they have gathered the necessary data. This will give them a larger sampling.

9.1.2 i BLM: Conducting a Survey

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KC-001 KC-004 KH-031 KH-032 VH-008	**Apply** Collaborative groups of students design and create a display for the Canadian Human Rights Museum, providing an interactive tour that highlights the events, persons, and ideas that they have researched in this learning experience. Students invite other classes in the school, parents, or community members to view their displays and engage in dialogue about the history of human rights in Canada. TIP: Develop with students a set of descriptive criteria for their displays and presentations before they begin to design them. Following the gallery displays, allow time for students to evaluate their own and others' displays and to reflect on their learning. The exhibit may include displays such as a Canadian Human Rights Hall of Fame, summarizing their research into the achievements of Canadians in the advancement of human rights.

or

| Appendix A Skill 7e | KC-001 KC-004 KH-031 KH-032 VH-008 | Using spreadsheet or database software, students create electronic graphs or charts to represent the data gathered as a result of their survey on human rights questions. They prepare a presentation interpreting the results and drawing conclusions relevant to the questions they posed to the respondents. As a part of their presentation, they propose a social action plan designed to increase human rights awareness in their school, or to address another human rights issue identified in the course of their survey. TIP: Provide opportunities and encourage students to carry out their action plans. |

or

| Appendix A Skill 10c | KC-001 KC-004 KH-031 KH-032 VH-008 | Collaborative groups of students create a human rights "Who Am I?" matching game, using their research into the names and biographical details of Canadians who have worked to promote human rights. Groups circulate to engage in the games they have designed, or invite another class to participate. |

(continued)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Apply (*continued*)

———— **or** ————

**Appendix A
Skill 10d**

KC-001
KC-004
KH-031
KH-032
VH-008

Students write a song, ballad, or poem about an important event or person in the history of human rights in Canada. Their creations may be shared in a human rights themed school assembly or coffee house, inviting parents and community members.

TIP: The presentation may be part of a human rights awareness campaign in the school or community. It may be organized to coincide with December 10 (International Human Rights Day), March 21 (Anti-Racism Day), or another related commemorative day.

———— **or** ————

**Appendix A
Skill 7e**

KC-001
KC-004
KH-031
KH-032
VH-008

Students select a human rights issue identified by a non-governmental organization (NGO) such as Amnesty International or Human Rights Watch, and become involved in a letter-writing campaign to support the organization. This would involve contacting the sponsor organization, gathering and disseminating research, writing letters, and soliciting the participation of other community members in the letter-writing campaign.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

———— **or** ————

**Appendix A
Skill 3b**

KC-001
KC-004
KH-031
KH-032
VH-008

Collaborative groups of students select a current news article about an event or circumstance that involves the violation of a human right. They develop a resolution respecting the human rights issue and conduct a team deliberation on the topic.

TIP: Refer to Teacher Note 1 (TN-1) for guidelines. Guide students in the selection of their topic and help them gather supporting information. Establish guidelines for the consideration of controversial issues and for the selection of reliable sources (e.g., same-sex marriage, censorship and pornography laws, euthanasia, abortion, decriminalization of marijuana...).

**TN
1** Appendix H: Teacher Notes: Team Deliberation (2 pages)

(*continued*)

Teacher Reflections

9.1.2 Human Rights

Assessment	Outcomes	Strategies

Apply *(continued)*

— or —

Appendix A *Skill 10a*	KC-001 KC-004 KH-031 KH-032 VH-008	Students present role-plays that portray situations in which a basic human right is violated, including both historical and contemporary examples. Each group invites class members to identify which basic right has been violated, and to identify, wherever possible, the context of the human rights violation. Following the presentations, students consider what they have learned about the principles of universality, inalienability, indivisibility, and interdependence of human rights.

— or —

Appendix A *Skill 10a*	KC-001 KC-004 KH-031 KH-032 VH-008	Students prepare and enact a simulation of a human rights recognition ceremony, in which they present awards to selected Canadians based on their research. TIP: The ceremony may include inviting a real person in the local community who has contributed to the promotion of human rights. Students may also consider a re-enactment of the signing of the Universal Declaration of Human Rights as a part of their awards ceremony. You may wish to hold the event on or around one of the following special dates: • International Human Rights Day, December 10 • International Women's Day, March 8 • Women's History Month, October • National Aboriginal Day, June 21

Teacher Reflections

9.1.3 Living Together in Canada

KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities. *Include: effects on their local community.*
KC-003	Describe the criteria for becoming a Canadian citizen.
KI-016	Describe factors that shape personal, regional, and national identities. *Include: media influences.*
KP-043	Give examples of diverse approaches to conflict resolution.
VP-014	Value non-violent resolutions to conflict.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Citizenship in Canada is defined by law, by the Charter of Rights and Freedoms, and by the shared values that help Canadians live together and resolve differences peaceably.

Description of the Learning Experience

Students discuss questions related to identity and citizenship in Canada and explore the shared values of Canadians. They examine the criteria for citizenship, consider the effects of the Charter of Rights and Freedoms on Canadians, and analyze conflict and conflict resolution in civil society.

Vocabulary: individual rights, collective rights, naturalization (See Appendix E for Vocabulary Strategies.)

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KC-002 KC-003 KI-016 KP-043	**Activate** Students prepare an Admit Slip that completes a prompt such as the following: • *The three most important values that are shared by Canadian citizens are…* • *The three best things about being a Canadian citizen are…* Students share their Admit Slips in collaborative groups, reaching consensus on the five most important shared values of Canadian citizenship. Each group presents their list to the class, and students discuss the factors that shape Canadian society and the values of Canadian citizens. TIP: Allow the students to share ideas freely without guiding them to mention specific characteristics of Canadian society. Invite students to consider why Canadians hold certain values, or why Canadians see themselves in a certain way. Encourage students to identify and avoid stereotypes. *(continued)*

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A Skill 2

KC-002
KC-003
KI-016
KP-043
VP-014

Students brainstorm a list of the characteristics or elements that they associate with the concept of a Canadian national identity. Working in collaborative groups, they select, by consensus if possible, four or five elements that they consider to represent the most important shared elements of Canadian identity. Groups create a symbol for each of the most important elements they selected, and present and justify their choices to the class. In a general class discussion, students develop a priority list of the most important defining elements of Canadian society and the values shared by Canadian citizens.

TIP: It may be helpful to provide groups with a Word Splash (see BLM 9.1.3a) to help students get started on their brainstorming. Encourage students to include words that are descriptive of Canadian society, historical or cultural factors, factors that relate to governance and law, or shared values of citizens. Caution student groups to avoid stereotypes (oversimplified general statements) and to focus in their groups only on those elements and values that they consider truly describe Canada.

9.1.3 a BLM: Word Splash

— **or** —

Appendix A Skill 2

KC-002
KI-016
KP-043
VP-014

Using their knowledge of Canadian history, students brainstorm a list of conflicts that have occurred between groups, regions, or individuals in Canada. They record their ideas on chart paper, noting how, and whether, these conflicts were resolved. In a general class discussion, students express opinions of how well Canadians have dealt with conflict and whether they have noted any "Canadian-style" patterns of conflict resolution. Students may wish to discuss whether they agree with the widely held view that Canada typically solves conflict by compromise, and compare this option to other alternatives.

TIP: Students may wish to refer to books or electronic sources such as the CBC Archives website to help them recall incidents of conflict, or involvement in international conflict, in Canadian history.

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
		Activate (*continued*)
		─── **or** ───
Appendix A Skill 3a	KC-002 KC-003 KI-016	Students take the Citizenship and Immigration online citizenship test to assess their knowledge of Canada. They compare their results in small groups and discuss areas where they need to improve their knowledge of the country.
		TIP: The online test is available at <www.cic.gc.ca/english/citizen/look/look-21e.html>.
		─── **or** ───
Appendix A Skill 8	KC-002 KI-016 KP-043 VP-014	Using Think-Pair-Share, students read and respond to the provided list of quotations about Canadian identity, conflicts, and conflict resolution in Canada. They develop a rank ordering of the list of quotations, starting with the quote they consider to be most true/reflective of Canada, and ending with the one they think to be the least true/reflective of Canada. Pairs combine with another pair to compare their lists, explaining the reasons why they have decided on the order they have selected. In a general classroom discussion, students discuss their views of Canadian identity and Canadian values, identifying stereotypes, widely held views that may be questionable, and considering what they believe are the common elements that draw Canadians together.
		TIP: Alternative activities:
		• Ask each group to select the three or four quotations they find to be the most reflective of Canada, and to explain their reasoning to the class.
		• Distribute one or two quotations to each group, and ask students to explain the meaning and implications of the quotes to the class. Following the class discussion, students may be asked to write a short reflection or Exit Slip on the elements of Canadian identity and values.
		Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>
		9.1.3 b BLM: What Canadian Identity? Which Canadian Values? (3 pages)
		─── **or** ───
Appendix A Skill 3a	KC-002 KI-016	Students generate and record a list of all that they know about the Canadian Charter of Rights and Freedoms. In a general class discussion, clarify any misconceptions about the Charter and encourage students to consider how, and whether, the Charter has affected their daily lives. Students write a short personal reflection or Exit Slip assessing whether they believe the Charter is an important part of their identities as Canadians.
		(*continued*)
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

──── **or** ────

| Appendix A Skill 6c | KC-002 KC-003 KI-016 | Students complete a KWL chart about the criteria for citizenship in Canada, the process of becoming a citizen, and what being a Canadian citizen means in terms of responsibilities, rights, and shared values. Students share their ideas and questions with the class, identifying key questions they have in common and clarifying misconceptions about the criteria for citizenship. |

──── **or** ────

| Appendix A Skill 8 | KC-002 KC-003 KI-016 KP-043 VP-014 | Students bring to class a media clipping that relates to the Charter of Rights and Freedoms, citizenship, identity, or the shared values of Canadians. They present the clipping to the class for response, focusing on what they believe to be the values that enable Canadians to live together peaceably, and how these values are influenced by and portrayed in the media. |

TIP: It may be useful to set aside a few minutes at the beginning of each class to review selected news events, articles, or editorials. Students may create a "Living in Contemporary Canada" bulletin board, or gather news articles for personal portfolios in which they record their own analyses and responses to current Canadian issues as portrayed in the media.

──── **or** ────

| Appendix A Skill 6f | KI-016 | Collaborative groups of students gather images of Canadians from newspapers or newsmagazines, seeking pictures of a wide variety of "average" people (i.e., avoiding advertising photos or pictures of famous people). Each group selects one or two images to observe and analyze closely with the following question in mind: |

• *What are the factors that make this person who he or she is?*

Using sticky notes, the group generates as complete a list as possible of all the factors that shape identity (e.g., ethnic origins, media influences, family background, dwelling place, gender, living in a particular region of Canada, education, work, urban or rural environment, income, physical characteristics, friends…). Groups organize their sticky notes into categories and present a summary of the main factors shaping personal identity. In a general class discussion, students try to generate parallel factors that shape regional or national identities, noting similarities and differences.

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Activate *(continued)*

— **or** —

| | KP-043
VP-014 | Collaborative groups of students brainstorm a list of examples and possible causes of interpersonal and intergroup conflict, as well as possible responses to conflict. Each group categorizes their ideas and examples under a number of categories or groupings that seem appropriate (e.g., conflicts about wealth, property, or resources; conflicts of misunderstanding; power struggles; conflicts based on racism or discrimination…), recording their ideas on chart paper. Groups present their charts to the class, and students discuss ways in which conflict between individuals or groups may actually be constructive. |

Appendix A
Skill 2

TIP: Refer to BLM 9.1.3c for a possible structure for this discussion. Help students recognize that conflict, discord, or disagreement is a part of co-existence and does not necessarily lead to violence. Encourage students to propose a variety of examples of possible non-violent responses to conflict, and to acknowledge that a conflict ignored is not the same thing as a conflict resolved. Encourage students to see parallels between interpersonal conflict and intergroup or international conflict.

9.1.3 c BLM: Thinking about Conflict

Acquire

| | KC-002
KC-003
KI-016
KP-043
VP-014 | Using Think-Pair-Share, students read the provided federal government description of the meaning of Canadian citizenship, intended for immigrants to Canada. They underline the key words and discuss whether they feel the description is an accurate portrayal of what Canadian citizenship means and the values that are important in Canadian society. |

Appendix A
Skill 8

TIP: The federal government description of Canadian citizenship may also be found at the Citizenship and Immigration website.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.3 d BLM: What Does Canadian Citizenship Mean? (3 pages)

(continued)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

─── **or** ───

Appendix A
Skill 9g

KC-002
KC-003
KI-016

Students consult a youth e-zine or website that deals with questions of Canadian citizenship and identity, and prepare an article to submit to be included in an online discussion forum. Students read their articles to one another in small groups before submitting them to the website.

⊞ Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

─── **or** ───

Appendix A
Skill 9a

KC-002
KC-003
KI-016

Students conduct a brief web search to find out how many people became Canadian citizens in the past year. In a general discussion, students develop a list of reasons why people immigrate to Canada. Students write a reflection on the significance of Canada's identity and core values in attracting immigrants to this country, and of the rights and freedoms available to citizens in Canada.

⊞ Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

─── **or** ───

Appendix A
Skill 11a

KC-002
KC-003
KI-016

Using print and electronic resources, students research the criteria and the process for legally becoming a Canadian citizen, and the responsibilities and rights that are obtained through the process. They prepare a chart summarizing the criteria and explaining the meaning of terms such as *landed immigrant*, *naturalized citizen*, and *permanent resident*. Students share their information in groups, assisting one another in correcting and refining their charts.

TIP: Students may consult the website of Citizenship and Immigration Canada, or call a local Citizenship office or NGO that supports immigrants.

⊞ Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

--- **or** ---

| | KC-002 KC-003 KI-016 | Students conduct a short informal interview of a person they know who has immigrated to Canada and has sought or is seeking Canadian citizenship. The point of the interview is to find out why the new Canadian chose to come to Canada, and what she or he feels are the advantages of living in Canada. Students share the results of their interviews with the class, discussing the factors that appear to be the most significant in making citizenship in Canada desirable. |

Appendix A Skill 6d

--- **or** ---

| | KC-002 KC-003 KI-016 | The class invites a community member who is a new Canadian, or a speaker from a local organization that supports immigrants, to come to the classroom to speak about the experience of applying for and obtaining Canadian citizenship. Following the presentation, pairs of students write a summary of what they have learned about the criteria for citizenship, the application process, and the significance of the rights and freedoms of citizenship in Canada. |

Appendix A Skill 1

--- **or** ---

| | KP-043 VP-014 | Students read the provided informational text regarding responses to conflict and various forms of conflict resolution. Following the reading, students assess their view of conflict resolution and discuss with the class which forms of conflict resolution they see as the most effective in various types of circumstances. |

Appendix A Skill 8

TIP: Encourage students to consider concrete examples of various types of conflict, including interpersonal, intergroup, and international examples. Students may clarify values by discussing whether they believe that the use of force or violence is ever justifiable as a response to conflict, and, if so, in which types of circumstances it is justifiable.

9.1.3 e BLM: Resolving Conflict (2 pages)

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

Appendix A
Skill 11a

KC-002
KI-016
KP-043
VP-014

Collaborative groups of students select an event or debate in Canadian history that involved conflict between groups. Using print and electronic resources, students research the context of the conflict, its causes, the individuals or groups affected, the rights and freedoms involved, and the way in which the conflict was resolved or ended. Students present their research to the class as a short skit on the resolution of the conflict or debate. In a guided discussion, the class assesses whether the resolution was the best possible outcome, in view of its consequences. The class may also choose to discuss whether they believe the history of Canada is in fact one of peaceful conflict resolution and compromise.

TIP: Throughout its history, Canada has been involved in many great debates and conflicts of national or international importance; however, few of them have escalated into armed conflict. Some examples include:

- Great Coalition (Macdonald, Cartier, Brown) and Confederation (1864–1867)
- Laurier-Greenway Compromise on the Manitoba Schools Question (1916)
- Baldwin and LaFontaine and responsible government (1841–1848)
- Winnipeg General Strike (1919)
- October Crisis and the War Measures Act (1970)
- conscription debates during the world wars
- Oka Crisis (1991)
- Newfoundland's entry into Confederation (1949)
- flag debate (1965)
- Lester Pearson and the Suez Crisis (1956)
- creation of Nunavut (1999)
- Québec referenda (1980 and 1995)

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— **or** —

Appendix A
Skill 5

KC-002
KP-043
VP-014

Students create an illustrated Mind Map showing real examples of interpersonal, intergroup, or international conflict as reported in the media, showing the source of the conflict, its escalation, and its resolution. Students present their Mind Maps and discuss the types of responses and actions that can de-escalate or resolve conflicts without resorting to violence (e.g., clarifying the message, allowing more time to hear both sides, seeking common ground, negotiating, compromising, involving an objective mediator, agreeing to procedural rules, communicating respect for differing values...).

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

KI-016

Appendix A
Skill 11g

Collaborative groups of students develop a multimedia presentation illustrating different media portrayals of a particular group of people, a particular region, or Canada as a nation (e.g., youth, disabled persons, Prairie people, Northerners, Canadians...). Students gather media excerpts about their selected group or region (e.g., Internet news sites, newspaper or newsmagazine headlines and photos, television or radio clips…). They critically assess the excerpts to detect and analyze bias, stereotypes, and other patterns or unsupported generalizations in the portrayals of people and groups, and note their observations. Following the presentations, students discuss the impact of the media on personal, regional, and national identities.

— **or** —

KC-002

Appendix A
Skill 4a

Collaborative groups of students find the text of the Charter of Rights and Freedoms on the Internet, or use the provided copy of the actual text of sections 1 to 23 in BLM 9.1.3f. Each group cuts up the 23 sections of the Charter and organizes them in the order of priority, from the most important to the least important. Each group presents and justifies their "top five" to the class. In a general class discussion, students consider what might be the effects on groups and individuals of removing two or three of the rights and freedoms that are lower priorities on their lists.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.3 f BLM: Charter of Rights and Freedoms (Sections 1 to 23) (4 pages)

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A
Skill 3b

KC-002
KI-016
KP-043
VP-014

Students form six collaborative groups to create an oral presentation explaining the significance of an assigned portion of the Charter of Rights and Freedoms. Each group gives examples of the effects of their assigned rights and freedoms on groups and individuals living in Canada, considering ways in which the Charter can enable Canadian citizens to live together peacefully. In a general classroom discussion, students discuss the shared values that they see represented in the Charter and reflect on the importance of these values in their own lives and identities.

Group 1: Fundamental Freedoms (Section 2)
Group 2: Democratic Rights (Sections 3–5)
Group 3: Mobility Rights (Section 6)
Group 4: Legal Rights (Sections 7–14)
Group 5: Equality Rights (Section 15)
Group 6: Official Language Rights (Sections 16–23)

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Appendix A
Skill 8

KC-002
KP-043
VP-014

Collaborative groups of students review a school code of conduct, a student code of responsibilities and rights, a school or division anti-bullying program, or a school conflict resolution/mediation program. They develop a chart listing the key values represented in the program (e.g., acceptance of differences, freedom of speech and opinion, responsibility to create a safe and secure environment, use of language that respects human dignity…), and compare them to the values reflected in the Canadian Charter of Rights and Freedoms. Students share their charts with the class, making recommendations as to how the code or program could be improved to better reflect the values of the Charter.

TIP: This activity may be used as a research base for developing an action plan to present to the school student council to create or improve a school conflict resolution program or anti-bullying program.

(continued)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

KC-002
KC-003

Appendix A
Skill 9d

Students research Canada's current policy regarding the acceptance of people into the country as refugees. Based on the information they acquire, students find an example of a contentious refugee question (e.g., a contested case of denial of refugee status), and write a persuasive speech explaining their point of view on the issue. The class discusses the role of the Charter in protecting the rights and freedoms of individuals seeking asylum in Canada.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

KC-002
KC-003
KI-016

Appendix A
Skill 6e

Students attend a Citizenship Court in which individuals officially obtain Canadian citizenship. Following the ceremony, students share their observations on the process and significance of obtaining citizenship. Students discuss how being a Canadian citizen influences personal identity.

TIP: Students may use this experience as the basis for planning their own affirmation of citizenship ceremony.

Apply

KC-002
KP-043
VP-014

Appendix A
Skill 10a

Collaborative groups of students invent a scenario, or gather information from the media about a current issue, that involves individual or collective rights as identified by the Charter (e.g., smoking bylaws, dress codes in schools, censorship of violence in video games). Each group presents their scenario to the class, and invites the class to vote on how they think the issue should be resolved in a way that respects rights and freedoms and, at the same time, defuses tensions between groups with divergent interests.

(continued)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

| | KC-002 KC-003 KI-016 | Collaborative groups of students create a skit in which they realistically represent an immigrant's experience of the process of coming to Canada and obtaining citizenship, from the initial decision to leave the country of origin to the citizenship ceremony itself. Groups present their skits to the class and to invited guests. |

Appendix A Skill 10a

TIP: Develop with the class a list of descriptive criteria for the skit or role-play before students begin planning their enactment of the citizenship process. Students may use these criteria to evaluate their peers' presentations.

— or —

| | KC-002 KC-003 KI-016 | Collaborative groups of students create a manual to assist immigrants to Canada in the process of becoming citizens. Suggestions for the manual contents include: |

Appendix A Skill 9g

- General information about Canada
- Criteria for citizenship and for refugee status
- Responsibilities and rights of Canadian citizens
- Sample citizenship test questions
- Shared social values of Canadians

— or —

| | KC-002 KI-016 | Students design a "Canadian Citizenship" advertisement in print format, using a slogan such as "It's Great to Be Canadian" or "The Best Thing about Being Canadian Is …". The advertisement should present persuasively and creatively what each student considers the most significant elements of life in Canada. The ads are posted around the classroom and discussed as a whole class. Students note and discuss common themes as well as differences. Following this sharing, students return to their collaborative groups and generate hypotheses as to the reasons for the differences and similarities, and draw conclusions about general tendencies they have noticed. |

Appendix A Skill 11d

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Apply *(continued)*

──────── **or** ────────

Appendix A
Skill 10b

KI-016
VP-014

Students review the provided information on Media Bias. They design and create a television advertisement that explains to young Canadians how to detect media bias, and persuades them to reflect critically on the following question:

• *Is the media determining who you are and what you believe?*

The advertisements may be shared with another class during school announcements or at a school assembly, or as part of a Media Awareness program or a specially designated week in school.

TIP: Consider creating radio ads if video equipment is not available. Guide students' analyses of bias by inviting them to find examples of various forms of bias in TV, radio, and newspaper coverage. Encourage them to think critically about the strategies and decisions that are involved in media coverage.

9.1.3 g BLM: Detecting Bias in the Media

──────── **or** ────────

Appendix A
Skill 5

KC-002

Collaborative groups of students design a poster or annotated collage on the Charter of Rights and Freedoms, using headlines, photos, and editorials that illustrate a variety of examples of the effects of the Charter on individuals and groups in contemporary Canada. Students circulate in a Gallery Walk to view and respond to posters.

──────── **or** ────────

Appendix A
Skill 6g

KC-002
KI-016

Students view a video from the CBC *Canadian Experience* series (e.g., "Talking Canadian") or another documentary that deals with Canadian identity and social values. Following the viewing, students discuss elements that constitute "the Canadian experience" in their own lives.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

—— or ——

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KC-002 KC-003 KI-016	Students design a "Why Choose Canada?" promotional poster or brochure encouraging people to immigrate to Canada by pointing out the benefits of Canadian citizenship, criteria for becoming citizens, the protection of rights and freedoms available in Canada, and the shared values that are part of the Canadian identity and experience. Posters are displayed and shared in a Gallery Walk.

—— or ——

| Appendix A Skill 7e | KC-002 KP-043 VP-014 | Students design a set of strategies and create a manual for non-violent conflict resolution for younger students in the school or in a neighbouring elementary school. The manual should reflect the values and principles of the Charter and contain practical suggestions for preventing, defusing, or resolving conflicts—all in language accessible to younger students. Students present their manuals and involve younger students in role-plays to help them apply the strategies they propose. |
| | | TIP: This activity could become part of a safe school or peaceful school initiative, involving the planning of programs such as conflict mediation training, anti-bullying awareness, and so on. |

—— or ——

| Appendix A Skill 5 | KC-002 | Students analyze the implications and effects of the Charter by completing the provided chart. Students share their charts in collaborative groups, discussing how the Charter can support conflict resolution, as well as how it can potentially cause conflicts between groups and individuals (e.g., situations where individual or collective rights may infringe upon the rights of others). |
| | | **9.1.3 h** BLM: Chart: Examining the Charter |

(*continued*)

Teacher Reflections

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 11g	KC-002 KI-016	**Apply** *(continued)* ──── or ──── Students design and present multimedia presentations portraying factors that influence identity (e.g., culture, gender, media, social values, geography, democratic principles, rights and freedoms, class, ethnic origin, economic status, security, health, religion...). The presentation may include samples of Canadian music, art, or literature to creatively represent elements of Canadian and regional identities. Following the presentations, students discuss how living at a certain time in history and at a particular geographical location can influence who they are, what they believe, how they see the world, and where they feel they belong. TIP: Encourage students to reflect on the idea that their personal identity is influenced by how others perceive them, and by the groups to which they belong. Encourage them to think about how being Canadian, Manitoban, or even a person of the Prairies influences who they are and how they see the world.
Appendix A Skill 10a	KP-043 VP-014	──── or ──── Referring to BLM 9.1.3e, collaborative groups of students prepare and present a skit or role-play presenting a form of conflict resolution. They invite the class to decide which form of conflict resolution they have used, and to consider whether another form may have been more effective in the given scenario. **9.1.3 e** BLM: Resolving Conflict
Teacher Reflections		

Teacher Reflections

9.1.4 Pluralism and Integration

KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. *Include: Aboriginal residential schools, language laws.*
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.
KI-018F	Evaluate effects of language and education laws on their francophone community.
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.
KH-030	Describe social and cultural injustices in Canada's past. *Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...*
VH-009	Value the contributions of diverse cultural and social groups to Canadian society.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding
Canadian society has been shaped by the complex relationships and tensions of cultural diversity. Canada has at times undertaken to assimilate, exclude, or discriminate against specific cultural groups in the belief that this would make a more unified and secure country.

Description of the Learning Experience
Students discuss the effects of exclusion and discrimination, research examples of actions of social injustice in Canadian history, and consider the responsibilities of democratic citizens with respect to accepting diversity.

Vocabulary: assimilation, integration, segregation, stereotype, discrimination, racism (See Appendix E for Vocabulary Strategies.)

Note: This learning experience provides opportunities for interdisciplinary projects or activities in language arts, incorporating literature, video, or drama.

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Appendix A Skill 2	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	**Activate** Students brainstorm a list of events and decisions in Canadian history that reflected stereotyping, discrimination, or social injustice (e.g., immigration restrictions, restrictions on voting, Aboriginal policies, Chinese head tax...). They use their lists to generate and record questions about each item, including possible reasons for the actions and social effects of the events and decisions. *(continued)*

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KI-019	**Activate** (*continued*) Using Think-Pair-Share, students reflect on and share instances of stereotyping or discrimination in their own lives or in the lives of people they know well, discussing the effects of being excluded, outcast, or prejudged. Pairs combine in larger groups to discuss the effects of discrimination and stereotyping. TIP: Students do not always recognize systemic discrimination as a form of social injustice; they may, in fact, regard instances of systemic discrimination as "just the way things are," or even "the right way" or "the way things ought to be." Help students recognize that societies often have built-in systems based on preconceptions about groups and about the desirability of uniformity. These types of systems can serve to exclude, marginalize, silence, or assimilate various groups. Invite students to notice examples of systemic discrimination in their own lives and the lives of people they know.
		or
Appendix A Skill 8	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students read and respond to the provided selection of quotes about stereotyping, discrimination, and social injustice in Canadian history. They share what they know about the circumstances of each quotation, and generate questions for further inquiry into the causes and effects of discrimination in Canada. TIP: It may be useful to select one or two of the more challenging quotations to analyze together as a class before proceeding to collaborative group discussion. For guidance on how to appropriately conduct this discussion, see "Dealing with Controversial Issues" on page 16 of this document. **9.1.4 a** BLM: Discrimination in Canada? (5 pages)
		or
Appendix A Skill 7b	VH-009	Students gather information from their families about their ancestry. Using a wall map of the world, students attach a string from their local community to their countries of origin. Similarly, Aboriginal students indicate their home communities (if different from the school community). Students observe the network of strings, noting any general patterns and drawing conclusions about the cultural diversity of Canada. (*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Activate (*continued*)

Appendix A Skill 6d

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Collaborative groups of students prepare and conduct a survey of their families and other students to find out whether Canadians believe that social and cultural injustices, exclusion, stereotyping, or other forms of discrimination exist in Canadian society. They interpret and share their results with the class, discussing whether forms of discrimination are always evident or acknowledged.

TIP: Refer to the suggested guidelines for planning a survey in BLM 9.1.2i: "Conducting a Survey." Generate sample questions with the class, such as the following:

- Have you ever felt that you have been discriminated against?
- Have you ever seen stereotypes of particular groups in Canadian media?
- Do you feel racism is a significant factor in Canadian society today?
- Do you believe racism has been a significant factor in Canadian history?

—————————————— **or** ——————————————

Appendix A Skill 3a

KI-019
KH-030
VH-009

Collaborative groups of students read and respond to the list of stereotypes regarding North American youth provided in BLM 9.1.4b. They discuss the effects of stereotyping, and consider whether they have their own stereotypical impressions of certain groups of people. Students generate hypotheses about the role of the media in promoting stereotypes, and about how stereotypes can lead to hostility between groups as well as social and cultural injustices.

9.1.4 b BLM: Stereotypes

Acquire

Appendix A Skill 7d

KI-018
KI-018A
KI-019
KH-030
VH-009

Collaborative groups of students research immigration policies in 20th-century Canada, noting some of the beliefs and attitudes that determined what type of immigrant was considered to be "desirable" or "undesirable" at certain points in history. Students create a timeline of immigration policies and share the information they have found with the class. In a general class discussion, students debate the assumption that cultural assimilation or homogeneity would reduce ethnic tensions and build Canadian unity.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A Skill 6g

KI-018
KI-018A
KI-019
VH-009

Students view the video *A Class Divided*, which is about an educational experiment performed by an American Grade 3 teacher on the effects of prejudice and discrimination. Following the video, students debrief, discussing the negative and self-perpetuating effects of discrimination, and the arbitrary character of forms of prejudice that distinguish the "superiority" and "inferiority" of groups based on traits such as physical appearance, colour, et cetera. Students gather in collaborative groups to consider whether they have ever practised similar forms of discrimination.

SUGGESTED VIDEO: *A Class Divided*, Alexandria, VA: PBS Video, c1986, 1 videocassette (60 min.) and Study Guide PBS, *A Class Divided*: <www.pbs.org/wgbh/pages/frontline/shows/divided/>

SUMMARY: First presented by PBS's *Frontline* in 1985, the award-winning *A Class Divided* chronicles a reunion of Jane Elliot's 1968 Grade 3 students who are now young adults. As third graders, they participated in her unique classroom exercise in which they actually experienced the effects of prejudice and discrimination. It includes footage from the earlier 1970 production, *Eye of the Storm*, which documented her innovative approach. She artificially divided her class into two groups by designating them as "blue-eyed" or "brown-eyed," and then gave preferential treatment to one group based solely on characteristics arbitrarily associated with their eye colour. The results were startling. Her students not only judged and treated each other as "superior" or "inferior" based on attributes associated with their assigned eye colours, but also altered their own self-perceptions and behaviour accordingly. *A Class Divided* also shows Jane Elliot repeating the exercise to employees of the Iowa State prison with surprisingly similar results. Some 20 years after it first aired, this production has now become a classic vehicle for teaching about the pernicious effects of discrimination and is in high demand by educators, organizations, corporations, and diversity trainers.

(continued)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Acquire (*continued*)

―――――― **or** ――――――

Appendix A
Skill 7d

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Students select an issue from the list provided in BLM 9.1.4c related to social or cultural injustice, racism, or discrimination in Canada. Pairs of students research the event and create an illustrated timeline marker describing it for the wall timeline. Students view the wall timeline and the class discusses the assumptions that lie at the root of racism, discrimination, and assimilative policies, and the effects of these types of social injustice on Canadian society.

TIP: Students may share their research in a Carousel activity before displaying their markers on the wall timeline. Encourage students to gain a wider perspective by focusing on cultural groups other than their own. Ensure the class discussion focuses on the effects of assimilative policies on Canada's Aboriginal and francophone communities (i.e., loss of language and culture, divisive effects, us/them, Québec/rest of Canada). Encourage students to explore the impact of the loss of cultures and languages that are important distinguishing factors in the history of our country. Note that the events in the timeline are not in any way exhaustive, and students may do research to add to them.

📖 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.4 c BLM: Timeline of Social and Cultural Injustices in Canada (4 pages)

―――――― **or** ――――――

Appendix A
Skill 8

KI-018
KI-018A
KI-019
KH-030
VH-009

Students read an informational text about concerns regarding the assimilation of francophone minorities in Canada. Following the reading, students discuss the effects of assimilative policies on French language and culture in Canada. They consider the relative merits of official bilingualism in combating assimilation and in promoting, or eroding, Canadian unity.

📖 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.1.4 d BLM: Perspectives on Francophone Assimilation (3 pages)

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

Appendix A
Skill 6g

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Students view a video about the effects of Aboriginal residential schools on individuals and communities in Canada and the impact of programs that provide resolution and revive culture as a result of a long period of assimilation. Following the video, students discuss the effects of assimilative policies and write a personal response.

SUGGESTED VIDEOS:
- *Cruel Lessons*, Paul Hunt, Toronto, ON: National Film Board, Prentice Hall, 1990 (25 minutes)
- *Framing the Issues*, Ottawa, ON: Royal Commission on Aboriginal Peoples, 1992
- *First Nations: The Circle Unbroken*, Lorna Williams, 1998, NFB series video 5, "The Mind of a Child" (24 minutes)
- *A Lost Heritage: Canada's Residential Schools* <http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/> (includes CBC audio and video clips)
- *The Learning Path*, Loretta Todd, Goodminds.com, Educational Resources for Native American Studies (59 minutes)
- *Topahdewin: The Gladys Cook Story*. This video features the story of Gladys Cook, a prominent Manitoban First Nations survivor of the Washakada residential school at Elkhorn, Manitoba.

— **or** —

Appendix A
Skill 6e

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Students visit an Aboriginal cultural centre in their region, such as Thunderbird House in Winnipeg. After listening to an Aboriginal Elder or community member speak about initiatives for cultural renewal in Aboriginal communities, students pose questions about the effects of assimilation and about perspectives for the future of Aboriginal communities in Manitoba.

TIP: Refer to Teacher Note 2 (TN-2) for contact information. Where possible, the school may choose to invite a local Elder to visit the school to speak to students. Some Elders may also be willing to talk about the effects of residential schools and assimilative policies.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

TN 2 Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Acquire *(continued)*

— **or** —

Appendix A
Skill 3a

KI-019
KH-030
VH-009

Students gather contemporary and historical examples of items that portray stereotypes or discrimination toward a particular social group, culture, or visible minority in Canada (e.g., editorials, media reports, symbols, textbooks or other publications, websites, advertisements, children's toys or colouring books, cartoons, sports team names, costumes...). Each student brings to class an example of an item that represents a stereotype, and presents a short analysis of it to the class. The class discusses why stereotypes can be harmful and the effects they can have on groups and individuals.

TIP: Help students recognize that, although stereotypes may appear benign and are not necessarily noxious in intent, they can still have harmful effects on individual self-esteem, equal opportunity, community relations, and intercultural understanding.

— **or** —

Appendix A
Skill 6g

KI-017
KI-018
KI-018A
KI-019
VH-009

Students consult the program schedule of APTN (Aboriginal Peoples' Television Network), and select a program about cultural renewal or rediscovery to view and summarize for the class. Following the presentation, students discuss the role of the media and modern communications in supporting and maintaining Aboriginal cultures in contemporary times.

TIP: Note that cultural renewal does not only involve a return to, or rediscovery of, traditional culture, but also includes initiatives for the transformation and revitalization of Aboriginal peoples' participation in society through programs such as the Aboriginal Healing Foundation, Aboriginal Achievement Awards, Aboriginal language and culture programs, Aboriginal governance of education and community services, et cetera.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 6d

KI-019
VH-009

Students interview parents, grandparents, or community members about the effects of assimilation, discrimination, or stereotyping on their cultural groups. Students share with the classroom a summary of the interview, discussing the effects of discrimination on individuals and communities in Canadian society.

(continued)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Acquire (*continued*)

———— **or** ————

| | KI-019 KH-030 VH-009 | Students listen and respond to a narrative text written by an individual who has experienced discrimination in Canada. |

Appendix A Skill 1

TIP: Possible selections include passages from
- *Obasan* by Joy Kogawa
- *The Concubine's Children* by Denise Chong
- *Being Brown: A Very Public Life*, the autobiography of Rosemary Brown
- *Lament for Confederation* by Chief Dan George

Readings may be selected and prepared as a part of a language arts interdisciplinary project. Students may present short selected readings to the class in the form of a Readers' Theatre or dramatization.

Apply

| | KI-017 KI-018 KI-018A KI-019 KH-030 VH-009 | Pairs of students prepare and present a mock interview of famous Canadians from diverse cultural or ethnic groups, highlighting their contributions to Canadian society. Following the interviews, students discuss the benefits to the fabric of Canadian society brought about by cultural diversity and the acceptance of differences. |

Appendix A Skill 10a

———— **or** ————

| | KI-017 KI-018 KI-018A KI-019 KH-030 VH-009 | Collaborative groups of students create a two-part, annotated collage of news photos, headlines, and Internet images. One part presents evidence of cultural diversity in Canada, and the other presents evidence of assimilation or cultural discrimination in Canada. Student collages are shared in a Carousel activity. Each student completes an Exit Slip to respond to what they have viewed and draw conclusions about Canadian attitudes toward cultural diversity. |

Appendix A Skill 10c

TIP: Encourage students to seek examples from a wide variety of cultural groups and regions across the country, including francophone communities, Aboriginal communities, cross-cultural initiatives, bilingualism, heritage language preservation, arts initiatives, and so on. Invite students to carefully select evidence and plan their collages so as to show both positive and negative aspects of Canadian cultural life.

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
		Apply (*continued*)

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 3c	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Teams of students engage in debate or team deliberation about a current issue regarding social justice or discrimination. Possible topics include: • Racial profiling • The detention or deportation of immigrants suspected of terrorist connections • Demands for financial redress or class action as a result of legal cases of discrimination or assimilation Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 11g	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students select and analyze media clippings about Aboriginal cultural renewal or rediscovery. They prepare a multimedia presentation incorporating examples of Aboriginal music, art, literature, or theatre to showcase cultural vitality and renewal initiatives. Students invite guests from the school or the community to view their presentations.

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 3a	VH-009	Students bring to class cultural artifacts, photos, food items, music, or art that represent their cultural backgrounds. They share their artifacts by preparing an interactive museum exhibit for a Gallery Walk. Following the presentations, students discuss the merits of cultural diversity and the importance of Canadian policies that protect cultural and linguistic diversity.

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Apply (*continued*)

—— **or** ——

Appendix A
Skill 10c

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Collaborative groups of students design and present exhibits for a Museum of Reconciliation, including displays or posters that explain acts of injustice or discrimination, as well as initiatives to provide compensation for actions of the past. Displays may feature items such as the redress settlement provided to Japanese Canadians, Canada's Statement of Reconciliation to Aboriginal Peoples (see BLM 9.1.4e), the United Church of Canada's apology to First Nations Peoples, and other ongoing disputes regarding redress and compensation. Students circulate in a Gallery Walk to view displays, considering the role of reconciliation in addressing actions of social injustice of the past.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.4 e BLM: Statement of Reconciliation

—— **or** ——

Appendix A
Skill 5

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Collaborative groups of students prepare a poster-sized illustrated Mind Map that compares the "mosaic" and the "melting pot" approaches to cultural diversity. The Mind Map should analyze the advantages and disadvantages of both approaches in a multicultural, bilingual society such as Canada. Students circulate to view the posters and engage in discussion about whether they see Canada as a mosaic or a melting pot, and which approach to diversity they see as offering the most promise for the future of Canadian society.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

—— **or** ——

Appendix A
Skill 5

KI-018
KI-018A
KI-019
KH-030
VH-009

Students create a Compare and Contrast Frame to illustrate similarities and differences between integration and assimilation.

9.1.4 f BLM: Integration and Assimilation: Compare and Contrast

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
		Apply *(continued)*

—————————————————— or ——————————————————

Assessment	Outcomes	Strategies
Appendix A Skill 10a	KI-019 VH-009	Pairs of students read the passage by Pierre Elliott Trudeau provided in BLM 9.1.4g about diversity as an important element of Canadian identity. In response to the reading, students prepare and present an interview of the former Prime Minister in which one student plays a reporter who is questioning the Trudeau approach, and the other plays the role of Trudeau. Following the role-plays, students discuss their personal responses to the Trudeau statements.

TIP: Students may find it helpful to view a short clip of an interview with Trudeau to plan their style of delivery. Before students begin their planning, it may also be useful for evaluation purposes to provide them with a list of essential words to be included in the interview (e.g., homogeneity, assimilation, integration, segregation…).

9.1.4 g BLM: Trudeau and Cultural Diversity

—————————————————— or ——————————————————

Assessment	Outcomes	Strategies
Appendix A Skill 5	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students create a Vocabulary Circle using the key concepts of this learning experience, and showing the links between them. Students share and discuss their Vocabulary Circles in collaborative groups, providing suggestions to one another as to how to improve or clarify their charts.

9.1.4 h BLM: Vocabulary Circle: Pluralism and Integration

—————————————————— or ——————————————————

Assessment	Outcomes	Strategies
Appendix A Skill 10a	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students present a short skit that dramatizes the effects of stereotyping or discrimination on people and groups. Students should submit in advance a plan for the topic of their skit, and base the skit on a realistic example in Canadian society. Students debrief after the presentations and consider which areas of Canadian society are most in need of improvement in their acceptance of diversity.

(continued)
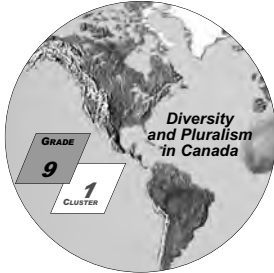
Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Appendix A
Skill 7e

Students participate in a discussion forum or video competition for youth regarding the International Day for the Elimination of Racism. They may choose to share their articles or their videos at a school assembly as a platform for a campaign to improve the acceptance of diversity, or to eliminate racism and discrimination in their school.

TIP: Encourage students to focus on the identification of systemic forms of racism, which may be less overt. Present them with the following definition as a starting point:

> *Racism is the use of institutional power to deny or grant people and groups of people rights, respect, representation and resources based on their skin color. Racism in action makes Whiteness a preferred way of being human. By whiteness I am referring to the civilization, language, culture and the skin color associated most often with European-ness. Racism is reflected in a hierarchy in which beauty, intelligence, worth and things associated with Whiteness are at the top.*
>
> ~Enid Lee

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

KI-017
KI-018
KI-018A
VH-009

Appendix A
Skill 6g

Students review local media, including local TV stations, websites, and radio stations, for a sample period of several days. They collect and analyze examples of Aboriginal cultural renewal to share with the class in a Carousel activity.

TIP: Students may note that the press frequently emphasizes only the problems related to Aboriginal communities, which can perpetuate a stereotype or unbalanced view of Aboriginal peoples. Encourage students to seek sources that incorporate Aboriginal voices and not simply articles or items about Aboriginal peoples.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

KI-017
KI-018
KI-018A
KI-019
KH-030
VH-009

Teams of students engage in debate or deliberation about a resolution such as the following:

- *Assimilative policies are always driven by racist motives or ideas.*
- *Assimilative policies are sometimes driven by a legitimate concern for national unity or national well-being.*

Students should make use of examples they have gathered in their research to support their ideas, and should keep in mind the meaning of racism.

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities. *Include: decision making, perspectives, identity, culture.*
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.
KI-021	Describe ways in which identity, diversity, and culture are protected in Canada. *Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...*
VI-004	Be willing to consider diverse social and cultural perspectives.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Culture and daily life in Canada are influenced by our instant access to mass media and our proximity to the large American market of pop culture. In response, Canadian institutions have evolved to support and protect cultural diversity and Canadian distinctiveness.

Description of the Learning Experience

Students develop critical media literacy skills, including awareness of their own media consumption. They research ways in which Canada protects culture, diversity, and identity, and make decisions based on what they have learned about pop culture in the age of electronic media.

Vocabulary: cultural identity, popular culture, mass media, cultural homogeneity (See Appendix E for Vocabulary Strategies.)

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 2	KI-020 KI-020A KI-021 VI-004	**Activate** Students brainstorm a list of their favourite bands, singers, athletes, television personalities, radio personalities, and actors. They identify all the Canadian elements on the list. In a guided class discussion, students discuss the influence of mass media and pop culture on individuals, groups, and communities: • How do you decide what you will buy? • How does the music you listen to influence how you see the world? • What can you tell about a person or group based on the music they like, the styles they emulate, and the pop culture figures they admire? *(continued)*

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

	KI-020 KI-020A KI-021 VI-004	Students prepare an Admit Slip to estimate the average amount of pop culture they consume in a week, identifying the country of origin or cultural affiliation where possible. Working in collaborative groups, students chart and post their collective information. Groups compare results and discuss ways in which pop culture influences their daily lives (e.g., their perspectives, decisions and choices, culture, and their identity).

Appendix A
Skill 5

TIP: BLM 9.1.5a presents a suggested outline for recording information.

9.1.5 a BLM: Pop Culture Consumption

— or —

	KI-020 KI-020A KI-021 VI-004	Students create a short pop culture trivia quiz, generating eight to ten questions about current advertising campaigns, lyrics to popular songs, popular television programs, or the lives of current celebrities. They exchange their quizzes with one another and complete them. In a guided class discussion, students note the predominant cultural influences on North American youth. They discuss why they think young people so readily absorb elements of pop culture, and consider how it influences their identity (i.e., pastimes, social groups, styles, appearance, clothing, lifestyles, language).

Appendix A
Skill 6b

NOTE: Introduce the concept of cultural homogeneity in the class discussion. Many media researchers maintain that "North American youth culture" has become the dominant culture of the world, and has created a homogeneous popular culture that is eroding diversity in most industrialized societies.

— or —

	KI-020 KI-020A KI-021 VI-004	Students engage in a continuum activity regarding a question related to the influence of mass media on identity and culture in Canada. Following the activity, students debrief and discuss the issue.

Appendix A
Skill 4b

TIP: Refer to Teacher Note 3 (TN-3) for a suggested procedure. Following the discussion, have students write a short reflection for inclusion in their portfolio. Students may redo the continuum activity at the end of the learning experience—or later in the year—to determine whether their attitudes and beliefs have changed.

TN 3 Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A
Skill 3a

KI-020
KI-020A
KI-021

Collaborative groups of students read a weekly CBC television schedule and record the Canadian programs listed, noting the ones they watch regularly. Students analyze what these programs tell them about Canadian beliefs and values as well as culture and identity. Groups present their analyses to the class and students engage in a general discussion on the topic of Canadian content.

TIP: Groups may also be asked to listen to and record the playlist of a popular local radio station program, noting how many Canadian artists are featured.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 6a

KI-020
KI-020A
KI-021
VI-004

Students discuss what is meant by the term *popular culture* and collect visual or print examples of the artifacts of popular culture as circulated in the mass media (i.e., art, expressions of beliefs and values, symbols, entertainment, fads shared by large segments of the Canadian population). Students display their collections in collaborative groups, classifying them as fads, trends, or icons. In a general class discussion, students consider the impact of these fads, trends, and icons on global cultures in the age of mass media and instant communication.

TIP: Prompt students to include items from a variety of sources including pictures of clothing styles, TV programs, or types of programs, music, art, slang, sports, activities, et cetera. Consider providing (or have students bring from home) examples of fads, trends, or icons from their parents' youth or past eras (e.g., for the 1960s, paisley and long hair on men were fads; rock concerts, sitcoms, and sexual liberation were trends; the Beatles, the peace symbol, and the space race were icons). Note that fads last for a shorter duration than trends, and icons are symbolic representations of the "spirit" of popular-cultural values and expressions.

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 11a	KI-020 KI-020A KI-021 VI-004	**Acquire** Students participate in a Jigsaw activity to research ways in which culture, diversity, and identity are protected in Canada. One student from each group is designated as the research expert on a topic such as the following: • the Canadian Charter of Rights and Freedoms and the protection of culture, diversity, and identity • multicultural policies • official bilingualism • CBC/*Radio-Canada* as Canada's bilingual public broadcasting corporation • Canadian content rules in the media as regulated by the Canadian Radio-Television and Telecommunications Commission • support for the performing, literary, and visual arts through the Governor General's Awards and the Order of Canada • support for the performing, literary, and visual arts through the Canada Council for the Arts/*Conseil des Arts du Canada* • support for the visual arts through the National Gallery of Canada/*Musée des Beaux-Arts du Canada* • support for the performing arts through the National Arts Centre/*Centre national des arts* • National celebrations such as Canada Day, Aboriginal Day, and Canadian Multiculturalism Day • support for Canadian amateur sport through Sport Canada and the Canada Olympic Committee • support for Canadian film through the National Film Board of Canada/*Office national du film du Canada* Using print and electronic sources, each group of "experts" gathers to prepare a summary report on their selected topic. They return to their cooperative groups to share their summaries with the home group members. In a general class discussion, students consider whether they believe Canada is doing enough to support Canadian identity, culture, and diversity. TIP: Encourage students to visit the websites for the organizations listed above and to consult their mission or vision statement. Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> *(continued)*

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

—— **or** ——

**Appendix A
Skill 11g**

KI-020
KI-020A
KI-021
VI-004

Collaborative groups of students research popular culture in a given decade since the beginning of mass communications (1950s, 1960s, 1970s, 1980s, 1990s, decade 2000…). Groups gather images, articles, and phrases representing that era to design a pop culture montage or multimedia presentation. Students share their presentations and discuss what the fads, trends, and icons of popular culture reveal about prevalent values and beliefs. Students discuss the impact of these values and beliefs on Canadians' decision making, perspectives, identity, and culture.

TIP: Encourage students to include interviews with parents or extended family members. Brainstorm a list of possible sources with students after the groups have selected their decade. Possible print sources include newspaper and magazine archives, articles, and books such as *Mondo Canuck: A Canadian Pop Culture Odyssey* by Geoff Pevere and Greg Dymond. Electronic sources include music recordings and radio and television archives such as the CBC Archives *Days to Remember* site.

> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

—— **or** ——

**Appendix A
Skill 4a**

KI-020
KI-020A
KI-021
VI-004

Students keep a diary of their pop culture and mass-media consumption, including TV, radio, magazines and newspapers, videos, film, CDs, and the Internet, for an assigned period of three days to one week. Students prepare a summary report, including a chart recording Canadian content consumption and an analysis of the effects on their decision making, perspectives, identity, and culture. Students share their results in collaborative groups, drawing conclusions about the influence of pop culture on Canadian youth.

TIP: Encourage students to focus their observations on a selected feature of media portrayals (e.g., portrayals of violence, gender identities, visible minorities, people with disabilities, youth, Canadians…). Provide guiding questions to help students think critically about their media consumption as they record their intake. For example:

• How do these media images and portrayals affect their views of themselves? Of Canadians? Of other groups?
• How do media portrayals influence their tastes? Language? Pastimes?
• How do they spend their money?
• What do they consider to be important?

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A
Skill 6g

KI-020
KI-020A
KI-021
VI-004

Working in groups of three, students view an Internet or television report of the same news item from a Canadian source, an American source, and from another international source. Each student creates a critical report of one of the news reports, following the provided guidelines. Students exchange ideas about their news analyses with another group, noting differences and similarities among the perspectives portrayed in each source.

TIP: Encourage students to notice ways in which the media do not simply "reflect" reality, but "mediate" or interpret reality for the media consumer. This is particularly powerful when visual images are used on TV or the Internet. In the general discussion, encourage students to observe and reflect on the increasing use of news as "infotainment."

9.1.5 b BLM: Guidelines: Deconstructing a News Report

— or —

Appendix A
Skill 6h

KI-020
KI-020A
KI-021
VI-004

Students create and administer a school-wide survey relating to mass media and popular culture and the influence of each on Canadian youth. Students compare and graph results, drawing conclusions about the impact of the media on decision making, perspectives, identity, and culture. Students may include questions about Canadian content media consumption, popular magazines, videos or TV programs, and decisions about personal style in relation to controversial fads such as body piercing, smoking, tattoos, or clothing trends. Students display their graphs and discuss their conclusions as a class.

TIP: For guidelines on conducting surveys, see BLM 9.1.2i: "Conducting a Survey."

— or —

Appendix A
Skill 11j

KI-020
KI-020A
KI-021

Students use the Statistics Canada website to gather data about Canadians' leisure-time activities and their consumption of mass media. Students create a spreadsheet to display these data and interpret the results.

TIP: At the Statistics Canada website, look for the Canada e-book, People, Arts and Leisure at <http://142.206.72.67/02/02f/02f_000_e.htm>.

(continued)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

———————— **or** ————————

Appendix A **Skill 11a**	KI-020 KI-020A KI-021 VI-004	Using print and electronic sources, students research a Canadian figure in contemporary popular culture or mass media. Students summarize their information in the form of a poster for a Canadian Pop Culture Hall of Fame, and circulate in a Gallery Walk to view the entries.

TIP: Encourage students to select representatives from a variety of cultural and ethnic groups, regions, age groups, and areas of achievement, without duplicating individuals.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

———————— **or** ————————

Appendix A **Skill 6g**	KI-020 KI-020A KI-021 VI-004	Students view a video regarding media literacy and discuss the effects of mass media on identity, diversity, and culture in Canada. Students complete an Exit Slip focusing on one new element they learned about the impact of media on individuals, groups, and communities in Canada.

SUGGESTED VIDEOS:

- Harcourt Canada, *Face to Face Media, Scanning Television: Seeing Ourselves:* <www.harcourtcanada.com/school/english/media.htm> <http://interact.uoregon.edu/MediaLit/JCP/scantv/home/scan_index.html> (51 short videos of six minutes each about selected topics related to the impact of media on Canadian society)
- *Culture Jam: Hijacking Commercial Culture*, Jill Sharpe (1 hour) as featured on CBC Rough Cuts: <www.cbc.ca/roughcuts/feature_181203.html>

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

Appendix A
Skill 3c

KI-020
KI-020A
KI-021
VI-004

Teams of students read the article provided in BLM 9.1.5c, and engage in a debate or team deliberation about a question related to the regulation of Canadian content in Canadian radio and television. For example:

- Should Canadian content rules be strengthened, or do they infringe upon freedom of choice in a media society?
- Do Canadian content rules really protect Canadian culture, identity, and diversity, or is the domination of American media inevitable?
- Is there really a Canadian culture and identity that is distinct from American culture?

Students may use CRTC regulations, current news articles, or surveys of Canadians as part of their research base. Following the debate or deliberation, class members may vote for or against the resolution.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.5 c BLM: Canadian Content in the Media (3 pages)

Apply

Appendix A
Skill 10c

KI-020
KI-020A
KI-021
VI-004

Students create a poster promoting the work of a Canadian institution that supports and protects identity, culture, and diversity in Canada (e.g., NFB, Canada Council, CRTC, CBC, Canadian Charter, Canadian Heritage, Canada Day…). Students invite parents and guests from the community to view the posters during a class-organized celebration of Canadian culture. A guest speaker representing an individual artist or local organization supported by one of these institutions may be invited to the event to speak about Canadian culture.

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
		Apply (*continued*)

— or —

Assessment	Outcomes	Strategies
Appendix A Skill 9d	KI-020 KI-020A KI-021 VI-004	Collaborative groups of students design an advertising campaign to promote the consumption of Canadian culture (e.g., promotion of CBC, Can Con, or Canadian Content is Cool…). Groups may also create a storyboard for a new Canadian sitcom that expresses what is distinct about Canadian culture, or design and feature a half-hour "All-Canadian Content" school radio program. They may present their products to the school in a school assembly or as part of a student council theme week.

— or —

| Appendix A Skill 11g | KI-020
KI-020A
KI-021
VI-004 | Students create a multimedia presentation or pictorial montage of Canadian popular culture (e.g., music, singers, actors, dancers, fashion designers, writers...). Presentations are shared with the class and other invited guests. Following the presentations, students discuss whether they believe there is a distinct and flourishing Canadian culture, and consider the role of mass media in supporting—or eroding—culture in Canada. |

— or —

| Appendix A Skill 9d | KI-020
KI-020A
KI-021
VI-004 | Students write a letter to the CRTC or to their Member of Parliament expressing their views about the role of government institutions in protecting or promoting Canadian culture, identity, and diversity. |

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A
Skill 7e

KI-020
KI-020A
KI-021
VI-004

Students promote and participate in a Culture Jammers initiative such as a corporate brand name ban, consumer ban (e.g., Buy Nothing Day in November), media ban (e.g., TV Turnoff Week), or a citizen lobby for media democracy (e.g., citizen access to media time). The project may involve a noon-hour forum or round table, the establishment of a Critical Media Literacy committee on student council, or a publicity and awareness campaign for the school community.

NOTE: Culture jamming is the act of using the techniques and tools of existing mass media to comment on those very media. It is based on the idea that advertising is simply propaganda for established interests and that mass media erodes cultural diversity as well as democratic freedoms. The word *culture jamming* comes from the idea of radio jamming, which refers to the use of public frequencies for independent communication or to disrupt dominant broadcast messages. Culture jammers believe that the consumer public is being lured into a state of mental passivity and is not making active choices about what they do, what they listen to, what they buy, who they are, et cetera. They believe that the "democratization" of the media can reclaim individual choice and decision making.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 4b

KI-020
KI-020A
KI-021
VI-004

Students participate in a continuum activity on a question related to media and popular culture, and discuss whether classroom attitudes and opinions have changed as a result of their study of the topic.

TN 3 Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)

(*continued*)

Teacher Reflections

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A
Skill 10c

KI-020
KI-020A
KI-021
VI-004

Students gather information about the pop-art movement, which used common and mass-produced items to create art (e.g., cola bottles, soup cans, cartoon characters…) that was a sarcastic commentary on popular culture. Students view and analyze examples of images by pop artists such as Andy Warhol, Roy Lichtenstein, Jasper Johns, Claes Oldenburg, and Duane Hanson, and create their own pop-art production. Works of art are displayed in a Gallery Walk and students comment on the effects of pop culture and mass media on identity and culture.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 9g

KI-020
KI-020A
KI-021
VI-004

Students consult a Canadian Media Watch website and present a persuasive speech regarding a current media issue (e.g., sexual stereotyping, Internet hate literature, the erosion of Canadian cultural diversity...). Students provide an analysis of the Internet article and present a justification for a position or an action plan to use the media to promote democratic ideals and principles.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

Cluster 1—Connecting and Reflecting

Student:

Using your "Diversity and Pluralism in Canada" portfolio, reflect on the diverse and pluralistic nature of Canadian culture, and discuss ways in which life in Canada is enhanced and made richer because of this diversity.

9.1.5 d BLM: Diversity and Pluralism in Canada: Connecting and Reflecting

Teacher Reflections

Cluster 2 Learning Experiences: Overview

9.2.1 Law, Order, and Good Government

KC-005 Give examples of ways in which government affects their daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...

KC-006 Describe Canadian parliamentary democracy.
Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.

KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

9.2.2 Representing Canadians

KC-008 Describe electoral processes and roles of political parties.

KC-009 Identify contemporary political leaders in Canada.
Include: Aboriginal, federal, provincial, local.

KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...

VC-002 Value their democratic responsibilities and rights.

9.2.3 Building a Just Society

KC-010 Describe responsibilities and processes of the justice system in Manitoba.
Include: Aboriginal justice systems, Youth Criminal Justice Act.

KC-010A Describe Aboriginal perspectives on justice and law.
Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...

KP-045 Describe factors related to Aboriginal self-determination in Canada.
Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making....

9.2.4 Citizen Participation

KC-013 Describe their responsibilities and rights as citizens of Canada and the world.

KC-013A Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.

KC-013F Describe their responsibilities and rights as francophone citizens of Canada and the world.

VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.
Examples: citizen involvement in political processes, freedom of speech, freedom of association...

9.2.5 Democratic Ideals in Canada

KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.
Examples: rule of law, equality, diversity, freedom, citizen participation in government...

KC-012 Assess the advantages and disadvantages of democratic processes in Canada.
Include: majority/minority issues.

VC-001 Appreciate democratic ideals in Canadian society.

VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.

Recommended Learning Resources

Appendix G

Engaging Students in the Cluster

- Create a display of pictures of political leaders in Canada.
- Create a 'mental politics' quiz based on local, provincial, and national political positions that have been newsworthy.
- Create a pictorial display of government buildings across Canada.
- Display a map of the British Commonwealth of Nations circa 1940.
- Display a world map and attach markers to illustrate various types of government in different countries, including:
  - multiparty democracy
  - limited democracy
  - communist
  - one-party state
  - autocracy
  - military junta
  - traditional monarchy
  (Consult atlases or websites for current information.)
- Create a display of political cartoons.
- Set up a display of election memorabilia.
- Display maps of electoral ridings.
- View news clips related to contemporary political issues.
- View news clips related to justice or injustice.
- Display news articles about political events in other nations around the world.
- Create a display of pictures and symbols that reflect the justice system in Canada and/or Manitoba.
- Create a display of materials related to becoming a Canadian citizen (Tip: Consult Citizenship and Immigration Canada at <www.cic.gc.ca/english/immigrate/index.html>.
- Create a display of provincial/territorial symbols (e.g., coats of arms, flags, flowers, birds…).

Learning Experiences

9.2.1 Law, Order, and Good Government

9.2.2 Representing Canadians

9.2.3 Building a Just Society

9.2.4 Citizen Participation

9.2.5 Democratic Ideals in Canada

9.2.1 Law, Order, and Good Government

KC-005	Give examples of ways in which government affects their daily lives. *Examples: rights and freedoms, security, laws, education, health care, services…*
KC-006	Describe Canadian parliamentary democracy. *Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.*
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
KP-044	Describe the division of power and responsibilities of federal, First Nations, provincial, territorial, and municipal governments.

Enduring Understanding

Canada's government is a federal system of parliamentary democracy based on a constitutional monarchy.

Description of the Learning Experience

Students learn about the distribution of powers and responsibilities among levels of government in Canada and consider how government affects their daily lives. They design diagrams and role-plays to represent the structures and processes of lawmaking and decision making in Canada.

Vocabulary: parliamentary democracy, constitutional monarchy, federalism, legislative, executive, judicial functions (See Appendix E for Vocabulary Strategies.)

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
		Activate
	KC-005 KC-006 KC-007 KP-044	Collaborative groups of students brainstorm what they know or believe about "government," recording ideas on sticky notes or small slips of paper. Groups sort their ideas into four or five categories, giving each a title and arranging them on chart paper. Each group presents their chart and the class discusses similarities and differences, clearing up misconceptions and generating questions they may have about government to help plan the learning experience.
		TIP: It may be useful to provide a Word Splash including key words for the learning experience to help stimulate brainstorming ideas.
		(continued)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Activate *(continued)*

— or —

Appendix A
Skill 3a

KC-005
KC-006
KC-007
KP-044

Students record their daily activities in the course of a normal day and indicate how government is involved, directly or indirectly, in each activity. For example:
- The alarm clock goes off: Daylight Savings Time, hydro facilities
- They listen to the radio: CRTC
- The drive to school: road maintenance, schools – Department of Education, purchase – sales tax, et cetera

Students discuss how government affects their daily lives, reacting to a statement such as "government has nothing to do with me."

— or —

Appendix A
Skill 3a

KC-005
KC-006
KC-007
KP-044

Students create a list of important events in their lives from birth to death. Using Think-Pair-Share, they consider how many of these events involve government services, regulations or authorities, either directly or indirectly. Pairs of students add to or refine one another's lists. In a general class discussion, students exchange ideas to reach agreement as to a set of categories for the various roles of government in their lives (e.g., basic services, economic security, safety and protection…).

— or —

Appendix A
Skill 10a

KC-005
KC-007

Collaborative groups of students perform a "Lord of the Flies" role-play in which they find themselves stranded on an island. They enact a scene that establishes who is in charge, how group decisions will be made, how responsibilities are shared, and how disputes will be settled. After the role-play, students debrief, discussing why government is necessary and what the roles or functions of government are.

TIP: It may be useful to read an excerpt from the beginning of *Lord of the Flies* by William Golding to set the scene. If a group finds themselves stranded on an island, what will they decide to do first? What are the priorities? Who will be responsible for what? In the debriefing session, elicit ideas that help students become aware of the three roles of government: making rules, carrying out rules and decisions, and enforcing rules.

(continued)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A
Skill 4a

KC-005
KC-007

Students are divided into four groups representing a dictatorship, an oligarchy, a democracy, and egalitarian/consensus rule. Each group clarifies the principle that will govern their decision making, based on the type of government:

- **Dictatorship** – one person has final decision and all must comply
- **Oligarchy** – a small minority has final authority and all must comply
- **Democracy** – vote by plurality (greatest number) or by majority (50% plus one)
- **Egalitarian/consensus** – decision must be agreed to by all parties

Students may draw cards to determine who holds authority in the dictatorship or oligarchy. Groups are then given a relevant issue on which to come to a decision (e.g., school dress code, mandatory homework, school ban on cell phones or MP3 players, curfew regulations…). Each group arrives at a decision following their process. The class discusses the pros and cons of each decision-making process, including the level of group satisfaction, efficiency of the process, degree of fairness, and so on. In a debriefing session, students compare various forms of government and express opinions about them.

— **or** —

Appendix A
Skill 11a

KC-005
KC-006
KC-007

Consulting dictionaries and other sources as needed, students generate hypotheses as to the meaning of the *legislative, executive,* and *judicial* roles of government and how these roles are carried out in Canada. Once their research is complete, they fill out the provided chart.

TIP: Encourage students to activate prior knowledge of the roles of government. Students have had a general introduction to the Canadian system of government in Grade 6. Also refer to the BLM 9.2.1b: for key ideas to be elicited in this activity.

9.2.1 a BLM: Legislative, Executive, and Judicial Roles of Government

9.2.1 b BLM: Features of Canadian Government (2 pages)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Acquire

— or —

| | KC-006
KC-007 | Pairs of students are assigned one of the features of Canadian government and create a Concept Overview to represent or define that feature. Students gather in groups with pairs who have created a Concept Overview for a different feature of government, and each pair explains their assigned term to the rest of the group. Groups discuss which features of Canadian government they consider to be the most significant and explain their reasons why. |

Appendix A Skill 5

9.2.1 b BLM: Features of Canadian Government (2 pages)

— or —

| | KC-005
KP-044 | Collaborative groups of students are provided with a set of responsibilities and powers of various levels of government. Groups sort and predict the responsibilities and powers under federal, First Nations, provincial, and municipal governments. Students then read the provided information on constitutional guidelines, and use this information to correct and re-sort the responsibilities and powers under the appropriate level of government. |

Appendix A Skill 6a

TIP: Using BLM 9.2.1c, provide a mixed set of responsibilities to each group to sort under appropriate categories. Students may consult the government pages of the local telephone book to assist them in categorizing powers and responsibilities. Advise students that many of the powers and responsibilities are shared between two or more levels of government (e.g., environmental protection and legislation).

Explain to students that this is the principle of *federalism* as laid out in the Constitution: powers and responsibilities are distributed between a central federal government and local provincial governments.

First Nations powers and responsibilities are in negotiation based on Article 25 of the Canadian Charter of Rights and Freedoms, which recognizes that:

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including

a) *any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and*

b) *any rights or freedoms that now exist by way of land claims agreements or may be so acquired.*

9.2.1 c BLM: Division of Powers and Responsibilities (3 pages)

9.2.1 d BLM: Division of Powers and Responsibilities—KEY (2 pages)

(continued)

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		─── **or** ───
Appendix A *Skill 4a*	KC-006 KC-007	Collaborative groups of students are given a cut-up version of an organizational chart of the Canadian government. They reassemble the pieces in a way they see fit. Include an illustration on the reverse side of the chart so that students may check the accuracy of their chart when they are done.
		TIP: Refer to BLM 9.2.1e for a sample organizational chart showing the structure of the Canadian government. Enlarge the chart on the back of a large poster or illustration and cut it up into its constituent pieces (e.g., monarchy, Governor General, Prime Minister, Cabinet, legislative, executive, and judicial branches, House of Commons, Senate…).
		9.2.1 e BLM: Government in Canada
		─── **or** ───
Appendix A *Skill 3a*	KC-005 KC-006 KC-007 KP-044	Collaborative groups of students read and respond to the provided quotes about Canadian government, federalism, the parliamentary process, federal-provincial relations, or federal-First Nations relations. Students state the key idea of each quotation, and select two or three quotes that best reflect the nature of Canada. In a guided plenary discussion, students exchange ideas about the quotes with which they were most in agreement or disagreement.
		9.2.1 f BLM: Talking about Government in Canada (2 pages)
		─── **or** ───
Appendix A *Skill 8*	KC-005 KC-006 KC-007 KP-044	Students scan newspapers to select current news reports or editorials addressing issues related to governance in Canada (e.g., rights and freedoms, constitutional issues, fair representation, elected Senate, cabinet powers, federal-provincial relations, federal-First Nations relations, judicial issues…). Students analyze the articles using a model such as the one suggested in BLM 9.2.1g, and share their ideas with the class.
		9.2.1 g BLM: Issue-Based Article Analysis
		(*continued*)
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Acquire (*continued*)

———————— **or** ————————

Appendix A
Skill 10a

KC-005
KC-006
KC-007
KP-044

Collaborative groups of students research the Canadian parliamentary process, with each group member assigned to cover the role of one of the following elements:

– Federalism
– Monarchy
– Governor General
– Senate

– Prime Minister
– Cabinet
– House of Commons

Groups prepare a short oral presentation in which each member personifies an element of the system of governance (e.g., "I am a federal system of government. This means that I …"; "I am the Constitution of Canada. I am the basis for …"; "I am a member of the Senate. I am chosen by… My role is to …."). Students may then arrange themselves in a physical configuration that helps explain the Canadian parliamentary process.

Other students take notes in a chart form or graphic organizer form as they observe the presentations.

TIP:

• A free resource kit may be ordered from Canadian Heritage at *Canadians and Their Government: A Resource Guide:*
<www.pch.gc.ca/progs/pec-csp/resource/index_e.cfm>

• The Resource Guide is also available online at:
<www.pch.gc.ca/special/gouv-gov/index_e.cfm>

• A short publication explaining government in Canada titled *How Canadians Govern Themselves* is available online from the Library of Parliament at:
<www.parl.gc.ca/information/library/idb/forsey/index-e.asp>

This publication is also available from any Member of Parliament.

(*continued*)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

| | KC-005 KC-006 KP-044 | Collaborative groups of students create charts showing the main positions in federal, First Nations, provincial, and municipal governments. Consulting a variety of sources as needed, they cut out and sort the responsibilities of the legislative, executive, and judiciary branches in the various levels of government. Students may also include the names of current leaders at various levels of governance. Groups share their charts and make corrections and refinements as necessary. |

Appendix A
Skill 5

TIP: If the students find it too difficult to design a chart on their own, provide them with a model structure as suggested in BLM 9.2.1h, and ask them to sort the positions under the appropriate category.

9.2.1 h BLM: Government Positions/Levels (2 pages)

— or —

| | KC-005 KC-006 KC-007 KP-044 | Students go on a field trip to a place of government (e.g., City Hall, Town Hall, band office, Law Courts, Legislative Building, Government House…) to take a guided tour, observe proceedings, or meet with a government representative. In advance, students generate questions about that level of government, its procedures, and its structure that may be presented to speakers. Following the visit, students write a letter of appreciation to the person responsible and summarize what they have learned about government through the visit. |

Appendix A
Skill 6e

— or —

| | KC-005 KC-006 KC-007 KP-044 | A guest speaker in a municipal, First Nations, provincial, or federal government position (e.g., MLA, town councillor, reeve, local First Nation Chief, MP, judge…) is invited to the school to speak about government processes and responsibilities. Students pose questions about the relevant level of governance. Following the visit, students prepare a thank-you letter and reflect on what they have learned about governance. |

Appendix A
Skill 1

(continued)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Acquire *(continued)*

─── **or** ───

(Appendix A / Skill 6g)

KC-005
KC-006
KC-007
KP-044

Students view a video that details the various levels of government in Canada and outlines the Canadian parliamentary system of government. Following the viewing, students discuss the positive and negative aspects of our Parliamentary process and consider ways, other than voting, in which citizens can become involved in the democratic process.

SUGGESTED VIDEOS:

Government in Canada (National Film Board, 1991), series of four videos, each approximately 30 minutes:

- *Democracy at Work – It's Your Choice:* democratic process and citizen participation
- *Our National Parliament – The Inside Story:* a parliamentary page talks about the daily routines of the federal government
- *The Constitution – The Law of the Land:* traces Canada's constitutional development
- *Local and Provincial Governments – Working Together:* examines the structure of provincial and municipal governments using a local issue as an example

─── **or** ───

(Appendix A / Skill 8)

KC-005

Students read a short informational text about the role of the provincial Ombudsman that includes examples of reasons why people might access that office. Students add additional examples of their own, and share examples in a class discussion.

TIP: The resource, *Joining the Herd: A Handbook on Participating in Manitoba's Government*, created by the Manitoba Ombudsman's office to assist Grade 9 teachers on this topic. It was distributed to schools in early 2007. For more information, or for a copy of the resource, contact the Ombudsman at:

Winnipeg	**Brandon**
750-500 Portage Avenue	603-1011 Rosser Avenue
Phone: 204-982-9130	Phone: 204-571-5151
Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230

9.2.1 i BLM: The Ombudsman (2 pages)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Appendix A Skill 4a	KC-005 KC-007 KP-044	**Apply** Students work in pairs to complete a set of questions about daily-life situations and the division of powers and responsibilities in Canada. Students may also formulate additional questions of their own, using daily-life situations, and exchange questions with another pair. **9.2.1 j** BLM: Levels of Government and Daily-Life Situations (3 pages)

―――――――――― **or** ――――――――――

Assessment	Outcomes	Strategies
Appendix A Skill 11b	KC-006 KC-007	Using the provided key words, students create posters or use graphics software to prepare an organizational chart explaining the Canadian federal system and the structures of the Canadian parliamentary process. Students include icons or symbols to represent the legislative, executive, and judicial branches of government, and include graphics to clearly represent the process. NOTE: BLM 9.2.1e presents a suggested model, including key words. If students are ready to do so, they may design a chart that shows the relationships and division of powers between federal, provincial, First Nations, or municipal levels of government. In this case, students may work in small groups with one member designated as responsible for each level of government, and adding to the chart additional details about that level. **9.2.1 e** BLM: Government in Canada

―――――――――― **or** ――――――――――

Assessment	Outcomes	Strategies
Appendix A Skill 8	KC-007 KP-044	On a wall chart showing the levels of government in Canada as well as their legislative, executive, and judiciary roles, students select and post newspaper articles in the appropriate column. Students present a short summary of the article to the class, explain how it affects daily life, and justify its placement on the wall chart (e.g., this article deals with the executive branch of the provincial government because it is a provincial Cabinet decision about the budget of Manitoba…). TIP: A suggested model for the wall chart is included in BLM 9.2.1h. **9.2.1 h** BLM: Government Positions/Levels (2 pages)

(continued)

Teacher Reflections

Democracy and Governance in Canada

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
		Apply (*continued*)

— or —

Assessment	Outcomes	Strategies
Appendix A Skill 10a	KC-005 KC-006 KC-007	Students participate in a collaborative role-play of a model Parliament (e.g., Question Period on a current issue, the enactment of a bill becoming a law, a Parliamentary debate on a current issue in Parliament, a day in the life of a Parliamentarian…). After the role-play, the class debriefs, discussing the positive and negative aspects of the Canadian parliamentary system.
		TIP: Strive to make the role-play as authentic as possible by setting up the classroom as the House of Commons and following the protocol and procedures of the House. If the students are unfamiliar with Parliament, have them view a relevant CPAC broadcast and take a virtual tour of Parliament Hill. Suggestions for classroom activities and procedures for a model Parliament are included in the education pages of the Library of Parliament.
		🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Assessment	Outcomes	Strategies
Appendix A Skill 11g	KC-005 KC-006 KC-007	Students create a multimedia presentation (e.g., in *PowerPoint*) showing the various steps involved in a bill becoming law. Select a current issue in the news to propose as a bill for Parliament, and encourage the students to present arguments for and against the bill as part of their multimedia presentation.
		TIP: Consult the Library of Parliament education website for supports related to teaching about government.
		🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Assessment	Outcomes	Strategies
Appendix A Skill 11d	KC-005 KC-006 KC-007 KP-044	Students create a tourist brochure explaining the workings and structure of the Canadian government to newcomers to Canada or to tourists visiting Parliament. Brochures are posted and shared in a Carousel activity.
		TIP: Before beginning this project, bring in sample tourist brochures and develop with the class a set of descriptive criteria for effective brochures. Establish a list of key words that should be included or content that must be covered, based on the learning outcomes (e.g., Constitution, monarchy, Governor General, Prime Minister, leader of the Opposition, Question Period, Cabinet, House of Commons, Senate, federal system…).

(continued)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Apply *(continued)*

──────── **or** ────────

Appendix A
Skill 5

KC-005
KC-006
KC-007
KP-044

Students create an electronic flow chart illustrating the executive, judicial, and legislative functions of government, and showing the roles of certain figures or lead players (e.g., Cabinet members, committee members, Leader of the Opposition...). The design of the flow chart should include symbols or images to help represent each part of the Parliamentary process (e.g., Question Period, committee study, the opening of Parliament, caucus meetings, royal assent, a Supreme Court judgement...). Flow charts may begin with an election, and go as far as depicting the effects on the everyday lives of citizens of Canada. Students present their flow charts in collaborative groups and discuss ways in which democratic government is ultimately responsible to the people (i.e., the principle of responsible government).

──────── **or** ────────

Appendix A
Skill 10c

KC-005
KC-006
KC-007
KP-044

Students create a collage of political cartoons, photographs, quotes, and news headlines that show some of the issues that can arise as a result of a federal system (e.g., federal-provincial relations, budget issues, recognition of Québec as a distinct society, Western alienation…). The collage should illustrate the organization of the federal system and the problems or issues that can arise as a result of a federalist system of government.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

──────── **or** ────────

Appendix A
Skill 6g

KC-005
KC-006
KC-007
KP-044

Students view a video that portrays a critical view of the erosion of democracy in the concentration of power in the executive branch in contemporary parliamentary processes. Students discuss the issues raised and consider the limitations of responsible government.

SUGGESTED VIDEO: *Does Your Vote Count? The Underground Royal Commission*. This is a three-part documentary featuring Manitobans Paul Kemp, Reg Alcock, and Judy Wasylicia-Leis. It examines the role of the MP, the impact of the media, and the accountability of Canada's federal government.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A
Skill 8

KC-005
KC-006
KC-007
KP-044

Students find a reference in the newspaper to a bill that is currently before Parliament, and determine from the article the stage of the bill (i.e., first reading, second reading—debate and amendments, committee examination, third reading in House of Commons, Senate readings, royal assent). Working in collaborative groups, students predict what will happen to the bill next, and decide which interest groups will be most affected by the bill, and how they will strive to lobby or influence MPs or Senators as they debate the bill in Parliament or in committee.

Student predictions are posted and compared to Parliamentary decisions, which may be posted on the wall timeline. Students discuss why the passing of bills takes so long in the democratic process and how lobbying may influence the votes of Parliamentarians.

TIP: Additional details are available on activity cards that are available on the Library of Parliament Education website.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— **or** —

Appendix A
Skill 6g

KC-005
KC-006
KC-007

Students view a short excerpt from Question Period on CPAC (the Canadian Parliamentary Access Channel), in order to observe the role of the media in determining the subject and the nature of the debate. Students gather news articles to select and predict items of national importance that may become issues raised in the next Question Period. Students then follow up by scanning news reports to analyze media coverage of issues raised in Question Period, noting which issues were given the most coverage and how they were covered. Students engage in discussion about the influence of the media in the parliamentary process.

TIP: Note that Question Period in the House of Commons is a lively forum, and that all MPs are very aware of this. It attracts great media coverage, and questions and answers are prepared accordingly. MPs also use this forum to pose questions dealing with local issues of interest to their ridings. Encourage students to notice whether the MP from their area was involved in the discussion and whether any local issues received media coverage.

(*continued*)

Teacher Reflections

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
		Apply (*continued*)

— **or** —

Assessment	Outcomes	Strategies
Appendix A *Skill 9c*	KC-005 KC-006 KC-007	Students write a RAFT, where they take on the *Role* of a bill about to become law, trying to convince an *Audience* of reluctant MPs to agree to its passing in the *Format* of a persuasive letter, on the *Topic* of the consequences of the law not being passed. Alternatively, they may take on the *Role* of the Prime Minister addressing the *Audience* of Cabinet members, explaining in the *Format* of a persuasive speech why they must all be of one mind on a current news *Topic* related to official bilingualism. They may also take on the *Role* of a critic of the media speaking to the *Audience* of the media-consuming public of Western Canada in the *Format* of a political cartoon on the *Topic* of Western alienation. RAFT items are shared with the class and invited guests, and students discuss the value of taking on a different perspective or point of view.

Teacher Reflections

Teacher Reflections

9.2.2 Representing Canadians

KC-008	Describe electoral processes and roles of political parties.
KC-009	Identify contemporary political leaders in Canada. *Include: Aboriginal, federal, provincial, local.*
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems. *Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...*
VC-002	Value their democratic responsibilities and rights.

Enduring Understanding

An important aspect of the Canadian democratic system is regular, impartial, and fair elections, and a free voice for citizens with respect to government policy.

Description of the Learning Experience

Students learn about Canadian electoral processes and develop critical media literacy skills through discussion, research, role-plays, and consulting a variety of information sources.

Vocabulary: electoral processes, plurality, majority, first-past-the-post, civil disobedience (See Appendix E for Vocabulary Strategies.)

Note: During an election period, this learning experience may become a provincial or federal election simulation. Many of the activities proposed may be used as a part of the mock election process.

Detailed teaching resources for planning a parallel or simulated election are available on the Elections Canada website:

- Elections Canada, Learning Resources, Election Simulation:
  <www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false>

Your Power to Choose, a Manitoba curriculum-based program created by Elections Manitoba, includes lesson plans, activities, and suport materials for students to experience every aspect of a provincial election. Contact Elections Manitoba at 204-945-3225 or <www.electionsmanitoba.ca>.

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KC-008 KC-009	**Activate** Collaborative groups of students scan newspapers, newsmagazines, and Internet news sources to gather references to the various political parties of Canada and brainstorm what they know about each party. Groups share with the class the names of parties they have seen in the news and details of what they know about each party. In a guided classroom discussion, students generate hypotheses about the roles of political parties in Canadian electoral processes. *(continued)*

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Activate *(continued)*

———— **or** ————

Appendix A
Skill 2

KC-009

Students view photographs of current political leaders from print and electronic news sources. Students match names and position titles to the photos, consulting news sources as needed. Photos and details may be posted on a bulletin board or in individual portfolios or scrapbooks for further reference.

TIP: Refer to BLM 9.2.2a for a suggested list of leaders to include. Encourage students to begin collecting and posting caricatures or political cartoons of Canadian leaders, taking a few minutes at the beginning of class to analyze the messages in these cartoons.

9.2.2 a BLM: Contemporary Political Leaders (2 pages)

———— **or** ————

Appendix A
Skill 3a

**KC-008
KP-046
VC-002**

Students read the provided list of Canadian priorities. They indicate the ten they believe to be most important and give reasons for their choices. In collaborative groups, they compare and discuss their priorities and provide justification for them. They seek to reach consensus on an ordered list of ten priorities that they present to the class.

TIP: Review the suggested priority list with the students, and encourage them to narrow down or define the priorities more specifically as needed (e.g., they may wish to focus specifically on child poverty, on support for disabled persons, on gender equity issues...). If it is not possible to reach consensus on the list, ask students to discuss how it can be ensured that dissident voices are at least considered. Encourage students to draw parallels with the need for discussion and debate in Parliament.

Students may use these priority lists to later conduct research on the websites of various political parties, in order to compare their own priority lists with those of Canada's political parties.

9.2.2 b BLM: Canadian Priorities (2 pages)

(continued)

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
		Activate (*continued*)

―――――――――――――― **or** ――――――――――――――

Assessment	Outcomes	Strategies
Appendix A Skill 2	KC-008 KP-046 VC-002	Collaborative groups of students brainstorm a list of principles that would ensure that elections are consistent with the principles of democratic citizen participation (e.g., accessibility, equality, impartiality, clarity, freedom…), as well as practices that would support the principles (e.g., making sure each person can only vote once ensures equality, a secret ballot ensures freedom, having maximum participation ensures accessibility, educating the people about the choices and the process ensures clarity, not allowing any bullying or bribes ensures freedom...). Principles and practices are shared and collated in a class discussion.
		TIP: These criteria may be used as a basis for conducting a student council election or determining a student council constitution.

―――――――――――――― **or** ――――――――――――――

Assessment	Outcomes	Strategies
Appendix A Skill 2	KC-008 KC-009 KP-046 VC-002	Students are presented with a school- or community-based scenario regarding a social or political issue they consider to be important (e.g., community composting programs, public walking/cycling paths, skateboard parks, rapid transit, community poverty issues…). Working in collaborative groups, students brainstorm a variety of ways in which citizens can influence decision making about the issue. Ideas could include:

- Prepare a petition
- Circulate pamphlets or posters
- Attend a local town hall meeting
- Obtain a radio spot to advertise
- Sponsor a candidate
- Organize a peaceful protest
- Circulate information on the Internet
- Organize a community forum
- Vote
- Establish a new political party
- Engage in an action of civil disobedience
- Write letters to government representatives
- Lobby local elected representatives
- Raise funds for a political party that addresses this issue
- Develop a slogan or advertising campaign
- Obtain the support of an established organization

Groups share their lists with the class to create a collective list.

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Acquire

Appendix A
Skill 11a

KC-008
KC-009
KP-046

Using print and electronic resources, as well as the provided outline, students research contemporary political leaders in Canada. Students collect photographs of political figures and quotes by and about political figures, and write a brief description of the associated responsibilities and roles. Students gather in collaborative groups to assist one another and share information in completing their charts.

TIP: Refer to Teacher Note 4 (TN-4) for guidelines. This activity may be carried out as a Web Treasure Hunt by providing students with relevant Internet sites on which to find the information. (Visit the URL listed below for a list of sites.) Review with students the requirements for correctly quoting sources for all photographs and information.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.2.2 a BLM: Contemporary Political Leaders (2 pages)

TN 4 Appendix H: Teacher Notes: Citing Sources (3 pages)

— **or** —

Appendix A
Skill 10a

KC-008
KC-009
KP-046
VC-002

Using print and electronic resources, students gather information on a selected contemporary political leader in Canada, including

- his or her accomplishments
- an issue with which he or she is presently dealing
- the position he or she has taken on the issue

Working in collaborative groups, students prepare and present mock talk shows to the class in which they perform role-plays of the leaders they have researched. Student audience members observe the talk shows and evaluate the realism of the representation of both the individuals and the issues.

(continued)
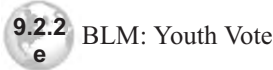
Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A
Skill 11a

KC-008
KP-046
VC-002

Collaborative groups of students consult the Elections Canada or the Elections Manitoba website to gather information about electoral processes in Canada. Students in each group select one topic from the list that follows, so that all topics are covered within each group:

- Political parties   – Campaign procedures
- Candidates   – Voting procedures
- Electoral divisions   – Role of the media and opinion polls

Students combine their information to create a group Elections Handbook. Groups share their handbooks with another group, and discuss which of the procedures and principles of democratic electoral processes in Canada they consider to be the most important (e.g., secret ballot, role of the media, electoral divisions...).

NOTE: Refer to Teacher Note 5 (TN-5) for suggested guidelines. This activity offers an opportunity to review note-taking skills, allowing students to select key points and summarize them in their own words.

🖳 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

TN 5   Appendix H: Teacher Notes: Recording Research Notes (2 pages)

— or —

Appendix A
Skill 8

KC-008
KP-046

Students read a short article about the "first-past-the-post" or "single-member plurality" system of voting as it is applied in Canada. In a guided plenary discussion, the meaning of the first-past-the-post system is clarified as needed. Students are then invited to consult the Elections Canada website to obtain statistics about previous elections in Canada. Using the data they collect, students display the results in a graph or chart that compares the percentage of the popular vote to the percentage of seats held by each party. Students share their charts and discuss how it is possible, in Canada's first-past-the-post system, to obtain a majority of elected seats with a minority of the popular vote.

🖳 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.2.2 c   BLM: First Past the Post

(continued)

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Acquire *(continued)*

──────── **or** ────────

Appendix A
Skill 10a

KC-008
KP-046
VC-002

Collaborative groups of students gather information about how the actions of citizens (individually or collectively) influence Canada's political or social systems. Examples include:

– Voting
– Running for office
– Lobbying
– Peaceful assembly or protest
– Supporting social or environmental action
– Strikes or collective actions of labour organizations
– Boycotts, acts of civil disobedience

– Supporting a candidate
– Becoming a member of an NGO
– Use of the press
– Public forums

As a group, students select a current issue in the news, and select three different options for individual or collective action on that issue. They present to the class a role-play of each of the three types of actions, and ask the class to assess which type of action would be the most effective in the given situation.

TIP: Encourage students to think of ways in which they can take action to support social change. They may explore the actions of a group such as Greenpeace, War Child, or a local citizen environmental group to consider how these NGOs succeed in bringing issues to the attention of candidates, voters, and the press.

──────── **or** ────────

Appendix A
Skill 3a

KC-008
KC-009
KP-046
VC-002

Students consult the websites of the main political parties in Canada to gather information about their logos, their platforms, and their vision for Canada. Students use the information they have gathered to discuss which party they feel is more aligned with their own priorities or points of view.

TIP: Refer to BLM 9.2.2d for a note-taking frame. The information gathered on political parties may be used as part of the preparation for a mock election. Elections Canada has an online list of official political parties in Canada. Students may then conduct an Internet search to find the sites of the various political parties, in order to gather details about the various party platforms. Encourage students to view political party websites with a critical eye, as their intent is to gather support for their party.

9.2.2 d BLM: Political Parties in Canada

(continued)

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

| | KC-008 KC-009 KP-046 VC-002 | The local Member of Parliament or Member of the Legislative Assembly is invited to the school to address the students on the role of elected representatives in government and the function of political parties. Students listen to the presentation and pose questions related to its key points. Following the visit, students write a letter of thanks to the elected representative, summarizing what they have learned by the visit. |

Appendix A, Skill 6b

— or —

| | KC-008 KC-009 KP-046 VC-002 | If students are in the Winnipeg area, they go on a guided tour of the Manitoba Legislative Building and attend Question Period if the Legislature is in session. Following the tour, students discuss what they learned about the parliamentary process at the provincial level and exchange ideas about the highlights of the tour. |

Appendix A, Skill 6e

TIP: Students may visit the website of the Legislative Building before the tour and select items to search for and view during the tour (e.g., a symbolic statue or painting, an architectural feature...).

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

| | KC-008 KC-009 KP-046 VC-002 | Students read the provided article "Youth Vote," an informational text about the non-participation of young voters in Canada. After reading the information, students generate a list of ten survey questions about the reasons why young people choose not to vote. They conduct the survey among school and community members, and record and combine their statistics on a collective chart. Students interpret the results and discuss the general trends they have noted in attitudes toward voting. |

Appendix A, Skill 6h

NOTE: Although students have not yet reached voting age, they may still respond to questions as to whether they intend on voting, whether they feel their vote would make a difference, et cetera.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.2.2 e BLM: Youth Vote

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Appendix A Skill 4a	KC-008 KC-009 KP-046 VC-002	**Apply** Students participate in a mock election or a parallel election, following the model and using the resources of the Elections Canada or Elections Manitoba website. TIP: Select the level of government for which an upcoming election is most likely to be occurring, in order to focus on current electoral issues and party platforms. Following the simulation, compare the school's election results with the real election results. Consult these websites for resources: • Elections Manitoba Educational Resources: <www.elections.mb.ca/main/education/edu_intro.htm#present> • Elections Canada, Learning Resources, Election Simulation: <www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false>
		— or —
Appendix A Skill 7e	KC-008 KC-009 KP-046 VC-002	Students design and run their own student council elections, generally patterned on the electoral processes of Elections Canada or Elections Manitoba (campaign rules, secret ballot procedures, advance polls, impartial Returning Officer and Deputy Returning Officer, voters' lists, accessibility...). After the election, students analyze how well the procedures went and propose modifications to the student council constitution based on the experience.
		— or —
Appendix A Skill 3a	KC-008 KP-046	Students select a relevant issue for a class vote (e.g., a choice of field trips, a choice of community service projects, a recommendation to student council for a fundraising drive for a particular group...). Students first engage in a secret ballot in a simultaneous vote on the issue. Then, students engage in a sequential vote in which they vote one row at a time, and the results of each successive row's votes are made available before the next row votes. Students compare the results of the simultaneous and successive votes, and discuss the impact of Atlantic-province voting results being released to the public before the polls are closed in the West. *(continued)*

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

Appendix A
Skill 4a

KC-008
KC-009
KP-046
VC-002

Collaborative groups of students develop a name, a logo, and a platform for a new political party for Canada, reflecting the values and concerns of youth voters. Students elect a party leader and prepare persuasive speeches and an advertising campaign (posters, pamphlets, slogans, and TV and radio ads) to represent their new party. Students plan and divide group tasks so that each group member is responsible for producing one element of the campaign. Following the party presentations, students host a forum in which they may pose critical questions to the speakers. Students debrief and assess which of the "political parties" provided the most realistic alternative to existing political parties in Canada.

— or —

Appendix A
Skill 10c

KC-008
KC-009
KP-046
VC-002

Students analyze political cartoons in the news, and use them as models to create their own caricatures or cartoons of current political figures. The works are displayed and students circulate in a Gallery Walk to view and respond to the cartoons.

TIP: For suggestions on how to help students read political cartoons, refer to *The Art of Decoding Political Cartoons: A Teacher's Guide*, or consult the URL below for online resources.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Appendix A
Skill 11d

KC-008
KC-009
KP-046
VC-002

Collaborative groups of students create an election editorial page using current political issues in Canada. Writings should reflect realistic points of view and diverse perspectives, as well as party viewpoints. Students exchange their editorial pages with another group and discuss the issues and viewpoints.

(*continued*)

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

	KC-008 KC-009 KP-046 VC-002	Students prepare an electronic advertising campaign for television and/or radio that is designed to encourage youth to vote. Students may consult the Elections Canada website for ideas, and should address the issues identified in the survey of youth voters they carried out during the Acquiring phase of this learning experience (i.e., reasons why young voters choose not to vote). Students present their productions to another class in the school and discuss how advertising techniques (e.g., persuasion, entertainment, endorsements, name recognition...) may be used to increase the youth vote.

Appendix A
Skill 11g

TIP: This activity offers the opportunity for a cross-disciplinary project with English language arts (media literacy) or with courses in video production or business/entrepreneurship (advertising and marketing techniques).

— or —

Appendix A
Skill 3c

KC-008
KC-009
KP-046
VC-002

Students engage in a formal debate about the question of lowering the voting age. The class may decide on a resolution following the debates, and submit a recommendation about the voting age in a letter to their local MP or to Elections Canada.

TIP: Encourage students to use historical information regarding the history of the vote in Canada to justify the position for lowering the voting age.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Appendix A
Skill 3a

KC-008
KC-009
KP-046
VC-002

Students read the provided article proposing a system of proportional representation and consider ways in which the first-past-the-post system could be made more representative. Students present possible solutions to the class for response and discussion.

TIP: There are various forms of proportional representation and many arguments for and against this system. The arguments are quite complex, but students may wish to propose a simplified model of proportionality based on student council elections (e.g., a slate of ten candidates in which the four persons with the highest number of votes become, respectively, President, Vice-President, Treasurer, and Secretary). Students discuss whether this process would reflect with greater accuracy the will of the student body.

**9.2.2
f** BLM: Fair Vote?

(*continued*)

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies

Apply *(continued)*

──────── **or** ────────

| | KC-008
KC-009
KP-046
VC-002 | Students prepare a flow chart illustrating the sequence of events from the point when the Prime Minister asks the Governor General to dissolve Cabinet to the point when the members of the new House of Commons are sworn in. Students design a poster-sized flow chart incorporating clip art, photographs, and a newspaper-style headline. Posters are displayed in the classroom for student viewing. |

Appendix A Skill 5

──────── **or** ────────

| | KC-008
KC-009
KP-046
VC-002 | Collaborative groups of students prepare a newspaper headline and lead paragraph regarding the election outcome for a selected federal election since the beginning of the 20th century. The headlines are posted on the wall timeline for reference. |

Appendix A Skill 7d

TIP: Students may also select an example of a collective action other than an election that precipitated social change. Examples include:
- 1919 Winnipeg General Strike
- March to Ottawa during the Depression
- Farmer protests in the 1970s
- Greenpeace protests against the seal hunt in the 1970s
- The 2001 Québec Summit protests
- Various peace protests

Students may wish to engage in a discussion about the role of protest and civil disobedience in generating or supporting social change. Each group adds a marker for the selected event to the wall timeline. For an online reference to such events, students may refer to the CBC Archives.

Teacher Reflections

Teacher Reflections

9.2.3 Building a Just Society

KC-010	Describe responsibilities and processes of the justice system in Manitoba. *Include: Aboriginal justice systems, Youth Criminal Justice Act.*
KC-010A	Describe Aboriginal perspectives on justice and law. *Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...*
KP-045	Describe factors related to Aboriginal self-determination in Canada. *Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...*

Note: Aboriginal learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Justice in a democratic society is based on the ideals of rule of law, equality, and universality. In recognition of these principles, the practice of justice in Canada is constantly evolving to be more inclusive and fair.

Description of the Learning Experience

Students explore the concepts of justice and the law, learn about the court system in Manitoba, and consider developments in Canadian law related to Aboriginal justice and self-determination, youth criminal justice, and restorative justice.

Vocabulary: rule of law, Aboriginal self-determination, restorative justice, criminal law, civil law (See Appendix E for Vocabulary Strategies.)

> **Note:** Concepts in this learning experience are related to the human rights and social injustice issues explored in LEs 9.1.2 and 9.1.4. Students may build on the timeline developed in these previous learning experiences, focusing more specifically on developments related to Aboriginal self-determination and changes in Canadian law to accommodate this principle.

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KC-010 KP-045	**Activate**
		Pairs of students determine what they know about justice in Canada by engaging in the Pursuit of Justice Quiz on the Youth website of Justice Canada. Each pair then shares with the class two new things they learned about justice in Canada in the quiz.
		TIP: Take the Justice Canada Youth quiz at <www.canada.justice.gc.ca/en/quiz/index.html>.
		(continued)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Activate *(continued)*

— **or** —

Appendix A
Skill 6g

KC-010

Students view images of statues symbolizing justice (e.g., the statue "Justitia" at the entrance of the Supreme Court building in Canada, traditional statues of the blindfolded Lady Justice holding the scales and a sword…). Students discuss what is meant by the traditional depiction of justice as a blind figure (i.e., justice is dispensed equally without regard to persons and differences). Students discuss what justice means to them in the context of modern Canada, and create their own icons or symbols to represent the concept of justice. Students share their symbols and explain their meaning to their peers.

TIP: Students can also visit the Supreme Court of Canada website and take a virtual tour of the building at <www.scc-csc.gc.ca/details/art-stat-justitia2_e.asp>.

🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.2.3 a BLM: Symbols of Justice

— **or** —

Appendix A
Skill 2

KC-010
KC-010A
KP-045

After viewing the events on the wall timeline of events related to human rights and social justice in Canada, collaborative groups of students brainstorm what they know about the responsibilities and processes of the justice system in Canada, recording the sources of their information on the subject (e.g., parents, television, movies...). Students share their ideas in a guided class discussion, clearing up misconceptions and generating questions for inquiry into justice and the law.

TIP: It may be useful to provide students with some of the key words from the learning experience as a prompt to begin the brainstorm (e.g., rule of law, criminal law, civil law, courts, Aboriginal justice, youth criminal justice, and Aboriginal self-determination...). Encourage students to also refer back to their knowledge of the three roles of government (legislative, executive, judiciary) and the role of the Constitution in the administration of justice (refer to LE 9.2.1).

(continued)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
		Activate (*continued*)
		───── **or** ─────
Appendix A *Skill 8*	KC-010 KC-010A KP-045	Collaborative groups of students read and respond to a number of quotes about justice and the Just Society. Following the reading, students discuss their own visions of the Just Society, and assess whether they feel Canada can be called a Just Society. **9.2.3 b** BLM: Justice, Law, and the Just Society (2 pages)
		───── **or** ─────
Appendix A *Skill 3a*	KC-010	Students respond to the provided quiz about the responsibilities and processes of the justice system in Manitoba. The class discusses the answers, clarifying points and discussing what they know about the justice system. **9.2.3 c** BLM: Quiz: True or False **9.2.3 d** BLM: Quiz: True or False—KEY (2 pages)
		Acquire
Appendix A *Skill 7d*	KC-010 KC-010A KP-045	Students select and research Canadian legal developments related to Aboriginal self-determination and Aboriginal justice. Working in collaborative groups, students create a timeline marker summarizing and illustrating their selected event. TIP: Suggested events for study are included in BLM 9.2.3e. Students may begin the activity by reviewing the developments related to Aboriginal rights that are already on the timeline (refer to LEs 9.1.2 and 9.1.4). 🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>** **9.2.3 e** BLM: Timeline: Aboriginal Justice and Self-Determination (4 pages) (*continued*)
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

––––––––––––––––––––––––––– **or** –––––––––––––––––––––––––––

Appendix A
Skill 7d

KC-010
KC-010A

Collaborative groups of students engage in Internet research on the Justice Canada website about changes in the youth criminal justice system in the 20th century. Each group selects one development to explain to the class, preparing an illustrated summary marker to add to the wall timeline. The class then discusses their views of the changes in approach to youth justice in Canada over time.

TIP: Visit the Department of Justice website: *Youth Justice Renewal, Youth Justice Legislation – A Chronology* at <http://canada.justice.gc.ca/en/ps/yj/information/chronology.html>.

––––––––––––––––––––––––––– **or** –––––––––––––––––––––––––––

Appendix A
Skill 5

KC-010
KC-010A

Students read an informational text about the meaning of criminal law, civil law, and constitutional law in Canada. Following the reading, pairs of students create an illustrated Concept Map showing the meanings of each type of law and their respective responsibilities in providing justice and security to Canadians. Students share their Concept Maps in collaborative groups.

TIP: Encourage students to focus on the key ideas that criminal law provides protection from harm from the actions of others, civil law involves the legal settling of disputes between people or groups, and constitutional law protects the rights and freedoms of people before the government. Visit the URL below for a list of related websites.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

––––––––––––––––––––––––––– **or** –––––––––––––––––––––––––––

Appendix A
Skill 10c

KC-010

Students read the provided informational piece on youth criminal justice. Pairs or triads of students then visit the Justice Canada website to find two interesting facts about the principles and processes of youth justice to share with the class. Students create cartoons to illustrate each of the items they discovered, and display them on a "Youth and Justice" bulletin board. In a plenary session, students discuss whether they believe the principles governing youth criminal justice in Canada to be effective and fair.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.2.3
f BLM: Youth Criminal Justice

(*continued*)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 11a

KC-010
KC-010A

Students write a question of a legal nature, such as:

- Can I be charged with an offence for purchasing cigarettes if I am under 16 years old?
- Can I be asked to appear in court in my parents' divorce case?
- Can I, as a minor, sue someone for damages to my property?
- Can I get married at age 17 without parental consent?

Students exchange their questions with another student and carry out an Internet search to find the answer to the question. Student pairs then get together and exchange the information they have found. In a guided plenary discussion, misconceptions are cleared up and new information is shared.

TIP: Ensure that students are accessing information about *Canadian* laws by providing them with sources such as those listed at the URL below.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

Appendix A
Skill 8

KC-010
KC-010A

Students consult the website of Justice Canada to find facts to debunk some myths that exist in Canadian society about youth justice, such as:

- Youth crime is on the rise.
- Most youth crime involves violence.
- A "get-tough approach" will reduce youth crime.
- The Youth Criminal Justice Act lets youth get off with just "a slap on the wrist."

Students present the facts to prove these statements false. Students discuss their own views about the best approach to preventing and dealing with youth crime.

TIP: Visit the Justice Canada website, *Myths and Realities about Youth Justice*, at <http://canada.justice.gc.ca/en/ps/yj/information/mythreal.html>.

(continued)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 6g

KC-010
KC-010A

Students view a video dealing with youth crime that shows real-life stories of young Canadians who have been involved in criminal activity and have been dealt with by the justice system. Following the viewing, students discuss which alternatives in sentencing or conflict resolution seem to be the most effective in dealing with youth crime.

NOTE: A *Youth Justice Multimedia Program* kit, designed for youth and people who work with youth, provides information about the Youth Criminal Justice Act through interactive "investigations," showing the consequences of youth crime and the supports available from professionals involved in the Canadian youth justice system. The program consists of two CD-ROMs and a Facilitator's Guide that explains the program's use and provides advice and activity ideas.

A video entitled *A New Approach* explains the Youth Criminal Justice Act through real-life stories of young people getting their lives back on track.

To order a copy of the kit and/or video, send an email request to Justice Canada at <youth-jeunes@justice.gc.ca>.

— or —

Appendix A
Skill 11a

KC-010
KC-010A

Students use print and electronic resources to research court processes in Manitoba and create a poster-sized graphic organizer to represent what they have learned about the processes and responsibilities of the justice system in Manitoba. Posters are displayed and students circulate to view and respond to them.

TIP: Students may select or be assigned a specific topic to research (e.g., trial by jury, Court of Queen's Bench, Provincial Court, traffic offences, civil disputes, Aboriginal perspectives on justice and law, sentencing...).

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(*continued*)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Appendix A Skill 8	KC-010 KC-010A KP-045	**Acquire** (*continued*) — or — Students read the provided informational text about Aboriginal perspectives on self-determination in Canada. Following the reading, they write a journal reflection in which they consider the priorities of Aboriginal peoples, the legal and cultural factors involved in self-determination, and the responsibilities of Canada's justice system with respect to Aboriginal self-determination. NOTE: Clarify for the students the meaning of some of the key terms as needed. Following are some working definitions as stated by Indian and Northern Affairs Canada. *Aboriginal rights:* Rights that some Aboriginal peoples of Canada hold as a result of their ancestors' longstanding use and occupancy of the land. Examples of Aboriginal rights include the right to hunt, trap, and fish on ancestral lands. Aboriginal rights vary from group to group depending on the customs, practices, and traditions that have formed part of their distinctive cultures. *Aboriginal self-government:* Governments designed, established, and administered by Aboriginal peoples under the Canadian Constitution through a process of negotiation and, where applicable, the provincial or territorial government. *Land claims:* In 1973, the federal government recognized two broad classes of claims—comprehensive and specific. Comprehensive claims are based on the recognition that there are continuing Aboriginal rights to lands and natural resources. These kinds of claims come up in those parts of Canada where Aboriginal title has not been previously dealt with by treaty and other legal means. The claims are called "comprehensive" because of their wide scope. They include such things as land title, fishing and trapping rights, and financial compensation. Specific claims deal with specific grievances that First Nations may have regarding the fulfillment of treaties. Specific claims also cover grievances relating to the administration of First Nations lands and assets under the Indian Act. *Modern day treaties:* These treaties are the result of nation-to-nation negotiations and include the Nisga'a Agreement, the James Bay and Northern Québec Agreement, as well as Nunavut. Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> **9.2.3 g** BLM: Aboriginal Perspectives on Justice, Law, and Self-Determination (4 pages) (*continued*)

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A Skill 8	KC-010 KC-010A KP-045	Students gather newspaper articles or editorials on current issues related to the administration of justice in Manitoba (e.g., prosecution of gangs, penal system issues, court overcrowding, restorative justice, First Nations justice systems...). Using the provided model, students carry out an analysis of the article and share it with their peers.

9.2.3 h BLM: Issue-Based Article Analysis

— or —

Appendix A Skill 8	KC-010 KC-010A KP-045	Students read the provided informational text, or engage in research about non-adversarial or non-penal approaches to litigation and the administration of justice (e.g., restorative justice, alternative dispute resolution processes, victim impact statements, Aboriginal circle sentencing processes, Aboriginal healing circles, mediation, and arbitration). Following the reading, students use Think-Pair-Share to develop a definition in their own words of restorative justice or another alternative dispute resolution process.

TIP: Review with students the meaning of litigation, mediation, and arbitration as dispute resolution processes, asking them to provide examples they are familiar with in their own lives.

⌨ **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.2.3 i BLM: Restorative Justice (2 pages)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Apply

— **or** —

	KC-010 KC-010A	Students participate in a field trip to the Law Courts Building or a local courthouse to observe court proceedings, or to speak with court office staff. Following the trip, students discuss what they have learned about the responsibilities and processes of the justice system in Manitoba.

Appendix A Skill 6e

TIP: Make the required arrangements with the courthouse ahead of time, and review with students the protocol for attending court proceedings. Consult these Government of Manitoba websites for details:

- www.manitobacourts.mb.ca/attending_courts.html
- www.manitobacourts.mb.ca/pdf/teacher_info.pdf

— **or** —

Appendix A Skill 1

KC-010
KC-010A
KP-045

Students listen to a guest speaker discuss the responsibilities and processes of the justice system in Manitoba. Possible speakers include a representative of a community legal information organization, an RCMP officer or local police officer, a judge, lawyer, an Aboriginal community leader in healing circles or circle sentencing programs, or an educator involved in restorative justice education programs.

TIP: Speakers may be arranged through the Community Legal Education Association Speakers' Bureau at <www.communitylegal.mb.ca/speakbur.asp>.

Note that University College of the North (formerly Keewatin Community College) has a two-year Restorative Justice and Conflict Resolution program that prepares students for involvement in alternative justice programs in northern Aboriginal communities in Manitoba.

— **or** —

Appendix A Skill 10a

KC-010
KC-010A

Collaborative groups of students perform role-plays of the processes of the justice system that would be followed if a person under 18 years of age committed a minor criminal act in Manitoba. The skits should give the offence a name and illustrate how the offender would be dealt with by the law. Following the role-plays, students engage in a full-group discussion and reflect on whether the portrayals were realistic and accurate.

(continued)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

| | KC-010
KC-010A
KP-045 | Students create posters showing their own vision of a Just Society for all people in Canada based on what they have learned in this learning experience. The vision should include a description of the principles upon which the responsibilities and legal processes of the justice system would be built. It should illustrate examples of how issues such as youth criminal justice, Aboriginal justice, and Aboriginal self-determination would be addressed. Students circulate in a Gallery Walk to view posters, attaching sticky notes that record the positive points of each poster. |

Appendix A
Skill 10c

TIP: Encourage students to plan and design their posters creatively, and to include illustrations, clip art, or photos to convey their vision of a Just Society. They may also choose to include quotes from famous Canadians, or refer to constitutional rights and freedoms in Canada. Students should first prepare a plan that lists their key ideas and principles, and build around these. They may also choose to present their ideas in the form of a multimedia presentation, incorporating music and film clips.

— **or** —

| | KC-010
KC-010A
KP-045 | Teams of students prepare and engage in a team deliberation on the topic of the advantages and disadvantages of restorative justice as opposed to punitive justice, or, alternatively, collaborative dispute resolution as opposed to adversarial litigation processes. Following the presentations, and in a plenary session, students discuss the benefits and disadvantages of our present justice system in providing the basis for a Just Society. |

Appendix A
Skill 3c

— **or** —

| | KC-010
KC-010A
KP-045 | Collaborative groups of students perform a role-play of an alternative dispute resolution scenario of a civil or minor criminal case (i.e., negotiation, mediation, arbitration, circle sentencing, or restorative justice processes). Following the role-plays, the class assesses what type of dispute resolution process was used and discusses the advantages and disadvantages of this type of conflict resolution. |

Appendix A
Skill 10a

(*continued*)

Teacher Reflections

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies

Apply *(continued)*

— **or** —

Appendix A Skill 5

KC-010
KC-010A
KP-045

Students create an electronic Concept Map or graphic organizer showing the responsibilities, principles, and processes of the justice system in Manitoba. The Concept Map should explain the meaning of key terms and include information about the Youth Criminal Justice Act and Aboriginal justice systems. Students present their graphic organizers in collaborative groups, exchanging ideas on content and presentation.

— **or** —

Appendix A Skill 3b

KC-010
KC-010A
KP-045

Collaborative groups of students select by consensus what they consider to be the two most significant events in the recognition of the Aboriginal right of self-determination in Canada. The groups plan and present to the class a short presentation of the two events. The class poses questions to each group about their reasons for selecting their particular events.

— **or** —

Appendix A Skill 10c

KC-010
KC-010A
KP-045

Pairs or triads of students create an annotated newspaper collage showing the contrast of justice and injustice in modern Canadian society, making reference to topics considered in this learning experience. Students should indicate the source, date, and title of each news clipping, annotating with explanatory comments as needed. Students share the collages in collaborative groups, after which each student may write a short journal entry reflecting on how Canada may be judged with respect to the administration of justice.

Teacher Reflections

9.2.4 Citizen Participation

KC-013	Describe their responsibilities and rights as citizens of Canada and the world.	
KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.	
KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.	
VP-015	Be willing to exercise their responsibilities and rights as citizens living in a democracy.	
	Examples: citizen involvement in political processes, freedom of speech, freedom of association…	

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

People must mindfully exercise their citizenship responsibilities and rights to co-exist in civil society at all levels: in their local groups and communities, in their country, and in the world.

Description of the Learning Experience

Students consider examples of their responsibilities and rights in local, national, and global contexts, examine citizenship as it is expressed in the Canadian Charter of Rights and Freedoms, and assess their own citizenship values, attitudes, and behaviour.

Vocabulary: civil society, rule of law, democratic ideals, global citizenship, constitutional rights (See Appendix E for Vocabulary Strategies.)

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KC-013 KC-013A VP-015	**Activate** Students complete an Admit Slip, recording a short statement about the most important responsibilities and rights they feel they have as citizens of Canada and as global citizens. Students exchange and discuss their ideas in collaborative groups, noting those responsibilities and rights they exercise on a daily basis. *(continued)*

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Activate *(continued)*

— **or** —

Appendix A Skill 2

KC-013
KC-013A
VP-015

Pairs of students create a chart that lists their responsibilities and rights in the context of the various groups and communities to which they belong. Students share their charts with the class, and brainstorm various examples of how they exercise their responsibilities and rights in these different contexts on a daily basis.

TIP: It may be useful to begin by asking students to consider examples of the responsibilities and rights they exercised in their immediate groups that very day (e.g., families, classrooms, sports teams, school, community groups, church groups, friends…).

9.2.4 a BLM: Responsibilities and Rights in Our Communities

— **or** —

Appendix A Skill 4a

KC-013
VP-015

Six sheets of chart paper are posted at various stations in the classroom. Each poster is identified by a heading referring to a section of the Charter of Rights and Freedoms:

- Basic Freedoms
- Democratic Rights
- Mobility Rights
- Legal Rights
- Equality Rights
- Official Language Rights

Collaborative groups of students engage in a Carousel activity, circulating to each of the stations to brainstorm and record what they recall of the constitutional rights and freedoms of Canadian citizens as stated in the Charter (refer to LE 9.1.3). When all groups have added their ideas to each chart, the class discusses the importance of the rights and freedoms of the Charter in their daily lives, and generates a list of the responsibilities associated with these rights and freedoms.

TIP: Establish a designated time for groups to spend at each station and signal when it is time to move on to the next one. Encourage students to build on the ideas of previous groups and to make corrections if necessary, using sticky notes to add their comments.

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

| | KC-013
KC-013A
VP-015 | Collaborative groups of students generate lists of adjectives or descriptive expressions that describe a good citizen. Groups create posters that creatively illustrate their ideas, and display them for all the class to view. In a class discussion, the most frequently repeated ideas are highlighted to create a composite sketch of the ideal citizen in the 21st century. |

Appendix A
Skill 2

— **or** —

| | KC-013
VP-015 | Students read and respond to the provided set of quotations on citizenship, discussing the meaning of each one. In collaborative groups, students come to a consensus about one quotation they find to be the truest and the most meaningful when they think about citizenship. The group creates a small poster illustrating the selected quote and present it to the class, explaining the reasons for their choice. |

Appendix A
Skill 8

**9.2.4
b** BLM: Quotations on Citizenship

Acquire

| | KC-013
KC-013A
VP-015 | Students read the provided list of values determined by the federal government to be important to Canadians. Working with a partner, students prioritize the values, and determine the responsibilities and rights that attend each value. As a class, students discuss concrete examples of how these values may be expressed in daily life and interactions. |

Appendix A
Skill 3a

**9.2.4
c** BLM: Values of Canadian Citizenship

(*continued*)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A Skill 3b	KC-013 VP-015	Students are divided into groups corresponding to the sets of rights in the Charter:

- Basic freedoms
- Democratic rights
- Mobility rights
- Legal rights
- Equality rights
- Official language rights

Each group conducts research as needed to create a poster that explains in their own words the rights and freedoms assigned to their group, including the accompanying responsibilities. Groups give a short oral presentation, explaining the most important aspect of the rights, freedoms, and responsibilities represented by their poster.

TIP: Students examined the Charter in LE 9.1.3. In this activity, encourage them to represent concrete examples of the exercise of their constitutional rights and freedoms in their daily lives. Develop a set of criteria with the class before they work on their posters, and encourage peer evaluation of their effectiveness in conveying key ideas of the Charter in plain language.

🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

Appendix A Skill 8	KC-013 KC-013A VP-015	Students review various news sources to collect articles that present issues related to active democratic citizenship, including local, national, and global examples. Working in collaborative groups, they create an annotated collage or journalistic pictorial essay showing examples of citizenship in action at various levels.

TIP: Students may display their work in an exposition as part of a culminating activity at the end of the learning experience.

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

| | KC-013
KC-013A
VP-015 | Students read the provided list of qualities of global citizenship, and prioritize the qualities based on their understanding of citizenship. In collaborative groups, students compare their lists, explaining the reasons for their choices. Students discuss the question of how to tell whether someone possesses these qualities (e.g., what kinds of actions, words, attitudes, opinions tell me that this person is respectful of differences in others?). |

Appendix A
Skill 8

TIP: The list of qualities may later be used as a self-assessment tool of their own qualities of global citizenship.

9.2.4 d BLM: Qualities of the Global Citizen (2 pages)

— **or** —

| | KC-013
KC-013A
VP-015 | Pairs of students read about the debate concerning changes to the Oath of Canadian Citizenship and work together to develop their own oath, based on what they have learned about the responsibilities and rights of citizenship in Canada. |

Appendix A
Skill 8

9.2.4 e BLM: Oath of Canadian Citizenship

— **or** —

| | KC-013
KC-013A
VP-015 | Using the information about the qualities of the global citizen and the Oath of Canadian citizenship, pairs of students create their own Oath of Global Citizenship. Students share and compare their oaths, and select as a class the declaration that they feel is most appropriate and comprehensive. The oath is displayed as an illustrated poster. |

Appendix A
Skill 9g

9.2.4 d BLM: Qualities of the Global Citizen (2 pages)

9.2.4 e BLM: Oath of Canadian Citizenship

(*continued*)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Acquire (*continued*)

———————————————— **or** ————————————————

| | KC-013
VP-015 | Individual students select a current issue of civil society at the school, community, national, or global level that they believe would be of interest to the majority of the class. Students prepare and deliver a persuasive speech, taking a stand on the issue and explaining their reasoning. Following the presentations, the class decides as a group which positions they would support if it were an election matter. |

Appendix A
Skill 3b

TIP: This activity may also be carried out as a team deliberation (refer to Teacher Note 1 [TN-1] for a suggested model).

TN 1 Appendix H: Teacher Notes: Team Deliberation (2 pages)

———————————————— **or** ————————————————

| | KC-013
KC-013A
VP-015 | Students engage in a discussion in which they place themselves on a continuum and exchange ideas about their beliefs and values regarding citizen participation and the exercise of rights and responsibilities. Students may decide on their position relative to "Social Activist" at one end, "Responsible Law-Abiding Citizen" at the midpoint, and "Civic Couch Potato" at the other extreme. Students exchange views with a person who is situated at a different point on the continuum. In a debriefing session, students discuss what they have discovered about the attitudes and beliefs that make young people disposed to be more, or less, active in their exercise of the rights and responsibilities of citizenship. |

Appendix A
Skill 4b

TIP: Refer to Teacher Note 3 (TN-3) for a suggested model for this activity.

TN 3 Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Apply

Appendix A Skill 5

KC-013
KC-013A
VP-015

Students design and create an illustrated Mind Map representing the responsibilities and rights of Canadian and global citizenship. Mind Maps are displayed and viewed in a Gallery Walk.

TIP: Develop with the class a list of key words to be included in the Mind Map and criteria for its evaluation.

— **or** —

Appendix A Skill 7e

KC-013
KC-013A
VP-015

Students organize and promote a day at school that acknowledges one of the rights, freedoms, or responsibilities of citizenship. The day may take the form of special activities, assemblies, or other ideas as developed by the students.

TIP: Consider hosting a "Celebrate Free Speech Day," in which a "soapbox" is set up at a prominent place in the school as a Speaker's Corner, where students may sign up to present their views on community, Canadian, or world topics throughout the course of the day. Explain to students the background of Speaker's Corner as a symbolic cradle of free speech, and encourage them to find other such examples of citizens engaging in the exercise of their rights. Students should initiate and plan the activity themselves, based on the values they consider to be the most significant (e.g., they may choose to organize a "Celebrate Equality Day," and design activities that focus on the exercise of equality rights throughout the school).

— **or** —

Appendix A Skill 4c

KC-013
KC-013A
VP-015

Students prepare a "Student Charter of Rights, Freedoms, and Responsibilities" for the class, seeking consensus on its content among all the members of the class, including the teacher. The Charter may be presented in an official signing ceremony patterned on the signing of the Canadian Constitution in 1982.

TIP: Some students may elect to perform role-plays of protesters outside the scene of the ceremony, exercising their right to express opposition to terms with which they may disagree. The Charter may also be prepared by the class as a school-wide Charter, to be ratified by the school staff and student council before an official signing ceremony at a school assembly.

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Apply (*continued*)

──────────── or ────────────

Appendix A
Skill 9g

KC-013
KC-013A
VP-015

Students design and establish a citizenship e-zine. They decide on a citizenship topic for debate and invite students to participate by posting their views on the site.

──────────── or ────────────

Appendix A
Skill 7e

KC-013
KC-013A
VP-015

Students decide as a class, with minimal teacher intervention, on a citizenship project to support as a school. Possible ideas include:

- Environmental citizenship initiatives
- Thirty-Hour Famine
- Fundraising for refugee sponsorship or developing-world children sponsorship
- Letters to MPs or MLAs on current issues
- Community service projects
- Cross-grade peer tutor program
- UNICEF support initiative

They submit a proposal to the student council and to staff for the project, and prepare a promotional campaign within the school for the project.

TIP: The project need not be elaborate and may involve a citizenship action as simple as donating the proceeds from a school dance to a student-selected cause.

──────────── or ────────────

Appendix A
Skill 6h

KC-013
KC-013A
VP-015

Collaborative groups of students design and administer a test or quiz intended to help other students in the school assess themselves on their local, national, and global citizenship. Students develop a set of criteria based on what they have learned about the responsibilities and rights of citizens, and create a rating system for the values and attitudes of citizenship. Students may choose to present the quiz in the school newsletter or student newspaper, and encourage schoolmates to send in their results as a survey.

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Apply *(continued)*

———— **or** ————

| | KC-013 KC-013A VP-015 | Students write a journal reflection assessing their own Canadian and global citizenship qualities. As a part of the entry, they consider how well informed they are as citizens, how willing they are to exercise their rights and responsibilities, and how actively they carry out their responsibilities as members of civil society. |

Appendix A
Skill 9a

———— **or** ————

| | KC-013 KC-013A VP-015 | Students develop a program and a set of criteria for a "Citizenship Recognition Program" for students in their school, and submit a proposal for a program to the student council and to the staff. They may include as part of their plan a promotional campaign, application or nomination forms, a judging panel and process, and a proposed award or prize. |

Appendix A
Skill 7e

———— **or** ————

| | KC-013 KC-013A VP-015 | Students present a persuasive speech on a topic such as "You can be an agent for change in the world," inciting students to become more active citizens in their communities, in Canada, and in the world. Students observing the speeches assess the persuasive qualities of the speech based on how inspiring they found it to be. |

Appendix A
Skill 3b

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies

Apply *(continued)*

─── **or** ───

KC-013
KC-013A
VP-015

Students self-assess the degree to which they exercise the responsibilities and rights of citizenship, using the Charter as a starting point. Students write a reflection on their results to be included in a learning journal or portfolio.

9.2.4 f BLM: Self-Assessment: Responsibilities and Rights

Appendix A
Skill 9a

Teacher Reflections

9.2.5 Democratic Ideals in Canada

KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society. *Examples: rule of law, equality, diversity, freedom, citizen participation in government...*
KC-012	Assess the advantages and disadvantages of democratic processes in Canada. *Include: majority/minority issues.*
VC-001	Appreciate democratic ideals in Canadian society.
VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.

Enduring Understanding

Canadian society has been shaped by the pursuit of democratic ideals and principles, such as the rule of law, government responsibility to the people, the acceptance of diversity, and principles of equality and freedom.

Description of the Learning Experience

Students review what they know of democratic ideals and principles, consider their effects in their own lives, and assess how they have been recognized in Canadian society. They discuss the advantages and disadvantages of democracy and consider the implications for the protection of minority rights.

Vocabulary: rule of law, responsible government, majority-minority relations (See Appendix E for Vocabulary Strategies.)

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KC-011 KC-012 VC-001 VP-016	**Activate** Collaborative groups of students create a collage of photos and expressions that describe democratic ideals in Canada. Collages are displayed for viewing and students discuss how well they feel Canadian society is doing at realizing the ideals of democratic society, including:

> – The rule of law   – Equality
> – Diversity   – Freedom
> – Social justice   – Responsible government
> – Recognition of human rights   – Global responsibility
> – Protection of the rights of minorities
> – Citizen participation in government

(continued)

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies

Activate *(continued)*

— or —

Appendix A
Skill 8

KC-011
KC-012
VC-001
VP-016

Collaborative groups of students read and respond to the provided series of quotes about democratic ideals and democracy. In a guided plenary discussion, students consider the meaning of each quote and use the ideas they have read to create a two-column chart showing the advantages and disadvantages of democratic government.

TIP: This activity may be initiated by asking students to carry out a quick web search to find out details about the people quoted: Who are they? What are they known for? When did they live? Guide students in their understanding of the more difficult quotations, such as the one by John Stuart Mill about the tyranny of the majority. This concept originated with the French writer Alexis de Tocqueville, who visited America in 1830 to study its form of democracy. He remarked that a democracy gives moral authority to the will of the majority, and can lead to tyranny because it ensures that, right or wrong, "the interests of the many are to be preferred to those of the few." Encourage students to reflect on what happens to the voice of minorities in a democracy, and whose responsibility it is to protect the rights and freedoms of minorities.

9.2.5
a   BLM: Thinking about Democracy (2 pages)

— or —

Appendix A
Skill 2

KC-011
KC-012
VC-001
VP-016

Collaborative groups of students brainstorm democratic ideals and principles as well as examples of how these ideals are expressed in the groups and communities to which they belong (e.g., family, school, community, sports, social groups, teams, clubs…). Students discuss areas of their lives and examples of their community participation that teach them the most, and the least, about the meaning of democracy.

(continued)

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies

Activate *(continued)*

— or —

Appendix A Skill 3a

KC-011
KC-012
VC-001
VP-016

In collaborative groups, students reflect on and discuss instances in their lives in which they have found a majority decision to be wrong, while a minority position was correct. Alternately, they may discuss situations in which majority agreement has unjustly restricted the rights or freedoms of a minority. In a guided plenary session, students then discuss the idea that democracy, especially in the age of mass communication, can tend to become a "tyranny of the majority" in which dissenting opinions are silenced or unheard because of the force of numbers.

TIP: Encourage students to think of personal and informal examples, asking them whether they have ever been in a minority and felt unheard or disrespected. Help them to see the connection between these personal experiences and the experiences of minority groups in the larger society.

Acquire

Appendix A Skill 10c

KC-011
KC-012
VC-001
VP-016

As a class, students brainstorm a list of democratic ideals. Using the provided template, collaborative groups of students decide on the relative importance of each of the ideals on the brainstormed list. Groups then create a symbol to represent two democratic ideals they consider to be most important in Canadian society. Each group creates a poster to represent their selected ideals, including concrete examples of how the ideals are exemplified in Canadian society. Posters are displayed and reviewed by the class.

9.2.5 b BLM: Democratic Ideals in Canadian Society

— or —

Appendix A Skill 3a

KC-011
KC-012
VC-001
VP-016

Consulting the Elections Canada website for data, students prepare a graph showing the results of the popular vote in the most recent federal election as compared to the percentage of seats held by each party. Students interpret their graphs and discuss why some groups and individuals in Canada feel that our electoral system is not sufficiently democratic and does not accurately represent the will of the people.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

| | KC-011 | Students review the timeline of developments and events related to human rights, |

Appendix A
Skill 7C

KC-011
KC-012
VC-001
VP-016

Students review the timeline of developments and events related to human rights, law and justice, women's rights, minority rights, Aboriginal rights, immigration laws, and injustices in Canadian history (refer to earlier learning experiences on these topics). In collaborative groups, students select or are assigned a number of events on the timeline and analyze which democratic ideal was exemplified or transgressed in each case. Using a symbol to represent the democratic ideal, students add annotated markers to the timeline. The class reviews the analysis and develops conclusions about how well Canada has been doing with regard to democratic ideals and principles.

TIP: Students have explored many events related to democratic ideals in previous learning experiences. Encourage each student group to add new markers of events related to democratic ideals as needed. Examples include:

- Right to vote developments
- Responsible government issues
- Police action during the 1919 Winnipeg General Strike
- Québec's Padlock Law (confiscation of property of suspected Communists)
- Language laws in Canada, particularly in Québec
- Suspension of rights and freedoms under the War Measures Act in 1970
- Wartime immigration restrictions
- 1995 Québec referendum

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 8

KC-011
KC-012
VC-001
VP-016

Students gather news and editorial items to create a scrapbook of democracy in contemporary Canadian society, focusing on democratic ideals and majority-minority relations. For each article collected, students carefully record the source and add an annotation analyzing which democratic ideal has been applied or abused. Students share and assess their scrapbooks in collaborative groups.

TIP: Develop with the students a set of criteria for the design and evaluation of the scrapbooks before students begin to assemble them. Allow sufficient time for the collection of a variety of news items and provide a brief model analysis in class at the outset.

(*continued*)

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

— **or** —

	KC-011 KC-012 VC-001 VP-016	Students design and conduct a school survey intended to determine the students' and staff members' views as to whether minority groups in the school are treated fairly. Students combine their results, represent them on a graph or chart, and interpret them to draw conclusions about the school's record on the treatment of minorities. In a guided class discussion, students identify the positive aspects highlighted by the survey and the areas requiring improvement. TIP: Develop one or two model survey questions with the class to begin the process. Ask students to take measures to ensure that responses to survey questions remain confidential, especially if they refer to any personal issues or concerns.

Appendix A Skill 6h

— **or** —

	KC-011 KC-012 VC-001 VP-016	Students read the information provided in BLM 9.2.5c, and select one minority rights issue. Examples include: • Québec independence • Racism or discrimination issues • Gay rights • Disabled persons' rights • French minority language rights outside Québec • English minority language rights in Québec Using print and electronic resources, students research the issue and analyze it with respect to democratic ideals. Based on their research, students prepare and present a short persuasive speech intended to clarify and present the perspective of the minority group concerned and the democratic principles at stake.

Appendix A Skill 3b

9.2.5 c BLM: Majority-Minority Issues

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies

Apply

*Appendix A
Skill 9a*

KC-011
KC-012
VC-001
VP-016

Students write a reflective journal entry describing how daily life might be different in a non-democratic society. Students share their journals in collaborative group readings and discuss how democratic ideals can enhance quality of life.

TIP: Provide students with some insight into disparities in quality of life by reading them a current journalistic report or inquiry on daily life in a present-day totalitarian state or other non-democratic regime.

— **or** —

*Appendix A
Skill 4a*

KC-011
KC-012
VC-001
VP-016

Students participate in a referendum by secret ballot on a classroom topic or decision that is likely to create a split vote, proposing only two options (e.g., choice of where to go for a class excursion, choice of a test date or due date for an assignment). One student is appointed Chief Electoral Officer and does not vote except in the case of a tie. Following the vote count, students debrief, listening to the points of view of the members of the minority group:

- How do they feel?
- Do they feel their wishes were fairly represented in the decision?
- Would there have been a better way to make this decision?
- Does the majority group feel responsible to ensure the minority is heard or respected?
- What can they do to ensure this?

TIP: Students may carry out the same process, this time on the basis of a vote on three or more options. After the vote count, students discuss whether the results represent a democratic decision and truly express the wishes of the majority of class members.

— **or** —

*Appendix A
Skill 5*

KC-011
KC-012
VC-001
VP-016

Students develop an illustrated Concept Map representing democratic ideals, explaining their meaning and impact on Canadian society. Students then gather in heterogeneous groups to exchange ideas and perspectives and to compare Concept Maps.

TIP: Encourage students to express personal perspectives, such as what "equality" means to them or what "responsible government" means to them. Place the students in heterogeneous groups so they may become aware that they do not all see democratic ideals in the same way.

(continued)

Teacher Reflections

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
		Apply *(continued)*

—————— **or** ——————

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KC-011 KC-012 VC-001 VP-016	The class generates an idea or proposal to raise with student council (e.g., the creation of a new school mascot or logo, a school chant, a new school team name, or a student radio program…). As a part of their proposal, they draft a plan that shows what they feel would be the most democratic process to make the decision, and to reflect the views of the student body in the most inclusive way possible, including how to ensure that dissident or minority voices, or differences of opinion across grades, are heard and considered in the decision-making process.

—————— **or** ——————

Appendix A Skill 3c	KC-011 KC-012 VC-001 VP-016	Students participate in a debate about the question of retribution for past wrongs in Canadian society, considering to what extent democratic governments should be responsible to correct or redress the wrongs of the past. The information posted on the collective wall timeline may be used as background for the debate topic. Following the debates, students discuss how and why social values have changed over time, and consider what types of alternatives may be used as restitution (e.g., reconciliation processes, public symbolic gestures, financial compensation, educational programs, social programs...).

—————— **or** ——————

Appendix A Skill 7e	KC-011 KC-012 VC-001 VP-016	Collaborative groups of students propose a plan for building a more democratic classroom, identifying which principles they wish to highlight and explaining their reasons why. Students need to be realistic in their proposals, acknowledging that the responsibilities of schools are such that executive power cannot be fully in the hands of students. Their proposals should involve an action plan and show how their initiative will promote democratic citizenship and enhance learning for all students. It should also involve, as a matter of democratic principle, shared responsibilities on the part of all members of the class.
		TIP: To set the parameters for this initiative, propose some possibilities to the class, such as a peer tutor program, a peer mediation program, a weekly or monthly homework-free day, a bi-monthly student-run class meeting to discuss school and class issues, et cetera.

Teacher Reflections

Cluster 2—Connecting and Reflecting

Student:

Using your "Democracy and Governance in Canada" portfolio, reflect on your learning over this cluster, and explain why democracy is a right and a privilege that should not be taken for granted. Include examples of ways in which Canadian systems of governance contribute to equity for all.

9.2.5 d BLM: Democracy and Governance in Canada: Connecting and Reflecting

Teacher Reflections

Teacher Reflections

Canada in the Contemporary World

Cluster 3 Learning Experiences: Overview

GRADE 9

CLUSTER 3

Canada in the Global Context

9.3.1 Living in the Global Village

KL-025 Identify on a world map countries in which events of global significance are taking place.

KG-035 Evaluate Canadian perspectives regarding current global issues.

KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
Include: personal and national decisions.

KG-037 Compare media portrayals of current issues.
Include: local, national, international sources.

VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

9.3.2 Canada's Global Responsibilities

KG-034 Give examples of Canada's connections with other nations.
Examples: trade, communication, environment, entertainment, sports...

KG-038 Give examples of Canada's participation within international organizations.
Examples: United Nations, Commonwealth, la Francophonie, Olympics...

KG-039 Evaluate Canada's contributions to international aid and development.
Include: government and NGOs.

KG-040 Assess the implications of Canada's military role in contemporary conflicts.

VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

9.3.3 Living in an Industrialized Consumer Society

KE-048 Describe characteristics of Canada as an industrialized nation.

KE-049 Evaluate implications of living in a consumer-based economy.
Examples: social, political, environmental...

KE-050 Give examples of the cultural, political, and economic impact of globalization on Canada.
Include: transnational corporations.

KE-051 Analyze possible consequences of their consumer choices.

VE-017 Be willing to consider the impact of their consumer choices.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing the implications of being a consumer in a globally connected, industrialized society.

Recommended Learning Resources Appendix G

Engaging Students in the Cluster

- Display a variety of world maps (e.g., political, physical...).

- Create a pictorial display of Canadians at work in a variety of activities in other places of the world.

- Create a display of headlines from newspapers and newsmagazines related to world issues that affect Canada.

- View news clips related to Canadian involvement in international events.

- Create a display of political cartoons that depict Canadian involvement in international issues, events, or solutions.

- View videos that focus on Canadian involvement in global issues.

- Create a display of images of world leaders.

- Create a display of the names or acronyms for international agencies such as the Red Cross, UNICEF, or *Médicins sans Frontières*.

- Display a map illustrating sources of and trade routes for various consumer goods and products.

- Display graphs that illustrate international comparisons such GDP, population growth rates for selected countries, or trade balances between Canada and trade nations.

- Create a display of product labels from imported consumer goods and products.

- View videos related to economic disparities around the world.

- Display photos of Nobel Peace Prize winners since the inception of the award.

Learning Experiences

9.3.1 Living in the Global Village

9.3.2 Canada's Global Responsibilities

9.3.3 Living in an Industrialized Consumer Society

9.3.1 Living in the Global Village

KL-025	Identify on a world map countries in which events of global significance are taking place.
KG-035	Evaluate Canadian perspectives regarding current global issues.
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship. *Include: personal and national decisions.*
KG-037	Compare media portrayals of current issues. *Include: local, national, international sources.*
VG-012	Be willing to consider local, national, and global interests in their decisions and actions.

Enduring Understanding

The lives of Canadians are profoundly affected by events in other regions of the world and by Canada's interactions on the global scene. Media reports of the events and interactions may differ or even be contradictory because of biases of the source. Canadian citizens have a shared responsibility to make decisions and take action based on informed, critical consideration of global issues and concerns.

Description of the Learning Experience

Students explore Canada's involvement on the world stage and analyze various media interpretations of world events. Students reflect on actions they can take to make a difference in the world.

Vocabulary: media literacy, global interdependence (See Appendix E for Vocabulary Strategies.)

TIP: It would be useful for students to have frequent access to a variety of newspapers and news media sources throughout this learning experience. Several of the proposed activities focus on the mass media, offering an ideal opportunity to develop an interdisciplinary project with language arts in critical media literacy. Note that most newspapers and newsmagazines have websites and are easily accessible.

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
		Activate
	KL-025 KG-035 KG-036 VG-012	Collaborative groups of students brainstorm and record what they know about Canadian involvement or decisions with respect to world issues. Each group presents their list to the class and generates questions and ideas regarding what they feel Canada's role should be on the world stage.
		(continued)
Teacher Reflections		

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Activate *(continued)*

— **or** —

Appendix A
Skill 3a

KL-025
KG-035
KG-036
KG-037
VG-012

As an Admit Slip, students bring in a headline or article of a current event of global importance. Students briefly present their headlines to the class, explaining why they chose them (e.g., economic, social, environmental, or cultural importance), and locating the relevant cities or countries on the class wall map of the world. Students discuss questions of Canadian involvement or potential involvement in these issues, and consider how they may support global responsibility in their own decisions and actions (i.e., ways in which they can become more "globally minded").

TIP: Students may use a number code on the world map and collectively prepare a legend relating each number to a headline or world event. Students may add to the map throughout the learning experience, and use it as a starting point for further research into Canadian involvement and perspectives on specific issues.

— **or** —

Appendix A
Skill 7b

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find a series of headlines of events that have worldwide impact or importance. After selecting and clipping the articles, they underline and generate a list of all the place names mentioned in the articles. Using a world atlas, students locate the countries and places on a world map. Groups share their findings with the class and engage in a general discussion about how events elsewhere in the world can affect Canadians.

TIP: This activity may be organized as a quick competition in a "Newspaper and Atlas Treasure Hunt." Students may identify places of significance on the world map using sticky notes, and note "hot spots" or areas of world concern. This activity presents an opportunity to alert students to bias in news sources. They may be asked to note differences/biases in headlines and story content from different news sources.

(continued)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A
Skill 3b

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students scan newspapers, newsmagazines, or Internet news sources to find examples of actions and decisions related to global citizenship in Canada, such as:

- Low-cost drug aid for HIV in Africa
- Consumer and environmental choices
- Support for NGOs
- Support for refugees to Canada
- Environmental initiatives
- Canadian involvement in UN rebuilding initiatives

Students present their articles to the class, identifying places of interest on the world map and discussing their perceptions of Canada's global involvement.

TIP: This activity presents a good opportunity to alert students to bias in news sources. Students may be asked to note, as they scan, differences/biases in headlines and story content from various news sources.

— **or** —

Appendix A
Skill 8

KL-025
KG-035
KG-036
KG-037
VG-012

Students read and respond to a series of quotations regarding global interdependence in the contemporary world. For each quotation, students summarize the main point in their own words, and write a short statement of their own opinion of each quote. Each group shares an example of their analysis and comments with the class. In a guided plenary discussion, students discuss their views of the "global village" and of the role of electronic communications in the contemporary world (e.g., Do they see the global village as a positive or a negative phenomenon? Do they think the mass media enhances or inhibits global understanding?...).

9.3.1
a
BLM: Thoughts about the Modern Global Village (2 pages)

(*continued*)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Activate (*continued*)

--- or ---

Appendix A
Skill 8

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students are each given a different national or international newspaper or Internet news source (e.g., *National Post, The Globe and Mail, Times*, BBC, CBC...). Teams are given a pre-determined amount of time to collect a set of headlines pertaining to world events and to display them in an annotated collage. For each headline, students should include a short descriptor (when, what, where, why) and the details of the news source. When the prescribed time has elapsed, students compare the results from the different groups and discuss the diverse impressions of the world created by items that are prominently covered in the press, as well as the factors that create differences in press coverage.

Acquire

Appendix A
Skill 6g

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students use the provided template to compare news coverage of global events. They consult two different media sources and analyze which issues are most prominent in each of the sources. Each group presents the results of their analyses and the class discusses the factors involved in media news decision making and coverage. Students discuss how they can become more media literate and exercise critical judgment in their consumption of media.

TIP: Assign news sources to groups so there is a diverse representation, including examples of international and alternative media sources. Help students to recognize that media news coverage does not offer a simple reflection of the reality of the world, but that it mediates between the media consumer and the world, and interprets, selects, and presents events and issues for them.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.3.1
b
BLM: Analyzing Global News Coverage (2 pages)

(*continued*)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Acquire *(continued)*

— **or** —

Appendix A
Skill 11a

KL-025
KG-035
KG-036
KG-037
VG-012

Pairs of students select a world issue in which Canada is or has been involved, and use print and electronic resources to research Canada's role and approach to the issue. Examples include:

- International development initiatives
- Foreign relations
- United Nations involvement
- International trade
- Hosting of international events
- HIV drug aid to African countries
- Anti-landmine and disarmament programs
- International security and defence issues
- Refugee policies
- Participation in international electoral observations
- Trade agreements
- Exchange programs with other countries
- Climate change initiatives and agreements

Each pair presents a poster summarizing the issue and the reasons for Canada's involvement or perspective on the selected issue. The class discusses and assesses Canadian perspectives on the selected global issue.

TIP: Students may select an international issue identified by the Canadian government as a priority (refer to the URL below for a list of suggested websites), and assess the coverage of these issues provided by news sources to which they have local access (e.g., Are the issues covered? Are they reported and updated frequently? Which types of events are given priority coverage?...).

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Acquire *(continued)*

— **or** —

Appendix A
Skill 11a

KL-025
KG-035
KG-036
VG-012

Pairs of students use print and electronic resources to research Canadian individuals who have taken or are taking action that supports the responsibilities of global citizenship. Students present an interview that focuses on examples of the types of decisions and actions that are available to young citizens of Canada in support of global citizenship. As a part of the interview, students locate the areas of activity in question on the wall map of the world. Following the interview presentations, the class discusses ways in which their own decisions and actions can reflect global mindedness and the responsibilities of global citizenship.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Appendix A
Skill 6h

KL-025
KG-035
KG-036
KG-037
VG-012

Students design and carry out a survey of school and community members regarding their perspectives on Canadian involvement or positions on recent, current, or ongoing global issues (e.g., disarmament, land mines, war in Iraq 2003…). Students record and interpret the data collected, presenting their conclusions to the class. The class discusses the results of the survey and assesses ways in which global awareness among members of their school or community may be enhanced or enriched.

— **or** —

Appendix A
Skill 8

KL-025
KG-035
KG-036
KG-037
VG-012

Students assemble and design an analytical media scrapbook that includes a collection of editorials, political cartoons, or articles about government decisions related to global issues. Selected entries in the scrapbook include a completed analytical outline. Students share their scrapbooks in collaborative groups, noting the issues that have emerged as priorities and discussing their diverse interpretations of their own responsibilities in view of these issues.

9.3.1 c BLM: Media Scrapbook – Analytical Outline

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies
Appendix A Skill 11d	KL-025 KG-035 KG-036 KG-037 VG-012	**Apply** Using the information they have gathered about international news coverage in various media sources, collaborative groups of students create their own newspaper front page and editorial page for a new Canadian newspaper that focuses on global issues. Students create a name for the paper, and use current events as their subject matter, carefully designing a layout that is appealing, creative, and easy to read. Students share their papers with the class and discuss the elements they have in common and the ways in which they differ, such as: • Have they chosen to cover the same international content? • Have they given priority or prominence to similar issues? • Which perspectives are reflected in the editorial letters or cartoons? Following the sharing of their papers, students discuss the advantages and disadvantages of consulting a variety of news sources on global concerns. TIP: Student groups may also design an advertising campaign to promote their newspaper and its global perspectives.

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KG-035 KG-037 VG-012	Students create editorial cartoons depicting Canada's position or involvement in world issues. In partners, students exchange their cartoons, and interpret the intended message of their partner's cartoon. TIP: Students may follow the guidelines suggested in BLM 9.3.1d in the creation of their cartoons and to determine evaluation criteria. Before students design their own cartoons, view with the class examples of political cartoons. Discuss the distinguishing features of effective political cartoons and the use of satire or humour that do not resort to insults. 9.3.1 d BLM: Designing an Editorial Cartoon

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 3c	KG-035 KG-036 KG-037 VG-012	Teams of students engage in a formal debate, discussing a Canadian government position on a current global issue in the news (e.g., United Nations actions and decisions, peace and disarmament, reconstruction of Iraq, aid to Afghanistan, anti-terrorism actions, refugee assistance, international aid…). *(continued)*

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Apply *(continued)*

— **or** —

Appendix A Skill 4a

KG-035
KG-036
VG-012

Collaborative groups of students develop a set of eight to ten rules or criteria to help them make decisions that show global responsibility. They may wish to develop an original slogan to guide decision making, such as "think globally, act locally." Students consider practical examples, using their criteria to determine and evaluate their decisions and actions in the light of global responsibilities. Groups share their guidelines with the class, and the class agrees upon a collective list of priorities as the most useful in guiding decisions.

TIP: The guidelines may be formulated as a series of questions to consider when assessing personal or national decisions, such as:

- Does this decision reflect environmental responsibility?
- Does it take into consideration the inequities that exist between the most- and least-developed nations?
- Does it show respect for diversity?
- Might it help make the world a better place?
- Is it free of bias and discrimination?
- Is this decision based on sufficient information about the part of the world involved or do I need more information?

— **or** —

Appendix A Skill 11g

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students create a multimedia presentation as part of an advertising campaign urging students to be more aware of their global responsibilities and to take these responsibilities into consideration when forming their decisions, opinions, and attitudes. The presentation should include suggestions of how Canadian youth can support initiatives that address global concerns, including concrete examples. The presentations may be shared with the school in a student assembly or published as a slide presentation in the school newsletter.

TIP: Ask students to include a world map as a part of their presentation, to use actual current events, and to include ways of identifying bias or narrow perspectives in themselves and in information sources.

(continued)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Apply *(continued)*

——— **or** ———

Appendix A
Skill 3a

KL-025
KG-035
KG-036
KG-037
VG-012

Collaborative groups of students read the provided text *If the World Were a Village,* and discuss how many of the listed descriptors generally apply to the people living in their community. Students then visit a website that allows them to calculate their own ecological footprint. As a class, students share and discuss the impact of their ecological footprint on the planet and discuss ways in which they can reduce that impact.

TIP: A number of websites calculate ecological footprints, including <www.myfootprint.org/>.

The idea of the world as a village is beautifully illustrated in the book *If the World Were a Village: A Book about the World's People* by David Smith and Shelagh Armstrong. It is also available as a DVD or videocassette (author: Jackie Richardson) at the Manitoba Education Instructional Resources Unit (Education Library).

9.3.1 e BLM: If the World Were a Village

——— **or** ———

Appendix A
Skill 10a

KG-035
KG-036
VG-012

Collaborative groups of students perform role-plays demonstrating personal, community, or national decisions that show regard for global responsibilities and concerns. Following the presentations, students discuss criteria that distinguish globally responsible decisions from decisions that are not globally responsible.

——— **or** ———

Appendix A
Skill 9g

KG-035
KG-036
KG-037
VG-012

Students create a handbook on critical news media literacy (i.e., how <u>not</u> to be a passive consumer of media productions, but a critically aware participant in charge of your choices). Students present their guidelines creatively, using concrete examples, and invite a Grade 7 or 8 class to their room to share their handbook of suggestions with the younger students.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.3.1 Living in the Global Village

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A
Skill 4a

KG-035
KG-036
KG-037
VG-012

Collaborative groups of students plan a television newscast, prioritizing the provided list of news items. Students share their decisions and discuss factors that might determine which topics will be covered by the media (e.g., conflict, fame, drama, immediacy, unusualness, impact of large numbers of people, and, in the case of TV, visual interest...). Students consider these factors and decide whether the most important news items actually receive the best/most coverage.

TIP: Students may choose to follow up this exercise by writing a letter to the news director of a local television station urging him or her to consider global responsibilities in selecting items for coverage.

9.3.1 f BLM: Making News Decisions (2 pages)

— **or** —

Appendix A
Skill 5

KG-035
KG-036
KG-037
VG-012

Pairs of students discuss what is meant by the term "global interdependence" and develop an illustrated Mind Map to represent the concept. Mind Maps are posted and viewed in a Gallery Walk.

TIP: Students may consider the meaning of the concept by consulting the model of the David Suzuki Foundation's *Declaration of Interdependence*, which refers specifically to environmental concerns, posted at <www.davidsuzuki.org/about_us/declaration_of_interdependence.asp>.

— **or** —

Appendix A
Skill 7e

KG-035
KG-036
KG-037
VG-012

Students initiate a class or school social action project in support of global responsibility. Examples include:
- Volunteer at an aid agency for immigrants or refugees
- Sponsor a child in a less-developed nation
- Support action to ban land mines
- Participate in the Thirty-Hour Famine
- Participate in fundraising for Canadian Red Cross
- Exchange letters with Canadians (or soldiers) overseas

Students may wish to make a presentation to the student council to solicit their support for the project.

Teacher Reflections

Canada in the Global Context

9.3.2 Canada's Global Responsibilities

KG-034	Give examples of Canada's connections with other nations. *Examples: trade, communication, environment, entertainment, sports...*
KG-038	Give examples of Canada's participation within international organizations. *Examples: United Nations, Commonwealth, la Francophonie, Olympics...*
KG-039	Evaluate Canada's contributions to international aid and development. *Include: government and NGOs.*
KG-040	Assess the implications of Canada's military role in contemporary conflicts.
VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.

Enduring Understanding

Canada and Canadians are extensively involved in global organizations and partnerships with other countries, and have a history of honouring international military commitments.

Description of the Learning Experience

Students explore Canada's connections with other nations, research global organizations in which Canadians participate, and consider Canada's historical commitment to international development and global security.

Vocabulary: NGOs (Non-Governmental Organizations) (See Appendix E for Vocabulary Strategies.)

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Appendix A Skill 5	KG-034	**Activate** As an Admit Slip, students arrive in class with survey results from their household, listing the countries of origin of a variety manufactured goods (e.g., furniture, appliances, clothing, footwear, food items, housewares...). Students use their data to create a collective graph showing Canada's trading partners and the products involved. *(continued)*

Teacher Reflections

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A Skill 7b

KG-034
KG-038

Students observe the manufactured items in the classroom (e.g., electronics, books, school supplies, furniture...) and identify where the items originated. The class generates a collective list of the countries of origin of manufactured products and identifies each of these countries with sticky notes on the wall map of the world.

TIP: Students may use colour-coded sticky notes to indicate different types of connections (e.g., blue for trade connections, pink for culture and immigration, yellow for communication and the arts, green for environment and travel, purple for entertainment and sports…). As students identify further international links over the course of the learning experience, they may add these to the map. For example, possible Admit Slips could include countries

- with sports teams that have competed against Canada
- of origin of students' family members
- where French is an official language
- that are members of the British Commonwealth
- to which students have traveled
- whose movies students have watched
- whose artists have created works that have been performed or displayed in Canada

— **or** —

Appendix A Skill 3a

KG-034
KG-038

Students view a series of flags or logos of international organizations (governmental and non-governmental). Using a list of the names of these organizations, they attempt to match up the flag or logo to the organization name. In a general class discussion, the flags or logos are verified and students discuss the symbols used to represent the organizations.

NOTE: BLM 9.3.2a may be used as a starting point for this activity. Logos, symbols, or flags for the organizations may be obtained by consulting organizational websites.

9.3.2 a BLM: International Organizations

(*continued*)

Teacher Reflections

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
		Activate (*continued*)

─────────── **or** ───────────

Assessment	Outcomes	Strategies
Appendix A Skill 7b	KG-034 KG-038 KG-039 KG-040 VG-011	Using a map of the world, students identify all the areas of the world in which Canada is or has been involved in military operations. These areas are located on the wall map of the world and indicated using a symbol representing, respectively, the Department of National Defence or the UN forces (e.g., blue beret).
		TIP: Invite students to retain their initial list as an Anticipation Guide, correcting and adding to it over the course of the learning experience.

Acquire

Appendix A Skill 7d	KG-034 KG-038 KG-039 KG-040 VG-011	Students collaborate in the creation of a timeline of Canada's military involvement since the beginning of the 20th century. Using the provided list, pairs or triads of students select or are assigned an event to research. Using print and electronic resources, they gather information to create an illustrated timeline marker that includes important features of the event. Student markers are presented and posted for viewing and continued reference on the wall timeline. The class discusses which examples of Canadian involvement they consider to be the most significant or important, and add to the wall map of the world by indicating all the places of Canadian military involvement using appropriate symbols.

    🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

    9.3.2 b BLM: Canadian Global Involvement (4 pages)

─────────── **or** ───────────

Appendix A Skill 11a	KG-034 KG-040 VG-011	Students use print and electronic resources to research the story of the origins of the Remembrance Day poem "In Flanders Fields." They write a short essay presenting their findings, and illustrate the history of the poem. The illustrated essays may be used as part of a Remembrance Day display at the appropriate time.

    🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(continued)

Teacher Reflections

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies

Acquire (*continued*)

—————————— **or** ——————————

Appendix A
Skill 6g

KG-034
KG-040
VG-011

Students conduct Internet research and/or take a walking tour of their community to gather photographs of war memorials or monuments dedicated to Canadian involvement in international conflict, including civilian and military support. Students create annotations explaining the historical events commemorated by each monument and assemble the photos in an electronic or poster format to share with the class. The class views the photo gallery and discusses the importance of remembering these types of events.

TIP: Teacher Note 6 (TN-6) provides a list of Manitoba cenotaphs. The online version of the note is hotlinked to photographs of each of the cenotaphs and may be accessed at <www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>.

TN 6 Appendix H: Teacher Notes: Remembrance Day Cenotaphs

—————————— **or** ——————————

Appendix A
Skill 1

KG-034
KG-040
VG-011

Students listen to or interview a guest speaker who is a war veteran, a community member who has lived through war, a peacekeeping officer, or a member of an NGO who has worked overseas in a rebuilding or international aid project. Students prepare questions to present to the speaker and prepare a summary of the interview for the school paper or newsletter.

TIP: Refer to BLM 9.3.2c for guidelines to help students in planning and conducting interviews.

9.3.2 c BLM: Conducting an Interview

—————————— **or** ——————————

Appendix A
Skill 10c

KG-034
KG-038
KG-039

Students listen to a guest speaker representing an international aid and development organization such as UNICEF Canada, OXFAM Canada, Mennonite Central Committee, World Vision, or the Canadian Red Cross. Following the presentation, the class discusses what they learned and creates a large collective collage summarizing the information on a background outline of a world map. The collage is annotated and placed in a prominent place in the school or community.

TIP: Students may also use the presentation as a springboard for a social action initiative or fundraising project in support of the organization (e.g., sponsor a child, make a donation to the Stephen Lewis foundation, sponsor a community blood donation drive...).

(*continued*)

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 11a

KG-034
KG-038
KG-039
KG-040
VG-011

Collaborative groups of students review the provided list and identify a global organization that interests them. Using print and electronic resources, students research Canada's role and involvement in the selected organization, select a format to present their findings, and share their work with the class.

TIP: Students may use the suggested note-taking frame in BLM 9.3.2d to organize and record their notes. Encourage students to practise their note-taking skills and the correct citation of sources in this research activity. Invite each group to plan a creative format to present the information they have gathered (e.g., an interview with an executive member of the organization, a poster promoting Canada's role in the organization, a multimedia presentation, a simulation of an awards ceremony or international event hosted by Canada…). Students may share their information in a culminating activity at the end of the learning experience.

⊞ **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.3.2 d BLM: Note-Taking Frame: International Organization

— or —

Appendix A
Skill 11a

KG-034
KG-038
KG-039

Students use print and electronic resources to search and identify Canadian products, achievements, or ideas that have had or continue to have international importance. For each achievement or product they identify, students create an illustrated identification card and attach it to a large "Made in Canada" bulletin board. Students may colour-code cards to indicate Canadian contributions in sport, leisure, international relations, manufacturing, industry, environmental protection, medicine, science, technology, entertainment, arts and culture, and politics.

TIP: A suggested template for the identification card is included in BLM 9.3.2e. Encourage students to seek a wide range of achievements and contributions. Alternatively, students may design a set of "Made in Canada" playing cards or trading cards to display and use in the classroom in trivia games.

9.3.2 e BLM: Made-in-Canada Identification Card

Teacher Reflections

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KG-034 KG-038 KG-039 KG-040 VG-011	**Apply** Using the information they have gathered, students plan and conduct a Remembrance Day ceremony for the school. The class divides the tasks and responsibilities among various small groups, assigning each group an area of responsibility and developing an agenda or timeline for the completion of tasks (e.g., program printing, decoration, introduction, student performances, guest speakers, seating plan, community invitations, participation of younger students, thanking and introducing guests, obtaining staff approval and support, music...).

— **or** —

Appendix A Skill 4a	KG-034 KG-038 KG-039 KG-040 VG-011	Collaborative groups of students generate an idea for a product or event they believe would have international appeal and would bring recognition to Canada for its distinctive achievements. Each group creates a sketch and an outline for their idea, preparing a persuasive presentation that explains the advantages of the project to Canada and to the world. Groups present their international projects to the class and other invited guests in a "What the World Needs Now Is More Canada" celebration.

— **or** —

Appendix A Skill 3b	KG-034 KG-038 KG-039 KG-040 VG-011	Students present to the class the information they gathered on international organizations in the creative format they have planned during the Acquiring phase of this learning experience. Following the presentations, the class votes on the organization they most wish to support. They may decide to plan a school-wide awareness campaign or fundraising campaign about the international organization they have selected as a class.

— **or** —

Appendix A Skill 10c	KG-034 KG-039 KG-040 VG-011	Collaborative groups of students create a design for a proposed war memorial in their school or community, presenting the design, description, background, and rationale in a poster format. Groups present their designs to the class for evaluation. As a class, students decide which memorial they consider to be most effective and most significant. Students may elect to submit their designs to a local museum or community centre as part of a Remembrance Day display.

(continued)

Teacher Reflections

9.3.2 Canada's Global Responsibilities

Assessment	Outcomes	Strategies

Apply *(continued)*

— or —

Appendix A
Skill 3c

KG-034
KG-038
KG-039
KG-040
VG-011

Teams of students scan newspapers and newsmagazines to find a current international issue, event, project, or conflict they consider to be significant. They plan and prepare a team deliberation or debate on whether or not Canada should be involved in the event and what should be the nature of Canadian involvement.

— or —

Appendix A
Skill 10a

KG-034
KG-038
KG-039
KG-040
VG-011

Collaborative groups of students gather information about Canadians who have made or are making contributions to the global community in international aid or development (e.g., Stephen Lewis, Craig Kielberger, Roméo Dallaire, citizens working overseas for CIDA...). Students create a simulated ceremony in which these citizens are honoured with a recognition of their contributions to global citizenship.

TIP: Encourage students to include not only famous Canadians, but also members of their local community who have contributed to or supported global projects. Students may decide to begin a "Global Citizenship Hall of Fame" in their school, and invite local press to the launch of the display that recognizes a local citizen.

🖥 Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Appendix A
Skill 10c

KG-034
KG-038
KG-039
KG-040
VG-011

Based on what they have learned about Canada's global responsibilities in this learning experience, students create a new NGO for which there is an urgent need. They design a name and logo for their proposed NGO, a mission statement that describes its task or purpose, and a vision statement that defines the values and goals it envisions as its accomplishments. Students share and present their NGOs in a Gallery Walk, inviting other classes and parents to the viewing.

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

KE-048	Describe characteristics of Canada as an industrialized nation.
KE-049	Evaluate implications of living in a consumer-based economy. *Examples: social, political, environmental...*
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada. *Include: transnational corporations.*
KE-051	Analyze possible consequences of their consumer choices.
VE-017	Be willing to consider the impact of their consumer choices.

Canada in the Global Context

GRADE 9 3 CLUSTER

Enduring Understanding

Canadian citizens enjoy many privileges by living in a highly developed, consumer-based society and in an age of increased economic globalization. These privileges come with a cost to the overall well-being of the planet.

Description of the Learning Experience

Students examine what it means to live in an industrialized society, consider examples of the effects of globalization, and reflect on their choices and decisions in light of what they have learned.

Vocabulary: globalization, transnational corporations, consumerism, consumer-based economy, industrialized nation, fair trade, supply and demand (See Appendix E for Vocabulary Strategies.)

> **Note:** This learning experience can provide a basic introduction to the workings of a market economy and to the concept of economic globalization. Many of these concepts are complex and will be further developed in the Grade 10 social studies curriculum. Concrete examples from students' daily experiences and the use of diagrams and graphic organizers will help build an understanding of economic concepts. A useful website for an overview of the Canadian economy, including a glossary of economic terms, is the following federal government site: <http://canadianeconomy.gc.ca/english/economy/index.cfm>.

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Appendix A Skill 2	KE-048 KE-049	**Activate** Collaborative groups of students brainstorm a list of nations they know or believe to be industrialized nations. Looking at their list, they generate a collective definition of the term *industrialized nation*, focusing on a list of characteristics that such nations would have in common. Groups share the results of their brainstorm with the class, locating countries on a world map. Misconceptions are clarified, and questions for further study are generated in a guided class discussion. *(continued)*

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

Appendix A
Skill 6g

KE-048
KE-049
KE-050
KE-051
VE-017

Collaborative groups of students use magazines to gather images of manufactured consumer products available in Canada. Consulting atlases and other resources as needed, they use the collected images to create a collage of manufactured consumer goods, indicating how many of these goods are produced in Canada or are produced from raw materials available in Canada.

TIP: This activity affords an opportunity to introduce some of the vocabulary related to industry and commerce:
- primary industries (extraction of natural resources)
- secondary industries (processing and manufacturing)
- tertiary industries (transportation, distribution, sales)

— or —

Appendix A
Skill 3a

KE-048
KE-049
KE-050
KE-051
VE-017

Using media sources as well as labels on food, clothing, and manufactured items, students generate a list of all the large corporate names they know that operate in many countries (e.g., beginning with well-known brand names such as Coca-Cola, McDonald's, Sony, Nike...). Students share their lists, and the meaning of the term *transnational corporation* is clarified. The class discusses reasons why companies seek to extend their operations to many countries, and consider what laws govern these corporations since they are commercial entities that extend beyond the borders of any particular country.

— or —

Appendix A
Skill 9i

KE-048
KE-049
KE-050
KE-051
VE-017

Students create a consumer diary in which they record all their purchases (including food) over the period of a week and include details of any brand names or company names that identify the products. Students may later share their observations of their purchasing decisions and of the proportion of goods that are manufactured or distributed by transnational corporations or large conglomerates.

TIP: This exercise may serve as a beginning step in understanding what is meant by economic globalization. The consumer diary may also be expanded to include consumption of television programs and cultural products such as music, books, or films. Details on conglomerates and company ownership are available in the World Almanac.

(*continued*)

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

Appendix A
Skill 6a

KE-048
KE-049
KE-050
KE-051
VE-017

Collaborative groups of students brainstorm a list of the goods and services they consume or use regularly, writing their contributions to the list on separate sticky notes or small slips of paper. Groups then sort their lists into various categories (e.g., food, shelter, clothing, entertainment, transportation, education, health, communication). Students systematically work through the list under each category, deciding whether each item is a luxury or a necessity, and labelling each item accordingly with an appropriate symbol (e.g., food: Big Mac = luxury; bread, milk = necessity…). Each group considers their list and makes observations about the quantity of luxuries and necessities consumed under each category, as well as the number of products and services for which Canadians are dependent upon other countries. Groups share their observations with the class in a guided discussion about living in a consumer-based economy.

TIP: Students may be encouraged to generate hypotheses about questions such as:

- What would happen to our economy if we all stopped purchasing anything other than necessities?

- What would happen to our economy if all exports and imports were suddenly stopped?

— or —

Appendix A
Skill 3a

KE-048
KE-049
KE-050
KE-051
VE-017

As an Admit Slip, students come to class with a short description of what they think is meant by "fair trade" in the international context. Students share their ideas and generate hypotheses and questions about what fair trade is and how international trade is regulated or controlled to ensure fairness.

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Appendix A Skill 7b	KE-048 KE-049 KE-050 KE-051 VE-017	**Acquire** Collaborative groups of students sort and predict the provided list of country names into the least-developed countries and the most-developed countries (using a world atlas and other resources as needed). Following the sort, students verify their lists using the answer key (or, alternatively, the United Nations Trade and Development website). Students identify the most- and least-developed nations on the world map, indicating them with appropriate symbols. As a group, students compare the numbers of countries in each category and the relative locations of these countries. Students write an Exit Slip that reflects on the implications of Canada being among the small minority of the most-developed nations of the world. TIP: Students could also represent the distribution of more-developed and less-developed nations on a chart or graph to accompany a world map. Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> 9.3.3 a BLM: Least Developed, Most Developed 9.3.3 b BLM: Least Developed, Most Developed—KEY (2 pages)
		— **or** —
Appendix A Skill 8	KE-048 KE-049 KE-050 KE-051 VE-017	Using Think-Pair-Share, students read and respond to the provided quotations or commentaries on the consumer society and its effects. Students write a brief summary and analysis of what they have read, using their own words, and discuss their response. Students share their ideas in a guided class discussion about what is meant by the consumer-based economy and what is its impact on the world. TIP: Students may also be invited to create an editorial cartoon to express their own points of view about the impact of consumerism. 9.3.3 c BLM: Thoughts on the Consumer Economy (3 pages) *(continued)*

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 3a

KE-048
KE-049
KE-050
KE-051
VE-017

Collaborative groups of students read the provided text about globalization of the world economy. Following the reading, students represent key ideas they have understood on a conceptual map or diagram that includes words, symbols, and images. In a guided class discussion, the class reviews the meaning of the term *globalization* and discusses possible reasons why the topic gives rise to strong disagreement among groups and individuals. They might discuss the following questions:

- Who benefits most from a global economy?
- What are the advantages and disadvantages of a worldwide market?
- Who controls the transnational corporations to make sure they operate fairly?

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.3.3 d BLM: Globalization (2 pages)

— or —

Appendix A
Skill 5

KE-048
KE-049
KE-050
KE-051
VE-017

Students select two or three consumer goods and services with which they are familiar, and carry out a study of how the costs of these goods or services have changed over the period of a year or a season. Students create a graph that summarizes the results. They gather in collaborative groups to exchange information on price fluctuation on a variety of goods and services, discussing the factors that affect price in a consumer economy.

TIP: Introduce the concept of supply and demand in a guided discussion following the analysis of price changes of goods and services. Invite students to summarize their conclusions using the concepts of supply and demand.

— or —

Appendix A
Skill 11a

KE-048
KE-049
KE-050
KE-051
VE-017

Using print and electronic resources, students gather information on the meaning of fair trade and examples of how it is being implemented in today's international trade system. The information may be presented in its final format as an illustrated poster to be shared as part of an oral presentation.

TIP: Students may use a note-taking frame such as the model suggested in BLM 9.3.3e to organize and record their notes.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.3.3 e BLM: Note-Taking Frame: Fair Trade

(*continued*)

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Acquire *(continued)*

— or —

Appendix A
Skill 8

KE-048
KE-049
KE-050
KE-051
VE-017

Students read the provided article about fair trade issues in the world trade of chocolate. Following the reading, they analyze the main points of the article in reference to the effects of globalization. Students follow up on the reading by collecting all their chocolate wrappers and labels over the course of a week, and seeking to find out about the sources of chocolate used by the various manufacturers. At the end of the week, students draw their own conclusions about the possible impact of their consumer habits and about the difficulties of controlling trade practices in a globalized economy.

9.3.3 f BLM: Chocolate: Fair Trade or Slave Trade (2 pages)

— or —

Appendix A
Skill 9f

KE-048
KE-049
KE-050
KE-051
VE-017

Students write daily journal entries describing the life of a student their age living in one of the least developed nations in the world, based on research information about that country. Students ensure that the journal makes realistic references to food, clothing, education, lodging, health and sanitation, transportation, and entertainment. Students share their readings in collaborative groups and create a comparison chart of the lifestyles of Canadian youth as compared to the lifestyles of youth living in less-developed nations.

TIP: Caution students to avoid stereotyping and exaggeration in their depiction of daily life in a less-developed nation. Invite them to imagine themselves living in the same conditions as the student they have described, and to imagine how that person would view the life of a Canadian youth.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— or —

Appendix A
Skill 5

KE-048
KE-049
KE-050
KE-051
VE-017

Students select one manufactured item they use on a regular basis (e.g., running shoes, cereal, books, CDs…) and trace the steps and transactions involved in moving this product from its place of origin or manufacture to their home in Manitoba. Students each create a flow chart showing the resources expended for that product: materials used, transportation required, services and work involved, financial transactions, et cetera. Students display their flow charts in the class and draw conclusions about how the market economy works.

(continued)

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A Skill 5

KE-048
KE-049
KE-050
KE-051
VE-017

Pairs or triads of students consult the Government of Canada website to find a short description of how the Canadian economy works, and the elements that the economy requires in order to function (e.g., businesses, workers, capital, consumers, supply, demand, market…). Based on their reading, students create an illustrated chart showing the cycle of money in relation to goods and services in the Canadian economy. The charts are posted and students circulate to view them. As students circulate, they write their feedback and questions on sticky notes and attach them to each of the charts. Students may then discuss the feedback, clarifying and refining their charts based on the feedback they received from their peers.

TIP: Consult
• Statistics Canada: <http://142.206.72.67/03/03_000_e.htm>
• Government of Canada:
  <www.canadianeconomy.gc.ca/english/economy/index.cfm>

— or —

Appendix A Skill 5

KE-048
KE-049
KE-050
KE-051
VE-017

Collaborative groups of students gather data on the major sources of employment in Canada as compared to the major sources of employment in a less-industrialized nation of their choice. Students create a chart or graph to compare the data gathered and draw conclusions about variations in the global economy.

— or —

Appendix A Skill 9g

KE-048
KE-049
KE-050
KE-051
VE-017

Students visit a website such as the World Watch Institute to read about the consumer spending habits of citizens of the most-industrialized nations as compared to less-developed nations. After the reading, students gather in collaborative groups to analyze the main points of the article and to develop guidelines for their own consumer spending decisions based on what they have learned. Each group prepares a short booklet explaining and promoting their consumer guidelines.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(*continued*)

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Acquire (*continued*)

──── **or** ────

Appendix A
Skill 1

KE-048
KE-049
KE-050
KE-051
VE-017

Students listen to a guest speaker who is a student member of an organization that works to eliminate unfair child labour practices in less-developed countries of the world. Following the presentation, students decide on a follow-up action plan to support the organization's work (e.g., fundraising, letter writing, awareness campaign, consumer initiatives…).

TIP: Some NGOs have local chapters in Manitoba schools. Contact the NGO website to ask for information about speakers or student ambassadors in Manitoba. If a speaker is not available locally, students may gather information on the NGO (refer to the websites below) and present a short report describing the work of the organization.

- UNICEF Canada
  Note: The UNICEF Prairie Region Office in Winnipeg has a Speakers' Bureau for schools.
  Phone: 204-477-4600
  Fax: 204-477-4040
  Email: <prairie.secretary@unicef.ca>

- Manitoba Council for International Cooperation <www.mcic.ca>

- Rugmark Foundation (a global non-profit organization to end child labour): <www.rugmark.org>

- Free the Children <www.freethechildren.org>
  (Canadian non-profit organization led by Craig Kielburger, with student chapters across the country)

- Mennonite Central Committee, MCC Canada
  <www.mennonitecc.ca/index.html>
  MCC Canada
  134 Plaza Drive,
  Winnipeg, MB R3T 5K9
  Phone: 204-261-6381 or Toll-Free: 1-888-622-6337

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Appendix A Skill 3c	KE-048 KE-049 KE-050 KE-051 VE-017	**Apply** Teams of students engage in a debate or a deliberation about the relationship between consumer goods or possessions and quality of life. The class may formulate an appropriate resolution together for debate, such as: *Be it resolved that quality of life is enhanced by having access to a wide variety of material goods at reasonable prices.* Students support their arguments using the information acquired in this learning experience about the consumer society and inequities in the world distribution of wealth.

<p align="center">or</p>

Appendix A Skill 7e	KE-048 KE-049 KE-050 KE-051 VE-017	Students plan and host a fair trade lunch or after-school event in which they serve fair trade refreshments and sell local goods and fair trade goods on behalf of a non-profit corporation and local producers. Students plan the event, contact possible fair trade goods suppliers, prepare invitations to the community, and present a brief speech on fair trade to the participants.

<p align="center">or</p>

Appendix A Skill 7e	KE-048 KE-049 KE-050 KE-051 VE-017	Using print and electronic resources, students gather photos and information about the labour and environmental practices of a corporation that makes a product that interests them (e.g., a chocolate company, a soft-drink company, a coffee company, textiles, sugar, bananas…). Students present their findings and discuss their results in a Global Corporation Trade Fair display. Following the display, students prepare a "report card" comparing the global responsibility of the companies they have researched (social, economic, political, environmental impact), and decide which companies they will support in their future consumer decisions.

TIP: Be aware of community sensitivities, taking care not to emphasize students' feelings of guilt. Encourage students to draw their own conclusions about ethical business practices, and to consult a variety of sources and points of view. Students need to be aware that the perspectives presented on the web will differ widely and will often contradict one another (e.g., a commercial website for McDonald's, Coca-Cola, or Starbuck's will present a radically different view from a website such as *AdBusters*).

<p align="right">(continued)</p>

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies

Apply (*continued*)

─── **or** ───

Appendix A Skill 7e

KE-048
KE-049
KE-050
KE-051
VE-017

Students plan and promote a special school event that urges school members to change their consumer habits in view of global responsibilities (e.g., a "Brand X" or a "No-Name-Brand" Day, a "Buy Canadian" or a "Buy Local" promotional campaign). A part of the event should involve the design of posters or radio or television advertisements to heighten awareness of the event and the global concerns that motivate it. Following the event, students assess its effectiveness and impact. Did they succeed in making people more aware of the impact of their consumer habits? Did they succeed in stimulating or motivating a small change for the better?

TIP: Each November *Adbusters* promotes "Buy Nothing Day." For more information, visit their website at <http://adbusters.org/metas/eco/bnd/>.

─── **or** ───

Appendix A Skill 4a

KE-048
KE-049
KE-050
KE-051
VE-017

Students participate in a fair trade simulation game such as "The Fair Game," produced by the Marquis Project in Brandon. Following the simulation, students debrief and discuss what they have learned about the global economy. Students may also be asked to design their own version of a fair trade simulation game based on their experience.

This resource and accompanying teacher guides are available through:

> The Marquis Project
> 707 Rosser Avenue
> Brandon, MB R7A 0K8
> Phone: 204-727-5675
> Fax: 204-727-5683
> <marquis@mb.sympatico.ca>
> <www.marquisproject.com/fairgame.html>

TIP: Another possible simulation game is the "Global Change Game," which focuses on global issues, decision making, and sustainable development. The simulation is a full-day workshop that needs to be booked in advance and requires at least 40 student participants.

> The Global Change Game
> P.O. Box 1632
> Winnipeg, MB R3C 2Z2
> Phone: 204-783-2675
> <www.mts.net/~gcg/index.html>

(*continued*)

Teacher Reflections

9.3.3 Living in an Industrialized Consumer Society

Assessment	Outcomes	Strategies
Appendix A Skill 3b	KE-048 KE-049 KE-050 KE-051 VE-017	**Apply** *(continued)* <center>— or —</center> Collaborative groups of students discuss the impact of globalization by engaging in debate about a statement such as the following: *In the age of globalization and instant mass communication, the first thing to disappear will be uniqueness and diversity. Everyone buys the same things, watches the same things, looks the same way, thinks the same way, and speaks the same language.* Each group seeks to arrive at a short consensus statement of their point of view based on the discussion. A representative from each group presents their statement to the class. In a guided general discussion, students consider the effects of globalization and cultural homogenization on Canada, and propose ways in which cultural distinctiveness may be preserved. TIP: Encourage students to recall what they learned in a previous learning experience about Canadian culture and identity being dominated by the presence of the large American market and the popular culture disseminated by mass media.

Teacher Reflections

Canada in the Global Context

Cluster 3—Connecting and Reflecting

Student:

Using your "Canada in the Global Context" portfolio, reflect on your learning over this cluster. Give examples of ways in which your daily life is directly affected as a global citizen in the industrialized world, and the importance of Canadian involvement in international affairs.

9.3.3 g BLM: Canada in the Global Context: Connecting and Reflecting

Teacher Reflections

Cluster 4 Learning Experiences: Overview

GRADE 9

4 CLUSTER

Canada: Opportunities and Challenges

9.4.1 A Changing Nation

KL-026 Analyze current Canadian demographics and predict future trends.

KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.
Examples: education, health care, social programs, communication, transportation...

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

9.4.2 Engaging in the Citizenship Debate

KC-014 Describe current issues related to citizenship in Canada.

KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.

KI-022 Analyze current issues surrounding Canadian culture and identity.

VC-003 Be willing to engage in discussion and debate about citizenship.

9.4.3 Social Justice in Canada

KI-023 Identify possible ways of resolving social injustices in Canada.

KL-027 Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.

KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.
Examples: homelessness, child poverty, health care, education, nutrition...

VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.

9.4.4 Taking Our Place in the Global Village

KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

KG-041 Give examples of contributions of various Canadians to the global community.
Include: arts and science.

KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues.
Examples: refugees, international development, environmental stewardship, military defence...

KP-047 Identify opportunities and challenges regarding Canadian-American relationships.
Examples: protection of national sovereignty, trade, defence, environment...

VL-007 Be willing to make personal choices to sustain the environment.

VG-013 Value Canada's contributions to the global community.
Examples: humanitarian, artistic, scientific, environmental...

VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

Canada: Opportunities and Challenges

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

Recommended Learning Resources
Appendix G

Canada: Opportunities and Challenges

Engaging Students in the Cluster

- Display a map of Canada illustrating inter-provincial/territorial migration trends in the recent past.

- Display a world map illustrating images and locations of current world events.

- Begin a class by playing '20 Questions' about current events using the cue "I am thinking of _____ ." Students use clues to discover the answer, such as "Is it a political event? – a military event? – a natural calamity? – an environmental issue? – a foreign aid event? – an entertainment event? – etc.?"

- Display graphs illustrating international demographic issues (e.g., population growth rates, educational levels, health care availability…).

- View video clips related to Canada's social-welfare system.

- Arrange a class volunteer visit to a food bank or shelter.

- Display maps illustrating Aboriginal treaty locations in Canada.

- Create a display illustrating environmental issues and Canadian involvement or inaction.

- Create a pictorial display of Canadians who have made significant contributions to improved quality of life at the international level.

- Create a fantasy pictorial display depicting lifestyles and products in the future.

Learning Experiences

9.4.1 A Changing Nation

9.4.2 Engaging in the Citizenship Debate

9.4.3 Social Justice in Canada

9.4.4 Taking Our Place in the Global Village

9.4.1 A Changing Nation

KL-026	Analyze current Canadian demographics and predict future trends.	
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada. *Examples: education, health care, social programs, communication, transportation...*	
VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.	

Enduring Understanding

Population change, technological development, and evolving social values have a continuing impact on quality of life in Canada.

Description of the Learning Experience

Students examine Canadian demographics, study examples of technological and social change in modern Canada, and make predictions about future trends in Canadian society.

Vocabulary: demographics, quality of life, universal health care (See Appendix E for Vocabulary Strategies.)

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
Appendix A Skill 4a	KL-026 KH-033 VH-010	**Activate** As a class, students discuss the meaning of the word *demographics* (i.e., the description of the characteristics of populations, population distribution, and population change). In collaborative groups, students generate a set of five hypotheses that describe Canada's population today, and one hypothesis about a future trend in Canada's population. Groups share and explain the reasons for their hypotheses, retaining them for later verification through their research.
		—— or ——
Appendix A Skill 5	KL-026 KH-033 VH-010	Students record the number of siblings in their immediate family, in their parents' families, in their grandparents' families, and in their great-grandparents' families, if known. Students gather in collaborative groups to combine and interpret their information. Each group presents their information on a chart and analyzes the demographic trend they see emerging. The class discusses possible reasons for any trends they observe in changing family sizes over generations. *(continued)*
Teacher Reflections		

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

Appendix A
Skill 6h

KL-026
KH-033
VH-010

Students generate questions to survey the school or community, asking students to identify how many family members over two or three generations lived in rural or in urban environments. Students design a one-page form or template for gathering and recording data, and each student is assigned a class or a minimum number of people to survey. When the survey is complete, students combine their data in a collective graph or chart and analyze any trends that are evident in the urban/rural population split. The class discusses whether they think results would be similar to those of the Canadian population as a whole, and generates hypotheses about future trends in rural/urban population distribution.

— or —

Appendix A
Skill 3b

KH-033
VH-010

As an Admit Slip, students present to the class information about a person who has been responsible for a product, idea, or achievement that has positively influenced quality of life in Canada (e.g., Banting and Best – insulin; Tommy Douglas – medicare; Lester Pearson – peacekeeping...). The class discusses which achievements or developments have had the most positive ongoing impact on quality of life.

— or —

Appendix A
Skill 10c

KL-026
KH-033
VH-010

Collaborative groups of students create a collage, using words and images from newspapers and magazines, to depict what the term *quality of life* means to them. Students should plan the layout of the collage to clearly represent a wide variety of elements that they see as contributing to a better quality of life in Canada (e.g., personal, material, social, cultural, environmental, educational, and political…). Groups display their collages and discuss the role of social and technological change in enhancing quality of life.

— or —

Appendix A
Skill 10c

KL-026
KH-033
VH-010

Students read quotes about future trends in Canada and select one of the quotes to illustrate as a political cartoon. Students should ensure that their cartoon clearly reflects the meaning of the quote and expresses their personal opinion. Gathering in collaborative groups, students exchange and critique their cartoons.

9.4.1
a
BLM: Thoughts on Canada's Future

(*continued*)

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Activate (*continued*)

———— **or** ————

Appendix A
Skill 3a

KL-026
KH-033
VH-010

Students engage in an Internet search to find Canada's human development index (HDI) ranking as determined by the United Nations Human Development Report (suggested key words for the search: Canada ranking United Nations Human Development Report [current year]). The class discusses factors that place Canada among the best places in the world to live (e.g., literacy, education, health care, social programs, communication, transportation, economy, environment…).

TIP: Explain to students that the HDI is based on life expectancy, adult literacy, and average income. Encourage students to analyze how health care, social programs, and employment can help contribute to enhancing these human development factors.

Acquire

Appendix A
Skill 7d

KL-026
KH-033
VH-010

Collaborative groups of students view the provided chronology of events in the development of health and social security programs in Canada. They select two developments they consider to be the most significant, and create illustrated markers for the wall timeline, including a brief explanation of their importance to Canadian quality of life. They also prepare two additional markers representing their predictions of what the status of these two selected developments will be when they are 30 years old. The timeline is extended into the future to include the students' predictions. The class discusses whether they find the predictions to be well-founded, based on current trends in Canada.

TIP: Encourage students to make connections to historical events in Canada's past that precipitated social change, and to consider present population trends (e.g., aging population, low birth rate…) as they generate hypotheses about the future.

9.4.1
b BLM: Social Security Timeline in Canada (2 pages)

(*continued*)

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 4a

KL-026
KH-033
VH-010

In a Jigsaw collaborative research activity, groups of students consult the Statistics Canada website to collect and share data on changes in Canadian population composition and current demographic trends. Student members from each home group meet in "expert groups" to collect data on a particular topic, such as:

- Ethnic composition
- Urban/rural residence
- Family size
- Education
- Income
- Health

- Age
- Life expectancy
- Work
- Social welfare
- Technology
- Leisure and travel

Each expert group prepares a chart of the data they collected on their topic, and develops a series of four to five statements that interpret current trends and make future projections. Students then reconvene in their home groups to share their information. Each home group synthesizes the information in the form of a "myth or reality" quiz on Canadian population and demographic trends. The quizzes are exchanged among groups, and the answers are verified based on the statistical research gathered by the expert groups. Students may also use their research to refine, confirm, or re-evaluate the projections they have included on the wall timeline.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

Appendix A
Skill 10c

KL-026
KH-033
VH-010

Students interview their grandparents and/or parents about what they considered to be the most important elements of quality of life when they were young. Students represent the results of their interviews by designing an illustrated poster that compares past and present quality of life in Canada. The posters are displayed for viewing and the class discusses the factors that have produced the most significant changes in quality of life over two or three generations, including social and technological factors.

(*continued*)

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Acquire (*continued*)

———— **or** ————

| | KH-033
VH-010 | Students research the history of the increasing influence of a technological, scientific, or social invention or innovation that has had a profound effect on Canadian society and quality of life (e.g., television, automobile, computer, Internet, communicable disease vaccinations, insulin, MRI machine, cancer research...). Students prepare an oral report on their selected topic, explaining the significance of the innovation and extrapolating as to future innovations that may have a similar ongoing impact on quality of life. |

Appendix A
Skill 3b

TIP: As an alternative to this activity, students may research a Canadian individual who initiated or invented an item that had a significant effect on Canadian society (refer to BLM 9.4.1c for possible ideas).

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.4.1 c BLM: Canadian Innovators

———— **or** ————

| | KL-026
KH-033
VH-010 | Students view a video or a television investigative report on a topic such as Canadian demographic and social trends, the impact of new technologies on Canadian society, or the future of social programs in Canada. Following the viewing, students discuss the positive and negative aspects of Canada's social security network. In a guided class discussion, students generate ideas as to future scientific or technological developments, social change, and demographic trends that will influence social programs in Canada. |

Appendix A
Skill 6g

NOTE: A suggested video is *The Future of Canada's Social Programs* (1993), Canadian Council for Social Development, Publications: <www.ccsd.ca/ubs/pub cat/fcsp.htm>. As well, CBC Archives also has possible topics with video and radio clips at <http://archives.cbc.ca/index.asp?IDLan=1>.

(continued)

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Acquire (*continued*)

――――― **or** ―――――

Appendix A
Skill 8

KL-026
KH-033
VH-010

Students gather news articles, investigative reports, or editorials that deal with Canadian demographic change, social change, or technological change. Using the provided model, students prepare an article analysis of one or two selected articles and share them with their peers.

TIP: Students may be asked to select and organize their articles and analyses in a Media Scrapbook. Alternatively, article analyses may be briefly presented at the outset of each class and posted on a collective bulletin board about social and technological change in Canada.

9.4.1 d BLM: Article Analysis

――――― **or** ―――――

Appendix A
Skill 11a

KL-026
KH-033
VH-010

Using print and electronic resources, students gather data about the age distribution of the Canadian population in the present and in the past (students may select a particular year since the beginning of the 20th century, depending on the data available, to compare with current or recent data). Students create an age pyramid for the current population data, the date for the selected past year, and for a projected reality 20 years in the future. Students compare their age pyramids in groups, considering which projections they see as the most realistic, and discussing the possible social and economic effects of an aging population.

TIP: Before students begin their research, view and analyze an example of an age pyramid together as a class. Encourage students to make connections between the demographic change portrayed in the age pyramid and historical events and influences of the time. Establish with the students a set of descriptive criteria for the creation of clear, readable, accurate, and attractive graphs to visually represent quantitative data. Statistics Canada has many resources for teachers, including an animated population pyramid at <www.statcan.ca/english/kits/animat/pyca.htm>, and other demographic-related resources at <www.statcan.ca/english/kits/animat/pyone.htm>.

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies

Apply

Appendix A Skill 10a

KL-026
KH-033
VH-010

Students perform a role-play of a public consultation based on the model of the Romanow Commission on the Future of Health Care in Canada. Before the role-play, students read the provided background information and gather information on the history of Medicare and the process of public consultations in a federally commissioned study. Students each prepare in advance a role-play outline describing the character they will portray (e.g., single mother of three young children in a rural centre; middle-aged male suffering from a chronic debilitating condition…) with background details and a position statement on the issue. Following the consultation, students debrief and draw their personal conclusions on the topic.

TIP: Consult Teacher Note 7 (TN-7) for information on role-plays. Establish an impartial chair to the consultation and describe the topic to be considered (i.e., What should the government be doing to ensure that all Canadian citizens have equal access to health care service without financial burden?). Establish an agenda and time limits for the consultation role-play (i.e., initial briefing: three minutes; followed by questions and answers: ten minutes; followed by citizen submissions: maximum two minutes each; followed by open discussion presided by impartial chair: five minutes).

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.4.1 e BLM: Public Consultation on Health Care (2 pages)

TN 7 Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)

— **or** —

Appendix A Skill 10c

KL-026
KH-033
VH-010

Collaborative groups of students gather information about the progressive urbanization of the Canadian population since the beginning of the 20th century. They create a photojournalistic poster representing the social and economic impact of urbanization, making projections into the future about this demographic trend. Posters are displayed and viewed in a Gallery Walk of "Urban Places and Canada's Future." Students discuss the benefits and disadvantages of living in an increasingly urbanized country.

TIP: Students may also develop timeline markers for the wall timeline that describe and predict demographic trends toward urbanization.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.4.1 A Changing Nation

Assessment	Outcomes	Strategies
		Apply (*continued*)
		───── or ─────
Appendix A Skill 3c	KL-026 KH-033 VH-010	Students participate in a team debate or deliberation on a question related to social, technological, or demographic change in Canada. Some examples of topics are the following: • Should everyone be provided with the opportunity of a university education? • Will technology eventually resolve most of the health and social welfare problems we now have in Canada? All students participate in formulating a contentious resolution for the debate. Following the debate, students reflect on the position they found to be the most convincing and the most solidly grounded in research information.
		───── or ─────
Appendix A Skill 10c	KH-033	Collaborative groups of students design a prototype for an innovative technological product that will enhance quality of life in Canada. Groups create a model of their product and a concept for an advertising campaign to promote it to the Canadian population. Students present their products to the class and other invited guests, if desired, providing a rationale for the product and a brief description of the target demographic group. Following the presentations, students assess the creativity and feasibility of the proposed products.
		───── or ─────
Appendix A Skill 9g	KL-026 KH-033 VH-010	Collaborative groups of students create a realistic Canadian newspaper for a designated date 20 to 30 years in the future. Students should plan the elements of the newspaper to include lead articles that reflect realistic projections of future demographics, social change, and technological change. Students exchange newspapers with other groups and assess how realistically they portray Canadian society based on what they have learned in this learning experience.
		───── or ─────
Appendix A Skill 3b	KL-026 KH-033 VH-010	Students gather information on the cost of post-secondary education and the assistance available to college and university students in Canada. Based on their findings, students propose what types of government strategies or programs could help to provide greater accessibility to post-secondary education, particularly to groups who may presently be excluded or under-represented (e.g., indigent people, single parents, people with disabilities, women in traditionally male fields, Aboriginal persons, recent immigrants who do not speak English or French...). Students present their proposals to the class for a discussion on whether they believe them to be realistic.

Canada: Opportunities and Challenges

GRADE 9
CLUSTER 4

9.4.2 Engaging in the Citizenship Debate

KC-014	Describe current issues related to citizenship in Canada.
KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
KI-022	Analyze current issues surrounding Canadian culture and identity.
VC-003	Be willing to engage in discussion and debate about citizenship.

Enduring Understanding

Citizenship in Canada is a constantly evolving concept, and engages people in public debate about culture, identity, responsibilities, rights, and freedoms in civil society.

Description of the Learning Experience

Students analyze and debate issues related to citizenship, the Charter of Rights and Freedoms, and culture and identity in Canada. They assess their own level of engagement as informed, active, democratic citizens.

Vocabulary: civil society, civic responsibility, regionalism, cultural identity, national identity (See Appendix E for Vocabulary Strategies.)

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Appendix A Skill 9g	KC-014 KC-015 KI-022 VC-003	**Activate** Collaborative groups of students brainstorm a list of words to create a Word Splash on the concept of citizenship. After they have completed their lists, groups exchange their word lists with another group. Each group then collectively generates an expository paragraph on the subject of citizenship using the Word Splash they have been given. A group spokesperson reads the paragraph aloud and students respond to the perspectives presented. *(continued)*
Teacher Reflections		

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies

Activate (*continued*)

— **or** —

Appendix A
Skill 2

KC-014
KC-015
KI-022
VC-003

Collaborative groups of students brainstorm and record ideas in a two-column list showing the qualities of the ideal citizen, and examples of Canadians whom they believe to be model citizens. Examples should include local, national, and international figures representing Canadian citizens, including people in their school or community who demonstrate exemplary citizenship. Groups share their charts with the class, explaining the reason for their choices.

TIP: Provide key-word prompts as needed to provide parameters for the brainstorm (e.g., culture, identity, issue, Charter, rights, responsibilities, debate…).

— **or** —

Appendix A
Skill 6a

KI-022
VC-003

Students sort the provided list of names of exemplary Canadian citizens into categories, identifying the achievements for which they are known. Possible categories include Arts and Culture, Sports and Entertainment, Politics, Technology and Science, and Human Rights. Students verify the accuracy of their predictions and the class seeks to arrive at a consensus about a top-10 list of exemplary Canadians, and discuss how these people have contributed to Canadian culture and identity.

TIP: Students may be asked to follow up this activity by conducting a web search to find photos of the Canadians on the list, or to find additional names to add to the list.

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

9.4.2
a BLM: Some Great Canadians (2 pages)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
Appendix A Skill 3b	KC-014 KC-015 KI-022 VC-003	**Acquire** Pairs of students research and prepare a persuasive speech in response to the question "Who Is the Greatest Canadian?" In their speeches, students must demonstrate that the person they are recommending exemplifies and upholds all the key characteristics of active democratic citizenship. Following the speeches, the class votes on which presentation they considered to be the most persuasive. TIP: Visit the *Who Is the Greatest Canadian?* website at <www.cbc.ca/greatest>. (Note: this site includes a downloadable teacher guide and activities.)

— **or** —

Appendix A Skill 10c	KC-014 KC-015 KI-022 VC-003	Students create a set of double-sided trading cards or business cards for their top-20 great Canadians. On one side, they include the name, a portrait or photograph, and date of birth of the Canadian in question; on the other side, they include details of his or her main accomplishments and a brief explanation of how this person exemplifies citizenship and contributes to civil society in Canada. Students display their cards and select two of their most unusual choices to present to the class. TIP: A critical aspect of this activity is helping students distinguish fame from exemplary citizenship, and to encourage students to select individuals whose accomplishments directly reflect the qualities of civic responsibility and commitment to democratic values.

— **or** —

Appendix A Skill 8	KC-014 KC-015 KI-022 VC-003	Students gather news articles or editorials that refer to the Canadian Charter of Rights and Freedoms. They select a series of eight to ten articles in a media scrapbook about current and ongoing challenges and opportunities related to the Charter, and, using the provided template, analyze each article. **9.4.2 b** BLM: Media Analysis Form: Charter Issues

(continued)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
		Acquire (*continued*)

—— **or** ——

Assessment	Outcomes	Strategies
Appendix A Skill 8	KC-014 KC-015 KI-022 VC-003	Students read the provided extract from the Manitoba social studies curriculum that describes the qualities of citizenship, as well as the challenges and opportunities faced by Canadian citizens (see BLM 9.4.2c). Students create a set of descriptive criteria to be used as a self-assessment guide for citizenship. Students then exchange their questionnaire with a partner and complete the one they receive as a self-evaluation. Partners discuss their results, helping one another to identify areas of strength and weakness.

9.4.2 c BLM: Goals of Citizenship Education (3 pages) |

—— **or** ——

| | KC-014 KC-015 KI-022 VC-003 | Students read the goals of citizenship education provided in BLM 9.4.2c, and generate a list of the ongoing issues faced by Canadians, ranking them on their personal importance. For each of the top-5 issues on their list, students find a newspaper or media report directly related to that issue. Students share their articles in collaborative groups, discussing possible ways of addressing these issues while respecting the Canadian Charter of Rights and Freedoms.

9.4.2 c BLM: Goals of Citizenship Education (3 pages) |

—— **or** ——

| *Appendix A* Skill 11a | KC-014 KC-015 KI-022 VC-003 | Using print and electronic resources, including current media, pairs of students gather a collection of quotes about the challenges and opportunities of Canadian citizenship, culture and identity, and the Charter. Using Think-Pair-Share, students analyze and respond to the quotes they have selected, arranging them in a portfolio according to key concept, and including a short personal response to each quotation.

TIP: Discuss with students the following criteria for the portfolio before they begin to design it:
• Cite sources in detail.
• Indicate who is speaking.
• Name the subject or concept being discussed.
• Describe the context of the quotation.
• Analyze the perspective taken on the subject.
• Express your own point of view on the subject.

(*continued*) |

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

Appendix A
Skill 6h

KC-014
KC-015
KI-022
VC-003

Students plan and conduct a survey of the school and their families to gather information about the attitudes and values of Canadians with respect to the responsibilities and rights of citizenship and the meaning of culture and identity in Canada. The class develops a set of 10 statements with multiple-choice gradient responses ("Strongly agree" to "Strongly disagree") for all students to use in the survey. The survey may include statements such as:

* *Being Canadian is an important part of my culture and identity.*
* *The most divisive issue in Canada today is the question of Québec sovereignty.*

Students combine their responses in a collective graph and write a short individual interpretation of the results.

— or —

Appendix A
Skill 11g

KC-014
KI-022
VC-003

Using print and electronic resources, students research the criteria for receiving the Order of Canada or the Order of Manitoba, and create an electronic brochure or slide show presenting the criteria. Based on the presentations, students discuss predictions about possible future candidates for these awards.

🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— or —

Appendix A
Skill 3c

KC-014
KC-015
KI-022
VC-003

Students research and debate a current citizenship or Charter issue that they feel is important, such as:

* Should the government have the right to restrict or suspend the rights and freedoms of citizens in times of crisis?
* Is graduated drivers' licensing of adolescents a discriminatory practice?
* Should people in prison be allowed to vote?
* Should there be a penalty or fine imposed upon citizens who refuse to vote?

(*continued*)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies

Acquire (*continued*)

──────── **or** ────────

Appendix A
Skill 11a

KC-014
KC-015
KI-022
VC-003

Using print and electronic resources, students research current issues related to regionalism in Canada (e.g., Western alienation, Québec sovereignty, federal-provincial relations, economic disparities between regions...). Students create a Mind Map that explains the meaning of the term *regionalism* and depicts examples of current regional issues. After viewing the posters, students discuss which regional issues they consider to be most critical to Canada's future.

Apply

Appendix A
Skill 3b

KC-014
KC-015
KI-022
VC-003

Students scan a variety of media news sources, and select a variety of divergent points of view, beliefs, and values from editorial comments on current Canadian issues. They cut out the various statements, adding a short explanatory annotation and citing the source details. All of the news clippings are combined in one basket for random selection. Working in collaborative groups of six to eight members, each student in turn draws a statement from the basket, and is given a designated period of time to prepare a persuasive speech in support of the selected point of view. Peers assess the evidence given to support the point of view and the persuasive qualities of the speech.

──────── **or** ────────

Appendix A
Skill 10a

KC-014
KI-022
VC-003

Students plan and present a simulated Order of Canada or Order of Manitoba ceremony to a group of invited guests, or to another class. The simulation is designed to be as authentic as possible, based on the example of actual nominees and clarifying the criteria for the award, the protocol to be followed, and the qualities of active democratic citizenship. Following the ceremony, students debrief and discuss the value of various forms of public recognition of citizenship.

(*continued*)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
		Apply (*continued*)
		─ **or** ─
Appendix A Skill 11g	KC-014 KC-015 KI-022 VC-003	Collaborative groups of students design an advertising campaign intended to persuade people to reflect on Canadian culture and identity, and how the Charter supports culture and identity. Students present their publicity in the form of a videotaped public service announcement for television. Groups may present their announcements to their own class or another class as a sample "test market" group, asking them to assess the effectiveness of the campaign.
		─ **or** ─
Appendix A Skill 9g	KC-014 KC-015 KI-022 VC-003	Students generate their own version of an oath or affirmation of Canadian citizenship based on what they have learned about the qualities of active democratic citizenship and the issues faced by citizens of Canada in the modern context. The oaths are presented in the form of a role-play or simulated Citizenship Court in which each student participates. Following the ceremony, students debrief, discussing how often they reflect on what being a Canadian citizen means to them.
		─ **or** ─
Appendix A Skill 6b	KC-014 KC-015 KI-022 VC-003	Students generate a series of questions designed to be a citizenship test for newcomers to Canada. The test must reflect the current criteria for citizenship, as well as essential or important knowledge, skills, and values they believe to be requirements for citizenship in Canada as a pluralistic democracy. Students may exchange and complete the quizzes among themselves.
		TIP: Following this exercise, discuss with students what they consider to be essential knowledge in order to become an informed citizen.
		(*continued*)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
		Apply (*continued*)
		——— **or** ———
Appendix A *Skill 10c*	KC-014 KI-022 VC-003	Students create a model of a Canadian youth who exemplifies Canadian culture and identity (e.g., clothing, language, activities, style, interests, pastimes, entertainment...). The model may be presented as a three-dimensional construction, in multimedia format, or as a poster or comic strip. Students display their models, and comment on how well they represent Canadian culture and identity. TIP: Encourage students to make use of humour and satire in their representations, and to include references to ongoing issues that preoccupy Canadians.
		——— **or** ———
Appendix A *Skill 7e*	KC-014 KI-022 VC-003	Students collectively develop a set of criteria and a selection process for a "Citizen of the Month" recognition program for their school. They draw up the criteria in the form of a proposal and present it to the student council and staff for approval. The proposal should include a description of what the class's ongoing contribution will be to the recognition program (e.g., publicity, soliciting nominations…).
		——— **or** ———
Appendix A *Skill 7e*	KC-014 KC-015 KI-022 VC-003	Students organize, promote, and preside over a monthly noon-hour forum on current citizenship issues, to which they invite all school members. As a class, students develop a list of possible discussion topics and solicit volunteers to open up the debate with a position statement. Students present their proposal to student council and staff, and develop possible incentives to encourage widespread participation in the school.
		(*continued*)

Teacher Reflections

9.4.2 Engaging in the Citizenship Debate

Assessment	Outcomes	Strategies
		Apply (*continued*)

—— or ——

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KC-014 KI-022 VC-003	Students organize a garage band competition as a special school assembly. They enlist the support of the student council and staff for the event, charging a small entry fee as a fundraiser in support of a selected Canadian cultural organization.
		TIP: As an alternative, this could be a talent day or some other competition. The activity may be planned to coincide with a special national or international recognition day, and may incorporate readings of Canadian poetry or writing, et cetera.
		🖳 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

—— or ——

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KC-014 KC-015 KI-022 VC-003	Students design an emblem, plaque, or trophy to represent a citizenship award based on the model of the Order of Canada or the Order of Manitoba. Students present their symbols in an oral presentation and display them in a prominent place in the school as part of an initiative to promote Canadian citizenship awareness.

Teacher Reflections

9.4.3 Social Justice in Canada

KI-023	Identify possible ways of resolving social injustices in Canada.
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.
KE-052	Identify poverty issues in Canada and propose ideas for a more equitable society. *Examples: homelessness, child poverty, health care, education, nutrition...*
VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.

Enduring Understanding

Democratic citizenship involves a commitment to social justice, and support for possible solutions to economic inequities and disparities in quality of life.

Description of the Learning Experience

Students research examples of social injustice in Canada, such as child poverty, hunger, rights of Aboriginal peoples, and homelessness. They explore and propose alternative means of addressing these issues in order to create a more equitable society.

Vocabulary: social justice, inequity, treaty rights, social activism (See Appendix E for Vocabulary Strategies.)

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KI-023 KL-027 KE-052 VL-006	**Activate** Collaborative groups of students use the provided list of key words to scan newspapers, newsmagazines, or Internet news sources for articles and editorials dealing with social justice issues. Groups create an annotated poster that displays the articles they found on the topic. Students circulate to view posters and exchange ideas and impressions of current social justice issues and concerns in Canada. **9.4.3 a** BLM: Social Justice Word Splash *(continued)*

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Activate *(continued)*

— or —

Appendix A
Skill 6b

KI-023
KL-027
KE-052
VL-006

Collaborative groups of students are given a short amount of time (about 15 minutes) to generate a working definition of terms related to social justice in Canada. Students use the Word Splash in BLM 9.4.3a from the previous strategy, and consult dictionaries or other resources as needed, to find key words or quick facts to help them formulate their definitions. As they work on their definitions, students also generate questions that arise about each of the concepts, identifying what ideas they would like to explore in this learning experience. Groups share their definitions and questions with the class, refining their ideas and correcting misconceptions as necessary. Students discuss what might be some of the possible causes of social injustice and economic inequities in the Canadian context, activating what they already know about Canadian society.

TIP: Prompt students to generate their definitions based on the Canadian context (i.e., What does poverty mean in Canada?). Students may follow the outline provided in BLM 9.4.3b for this activity.

9.4.3 b BLM: Social Justice Definitions

— or —

Appendix A
Skill 7c

KI-023
KL-027
KE-052
VL-006

Students review the wall timeline of events related to social justice in Canada as developed in previous learning experiences (refer to LE 9.1.2, LE 9.1.4, and LE 9.2.3). Using the timeline, their notes and portfolios, and other resources as needed, small groups of students generate a list of four or five ongoing social justice issues that they see as being critically important to Canadian society, as well as a list of four or five significant steps Canada has taken to address ongoing social justice issues. Groups share their lists with the class, providing reasons for their priority selections and describing the progress Canada has made, and has yet to make, in the area of social justice.

TIP: Encourage students to select representative events from the timeline that cover several different categories (e.g., Aboriginal rights, minority rights, economic equity, cultural freedoms…).

(continued)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

| | KI-023
KE-052 | Collaborative groups of students brainstorm a list of local organizations that provide social services support in their community. As a full class activity, students combine their lists into one master list, and generate questions they would like to ask these organizations about their work and about the daily realities of social justice in their community. |

Appendix A
Skill 2

— or —

| | KL-027
VL-006 | Collaborative groups of students brainstorm what they know about Aboriginal treaties and rights in Canada, and traditional Aboriginal perspectives on the relationships between people and the land. Students record their ideas on chart paper, including both challenges and opportunities. Groups circulate to view the charts in a Carousel activity, suggesting additional ideas by adding sticky notes to the charts created by other groups. |

Appendix A
Skill 2

TIP: Provide students with prompts as needed to activate prior knowledge of Canadian history, which they studied in both Grade 5 and Grade 6.

Acquire

| | KI-023
KE-052 | Students generate questions in advance, and listen to the presentation of an invited guest speaker from a local organization that works for social justice (e.g., Winnipeg Harvest or a local food bank or soup kitchen, Salvation Army, Social Planning Council of Winnipeg, local community volunteer agencies...). Following the presentation, students write a summary of what they have learned about social issues and poverty in Canada to submit to a local newspaper or the school newsletter. |

Appendix A
Skill 6b

(*continued*)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

———————————— **or** ————————————

Appendix A
Skill 11a

KI-023
KL-027
KE-052
VL-006

Using print and electronic resources, students research a topic related to social justice in Canada, such as:

- Child poverty
- Access to health care services
- Services to persons with disabilities
- Gender or sexual orientation
- Redress for discrimination against ethnic groups

- Homelessness
- Literacy
- Aboriginal rights
- Hunger

Students gather and record notes on the topic, including not only quantitative data but also focusing on options for addressing the issue and providing examples of progressive action taken thus far. Students share their information in collaborative groups and generate a list of "The Best Practices for Social Justice in Canada" to present to the class, in which they summarize the types of actions that have been most effective in promoting social justice. The class discusses other possible alternatives in addressing the social concerns they have examined.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

———————————— **or** ————————————

Appendix A
Skill 11a

KL-027
VL-006

Collaborative groups of students use the provided note-taking frame to research the period of the signing of the Numbered Treaties in Western Canada, and present their summary of issues related to treaty rights and land rights.

TIP: Provide students with background information on Aboriginal perspectives on the land and use of the land, as needed for this activity. Refer to Teacher Note 8 (TN-8) for background information on the philosophy of indigenous peoples that underlies land claims and other indigenous rights pertaining to the land.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.4.3 c BLM: Numbered Treaties (3 pages)

TN 8 Appendix H: Teacher Notes: Aboriginal Perspectives on the Land (3 pages)

(continued)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Acquire *(continued)*

— **or** —

Appendix A Skill 8	KL-027 VL-006	Collaborative groups of students read excerpts from the United Nations Draft Declaration on the Rights of Indigenous Peoples (1994) pertaining to land use, traditional relationships with the land, treaty rights, cultural rights, and self-determination rights. Using the rights identified in the Draft Declaration as a guideline, students generate a list of actions taken in Canada in support of the rights of indigenous peoples. Students present their lists to the class and create a master list of actions. The class uses the master list as a springboard for discussion about possible future or ongoing actions that would support Aboriginal rights in Canada.

TIP: BLM 9.4.3d contains sample excerpts that are most relevant to the concepts of this learning experience from the 45 articles of the Draft Declaration. Each group could be assigned one or two of the representative articles to read, analyze their meaning, and find examples of supporting actions in Canadian society. The complete text of the Declaration can be found by following the link provided below.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.4.3 d BLM: Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples (3 pages)

— **or** —

Appendix A Skill 10c	KI-023 KL-027 KE-052 VL-006	Students discuss what is meant by the term *social activism* and propose examples of gestures and actions that are peaceful forms of social activism (e.g., demonstrations, boycotts, protest songs, letters to the editor or to elected officials, speeches, protest marches, civil disobedience...). Following the discussion, students seek information on a social activist in Canada and note her or his contributions in a poster called "The Power of One." The posters are displayed for viewing and students discuss ways in which one individual can be effective in promoting social change.

TIP: Encourage students to include examples of youth taking a stand on social justice issues in Manitoba or in their local community. Visit Craig Kielburger's *Free the Children* website at <www.freethechildren.com> for excellent ideas related to student activism.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

(continued)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Acquire (*continued*)

─────── **or** ───────

| | KI-023
KE-052 | Students read information on the Manitoba Teachers' Society website about the criteria and winners of the Young Humanitarian Awards. Based on their reading, they generate a list of possible student action or involvement in support of social justice in their community. They present the list of possibilities to the student council for their consideration. |

Appendix A
Skill 8

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

─────── **or** ───────

| | KL-027
VL-006 | Students attend a Treaty Day Celebration, a National Aboriginal Day celebration, Métis Days, or another Aboriginal festival in the local community. Following the field trip, students discuss what they learned about the continuing importance of treaties and Aboriginal rights in First Nations communities and about traditional Aboriginal perspectives on relationships to the land. |

Appendix A
Skill 6e

Apply

| | KL-027
VL-006 | Students find examples of stories of Aboriginal Elders pertaining to the land and the natural resources of the land. The stories are shared with the class in a Readers' Theatre format. Following the reading, students discuss what the stories told them about Aboriginal perspectives on the land and how these perspectives differ from those that are oriented to development, economic growth, and industrialization. Students brainstorm possible common ground and alternative approaches to dispute resolution related to land and treaty issues. |

Appendix A
Skill 3b

🖥 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(*continued*)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies
		Apply (*continued*)

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KI-023 KE-052	Students visit The Winnipeg Foundation "Youth in Philanthropy" website and, as a class, explore involvement with this organization.

TIP: This program introduces high school students to philanthropy and community development. It begins in September each year, when participating schools form Youth Advisory Committees. The committees are each allocated $5,000 to distribute to charities of their choice. Students first discuss their values and the goals of their committees. They then begin researching potential charities, conducting interviews and going on site visits in the community. Each Youth Advisory Committee then considers the input of each student and decides how to allocate the group's grants, and presents written recommendations to the Board of The Winnipeg Foundation for final approval.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KL-027 VL-006	Students create an illustrated children's book based on an Aboriginal story of the land, and present the book to students in an earlier grade.

TIP: Students should consult examples of Aboriginal art in Western Canada in order to be as authentic as possible in their representation of the story.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KI-023 KE-052	Students select and contact a local community service organization that helps provide people with food and shelter. They plan and carry out a commitment to dedicate volunteer time to the organization as required.

(*continued*)

Teacher Reflections

9.4.3 Social Justice in Canada

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

KI-023
KL-027
KE-052
VL-006

Collaborative groups of students create a multimedia presentation designed to raise awareness about a contemporary social justice issue in Canada (e.g., homelessness, child poverty, health care in remote communities, child hunger, Aboriginal rights, discrimination against ethnic minorities...). The presentation should provide information about the extent of the problem as well as individual and group initiatives to address the problem. Students may present some examples of their presentations in a special school assembly, at a student council meeting, or at a forum with invited guests from the community. Students may follow up the presentation by chairing a round table discussion on the question "What can we do to address this issue?"

Appendix A
Skill 11g

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
KG-041	Give examples of contributions of various Canadians to the global community. *Include: arts and science.*
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues. *Examples: refugees, international development, environmental stewardship, military defence...*
KP-047	Identify opportunities and challenges regarding Canadian-American relationships. *Examples: protection of national sovereignty, trade, defence, environment...*
VL-007	Be willing to make personal choices to sustain the environment.
VG-013	Value Canada's contributions to the global community. *Examples: humanitarian, artistic, scientific, environmental...*
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.

Enduring Understanding

As a stable and peaceful middle power, an industrialized nation, and a culturally diverse democratic state, Canada has the potential to assume an increasingly significant leadership role in the global community.

Description of the Learning Experience

In this culminating learning experience, students engage in role-plays, simulations, and debates as they consider and celebrate Canada's humanitarian, artistic, scientific, diplomatic, economic, and environmental responsibilities and roles in the global community.

Vocabulary: environmental stewardship, sustainability, international development, national sovereignty, multilateralism (See Appendix E for Vocabulary Strategies.)

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Appendix A Skill 3a	KL-028 KG-041 KG-042 KP-047 VG-013 VE-018	**Activate** Using Think-Pair-Share, students develop, in their own words, a working definition of the term *national sovereignty*, consulting dictionaries and other resources as needed. Students present their definitions to the class. In a guided plenary discussion, the class considers the potential erosion of national sovereignty in the context of a global village that has increased interdependence, economic globalization, concerns for international security, and instant electronic communications. *(continued)*

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Activate (*continued*)

— or —

Appendix A
Skill 10c

KL-028
KG-041
KG-042
KP-047
VL-007
VG-013
VE-018

Students brainstorm a list of the qualities and characteristics Canada is known for on the international stage, including Canadians who have made remarkable contributions to the global community. Ideas are recorded on a graffiti wall that summarizes the Canadian role in the global community. Students may include headline clippings, photographs, symbols, or other images that pertain to the topic. The graffiti wall may be used throughout this final learning experience, and added to and refined as appropriate.

TIP: This activity may be prepared by covering a wall with paper and assigning different sections to collaborative groups. Encourage students to consult their course notes in order to access all their learning about contemporary Canada. Provide them with prompt words as needed in order to consider a wide variety of fields of endeavour, such as the following:

- Environment
- Communication
- Diplomacy
- Science

- Arts
- Culture
- Human rights
- Democratic values

- Military engagement
- International relations
- Humanitarian support

— or —

Appendix A
Skill 7b

KL-028
KG-042
KP-047

Students are given an outline map of Canada without any political borders. They are asked to draw on the map the international borders that define the sovereign Canadian territory, indicating:

- How much of the ocean space is part of Canadian territory?
- To whom does the Northwest Passage belong?
- Where does Canadian airspace begin and end?
- Who controls the border areas between Canada and the United States?
- To whom do the waterways and resources of the Great Lakes belong?
- How does Canada regulate cross-border environmental issues regarding resources, such as air, water, fisheries, minerals, energy, et cetera?

Students draw in their borders, using a legend to explain any symbols used. Students defend their borders in collaborative groups, discussing why they placed them as they did and what means should be used to control and regulate transnational border issues.

Following the discussion, groups of students consult print and Internet resources to verify and correct their predictions.

9.1.1 g BLM: Outline Map of Canada

(*continued*)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Activate *(continued)*

— **or** —

Appendix A
Skill 4a

KG-041
KG-042
KP-047
VG-013

Pairs of students are given the following list of acronyms of international organizations to which Canada belongs, and are asked to generate the title of the organization and the logo, flag, or symbol representing the organization. Students then consult the websites of the organizations to verify and, if necessary, correct their hypotheses.

TIP: Students will find the Google Images search function very useful in their search for names and symbols.

9.4.4 a BLM: Acronyms of International Organizations (4 pages)

9.4.4 b BLM: Acronyms of International Organizations—KEY (4 pages)

— **or** —

Appendix A
Skill 11d

KL-028
KG-041
KG-042
KP-047
VL-007
VG-013
VE-018

Collaborative groups of students read and interpret a series of quotes about Canada's role in the global community. After ensuring that all members of the group understand the intended message of the quotes, the group transforms each quote into a headline and sub-heading or lead sentence for the world news page of a national newspaper. Groups use desktop publishing software to create their news pages, and post them so the class may circulate to view and respond to the various choices that were made, as well as the placement of headlines.

TIP: Help students observe and analyze examples of headlines and lead sentences. Remind them that the headline should be short, attention-getting, and usually include a verb. It should answer "Who?" or "What?" and the subheading line or lead sentence should briefly clarify the title by adding other essential details (Who-What-When-Where-Why-How?). Remind students to make decisions about placement, order, heading size, and wording based on the message they wish to convey.

9.4.4 c BLM: Canada in the Global Village (3 pages)

(continued)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Activate *(continued)*

— or —

Appendix A
Skill 5

KL-028
KG-042
KP-047
VL-007
VG-013

Pairs or triads of students create a diagram to represent their understanding of the terms *stewardship* and *sustainability*. Students share and explain their diagrams in collaborative groups, noting similarities and reviewing what they already know about sustainability and stewardship. In a general classroom discussion, student misconceptions are clarified and the meaning of sustainability is reviewed. Students suggest examples of current issues they know of related to sustainability, and suggest how they can support sustainability and environmental stewardship in their schools and their daily lives.

TIP: Students may begin by brainstorming words they associate with sustainability (e.g., climate change, environment, society, quality of life, economy, industry, interdependence, future generations, natural resources, reduce, reuse, recycle...). They may then create their diagram by generating concrete symbols or analogies to represent the ideas suggested in the brainstorm.

Note that Manitoba Conservation (1999) has the following definition of sustainable development:

Environment

Human Health and Well-being

Quality of Life

Economy

Sustainable Development

"Sustainable Development is an approach to daily decisions that integrates probable consequence to the environment, the economy, and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs."

(Manitoba Education and Training, *Education for a Sustainable Future* 1)

Acquire

Appendix A
Skill 11a

KL-028
KG-041
KG-042
KP-047
VG-013

Students select an outstanding Canadian contributor to the world community from any field of endeavour, and use print and electronic resources to research that individual and his or her global contributions. Students may use BLM 9.4.4c to organize and record their notes on the selected individual.

TIP: Remind students that the chosen individual must have made a contribution of a global nature. Advise them that their research may later be used as the basis for a role-play. Students may refer to lists of prominent Canadians in previous learning experiences, consult websites, or consult Canadian news magazines such as *Maclean's* and *Time Canada*.

9.4.4 d BLM: A Remarkable Canadian

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Acquire (*continued*)

—————————————— **or** ——————————————

Appendix A
Skill 4a

KL-028
KG-042
VL-007
VG-013
VE-018

Students are divided into five groups, each representing an element of nature (air, water, earth, flora, and fauna). Each group finds a news article about a current issue regarding stewardship and environmental responsibility that affects their assigned natural element. The groups analyze the issue as described in the article, and gather information about Canada's role in addressing the issue. Based on the information gathered, each group prepares and presents a report card in which they assess and grade Canada's effort and involvement regarding sustainability, environmental stewardship, and global responsibility.

TIP: Guide students in developing descriptive criteria for the sustainability "report card," and to assess their own ecological responsibility using the report card they created.

—————————————— **or** ——————————————

Appendix A
Skill 8

KL-028
KG-042
KP-047
VL-007
VG-013
VE-018

Students conduct a web search of federal government websites to find two examples of Canadian initiatives that support sustainability and global environmental stewardship. For each of the two initiatives, students analyze the benefits or protection provided to the environment, the economy, and social health and well-being in Canada and in the world. Students may use BLM 9.4.4e to guide their analysis. Students share their ideas in cooperative groups, discussing how they can support these initiatives in their daily lives and local communities.

TIP: Students may also choose to include an example of a Canada-based international environmental organization such as the David Suzuki Foundation or Greenpeace.

    Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.4.4 e   BLM: Environmental Initiatives

(*continued*)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Acquire *(continued)*

— **or** —

Appendix A
Skill 11a

KL-028
KG-041
KG-042
KP-047
VL-007
VG-013
VE-018

Using print and electronic resources, students research a global organization in which Canada or Canadians play an important role (i.e., humanitarian, environmental, political, justice, economic, sports, or cultural). Students prepare a poster illustrating the work of the organization, the countries involved, and Canada's role and possible future contributions. Posters may be displayed for viewing in a "Canada in the Global Community" gallery.

💻 **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

— **or** —

Appendix A
Skill 8

KG-042
KP-047
VG-013
VE-018

Students are provided with an in-depth news report dealing with a current issue of global significance. Students read the report aloud in collaborative groups, and complete the provided analysis form. Students then discuss how Canada is involved or affected by the issue, whether Canada should be directly involved, and why we should or should not intervene. Each group presents their summary and recommendations to the class for feedback and discussion.

TIP: Select articles that deal with immediate humanitarian crises, critical or ongoing environmental concerns, or political crises involving armed conflict. Help students access current information on Canadian involvement through federal government and United Nations websites. Encourage students to keep in mind the concept of national sovereignty and the need to respect sovereignty in international interventions.

9.4.4 f BLM: Global Issue Analysis

— **or** —

Appendix A
Skill 9f

KG-041
KG-042
VG-013

Students visit the website of Pier 21, a national historic site in Halifax, to gather information about Canada's role in providing a place of refuge or a fresh start to immigrants coming to this country. Using the information they gather, students write an illustrated narrative telling a first-person story of an immigrant or refugee, including authentic historical details, the hopes and aspirations of people arriving in Canada, and first impressions of the country and its people. Students share their stories in collaborative groups, and the class discusses the role of Canadian immigration and refugee policies in the development of the country and in the global community.

TIP: Visit Pier 21 at <www.pier21.ca>.

(continued)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Acquire (*continued*)

— or —

	KG-041	Students assemble a media scrapbook of articles that mention Canada and its role

Appendix A
Skill 8

KG-041
KG-042
KP-047
VG-013
VE-018

Students assemble a media scrapbook of articles that mention Canada and its role in the global village, referring to news sources outside of Canada and from several other countries of the world, including the U.S. and Britain. For each of the articles included, students record the source and date, and underline key words that portray international perceptions of Canada and Canadians. Under each item, students include a caption (possibly humorous) that relates to Canada's global image and reputation. In a general class discussion, students discuss whether and how media sources reflect Canada's place in the global community.

— or —

Appendix A
Skill 5

KG-041
KG-042
KP-047
VG-013
VE-018

Pairs of students create a Concept Overview that explains the meaning of national sovereignty and includes examples of economic, cultural, and environmental issues that are related to Canada's sovereignty and its place in a world of increased globalization and international interdependence.

— or —

Appendix A
Skill 5

KL-028
KG-041
KG-042
KP-047
VG-013

Students gather information about Canadian-American international relations and create a two-column illustrated Mind Map that represents both the

- challenges presented by being a neighbour and ally of the richest and most powerful country in the world
- opportunities presented by this relationship

The Mind Map should include one concrete example of a challenge and an opportunity in each of these areas: national sovereignty, culture and identity, trade, defence, and the environment. Students circulate in a Carousel activity to view and respond to the Mind Maps.

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
Appendix A Skill 10a	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	**Apply** Collaborative groups of students plan a talk show involving outstanding Canadian contributors to the global community discussing current issues in which Canada is involved. Students take on the roles and points of view of the Canadian figures they have researched. The moderator should be an individual who is well-known in the global community (e.g., a United Nations figure past or present), and students should remain in character throughout the interviews and discussions. Students do not need to use a prepared script, but they should plan a list of possible topics and some ideas of positions on these topics before the presentation. The groups may use costumes and props, and each student should include a direct quote from his or her chosen individual in the course of the program. The talk show is presented to invited guests or to another class in the school.

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 10c	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Students plan and create a collective wall mural entitled "Taking Our Place in the Global Village," to be unveiled and displayed in a prominent place in the school. Before beginning the design of the mural, students should write a personal reflection about what being a Canadian in the global village means to them. They may then use this reflection to generate ideas for a sketch or outline for the types of images to be included in the mural. Collaborative groups may be assigned portions of the mural, and they each provide an outline of the key ideas and motifs they wish to represent. Work begins once the class has agreed on the overall design. Students carry out the work on a schedule that includes class time and extracurricular time in order to complete it on a schedule they determine. The wall mural is unveiled in a small student-planned ceremony involving invited community guests.
		TIP: Students may contact local community representatives to request other possible public spaces where they can display their mural, or to seek support for materials and design. Alternatively, students may display their mural as a three-dimensional school float in a community parade or celebration. If this activity is selected as a culminating activity, emphasize advance planning, coordination, and the inclusion of concepts from the entire Grade 9 social studies course.

(continued)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Apply (*continued*)

— or —

Appendix A
Skill 3b

KL-028
KG-041
KG-042
KP-047
VL-007
VG-013
VE-018

Collaborative groups of students prepare a persuasive speech in which they urge the Canadian government to take on an increased leadership role in a specific global issue, such as

- a humanitarian initiative in Africa
- an ecological initiative in support of climate change awareness/action
- support for a rebuilding or international development project in a war-affected region
- a fair trade initiative with a Central American country
- military support in an area of armed conflict
- assistance in establishing a democratic electoral process in a developing nation
- support for innovative agricultural practices in a developing nation
- mediation and the provision of models for intercultural communication and understanding in a multi-ethnic nation
- a disarmament proposal
- a free trade agreement with a less-industrialized country
- support for international health and nutrition programs
- sharing expertise or technology for environmentally safe sanitation, waste disposal, or water purification systems
- assistance in supporting indigenous peoples and cultures

Students should begin this process by making a list of Canada's areas of strength, and then selecting a particular issue in which there is a need for support and in which Canada could take on a leadership role. Student should keep in mind the principle of respecting the sovereignty of nations in any proposed international interventions or programs.

— or —

Appendix A
Skill 4a

KL-028
KG-041
KG-042
KP-047
VL-007
VG-013
VE-018

Collaborative groups of students develop a board game in which their ship leaves Canada and travels to various countries of the world to pick up and deliver physical and human resources, including elements of material and non-material culture (e.g., trade goods, arts and crafts, food items, clothing, ideas, philosophies, technologies, people...). The goods, services, and ideas traded must be realistic and the overall goal of the game should be to maximize humanitarian, artistic, scientific, and environmental contributions to the global community. Students invite another class to test and evaluate their board games.

(*continued*)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
		Apply (*continued*)

— **or** —

Assessment	Outcomes	Strategies
Appendix A **Skill 3b**	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students seek consensus on five Canadians to nominate to receive the Order of Canada or an international award (e.g., Nobel Peace Prize) in recognition of their contribution to the global community. Students select one individual in each of the following areas: • Humanitarian work • The arts • Science and technology • The environment Groups present a nomination speech for each of their candidates, providing a summary of their global achievements and reasons why their nominee should receive the award.

— **or** —

Assessment	Outcomes	Strategies
Appendix A **Skill 3c**	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Students participate in a debate or team deliberation regarding a topic related to international trade. Examples include: • The benefits of foreign trade outweigh its costs in jobs lost by Canadians. • Free trade with the United Sates gives Canadians access to a larger and potentially more profitable market. • Canada should increase and not restrict the percentage of trade it has with the United States and Mexico. • Canada should put in place stronger measures to protect itself from cultural and economic domination by the United States. • The industrialized nations with stable economies should forgive the debts of the less-developed nations. Following the speeches, each student writes an Exit Slip explaining how the debate influenced his or her point of the view on the topic. *(continued)*

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies
		Apply *(continued)*

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 10a	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students are assigned to be members of a lobby group with a particular global interest they wish to promote to the federal government, such as • protection and admission of refugees • international development • the environment • decreased or increased military involvement in an area of international conflict • scientific research • international cultural or sports events The remaining class members take on roles as members of the federal Cabinet, and listen to the submissions of each lobby group. Each lobby group plans and prepares a submission requesting federal funding and support for their cause. Following the submissions, the "Cabinet" deliberates and decides which group or groups they will fund, preparing a statement from the Prime Minister and the appropriate Cabinet minister to announce their decision.

— **or** —

Assessment	Outcomes	Strategies
Appendix A Skill 7e	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students select an event of international importance they would like to see hosted in Canada (e.g., an international conference, an environmental summit, a World's Fair, a world sporting event, a United Nations special forum, an international artistic exchange, an international literary convention...). Acting as an executive planning committee for the event, students plan and prepare a proposal in the form of an audiovisual presentation that could be presented to an international decision-making body (e.g., the IOC). The presentation should propose a venue for the event, promote reasons why Canada is the best place in the world to host the event, and provide a general outline of an agenda and special events. Each group presents their proposal to the class and other invited guests for their consideration and response.

(continued)

Teacher Reflections

9.4.4 Taking Our Place in the Global Village

Assessment	Outcomes	Strategies

Apply (*continued*)

— **or** —

Appendix A Skill 11d	KL-028 KG-041 KG-042 KP-047 VL-007 VG-013 VE-018	Collaborative groups of students prepare a special "future" issue of a Canadian newsmagazine. Set 10 years in the future, the main focus of the magazine is Canada's enhanced role in international affairs. The magazine should include photographs, interviews, and news articles related to Canada's contributions to the world community. Article topics should cover the arts, science and technology, diplomatic and trade relations with the United States and other key players in the world community, as well as international development support to less-developed nations. The student newsmagazines should be creative and future-oriented while remaining realistic.

Teacher Reflections

Canada: Opportunities and Challenges

Cluster 1—Connecting and Reflecting

Student:

Using your "Opportunities and Challenges" portfolio, reflect on your learning over this cluster. Describe ways in which you can personally live a more sustainable lifestyle, and explain how your choices will make a difference and contribute to a more sustainable future (socially, economically, and environmentally) for our country and for our planet.

9.4.4
g BLM: Canada: Opportunities and Challenges: Connecting and Reflecting

Teacher Reflections

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GRADE

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APPENDICES

GRADE
9

Skills Assessment Key

1 – Active Listening

Skills

S-400	Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of "Strategies That Make a Difference" (Manitoba Education and Training, 1996a).

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See "Strategies That Make a Difference," pp. 26–28 for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small- or large-group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, and openness to new ideas. Brainstorming may be carried out over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about…

- focusing assessment on a manageable number of outcomes/students

- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation

- orally guiding/facilitating reflection on What do we/I notice about our/my thinking?; Evidence of our/my thinking is…, using a Y-chart, T-Chart, or journals. (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3 – ORAL COMMUNICATION

3a – Discussion

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities to encourage participation by all students. (See "Strategies That Make a Difference," p. 29, for suggested discussion strategies, including Inside-Outside Circle, Talking Chips, and Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles, (e.g., discussion leader, note-taker, timer, questioner…).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes. Discussions also assist in planning for learning and instruction.

Think about…

• focusing assessment on a manageable number of outcomes/students

• constructing student-generated criteria for "What does an effective discussion group member look/sound like?"

• recording focused observations to determine affective and cognitive skills or higher-order thinking skills

• guiding self- and peer-assessment, using a Met/Developing/Not-Yet-Met strategy

• orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See "Strategies That Make a Difference," pp. 26–28 for information on Y-Charts and T-Charts.)

(continued)

3a – Discussion *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"
- BLM 37: Group Work Assessment—Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion—Observation Checklist

3b – Public Speaking

Skills

S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves are as important as the message itself. As students prepare for oral presentations, they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade…), as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include

• an introduction to engage the audience and establish the purpose

• a body that outlines the main supporting points

• a conclusion that restates the main ideas and leaves the audience with a lasting impression

Debriefing and post-presentation feedback from the audience help students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches, they develop confidence in communicating.

Think about…

• sharing and reflecting on examplars of oral presentations

• modelling, guiding, and offering time to practise writing and presenting speeches

3b – Public Speaking *(continued)*

- focusing assessment on the accuracy and completeness of the information, as well as the effective use and application of information, visual aids, and other technical supports

- constructing student-generated assessment criteria (e.g. What does a quality speech look/sound like? Why?)

- offering descriptive feedback

- recording focused observations to monitor student growth over time and to determine which students need differentiation

- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy

- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See "Strategies That Make a Difference," pp. 26–28 for information on Y-Charts and T-Charts.)

- using videotape to record presentations for review and reflection

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

3c – Debate/Team Deliberation

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

(continued)

3c – Debate/Team Deliberation *(continued)*

Debate and team deliberation engage students with issues and help them develop critical thinking and presentation skills as they exercise reasoning, logic, clarity, organization, persuasion, and collaborative learning. Debate and team deliberation encourage the consideration of diverse perspectives as students learn to think for themselves when challenged in a fair-minded discussion. Students use facts and evidence rather than emotion to support their points. Advance preparation and the ability to examine a question critically from both affirmative and negative points of view are important skills in debate and team deliberation. Debate is about argument and persuasion. Students try to prove that their arguments are more convincing than those on the other side of the proposition. In team deliberation, there are no winners or losers as students work toward consensus decision making. Through the process debate and team deliberation, students become more respectful of ideas and opinions different from their own.

Think about…

- focusing assessment on the accuracy and completeness of the information, as well the effective application of information in constructing arguments

- modelling, guiding, and offering time to practise writing and presenting the information/argument

- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)

- offering descriptive feedback on presentation and delivery

- recording focused observations to monitor student growth over time and to determine which students need differentiation

- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy

- orally guiding/facilitating reflection, using a Y-Chart, T-Chart, or journals (See "Strategies That Make a Difference," pp. 26–28 for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

4 – COLLABORATIVE LEARNING

4a – Collaborative Groups

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-303	Reconsider personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See "Strategies That Make a Difference," pp. 21–22, for information on Cooperative Learning Strategies, including Corners, Co-op Co-op, and Community Check.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move toward receiving approval from and belonging to their peer group.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

(continued)

4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding self- and peer assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See "Strategies That Make a Difference," pp. 26–28 for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

4b – Using a Continuum of Points of View

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives. .
S-107	Make decisions that reflect social responsibility.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answer, but rather a wide range of points of view.

Using a continuum is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussing with their peers until after they

4b – Using a Continuum of Points of View *(continued)*

have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and that all perspectives are valid.

Suggested procedure:
This example for using a continuum activity explores the theme of *global cooperation and conflict*. It may be adapted to suit a variety of topics in social studies.

Select and introduce a question for which there is a wide range of possible approaches and beliefs (e.g., "Is the world more a place of conflict and misunderstanding, or cooperation and understanding?"). Encourage students to take a few seconds to silently reflect on the ideas and images that come to mind spontaneously, considering what they know about interpersonal relations, Canada, and international relations.

Clear a space so that students may move around and situate themselves along a line or continuum showing a gradation of opinion. Indicate the centre point of the continuum with a small poster on the wall or floor that describes the neutral position: "There is as much violence and misunderstanding in the world as there is cooperation and understanding." Also indicate both extremes of the continuum with a poster on one end that reads: "The world is dominated by competition, conflict, and misunderstanding"; and on the other end, "The world is mostly a place of cooperation, understanding and peaceful solutions to problems."

After students have reflected on their own positions, invite them to place themselves at a point on the continuum where they feel most comfortable, judging by how strongly they agree with the statements at either end and at the mid-point. (It may be helpful to ask students to sketch out on paper where they think they stand before the actually move into position.) When they are all in position, ask them to *silently* consider why they believe as they do.

Ask students to move toward a person who is relatively distant from them on the continuum and to partner up with that person to exchange ideas. (There is little point in having students of the same opinion (position on the continuum) discuss the topic with each other.) The exchange of ideas should proceed as follows: first, one partner explains her or his point of view without interruption (1 – 2 minutes); then, the second partner explains his or her position without interruption (1 – 2 minutes). Remind students that the purpose of this exchange is not to convince their partners to change their point of view, but to understand their partner's perspective, and to explain their own.

Debrief in a general discussion, inviting students to share what they learned about their own view and their partner's view, and to observe where most of the class members found themselves on the continuum. Encourage students to consider various reasons why people believe as they do (i.e., news reporting and other media influences, adult discussions they have heard, personal experiences, et cetera.)

Students may be asked to write an Exit Slip or a short journal reflection on the exercise. You may choose to revisit the exercise at the end of a learning experience or cluster so that students may consider whether their initial beliefs have changed or not.

(continued)

4b – Using a Continuum of Points of View *(continued)*

Think about…

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Teacher Notes

See Appendix H, Teacher Note 3: A Continuum of Points of View.

4c – Consensus Decision Making

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practise consensus decision making, they come to understand that consensus is the result of negotiation and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects

(continued)

4c – Consensus Decision Making *(continued)*

the perspectives of each and every team member. For this reason, consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner…) or create variations, depending on the nature of the task. The only essential role in a consensus decision making task is that of facilitator.

Basic principles of consensus decision making:

- All members are equal and have a valid perspective to contribute to the group.

- Everyone has the right, but not the obligation, to change his or her mind.

- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power

- Respect for assigned roles

- Commitment to follow the established process

- Clear common objective

- Neutral facilitator accepted by the group

Practical considerations:

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.

- Generally, a heterogeneous team of four to six members is the most effective in collective decision making.

- Establish ground rules for the process at the beginning of the year.

- Students should sit in a circle or face one another.

- Give each student the chance to take on a leadership role over the course of the year.

- Teacher intervention should be minimal.

- Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to move on to the *discussion phase*, when the purpose is to make a decision.

Think about…

- focusing assessment on a manageable number of outcomes/students

- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)

- offering descriptive feedback

- recording focused observations to assess group process

(continued)

4c – Consensus Decision Making *(continued)*

- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

5 – Using Graphic Organizers

Skills

S-200   Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201   Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references. (Note: It takes approximately 6–8 weeks for students to internalize and apply a new strategy independently.)

Think about…

• offering descriptive feedback

• recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas

• orally guiding/facilitating student reflection (e.g., Graphic organizers help me…because…; Evidence of this is…)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 5: Focused Observation Form

6 – INQUIRY PROCESS

6a – Sorting and Classifying

Skills

S-200   Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201   Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, graphs, tables, concept maps...

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

• teaching, modelling, guiding, and debriefing the process of sorting and classifying

• recording focused observations to determine sorting skills used to identify unique characteristics within a set

• recording focused observations on students' classifying skills

• recording focused observations on students' development to compare and contrast

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

• BLM 64: Venn Diagram

Success for All Learners

• Page 6.100: Sort and Predict Frame

• Page 6.103: Compare and Contrast Frame

6b – Generating Questions

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference", Manitoba Education and Training, 1996a, p. 288).

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students' growing competence in formulating questions

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-402	Express informed and reasoned opinions.

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about…
- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"
- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners
- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

6d – Preparing and Conducting Interviews

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations
After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

6d – Preparing and Conducting Interviews *(continued)*

Working with Potentially Sensitive Issues

It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider:

- Why do they need that particular information? Is there a real purpose for the data?
- Why is it important to gather statistics on different groups?
- How will they analyze their data to ensure it is treated with fairness and respect?
- What do they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect interviewees' rights to self-identify their ethnic, cultural, linguistic, or other aspect of group identity if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process and send thank-you letters to their interview subjects.

(continued)

6d – Preparing and Conducting Interviews *(continued)*

Think about…

- focusing assessment on a manageable number of students/outcomes

- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)

- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding

- orally guiding/facilitating student reflection on the interview process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau. *Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

- BLM 5: Focused Observation Form

6e – Field Trips

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Promote actions that reflect the principles of sustainable development.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or using anticipation guides. Many field trip sites provide pre-trip materials for classroom use.

(continued)

6e – Field Trips *(continued)*

Think about…

- engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- Page 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Analyzing Images

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-304	Analyze material and visual evidence during research. *Examples: artifacts, photographs, political cartoons, works of art...*
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about…

• how students connect images to the topic/theme under consideration

• student ability to extract information from images and captions

• how students analyze and apply the ideas and information in the images

• student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources…)

• student independence in locating appropriate images related to the topic/theme

Skill 6g – Viewing Visual Media

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical, active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing, and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes.

- Tell students the name of the video and details about the theme before viewing.

- Clarify key terms or challenging vocabulary.

- Give the students a purpose, or something to watch for, as they view the film.

- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.

- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.

- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

(continued)

Skill 6g – Viewing Visual Media *(continued)*

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.

- Activate with "story-mapping" (i.e., predicting what the video might be about).

- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

Consider viewing a video more than once, using these alternative methods:

- **Silent viewing:** Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.

- **Sound only:** Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.

- **Jigsaw:** One group views silently while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.

- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., "Some of my questions that were answered were…", "Now, I know/wonder…").

- Discuss and evaluate what they viewed and their feelings and connections to the content.

- Represent their new learning, or add new information to their inquiry journal or notebook.

(continued)

Skill 6g – Viewing Visual Media *(continued)*

Suggested outline for post-viewing reflection or discussion:

Video title and topic:	
Date of viewing:	
What did you see? Describe the images that impressed you.	**What did you hear?** Relate 4 – 5 ideas or words that you recall from the narration.
How did you feel about what you saw and heard?	**Facts that were presented in the film:**
What questions do you have?	**Note one thing you learned about the past by viewing this video.**
Did this film use or portray primary sources? Describe them.	
Write a comment on each element to evaluate this film. Historical accuracy: Photography: Clear narration: Interest and creativity:	

Think about…

- observing evidence of new understandings and/or gaps or misperceptions in students' understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Success for All Learners

- Page 6.102: Look It Over
- Page 6.108: Do Your Laps

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

6h – Preparing and Conducting Surveys

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded, or individual surveys where the person taking the survey also records the answers. Surveys provide large amounts of information from a broad range of people and may require a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records…) elsewhere before choosing a survey as the research vehicle.

In creating the survey, identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than 15 questions, to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with it to determine if the questions are clear and the responses are providing the information required to address the research question.

(continued)

6h – Preparing and Conducting Surveys *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide more flexibility in terms of completion times, and facilitate the summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed, communicate your findings with the survey participants and your community. Ensure that survey participants know that their anonymity will be protected, and finish each survey with a sincere thank-you.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyze and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7 – SOCIAL STUDIES

7a – Creating Maps

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-203	Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
S-204	Select, use, and interpret various types of maps.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Students need to understand that maps are abstract representations of places on Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research…).

(continued)

7a – Creating Maps *(continued)*

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

7b – Using/Interpreting Maps

Skills

S-200   Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-202   Select and use appropriate tools and technologies to accomplish tasks.

S-204   Select, use, and interpret various types of maps.

S-302   Draw conclusions and make decisions based on research and various types of evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

• teaching, modelling, and guiding map reading/interpreting skills

• observing students' knowledge and skills in reading and interpreting a variety of maps and atlases to plan for differentiation

• observing students' skills in connecting information from maps to other concepts

• orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps…) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

• adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

7b – Using/Interpreting Maps *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

7c – Interpreting Timelines

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- teaching, modelling, and guiding interpretation of timelines
- Planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines…; Evidence of my learning is…) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

7d – Creating Timelines

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

7d – Creating Timelines *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images…)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students' portfolios as evidence of growth and understanding of timelines

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7e – Social Action

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Promote actions that reflect the principles of sustainable development.
S-104	Seek consensus in collaborative problem solving.
S-105	Recognize and take a stand against discriminatory practices and behaviours.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	Articulate their perspectives on issues.
S-406	Debate differing points of view regarding an issue.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

(continued)

7e – Social Action *(continued)*

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school…) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals
- adding an account and/or images of evidence of social actions to the students' portfolios

(continued)

7e – Social Action *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

8 – Content Reading

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and make to connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts they cannot yet read independently.

Think about…

• using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction

• monitoring students' choices of texts for seeking information

8 – Content Reading *(continued)*

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, re-telling, and summarizing

- recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Before Reading Strategies

Strategy	Reference	BLM Title
Think-Pair-Share	"Strategies That Make a Difference," page 15*	x
Thinking Maps	"Strategies That Make a Difference," page 49	x
KWL	"Strategies That Make a Difference," page 89	BLM 65: KWL Plus
	Success for All Learners, pages 6.20-6.21	BLM 6.94: KWL Plus
Anticipation Guide	"Strategies That Make a Difference," pages 142–145	x
	Success for All Learners, page 6.25	BLM 6.98: Anticipation Guide
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 74: Before-During-After Map
Pre-Reading Plan	"Strategies That Make a Difference," pages 160–161	x
Sort and Predict	"Strategies That Make a Difference," pages 214–215	x
	Success for All Learners, pages 6.33–6.35	BLM 6.100: Sort and Predict Frame
Story Impressions	"Strategies That Make a Difference," pages 176–178	x
Word Splash	*Success for All Learners*, pages. 6.28–6.29	x
Three-Point Approach	"Strategies That Make a Difference," page 215	x
	Success for All Learners, page 6.36	BLM 6.101: Three-Point Approach for Words & Concepts
Previewing Questions	"Strategies That Make a Difference"	BLM 14: Previewing Questions

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

During Reading Strategies

Strategy	Reference	BLM Title
Cornell Method	"Strategies That Make a Difference," page 116	x
Thinking Maps	"Strategies That Make a Difference," pages 49–51	x
How to Find the Main Idea of a Paragraph	"Strategies That Make a Difference"	BLM 12: How to Find the Main Idea of a Paragraph
Magnet Summaries	"Strategies That Make a Difference," page 116	x
Slim Jims	"Strategies That Make a Difference," page 116	x
Reciprocal Reading	*Success for All Learners*, pages 6.46–6.47	x
Collaborative Reading	*Success for All Learners*, page 6.45	x
Directed Reading Thinking Activity (DRTA)	*Success for All Learners*, page 6.48	x
Two Column Notes	*Success for All Learners*, page 6.83	x
Note-Making Tips for Students	*Success for All Learners*, page 6.82	x

(continued)

8 – Content Reading *(continued)*

Researching	*Success for All Learners*, page 6.84	x
SQ3R	*Success for All Learners*, page 6.85 "Strategies That Make a Difference," page 179	x
Graphic Organizers	*Success for All Learners*, page 6.14	x
Mind Maps	*Success for All Learners*, page 6.14	x
Concept Frames	*Success for All Learners*, page 6.15	BLM 6.114: Fact Based Article Analysis BLM 6.115: Issue Based Article Analysis BLM 6.111: Concept Frame BLM 6.112: Concept Overview BLM 6.103: Compare & Contrast Frame BLM 6.104: Concept Relationship Frame BLM 6.113: Frayer Plus Concept Builder
Before-During-After Checklist (Student)	"Strategies That Make a Difference"	BLM 17: Before, During & After Reading Strategies—Middle Years
Before-During-After Map	"Strategies That Make a Difference"	BLM 74: Before-During-After Map
Content Reading Strategies	*Success for All Learners*, pages 6.40–6.44	x
Skim and Scan–Teacher Observation Group	"Strategies That Make a Difference"	BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information
Skim and Scan—Teacher Observation Individual	"Strategies That Make a Difference"	BLM 5: Observation Checklist for Skimming and Scanning Skills
Skimming	"Strategies That Make a Difference"	BLM 15: Skimming Strategies

After Reading Strategies

Strategy	Reference	BLM Title
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 74: Before-During-After Map
Three Point Approach	"Strategies That Make a Difference," page 215 *Success for All Learners*, page 6.36	x BLM 6.101: Three-Point Approach for Words and Concepts
Word Cycle	"Strategies That Make a Difference," page 216 *Success for All Learners*, pages 6.31–6.32	x BLM 6.99: Word Cycle
Retelling	"Strategies That Make a Difference," pages 169–173	BLM 75: Retelling

Strategies for All Three Stages – Before, During, and After Reading

Strategy	Reference	BLM Title
Before-During-After Checklist (Teacher)	"Strategies That Make a Difference"	BLM 6: Comprehension Focus (Before, During, & After Reading Strategies)
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years
Reading Strategies	"Strategies That Make a Difference"	BLM 8: Reading Strategies: Student Monitoring Sheet

9 – *WRITING*

9a – Journals

Skills

S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-405	Articulate their perspectives on issues.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings, and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and they may also be specifically devoted to response and used across curriculum areas.

Think about…

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9b – Exit Slip

Skills

S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-405	Articulate their perspectives on issues.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

• observing students' perceived strengths and areas for further learning

• focusing assessment on the accuracy and completeness of the information

• observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Success for All Learners

• Page 6.61: Admit and Exit Slips

9c – RAFT

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character…). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a Format (e.g., poem, letter, journal…) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students include RAFT examples in their portfolios as evidence of learning

9c – RAFT *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 71: Point of View

Success for All Learners

- Page 6.116: Reading from Another Point of View

9d – Persuasive Writing

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding self- and peer assessment
- having students include persuasive writing examples in their portfolios as evidence of learning

9c – Persuasive Writing *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9e – Descriptive Writing

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-401	Use language that is respectful of human diversity.

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feelings to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process, encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about…

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

9e – Descriptive Writing *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

Success for All Learners

- BLM 111: Concept Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9f – Narrative Writing

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Narrative presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative, they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about…

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9f – Narrative Writing *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- BLM 84: Revision Record

Success for All Learners

- BLM 110: Paragraph Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9g – Expository Writing

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about…

• sharing and reflecting on examples of expository writing

• focusing assessment on the accuracy and completeness of the information

• modelling, guiding, and offering time to practise expository writing

• constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)

• offering descriptive feedback

• recording focused observations to monitor student growth over time and to determine which students need differentiation

(continued)

9g – Expository Writing *(continued)*

- Guiding self- and peer assessment
- Having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- Posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Success for All Learners

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9h – Creating Plans/Outlines

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-300	Plan topics, goals, and methods for inquiry and research.

Plans and outlines may be used for a wide variety of purposes, both simple and complex, (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines…). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- focusing assessment on a manageable number of learning outcomes/students

- focusing assessment on the accuracy and completeness of the information

- teaching, modelling, and guiding the creation of plans and outlines

- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)

- recording focused observations to monitor student growth over time and to determine which students need differentiation

- guiding self- and peer assessment

- encouraging students to revise plans/outlines as needed

- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9h – Creating Plans/Outlines *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

9i – Recording Information

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and "Strategies That Make a Difference," (Manitoba Education and Training, 1996a, pp. 59-64, 76–77, and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding self- and peer assessment
- observing students' choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart. (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9i – Recording Information *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 45: Checklist to Assess Student's Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

10 – PRESENTATIONS/REPRESENTATIONS

10a – Dramatic Presentations

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-101	Use a variety of strategies in conflict resolution.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Seek consensus in collaborative problem solving.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their beliefs and perspectives on issues.

Drama and role-play are forms of language and literature that tell a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role-play provide opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view. They also help students develop empathy and enrich their social consciousness.

Guidelines for drama and role-play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation.
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.

(continued)

10a – Dramatic Presentations *(continued)*

- Role descriptions should provide enough information to help students "enter into" the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Props and costumes may be used appropriately.
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Props and costumes could be used in different ways.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who "thinks out loud" to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about…

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- allowing time for a group debriefing, including the audience, after the presentation
- recording focused observations during the planning and presentations of dramatizations

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

10b – Video Production

Skills

S-100	Collaborate with others to achieve group goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons: to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, and documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Script Writer, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

10b – Video Production *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- offering descriptive feedback
- recording focused observations during the planning and production of videos

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work
- BLM 52: Film and Television Techniques
- BLM 89: Cooperative Group Learning (Teacher Assessment)

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

10c – Artistic Representations

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways and, more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, when they are given opportunities to communicate their ideas artistically they learn about themselves, their culture and identity, as well as the larger world around them.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities, they are better able to understand and appreciate the constant flow of images, sounds, and messages (i.e., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- oonferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance…)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

(continued)

10c – Artistic Representations *(continued)*

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?...)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

(continued)

10d – Musical Representations

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Classroom music-making contributes to students' cognitive development, including reasoning, creativity, thinking, and decision-making and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus the learner's attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts, and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about…
- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony…)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?...)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-301	Analyze the context of events, accounts, ideas, and interpretations.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-305	Compare diverse perspectives and interpretations in the media and other information sources.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

• Choose a theme or topic.

• Identify and record prior knowledge.

• Ask initial questions.

• Explore and select primary and secondary sources.

(continued)

11a – Print and Electronic Research *(continued)*

- Plan for inquiry.
- Gather, process, and record information.
- Focus the inquiry.
- Plan to express learning.
- Create performances/demonstrations/products.
- Celebrate and reflect.

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning. Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model p. 6.1–6.18) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, p. 73–93).

Think about…

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources…)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process
- conferencing with students throughout the research process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

11b – Using Graphics Software

Skills

S-202   Select and use appropriate tools and technologies to accomplish tasks.

S-403   Present information and ideas in a variety of formats appropriate for audience and purpose.
Examples: models, displays, multimedia presentations, editorials.

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

• focusing assessment on the visual representation of concepts and ideas

• constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)

• having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding

• offering descriptive feedback

• guiding self- and peer assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 2: Constructing Student-Generated Criteria for Quality Work

11c – Email

Skills

S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about…
- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy…)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11d – Desktop Publishing

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…
- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding self- and peer assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11e – Word Processing

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options…). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about…

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11f – Concept Mapping

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts. It also stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (Activating), gathering information (Acquiring), or displaying new understanding (Applying).

Think about…

- modelling and guiding the use of concept mapping
- constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
- having students select concept maps to include in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

11g – Multimedia Presentations

Skills

S-106	Propose options that are inclusive of diverse perspectives.
S-107	Make decisions that reflect social responsibility.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-307	Propose and defend innovative options or solutions to address issues and problems.
S-401	Use language that is respectful of human diversity.
S-402	Express informed and reasoned opinions.
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
S-405	Articulate their perspectives on issues.

Multimedia presentations (e.g., web page, *PowerPoint*…) provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about…

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques…)

(continued)

11g – Multimedia Presentations *(continued)*

- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation
- guiding self- and peer reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11h – Creating Animations

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about…
- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11i – Using Software

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing." Using software also allows students to practise specific skills and receive corrective feedback.

Think about…

- focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students' explorations, deepening understandings and testing hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me…)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

11j – Using Spreadsheets/Databases

Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
S-202	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions and make decisions based on research and various types of evidence.
S-303	Reconsider personal assumptions based on new information and ideas.
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about…
- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 5: Focused Observation Form

Blackline Masters

GRADE
9

Blackline Masters

Blackline Masters (continued)

Blackline Masters (continued)

Electronic versions of these BLMs are available as Word files online at <www.edu.gov.mb.ca/k12/cur/socstud/>, and can be modified to suit your individual needs. In some cases, the space provided for answers may not be sufficient, but can be expanded on the electronic file to provide more room for answers.

What I know	What I want to learn (state as questions)	What I learned
Physical geography of Canada		
Human geography of Canada		
Demography of Canada		

A Mental Map of Canada

About Mental Maps

A geographically informed person gathers and selects information about the surrounding environment, and organizes this information in the form of spatial images or "mental maps." We use mental maps of our surroundings to orient ourselves, to organize our perceptions, and to describe the world in which we live. A mental map may be a picture of an area as small as one's own home or school, or as large as the entire world. Mental maps include facts as well as rough personal impressions of what the world is like and how it is organized, making every mental map unique.

Mental maps are constantly being revised and corrected based on experience and observation. Our pictures of the spatial layout of the world, our country, our region or province, or our immediate surroundings become more complex as we acquire more knowledge.

In this exercise, you will be quickly sketching a mental map of Canada and its defining geographic features. Do not try to reproduce a detailed or perfect map. Focus on how you think of the Canadian land or territory in your own mind. Follow the instructions below to create your mental map.

Task: Draw a Mental Map of Canada

1. Before starting, take a moment to visualize a very general image of what you would like to sketch: the contours of the Canadian land mass and its major bodies of water. Imagine the main features of the country (e.g., overall shape, the Great Lakes, Hudson Bay, the St. Lawrence Seaway, major islands…), and the relative size and position of the provinces and territories.

2. Next, sketch in a few lines or points to guide your map. For example, you may wish to lightly trace in the approximate line of the 49th parallel (border with the U.S.), and the 60th parallel (the North), as well as the location of Winnipeg or the Red River, which are roughly at the longitudinal centre of Canada.

3. Now, sketch out the rough shapes of the provinces and territories, using rectangles and triangles to start. Use the lines of the graph paper to guide the size or scale.

4. Adjust your lines and shapes to reflect the relative size and shape of the provinces and territories, and add a bit more detail to the contours of the country and the provincial borders. Sketch in main bodies of water or rivers, islands, and mountain ranges. Add in the location of the capitals and other major population centres, and other geographic elements that you consider to be important.

5. Label all important geographic elements included in your map.

A Mental Map of Canada

Assessing your mental map of Canada

1. Compare your map with that of a partner, and discuss what each of your maps says about your perceptions of Canada. For example, is the Northern region largest in both maps? Have you both indicated the cities in approximate locations? Have you included the same geographic elements? Which region has the greatest, or least, amount of detail?

2. Use an atlas of Canada to check your work.
   Assess/rate your mental map using this scale: *1 (lowest) to 4 (highest) .*

Map Characteristics	Rating (1 – 4)	What do you need to improve? Add? Correct?
The **overall contour** or shape of the country is accurate.		
All **provinces and territories** are on the map.		
Each province or territory is in the **right relative location** and is correctly labelled.		
The **scale or relative size** of the provinces and territories is roughly correct.		
The **shapes** of the provinces and territories are roughly correct.		
The **shapes and sizes** of the main bodies of water are roughly correct.		
The **distances** between points are more or less in scale (proportional).		
Some **distinctive features** of human geography (e.g., cities) and physical geography (e.g., mountain ranges) are correctly located and labelled.		

Concept Overview: Demography

Etymology or origins of the word *demography*: (Consult a dictionary)	
Cite a definition of demography from a reference source.	Cite the reference used.
Write a definition of demography in your own words.	List examples of elements that are studied in demography.
List five examples of characteristics that may be used to describe a population.	List one thing your group knows about Canadian demographics.
Make an illustration to show what demography is.	
Give two examples of statements that identify Canadian demographic characteristics today (cite sources).	

1. Sort the following elements under Physical Geography or Human Geography, using sources as needed.

2. Add other examples of elements that are studied in Physical Geography and in Human Geography.

	Physical Geography
rocks and minerals	
landforms	
population	
settlements	
soils	
water	
economic activities	
animals	
transportation	**Human Geography**
plants	
recreational activities	
services in cities	
religion	
roads and bridges	
atmosphere	
political systems	
rivers and other bodies of water	
traditions	
cultures	
environment	
movement of people	
animal migration	
agriculture	
climate and weather	
human birth rates	
endangered animal species	
oceans	
urbanization	

Read the following quotations and select the two that best reflect the distinguishing elements of Canada:

"We are fortunate both in our neighbours and in our lack of neighbours. It may be that this fortunate position is not due to any special virtue on our part, that it is an accident of geography and of history, but one has only to be in any European country a day to realize how relatively fortunate a position it is, and what folly it would be to throw it away. It is equally true, I should add, that if some countries have too much history, we have too much geography. "
> ~ William Lyon Mackenzie King, Prime Minister, speech, House of Commons, 1936

"Canada is so big as to seem invisible."
> ~ Brian Moore, novelist, *Canada* (1963, 1968)

"We're a long, thin country shaped like a railway… "
> ~ Pierre Berton, author and media personality, address to the Empire Club of Canada, Toronto, 7 November 1985

"Know something? Canada, which we tend to think of as a thin ribbon of city lights stretched out along the forty-ninth parallel, is as high as it is wide. It's as far from Eureka, on Ellesmere Island, to Point Pelee in Ontario (which is in fact south of parts of California) as from Carbonear to Skidegate. The north is enormous."
> ~ Peter Gzowski, journalist and host of CBC Radio's Morningside, "Whistling Down the Northern Lights," *The Fourth Morningside Papers* (1991).

"By the year 2000, more people will live in the cities of Calcutta and Greater Bombay than in all of Canada."
> ~ George J. Demko, geographer, *Why in the World: Adventures in Geography* (1992).

"Space, land, and winter – these are the overwhelming realities of Canada."
> ~ Wade Davis, ethnobotanist and writer, *Shadows in the Sun* (1992)
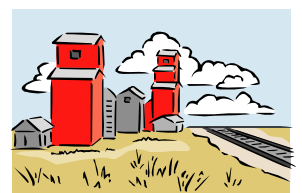
"So stand up and be proud and sing out very loud / We stand out from the crowd cuz Canada's really big."
> ~ Chorus of the song "Canada's Really Big," written and performed by the Arrogant Worms on their CD *Catterwaul and Doggerel*.

"As I sit in my Toronto home, I am 2,740 miles south of the northern tip of Ellesmere Island, Canada's northernmost land for all practical purposes. If I swivel my chair and look directly south, there, a bit over the horizon but the same distance away, is Bogotà, the capital of Columbia. The District of Columbia, in contrast, is a mere hour's travel by jet."
> ~ F. Kenneth Hare, geographer, "Canada: The Land," in *Daedelus: Journal of the American Academy of Arts and Sciences*, "In Search of Canada," Fall, 1988.

(page 1 of 2)

"Whether one is crossing Canada on a train or just looking at it on a map, the country is too big for sparkle. The mind instinctively shies away from a subject that extends across so much territory."
> ~ Jan Morris, Anglo-Welsh traveller, "In Praise of Canada,"
> *The Toronto Star*, 15 June 1922.

"Canada will always be so infinitely bigger than the small nation who lives in it – even if its population doubled – that this monstrous, empty, habitat must continue to dominate it psychologically and also culturally."
> ~ Wyndham Lewis, British artist, "Nature's Place in Canadian Culture" (1940—1944),
> Wyndham Lewis in Canada (1971), edited by George Woodcock.

"There is a thousand miles of forest, / A thousand miles of plain, / A thousand miles of mountains,/ And then the sea again."
> ~ Ditty quoted by Frederick W. Gershaw, Senator, address, Senate of Canada,
> 12 March 1959.

"Assuming a fertility rate of 1.7 and net migration (immigration minus emigration) of zero, Canada's population would stop growing in 2022 and then begin a long, lingering decline that would continue until the last Canadian, unable to find a mate anywhere from Victoria to St. John's, dies of loneliness in 2086."
> ~ David K. Foot and Daniel Stoffman, demographer and journalist, *Boom, Bust and Echo: How to Profit from the Coming Demographic Shift* (1996).

"We have virtually no monuments to the multicultural nature of Canada, to salute those who came here seeking a fresh and better future, which, when you think about it, includes just about all Canadians. We're a nation of boat people."
> ~ Peter C. Newman, columnist, "Pier 21," *Maclean's*, 22 July 1996.

"Canada is not so much a multicultural country as it is a country with a few multicultural cities."
> ~ Pat Carney, journalist and politician, "The Golden Dragon,"
> *Saturday Night*, November 1989.

"Canada is one of the most urbanized countries in the world and yet our collective psyche is stuck in the country, as if there is an inherent contradiction between the idea of the north and the enjoyment of city life."
> ~ Joe Berridge, urban planner, *The Globe and Mail*,
> 31 May 1991.

All quotations from *Famous Lasting Words: Great Canadian Quotations* by John Robert Colombo.

Title of article:	Author, source, date:
Is the article factual, or does it have a particular point of view?	Main idea in one sentence:
Article summary in your own words (one or two sentences):	Draw a figurative representation of the main idea.
List the facts included in this article (point form). - - - - - - -	Sources cited in the article:
What is the opinion or point of view expressed by the writer?	What evidence does the writer give to support his or her point of view?
What further questions do you have about this topic?	What is your opinion on this topic?
Why do you consider this article to be important/not important?	

Outline Map of Canada

Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Terry Dorschied

ARIZONA
GEOGRAPHIC ALLIANCE

Projection: Albers Equal-Area Conic
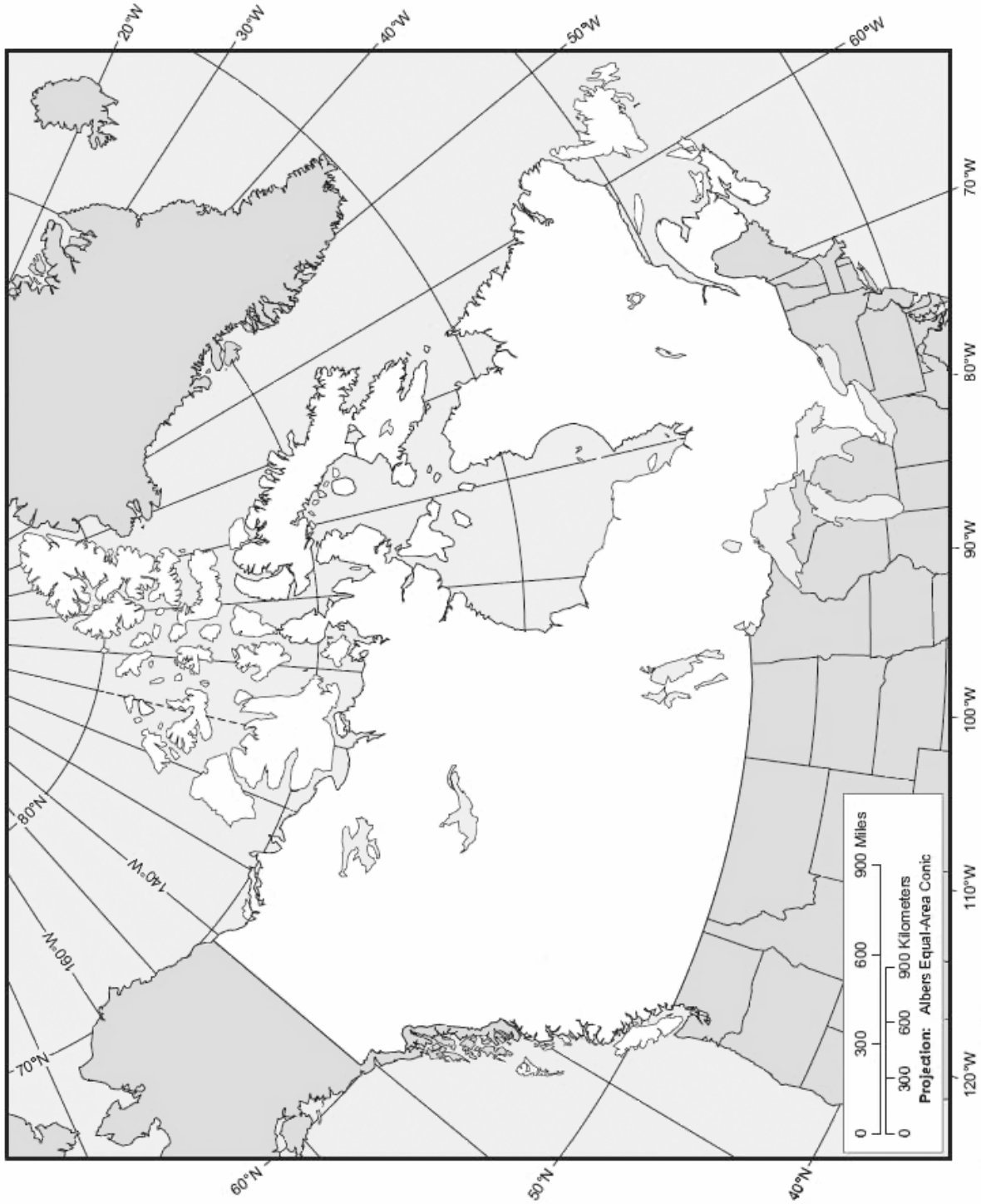
Self-Assessment Chart:
Geography and Demography

Physical Geography	Human Geography	Demographics
I can define the term *physical geography* and give two examples of elements of physical geography.	I can define the term *human geography* and give two examples of elements of human geography.	I can define the term *demographics* and give two examples of elements studied in demographics.
I can name the physical regions of Canada and describe at least one of the defining characteristics for each region.	I can name all of the provinces and territories and locate them on a map.	I can identify on a map at least four of the most densely populated areas of Canada .
I can describe at least two characteristics of the physical geography of Canada that make our country unique.	I can name the capital city of each province and territory.	I can describe two current demographic trends in Canada.
I have read news articles or editorials about the importance of physical geography in Canada's identity as a country.	I can locate all the capital cities of the provinces and territories on a map of Canada.	I have read some current news articles about demographic trends in Canada.
I have a relatively accurate mental map of the Canadian territory.	I can locate on a map of Canada distinguishing features of human activities in each region.	I can name at least two factors that have caused demographic change in modern Canada.
Other:	Other:	I can provide at least two pieces of evidence to prove that cultural diversity is a distinguishing characteristic of Canada.

Note: Cut out each event without the date

28 January 1916	Manitoba women became the first in Canada to win the rights to vote and to hold provincial office.
24 May 1918	All female citizens aged 21 and over became eligible to vote in federal elections in Canada.
July 1919	Women in Canada gain the right to stand for the House of Commons.
10 January 1920	Establishment of the League of Nations, with Canada as one of the original members.
1920	The Dominion Elections Act gives the right to vote in federal elections to all adult Canadians, male and female. (However, the federal vote was not given to Aboriginal peoples, nor to visible minorities barred from provincial voters' lists, such as persons of Asian descent.)
1929	Women in Canada gain the right to hold a seat in the Senate.
1934	Manitoba passes a Libel Act that allows legal action to stop personal attacks based on race or religion that expose people to hatred, contempt or ridicule.
1940	Women in Québec obtain the vote.
14 August 1941	British Prime Minister Winston Churchill and U.S. President Franklin Roosevelt meet in Newfoundland to sign the Atlantic Charter, a declaration on the purposes of the war in fighting against fascism.
1944	Ontario enacts the Racial Discrimination Act, prohibiting the publication or display of any notice, sign, or symbol indicating racial discrimination.
1944	Tommy Douglas becomes premier of Saskatchewan and enacts a "humanity first" policy in government, making available free health care to the poor and to senior citizens.
1945	The B.C. Social Assistance Act of 1945 prohibits discrimination based on colour, creed, race or political affiliation in social assistance programs.
1945	End of World War II and founding of the United Nations "to save future generations from the scourge of war"; Canada is one of the original members.
1 April 1947	The Saskatchewan Bill of Rights, Canada's first general law prohibiting discrimination, is passed under Tommy Douglas.
10 December 1948	The Universal Declaration of Human Rights is signed by the United Nations members. Canadian John Humphrey plays a large role in drafting the declaration, and Canada is among the signing nations.
1948	The federal Elections Act is changed so that race is no longer a ground for exclusion from voting in federal elections.

1948	Japanese Canadians receive the right to vote in federal elections.
March 1949	Wartime restrictions and the War Measures Act are ended.
1951	The Indian Act is revised and some of the more repressive features of the act are removed.
1955	Doukhobours are given the right to vote in federal elections.
1956	*Equal Pay for Equal Work* law is adopted in Manitoba, preventing discrimination in salary based on gender.
10 August 1960	Prime Minister John Diefenbaker brings in the Canadian Bill of Rights.
1960	Aboriginal people receive the unrestricted right to vote in federal elections.
1960	The barring of immigrants based on nationality, citizenship, ethnic group, occupation, class or region of origin is ended in Canada.
1962	The last executions take place in Canada.
1964	The first anti-age discrimination law in Canada is passed in B.C.
1964	Laws requiring separate schools for blacks in Ontario are removed.
1966	Capital punishment in Canada is limited to the killing of on-duty police officers and prison guards.
1968	The Criminal Code is amended to decriminalize homosexuality.
1970	Ontario becomes the first province to pass a law guaranteeing a blind person the legal right to be accompanied by a specially trained dog guide in all facilities open to the public.
1970	The Red Paper is written by Harold Cardinal in response to the 1969 White Paper.
1971	The Criminal Code makes it a crime to advocate genocide or publicly incite hatred against people because of their colour, race, religion, or ethnic identity.
1973	As a result of the *Calder* case involving the Nisga'a, Native title to land is proclaimed to exist under English law, predating colonization. This is seen to be the basis for contemporary Aboriginal law in Canada.
1974	Nova Scotia amends its Human Rights Act to prohibit employment discrimination against the physically handicapped, unless the handicap prevents an acceptable job performance.

1975	Québec passes its Charter of Human Rights and Freedoms.
1976	Capital punishment is removed as a penalty for crime in Canada. (However, it is still permitted in the military for serious offenses.)
1977	The federal government passes the Canadian Human Rights Act and sets up the Human Rights Commission.
1977	The *Immigration Act* removes all restrictive regulations based on "nationality, citizenship, ethnic group, occupation, class or geographical area of origin."
17 April 1982	The *Canadian Charter of Rights and Freedoms* becomes part of Canada's constitution and the Canadian identity. Since that date many landmark decisions have been made by the Supreme Court to uphold the human rights provisions of the Charter.
1982	The Constitution Act specifically recognizes Aboriginal rights and the Métis as an Aboriginal people.
17 April 1985	Bill C-31 changes the *Indian Act* to end some forms of discrimination that had existed since the 1860s. Prior to Bill C-31, Indian women who married non-Indian men were no longer considered to be Indian, nor were their children. They were now allowed to reclaim their status under the *Indian Act*. Other First Nations people were also allowed to reclaim their status as Indians under the Act: e.g., people who had lived outside of Canada for more than five years.
27 June 1986	The federal *Employment Equity Act* comes into force.
1987	A motion to reintroduce capital punishment is debated in the Canadian House of Commons and defeated on a free vote.
22 September 1988	Prime Minister Brian Mulroney acknowledges Canada's wrongful actions against Japanese Canadians during WWII and offers a compensation program.
1989	Federal-Provincial Relations Directorate is created to coordinate federal and provincial activities regarding Aboriginal self-government.
1990	Elijah Harper, an Aboriginal Member of the Manitoba Legislative Assembly, is instrumental in the defeat of the Meech Lake Accord, as it neglected to acknowledge Aboriginal Canadians' significant role in shaping Canada's future.
1990	The Sparrow case affirms that the constitutional rights of Aboriginal people cannot be infringed without justification.

1991	The federal government announces a five-year national plan to help bring persons with disabilities into society's mainstream.
1993	The Anglican church apologizes to residential school victims.
1995	The Canadian government establishes a policy to move Aboriginal self-government policy forward.
20 June 1996	Sexual orientation is added as a grounds for discrimination in the *Canadian Human Rights Act*
1996	The Royal Commission on Aboriginal Peoples report is issued.
1996	The Van der Peet, Gladstone, Smokehouse decisions by the Supreme Court affirm that Aboriginal rights existed prior to The Constitution and are not extinguishable.
1997	The Delgamuukw decision of the Supreme Court of Canada confirms the existence of Aboriginal title in B.C.
1997	The Canadian Race Relations Foundation, an organization to promote racial harmony, opens its doors.
1998	Capital punishment is removed from Canadian military law.
1998	The Canadian government releases *Gathering Strength: Canada's Aboriginal Action Plan,* which expresses regret for damaging actions that have been committed against Aboriginal people, and sets out a plan to fully implement treaty terms, strengthen Aboriginal self-government, and to provide resources to promote social, cultural, and economic development for Aboriginal communities.
1998	The Canadian government issues a statement of reconciliation to residential school survivors and victims and establishes the Aboriginal Healing Foundation.
17 June 1999	Canada's *Extradition Act* states that Canada will refuse to forcibly return anyone to a country that wants to punish that person because of race, religion, nationality, ethnic origin, language, colour, political opinion, sex, sexual orientation, age, mental or physical disability, or status.
1999	The Marshall decision of the Supreme Court of Canada affirms treaty rights of Mi'kmaq to fish commercially.
2003	The Powley case establishes that the rights of a particular Ontario Métis community to hunt for food were infringed by provincial law.
2005	The Canadian government announces a $1.9 billion compensation package to benefit tens of thousands of survivors of abuse at native residential schools.

Preamble to the Universal Declaration of Human Rights

The Preamble states the reasons why the Universal Declaration of Human Rights was created. Representatives of 48 countries of the United Nations worked on several drafts to reach agreement on a resolution that would apply across all cultures, countries, and political and religious beliefs.

As you read the Preamble, underline a maximum of ten key words, and be ready to state its main ideas in your own words.

Adopted by UN General Assembly Resolution 217A (III)
10 December 1948

Preamble

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations between nations,

WHEREAS the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge…

The following are examples of contemporary songs that support or raise awareness of human rights. Listen to some of these songs, and carefully note their lyrics. Try to add to the list by finding some current examples of songs related to human rights.
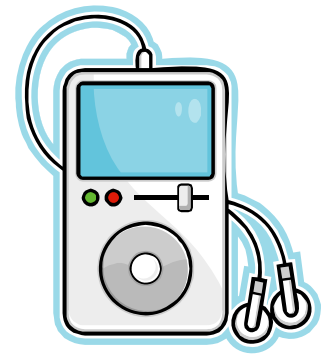
- John Lennon: "Give Peace a Chance," "Imagine"
- Sarah McLachlan: "Shelter"
- John Kongos (South Africa) "He's Gonna Step on You Again"
- Willie Dunn: "Charlie Wenjack" (Willie Dunn is a Canadian Aboriginal singer. The song is about 12 year old victim of residential schools who died running away from school in 1966.)
- Bob Marley (Wailers) "Get Up, Stand Up", "War"
- Billie Holiday, "Strange Fruit," composed by Lewis Allen (real name Abel Meerepol)
- Gordon Lightfoot: "Black Day in July"
- Buffy Ste-Marie: "Universal Soldier," "Bury My Heart at Wounded Knee"
- U2: "One," "Sunday Bloody Sunday," "The Refugee"
- Buffalo Springfield: "For What It's Worth"
- Joan Baez: "We Shall Overcome"
- Bob Dylan: "The Times They Are a' Changing"
- Sting: "They Dance Alone"
- Bruce Cockburn: "It's Going Down Slow," "Call It Democracy"
- Bryan Adams, David Foster: "Tears Are Not Enough"
- The Hollies, Cher, Rufus Wainwright: "He Ain't Heavy, He's My Brother"

Note that there are also many examples of performing artists, both Canadian and international, who have performed in benefit concerts in support of human rights or who have publicly championed human rights causes. You may wish to gather news clippings about these types of events to create a portfolio of Arts and Human Rights.

Other ideas for songs in support of the human rights movement:

Amnesty International, Music for Human Rights:
<www.amnestyusa.org/musicforhumanrights/artists/artist_orton_beth.html>

Peace Songs: A Benefit Album to Help Children Affected by War:
<www.sonymusic.ca/PeaceSongs/>

	Adopted by UN General Assembly Resolution 217A (III) *10 December 1948*

Preamble

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

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WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore, *The General Assembly* **proclaims**

This Universal Declaration Of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

3. Everyone has the right to life, liberty and security of person.

4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

6. Everyone has the right to recognition everywhere as a person before the law.

7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of the Declaration and against any incitement to such discrimination.

8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

9. No one shall be subjected to arbitrary arrest, detention or exile.

10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

11. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

13. Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.

14. Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

15. Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

16. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

17. Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.

18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

19. Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

20. Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

21. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

23. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the

right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.

24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

25. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

26. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

27. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

29. Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Background Information:
Universal Declaration of Human Rights

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act, the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

History of the Universal Declaration of Human Rights

The signing of the Universal Declaration of Human Rights on December 10, 1948, was a momentous occasion. Representatives of 48 countries came together at the United Nations in Paris to make a profound statement on the value and dignity of human life. After several drafts and much debate, the final version of the Universal Declaration of Human Rights emerged. It was a list of basic rights that the international community agreed upon as the inborn (*inherent*) legacy due to all human beings on earth.

The horrors experienced during the Second World War, particularly the genocides committed by the Nazi regime, shocked the world. War could no longer be used as an excuse to commit crimes against humanity; nor could the suffering and death of millions of innocent people be ignored. For the first time in history, the international community agreed that gross violations of human rights would not be tolerated. It was a monumental decision. Human rights were finally acknowledged as a global responsibility.

A strong and unified declaration against flagrant human rights violations was necessary in order to prevent such violations from recurring. The United Nations, established in 1945, began to formulate a policy that would make the respect of human rights an international priority. A key component of their mandate was the drafting of an International Bill of Human Rights. A commission was appointed to begin drafting the first in a series of documents, a list of universally recognized rights and freedoms, which was soon to be known as the Universal Declaration of Human Rights.
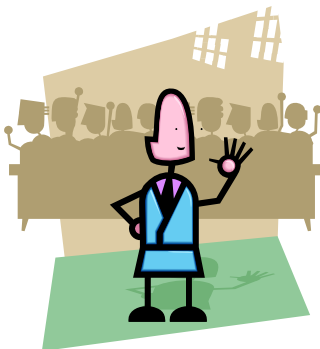
The Commission on Human Rights, chaired by Eleanor Roosevelt, set to work. The Commission needed to create a declaration that all countries around the world could adopt as their own. This was no easy task. The ideas needed to be 'universal.' This meant that

they had to transcend different political and religious beliefs, and different cultures. They enlisted the help of several people, including a Canadian named John Peters Humphrey.

Dr. Humphrey was a young law professor from McGill University in Montreal and a renowned authority on international law. He wrote the first draft of the Universal Declaration of Human Rights, and worked to guide it through to its adoption on December 10, 1948. His tremendous contribution to the Universal Declaration of Human Rights and to the development of subsequent human rights law is a source of great pride for all Canadians.

Principles of the Universal Declaration of Human Rights

The Universal Declaration of Human Rights reflects fundamental beliefs shared by countries around the world regarding human rights. The document is divided into two sections: the *preamble,* which describes the reasons why the Universal Declaration of Human Rights was created, and the 30 Articles that list our basic human rights.

There are two main themes contained in the preamble. The first is the belief that in order to support a better quality of life for all, laws that protect human rights must be enforced and respected universally. The second is the belief that, by upholding human rights, "freedom, justice, and peace in the world" can be achieved. In short, respecting human rights means a better world for everyone.

There are 30 articles in the Universal Declaration of Human Rights, covering various categories of human rights, such as basic rights (e.g., life, security of the person, freedom); political rights (e.g., right to vote); civil rights and liberties (e.g., freedom of opinion and expression); equality rights (e.g., the right to be free from discrimination); economic rights (e.g., the right to fair wages and safe working conditions); social rights (e.g., access to education and adequate health care); and cultural rights (e.g., the right to speak your native language and practice your culture).

Although each of these rights may differ from one another, they are all considered to be part of an indivisible set of *human rights*.

Importance of the Universal Declaration of Human Rights

The Universal Declaration of Human Rights is a profoundly important document for people all over the world because it is founded on three key principles. Human rights are **inalienable**: no one can ever take them away from you. Human rights are also **indivisible**: you cannot be entitled to some of them and denied others. Finally, human rights are **interdependent**: they are all part of a larger framework and work together so you can enjoy a safe, free, and productive life.

The Universal Declaration of Human Rights itself is not a document that is legally binding. Countries that have signed the Universal Declaration of Human Rights cannot be held legally responsible if they break their promise to protect and preserve human rights and freedoms. The Declaration is a standard for countries to follow. It expresses the basic principles and ideals that the world holds for human rights.

Using the Universal Declaration of Human Rights as a guide, governments are responsible for creating national laws to protect universal human rights. Citizens can then use their own judicial and legal systems to prosecute individuals or groups that have violated human rights. In Canada, the Charter of Rights and Freedoms has incorporated the human rights standards of the Universal Declaration of Human Rights into Canadian law.

Source: the *Action Guide on Human Rights* produced by the United Nations Association of Canada Available online at <**www.unac.org/rights/**>.

The following list includes examples of historical and contemporary Canadians whose actions have helped advance the recognition of human rights. Conduct a web search to identify a person that interests you, or suggest a different individual to add to the list. Be prepared to explain to the class exactly how the person contributed to the cause of the recognition of *universal, inalienable, indivisible* human rights and human dignity.

- *The Famous Five:*
  Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Irene Parlby, and Nellie McClung
- Wilfrid Laurier
- Ezekiel Hart (religious freedom)
- Angus MacInnis
- Chief Justice Thomas Berger
- Ivan Rand
- Ellen Fairclough (immigration policy) Emmett Hall
- Pierre Berton (stand against apartheid)
- Pauline Julien
- Louis-Joseph Papineau
- Joseph Howe
- Harold Cardinal
- Georges Forest
- Craig Kielburger
- Elijah Harper
- Louis Riel
- René Lévesque
- Pierre Elliott Trudeau
- Louise Arbour
- John Diefenbaker
- John Humphrey
- Lester B. Pearson
- Stephen Lewis
- Georges, Pauline, and Jean Vanier
- David Lewis
- Tommy Douglas

- James Woodsworth
- Chief Dan George
- Cardinal Paul-Émile Léger
- Molly Brant
- Clarence Hincks
- Roméo Dallaire
- Chief Justice Beverly McLachlin
- Bruce Cockburn
- Bryan Adams
- George Erasmus
- Sue Rodriguez
- Terry Fox
- Lloyd Axworthy
- Israel Asper
- Carl Ridd
- Phil Fontaine
- Glen Murray
- Tom Jackson
- Governor General Adrienne Clarkson
- Neil Bissoondath
- Theresa Ducharme (People for Equal Participation – disabled rights)
- June Callwood
- Gladys Cook (Topah-hde-win)
- Sheila Watt-Cloutier
- Jeannette Corbiere Lavell
- John Amagoalik
- Adrian Hope
- Malcolm Norris
- Dr. Joseph Gosnell

Others:

Headline or title of event:

Illustration or photo representing this event: *(Cite source)*

Description: *(One paragraph, news-report style: who, what, when, where. Identify the people or groups affected by this milestone.)*

Importance: *(One sentence: explain why this was an important event in the history of universal human rights.)*

Quote from someone involved in the event:

Sources:

If the article you selected on the topic presents only facts, without expressing a point of view, fill out the *Fact-Based Article Analysis.*

If the article presents a particular opinion or point of view on the subject, fill out the *Issue-Based Article Analysis.*

Fact-Based Article Analysis	
Title, source, date of article:	Write the topic as a question.
Summarize the main ideas in your own words.	Draw a diagram to represent the article.
List, in point form, at least five facts in the article.	Write two questions you have about the topic.
This article is important or not important because….	

Issue-Based Article Analysis	
Title, source, date of article:	Write the issue as a question.
State the author's opinion in your own words.	State in point form the evidence given to back up this opinion.
Draw a diagram to represent the author's perspective on the issue.	Do you agree or disagree with the author? Explain why/why not.
What further information do you feel you need on this issue?	
This article is important or not important because….	

The purpose of the survey is to gather information about_____

_____

Step 1: Formulate Questions

Develop a set of 5 to 10 clear, multiple-choice questions about the topic. Answers that provide a range of 3 to 5 options from "Strongly disagree" to "Strongly agree" are often the easiest to total and compare. Sample questions:

- *The most important human rights issue in Canada today is:*
  ☐ *equal job opportunities*   ☐ *the elimination of racism*   ☐ *the elimination of poverty*

- *Citizens in Canada should be doing more to support human rights.*
  ☐ *Strongly agree*   ☐ *Agree*   ☐ *Disagree*

Design an answer form that allows you to record all the answers to your questions.

Remember that it is harder to interpret answers from open-ended questions. If you wish, include only one open question at the end of your survey (e.g., *What do you think is the most important thing Canadians can do to support human rights?*).

Step 2: Gather and Record Data

Develop a system for recording your answers, and interview a minimum of 20 people. Try to have a variety of cultural backgrounds and ages represented in your sample. Do not influence the answers. Ask the respondents to fill out the answer form, or record all the answers yourself. (This permits telephone interviews as well.)

Step 3: Analyze Data

Prepare a chart that allows you to calculate the total responses in each category for each question. Compare and analyze the totals. Describe the general patterns you have observed, and ask yourself what these data tell you (e.g., *Many of the younger respondents said they believed Canadians were not committed enough to supporting human rights. This may be because, in Canada, citizens tend to believe that we do not have any real human rights issues. Or it may indicate that Canadians feel there is a need to become more active in promoting universal human rights through awareness programs and citizen action programs.*).

Step 4: Present and Reflect on Data

Prepare a report, including a visual summary in the form of a graph or a chart. Include your own reflections and theories to share with others. You may also wish to include some recommendations for an action plan to address concerns you have noticed.

Word Splash

Universal health care

Majority francophone population in Québec

Canadian flag

Bilingualism

Charter of Rights and Freedoms

Multiculturalism

National-provincial relations and problems

National parks

French and English literature

Royal Commission studies

International cooperation

Open immigration laws

Geographic diversity

A "Just Society"

Freedom of religion

Freedom of the press

Debate and disagreement

Communications technologies

Open educational system

Ties to British Commonwealth

Hockey

Peacemaking and peaceful conflict resolution

Equal rights for all persons

Environmental consciousness

Freedom of speech

Democratic government

Social welfare

Tolerance

Compromise

Aboriginal peoples and cultures
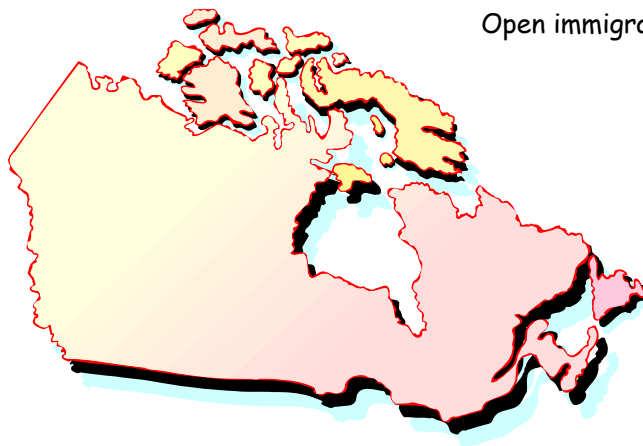
What Canadian Identity? Which Canadian Values?

Read the following quotations and number them in order from 1 to 19 with 1 being the most true and 19 being the least true statement about Canada.

"Canada is the only country in the world that knows how to live without an identity."
~ Marshall McLuhan

_____

Land Claims – "A classic example of Canadian compromise, 50/50, equal rights: the Inuit, Indians and Métis have the _claims_; the Canadian government keeps the _land_."
~ Alan Gould, _The Great Wiped-Out North_

_____

"There are two miracles in Canadian history. The first is the survival of French Canada, and the second is the survival of Canada."
~ Frank R. Scott

_____

"It is more than four centuries since the Aboriginals, francophones, and anglophones began their complex intercourse in this place. We are one of the oldest democracies in the world—152 years without civil war or coup d'état. Look around at our allies. Compare.

Each of us, through birth or immigration brings something new to this experience. We add. We change. But for better and for worse, we do not erase….

With the past we can see trajectories through into the future—both catastrophic and creative projections. The central trajectory of the modern, Canadian democratic society has its foundations in the great reform alliance of Louis LaFontaine and Robert Baldwin; and indeed in that of Joseph Howe, which brought democracy to Nova Scotia a month before LaFontaine formed his Responsible Government on March 11th, 152 years ago.

…We often say that compromise is a Canadian virtue; that compromise has got us through the difficult situation of our complex population, complex internal geography and complex foreign relations…"
~ His Excellency John Ralston Saul, March 23, 2000, Inaugural Speech for the Lafontaine-Baldwin Symposium

_____

"A Canadian is someone who drinks **Brazilian coffee** from an **English teacup** and munches a **French pastry** while sitting on their **Danish furniture** having just come home from an **Italian movie** in their **German car**. He/She picks up their **Japanese pen** and writes to their Member of Parliament to complain about the **American take-over** of the Canadian publishing business."

(source unknown)

_____

"Canadians are an ambivalent lot: One minute they're peacekeepers, next minute they punch the hell out of each other on the ice rink."

~   Ken Wiwa, *Globe and Mail*, 7 January 2003

"We have had more Americanization of Canada from the Charter of Rights and Freedoms than from the Free Trade Agreement."

~   Remark made by Mayor William Norrie, quoted in the *Winnipeg Free Press,* 4 October 1990.

"Canadians have long valued their traditions of democracy, freedom and tolerance. The rights and values so important to all Canadians are enshrined in The Canadian Charter of Rights and Freedoms, The Bill of Rights and provincial human rights codes. Along with these rights come certain responsibilities, such as respecting the rights and freedoms of all Canadians.
Canadians are also proud of Canada's bilingual and multicultural heritage, created as generations of immigrants joined the Aboriginal peoples who had lived in Canada for thousands of years. New Canadians are expected to learn one of Canada's two official languages, English and French.
Citizenship means working together with all other Canadians to build a stronger Canada. It means making sure our values, dreams and goals are reflected in our institutions, laws and relations with one another."

~   Citizenship and immigration Canada, A Look at Canada, Canadian Citizenship: <www.cic.gc.ca/english/citizen/look/look-02e.html>

"Canada is the only country in the world in which the majority is the moral guarantor of the minority."

~   Laurier Lapierre, historian and journalist, CTV, 2 July 1993

"Canada's very nature is contained in the fact that it has as many faces as a Buddhist deity. Our identity crisis really seems to lie in an attempt to cling to the illusion that uniformity and unity are the same things and that they are equally desirable—neither of which, of course, is true."

~   George Woodcock, author and critic, *The Canadians*, 1979

"One disadvantage of living in Canada is that one is continually called upon to make statements about the Canadian identity, and Canadian identity is an eminently exhaustible subject."

~   Attributed to cultural critic Northrop Frye by John Meisel in the *Toronto Star*, 15 October 1977

"In Canada, the time has come to address a centrally important question. If what we have in common is our diversity, do we really have anything in common at all?"
~   Reginald W. Bibby, sociologist, *Mosaic Madness: The Poverty and Potential of Life in Canada,* 1990   _____

"The search for Canada is a personal journey. The search for a national identity is a journey without an end. It began a long, long time ago. It will continue into the far distant future."
~ Lorraine Monk, editor, *Canada The Things We Hold Dear: An Album of Photographic Memories,* 1999.   _____

"Ethnicity does not replace Canadian identity: it *is* Canadian identity."
~   Harold Troper, sociologist, "Multiculturalism," *Encyclopedia of Canada's Peoples*, 1999   _____

"For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly."
~   Pierre Elliott Trudeau, Prime Minister, announcing the multiculturalism policy, House of Commons, 8 October 1971   _____

"Peacekeeping comes naturally to Canadians, as history has shown. The image of a Canadian soldier wearing his blue beret, standing watch at some lonely outpost in a strife-torn foreign land with binoculars at the ready, is very much an element of the modern Canadian mosaic, and a proud part of our national heritage."
~   Paul D. Manson, General and Chief of the Defence Staff, 17 November 1988   _____

"The West hates the East, Maritimers hate everybody else. Toronto hates Québec. Everybody loves to hate Québec. And everybody hates Toronto, but in Toronto, they just don't understand why everybody hates them."
~   Anna Woodrow, sociologist, referring to stand-up comics in Canada, quoted by Jane L, Thompson in the *National Post,* 1 May 1999   _____

"If I could have one wish, it would be to dump the entire population of Canada in Sarajevo for about six hours. Perhaps then they'd realize Canada is the best damn country in the world."
~   Lewis W. Mackenzie, Major General, Canadian Armed Forces, as quoted in the *Toronto Star*, 4 October 1992   _____

"There is a fundamental connection between Human Rights and Peace. We will have Peace on Earth when everyone's Rights are respected."
~   John Peters Humphrey, author of the first draft of the Universal Declaration of Human Rights, as quoted in the travelling exhibition *Citizen of the World: John Humphreys and the Universal Declaration of Human Rights*, March 1999   _____

Sources:
Canadian Quotations, Our Land: <www.canadianquotations.com/our%20land.html>
Famous Lasting Words: Great Canadian Quotations , John Robert Colombo (2000).
Lafontaine Baldwin Lectures: <www.operation-dialogue.com/lafontaine-baldwin/e/home.html>

Record two examples of conflict for each source.
Responses can either cause conflict to escalate or
defuse (reduce) tension.

Sources of conflict	Possible responses	Possible resolution
Conflicts about resources, wealth, or property: 1. 2.		
Conflicts about values or beliefs: 1. 2.		
Conflicts about opposing desires for power, freedom, or independence: 1. 2.		
Conflicts based on misconceptions, misunderstanding, or ignorance: 1. 2.		

The following information is from the Citizenship and Immigration Canada website and intended to familiarize immigrants with Canada before they apply for citizenship.
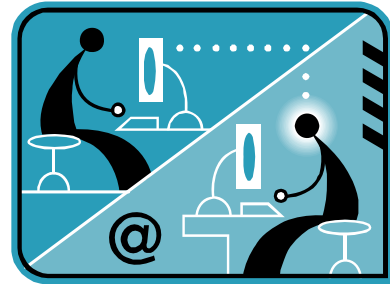
What does Canadian citizenship mean?

Canadian values include freedom, respect for cultural differences, and a commitment to social justice. We are proud of the fact that we are a peaceful nation. In fact, Canadians act as peacekeepers in many countries around the world.

Canada is a large country with a small population. We have developed a unique federal style of government that is based on compromise and co-existence. We value our democracy, and every citizen is encouraged to do his or her share. Our laws are based on our democratic values.

Canadian values include:

- *Equality* — We respect everyone's rights. Everyone has the right to speak out and express ideas that others might disagree with. Governments must treat everyone with equal dignity and respect—two other fundamental Canadian values.
- *Respect for Cultural Differences* — We try to understand and appreciate the cultures, customs, and traditions of all Canadians, whether they were born in Canada or came here from another country.
- *Freedom* — As Canadians, we enjoy basic freedoms, such as freedom of thought, freedom of speech, freedom of religion, and freedom of peaceful assembly.
- *Peace* — We are proud of our non-violent society and our international role as peacekeepers.
- *Law and order* — We respect democratic decision making and the "rule of law." We promote due process so that the courts and the police treat everyone fairly and reasonably. We ensure that our elected governments remain accountable to Canadians.

CANADA

Multiculturalism

Throughout Canada's history, millions of immigrants have helped build our country. We welcome people from more than 150 countries each year.

As Canadians, we are proud that many different cultural and ethnic groups live and work here in harmony. The Canadian Multiculturalism Act recognizes our cultural diversity. It states that we are all free to maintain and share our cultural heritage and to participate fully and equally in our national life.

The only people originally from Canada are the Aboriginal peoples. They lived in Canada for thousands of years before the first immigrants came here. The Aboriginal peoples are an important part of Canada's population. They are working to protect and promote their languages, cultures, and traditions, and to set up their own governments.

In a country as large and diverse as Canada, equality is very important. It is so important that the Canadian Charter of Rights and Freedoms is part of our Constitution.

In Canada, we also believe in the importance of working together and helping one another. People who help others without being paid are called volunteers. There are millions of volunteers across Canada. Some people join community groups and help with local projects. Others help friends and neighbours in need. There are many different ways you can help others in your community.

Bilingualism

English and French are Canada's two official languages. English- and French-speaking people have lived together in Canada for more than 300 years. This is an important part of our Canadian identity—more than 98 percent of Canadians speak either English or French or both. **You must be able to speak English or French to become a Canadian citizen.**

Legal documents like the Canadian Constitution and the Official Languages Act protect the rights of individual Canadians with regard to official languages. For example,

- English and French have equal status in the Parliament of Canada, in federal courts and in all federal institutions;
- everyone has the right to a criminal trial in either English or French;
- the public has the right, where there is sufficient demand, to receive federal government services in either English or French; and
- official language minority groups in most provinces and territories have the right to be educated in their language.

Environmental Responsibility

Economic growth is crucial for the future prosperity of Canada, but growth must be managed carefully so that it does not harm the environment. The Canadian government is committed to the goal of sustainable development, which means economic growth that is environmentally sound.

A healthy environment is important to quality of life. All citizens should act in a responsible manner toward the environment so that our children have the opportunity to live in a country that is clean and prosperous.

All Canadian citizens have a responsibility to contribute to the social, economic, and environmental well-being of our country. Both individual and collective action will help achieve progress toward the goal of sustainable development.

Citizenship and Immigration Canada, A Look at Canada, What Does Canadian Citizenship Mean? (June 2004): <www.cic.gc.ca/english/citizen/look/look-02e.html>

We have flown through the air like birds, and swum the sea like fishes, but we have yet to learn the simple act of walking the earth as brothers. ~*Martin Luther King*

Responses to Conflict

When a conflict arises, some of the most common responses are:
- avoidance
- denial
- accommodation (giving in)
- aggression
- compromise
- collaboration

Some of these reactions simply bury or postpone the conflict, and it usually resurfaces later. Other reactions may allow tension or hostility to escalate or grow, and can lead to violence. Still other reactions can lead to an actual resolution. Note that the same response is not always the best one in every circumstance (e.g., You would not try to negotiate with someone who has a weapon, nor would you choose to accommodate someone in the face of taunts or ridicule).

> Remember that onlookers to a conflict have a role to play in the escalation or resolution of a conflict.

Following is a list of possible forms of conflict resolution. Read through them, making sure you know what each one means. Then, rate them on a scale of the least effective to the most effective. Be willing to give examples and to explain the reasons for your rating. You may wish to describe under which circumstances, or in which type of conflict, each resolution would be appropriate.

- *communication*
- *arbitration*
- *litigation*
- *compromise*
- *withdrawal*
- *using chance*
- *delegation*
- *clearing up misunderstandings*

- *mediation*
- *legislation*
- *negotiation*
- *competition*
- *opting out*
- *intervention*
- *collaboration*

- *problem-solving*
- *empathy*
- *sharing*
- *taking turns*
- *avoidance*
- *voting*
- *consensus-building*
- *other?*

Mediation: *an objective third party helps the disagreeing parties reach agreement*

Arbitration: *an authoritative third party makes the decision on the part of both parties*

Intervention: *an action from an outside group or person influences the conflict*

Using chance: *flipping a coin, tossing dice, picking a number*

Legislation: *a rule is made and agreed to by both parties, with consequences for not following the rule*

Litigation: *the conflict is taken to the courts for legal resolution and consequences*

Delegation: *one member of a group is named to act on behalf of the group involved in a dispute*

Voting: *several choices are presented and the option with the most votes is chosen*

Empathy: *putting yourself in the shoes of the other party*
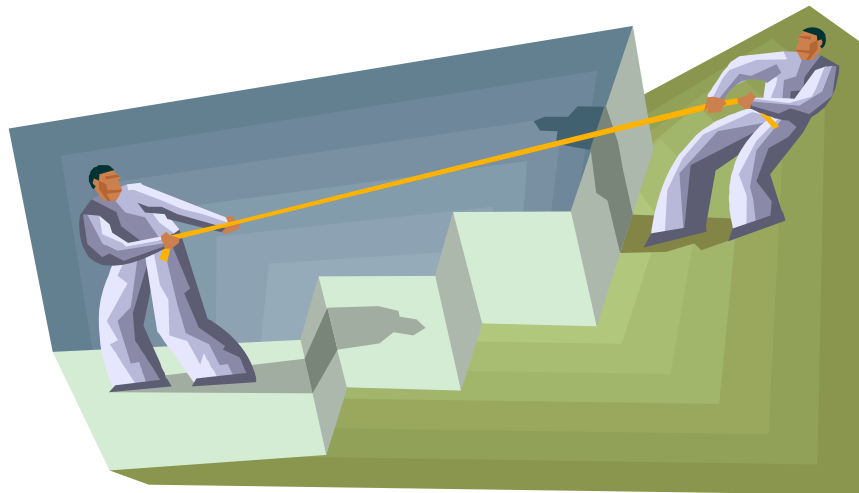
Charter of Rights and Freedoms
(Sections 1 to 23)

Guarantee of Rights and Freedoms

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms:
   a) freedom of conscience and religion;
   b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
   c) freedom of peaceful assembly; and
   d) freedom of association.

Democratic Rights

3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.

4. (1) No House of Commons and no legislative assembly shall continue for longer than five years from the date fixed for the return of the writs of a general election of its members.
   (2) In time of real or apprehended war, invasion or insurrection, a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond five years if such continuation is not opposed by the votes of more than one-third of the members of the House of Commons or the legislative assembly, as the case may be.

5. There shall be a sitting of Parliament and of each legislature at least once every twelve months.

Mobility Rights

6. (1) Every citizen of Canada has the right to enter, remain in and leave Canada. Rights to move and gain livelihood.
   (2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right
   a) to move to and take up residence in any province; and
   b) to pursue the gaining of a livelihood in any province.
   (3) The rights specified in subsection (2) are subject to
   a) any laws or practices of general application in force in a province other than those that discriminate among persons primarily on the basis of province of present or previous residence; and
   b) any laws providing for reasonable residency requirements as a qualification for the receipt of publicly provided social services.

(4) Subsections (2) and (3) do not preclude any law, program or activity that has as its object the amelioration in a province of conditions of individuals in that province who are socially or economically disadvantaged if the rate of employment in that province is below the rate of employment in Canada.

Legal Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

8. Everyone has the right to be secure against unreasonable search or seizure.

9. Everyone has the right not to be arbitrarily detained or imprisoned.

10. Everyone has the right on arrest or detention
    a) to be informed promptly of the reasons therefore;
    b) to retain and instruct counsel without delay and to be informed of that right; and
    c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.

11. Any person charged with an offence has the right
    a) to be informed without unreasonable delay of the specific offence;
    b) to be tried within a reasonable time;
    c) not to be compelled to be a witness in proceedings against that person in respect of the offence;
    d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal;
    e) not to be denied reasonable bail without just cause;
    f) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment;
    g) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations;
    h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and
    i) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

13. A witness who testifies in any proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.

14. A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Official Languages of Canada

16. (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.
(2) English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick.
(3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.

16.1. (1) The English linguistic community and the French linguistic community in New Brunswick have equality of status and equal rights and privileges, including the right to distinct educational institutions and such distinct cultural institutions as are necessary for the preservation and promotion of those communities.
(2) The role of the legislature and government of New Brunswick to preserve and promote the status, rights and privileges referred to in subsection (1) is affirmed.

17. (1) Everyone has the right to use English or French in any debates and other proceedings of Parliament.
(2) Everyone has the right to use English or French in any debates and other proceedings of the legislature of New Brunswick.

18. (1) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.
(2) The statutes, records and journals of the legislature of New Brunswick shall be printed and published in English and French and both language versions are equally authoritative.

19. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by Parliament.
(2) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court of New Brunswick.

20. (1) Any member of the public in Canada has the right to communicate with, and to receive available services from, any head or central office of an institution of the Parliament or government of Canada in English or French, and has the same right with respect to any other office of any such institution where

    a) there is a significant demand for communications with and services from that office in such language; or

    b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.

    (2) Any member of the public in New Brunswick has the right to communicate with, and to receive available services from, any office of an institution of the legislature or government of New Brunswick in English or French.

21. Nothing in sections 16 to 20 abrogates or derogates from any right, privilege or obligation with respect to the English and French languages, or either of them, that exists or is continued by virtue of any other provision of the Constitution of Canada.

22. Nothing in sections 16 to 20 abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Charter with respect to any language that is not English or French.

Minority Language Educational Rights

23. (1) Citizens of Canada

    a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or

    b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province.

    (2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

    (3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province

    a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and

    b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Media bias is ubiquitous (everywhere) and not easy to detect. It is always useful to compare several sources of information and, in doing so, it becomes clear that media coverage is never completely objective.

Here are some forms of media bias to watch for:

- **Bias by omission:** For every news story that is selected, there are many others that are left out. Do the news stories you see show a balanced view of real life? What are the characteristics they have in common? (e.g., Are they mostly about violence, famous people, wealth?) Do some news sources include items that are ignored by others?

- **Bias by emphasis:** What stories are on the front page or "at the top of the hour?" Which stories get the largest headlines, or the first and longest coverage on TV or radio? Consider how this placement influences people's sense of what is important.

- **Bias by use of language:** The use of labels such as "terrorist," "revolutionary," or "freedom fighter" can create completely different impressions of the same person or event.

- **Bias in photos:** Unflattering pictures can create bad impressions, and partial pictures of scenes can completely change the context of an event.

- **Bias in the source:** An article about a cure for cancer written by a drug company is not the same as an article by an independent researcher. Often, private companies, governments, public relations firms, and political groups produce press releases to gain media exposure and to influence the public.

- **Bias by headlines:** Some headlines can be deceptive, as their main purpose is to grab attention. Many people read only the headlines, which can create a distorted sense of what is really going on, or turn a non-event into a sensational event.

- **Bias by repetition:** The repetition of a particular event or idea can lead people to believe that it is true, very widespread, and much more important than it really is.

- **Bias in numbers and statistics:** Statistics need to be interpreted; they are often used to create false impressions. Of the following statements, which statistic would you use to try to convince someone that the death penalty is a good idea?

  – *Almost 30% of those surveyed support the death penalty.*
  – *More than 70% of those surveyed are against the death penalty.*

Always be critical and aware as you read, watch, or listen to mass media. Keep alert for these many forms of bias.

Chart: Examining the Charter

Right or freedom in the Charter	Responsibilities connected to this right or freedom	Effects on individuals	Effects on groups	Current issue regarding this right or freedom
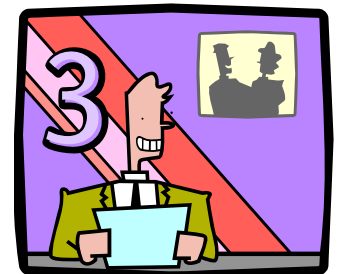
Read each of the following quotations. Note the date of each quotation and reflect on the circumstances in Canada at that time. In groups, discuss the quotations and generate questions you have about the cause and effect of discrimination in Canada.

"… I found two nations warring in the bosom of a single State… I cannot doubt that any French Assembly that should again meet in Lower Canada will use what ever power, be it more or less limited, it may have, to obstruct the government, and undo whatever has been done by it. … I believe that tranquility can only be restored by subjecting the province to the vigorous rule of an English majority; and that the only efficacious government would be that formed by a legislative union. I entertain no doubts as to the national character which must be given to Lower Canada; it must be that of the British Empire; that of the majority of the population of British America; that of the great race which must, in the lapse of no long period of time, be predominant over the whole North American continent.

Without effecting the change so rapidly or so roughly as to shock the feelings and trample on the welfare of the existing generation, it must henceforth be the first and steady purpose of the British government to establish an English population, with English laws and language, in this province, and to trust to none but a decidedly English legislature…

If the population of Upper Canada is rightly estimated at 400,000, the English inhabitants of Lower Canada at 150,000, and the French at 450,000, the union of the two provinces would not only give a clear English majority, but one which would be increased every year by the influence of English emigration; and I have little doubt that the French, when once placed, by the legitimate course of events and the working of natural causes, in a minority, would abandon their vain hopes of nationality. I do not mean that they would immediately give up their present animosities, or instantly renounce the hope of attaining their end by violent means. But the experience of the two unions in the British Isles may teach us how effectively the strong arm of a popular legislature would compel the obedience of the refractory population; and the hopelessness of success would gradually subdue the existing animosities, and incline the French Canadians population to acquiesce in their new state of political existence."

~ Lord Durham's Report of 1838, following a period of rebellion and hostility between majority English-speaking Upper Canada (Ontario) and majority French speaking Lower Canada, recommended a policy of assimilation of the French population in the hopes of creating a unified English-speaking colony.

"We are Québecois. What that means first and foremost – and, if need be, all that it means - is that we are attached to this one corner of the earth where we can completely be ourselves… To be unable to live as ourselves, as we should live, in our own language and according to our own ways, would be like living without an arm or a leg – or perhaps a heart."

~ René Lévesque, *An Option for Québec*, 1968

"I think a stalwart peasant in a sheep-skin coat, born on the soil, whose forefathers have been farmers for ten generations, with a stout wife and a half-dozen children, is good quality."
~ Clifford Sifton, Minister of the Interior 1896 – 1905, describing the ideal immigrant to western Canada (visible minorities were not accepted), as noted in "The Immigrants Canada Wants", *Macleans,* 1 April 1922.

"I want to get rid of the Indian problem… Our object is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic, and there is no Indian question, and no Indian department."
~ Duncan Campbell Scott, 1920, Deputy Superintendent General of Indian Affairs, on the policy of assimilation of native peoples

"When a senior government official in 1945 was asked how many Jewish refugees would be admitted to Canada after the war, the response seemed to reflect the prevailing view of a substantial number of Canadian citizens: 'None' he said, 'is too many'….   F.C. Blair, the director of immigration policy in Canada during this period, seemed to see a conspiracy behind all attempts to get Canada to accept Jewish refugees, a Jewish attempt 'to bring immigration regulations into disrepute and create an atmosphere favorable to those who cannot comply with the law … Pressure on the part of Jewish people to get into Canada has never been greater than it is now, and I am glad to be able to add, after 35 years experience here, that it was never so well controlled.' "
~ excerpts from Irving Abella and Harold Troper, *None is Too Many: Canada and the Jews of Europe* (1983).

"Soon it will be too late to know my culture, for integration is upon us and soon we will have no values but yours. Already many of our young people have forgotten the old ways. And many have been shamed of their Indian ways by scorn and ridicule. My culture is like a wounded deer that has crawled way into the forest to bleed and die alone."
~ Chief Dan George, 1989

I lost my talk
The talk you took away.
When I was a little girl
At Shubenacadie school.
You snatched it away:
I speak like you
I think like you
I create like you
The scrambled ballad, about my world.
~ Poem by Rita Joe, Mik'maq poet, who was born in 1931 and attended residential school to Grade 8. The experience she discusses would have taken place in the 1930s and 40s.

A number of these quotations are included to represent viewpoints from certain times in Canadian history that are considered to be discriminatory. They are meant to be used in a discussion that addresses issues of discrimination, and do not represent the views of Manitoba Education, Citizenship and Youth, school divisions, schools, or teachers.

"We must nevertheless seek to keep this part of the continent free from unrest and from too great an intermixture of foreign strains of blood, as much the same thing lies at the basis of the oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews."

~ Prime Minister William Lyon Mackenzie King, Diary entry, 29 March 1938.
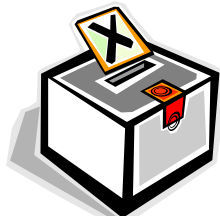
"No Chinaman, Japanese or Indian ("Indian" in this context refers to Asiatic Indians) shall have his name placed on the Register of Voters for any Electoral District, or be entitled to vote at any election."

~ Provincial Elections Act of B.C., 1895.

"Four years ago, the United Nations Human Rights Committee re-assessed Canada's compliance with its international human rights obligations. It declared that the situation facing aboriginal peoples in Canada is the most serious human rights challenge facing that country. As the U.N. reminded Canada, this fundamental human right includes the right to determine our own political future, to enjoy our natural wealth and resources, and never to be deprived of our own means of subsistence. For Aboriginal Peoples in Canada, full respect for our right of self-determination would mean political, economic and cultural survival. For non-Aboriginal Canadians and governments it would simply mean sharing the extraordinary wealth of that G8 country."

~ Matthew Coon Come, National Chief of the Assembly of First Nations, 2001

"Women are always a little less significant
Men are always so extraordinary
Women, it is said, are perfectly free
As long as they abide by your laws…"

~ Pauline Julien, women's rights activist in Québec in 1960s

"Another of Ottawa's venerable institutions is the Royal Ottawa Golf Club… It does permit women members to join and they swarm about its fairways. But when, in the spring of 1988, one of its oldest and most respected lady members died, the club management refused to lower its flag as tradition called for, explaining that this mark of respect was tendered only to men! … Scandal is the first weapon, the most continuous one, and the last weapon used against a woman anywhere, and particularly one of political importance…. The first woman federal member of Parliament, Agnes MacPhail, wrote, 'The misery of being under observation and being unduly criticized is what I remember most. Visitors in the Gallery couldn't help seeing one woman among so many men, but they made no effort to disguise the fact that I was a curiosity and stared whenever I could be seen.' … Where there are twenty-five men, the public's interest is split, when there is one woman, she becomes a focus for criticism and curiosity."

~ Judy LaMarsh (1968), *Memoirs of a Bird in a Gilded Cage*, federal Cabinet minister 1963–1968, who helped establish the Royal Commission on the Status of Women.

A number of these quotations are included to represent viewpoints from certain times in Canadian history that are considered to be discriminatory. They are meant to be used in a discussion that addresses issues of discrimination, and do not represent the views of Manitoba Education, Citizenship and Youth, school divisions, schools, or teachers.

"My mother wanted to become a doctor. She didn't know that it would be years after her time before the faculty of medicine at the University of British Columbia would admit its first Chinese student… Eventually, exclusion against Chinese immigration was lifted and other barriers of discrimination began to fall… In 1947, my mother no longer had to call herself Chinese. With exclusion lifted, and the new citizenship act that Canada brought in that same year, for the first time in her life my mother could call herself Canadian."

~   Denise Chong, "Being Canadian," in Canadian Speeches: Issues of the Day. Volume 9, Number 2, May 1995.

"What do I remember of the evacuation?
I remember my father telling Tim and me
About the mountains and the train
And the excitement of going on a trip….
I hear families were broken up
Men were forced to work. I heard
It whispered late at night
That there was suffering and
I missed my dolls….
And I remember …
When the war was over but Lorraine and
her friends spat on us anyway
And I prayed to the God who loves
All the children in his sight
That I might be white."

~   Joy Kogawa, "What Do I Remember of the Evacuation?" poem about the internment of
    Japanese Canadians in 1942

"Canada was not what I expected. Three weeks after I had settled into a double room in Royal Victoria College, the assistant warden of women called me into her office and explained that I was being given a single room, because the College had been unable to find a roommate to share the double with me…. The less polite face of racism remained hidden until later. Although the women who shared the residence at Royal Victoria College were content just to treat us [as though we didn't exist, never acknowledging our presence except when necessary and then only with a minimum of courtesy, the landladies and landlords who lived in the neigbourhoods near McGill had no such inhibitions. There was nothing subtle about the racism of the landlords and landladies of Montreal."

~   Rosemary Brown, "Racism, Canadian Style." Being Brown:
    A Very Public Life (1989).
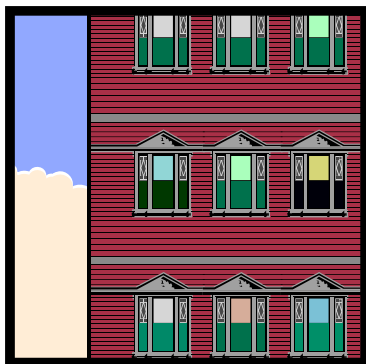
A number of these quotations are included to represent viewpoints from certain times in Canadian history that are considered to be discriminatory. They are meant to be used in a discussion that addresses issues of discrimination, and do not represent the views of Manitoba Education, Citizenship and Youth, school divisions, schools, or teachers.

"It always fascinates me how I see the world so differently than many of my non-Aboriginal friends and acquaintances. Obviously, the identity of the person doing the analysis makes a difference. When something particularly horrifying and tragic happens, such as the recent shooting deaths by an RCMP officer of Connie Jacobs and her little son Ty at their home on the Tsuu T'ina reserve in Alberta, different perceptions become more stark. My reaction and the typical reaction of my people is to understand the killings in the context of an historical pattern of state behaviour directed at Aboriginal people generally, and Aboriginal women and children in particular. Behaviour which has disrespected and devalued us, seen our women as inferior mothers and grandmothers, and failed to give us the same consideration and protection White people routinely take for granted. As a result, we are alarmed, angry and are calling for immediate redress in the form of an independent inquiry by First Nations to examine all the surrounding contextual issues, including sexism and racism in institutional practices of the RCMP and other agencies.

A typical reaction of the non-Aboriginal population to the Jacobs killings, on the other hand, is to see the incident as horrifying, but as an isolated one, and perhaps provided by the intemperate action of the Aboriginal women (one can only speculate whether there would have been a greater public outcry and a greater distrust of police conduct if similar killings took place in an upscale Calgary suburb). There is no immediate connection with context—social, economic, political or historic."

~ "Modern Racism in Canada" 1998, Phil Fontaine <www.hrsdc.gc.ca/asp/gateway.asp?hr=/
en/lp/lo/lswe/we/special_projects/RacismFreeInitiative/speeches/Fontaine.shtml&hs=>

"When I went to school and I'm sure this is true for every Aboriginal person today of my generation, or close to it, that we were taught about the concept of discovery, about the great arrival of Christopher Columbus. We were taught about Jacques Cartier and Samuel de Champlain. We were taught about the massacre of father John de Brébeuf by the Indians of Eastern Canada who tore out his heart, as savages are wont to do, and ate it. We were taught how Indians were really nothing more than part of the countryside when the white men arrived and had no real rights. We were taught that Indians were actually pretty lucky that the white men came here and saved them from their life of barbarism and the terrible living conditions the white men saw. We were taught all of that.

It amazes me today that in some cases our children are still taught that. I know of a young girl back home, the same age as my daughter, who was expelled from school for two days because she refused to write a paper on the benefits of Christopher Columbus' discovery of North America.

We have a situation in our lifetime when growing up in that kind of environment resulted in our inability to find out who we are. The great question each and every one of us had to answer was beyond our capability of answering as Aboriginal people, because who we were was not who society wanted us to be. I was not what society wanted me to be, and what society wanted me to be was not what I saw myself as being."

~ "Transcript of Presentation by Associate Chief Judge Murray Sinclair: Elders-Policy Makers-Academics Constituency Group Meeting. Aylmer, Quebec, April 16-18, 1997.
<http://canada.justice.gc.ca/en/ps/ajs/pubs/sinclair.html>

Stereotypes

> A stereotype is an oversimplified impression or generalization about a person, group, place, or thing.

How others view us

This is a list of impressions of North American youth as expressed by youth from other continents at a 1998 global youth gathering in the United States.

- *Young people in North America are spoiled.*
- *Young people in North America are rich.*
- *Young people in North America are lazy.*
- *Young people in North America live in large modern homes.*
- *Young people in North America are given cars by their 16th birthdays.*
- *North American women are thin and have blonde hair and blue eyes.*
- *North American men refuse to show their emotions.*
- *In North America, everyone wears brand-name clothing.*
- *North American children are rude and disrespectful.*

Discuss the following questions in your group:

- **How do you feel about the ideas in this list?**
- **What do you think are the sources of these impressions?**
- **What are some of the effects of stereotypes on groups and individuals?**
- **What are the predominant media portrayals of North American youth?**

Source: *Media Literacy for Global Citizenship*, World Vision Canada, Teacher Resources
<www.worldvision.ca/home/education-and-justice/teacher-resources/>

1876 The Indian Act is established and controls many aspects of First Nations persons' lives, from birth to death. Indian Bands are created and many decisions are made by the federal government about the relocation of First Nations. (Since then, the Indian Act has undergone many amendments. Until 1951, laws defined a person as "an individual other than an Indian." Indians could obtain the right to vote by renouncing their Indian status, and were not considered to have the same rights as citizens until 1960.)

1884 Aboriginal potlatch celebrations are made illegal under the Indian Act.

1880s–1996 The Indian Act is amended to give responsibility for the education of children to mostly church-run residential schools. The law required compulsory attendance for those status Indians under the age of 16 until they reached 18 years of age in Indian schools. There were 130 residential schools in Canada. Most residential schools ceased to operate by the mid-1970s; the last federally run residential school in Canada closed in 1996.

1885 As Chinese labourers are no longer needed to work on building the railways, the Chinese Immigration Act sets a head tax of $50 on every Chinese person entering Canada.

1890, March 18 The Manitoba legislature passes the Official Language Act to abolish the official status of the French language that is used in the Legislature, laws, records, journals and courts. This was in violation of the Manitoba Act of 1870 which declared English and French as official languages in Manitoba*. The Act also removed the right to French education in Manitoba schools; however, a compromise was reached in the 1896 Manitoba Schools Question to allow some French instruction. (*This violation was declared unconstitutional in 1979 in the Georges Forest case.)

1893 Duncan Campbell Scott becomes Deputy Superintendent General of the Department of Indian Affairs. His stated objective was the assimilation of all Indians into British culture. He ruled the department until 1932.

1903 The Head Tax on Chinese immigrants is increased to $500 per person

1907 The right to vote in provincial elections is denied to Hindus in British Columbia.

1907 A crowd at an anti-Asian rally turned into a mob and marched through Vancouver's Chinatown and Japanese town, breaking store windows along the way. The government reacted by reducing the number of Japanese immigrants allowed into Canada from a total of 400 in 1908, to only 150 immigrants in 1923.

1908 All Asian immigrants must be in possession of $200 in order to enter Canada. No Chinese, Japanese, or other Asian or Indian person is entitled to vote in any municipal election in British Columbia.

1910 The Immigration Act requires that all immigrants come by "a continuous journey from a ticket purchased in that country or prepared in Canada" —in effect preventing immigrants from India as there is no direct route between these two countries.

1911 Songhees reserve, Victoria, are relocated.

1914–1918 World War I aroused intense and hostile feelings towards specific minorities within the Canadian community, in particular eastern European immigrants. Germans, Ukrainians, Austrians, Poles, Czechs, and Slovaks who had not yet become British subjects were given the label "enemy aliens" even though some of these populations had been reluctant members of the Austro-Hungarian Empire. Each enemy alien was required to register with a local magistrate, report monthly, and give up any firearms. Those labelled as dangerous enemy aliens—about 8000 in all—were placed in internment camps where they were compelled to work on a variety of public works projects under difficult conditions.

1914 The Supreme Court of Canada upholds a Saskatchewan law that prohibits Chinese businesses from hiring white women. Ontario passes a law forbidding "Oriental" persons from employing white females.

1916 The Manitoba Government abolishes bilingual (English/French) instruction. Not until 1963 was French language instruction officially authorized in all grades in Manitoba.

1917 The Wartimes Elections Act excludes some minorities from voting, including Ukrainians and Germans.

1921 A Québec court upholds the right of a theatre owner to refuse to allow black persons to sit in the orchestra seats.

1923 The Chinese Immigration Act excludes Chinese from entry into Canada, except for students or Chinese children who were born in Canada and are returning to Canada.

1924 Courts uphold a restaurant's right to refuse to serve "coloured" people.

1927 The Indian Act is amended to make it illegal for First Nations to raise money or retain a lawyer to advance land claims, thereby blocking effective political court action.

1930's, 40's, 50's Inuit relocation to high Arctic locations from Baffin Island and northern Québec.

1935 Métis of Ste. Madeleine, Manitoba, were relocated under the authority of the Prairie Farm Rehabilitation Act.

1936 Elderly "Oriental" persons are denied access to British Columbia provincial homes for the aged.

1938 The Dominion Elections Act retains race as a grounds for exclusion from the federal vote.

1939 Courts uphold the right to refuse to serve black customers on the basis of freedom of commerce.
1939 Chinese, Japanese, Hindu, or Indian persons are denied the right to vote in provincial elections in B.C.
1939—1945 (World War II) During this time, Canada restricts immigration of Jewish refugees, despite the persecution of Jews in Nazi Germany. Canada accepted fewer than 5000 Jews from 1933—1945. In 1939, a ship carrying 1000 Jewish refugees was refused entry and forced to return to Germany. Under the War Measures Act, over 600 Italians as well as over 800 Germans and Austrians were sent to work camps as enemy aliens in 23 camps across the country.
1940's Mi'k Maq, Nova Scotia, are relocated.
1942 The Alberta Land Sales Prohibition Act makes it illegal for members of religious groups like Hutterites, Doukobhors, and other "enemy aliens" to buy land.
1942 23,000 Japanese Canadians in British Columbia, mostly Canadians by birth or naturalized citizens, are denied the right to vote, taken from their homes, and placed in internment camps during the duration of the war.
1950's Yukon First Nations, are relocated.
1950's Cheslatta Carrier Nation, northwestern British Columbia, are relocated.
1956 Sayisi Dene in northern Manitoba, are relocated.
1959 Inuit of Hebron, Labrador, are relocated.
1960s-1980s Adoption "scoop" or "60s scoop" of First Nations and Métis children occurs, where thousands of children are taken and adopted out from their communities without the knowledge or consent of their families. 70% go to non-Aboriginal homes. Besides the loss and trauma to communities and families, results include cultural and identity confusion for the adoptees.
1964 Gwa'Sala and 'Nakwaxda'xw, British Columbia, are relocated.
1964 Chemawawin Cree, Manitoba, are relocated.
1967 The Manitoba provincial government recognizes the right to French-language instruction in the province's schools; however, it was limited to only half the school day.
1967 Mushuau Innu of Labrador, moved to Davis Inlet on Iluikoyak Island.
1988 Aboriginal peoples protest the 1988 "The Spirit Sings" exhibition, sponsored by Shell Canada Ltd. The Lubicon Cree were in conflict with the oil company over drilling and other issues on Lubicon land, but the exhibition gave the impression that the company supported native rights.

Ongoing The appropriation of cultural artifacts, including human remains, continues. Several prominent Canadian and international museums have in their collections cultural artifacts, such as medicine bundles, totem poles, funerary objects, and wampum, which are considered sacred by the Aboriginal communities from which they were taken, sometimes by dubious means like expropriation. Museums also house Aboriginal human remains.

<www.ainc-inac.gc.ca/ch/rcap/sg/sg38_e.html>
"Dispersing the Baffin Island Inuit," INAC

<http://ethics.sandiego.edu/resources/cases/Detail.asp?ID=56>
"Inuit Relocation," U of San Diego

<www.ainc-inac.gc.ca/ch/rcap/sg/sg34_e.html>
RCAP report: "Relocation of Aboriginal Communities," INAC

<http://www.aboriginalsocialwork.ca/special_topics/60s_scoop/>

<www.cbc.ca/news/background/aboriginals/aboriginal_artifacts.html>
"Aboriginal Artifacts: Repatriating the Past," CBC News online

<www.ibsgwatch.imagedjinn.com/learn/2002sept12haida.htm>
"Haida First Nations repatriate human remains from USA"
Indian Burial and Sacred Grounds Watch

<www.museums.ca/media/Pdf/Muse_Feature/muse_11-12_E_Feature.pdf>
"Canada's New Aboriginal Museology," Muse

<www.ainc-inac.gc.ca/ch/rcap/sg/si56_e.html>
RCAP report: "Sacred and Historical Sites," INAC

Read the following quotations and discuss the effects of assimilative policies on French language and culture in Canada.

Dear English-Speaking Canada:

"What does Québec want?" Well, as a recent poll clearly indicated, a majority of French-speaking Quebecers wants to remain a part of Canada. But their attachment is conditional: they insist on being recognized as different and respected as such, and they also want to exercise control over the tools which they feel are essential to ensure that their language, culture and institutions can survive in the context of English-speaking Canada and North America.

To use a common image, French-speaking Quebecers are barely 6 million in a sea of 275 million English speakers in North America, including about 24 million in Canada. And in spite of the progress that has been made in the last forty years or so, the French language in Québec is still very much under threat. For demographic reasons having to do with the province's low birth rate and immigration, it is perfectly conceivable that francophone Quebecers will eventually become a minority in their province and, eventually, their status might be like that of the Welsh or the Gaels today.

This is not a doomsday scenario or paranoia. It is exactly what has been happening to other francophone communities across the country that are progressively being assimilated.

Indeed, according to a 1993 report by Statistics Canada (based on their 1991 census), the pace of assimilation of Francophones across Canada has quickened. The number of Francophones outside Québec who use English at home jumped from 28.5 per cent to 35.1 per cent between 1981 and 1991. In Ontario, home to about half the country's Francophones outside Québec, 37 per cent of those whose maternal language is French use English at home, up from 29 per cent in 1981... In British Columbia, the rate was a staggering 73 per cent in 1991, compared to 52 per cent ten years before. What will be the status of these francophone communities outside Québec in another ten or fifteen years? Clearly, there is cause for concern.

Some people look at Québec and argue that the French language seems to be doing quite well right now, and they do not see how francophone Quebecers can consider themselves threatened. Well, while it is true that French has progressed in the last forty years or so, demographics show that long-term prospects are actually not so good. With a birth rate of 1.5 child per family, the province's rate is one of the lowest in the industrialized world, not enough to replace the aging francophone population. Since the mid-eighties, the relative weight of the French-speaking majority has been declining, particularly so on the island of Montréal....

~ "Lettre d'un Québécois à ses cousins du reste du Canada," (Letter from a Québecer to his cousins in the rest of Canada): <www.uni.ca/dialoguecanada/lettre.html>

"Above all, Quebecers' fear of assimilation must be recognized and addressed. Those constitutional changes that demonstrably related directly to the protection of the French language and culture in Quebec should be implemented in a spirit of respect and understanding. But those are the only changes to which the Quebec government, on behalf of its people, has a reasonable claim. There is no justification of other transfers of power that do not meet this criterion — transfers that would accomplish nothing but chipping away at national unity and effectiveness and that would ultimately threaten the very survival of Canada. While Canadians in other provinces must understand Quebecers' fear of assimilation, the people of Quebec in turn can reasonably be asked to understand the rest of Canada's fear of dismantling our country by degrees. Quebec is afraid of being assimilated; the rest of Canada is afraid of being devastated.

To reflect the true nature of Canada, it is entirely appropriate that our Constitution formally enshrine the predominantly French-speaking character and cultural uniqueness of Quebec — and, even more important, that it commit our nation as a whole to ensuring that these characteristics will always endure. Not only the government of Quebec, but all of Canada must be the guarantor that Quebecers will not be linguistically or culturally assimilated."

~ *The Will of a Nation: Awakening the Canadian Spirit* by George Radwanski & Julia Luttrell (Stoddart, 1992).

"Assimilation ...is the complete absorption of a person or group into the culture of another group. The assimilated community replaces its original cultural identity with that of the dominant group."

~ Roger Bernard, cited by Michael O'Keefe, *Francophone Minorities: Assimilation and Community Vitality:*
   <www.pch.gc.ca/progs/lo-ol/perspectives/english/assimil/defining.htm#Key%20Factors>

In this context where two languages are official, Canadians find themselves in four different situations:

a)   Anglophones outside Quebec are in a triple majority. They are a majority within their province, within their country, and their language dominates the continent. It has a global influence like no other has ever had, not even Latin in Antiquity. They have no need for special linguistic protection.

b)   Francophones in Quebec form a clear majority within their province, but find themselves, along with other Francophones, in a minority within Canada, and are, so to speak, no more than a drop in an Anglophone ocean, when considering the proximity of the American giant. They feel the pressure of English, which exerts a strong attraction, particularly among immigrants.

c)   Anglophones in Quebec speak the language of the majority in Canada and the continent, but are in a minority within their province, in their day-to-day lives. They also experience different situations depending on where they live, for example, in Montreal, the Eastern Townships or the Gaspé Peninsula.

d)   Francophones living outside Quebec are in a triple minority linguistic situation: within their province, within their country and on the continent. This is a condition they all share, above and beyond very real differences of context. For example, Francophones in New Brunswick are alone in forming one third of their province's population, while Francophones in the other provinces make up no more than 5% of the population. Francophones in Manitoba are concentrated geographically in a way that those in Saskatchewan are not. The situation of Francophones in the Ottawa region is different from that of Francophones in Northern Ontario. But these very real differences in no way alter the fact that this triple minority condition of Francophones in all these provinces and territories exposes them to assimilation in the absence of counter-measures.

~ *Language rights in Canada: a symmetrical and asymmetrical application,* address by the
   Honourable Stéphane Dion, Symposium on Language Rights, Université de Moncton, New Brunswick
   (February 15, 2002).
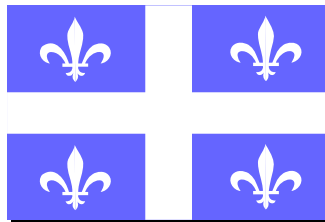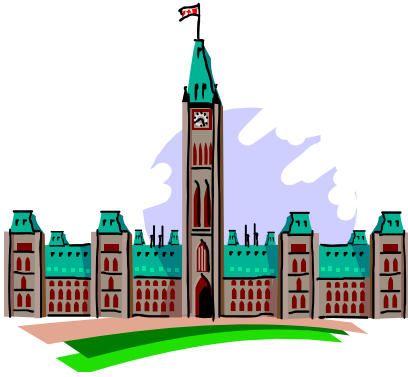
On January 7, 1998, the Canadian government issued a "Statement of Reconciliation" contained within a document entitled *Gathering Strength – Canada's Aboriginal Action Plan*. This is an excerpt from that document:

The ancestors of First Nations, Inuit and Métis peoples lived on this continent long before explorers from other continents first came to North America. For thousands of years before this country was founded, they enjoyed their own forms of government. Diverse, vibrant Aboriginal nations had ways of life rooted in fundamental values concerning their relationships to the Creator, the environment, and each other, in the role of Elders as the living memory of their ancestors, and in their responsibilities as custodians of the lands, waters and resources of their homelands.

Sadly, our history with respect to the treatment of Aboriginal people is not something in which we can take pride. Attitudes of racial and cultural superiority led to a suppression of Aboriginal culture and values. As a country, we are burdened by past actions that resulted in weakening the identity of Aboriginal peoples, suppressing their languages and cultures, and outlawing spiritual practices. ... We must acknowledge that the result of these actions was the erosion of the political, economic and social systems of Aboriginal people and nations.

The [Residential School system] separated many children from their families and communities and prevented them from speaking their own languages and from learning about their heritage and cultures. In the worst cases, it left legacies of personal pain and distress that continue to reverberate in Aboriginal communities to this day. Tragically, some children were the victims of physical and sexual abuse.

The government of Canada acknowledges the role it played in the development and administration of these schools. Particularly to those individuals who experienced the tragedy of sexual and physical abuse at residential schools, and who have carried this burden believing that in some way they must be responsible, we wish to emphasize that what you experienced was not your fault and should never have happened. To those of you who suffered this tragedy at residential schools, we are deeply sorry.

A strategy to begin the reconciliation, *Gathering Strength*, featured the announcement of a $350m healing fund, and on March 31, 1998, the *Aboriginal Healing Foundation* was created to manage the fund. It was given one year to organize, four years to spend or commit the funds and five years to monitor projects and produce a report.

<www.ainc-inac.gc.ca/gs/index_e.html>

Integration and Assimilation:
Compare and Contrast

How are integration and assimilation alike?

How are integration and assimilation different?

A metaphor or analogy to represent integration:	A metaphor or analogy to represent assimilation:

An example in Canadian society of integration:	An example in Canadian society of assimilation:

A statement expressing your point of view about integration and assimilation:

Uniformity is neither desirable nor possible in a country the size of Canada. We should not even be able to agree upon the kind of Canadian to choose as a model, let alone persuade most people to emulate it. There are few policies potentially more disastrous for Canada than to tell all Canadians that they must be alike. There is no such thing as a model or ideal Canadian. What could be more absurd than the concept of an "all-Canadian" boy or girl? A society which emphasizes uniformity is one which creates intolerance and hate. A society which eulogizes the average citizen is one which breeds mediocrity. What the world should be seeking, and what in Canada we must continue to cherish, are not concepts of uniformity but human values: compassion, love, and understanding.

~ Pierre Elliott Trudeau, Remarks at the Ukrainian-Canadian Congress, October 9, 1971.

National unity, if it is to mean anything in the deeply personal sense must be founded on confidence in one's own individual identity; out of this can grow respect for that of others and a willingness to share ideas, attitudes, and assumptions. A vigorous policy of multiculturalism will create this initial confidence. It can form the basis of a society which is founded on fair play for all.

~ Pierre Elliott Trudeau, in the House of Commons, October 8, 1971

As cited in *The Essential Trudeau*, ed. Ron Graham, McClelland and Stewart, 1998.

Vocabulary Circle: Pluralism and Integration

assimilation
integration
segregation
stereotype
discrimination
racism
social injustice
enemy aliens
prejudice
War Measures Act
visible minority
immigration restrictions
exclusion
marginalization
residential schools
language laws
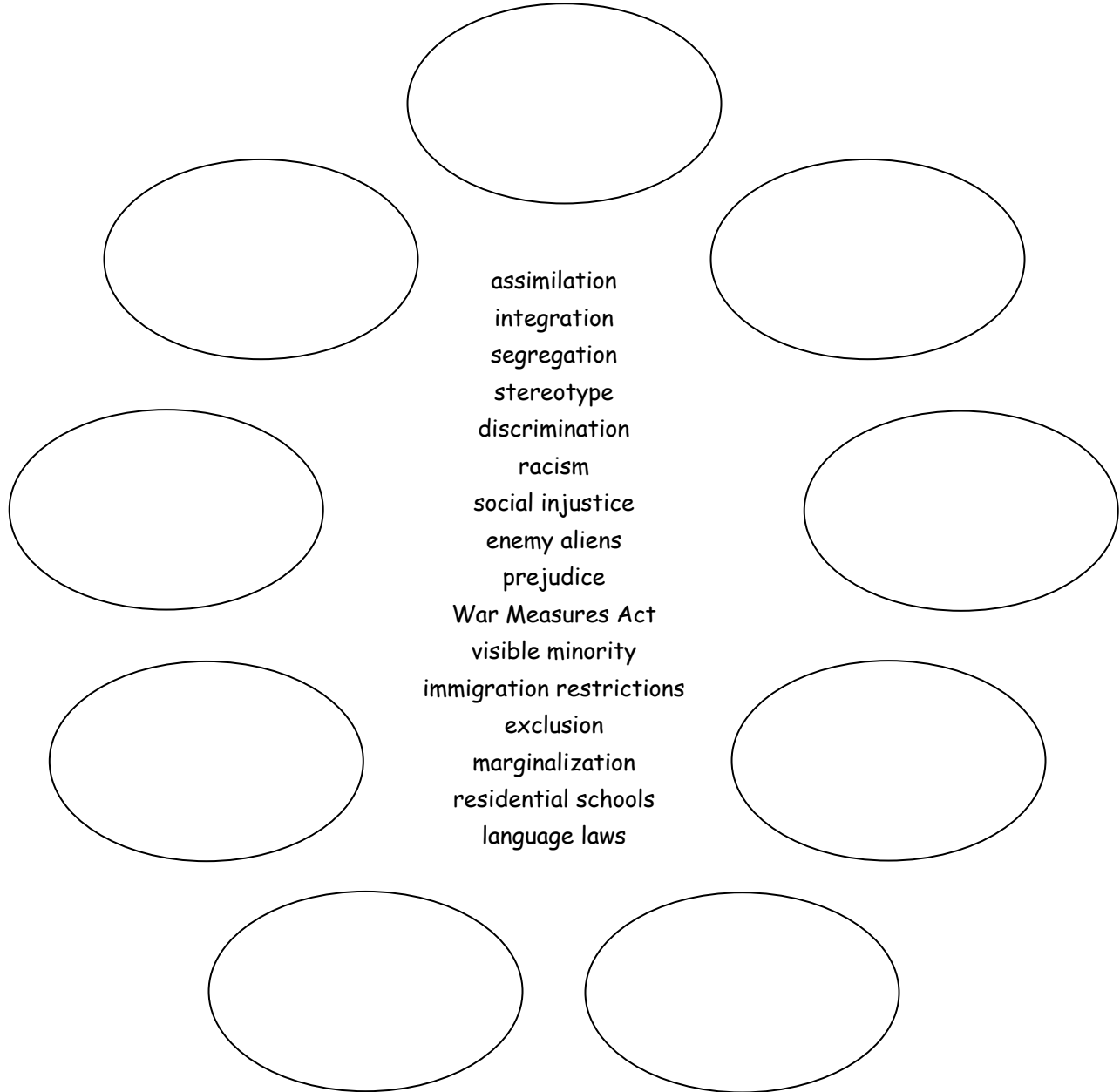
1. Select nine words from the list above, and place one word in each of the ovals of the vocabulary circle. Each word should relate in some way to the previous word.
2. Explain the links between each of the words. (How does each idea link to the next one?)
3. Compare your vocabulary circle with that of a partner, discussing differences and similarities in your points of view.

Pop Culture Consumption

Estimate the number of minutes or hours of mass media you consume each week. Also, identify how much of this time is spent consuming Canadian content or Canadian sources. Identify some of your favourite or most frequent titles (programs, sites, groups, etc.).

Film/Video	Video games	Television	Radio	Music CDs/MP3s	Internet	Magazines/ Newspapers
Approximately what percentage is from a Canadian source?						

Observations:

Read this before watching the report. You may have to watch the news bulletin more than once in order to observe all these details.

Date and time of report:	Broadcast station and name of program:
Headline or opening statement:	Summary of event in this report:
Was this report highlighted in the program introduction? Was it at the beginning, middle, or end of the program?	What was the length of the report? Is this longer or shorter than other reports?
Was the reporter's approach neutral, or was a bias expressed?	Quote any loaded language or words that express bias used in the report.
Was this news item also reported in print or on Internet news sites? Was the emphasis different?	Were there photos to back up this report? Describe exactly what you saw.
Why do you think this event is seen as newsworthy? How do you think it is decided what events are reported in TV news?	In your opinion, will this news event still be important in 10 years?

A cartoon that appeared in 1998 in the *Regina Leader-Post* during the free trade debate showed a sloppy, middle-aged Canadian wearing a *Miami Vice* T-shirt, walking down a street adorned with McDonald's arches, Coke machines, GM and Ford dealerships, and a movie billboard advertising *Rambo XI*.

"What's really scary," he says to his wife, "is that we Canadians could lose control of our culture."

From *The Mass Media in Canada* by Mary Vipond.

Canadian content rules considered insufficient
by Graham Fraser, *Toronto Star*, August 29, 2002
<www.friends.ca/News/Friends_News/archives/articles08290205.asp>

A recent survey found Canadians are confident the country's culture and identity are stronger now than they were five years ago in terms of distinctiveness from the United States. However, they worry about the ability to control domestic affairs from U.S. pressure in the future.

A strong majority believes in Canadian content requirements and do not consider them vigorous enough. They say the Canadian Broadcasting Corporation is important for maintaining and building culture and identity.

This support for Canadian culture and the CBC emerged in a poll by Ipsos-Reid for Friends of Canadian Broadcasting that was conducted between Aug. 6 and 11, 2002. The poll questioned 1,100 Canadians, and it can be considered accurate within plus or minus 3 percent, 19 times out of 20, Chris Martyn of Ipsos-Reid said.

When questioned about agreement with the statement "I am proud of Canadian culture and identity," 94 percent said they agreed, while 92 percent said Canadian culture and identity should be promoted more, and 89 percent agreed it was important that the Canadian government work to maintain and build a culture and identity distinct from the U.S.

Of those questioned, 39 percent think Canadians have a strong sense of culture and identity compared to 29 percent in 1993, and 43 percent think they are stronger than they were five years ago. But only 22 percent feel that Canada will be better off in terms of the country's ability to control its domestic affairs against U.S. pressures five years from now, while 37 percent think it will remain the same, and 39 percent believe Canada will be worse off.

In contrast, 45 percent think there will be a better level of tolerance, 42 percent say Canada's economic prospects will improve, and 39 percent believe Canada's culture and identity will be stronger.

Of those questioned, 79 percent agreed it is important for Canadian radio and television to have Canadian content, and 57 percent said the current requirement of one hour of Canadian programming on Canadian TV during prime time was too little.

The CBC was deemed to be important in maintaining and building Canadian identity and culture by 81 percent of those polled, and 76 percent gave the CBC a high rating of trust on this issue (compared to 68 percent for CTV and 58 percent for Global).

A strong majority (88 percent) said they would like to see the CBC strengthened in their region of Canada, and 83 percent agreed (51 percent strongly and 32 percent somewhat) that "a new CBC capable of providing high-quality Canadian programming with strong regional content throughout Canada" should be built.

Closer Canada-US Relations Spark CAN-CON Support – survey
May 19, 2004
Friends of Canadian Broadcasting
<http://www.friends.ca/News/news05190401.asp>

Voters want to promote and strengthen Canadian culture and identity to balance closer economic ties with the United States, according to a new opinion survey about Canadian culture and Canada/U.S. relations released this morning by the media watchdog group Friends of Canadian Broadcasting.

The Ipsos-Reid national survey found that 9 in 10 Canadians agree that "as Canada's economic ties with the United States increase, it's becoming more important to strengthen Canadian culture and identity."

"Our relationship with the United States often causes heated debate and we expect Canada/U.S. relations to be the focus of discussion in the forthcoming election campaign. But, our political leaders should understand that a stronger culture and identity is an important condition for deeper integration with the U.S. for most Canadians," said Friends spokesperson Ian Morrison.

A wide majority of Canadians want their federal government to build a Canadian cultural identity distinct from the United States. However, the survey reveals that the views of Conservative Party supporters diverge from those of supporters of the Liberals, NDP, and BQ. For example:

- 66% of Canadians strongly agree: "it's important that the Canadian government work to maintain and build a culture and identity distinct from the U.S." Only 52% of Conservative Party supporters agree strongly with this statement, compared to Liberal Party supporters (73%), NDP supporters (73%), and BQ supporters (71%).

The survey reveals that Canadians approach their growing partnership with the United States from a position of confidence and pride, although Conservative Party supporters are less enthusiastic.

- 77% of Canadians strongly agree with the statement: "I am proud of Canadian culture and identity." This result is up sharply from 2002 when 70% agreed strongly with the same statement. 69% of Conservative Party supporters agree strongly with this statement.

- 74% of Canadians strongly agree that "we should be promoting our Canadian culture and identity more; it's something to be proud of". 60% of Conservative Party supporters strongly agree with this statement.

Canadians continue to believe that Canadian programs on radio and television are important to maintain and build our culture and identity, according to the Ipsos-Reid survey.

- 63% believe there should be a minimum amount of Canadian programming on television, and 57% believe current regulations don't go far enough in ensuring an adequate amount of Canadian content when most people are watching between 7 p.m. and 11 p.m., results that are virtually identical to those produced when the same question was posed in 2002.

Ipsos-Reid conducted the survey for Friends of Canadian Broadcasting May 4—9, 2004, among a representative, random sample of 1,100 adult Canadians. National results are accurate to within +/-3%, 95% of the time. The margin of error will be larger for other sub-groupings of the survey population.

Diversity and Pluralism in Canada:
Connecting and Reflecting

Using your "Diversity and Pluralism in Canada" portfolio, reflect on the diverse and pluralistic nature of Canadian culture, and discuss ways in which life in Canada is enhanced and made richer because of this diversity.

Legislative, Executive, and Judicial
Roles of Government

Governments of all forms have three jobs or functions: a *legislative* function, an *executive* function, and a *judicial* function. Using what you know about government in Canada, and consulting dictionaries to help you, develop your own definition of these three functions of government. Try to decide which government institutions or positions are involved in each of the three roles.
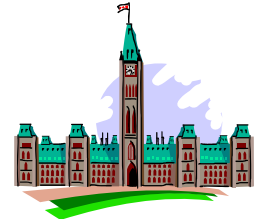
Legislative	Executive	Judicial
Job description:	Job description:	Job description:
Who is involved in doing this job?	Who is involved in doing this job?	Who is involved in doing this job?
Draw an analogy. The legislative function is like:	Draw an analogy. The executive function is like:	Draw an analogy. The judicial function is like:
Draw a symbol to represent this role of government.	Draw a symbol to represent this role of government.	Draw a symbol to represent this role of government.

Constitutional monarchy: A monarchy whose ruler is only entitled to the powers given to him or her by a nation through its constitution and laws. Often, the monarch fulfills more traditional and ceremonial duties. In Canada, the Governor General represents the monarch in official acts of the federal government, and the Lieutenant-Governors represent the Monarch in official acts of the provincial governments.

Federalism: This is a political system where there is more than one level of government. The responsibilities of the federal and provincial governments in Canada are outlined in the Constitution. The federal government is responsible for policies that affect the country as a whole, such as defence, foreign relations, and money, among others. Provincial governments are responsible for making laws and decisions that affect provinces.

Executive Branch: This is the "decision-making" part of government. It rules according to the laws passed by Parliament. In Canada, the Executive Branch is made up of the Governor General, the Prime Minister, the Cabinet, and the administration, (e.g., all government departments, the armed forces, Crown corporations, and others).

Judiciary or Judicial Branch: This is the branch of government that administers justice through its courts and judges. Even though the Canadian judiciary is appointed and paid by the Executive Branch of government, it remains an equal and independent branch of government.
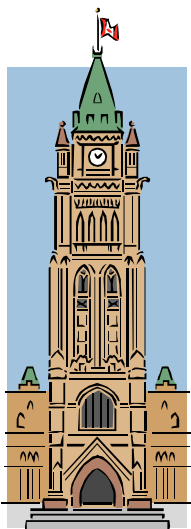
Legislative Branch: This is the branch of government that has the power and responsibility to create laws. In Canada, it is called Parliament, and comprises the Governor General (representing the Monarch), the House of Commons, and the Senate.

Parliamentary system: (from the French "parlement") This is government based on the British system, where proposed laws are discussed in two Chambers becoming official by Royal Assent. In Canada, these two Chambers are the House of Commons and the Senate. The Governor General represents the Monarch.

Concept Overview of _____

Draw a figurative representation.	Write an explanation or definition in your own words.
Essential characteristics:	Non-essential characteristics:
Create an analogy. _____is like ….	Explain its importance to Canada.

Write down two questions about the concept.

Use the chart to sort this list of powers and responsibilities.

- Postal services
- Libraries
- Legal names
- Land claims negotiations with federal, provincial, and municipal governments
- Relations with Aboriginal Peoples
- International development and aid
- Municipal parks
- Education on reserves (band-run schools)
- Immigration
- Treaty negotiations with First Nations
- School boards
- Social Insurance Numbers
- Child and family services for First Nations children
- Garbage pick-up
- Passports
- War and peace
- Snow removal
- Courts and civil laws
- Shipping waterways
- Local government on reserves or First Nations lands
- School taxes
- Highways
- Employment Insurance
- International trade and commerce
- Health services and hospitals
- National health care funding
- Water and sewage services
- Natural resource management on First Nations lands
- Management of province's natural resources
- Copyright
- Public swimming pools
- Education and schools
- Federal parks and heritage sites

- Marriage licenses and divorce decrees
- Trans-Canada Highway
- Zoning laws
- Child protection services
- Local Public Transportation
- Treaty Negotiations with Federal Government
- Liquor Licenses
- Armed Forces
- Boulevard and tree maintenance
- Birth certificates
- Royal Canadian Mounted Police (RCMP)
- Local recycling programs
- Telecommunications and Internet
- Labour laws: minimum wages, work conditions, safety
- Police and fire protection
- Street signs, traffic, parking
- Foreign policy
- Property laws
- Money and banking
- Provincial parks and heritage sites
- Recreation and community centres
- National defence and security
- Aboriginal self-government negotiations with Crown
- Criminal law
- Family courts, child custody
- Local roads
- Old Age Pensions
- Election of First Nations Chiefs
- Supreme Court of Canada
- Ambulance services
- Child tax benefits
- Negotiation of First Nations fishing and hunting rights with federal and provincial governments
- Drivers' licences
- Property taxes
- Building Permits

Federal	Provincial

Municipal	First Nations

Note that First Nations (band) governance on reserves has many of the same powers and responsibilities as local or municipal governments.

Also, many First Nations powers and responsibilities are still in negotiation and are shared between the federal government (Indian and Northern Affairs Canada) and First Nations.

Areas of shared federal/provincial powers and responsibilities:

Transportation	Agriculture	Marriage and Divorce
Communication	Social Assistance	Laws
Immigration	Correctional Facilities	Tourism and Travel
Health	Energy	Income Taxes
Environment	Human Rights	Sales Taxes

Aboriginal self-government: The ability of Aboriginal governments to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all orders of government in Canada.

General Constitutional Guidelines

The *federal government* has powers and responsibilities in matters that concern all Canadians, most notably matters that cross interprovincial and/or international borders.

Provincial governments have jurisdiction in matters of local interest and local well-being (e.g., primary and secondary education, social services, property and civil rights, provincial and municipal courts).

Some areas of responsibility are shared by both levels of government. For example, in the area of transportation, the federal government has jurisdiction in matters involving movement across provincial or international borders (aviation, marine transport, and rail), while the provinces look after provincial highways, vehicle registration, and driver licensing. Control over agriculture, immigration, and certain aspects of natural resource management are also shared, but if federal and provincial laws in these areas conflict, the federal law prevails.

The Constitution Act, 1867 gives the federal government responsibility for the territorial governments (Yukon Territory, Northwest Territories, and Nunavut). These governments have more or less the same responsibilities as the provinces, but do not control land and natural resources. Their powers are not guaranteed by the Constitution but are granted by the federal government, which can change them when necessary.

A basic principle of the Constitution Act, 1867 is that any power that is not specifically assigned to provincial legislatures belongs to the Parliament of Canada. In interpreting the law, the courts have generally followed the principle that if the power appears to be local, then it will be assigned to the provinces and territories; if it appears to be national, then it is assigned to the federal government, or to both levels if the power is both national and local (e.g., the environment).

Municipal governments handle the affairs of cities, counties, towns, villages, districts, and metropolitan regions. They are set up by provincial legislatures and have only such powers as the provinces give them. They provide citizens with services such as water and sewer systems, garbage disposal, roads, building codes, parks, and libraries, and have authority over property tax.

Local governments do not have constitutional powers, but rather have functions delegated to them by other levels of government.

Federal

- Armed Forces
- Copyright
- Immigration
- National defence and security
- Passports
- Postal services
- Supreme Court of Canada
- Relations with Aboriginal Peoples
- Royal Canadian Mounted Police (RCMP)
- War and peace
- International development and aid
- Employment Insurance
- Foreign policy
- Criminal law
- Treaty negotiations with First Nations
- International trade and commerce
- Money and banking
- Old Age Pensions
- Child tax benefits
- Trans-Canada Highway
- Shipping waterways
- Social Insurance Numbers
- Telecommunications and Internet
- Federal parks and heritage sites
- National health care funding

First Nations

- Treaty negotiations with Federal Government
- Land claims negotiations with federal, provincial, and municipal governments
- Local government on reserves or First Nations lands
- Election of First Nations Chiefs
- Education on reserves (band-run schools)
- Negotiation of First Nations fishing and hunting rights with federal and provincial governments
- Natural resource management on First Nations lands
- Aboriginal self-government negotiations with Crown
- Child and family services for First Nations children

_____

Note that First Nations (band) governance on reserves has many of the same powers and responsibilities as local or municipal governments.

Also, many First Nations powers and responsibilities are still in negotiation and are shared between the federal government (Indian and Northern Affairs Canada) and First Nations.

Provincial

- Courts and civil laws
- Property laws
- Highways
- Education and schools
- Drivers' licences
- Health services and hospitals
- Provincial parks and heritage sites
- Management of province's natural resources
- Labour laws: minimum wages, work conditions, safety
- Liquor licenses
- Marriage licenses and divorce decrees
- Family courts, child custody
- Child protection services
- Legal names
- Birth certificates

Municipal or Local:

- School boards
- School taxes
- Police and fire protection
- Water and sewage services
- Municipal parks
- Swimming pools
- Recreation and community centres
- Local public transportation
- Libraries
- Local roads
- Snow removal
- Boulevard and tree maintenance
- Street signs, traffic, parking
- Garbage pick-up
- Ambulance services
- Local recycling programs
- Property taxes
- Zoning laws
- Building permits

Areas of shared federal/provincial powers and responsibilities:

Transportation
Communication
Immigration
Health
Environment
Agriculture
Social assistance

Correctional facilities
Energy
Human rights
Marriage and divorce laws
Tourism and travel
Income taxes
Sales taxes

Aboriginal self-government: The ability of Aboriginal governments to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all orders of government in Canada.

Government in Canada

Constitution

Monarch

Represented by the Governor General in federal government

Represented by the Lieutenant-Governor in each province

Legislative Branch
makes the laws

Parliament

- **Senate**
- **House of Commons**

Executive Branch
rules according to the laws

Prime Minister

Cabinet

Government Departments

Judicial Branch
enforces the laws

Supreme Court of Canada

Provincial and Territorial Courts

Government in Canada
a federal system
a constitutional monarchy
a Parliamentary democracy

Read the following quotations. Summarize the main idea of each quotation in your own words. Select two or three quotations that best reflect the nature of Canada.

Constitution Act of 1867, Section 91, Powers of the Parliament
It shall be lawful for the Queen, by and with the Advice and Consent of the Senate and House of Commons, to make Laws for the Peace, Order, and good Government of Canada, in relation to all Matters not coming within the Classes of Subjects by this Act assigned exclusively to the Legislatures of the Provinces…

Section 9 Executive Power
The Executive Government and Authority of and over Canada is hereby declared to continue and be vested in the Queen.

Section 17, Legislative Power
There shall be One Parliament for Canada, consisting of the Queen, an Upper House styled the Senate, and the House of Commons.

"Not life, liberty, and the pursuit of happiness, but peace, order, and good government are what the national government of Canada guarantees. Under these, it is assumed, life, liberty, and happiness may be achieved, but by each according to his taste. For the society of allegiance admits of a diversity the society of compact does not, and one of the blessings of Canadian life is that there is no Canadian way of life, much less two, but a unity under the Crown admitting of a thousand diversities."
~ W. L. Morton, historian, *The Canadian Identity* (1961), referring to the difference between the American and Canadian constitutions

"Our founding principles are diversity and unity: Canada is a federation, not just a nation, and that says it all."
~ Bob Rae, former premier of Ontario, "An Unfounded Nation," *National Post,* 3 July 1999.

"This is a difficult country to govern."
~ Brian Mulroney, Prime Minister, as quoted in the *Toronto Star*, 25 February 1993.

"Canada is divided by great mountains, great prairies, Great Lakes, and eleven governments that really grate."
~ Hugh Arscott, *Hugh's Views* (Volume I), 1998.

"Federalism is by its very essence a compromise and a pact. It is a compromise in the sense that when national consensus on *all* things is not desirable or cannot be readily obtained, the area of consensus is reduced in order that consensus on *some* things be reached."
~ Pierre Elliott Trudeau, *Against the Current: Selected Writings, 1939 – 1996,* p. 196- 197

"I greet you as your Queen. Together we constitute the Parliament of Canada."
~ Elizabeth II, Queen of Canada, first reigning monarch to open the Canadian Parliament, Ottawa, 1957.

"We did not elect the provincial premiers to undo national programs; we elected the federal government to apply strong national standards, and provincial governments to deliver services."
~ Maude Barlow, chair of the Council of Canadians, interviewed by Graham Fraser, *The Globe and Mail*, 9 December 1998.

"When I think of the way we run our economy and our governments, I'm reminded of those startling photographs that sometimes emerge from a Canadian spring – interlocking skeletons of two stags who have locked horns, gotten stuck, and died when unable to eat and survive the winter. I sometimes wonder how different we really are from those Canadian deer."
~ Bob Rae, Ontario Premier, as quoted in the *Toronto Star*, 10 October 1981.

"Why, in Canada, can the federal government designate twenty percent of the land mass for future parks, but not have the same political will to designate twenty percent of the total land mass of Canada for Indian people? Why this double standard?"
~ Ovide Mercredi, National Chief of the Assembly of First Nations, quoted by André Picard in *The Globe and Mail,* 6 November 1991.

"If you're a mayor and you have a problem, what do you do? You blame the provincial government. And when you're the provincial government and you have a problem, what do you do? You blame the federal government. And for us, we cannot blame the Queen anymore, so we blame the Americans once in a while."
~ Jean Chrétien, Prime Minister, referring to criticism of the federal budget, 2 March 1995, quoted by Susan Delacourt in *The Globe and Mail.*

"…We continue to exercise the rights and fulfill the responsibilities and obligations given to us by the Creator for the land upon which we were placed. The Creator has given us the right to govern ourselves and the right to self-determination. The rights and responsibilities given to us by the Creator cannot be altered or taken away by any other Nation."
~ Statement of the Assembly of First Nations, 2001: <www.afn.ca/Assembly_of_First_Nations.htm>

"While espousing partnerships, Ottawa will largely do what it thinks best, while proclaiming solidarity, provinces will act in their own individual self-interest."
~ Jeffrey Simpson, columnist, "Show of Solidarity," *The Globe and Mail,* 10 December 1997.

Title of article:	Date, author, source:
State the Canadian issue or problem this article tells about.	Summarize the main point of this article in one sentence.
Does this issue deal with principles of federalism, constitutional monarchy, or Parliamentary democracy? Explain.	List five facts stated in this article. What evidence is given to support each fact?
What is the author's opinion on this issue? Explain his/her supporting reasons.	What is your opinion on this issue? Explain your supporting reasons.
Why is this issue important?	

Government Positions/Levels

Cut out and arrange the cards in four separate categories:
1. federal   2. First Nations   3. provincial   4. municipal
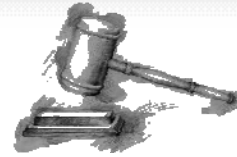
Crown	Governor General
Prime Minister	Federal Cabinet Ministers
Senators	Members of Parliament
Supreme Court Judges	Leader of the Official Opposition
National Chief, Assembly of First Nations	Chiefs-in-Assembly or Confederacy of Chiefs
Lieutenant-Governor	Premier of Manitoba
Executive Council of Manitoba Government (Provincial Cabinet)	Members of the Legislative Assembly (MLAs)
Manitoba Court of Queen's Bench Judges	Mayor or Reeve
City Councillors or Town Councillors	School Trustees

Government Positions/Levels

Copy each position title from the cards on page 1 into its appropriate box. Add details such as how people are chosen for the position and the names of current representatives.

	Federal	First Nations	Provincial	Municipal or Local
Executive *Ruling, putting laws into action, making decisions*				
Legislative *Making laws, changing laws, proposing laws*				
Judicial *Applying and enforcing laws, interpreting laws*				

Just because you live in a democratic society, you are not automatically guaranteed that your democratic rights will always be respected.

What do you do if you believe your democratic rights are being denied?
Some governments, including the Province of Manitoba, appoint an "Ombudsman" to help citizens who feel their rights have been denied. The person in this job is responsible for investigating complaints about provincial and municipal government decisions.

When might you want to file a complaint with the Ombudsman?
There are many different reasons for needing the help of an Ombudsman.

> **Example #1:** You decide to build a garage on your property. You get the building permit you need from your municipal office and then you buy all the materials you need to build it. The municipality then decides to withdraw the building permit. You could file a complaint with the Ombudsman, who could investigate the decision.

> **Example #2:** You plan a summer vacation at a provincial campground and when you arrive there, you find out that your reservation for the camping spot is cancelled. You could ask the Ombudsman to investigate why this happened.

In Manitoba, the Ombudsman is also the **access and privacy commissioner**. The Ombudsman investigates complaints about the government not providing citizens access to information, and not respecting privacy rights.

> **Example #3:** You want to know what it cost to build a new bridge in your town and the municipal government refuses to give you that information. The Ombudsman could investigate to see if the municipality should release the information to you.

> **Example #4:** All schools record and file information about students. One day when walking past the school outdoor garbage bin, you see student files containing private information spilling out of the bin and blowing around the schoolyard. Students have the right to expect that their information is kept private by the school, and a complaint about this privacy breach could be investigated by the Ombudsman.

How can someone who is appointed by and works for the government have the freedom and power to actually investigate the government if there is a problem?

When a government appoints an Ombudsman, that person is given the freedom needed to do his or her work independently of the government. In Manitoba the Ombudsman does not work for one department or a particular Ministry. Instead, she or he reports directly to the Legislative Assembly of Manitoba.

Are there areas that the Ombudsman cannot investigate?

When the Ombudsman investigates a complaint, individuals and employees of government departments and agencies must – by law – provide information or documents to the investigators. It is against the law to interfere with an Ombudsman's investigation.

The Ombudsman cannot investigate complaints about the laws made by the Legislative Assembly or bylaws passed by Municipal Councils. The Ombudsman does not investigate laws, or the making of laws, but can decide if laws are being applied fairly. As well, the Ombudsman cannot investigate complaints about decisions made by judges.

What happens after an investigation?

Once the Ombudsman completes an investigation, he or she makes recommendations to government, but cannot order the government to take action. If the Ombudsman makes a recommendation and the government does not take action, the Ombudsman can comment on that case in the Annual Report that is presented to the Legislative Assembly. That report must be done at least once a year.

1. Explain in your own words the role of an Ombudsman.

2. Give two more examples of times a citizen might need the help of an Ombudsman.

Answer the following questions, stating which level of government would be involved: federal, provincial, First Nation, or local.

1. You are driving on a highway and are stopped by the police on a routine check. How do you prove that you are legally entitled to drive?

    _____

    What level of government issues this card? _____

2. You have a minor car accident in the parking lot at the shopping centre. Which card do you produce to prove your car is insured?

    _____

    Which level of government issues this card? _____

3. Your family decides to travel to India. You have never left North America before. What government document must you apply for?

    _____

    Which level of government issues it?

    _____

4. On a driving trip to the United States you spend $500 on clothing and souvenirs. When you return to Canada you discover that you cannot bring that quantity into the country without paying duty. Which level of government decides this?

    _____

5. Your aunt in a nearby town decides to build an addition onto her house. Before she does she must get a building permit. Which level of government issues this?

    _____

6. You are applying for a part-time job and your employer requests your Social Insurance Number. Which level of government issues this?

    _____

7. You fall out of a tree at a local park and break your leg. Your parents take you to the hospital. What information will you have to provide at the admittance desk?

_____

Which level of government is responsible for these services?

_____

8. One evening your brother and his girlfriend decide to get married. They want to get married right away, but they find out they cannot get married without the proper government forms. What forms are required? _____

Which level of government issues them? _____

9. The census taker appears at your door and asks a lot of questions you do not wish to answer. You are told that the law requires that you give this information. Which level of government made this law?

_____

10. You and your wealthy uncle go on a hunting trip. Around the fire one night, he promises to leave all his money to you. Your uncle dies a short time later, and after the funeral you ask about your inheritance. You are told that there are many laws dealing with death and inheritance, and you will have to wait. Why?

_____

What level of government is responsible for these laws?

_____

11. You are a band member of a local First Nation and you marry a person from a neighbouring First Nation. After the birth of your first child, you decide to register the baby with _your_ band. What level of government is responsible for registering this status? _____

12. At 2:00 a.m. on a Saturday night you are stopped by a local police officer at a local park. He tells you that you are breaking curfew and instructs you to go home. What level of government is given the authority to enforce a curfew?

_____

13. Your five-year-old brother started Kindergarten this past fall. The school required that he be up-to-date on all his vaccinations. How can your parents prove that he is?

_____

What level of government keeps these records?

_____

14. You suspect that one of the teachers in your school is not legally entitled to teach. What document can she produce to prove she/he is a **real** teacher? Which level of government issues this proof?

_____

Source: Connie Wyatt Anderson, Joe A. Ross School

Contemporary Political Leaders

1. Complete the chart, including details for each position.
2. Find and attach the photograph of one individual.
3. Attach two quotations: one **by** and one **about** the individual.

Cite sources. Position	Name Date of entry into position	Roles and Responsibilities
Monarch of Canada		
Governor General		
Prime Minister		
Leader of the Official Opposition		
Speaker of the House of Commons		
Two federal Party Leaders (name parties)		
Two federal Cabinet Ministers (name departments)		
Local Member of Parliament (name federal riding)		
A Manitoba Senator		
Speaker of the Senate		

	Name Date of entry into position	Roles and Responsibilities
Manitoba Lieutenant-Governor		
Manitoba Premier		
Two Provincial Cabinet Ministers (name departments)		
Local MLA (name provincial riding)		
Two other Premiers of (name province or territory)		
Mayor or Reeve		
Your elected city or town Councillor		
National Chief, Assembly of First Nations		
Regional Chief for Manitoba, Assembly of First Nations		
President, Manitoba Metis Federation		
Chief, local First Nation (name First Nation)		

Read the following priorities and choose the 10 you believe to be the most important. Give reasons for each choice.

Providing environmental protection
Improving law, order, and security
Improving our courts and justice system
Providing help to poorer nations of the world
Ensuring Aboriginal rights
Increasing opportunities for Canadian youth (e.g., education, travel, employment)
Demanding trustworthiness in government officials
Helping and supporting the neediest people in Canadian society
Lowering taxes
Supporting small businesses so the economy can grow
Supporting universities and less expensive higher education costs
Supporting world peace

Providing employment opportunities for young people
Improving health care services for all citizens
Reducing the size of government
Developing programs to support Canadian culture and identity
Removing barriers to trade with the United States
Developing a closer relationship with the United States
Making our electoral system more fair and more representative (e.g., an elected Senate)
Reducing government spending and paying off our debt
Improving our protection against terrorism
Reducing the cost of living (e.g., energy costs, food costs)
Other (specify):

Canada's electoral system is referred to as a "single-member plurality" or "first-past-the-post" system. In every electoral district, the candidate with the most votes wins a seat in the House of Commons and represents that riding as its member of Parliament, or MP. This means that candidates need not receive more than 50 percent of the vote (an absolute majority) to be elected.

Any number of candidates may run for election in an electoral district, but each candidate may run in one electoral district only, either independently or under the banner of a registered or eligible political party. Each party may endorse only one candidate per riding. Candidates who run for election without party affiliation may be designated as "independent" or as having "no affiliation."

Source: Elections Canada:
<www.elections.ca/home.asp?textonly=false>

The "popular vote" or voter share refers to the total percentage of voters that voted for a particular party.

Discuss the following questions:

1) Why is this system called a first-past-the-post system?

2) What could happen if there are several different parties running in an electoral division?

3) Use figures to explain how it might be possible to obtain a majority government (more than 50% of the seats in the House of Commons) with a minority of the popular vote or total voter share.
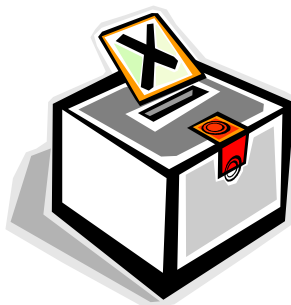
Political Party Name Logo/meaning	Social Platform	Economic Platform	Environmental Platform	Views on Government

In Canada, all citizens aged 18 years and up have the right to vote in federal elections. However, recent studies have shown that young people vote at a far lower rate than older citizens. This is true not only in Canada, but also in many other democratic systems in the world. This is a serious concern, because democracy depends on the participation of as many citizens as possible in order to truly represent the people.

A study carried out by Elections Canada found that voter turnout in the 2000 federal election was only **22.4%** among 18 to 20 year olds, while more than **80%** of citizens over 58 years of age voted.

In fact, the study revealed that voter participation among young people has been steadily declining since 1968.

Many reasons have been suggested for this low voter participation among young people. Here are some of the reasons that have been suggested:

— Young people just do not care as much about politics, because they feel powerless to change things.
— Young people do not have enough awareness or knowledge about politics and government.
— Political parties are all too similar to one another so young people cannot see any differences between candidates.
— Young people have less of a sense of duty toward their country.
— Young people are not given enough detailed information about how and where to vote.
— Candidates and political parties do not try to reach out to this group, and don't communicate with youth to find out what issues concern them.

For further information:
Elections Canada, National Forum on Youth Voting
<www.elections.ca/content.asp?section=med&dir=eveyou/forum&document=index&lang=e&textonly=false>

Elections Canada, Young Voters:
<www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false>

Visit the websites listed above and develop your own survey questions to find out why young people in your community do not vote.

"A national consensus is building around the idea that our democracy needs to be fixed—that the first-past-the-post method of electing Parliament is grossly undemocratic."
~ Anthony Westell, *The Globe and Mail,* 6 June 2001.

A good voting system produces democratically accountable government by:

1) ensuring fair results
2) treating all votes equally
3) making every vote count

If the voting system ignores, distorts, or discounts what voters want, the result is an undermining of democracy. And therein lies the problem with Canada's political system. We are hobbled with an antiquated and widely discredited voting system.

VOTERS SPEAK—BUT VOTING SYSTEM GARBLES THE MESSAGE
June 29, 2004

Canadian voters spoke, but once again the voting system garbled the message. If seats had been awarded to parties on the basis of the votes they received, the Liberals, Bloc, and Conservatives would have had fewer seats and the NDP and Green Party more seats.

Rather than 135 seats, the Liberals would have received about 113. Rather than 99 seats, the Conservatives would have about 91. Rather than 54 seats, the Bloc would have about 38. The NDP, rather than 19 seats, would have about 48. The Greens, rather than no seats, would have about 13 seats.

The election results also demonstrated that voters and their votes are not treated equally. The Bloc gained one seat for about every 31,000 votes cast for their party; the Liberals gained one seat for every 37,000 votes, the Conservatives one seat for every 40,000 votes. Meanwhile, the NDP gained only one for every 111,000 votes.

The Greens attracted more than 500,000 votes but gained no seats at all—compared to the Liberals who attracted less than 500,000 votes in Atlantic Canada alone, where they won 22 seats.

Source: Fair Vote Canada:
<www.fairvotecanada.org/fvc.php>

Symbols of Justice
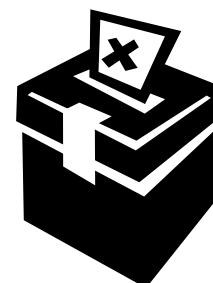
"The foundations of justice are that no one shall suffer wrong; then, that the public good be promoted."
Fundamenta justitiae sunt, ut ne cui noceatur, deinde ut communi utilitati serviatur. [Latin]
~ Cicero, Roman lawyer and orator, c. 100 BCE
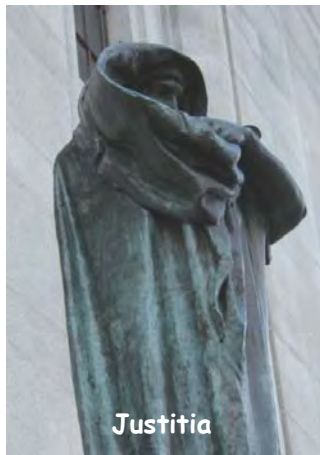
Justitia

One of the most recognized legal symbols is that of Justice. The idea of a woman portraying justice dates back to the ancient Greek and Roman images of *Themis* and *Justitia*. *Themis*, the Greek goddess of justice and law, was known for her clear-sightedness. In Roman mythology, *Justitia* (*Justice*) was one of the four Virtues. *Justitia* was often portrayed as blindfolded, holding scales and a sword. She was sometimes depicted holding the *fasces* (a bundle of rods around an ax symbolizing judicial authority) in one hand and a flame, symbolizing truth, in the other.

Many Western societies still portray justice as a blindfolded woman carrying a sword and a set of scales. She symbolizes the fair and equal administration of the law, without corruption, greed, prejudice, or favour.

The entrance to the Supreme Court of Canada building in Ottawa is flanked by two huge statues, *Justitia* and *Veritas* (Truth). The statue of *Justitia* is portrayed as a woman holding a two-edged sword, but she does not wear the traditional blindfold. Some have interpreted this to mean that the nine Supreme Court Justices of the highest court of the land must clearly see the consequences of their decisions, and must communicate them to the Canadian public.

Veritas

The statues *Justitia* and *Veritas* are landmarks in their own right, and have an intriguing history. After they were commissioned in 1912, the plaster forms for the statues mysteriously disappeared, only to be found in 1969 in crates in an Ottawa parking lot. They were cast in bronze the next year.

Read the following quotations. In groups, reflect on the quotations and discuss your vision of a "just" society.

"The Just Society will be one in which all of our people will have the means and the motivation to participate. The Just Society will be one in which personal and political freedom will be more securely ensured than it has ever been in the past. The Just Society will be one in which the rights of minorities will be safe from the whims of intolerant majorities. The Just Society will be one in which those regions and groups which have not fully shared in the country's affluence will be given a better opportunity. The Just Society will be one where such urban problems as housing and pollution will be attacked through the application of new knowledge and new techniques. The Just Society will be one in which our Indian and Inuit populations will be encouraged to assume the full rights of citizenship through policies which will give them both greater responsibility for their own future and more meaningful equality of opportunity. The Just Society will be a united Canada, united because all of its citizens will be actively involved in the development of a country where equality of opportunity is ensured and individuals are permitted to fulfill themselves in the fashion they judge best."

~ Pierre Elliott Trudeau, former Prime Minister, Official Statement by the Prime Minister, "The Just Society", June 10, 1968

"We are creating the kind of society where the criminal is out of jail before his victim is out of hospital." ~ Richard J. Needham, Canadian writer and humourist

"Law is not justice and a trial is not a scientific inquiry into truth. A trial is the resolution of a dispute." ~ Edson Haines, former judge of the Supreme Court of Ontario

"Canada's legal profession is dominated by rich, old, sexist, white men who discriminate against women and ethnic minorities." ~ Conclusion of a Task Force headed by former Supreme Court Justice Bertha Wilson (1994), *Touchstones for Change: Equality, Diversity and Accountability.*

"Due process of law is a very fine shrine, and it is nice to know that there is a piece of parchment somewhere that says we are equal before the courts; but for a great many Canadians, the fine-flowing phrases of the Bill of Rights are not worth the paper they are written on." ~ Walter Stewart "*But Not in Canada*"

"It is often thought that the police represent the law. It would be more accurate to say that they represent the force behind the law." ~ J. Ricker and J. Saywell *"How Are We Governed?"*

"Four things belong to a judge:
to hear courteously,
to answer wisely,
to consider soberly, and
to decide impartially."

~ Socrates, Greek philosopher,
469-399 BCE

"A strong and independent judiciary guarantees that governments act in accordance with our Constitution. Judges give effect to our laws and give meaning to our rights and duties as Canadians. Courts offer a venue for the peaceful resolution of disputes, and for the reasoned and dispassionate discussion of our most pressing social issues. Every judge in Canada is committed to performing this important role skillfully and impartially. Canadians should expect no less." ~ Right Honorable *Chief Justice of Canada, Beverly MacLachlan (2004):* <www.scc-csc.gc.ca/Welcome/index_e.asp>

"Court services in Aboriginal communities are limited and occasional, beset by delay and misunderstanding. Aboriginal relations with police forces in all parts of the province are marked by mutual suspicion. Aboriginal criticism of the justice system generally has been harsh and pervasive. The need for change was becoming increasingly apparent." ~ *Aboriginal Justice Inquiry Commission (1999), Manitoba:* <www.ajic.mb.ca/volumel/chapter1.html#3>

Recommendations of the Aboriginal Justice Implementation Commission:

That...
...the federal and provincial governments recognize the right of Aboriginal people to establish their own justice systems as part of their inherent right to self-government.
...the federal and provincial governments assist Aboriginal people in the establishment of Aboriginal justice systems in their communities in a manner that best conforms to the traditions, cultures and wishes of those communities, and the rights of their people.
~ Aboriginal Justice Implementation Commission (1999): <www.ajic.mb.ca/recommendations.html>

Source: Canadian Quotations:
<www.canadianquotations.com/index.html>

Quiz: True or False

1. All nine Supreme Court judges must agree in order to pass a ruling.

2. Canada has two legal systems: one is based on British common law and the other is based on French civil law.

3. In Canada, only the Prime Minister and the Governor General are not subject to the law.

4. In 1928, women were not considered to be persons under Canadian law.

5. Before 1960, Aboriginal people who chose to vote in federal elections were no longer considered to be Indians under the Indian Act.

6. A minor convicted of a violent criminal act can be tried as an adult in Canada.

7. The highest court in Canada is the Court of Queen's Bench.

8. An accused person in Manitoba can choose to have court proceedings in English or in French.

9. It is a crime in Canada to spread hate against people because of their colour, race, religion, or ethnic origin.

10. It is against the law to take a car or boat for a joyride without the owner's consent.

11. All jury trials are criminal cases.

12. A person charged with assault can ask for a jury trial instead of a trial by judge alone.

13. In a trial by jury, all twelve jurors must agree with the verdict.

14. Police officers, lawyers, and Members of Parliament are not allowed to sit on a jury.

15. A store manager has the right to detain someone accused of shoplifting until the police arrive at the store.

16. If a person is caught with stolen goods, the store manager has the right to search his or her pockets and backpack looking for more stolen items.

17. The principal does not have the right to open and search student lockers.

18. It is illegal for websites to secretly gather personal information on you.

19. It is a criminal offence to follow someone around when they don't want you to.

20. If my dad moves out of our house, this means my mother automatically has custody of the children.

1. All nine Supreme Court judges must agree in order to pass a ruling. (**False.** *The Supreme Court judges do not have to agree. The majority rules, but dissenting opinions are also published.*)

2. Canada has two legal systems: one is based on British common law and the other is based on French civil law. (**True.** *Québec's system is based on French civil law, and the rest of Canada's law is based on British common law.*)

3. In Canada, only the Prime Minister and the Governor General are not subject to the law. (**False.** *The principle of the rule of law means that everyone, even the Parliament that makes the laws, the executive that enacts laws, and the judiciary that enforce laws, are subject to the law.*)

4. In 1928, women were not considered to be persons under Canadian law. (**True.** *This was changed in 1929, after the "Persons' Case" decided that women were considered to be persons, and therefore entitled to the same rights and privileges before the law as men.*)

5. Before 1960, Aboriginal people who chose to vote in federal elections were no longer considered to be Indians under the Indian Act. (**True.** *This process was called "enfranchisement." If an Aboriginal person was listed on the federal voters' list, his or her name was dropped from the Indian registry as a band member. In 1960, First Nations members obtained unrestricted right to vote and no longer lost their Indian status by doing so.*)

6. A minor convicted of a violent criminal act can be tried as an adult in Canada. (**True.**)

7. The highest court in Canada is the Court of Queen's Bench. (**False.** *The highest court is the Supreme Court of Canada, and it functions as the final court of appeal. The Court of Queen's Bench is the highest court in Manitoba.*)

8. An accused person in Manitoba can choose to have court proceedings in English or in French. (**True.** *The law requires that court proceedings in Manitoba may be in either official language as requested.*)

9. It is a crime in Canada to spread hate against people because of their colour, race, religion or ethnic origin. (**True.** *The Criminal Code of Canada specifies that this type of hate crime is illegal.*)

10. It is against the law to take a car or boat for a joyride without the owner's consent. (**True.** *"Joyriding" is a criminal offence in Canada. It is a separate offence from theft, because theft in the Criminal Code is defined as taking property intending to keep it for one's own use, either permanently or temporarily.*)

11. All jury trials are criminal cases. (**False.** *Jury trials are available in both criminal and civil cases. For example, a person injured in a car accident might sue the other driver, and this case might be held before a civil jury. However, jury trials are much more common in criminal cases.*)

12. A person charged with assault can ask for a jury trial instead of a trial by judge alone. (**True.** *The Canadian Charter of Rights and Freedoms [section 11] states that any person charged with an offence has the right to a jury trial if the possible penalty is five or more years of prison.*)

13. In a trial by jury, all twelve jurors must agree with the verdict. (**True.** *The decision of a jury must be unanimous.*)

14. Police officers, lawyers, and Members of Parliament are not allowed to sit on a jury. (**True.** *Elected government officials and people who work in law enforcement are not allowed to be jurors.*)

15. A store manager has the right to detain someone accused of shoplifting until the police arrive at the store. (**True.** *Any citizen has a limited right to arrest another person as a "citizen's arrest" if they are seen committing a crime or if they believe on reasonable and probable grounds that someone is committing a crime. The most common form of citizen's arrest involves incidents of theft under $5000, or shoplifting. These are usually made by store detectives or store employees.*)

16. If a person is caught with stolen goods, the store manager has the right to search his or her pockets and backpack looking for more stolen items. (**False.** *A person making a citizen's arrest has no right to search the arrested person. Store detectives are allowed to arrest someone on the mere suspicion that they have stolen something; however, they do not have the authority to conduct a search.*)

17. The principal does not have the right to open and search student lockers. (**False.** *The law does not specifically forbid this, and many schools have a policy of opening and searching lockers when deemed advisable or necessary. They are not required to advise students they are doing so.*)

18. It is illegal for websites to secretly gather personal information on you. (**False.** *Many websites know a lot about you. They know the name of your Internet service provider, the city you live in, and which operating system your computer uses. In some cases, a clever and unethical website can even learn your name and email address, and read files on your computer's hard disk. Often, websites will send a file to your computer called a cookie file. The cookie file stays in your computer after you have left the site. When you return, this file tells the website when you have visited before, and where else you have been. Because they know so much about you, they may even change the look of their webpage when you surf there. They may display certain ads or information to tempt you to buy their products. All this goes on without your knowledge.*)

19. It is a criminal offence to follow someone around when they don't want you to. (**Sometimes this is true, depending on the circumstances.** *The Criminal Code includes an offence of criminal harassment or stalking. It occurs where a person has a reasonable fear for her or his safety or for the safety of another because of harassing behaviour.*)

20. If my dad moves out of our house, this means my mother automatically has custody of the children. (**False.** *Even when parents physically separate, they still both have equal custody rights to their children until a court order says differently.*)

October 1763	A Royal Proclamation issued by King George III recognizes that the consent of First Nations is required in any negotiations for their lands.
1750s to 1923	A number of treaties are signed between the Crown and First Nations, many of which involved the claiming of land by the Crown in exchange for payment or other benefits. The obligations of these treaties were not always honoured by the Crown and many resulting issues remain in dispute in modern Canada.
1913	The first Nisga'a petition to the government related to their land claim in British Columbia.
September 1924	The Canadian government refuses to allow the Six Nations Confederacy to remain as the traditional government of the Iroquois people on the Six Nations Reserve in Ontario.
March 1959	The government sends the RCMP to evict traditional Iroquois chiefs and clan mothers from their meeting place on the Six Nations Reserve in Ontario.
December 1969	The Canadian government sets up an Indian Claims Commission to deal with land claims.
1969	The federal government's White Paper calls for the assimilation of First Nations peoples into Canadian society.
1970	The Red Paper by Harold Cardinal is drafted in response to the 1969 White Paper.
May 1972	The Québec Indian Association files legal action aimed at stopping the James Bay hydro-electric power project on northern land acquired from First Nations.
January 1973	A ruling by the Supreme Court of Canada states that the Nisga'a First Nation in British Columbia retains no Aboriginal rights over the Nass River Valley.
February 1973	Jean Chrétien, Minister of Indian Affairs and Northern Development, agrees to First Nations' local control of their own education.
February 1973	Prime Minister Pierre Trudeau meets with Yukon Chiefs and agrees to negotiate Aboriginal land claims.
March 1973	First Nations in Alberta receive a settlement of $190,000 in fulfillment of a financial agreement made, but never honoured, under the terms of an 1877 treaty.
July 1973	Queen Elizabeth II is given a sacred pipe and a scroll by chiefs from Saskatchewan to remind her of treaties and promises Britain made to Aboriginal people.
November 1973	A Québec court rules that work on the James Bay Hydro Project must stop after hearing protests by Cree leaders.
September 1974	The United States rules that Aboriginal people born in Canada have a right to travel freely between Canada and the United States without registering at the U.S. border or using visas.
March 1975	The Northwest Territories elects an Aboriginal majority in its Legislative Assembly for the first time.

Aboriginal Justice and Self-Determination

July 1979	Chiefs travel to Britain to oppose the repatriation of the Constitution and to call for Canada to honour commitments made to Aboriginal people.
March 1980	Mohawk people from the Bay of Quinte in Ontario apply to the Canadian government to keep their traditional government.
March 1981	Aboriginal people in Ontario gain the right to establish their own community police forces.
April 1982	Canada repatriates its constitution from Britain. The Canadian Constitution recognizes and affirms existing Aboriginal and treaty rights.
1982	The Constitution recognizes Métis as Aboriginal people.
September 1984	The Pope says that Canada's Aboriginal people have a right to self-government, their own resources, and their own economy.
1984	Yukon First Nations and the federal government reach an agreement on land claims.
June 28, 1985	Sections of the Indian Act are declared to be in violation of the Charter of Rights and Freedoms. Bill C-31 amends the Act to allow Indians who had been "enfranchised" or lost their status as band members (e.g., women who married non-Indians, Indians who served in the Armed Forces) to regain their status as Indians. The bill is controversial because it retains the federal government's right to decide who is and who is not a band member.
February 1987	The Whitebear Nation in Saskatchewan receives $19 million in a land claim settlement for land that was sold in 1890.
July 1990	Québec provincial police try to dismantle a roadblock set up by a group of Mohawks from the community of Kanesahtake near Montreal. The Mohawks had set up the roadblock to prevent the nearby town of Oka from expanding a golf course onto land the Mohawks considered their own. This resulted in a 78-day armed stand-off involving Mohawks, the Québec provincial police, and later the Canadian Forces.
1990	Grand Chief of the Québec Cree, Matthew Coon Come, moves to protect the traditional Cree way of life by filing an injunction to stop the billion-dollar Great Whale hydro-electric project in the James Bay area. The Cree maintain that flooding over 5,000 square kilometres of their lands will result in irreversible damage to the environment.
1990	Yukon First Nations and the federal government sign a final agreement on land claims that will provide the First Nations with $232 million in cash, mineral rights, and the surface title to 41,000 square kilometres of land.
1990	Canada's Supreme Court rules that the Métis Federation in Manitoba may proceed with its legal challenge to claim areas of the Red River Valley promised to them in the 1870s.
1990	The Nova Scotia Court of Appeal affirms that Mi'kmaq in Nova Scotia have a constitutional right to hunt and fish for food provided they observe conservation laws.

Timeline:
Aboriginal Justice and Self-Determination

1990	Donald Marshall Jr., a Mi'kmaq from Nova Scotia, receives an apology from the Nova Scotia government after spending 11 years in prison for a crime he did not commit. He is exonerated of the 1971 murder charge by a Royal Commission.
1990	The Supreme Court of Canada rules on a landmark case that reaffirms First Nations' constitutional rights to fish for food for social and ceremonial purposes, restricted only by conservation regulations. The case originated when Ronald Sparrow, a member of the Musqueam First Nation in British Columbia, was charged while fishing in the Fraser River.
1991	Prime Minister Brian Mulroney calls for the Royal Commission on Aboriginal Peoples (RCAP) with the objective of settling all Aboriginal land claims by the year 2000.
Fall 1991	The Aboriginal Justice Inquiry of Manitoba issued a report on the state of Aboriginal justice in Manitoba, in response to concerns about the quality of policing and of investigations into matters concerning Aboriginal people.
May 1993	The Council of Yukon Indians and the Canadian government sign the Umbrella Final Agreement for land claims and other issues.
August 1993	The United Nations develops a *Draft Declaration on the Rights of Indigenous Peoples*, recognizing the right to self-determination and independent government in matters related to internal and local affairs. The General Assembly of the United Nations also declares 1995 to 2004 as the *International Decade of the World's Indigenous People.*
1994	The 15,000 members of Sahtu Dene and Métis of the Mackenzie Valley and the federal government sign a final agreement on land claims and mineral rights.
November 1995	Elijah Harper, a Cree Member of Canada's Parliament from Manitoba, organizes the first Sacred Assembly for Aboriginal and non-Aboriginal spiritual leaders.
March 1996	Canada, Newfoundland, Labrador, and the Innu Nation sign a major land claim agreement. Negotiations on this land claim started five years earlier.
1996	The Nisga'a of British Columbia are successful in striking an agreement in principle with the federal government over land claims. The proposed comprehensive claim includes title to an area of 1,930 square kilometres and $190 million in compensation.
November 1996	After five years of hearings and research, the final report of the *Royal Commission on Aboriginal Peoples* (RCAP) is tabled in Canada's Parliament. The federal government recognizes that First Nations people must have a significant input into how the Indian Act will be changed.
April 1996	The Department of Indian Affairs and Northern Development agrees to give administrative responsibility for the Cultural Educational Centres to First Nations.
August 1997	The village of Oka and the Canadian government reach an agreement about land for the Mohawk cemetery at Oka.

Timeline:

Aboriginal Justice and Self-Determination

January 7, 1998	The Government of Canada announces an action plan to restructure its relationship with Aboriginal peoples (*Gathering Strength — Canada's Aboriginal Action Plan*), and affirms that both historic and modern-day treaties will continue to be key elements in the future relationship between Aboriginal people and the Crown. Since that time, the Government of Canada has begun negotiating agreements with treaty First Nations to put self-government in place. These agreements will build on the relationship already established by their treaties.
August 4, 1998	A ceremony is held celebrating the signing of the Nisga'a Final Treaty Agreement. Once ratified, this will be British Columbia's first treaty since 1899 and will end the Nisga'a's 112-year effort to regain some traditional lands. The Agreement will provide the Nisga'a with land and control of natural resources, as well as the right to establish their own central government.
April 1, 1999	The Government of Nunavut comes into being as a self-governing territory of the Inuit people.
November 29, 1999	The Aboriginal Justice Implementation Commission is established in Manitoba to develop an action plan to improve Aboriginal justice as recommended by the Aboriginal Justice Inquiry.
June 2002	Bill C-7, the First Nations Governance Act, is proposed to replace the Indian Act. After much debate, the bill was abandoned. One of the reasons for this failure was insufficient partnership with First Nations in the design of the Act. Discussions are ongoing as to the best way to amend the Indian Act to suit the future needs of Aboriginal people in Canada.
2003	The Powley case sets a precedent by establishing Métis hunter Steve Powley's right to hunt out of season.
April 19, 2004	Canada-Aboriginal Peoples Round Table is held in Ottawa to discuss future directions in economic development, education, health, and well-being of First Nations peoples and communities in Canada.
2006	The Métis land claims case begins in Manitoba.

Source: Indian and Northern Affairs Canada, Kids' Stop, Dates in History:
<www.ainc-inac.gc.ca/ks/4000_e.html>

Youth Criminal Justice Act

Bill C-7, the Youth Criminal Justice Act (YCJA), received Royal Assent on February 19, 2002, and came into force as of April 1, 2003.

The YCJA, which replaces the Young Offenders Act (YOA), is a key part of the Government of Canada's Youth Justice Renewal Initiative. The Act incorporates the Initiative's new approach to youth justice and forms the backbone of a major restructuring of the youth justice system that has been underway since 1998.

The Youth Criminal Justice Act is based on the following principles:

- It creates a presumption that measures other than court proceedings should be used for a first, non-violent offence.

- It encourages the use of measures other than court processes in all cases where they are sufficient to hold a young person accountable.

- It encourages the involvement of families, victims, and community members.

Manitoba Parental Responsibility Act

The Manitoba Parental Responsibility Act is unique in Canada. This legislation allows Manitoba victims of youth crime to recover damages from parents whose children (up to 18 years of age) have been involved in deliberately taking, damaging, or destroying property.

Victims who wish to obtain damages from the parents of a youth convicted of a crime must file a claim in Small Claims Court. The Act does not apply to children who are wards of child and family services agencies.

Aboriginal Perspectives on Justice, Law, and Self-Determination

Read the following quotations and write a reflection in which you consider
- the priorities of Aboriginal peoples
- legal and cultural factors in self-determination
- responsibilities of Canada's justice system with respect to Aboriginal self-determination

"Indigenous peoples, as a specific form of exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, including culture, religion, education, information, media, health, housing, employment, social welfare, economic activities, land and resources management, environment and entry by non-members, as well as ways and means for financing these autonomous functions."

— Article 31 of the *UN Draft Declaration on the Rights of Indigenous Peoples,* 1993

The Meaning of Justice: At the most basic level of understanding, justice is understood differently by Aboriginal people. The dominant society tries to control actions it considers potentially or actually harmful to society as a whole, to individuals or to the wrongdoers themselves by interdiction, enforcement or apprehension, in order to prevent or punish harmful or deviant behaviour. The emphasis is on the punishment of the deviant as a means of making that person conform, or as a means of protecting other members of society.

The purpose of a justice system in an Aboriginal society is to restore the peace and equilibrium within the community, and to reconcile the accused with his or her own conscience and with the individual or family who has been wronged. This is a primary difference. It is a difference that significantly challenges the appropriateness of the present legal and justice system for Aboriginal people in the resolution of conflict, the reconciliation and the maintenance of community harmony and good order.

Aboriginal Concepts of Law: There were and are Aboriginal laws. There were and continue to be Aboriginal governments with lawmaking powers and with provisions to enforce those laws. There were and are Aboriginal constitutions that are the supreme "law of laws" for some Aboriginal peoples and their nations…. Laws grow from the customs, traditions and rules of a society of people. They exist to inform people what that particular society considers to be acceptable and unacceptable.

— Aboriginal Concepts of Justice, *Report of the Aboriginal Justice Inquiry Commission of Manitoba* (1999): <www.ajic.mb.ca/volume.html>

Ojibway and Cree decision making involved the participation and consent of the community at large. Behaviour was regulated by ostracism, shame and compensation for the victim's loss, even if only symbolic compensation were possible. Elders undertook the regular teaching of community values and warned offenders on behalf of the community. They publicly banished individuals who persisted in disturbing the peace. Elders might undertake to mediate dangerous disputes and to reconcile offenders with victims. In cases of grave threats or such serious offences as murder, physical punishment and even execution of the offender might be undertaken either by the community or by those who had been wronged. In all instances the sanction of tribal elders was necessary.

— "The Justice System and Aboriginal People," *Report of the Aboriginal Justice Inquiry Commission* (1999): <www.ajic.mb.ca/volumel/chapter3.html#2>

The Assembly of First Nations

Historically the First Nations have a unique and special relationship with the Crown and the people of Canada, as manifested in treaties and other historical documents. In essence, the special relationship is one of peaceful coexistence based on equitable sharing of lands and resources, and ultimately on respect, recognition, and enforcement of our respective right to govern ourselves. The Assembly of First Nations exists to promote the "restoration and enhancement" of this relationship and to ensure that it is mutually beneficial to the First Nations people.

The Assembly of First Nations (AFN) is the national representative organization of the First Nations in Canada. There are over 630 First Nations communities in Canada. The AFN Secretariat is designed to present the views of the various First Nations through their leaders in areas such as: Aboriginal and Treaty Rights, Economic Development, Education, Languages and Literacy, Health, Housing, Social Development, Justice, Taxation, Land Claims, Environment, and a whole array of issues that are of common concern which arise from time to time.

The Chiefs meet annually to set national policy and direction through resolution. The National Chief is elected every three years by the Chiefs-in-Assembly. The Chiefs meet between the annual assemblies every 3 to 4 months in a forum called the "Confederacy of Nations" to set ongoing direction. The membership of the Confederacy consists of Chiefs and other Regional Leaders chosen according to a formula based on the population of each region.

What does the Assembly of First Nations (AFN) mean when using the term self-determination? Self-determination refers to the right of a people to freely determine their political status and freely pursue their economic, social, and cultural development, and to dispose of and benefit from their wealth and natural resources.

**WE THE CHIEFS OF THE INDIAN FIRST NATION
IN CANADA HAVING DECLARED:**

THAT our peoples are the original peoples of this land having been put here by the Creator;

THAT the Creator gave us laws that govern all our relationships for us to live in harmony with nature AND MANKIND;

THAT the laws of the Creator defined our rights and responsibilities;

THAT the Creator gave us our spiritual beliefs, our languages, our cultures, and a place on Mother Earth which provided us with all our needs;

THAT we have maintained our freedom, our languages, and our traditions from time immemorial;

THAT we continue to exercise the rights and fulfill the responsibilities and obligations given to us by the Creator for the land upon which we were placed;

THAT the Creator has given us the right to govern ourselves and the right to self determination;

THAT the rights and responsibilities given to us by the Creator cannot be altered or taken away by any other nation;

THAT our aboriginal title, aboriginal rights and international treaty rights exist and are recognized by international law;

THAT the Royal Proclamation of 7 October 1763 is binding on both the Crowns of the United Kingdom and of Canada;

THAT the Constitution of Canada protects our aboriginal title, aboriginal rights (both collective and individual) and international treaty rights;

THAT our governmental powers and responsibilities exist; and

THAT our nations are part of the international community.

~Preamble to the Charter of the Assembly of First Nations (2003):
Source: ‹www.afn.ca/Assembly_of_First_Nations.htm›

Aboriginal Perspectives on Justice, Law, and Self-Determination

Highlights from the Royal Commission on Aboriginal Peoples:

In the late 1980s and 1990s Canada addressed Aboriginal issues and attempted to settle the many concerns that were being raised. The RCAP was given a mandate to "deal with an accumulation of literally centuries of injustice"…

Canada enjoys a reputation as a special place—a place where human rights and dignity are guaranteed, where the rules of liberal democracy are respected, where diversity among peoples is celebrated. However, this reputation represents, at best, a half-truth.

A careful reading of history shows that Canada was founded on a series of bargains with Aboriginal peoples—bargains this country has never fully honored. Treaties between Aboriginal and non-Aboriginal governments were agreements to share the land. They were replaced by policies intended to:
- remove Aboriginal people from their homelands
- suppress Aboriginal nations and their governments
- undermine Aboriginal cultures
- stifle Aboriginal identity

It is now time to acknowledge the truth and begin to rebuild the relationship among peoples based on honesty, mutual respect and fair sharing. The image of Canada in the world and at home demands no less…

- In international law, which Canada respects, all peoples have a right of self-determination. Self-determination includes governance, so indigenous peoples are entitled to choose their own forms of government, within existing states.

- In Canadian history, the colonial powers won no "rights of conquest," for there was no conquest. Nor was North America terra nullius, free for the taking, as was claimed later. In most of their early dealings with Indigenous peoples in what is now Canada, the colonial powers recognized them as self-governing nations—codifying their recognition in treaties and in the Royal Proclamation of 1763.

- Aboriginal peoples' right of self-government within Canada is acknowledged and protected by the constitution. It recognizes that Aboriginal rights are older than Canada itself and that their continuity was part of the bargain between Aboriginal and non-Aboriginal people that made Canada possible.

Source: ‹www.ainc-inac.gc.ca/ch/rcap/rpt/index_e.html›

Title of article:	Date, author, source:
State the issue in your own words.	State any principles or values related to justice referred to in this article.
List five facts stated in this article. What evidence is given to support each fact?	Do you consider this article to be objective and reliable? Explain why.
What is the author's opinion on this issue? Explain his/her supporting reasons.	What is your opinion on this issue? Explain your supporting reasons.
Why is this issue important?	

What Is a Restorative Justice Process?

Restorative justice involves individuals who have a stake in a particular offence, including the victim, the offender, and community members. Participants take part voluntarily and are supported by a fair and impartial facilitator, who in Aboriginal communities is usually an Elder.

The participants engage in a discussion of the circumstances surrounding an offence. The purpose of the discussion is to understand the underlying causes of the event and the effects on those who have been harmed. As well, the process addresses the needs of the parties for healing and reparation. The models used most often in Canada are conferencing, sentencing, and healing circles and victim-offender mediation.

Basic Principles of Restorative Justice

1. Participation of a victim and offender in a restorative justice process should be based on her or his free, voluntary, and informed consent. Each party should receive a clear explanation of what the process might involve and the possible consequences of deciding to participate. Consent to participate may be withdrawn at any stage.

2. The victim and offender must accept as true the essential facts of the offence, and the offender must accept responsibility for the offence.

3. The facts must provide sufficient evidence to proceed with a charge, and the prosecution of the offence must not be barred at law.

4. The offender has the right to seek legal advice before and at all stages of the process.

5. Referrals to a restorative process can occur at all stages of the criminal justice system, from pre-charge diversion through to post-sentencing and post-release from custody in appropriate cases, and taking into account relevant prosecution policies.

6. Referrals to and conduct of a restorative process must take account of the safety and security of the parties and any power imbalances between victim and

offender, with respect to either person's age, maturity, gender, intellectual capacity, position in the community, or other factors. In particular, implied or explicit threats to the safety of either party, and whether there is a continuing relationship between the parties, must be of paramount concern.

7. All discussions within the restorative process, other than those conducted in public, must remain confidential, unless agreed to the contrary by the victim and offender, and may not be used in any subsequent legal process.

8. The admission of responsibility by the offender for the offence is an essential part of the restorative process, and cannot be used as evidence against the offender in any subsequent legal process.

9. All agreements must be made voluntarily and contain only reasonable, proportionate, and clear terms.

10. The failure to reach or to complete a restorative agreement must not be used in any subsequent criminal proceedings to justify a more severe sentence than would otherwise have been imposed on the offender.

11. A restorative justice program should be evaluated regularly to ensure that it continues to operate on sound principles and to meet its stated goals.

Source: Draft Document June 11, 2002
National Consultation on Basic Principles for Restorative Justice in Canada.
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Responsibilities and Rights
in Our Communities

	A group:	Local Community	Canadian Community	World Community
Responsibilities I have to other members of this group or community				
Rights I have as a member of this group or community				
Examples of how I fulfill my responsibilities in this group or community				
Examples of how I affirm my rights in this group or community				

Read the following quotations. In groups, decide by consensus which quote best represents the concept of citizenship.

Plato: circa 427 – 347

"The cost of not showing an interest in public affairs is to be governed by persons worse than oneself."
~ Plato, Greek philosopher, 5th century BCE

"I would suggest that any country that does not claim the full loyalty of its citizens old or new, any country that counts citizens old or new who treat it as they would a public washroom – that is, merely as a place to run in an emergency - accepts for itself severe internal weakening. It is perhaps inevitable that for many newcomers Canada is merely a job."
~ Neil Bissoondath, "A Question of Belonging," *The Globe and Mail,* 28 January 1992.

"There should be a law that Canadians would not be granted citizenship until they've crossed this country by car, or, if they can find one, by train. That kind of odyssey would serve to remind us that even if we've always suffered from constitutional indigestion, our forefathers performed a series of miracles to originally settle this country."
~ Peter C. Newman, columnist, *Maclean's,* 6 July 1992.

"What is it that the citizens desire? That is the question that every democratic government must ask itself constantly… For if it is to establish an order that citizens will agree to support, the state must go further than merely investigating their needs; it must also encourage them to demand what they consider just. In this way democracy becomes a system in which all citizens participate in government: the laws, in a sense, reflect the wishes of the citizens and thus turn to account the special wisdom of each one; the social order to some extent embodies all the wealth of human experiences that the citizens possess."
~ Pierre Elliot Trudeau, 1958, "Approaches to Politics," in *Vrai*.

"It may not be fashionable to talk about love and solidarity as political and economic duties. These are, we are told, private things best left to private moments. But they are public values as well. There is a will to solidarity, to community, to love. It can break barriers of class, of upbringing, of colour, of language. It reminds us that we have duties as well as rights: responsibilities to the earth itself, duties to take care of ourselves, to take care of others."
~ Bob Rae, NDP Leader, election campaign address delivered in 1990 before being elected Ontario premier, *The Globe and Mail,* 1 October 1990.

Values of Canadian Citizenship

The federal government lists the values below as important to Canadian citizens.

1. Reflect on how important each value is to you personally.
2. Number the values in order of priority from the most important to the least important.
3. List responsibilities and rights that attend each value. (Be prepared to explain your choices.)

Priority #	Values	Responsibilities	Rights
	Commitment to democracy		
	Commitment to social justice		
	Respect for diversity		
	Equality		
	Freedom		
	Peace and cooperation		
	Law and order		
	Responsible government		
	Concern for the environment		
	Other?		

Source: <www.cic.gc.ca/english/citizen/look/look-02e.html>

Qualities of Global Citizens	Priority #	Reasons
Global citizens try to understand other people and have empathy for them.		
Global citizens act fairly in their choices, their decisions, and their words.		
Global citizens believe that they are just as important as everyone else.		
Global citizens believe that all people are equal. They do not think of some groups or individuals as superior or inferior to others.		
Global citizens accept differences and do not react with hostility to people who are different from them.		
Global citizens are willing to help and cooperate with others.		
Global citizens have their own ideas and express them, but they are open to changing them if they are proved wrong.		
Global citizens are curious and want to learn more about the world.		
Global citizens look after the environment and don't waste things.		
Global citizens believe they can make a positive difference in the world.		

Background information

According to OXFAM (1997), a global citizen is someone who:

- is aware of the wider world and has a sense of her or his own role as a world citizen;

- respects and values diversity;

- has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally;

- is outraged by social injustice;

- participates in and contributes to the community at a range of levels from local to global;

- is willing to act to make the world a more sustainable place;

- takes responsibility for his or her actions.

Source: OXFAM's Cool Planet, What Is Global Citizenship?:
<www.oxfam.org.uk/coolplanet/teachers/globciti/whatis.htm>

This has been Canada's Oath of Citizenship since the Citizenship Act of 1977:

> "I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen."

In 1997, Parliament proposed a new Oath of Citizenship that replaced loyalty to the Queen with loyalty to Canada. The Monarchist League and other lobby groups strongly opposed this change, and a new version was proposed in 1998, as follows:

> "From this day forward, I pledge my loyalty and allegiance to Canada and Her Majesty Elizabeth the Second, Queen of Canada. I promise to respect our country's rights and freedoms, to uphold our democratic values, to faithfully observe our laws and fulfill my duties and obligations as a Canadian citizen.

Note: As of December 2006, the Oath of Citizenship has not yet been changed.

Source: <www.cic.gc.ca/ENGLISH/citizen/look/look-19e.html>

Self-Assessment: Responsibilities and Rights

Responsibilities and Rights	How aware and informed am I about these responsibilities and rights?	Examples of how I affirm, respect, or fulfill these responsibilities and rights
Legal rights		
Equality rights		
Mobility rights		
Aboriginal peoples' rights		
Freedom of thought		
Freedom of speech		
Freedom of religion and belief		
Right to peaceful assembly		
Responsibility to obey laws		
Responsibility to respect rights and freedoms of others		
Responsibility to help eliminate discrimination and injustice		
Responsibility to treat others as equal		
Responsibility to care for and protect our heritage and our environment		
Responsibility to help others as I am able to		

> Read the following quotations and reflect on the advantage and disadvantage of living in a democcratic society.

"Democracy is the worst system devised by the wit of man, except for all the others." - *Sir Winston Churchill*

"Shall we then judge a country by the majority, or by the minority? By the minority, surely." - *Ralph Waldo Emerson*

"Democracy is deeply rooted in talk. It seems to prefer talk to force, deliberation to whim, good reasons to powerful arms, consensus to conflict, peace to war, co-operation to competition. But no sooner do we define democracy as "reasonable discussion" than someone reminds us that it can also mean the politics of conflict as well as the politics of co-operation; or that through the power of today's media, the government of public opinion we call democracy can enthrone whim rather than deliberation." - Patrick Watson and Benjamin Barber (2000), *The Struggle for Democracy*

"Like other tyrannies, the tyranny of the majority was at first... held in dread, chiefly as operating through the acts of the public authorities. ...
Protection, therefore, against the tyranny of the magistrate is not enough; there needs protection also against the tyranny of the prevailing opinion and feeling, against the tendency of society to impose, by other means than civil penalties, its own ideas and practices as rules of conduct on those who dissent from them..."
- John Stuart Mill (1869), philosopher, *On Liberty*

"In an age of mass audiences it is the minorities who stand firm, and their loyalties are international." - Robert Weaver, in "Books," *Mass Media in Canada,* (1962), ed. John A. Irving.

"Visible minorities are, in fact, the invisible members of our society. Canada will be the ultimate loser if we do not take advantage of the skills and abilities which visible minority Canadians have to offer." - *Report of the Special Commission on the Participation of Visible Minorities in Canadian Society,* March 1984.

"If you tell someone in Toronto that you think freedom and democracy are wonderful, they give you a strange look, as if you are raving about how nice oxygen is." – Jan Wong (1996), *Red China Blues*

"Democracy is not something you believe in or a place to hang your hat, but it's something you do. You participate. If you stop doing it, democracy crumbles."
– Abbie Hoffman

"Canada is a country of minorities: the Anglophones are a minority put upon by the Americans, the francophones are put upon by the Anglophones; the aboriginal people are put upon by the anglophones and francophones and other cultural minorities are left out." - John Ralston Saul, as quoted in *The Globe and Mail,* 4 December 1991.

"Democracy is not a spectator sport." – Michael Moore

"Democracy recognizes that one person may be right and ninety-nine wrong. That is why freedom of speech is so sacred: the one person must always have the right to proclaim his or her right to proclaim *his* or *her* truth in the hope of persuading the ninety-nine to change their point of view." - Pierre Elliott Trudeau, *Approaches to Politics*, 1970.

"A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine." – Thomas Jefferson

"The minority is sometimes right; the majority always wrong." – George Bernard Shaw

"Democracy does not create strong ties between people. But it does make living together easier." - Alexis de Tocqueville

"A democrat need not believe that the majority will always reach a wise decision. He should however believe in the necessity of accepting the decision of the majority, be it wise or unwise, until such a time that the majority reaches another decision." - Bertrand Russell

Gandhi

"My notion of democracy is that under it the weakest shall have the same opportunities as the strongest." - Mahatma Gandhi

"Canada is the only country in the world in which the majority is the moral guarantor of the minority." – Laurier LaPierre, CTV discussion, 2 July 1993

"The art of governing has some parallels with the art of canoeing, with the movement of the water representing the people, their needs and wants. Sometimes you have to fight against the current. Sometimes you have to shoot the rapids, by going faster than the moving water or by back-paddling a bit until you find the most appropriate course between the rocks. Sometimes you get dumped. If you just want to administer things, you let the polls tell you where the river is and then you follow it wherever it goes. But drifting is not really governing." – Pierre Elliott Trudeau, *Against the Current*, 1996

Democratic Ideals in Canadian Society

Step 1: As a class, brainstorm a list of democratic ideals

Step 2: In a small group, decide on *two* democratic ideals from the list that your group considers to be the most important in Canadian society. Try to reach consensus on your choices. You should be prepared to explain the reasons for your choices.

Democratic ideal #1:	**Democratic ideal #2:**

Step 3: Design a symbol to represent each of the ideals you selected.

Step 4: Think of four examples of how each ideal is practiced or exemplified in Canadian society today.

1.	1.
2.	2.
3.	3.
4.	4.

Step 5: Plan and create a poster to present your ideals to the class in a persuasive and creative fashion.

Protecting the rights of minorities is a fundamental problem of a democracy. In a situation where "majority rules," how can a nation ensure that *all* citizens have equal treatment and equal opportunities, even those who are not part of the majority?

Democracies and Majority - Minority Rights:

- Majority rule is a way of organizing government and making public decisions. It does not mean that the majority has the right to practise oppression. No majority, no matter how large, should take away the basic rights and freedoms of a minority group or individual.

- Minorities, based on factors such as race, ethnic background, culture, language, religion, geographic location, income level, or simply because they were the "losers" in elections or in political debates, are entitled to rights that may not be denied by government. In Canada these rights are protected by constitutional law.

- Minority rights need to be protected to ensure that *all* citizens are able to fully participate in the country's democratic institutions.

- All democratic governments should take measures to protect the basic human rights of citizens, whether of the majority or of a minority (e.g., freedom of speech and expression; freedom of religion and belief; due process and equal protection under the law; freedom to organize, speak out, dissent, and participate fully in the public life of their society).

- Democratic principles recognize that a key responsibility of government is to protect the rights of minorities to uphold their cultures, social practices, individual consciences, and religious activities.

- Acceptance of ethnic and cultural groups that seem strange or unusual to the majority can represent one of the greatest challenges that any democratic government can face. But democracies recognize that diversity can be an enormous asset. They treat these differences in identity, culture, and values not as a threat but as a challenge that can strengthen and enrich them.

- There is no single solution to dealing with minority-group differences in perspectives, beliefs, and values. Only through the democratic process of tolerance, debate, and willingness to compromise can free societies reach agreements that embrace the twin pillars of majority rule and minority rights.

Using your "Democracy and Governance in Canada" portfolio, reflect on your learning over this cluster, and discuss why democracy is a right and a privilege that should not be taken for granted, and explain how Canadian systems of governance contribute to equity for all.

Read the following quotations and *summarize* each one in your own words. Then write your *opinion* of each quotation.

"The new electronic independence recreates the world in the image of a global village." ~ Marshall McLuhan, communications thinker, *The Gutenberg Galaxy,* 1962

"If the world is becoming a global village, it will also take on the feature of real village life, including cliques, lifelong feuds, and impassable social barriers." ~ Northrop Frye, Canadian writer, "Communications," Cultural Critic, 9 July 1970
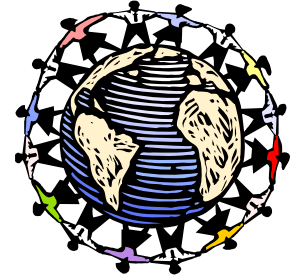
"Never before in history has the disparity between the rich and the poor, the comfortable and the starving, been so extreme; never before have the privileged societies possessed weapons so powerful that their employment in the defence of privilege would destroy the haves and the have-nots indiscriminately. We are faced with an overwhelming challenge. In meeting it, the world must be our constituency." ~ Pierre Elliott Trudeau, Remarks, University of Alberta, Edmonton, 13 May 1968

"It's hard to be globally minded when you're sleeping under a bridge." ~ Murray Dobbin, commentator and critic of globalization, "Right of Reply," *The Canadian Forum*, December 1992

"The classical scope of responsibility—to one's own person, to one's family, to one's community and nation—must be broadened. Not even the biblical admonition of responsibility to all human beings is sufficiently broad. The new responsibility must be more. It must extend to all space and through all time. It must be one inclusive of persons far beyond our own national frontiers; it must encompass the physical planet and all its ingredients—water and air, non-renewable resources, living organisms; it must extend into the future not just for months or years, but for decades." ~ Pierre Elliott Trudeau, Remarks, Duke University, Durham, North Carolina, 12 May 1974
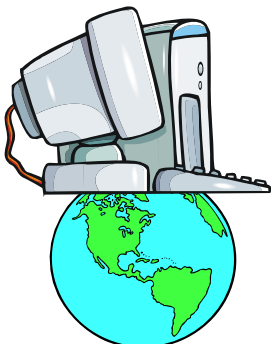
"The global village is not created by the motor car or even by the airplane. It's created by instant electronic information movement." ~ Marshall McLuhan

"Computers are merely ingenious devices to fulfill unimportant functions. The computer revolution is an explosion of nonsense." ~ Neil Postman

11 September was the dark side of this new age of global interdependence. If you don't want to live with barbed wire around your children and grandchildren for the next hundred years, then it's not enough to defeat the terrorist. We have to make a world where there are fewer potential terrorists and more partners. And that responsibility falls primarily upon the wealthy nations to spread the benefits and shrink the burdens.

There are changes that poor countries have to make within that to make progress possible. It's no accident that most of these terrorists come from countries that aren't democracies. If you're never required to take responsibility for yourself, then you're kept in a state of permanent immaturity where it's easy to convince you that your distress is caused by someone else's success.

So this is a fight we have to make everywhere. Which will be more important in the 21st century—our differences or our common humanity? Think about how important your differences are to you. Think about how we all organise our lives in little boxes—man, woman, British, American, Muslim, Christian, Jew, Tory, Labour, New Labour, Old Labour, up, down. We have to organise that, but somewhere along the way, we finally come to understand that our life is more than all these boxes we're in. And that if we can't reach beyond that, we'll never have a fuller life.

~ Bill Clinton, former president of the United States, in the Dimbleby Memorial Lecture at the Institute of Education in London, 18 December 2001.

Some modern media critics have said that the following quote from Charles Dickens, which was written in his novel about the French Revolution, applies very well to the modern information age of mass media and instant electronic communications. Discuss in your group how you feel about Dickens' idea.

Dickens

It was the age of wisdom; it was the age of foolishness,
It was the epoch of belief; it was the epoch of incredulity,
It was the season of Light; it was the season of Darkness,
It was the spring of hope; it was the winter of despair.
We had everything before us,
We had nothing before us.

~ Charles Dickens, *A Tale of Two Cities*

Description of Global Coverage	News source 1:	News source 2:
List the number of world issues on the front page.		
List the number of national issues on the front page.		
List the number of local issues on the front page.		
List some of the most prominent headlines (note order and print size).	1. 2. 3. 4.	1. 2. 3. 4.
How long are the headline articles?	1. 2. 3. 4.	1. 2. 3. 4.
How big and of what quality are the supporting photos?	1. 2. 3. 4.	1. 2. 3. 4.
Is the story prominently displayed?	1. 2. 3. 4.	1. 2. 3. 4.
What are some details in the story?	1. 2. 3. 4.	1. 2. 3. 4.
Is bias evident in the reports? Explain.		

Are maps included?		
Are there follow-up articles about ongoing international issues?		
Are several regions of the world represented in the coverage (Americas, Europe, Middle East, Africa, Asia)?		
Did all global news items relate to violence or disaster?		
Was international news easy to find?		

Summarize your conclusions.

_____

_____

_____

_____

_____

_____

_____

_____

Media Scrapbook
Analytical Outline

For each of the entries in your media scrapbook, complete an identification form using the following template. All articles must be international in character. Try to include a variety of types of articles (e.g., news reports, investigative reports, updates, editorials...).

Type of News Article	Author, Source, & Date	Reliability and Validity

Statement of the issue in your own words:

Countries or places involved:

Actual or possible Canadian responses to this issue:

Factual evidence included in the article:

Author's position (if stated) and supporting reasons:

Your own position and supporting reasons:

Examples of the effects of this issue on your daily life and decisions:

Make sure you have enough background information on the global event to be able to create an effective cartoon. Editorial cartoons are usually *intended* to express bias and to be critical. They often use satire, exaggeration, or simplification to express a particular point of view on a subject. Keep the words minimal—let the pictures convey the ideas.

Global issue or event:	People or groups involved:
Your opinion on this issue:	An analogy that would be useful to describe this issue:
Caricature or exaggeration to be used in this cartoon to convey your impressions:	Symbols you will use to convey your idea:
Words to use to convey your idea:	Mood to be expressed in this cartoon:

If the World Were a Village

If the world's population was reduced to a village of 100 inhabitants, with all the ratios remaining the same, it would look like this:

60 Asians (20 Chinese and 17 Indians)

14 Americans (6 from North America and 8 from the South America)

13 Africans, 12 Europeans, and half an Oceanian

52 women, 48 men

70 non-whites and 30 whites

70 non-Christians and 30 Christians

50.5 people live in the village; 49.5 are scattered in the country

6 persons possess 59% of the world's wealth, several of them are Americans

50 of the village inhabitants live on 2 dollars a day

25 live on 1 dollar a day

15 persons produce more than half the CO_2 emissions in the village

25 persons consume 3/4 of all the energy; the other 75 consume the remaining 1/4

17 persons have no access to medical services, decent shelter, or drinking water

50 suffer from malnutrition

70 are illiterate

80 persons live in poor-quality housing

11 persons have a car; this number is growing, and will probably reach 20 in 20 years

20 persons have 87% of the vehicles at their disposal and 84% of the paper in use

9 have access to the Internet

1 person has a college education

1 person dies and 2 or 3 children are born into the village each year

And the population of the village will be 133 people in 2025

Source: <http://paxhumana.info/article.php3?id_article=481>
Based on an idea by Phillip M. Harter, MD, FACEP, Stanford University School of Medicine. Copyright 1999-2004. This material can be copied, modified, or used in any subsequent work so long as no further restrictions are added.

You are the director of a half-hour news program. With commercials, weather, and sports segments, you have only 16 minutes to report the news. The newscast must be divided into two equal segments, with each story running one to two minutes. You need to save a few important items for the second segment so that people will return after the commercials. Select which of the following stories you will report on and how much time each story will get (one or two minutes). Note reasons for each selection or rejection.

1. Nurses and medical assistants walked off their jobs in a Winnipeg nursing home after talks broke down late last night.
2. A fire destroyed a small furniture manufacturing plant in Winnipeg early Saturday morning. The company had 100 employees. Arson is suspected.
3. Manitoba's unemployment rate is now 5.1%, compared with the national average of 8%, according to Statistics Canada figures just released in August 2003.
4. The Premier of Manitoba announced three new appointments to the provincial Cabinet, including a reorganization of government departments.
5. General Motors Canada reached a contract agreement with Canadian Auto Workers, and union members voted to accept the terms.
6. A constitutional challenge on the basis of freedom of expression has been launched in the courts against the regulation of pornography on Internet sites in Canada.
7. The World Health Organization announced that TB cases are increasing 10% per year in Africa because of HIV.
8. The Toronto Board of Health announced today that meat packed at the Riverwood Meat Packing Plant from December 5 to December 12, 2003, must be recalled because of health concerns.
9. A 25-year-old nanny has been arrested and charged with manslaughter in a case where a 10-month-old baby died of shaken baby syndrome.
10. A large agricultural implement manufacturing firm has announced that it will be laying off 400 workers for an indefinite period of time.
11. Elijah Wood arrived in Winnipeg for a three-month stay to film a large-production movie.
12. Monsoon flooding in Bangladesh has claimed 1300 lives over the past two weeks.
13. Two teenagers drowned in Lake Winnipeg today in a boating accident.
14. A study released by the Canadian Medical Association says that women in Canada now have heart attacks at rates comparable to men because of increased smoking, stress levels, and obesity.
15. A recent poll in Alberta, Saskatchewan, and Manitoba indicates that only 60% of citizens agree with Canadian gun control and registration requirements.
16. Environment Canada announced today that it will provide $10,000,000 to support hazardous waste disposal and the cleanup of toxic waste sites.
17. Bus fares in Winnipeg will drop by 25 cents at the beginning of next month. The City of Winnipeg made this decision because recent fare increases have caused many people to stop using public transit.

News Item	Time	Selected (explain why)	Rejected (explain why)

Examples of international organizations in which Canada is involved:

CUSO (formerly Canadian University Services Overseas)
CIDA (Canadian International Development Agency)
Red Cross
Free the Children
Save the Children
UNESCO (UN Educational, Scientific and Cultural Organization)
WTO (World Trade Organization)
FAO (Food and Agriculture Organization of the UN)
Habitat for Humanity
MCC (Mennonite Central Committee)
International Olympic Committee
Sommet de la Francophonie
British Commonwealth
NATO (North Atlantic Treaty Organization)
Amnesty International
Stephen Lewis Foundation
Médecins sans frontières
WHO (World Health Organization)
UNICEF (UN Children's Fund)
OXFAM
(UNHCR) United Nations High Commission for Refugees
World Vision
International Movement to Ban Landmines
Organization of American States
Inuit Circumpolar Conference
NAFTA (North American Free Trade Agreement)
United Nations Peacekeeping Operations
Greenpeace
Earth Council
Earthwatch Institute
Human Rights Watch
War Child
World Watch Institute
David Suzuki Foundation
IISD (International Institute for Sustainable Development)
International Criminal Court
WUSC (World University Services of Canada)
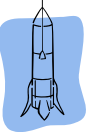
Note: This is a representative list only. Students will note
that the United Nations consists of a number of agencies with
specific responsibilities and that many churches and faith
groups sponsor non-evangelizing international assistance
agencies.

Canadian Global Involvement

Date	Event
1899	After much debate, Canada sends volunteer troops to South Africa to support Great Britain in the Boer War.
1914 – 1918	Canada, as a colony of Great Britain, supports the Allies in the First World War in Europe, fighting in conditions of trench warfare and enduring heavy losses. Over 600,000 Canadians enlist in the Canadian Expeditionary Force. Canadian forces particularly distinguish themselves at the Somme, Vimy Ridge, and the "Last Hundred Days" of the liberation of countries occupied by Germany.
January 10, 1920	The League of Nations, the forerunner of the United Nations, is established in Geneva. Canada is among the founding members. The League aims to promote international co-operation and to achieve international peace and security. The states of the League of Nations pledge themselves not to go to war before submitting their disputes to arbitration or enquiry.
1939 – 1945	Serving in the Canadian Army, the Royal Canadian Navy, the Royal Canadian Air Force, and with other Allied Forces, thousands of young Canadians fight in the Second World War from 1939 to 1945. They help defend the United Kingdom when it appears that Nazi invasion is imminent; they attempt to defend Hong Kong against the Japanese; at Dieppe they are significant in a fateful raid against the enemy-controlled coast of France. Above all they play their part in two great campaigns: they fight for 20 months in Italy, and are in the front lines when the Allies return to Continental Europe on D-Day in 1944.
June 1945	The United Nations is created in San Francisco. Canada is one of the original members to sign the Charter.
1945 - 1989 Cold War	Two superpowers—the Soviet Union in the East, and the United States in the West—build up powerful nuclear weapons in a hostile and tense competition for world power. Countries ally with one side or the other in military alliances. Fears of Communism, spies, and nuclear war grow in the West. Canada is allied with the United States, but it does not actively participate in the build-up of nuclear arms.
December 1948	U.N. countries sign the Universal Declaration of Human Rights, which Canadian John Humphrey had an important role in writing.
1949	The British Commonwealth is created; Canada is one of the original members.
1949	NATO—the North Atlantic Treaty Organization —is created as a military defence alliance because of Cold War tension between western nations and Russia and its allies. NATO includes Canada, the U.S., Britain, and countries of northwestern Europe.

Canadian Global Involvement

1950 – 1953	Canada sends troops to the Korean War in a United Nations-supported military action.
1952	Lester Pearson becomes Canada's ambassador to the United Nations.
1956	The first U.N. peacekeeping troops, in a decision negotiated by Lester Pearson, are sent to prevent war in the Suez Crisis.
1957	Lester Pearson wins the Nobel Peace Prize.
1958	Canada creates the Canadian International Development Agency (CIDA) to support international cooperation with countries of the world.
1960 – 1964	Canadian peacekeeping troops help secure peace in the Congo.
1962	Cuban Missile Crisis: U.S. and the Soviet Union come close to nuclear war.
1964	Canada participates in a U.N. peacekeeping mission to Cyprus.
1965	Canada signs the Automobile Pact with the U.S.: this is the beginning of free trade between the two countries.
1967	Canada sends troops to support ongoing U.N. missions and truce observer operations at various points in the Middle East.
1970	The Organization of American States (OAS) is created.
1970	The international organization of the Francophonie is created.
1973 – 1979	Canadian Forces stand between Egyptians and Israelis in the Sinai to help preserve a fragile peace between these two countries.
1973	Pierre Elliott Trudeau visits China on a peace mission.
1976	Olympic Games are held in Montréal.
1977	Canada establishes protected fishing zones up to 200 miles from its coasts.
1977	Canada participates in the first Inuit Circumpolar Conference with other northern nations.
1983	The Inuit Circumpolar Conference is held in Iqaluit (NWT).
1988	Olympic Games are held in Calgary.
1988 – 1990	Canadian troops monitor the withdrawal of Soviet troops and the voluntary return of refugees in Afghanistan.
1988 – 1991	Canadian troops observe the ceasefire that ended an eight-year war between Iran and Iraq.
1989 – 1990	Canadian troops assist in Namibia's transition to independence. Canadians assist in de-mining operations in war-torn regions of Pakistan.
1989 – 1992	Canadian troops help bring an end to civil war in Nicaragua.
1990 – 1991	Canadians send observers to Haiti to help supervise democratic elections.
1991	Canada sends troops to support the U.S. in the Gulf War against Iraq.

1991 – 1997	Canadian troops help supervise the withdrawal of South African and Cuban troops from Angola.
1991 – 2000	Canadians help establish stable government and clear land mines in Cambodia.
1992 – 1994	Canadian troops help bring an end to civil war in El Salvador.
1994	U.S., Canada, and Mexico sign the North American Free Trade Agreement (NAFTA).
1994	The Canadian government establishes the Lester B. Pearson Canadian International Peacekeeping Training Centre on the site of a former military base in Nova Scotia. The centre provides research, education, and training for peacekeepers from Canada and abroad.
1995	Canada seizes a Spanish ship that is fishing illegally in Canadian waters.
1997	Canada sends troops to assist in ongoing U.N. missions and land mine-clearing operations in Bosnia-Herzegovina.
1997	Canada is one of the first countries to sign the Land Mine Ban Treaty.
1997	Canada signs the Kyoto Accord, an international agreement to reduce greenhouse gas emissions in order to control climate change.
1999	Canadians send ongoing support in the rehabilitation of Kosovo and the Balkans: community and humanitarian aid, support for democratic governance, human rights, mine action, war crimes investigation, and police training.
1999 – 2001	Canadian troops help contain violence and offer humanitarian assistance in East Timor.
July 1999	The Pan American Games are held in Winnipeg.
June 2001	Stephen Lewis, a Canadian, is named special U.N. Envoy to Africa on AIDS.
October 2001	Canada contributes ongoing diplomatic, defence, and development support to the war in Afghanistan.
April 2003	Canada takes the position that it will not participate in the Iraq war without consent for military action from the United Nations Security Council.
1999-2005	Canadian Forces take part in a U.N. Mission in Sierra Leone.
2000-2003	Canadian Forces participate in the United Nations Mission in Ethiopia and Eritrea.
2001-2004	Canadian Forces participate in the International Campaign Against Terrorism in the Persian Gulf.
2002	Canadian Forces participate in a large-scale offensive against al-Qaeda and Taliban forces in Afghanistan. This is the first time since the Korean War the Canadian soldiers relieved American soldiers in a combat operation.
2003	Canadian Forces move to the northern city of Kabul, Afghanistan, where it becomes the commanding nation of the newly formed NATO International Security Assistance Force (ISAF).

2003	Canadian Forces participate in a French-led Interim Emergency Multinational Force in Bunia, Democratic Republic of Congo.
2003	Canadian Forces participate in the United Nations Mission in Liberia.
2004	Canadian Forces contribute to a stabilization mission in Haiti.
2004-2005	Canadian Forces participate in tsunami relief efforts in Sri Lanka.
2005	Canadian Forces provide support to U.S. relief effort in the wake of Hurricane Katrina.
2006	Canadian Forces take over the leadership of coalition forces based in Kandahar, Afghanistan.

Note: This is not an exhaustive list but a representative snapshot of Canadian international involvement, focusing mainly on military and peacekeeping initiatives.
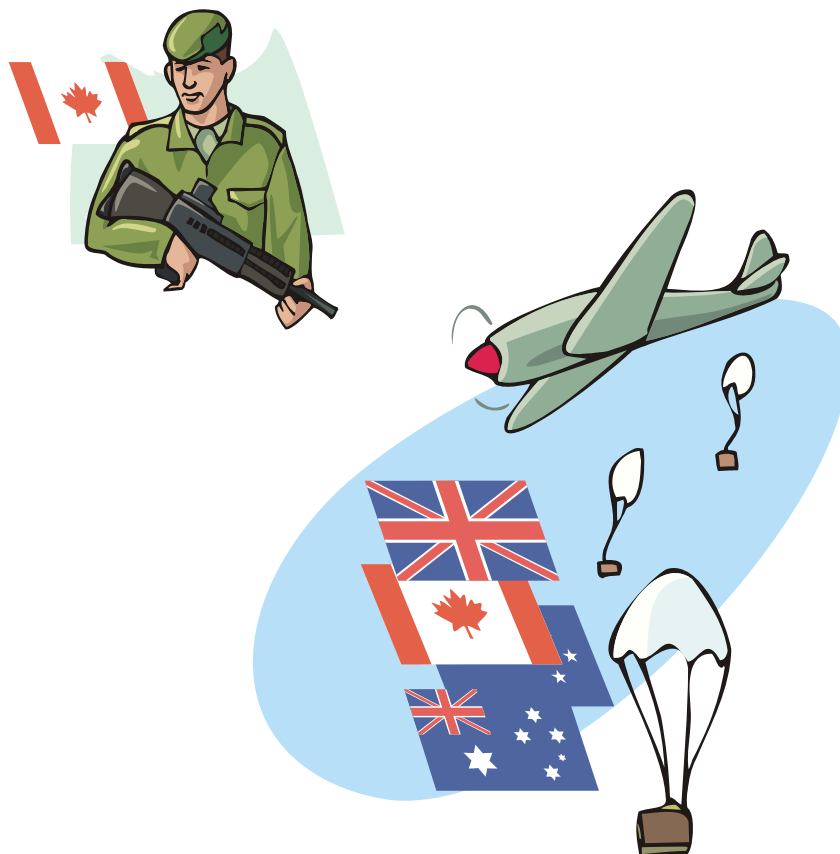
Preparing for the interview:

1. Prepare a topic and generate a list of possible people to interview.
2. Establish a purpose for the interview and write down questions you would like to ask.
3. Contact the person, introduce yourself, and describe the purpose of the interview.
4. Provide sample questions you would like to explore. Check whether the speaker is working on a voluntary or a fee-for-service basis.
5. Fix an interview date and time at the convenience of the interviewee. Explain how many people will be attending and the approximate time available for the interview.
6. Determine together what the agenda will be (e.g., a 15-minute talk on the topic, followed by 30 minutes of questions and answers, followed by refreshments).
7. Check with the person whether they have any special needs or requirements for equipment or materials.
8. Check ahead of time whether the person will permit photographs or video or audio taping, and if he or she can be quoted in a publication (e.g., school newsletter). Ask whether the person would prefer to have all questions in advance.
9. Once the topic and format are confirmed, finalize your questions in the light of what you know about the person.
10. Prepare a note-taking outline to help you take notes efficiently.

During the interview:

1. Introduce the speaker to the people who will be participating or listening, and announce how much time is available and the format to be followed.
2. Always be courteous and attentive to the speaker, making eye contact and actively listening throughout the visit.
3. Follow your interview outline but remain flexible according to the situation and the speaker.
4. Expect that the speaker will sometimes go beyond what you have asked in your questions. Never restate a question that the person has already answered as part of an earlier response.
5. Do not pose questions of a personal nature. Stick to the types of questions you gave the interviewee ahead of time.
6. Begin with factual questions that may be answered briefly, then proceed to more complex questions.
7. As much as possible, pose open-ended questions rather than yes/no questions (e.g., Why…, What do you think of…, Could you tell us a story about…).

Following the interview:

— Formally thank the person, making direct reference to what he or she has shared with you. Offer a card or a small token of appreciation on the part of your school or class.

— If you will be printing words or photos of the person in a school assignment or any other publication, send a complimentary copy to the person as soon as it is completed.

Note-Taking Frame:
International Organization

Name of the organization:	Purpose or vision of the organization:
Attach an image of the logo or flag of this organization and explain its symbolic meaning.	Note when, where, and how this organization was founded.

Check one (√):
Body of the UN _____ NGO _____ Faith-based NGO _____
Organization that brings together governments from several countries _____

Describe Canada's contribution to this organization.	Why is the work of this organization important?

Cite sources (3):

Made-in-Canada Identification Card

Title

Check the appropriate domain (√).

____ sport and leisure ____ politics and international relations

____ manufacture and industry ____ environmental protection

____ science and technology ____ entertainment

____ arts and culture ____ humanitarian, justice

Describe the achievement or accomplishment *(who, what, when, where, why?)*.

Explain the international importance.

Illustrate the achievement using an appropriate symbol.

Note: Adjust the size of this template as needed.

Least Developed, Most Developed

Afghanistan
Angola
Australia
Austria
Bangladesh
Belgium
Benin
Bhutan
Burkina Faso
Burundi
Cambodia
Canada
Cape Verde
Central African Republic
Chad
Comoros
Democratic Republic of Congo
Denmark
Djibouti
Equatorial Guinea
Eritrea
Ethiopia
France
Germany
Gambia
Guinea
Guinea Bissau
Haiti
Italy
Japan
Kiribati
Lao People's Democratic Republic
Lesotho
Liberia
Madagascar

Malawi
Maldives
Mali
Mauritanie
Mozambique
Myanmar
Nepal
Netherlands
New Zealand
Niger
Norway
Russia
Rwanda
Samoa
São Tomé and Principe
Senegal
Sierra Leone
Solomon Islands
Somalia
South Korea
Sudan
Sweden
Switzerland
Togo
Tuvalu
Uganda
United Republic of Tanzania
United States
United Kingdom
Vanuatu
Yemen
Zambia

The *United Nations Human Development Report* is an annual study of the quality of life in countries around the world. Human development is measured by the United Nations using a specific set of factors:

1) life expectancy at birth
2) education and adult literacy
3) income calculated in terms of GDP (Gross Domestic Product) per person

- United Nations, Human Development Report 2006, *What is Human Development?*:
  <http://hdr.undp.org/hd/default.cfm>

The United Nations (2002) designated the following 49 countries as the *least developed countries* in the world:

Afghanistan	Liberia
Angola	Madagascar
Bangladesh	Malawi
Benin,	Maldives
Bhutan	Mali,
Burkina Faso	Mauritanie
Burundi	Mozambique
Cambodia	Myanmar
Cape Verde	Nepal
Central African Republic	Niger
Chad	Rwanda
Comoros	Samoa
Democratic Republic of the Congo	São Tomé and Principe
Djibouti	Senegal
Equatorial Guinea	Sierra Leone
Eritrea	Solomon Islands
Ethiopia	Somalia
Gambia	Sudan
Guinea	Togo
Guinea-Bissau,	Tuvalu
Haiti	Uganda,
Kiribati	United Republic of Tanzania
Lao People's Democratic Republic	Vanuatu,
Lesotho	Yemen
Zambia	

According to the United Nations, the following is a list of the *most developed countries* of the world (2002):

Australia	Netherlands
Austria	New Zealand
Belgium	Norway
Canada	Russia
Denmark	South Korea
France	Sweden
Germany	Switzerland
Italy	United States
Japan	United Kingdom

Three nations not mentioned on this list are considered "newly developed" countries:
Mexico   India   South Africa

Among the most developed countries, the following eight nations are members of the **G8** (2003), an organization of the most highly industrialized countries of the world:

Canada	Japan
France	Russia
Germany	United States
Italy	United Kingdom

In 1975, this group began as the G6, as it had only six members. Canada became a member in 1976 making it the G7; and Russia became a member in 1997 making it the G8. The European Union also participates in G8 meetings, represented by the President of the European Commission and by the leader of the country that holds the presidency of the European Council at the time of the G8 Summit.

Sources:

Canada's G8 Website:
<www.g8.gc.ca/menu-en.asp>
The Least Developed Countries Report 2002, United Nations Conference on Trade and Development:
<www.unctad.org/Templates/webflyer.asp?docid=2026&intItemID=1397&lang=1&mode=highlights>

> "The average North American consumes five times more than a Mexican, ten times more than a Chinese person, and thirty times more than a person from India. (Burp!) We are the most voracious consumers in the world, a world that could die because of the way we North Americans live. Give it a rest. November 26th is Buy Nothing Day."
> ~ Advertisement, Adbusters Foundation
>
> "If every human being on this planet wanted to live as we do in Toronto, we'd need five more planets. So there is no way our lifestyle can be enjoyed by everybody on Earth, but everyone wants to be like us."
> ~ David Suzuki

State of the World 2004, Worldwatch Institute

The world is consuming goods and services at an unsustainable pace, with serious consequences for the well-being of people and the planet, reports the Worldwatch Institute in its annual report, *State of the World 2004.*

More than a quarter of the world's population—around 1.7 billion people—are now part of the "consumer class," with the same lifestyles that were once limited to the rich nations of Europe, North America, and Japan. In China alone, 240 million people have joined the ranks of consumers. The "consumer class" is defined as people who use televisions, telephones, and the Internet, and adopt a culture of consumerism in their eating, transportation, and buying habits. Today, almost half of the world's consumers live in developing countries, which also are the most populated and fastest growing countries.

"Rising consumption has helped meet basic needs and create jobs," says the Worldwatch report. "But as we enter a new century, this extraordinary consumer appetite is undermining the natural systems we all depend on, and making it even harder for the world's poor to meet their basic needs."

"Higher levels of obesity and personal debt, lack of leisure time, and a degraded environment are all signs that excessive consumption is diminishing the quality of life for many people. Governments, businesses, and citizens need to shift their focus away from the unrestrained accumulation of goods in order to find ways to ensure a better life for all."

Inequalities
The report observes that sharp inequalities exist in the world today. While the consumer class has more than it needs, many other people do not have their most basic needs met.
- The 12% of the world's people living in North America and Western Europe account for 60% of global consumption, while the one-third living in South Asia and sub-Saharan Africa account for only 3.2%.
- While consumers across the globe spend an estimated $35 billion a year on bottled water, an estimated 1.1 billion people, or 1 person in 5, still lack reasonable access to safe drinking water.

- While as many as 2.8 billion people on the planet struggle to survive on less than $2 a day, in 2002, 1.12 billion households—about three-quarters of the world's people—owned at least one television set.
- Today, the world's richest people use on average 25 times more energy than the world's poorest. The United States, with just 4.5% of the world's population, releases 25% of global carbon dioxide emissions.
- Worldwide, water demands roughly tripled. The number of large dams climbed from 5,000 in 1950 to more than 45,000 today.

The health costs of consumerism

Uncontrolled consumerism also has a negative impact on the health of the consumer class. The report suggests that having more is just as dangerous as not having enough. For instance:

- Smoking contributes to around 5 million deaths worldwide each year. In 1999, tobacco-related medical expenditures and productivity losses cost the United States more than $150 billion.
- In the United States, an estimated 65% of adults are overweight or obese, leading to an annual loss of 300,000 lives and at least $117 billion in health care costs in 1999.
- A study of more than 200,000 people in the U.S. found that those living in low-density suburban communities spent less time walking and weighed 6 pounds more on average than those living in densely populated areas. Suburbanites were also found to be more subject to high blood pressure. The average U.S. adult now spends 72 minutes a day behind the wheel, often alone.
- Time pressures are often linked to the need to work long hours to support consumption habits, and to take care of possessions. Americans are among the most overworked people in the industrial world, putting in 350 hours more on the job each year than the average European.

Ice cream vs. immunization

One section of the report compares personal spending on luxury items with the amounts needed to meet urgent basic needs. For instance, providing adequate food, clean water, and basic education for the world's poorest would cost less than the amount people spend annually on makeup, ice cream, and pet food.

- The annual expenditure on makeup is $18 billion, far less that the $12 billion it would cost to provide health care for all women.
- The goal of wiping out global hunger and malnutrition would need an annual investment of $19 billion, just $2 billion more than Europeans and Americans spend per year on pet food.
- The bill for immunizing every child would come to $1.3 billion, slightly over one-tenth the amount Europeans spend on ice cream each year, $11 billion.

In the U.S. today, there are more private vehicles on the road than people licensed to drive them, the Worldwatch report points out. The average size of refrigerators in U.S. households increased by 10% between 1972 and 2001, and the number per home rose as well.

New houses in the U.S. were 38% bigger in 2000 than in 1975, despite having fewer people in each household on average.

Yet increased consumption has not brought Americans happiness. About a third of Americans report being "very happy," the same share as in 1957, when Americans were only half as wealthy.

Environmental effects of consumption

This rising consumption in the U.S., other rich nations, and many developing ones is more than the planet can bear, reports *State of the World 2004*. Forests, wetlands, and other natural places are shrinking to make way for people and their homes, farms, malls, and factories. Despite the existence of alternative sources, more than 90% of paper still comes from trees—eating up about one-fifth of the total wood harvest worldwide. An estimated 75% of global fish stocks are now fished at or beyond their sustainable limit. And even though technology allows for greater fuel efficiency than ever before, cars and other forms of transportation account for nearly 30% of world energy use and 95% of global oil consumption.

What to do?

At the same time, many people and groups are working on creative solutions to help people maintain a good quality of life while reducing consumption. The *State of the World 2004* report suggests a variety of opportunities that are already available to governments, businesses, and consumers to control consumption:

- **Ecological tax reform:** By shifting taxes so that manufacturers have to pay for the harm they do to the environment, and by introducing production standards and other regulatory tools, governments can help reduce negative impacts on natural resources.
- **Take-back laws:** Now being adopted by a growing number of governments around the world, these laws require companies to "take back" products at the end of their useful lives, and ban the landfilling and incineration of these products.
- **Durability:** Industries can take shared responsibility for their ecological impacts by finding ways to reduce the amount of raw material needed to create products and by making goods more durable and easy to repair and upgrade.
- **Personal responsibility:** Changes in consumption practices will also require millions of individual decisions that start at the grassroots—about everything from our use of energy and water to our consumption of food.

The report concludes, "In the long run, meeting basic human needs, improving human health, and supporting a natural world that can sustain us will require that we control consumption, rather than allow consumption to control us."

One World, InfoChange News & Features, *The World Is Richer, Fatter, and Not Much Happier*, January 2004:
<www.oneworld.net/external/?url=http%3A%2F%2Fwww.infochangeindia.org%2Fbookandreportsst58.jsp>

What is globalization?

The term *globalization* describes the increased movement of goods, services, technology, and money throughout the world. Although globalization is not new, its pace has increased with new technologies, especially in the area of telecommunications. Throughout history there have often been periods of international trade, movement of people and goods between countries, and cultural exchange between countries. But globalization today has some new characteristics:

— *Free trade:* There are agreements between many countries to reduce taxes or restrictions on trade across borders, so that goods, services, and money move more freely.

— *Free market:* National governments are becoming less involved in controlling international trade.

— *International trading blocs:* In order to sell more goods and buy goods at cheaper rates, countries enter into trade agreements with other countries to buy and sell as large blocs or groups (e.g., NAFTA, European Union…).

— *Transnational corporations:* Large companies, usually owned by people in the most developed nations, operate in many countries at the same time, taking advantage of lower labour and operating costs in less-developed nations.

— *Greater international cultural influence* because of the mass communications technologies (e.g., television, films, video, radio…)

— *Increased international trade and tourism*

— *Greater sharing of information* across borders, through the Internet, the telephone, and greater sale of books across countries

— *Greater immigration*, including illegal immigration, because of the world transportation network

— *Greater number of international standards* (e.g., copyright laws…)

The debate about globalization

Supporters of globalization say that it is a positive trend for these reasons:

— It helps less-developed countries improve their economies by providing more jobs and more industrial development.

— It allows the sharing of new technologies (e.g., communications, medical treatments, agricultural methods) and knowledge (e.g., education, books, democratic government) across more nations of the world.

— It gives people in all parts of the world access to a greater variety of goods and services at reasonable prices.

— Through control of the world economy by international organizations, such as the World Bank and the World Trade Organization, the richer countries will be forced to consider not only their own country's quality of life but also quality of life around the world, thus reducing poverty in less-developed countries.

— Because of greater worldwide communication and exchange, cultures will gain a better understanding of one another.

Opponents of globalization are concerned because they are asking:
— Who will control the international corporations? These companies exist to make a profit for their owners, not to enhance quality of life.
— What will happen to the minority cultures in the world? Will they disappear, since communications are more controlled by the cultures of the richest and most technologically advanced nations?
— How will we make sure that the less powerful nations are getting a fair price for their services (e.g., labour) and their goods?
— How will we make sure that international corporations protect the environment when they operate in less-developed nations?

Sources:
Government of Canada, The Canadian Economy, Globalization:
<http://canadianeconomy.gc.ca/english/economy/globalization.html>

Artpolitic Political Encyclopedia, Globalization:
<www.artpolitic.org/infopedia/gl/Globalization.html>

The World Bank Group, Globalization:
<http://www1.worldbank.org/economicpolicy/globalization>

"There has been globalization of crime, drugs, terror, hate, the weapons trade, pornography, and financial speculation. But civil society, citizenship, and civic virtue remain properties of the democratic nation-state…. Yet the struggle for democracy continues. Citizens have begun to look for ways to influence matters beyond their national boundaries."
- Patrick Watson and Benjamin Barber

"Globalization has increased contacts between people and their values, ideas and ways of life in unprecedented ways. People are travelling more frequently and more widely. Television now reaches families in the deepest rural areas of China. From Brazilian music in Tokyo to African films in Bangkok, to Shakespeare in Croatia, to books on the history of the Arab world in Moscow, to the CNN world news in Amman, people revel in the diversity of the age of globalization."
- UN Human Development Report 2004: <http://hdr.undp.org/reports/global/2004>

Definition of fair trade:	Examples of the types of products targeted for fair trade:
Reasons why the fair trade movement began:	Some fair trade sources in Manitoba:

Your opinion of fair trade:

A drawing to illustrate what fair trade means to you (use symbols or analogies if you wish):

Cite sources (3):

Chocolate: Fair Trade or Slave Trade

The average Canadian eats roughly 6.7 kg of chocolate annually…
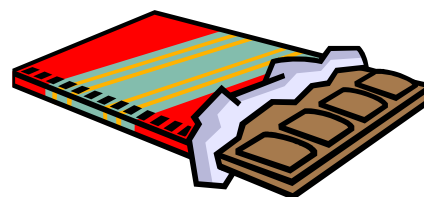
Publicly acknowledged as a chocoholic, I reacted with shock and horror when a friend showed me a newspaper article on the connection between slavery and chocolate. I think he had expected my immediate response, but did not anticipate that I could change my chocoholic ways. He was both right and wrong. I switched to Fair Trade chocolate and cocoa products and continued to consume them with gusto… while learning more about the slavery connection.

The abuse of children and evidence of children being trafficked to work in cocoa plantations is being documented from several sources. The International Institute of Tropical Agriculture (IITA,) based in West Africa, reports that more than 284,000 children are working in hazardous conditions on cocoa farms. "We could identify some children who, we believe, had been traded in some way and did not have the freedom to leave the farms on which they were working," an IITA report says. The organization found that children harvest the cocoa beans from farms in the jungle using machetes. They spray crops with pesticides and insecticides, without masks, rubber boots or proper equipment.

Save the Children Canada reports that 15,000 children between the ages of 9 and 12 have been sold into forced labour on cocoa farms on the Ivory Coast, West Africa, in the last few years. Most reports on the child labour practices on cocoa farms in West Africa indicate that children are often trafficked from Mali, Burkina Faso, Togo and Benin, then brought into the Ivory Coast and other countries in West Africa.

I am often shocked by just how much of what we in the west consume is made under unjust and unfair working conditions, or as a result of devastating environmental practices. I am not a coffee drinker; yet I was aware that coffee growers are exploited for their products. But I was stunned to realize, with chocolate, that human lives are undervalued and violated just so a non-essential food can be picked and processed as cheaply as possible.

Save the Children's director for West Africa, Michel Larouche, works with children who have been lured into this work. "Child trafficking is a very well organized business. Middle-men independently approach boys working in local markets, promise them a salary and lure them into the illegal trade." Larouche points out that in some cases, "boys are kidnapped; just picked up and smuggled across the border to Ivory Coast by trafficking intermediaries. Such children are exposed to hazardous working conditions, confined in the workplace and treated as 'slaves.'"

The Ivory Coast, in West Africa, accounts for 43% of the world's 6.6 billion-pound annual cocoa crop. In 1995, world cocoa prices dropped. To remain competitive and keep chocolate a cheap treat, the 3.6 million cocoa farmers on the Ivory Coast had to keep their bean prices low, and their labour costs even lower. It's now commonplace for families to use their children, and their relatives' children, as farm workers. Some plantation owners use children who are trafficked and do not pay them any wage.

In Canada, the chocolate industry contributes to the problem; last year nearly $47 million worth of cocoa products came in to our country. Most of the big manufactures of chocolate purchase their cocoa on international exchanges, where cocoa from Ivory Coast is mixed with cocoa from other countries. This means that some of the chocolate consumed in Canada is produced by children who are trafficked and forced to work for 18-hour days, without adequate pay, housing, medical care, food and schooling.

In response to the growing call for action by Anti-Slavery International, Save the Children, and UNICEF, the international chocolate industry has responded. Members met with key non-governmental organizations (NGOs) in October of 2001 to formulate a protocol, and they agreed to a four-year plan to eliminate child slavery in cocoa production. The protocol calls for a voluntary public certification of cocoa by July of 2005, to assure consumers that the chocolates they buy are not produced from exploitative forms of child labour. Since certification of cocoa only commences in July, 2005, Fair Trade Certified labeled chocolates are currently the only ones that are independently certified to be free from exploited child labour.

"From our perspective, it's not enough," says Adrienne Clements, director of Save the Children, Canada, "and it's not soon enough… There are a lot of kids who are going to end up on these farms. Some of them may not survive; some of them may, but with trauma. It will affect them for the rest of their lives." For this reason, *Save the Children Canada* is encouraging the Canadian government to create a child trafficking bill, one that would make it illegal for crops to be imported into Canada from countries that support child trafficking. *Save the Children Canada* is also urging Canadian consumers to look for cocoa products that are free of child slave labour, and to buy chocolate with the "Fair Trade Certified" logo. Canadians can help make positive change in the lives of the children affected by forced child labour, Clements states, by being pro-active in the following ways:
— request that the government of Canada implement the cocoa protocol,
— request that the government develops a national bill on child trafficking,
— request that chocolate manufacturers in Canada clearly ensure that children are not harmed during cocoa production and chocolate manufacturing,
— request that governments in recipient and supplier countries in West Africa step up their efforts to eliminate the exploitation of children,
— buy Fair Trade cocoa products. TransFair Canada is the country's only independent organization that certifies fair trade coffee, tea, cocoa and sugar. The Fair Trade Certified logo indicates that a product meets international fair trade standards… In particular, these standards ensure that cocoa comes from family farms organized into co-operatives, that the cocoa is purchased at a fair price, and that benefits from cocoa sales are shared equitably among cooperative members and finance social projects.

Chocolate can continue to be divine but let's enjoy it without exploiting and destroying the lives of others.
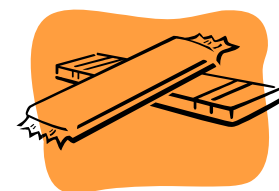
Pauline Mahoney, *Connections Magazine*, B.C., Winter 2002:
<www.connectionsmagazine.bc.ca/currentissue/art/chocolate.html>
Reprinted under the terms of the Access Canada Copyright licence agreement, 2004.

Canada in the Global Context:
Connecting and Reflecting

Using your "Canada in the Global Context" portfolio, reflect on your learning over this cluster. Give examples of ways in which your life is directly affected as a global citizen in the industrialized world, and the importance of Canadian involvement in international affairs.

Thoughts on Canada's Future

Read the following quotations and select one to illustrate as a political cartoon.

Sir Wilfred Laurier

"It has been observed on the floor of this House, as well as outside of this House, that as the nineteenth century had been the century of the United States, so the twentieth century would be the century of Canada. This option has not been deemed extravagant. On this continent and across the waters, it has been accepted as the statement of a truth, beyond controversy."
~ Sir Wilfrid Laurier, Prime Minister, House of Commons, 21 February 1905

"Okay, okay, Wilfrid Laurier got it wrong. The 20th century didn't belong to Canada. Instead, this country belongs to the 21st century, belongs to it more completely, than just about any other of the 188 member states of the United Nations."
~ Richard Gwyn, columnist, *The Toronto Star*, 1 January 2000

"By the year 2000, more people will live in the cities of Calcutta and Greater Bombay than in all of Canada."
~ George J. Demko, *Why in the World: Adventures in Geography*, 1992

"Assuming a fertility rate of 1.7 and net migration … of zero, Canada's population would stop growing in 2022 and then begin a long, lingering decline that would continue until the last Canadian, unable to find a mate anywhere from Victoria to St. John's, dies of loneliness in 2786."
~ David K. Foot and Daniel Stoffman, *Boom, Bust and Echo: How to Profit from the Coming Demographic Shift,* 1996

"If we were to stop the tap of immigration tomorrow and not let one person in, the last Canadian would die in 175 years."
~ Sergio Marchi, Minister of Immigration, *The Globe and Mail* interview, 27 June 1994

"Human numbers and the acceleration of human activities made possible by advances in science and technology have reached the point at which we are now the architects of our own future. We literally have responsibility for our own evolution."
~ Maurice Strong, Chairman of the Earth Council, 1995

"One of Canada's great strengths in the past has been that you always come to the future *second*; you let someone else make the mistakes."
~ Peter Druker, as quoted by Douglas Bell in *The Globe and Mail's Report on Business Magazine,* July 1995

"At the end of the day, the people of this great country will decide upon the future they want."
~ Charles, Prince of Wales, address at Queen's University in Kingston, 28 October 1991

"The future is here now. The teacher of the future is always the present and it is very difficult to look at the present. Everything that is going to happen in ten or twenty years is happening now, right under our noses."
~ Marshall McLuhan, "Education in the Electronic Age," 1967
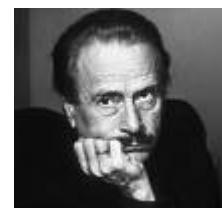
Marshall McLuhan

Photo Credits
Sir Wilfred Laurier: collections.ic.gc.ca
Marshall McLuhan: www.utoronto.ca

Social Security Timeline in Canada

What Is Social Security?

Canadians have made a commitment to help those in need, to provide them "social security."

The Department of Finance defines **social security** as:

"Society's commitment to take care of its most vulnerable citizens (e.g., people without work, lone parents with limited means struggling to raise a family, children in poverty, and people who face barriers to employment due to disability or chronic illness). The "social safety net" comprises a wide range of federal, provincial and joint federal-provincial programs: Old Age Security, Guaranteed Income Supplement, the Canada Pension Plan, Employment Insurance, the Canada Child Tax Benefit, and the National Child Benefit."
~ Department of Finance Canada,   Glossary: *<www.fin.gc.ca/gloss/employ>*

Late 19th century – early 20th century	Increased industrialization brings changing conditions in the workplace. Trade unions emerge to represent and defend workers on issues of working conditions and wages.
1914	Workmen's Compensation in Act is passed in Ontario, assuring injured workers a regular cash income. This is soon followed in other provinces.
1916	Manitoba is the first province to pass a Mothers' Pensions Act to provide a small but assured income to widows and divorced or deserted wives with children to support, deemed the "worthy poor." Within five years, all provinces from Ontario west pass similar legislation.
1927	The first old age pension is introduced for the "worthy poor" (senior citizens must prove that they need support).
1937	Pensions for the blind are introduced (subject to proof that the applicants are in need of support).
1930s (Depression)	Assistance is provided by municipal aid and charity agencies in the form of grocery, fuel, and clothing tokens to unemployed "worthy poor." Single unemployed men are given work in Unemployment Relief Camps.
1940	The federal government introduces the Unemployment Insurance Act, Canada's first national social security program.

1945	Family Allowance is introduced, a monthly allowance paid to families with children to help cover the costs of child maintenance. This is Canada's first *universal* social security program (not subject to proving there is a need).
1945	Saskatchewan launches the first hospital insurance plan for all residents of the province. It is highly successful and other provinces begin seeking a similar plan.
1957	The federal government agrees to share in the cost of provincial hospital insurance programs. By 1961 all 10 provinces are providing hospital care under this agreement, doing away with the need for "charity wards."
1962	The Saskatchewan government introduces a universal, tax-supported, publicly run medical care insurance plan.
1965	The federal government passes the Canada Pension Plan to provide income for retirement, disability, and survivors' benefits. This plan improves on the old age pensions, since most workers lack pension plans from their work.
1966	In 1966, the federal government passes the Medical Care Act, agreeing to contribute to provincial medical-care insurance plans provided that such plans meet the goal of ensuring equal coverage for a wide range of health services, available to all regardless of age, condition, or ability to pay. By 1971 all provinces are participating under the terms of this act (now the Canada Health Act). The federal government also introduces the Canada Assistance Plan (CAP), agreeing to share costs with the provinces for social assistance programs.

Name and approximate date	Invention or Innovation
Inuit of the Eastern Arctic	Kayak
Alexander Graham Bell (1876)	Telephone
Sir Sandford Fleming (1878)	Railway engineering; Standard Time Zones
Guglielmo Marconi (1900)	Wireless telegraph
Charles Saunders (1903)	Marquis wheat
Harriet Brooks and Ernest Rutherford (1904)	Research pioneer in radioactivity and radon gas
Reginald Fessenden (1906)	Radio broadcasting device
William Gibson (1910)	First person to build and fly a plane in Canada
John and Allen McIntosh (1912)	McIntosh apple
Sir William Stephenson (1921)	Transmission of photographs by radio waves
Joseph-Armand Bombardier (1922)	Snowmobile
Frederick Banting, Charles Best (1923)	Insulin
John McLennan (1923)	Liquid helium
Wallace Turnbull (1927)	Aircraft designer
Dr. Norman Bethune (1930s)	Medical and surgical instruments
Thomas Carroll (1938)	Agricultural combine
Eli Burton and James Hillier (1937)	Electron microscope
Armand Frappier (1949)	Tuberculosis vaccine
Lester B. Pearson (1956)	United Nations Peacekeeping Forces
Marshall McLuhan (1960s)	Theories about technology and the media
Tommy Douglas (1950s – 1960s)	Publicly funded universal medical care for Canadians
William Shaw (1964)	Imax projector
B. Stefansson and R. Downey (1975)	Canola
Chris Haney, John Haney, Scott Abbott (1981)	Trivial Pursuit game
National Research Centre of Canada (1985)	"Canadarm"
Dr. Roberta Bondar (1980's – 1990's)	Research on effects of weightlessness
Guy Laliberté (1984)	Founding President, Cirque du Soleil

Article title, type:	Source, date:

Summary of Article (in your own words):

Facts about population in this article:	Facts about technological change in this article:

Facts about social change in this article:	Opinion(s) expressed in this article:

What do you think about the ideas expressed in this article?

4 April 2001

Prime Minister Jean Chrétien and Health Minister Allan Rock today announced the launch of the Commission on the Future of Health Care in Canada to be headed by Mr. Roy Romanow. The Commission will inquire into and undertake dialogue with Canadians on the future of Canada's public health care system.

"Our government's decision to create the Commission is another important step in fulfilling our pledge to ensure Canadians that our public, universal health care system works better and smarter to meet their needs," said the Prime Minister. "I am delighted that it will be chaired by Roy Romanow. I know him to be a steadfast defender of the five principles of the Canada Health Act and a creative advocate for federal, provincial and territorial cooperation to achieve public heath care modernization and renewal."

"The First Ministers agreement on funding and a Health Action Plan serve as a blueprint to meet the short and medium term challenges facing our health care system," said Minister Rock. "This Commission will allow us to better understand and plan for the long-term challenges, such as changing demographics and rising costs of technologies and treatments, so that Canadians can continue to benefit from quality services in our universally accessible system."

Appointed under Part 1 of the Inquiries Act, Mr. Romanow will report to the Prime Minister. The Commission will recommend policies and measures over the long term to ensure the sustainability of a universally accessible publicly-funded health system which offers quality services to Canadians and which strikes an appropriate balance among investments in prevention and health maintenance, and those directed to care and treatment.

Roy Romanow, former Premier of Saskatchewan, will lead the Commission as it consults with Canadians, with provincial and territorial governments and with health professionals and stakeholders.

The work of the Commission will build on the foundation already established by First Ministers in their September 2000 Agreement on health system renewal wherein all First Ministers affirmed their support for a common vision for health, a publicly-financed health system and the five principles of universality, accessibility, comprehensiveness, portability and public administration.

Mr. Romanow will be the sole Commissioner appointed by the federal government under the Inquiries Act. A secretariat will be established to support the Commissioner and reports and documents will be publicly available throughout the work of the Commission.

It is expected the Commission will commence its work on May 1, 2001 and report to the Prime Minister by November 2002.

— Commission on the Future of Health Care in Canada, Media Releases:
   <www.hc-sc.gc.ca/english/care/romanow/hcc0151.html>

"The principles of the Canada Health Act began as simple conditions attached to federal funding for Medicare. Over time, they became much more than that. Today, they represent both the values underlying the health care system and the conditions that governments attach to funding a national system of public health care. The principles have stood the test of time and continue to reflect the values of Canadians."

~ Final Report of the Commission on the Future of Health Care in Canada, Roy J. Romanow, Q.C. November 28, 2002

What is the Canada Health Act?

The Canada Health Act is Canada's federal health insurance legislation.

The Act sets out the primary objective of Canadian health care policy:

"...to protect, promote and restore the physical and mental well-being of residents of Canada and to facilitate reasonable access to health services without financial or other barriers."

History and Politics:
Arbour, Louise
Axworthy, Lloyd
Baldwin, Robert
Big Bear
Borden, Robert Laird
Bourgeoys, Marguerite
Brown, George
Callwood, June
Campbell, A. Kim
Cartier, George-Étienne
Casgrain, Marie Thérèse (Forget)
Champlain, Samuel
Chrétien, Jean
Clark, Charles (Joe) Joseph
Clarkson, Adrienne
Copps, Sheila Maureen
Crowfoot
Dallaire, Roméo
De Cosmos, Amor
Diefenbaker, John George
Douglas, Tommy
Edwards, Henrietta Muir
Erasmus, George
Hall, Emmett
Harper, Elijah
Howe, Joseph
Kielburger, Craig
King, William Lyon Mackenzie
La Fontaine, Louis-Hippolyte
Laurier, Wilfrid
Léger, Paul-Émile
Lewis, Stephen
Macdonald, John Alexander
Macphail, Agnes Campbell
Manning, Preston
Massey, Vincent
McClung, Nellie Letitia (Mooney)
McKenzie, Lewis
McKinney, Louise Crummy
McLaughlin, Audrey
Murphy, Emily
Okalik, Paul
Parlby, Irene
Pearson, Lester Bowles

Poundmaker
Sauvé, Jeanne
Secord, Laura
Smallwood, Joseph Roberts
Trudeau, Pierre Elliott
Tubman, Harriet
Woodsworth, James
Vanier, George
Vanier, Jean

Arts and Culture
Albani, Emma
Atwood, Margaret
Berton, Pierre
Blais, Marie-Claire
Borduas, Paul-Émile
Callaghan, Morley
Callwood, June
Cardinal, Douglas

Carr, Emily
Carrier, Roch
Casavant, Joseph
Dafoe, John Wesley
Davies, Robertson
Frum, Barbara
Frye, Northrop
Fulford, Robert
Gould, Glenn
Group of Seven
Gzowski, Peter
Harrison, Ted
Heppner, Ben

Some Great Canadians

Hind, E. Cora
Johnson, Pauline
Jewison, Norman
Kain, Karen
Karsh, Yousuf
Lampman, Archibald
Laurence, Margaret
Lavallée, Calixa
Leacock, Stephen
Lightfoot, Gordon
Macphail, Agnes Campbell
Maillet, Antonine
McLuhan, Marshall
Mitchell, Joni
Moodie, Susanna
Morrisseau, Norval
Montgomery, Lucy Maud
Mowatt, Farley
Munro, Alice
Munsch, Robert
Odjig, Daphne
Peterson, Oscar
Pratt, Mary
Roberts, Charles G.D.
Ross, Ian

Roy, Gabrielle
Saul, John Ralston
Scott, Duncan Campbell
Shields, Carol
Thomson, Tom
Traill, Catherine Parr
Wicks, Ben

Science, Medicine and Technology

Abbott, Maude
Bailey, Donovan
Banting, Frederick
Bell, Alexander Graham
Bethune, Norman

Bombardier, Joseph-Armand
Bondar, Roberta
de Villiers, Marq
Fessenden, Reginald
Fleming, Sir Sandford
Garneau, Marc
Mance, Jeanne
Payette, Julie
Polanyi, John

Suzuki, David

Sports

Béliveau, Jean
Daigle, Sylvie
Fox, Terry
Fréchette, Sylvie
Greene, Nancy

Gretzky, Wayne
Hansen, Rick
Henderson, Paul
Hoffman, Abby
Howe, Gordie
Laumann, Silken
Lemieux, Mario
Morenz, Howie
Plante, Jacques
Richard, Maurice
Schmirler, Sandra
Scott, Barbara Ann

<http://www.maisongabrielleroy.mb.ca/fr/attic.php>
<http://www.davidsuzuki.org/>
<http://www.waynegretzky.com/>
<http://bcheritage.ca/emilycarrhomework/family/emily.htm>

Title of article:	Source, date:
State the issue in the form of a question.	List facts related to the Charter of Rights and Freedoms in this article.
How does this issue affect citizenship in Canada?	How does this issue affect culture and identity in Canada?
State the point of view expressed by the writer, if any.	Describe your point of view on this question and give two supporting reasons.

Role of Citizenship in Social Studies

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the skills, knowledge, and values that students will need as active democratic citizens, social studies must take into account the society in which students live, and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of the learning outcomes will prepare students to participate in the public dialogue that characterizes any democracy and plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities—locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill.

Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship. The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship.

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, although largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy.

Canada is regarded as one of the most prosperous, peaceful, and democratic countries in the world, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:
- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multifaceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as:
- balancing the jurisdictional claims of the provinces and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada

- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy
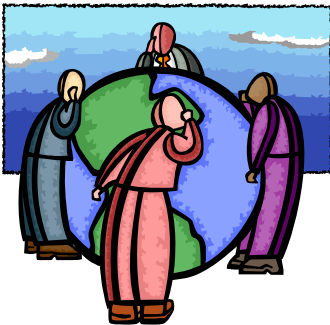
Citizenship in the Global Context

Canada does not exist in isolation; it is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing the world must be dealt with on a global basis.

The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War and violence continue to be a common means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of the natural environment. Quality of life depends upon the sustainability of the environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Social Justice Word Splash

Use these words to help you scan newspaper headlines and find articles about social justice. Try to find articles that identify *opportunities* as well as *challenges*. Add new terms to the list of words below.

injustice

poverty level

illiteracy

education costs

homelessness

social service programs

child hunger

preventive health care

urban poor

disabled access

drop-out rate

discrimination

hunting and fishing rights

education rights

gender

social activism

child poverty

public housing

inequities

hunger

access to health services

treaty rights

economic disparities

guaranteed income

Aboriginal rights

core area regeneration

minority rights

unemployment

racism
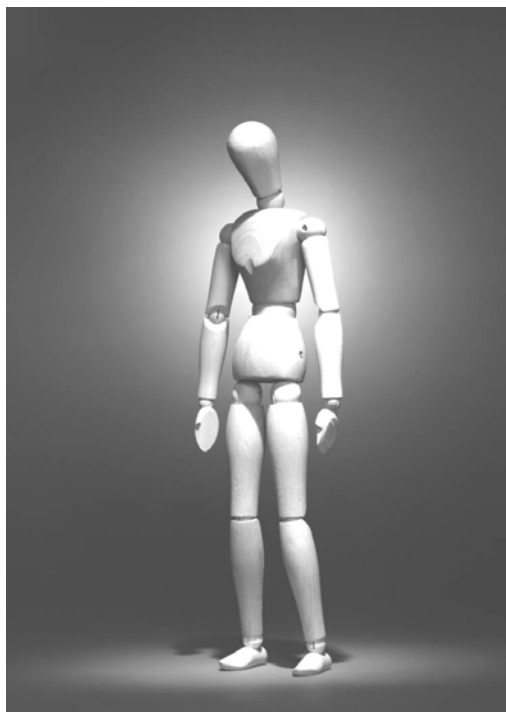
Social Justice Definitions

Key words or facts we found about each topic:	Sources we consulted:	Our definition (in our own words):	A question we have about this topic:
What does **social justice** mean in Canada?			
What does **poverty** mean in Canada?			
What does **child poverty** mean in Canada?			
What does **illiteracy** mean in Canada?			
What do **Aboriginal rights** mean in Canada?			

Note-Taking Frame

Time period of the numbered treaties:	Government reasons for these treaties:

Aboriginal peoples involved in treaty signing with the federal government:

First Nations reasons for signing treaties:	General geographical areas covered by these treaties:

Examples of effects and issues related to the numbered treaties:

Sources:

Some facts about the numbered treaties:

There are eleven numbered treaties in all. (1871 – 1921) 1871 – 1877: Seven treaties, mostly relating to southern and central parts of today's Prairie provinces, were signed. 1889 – 1921: Four more treaties, mostly relating to the northern areas of Canada, were signed.	The government signed treaties to obtain land and resources to build the railway and create farmland areas for immigrants, to extend Canada's nation from sea to sea, and to claim and use natural resources in northern Canada (oil, gold).

Not all Aboriginal peoples signed treaties. The Inuit, most of the peoples of British Columbia, and the Métis people were not approached by the government. (Refer to the chart that follows for a list of some peoples who signed treaties.)

As hunting and food supplies became scarce, Aboriginal peoples became more dependent on food rations from the government, trade with the new immigrants, and agriculture. Treaties promised reserve lands, hunting and fishing rights, money, annual payments, and assistance with education, medical care, and agricultural machinery. Not all promises were kept.	Numbered treaties cover • most of the Prairie provinces • northern Ontario • parts of British Columbia • Yukon Territory • Northwest Territories

Effects and issues related to numbered treaties:

- The railroad, increase in the immigrant population, and newly settled farms eroded hunting habitat and made it less possible to survive on hunting and fishing. First Nations peoples were displaced to designated reserve lands, often the poorest areas for agriculture.
- Freedom of movement was restricted, and the people were confined to reserves rather than being free to follow a traditional migratory lifestyle.
- People who were designated as "Indians" by the government did not have the same rights as other citizens until 1960.
- The arrival of many immigrants to Canada brought European diseases (smallpox, tuberculosis, measles), which spread rapidly among First Nations.
- Misunderstandings occurred over terms of treaties as some oral promises made by the government and preserved in oral tradition by First Nations were not honoured; in other cases misunderstandings arose because of faulty translation.
- Treaty commissions have been formed in BC, Saskatchewan, and Manitoba in part to work toward settling treaty claims.
- Some modern land claims are based on unfulfilled terms of the numbered treaties.
- There are ongoing dispute resolution issues pertaining to treaty rights, land use rights, fishing and hunting rights, natural resource use, respect for traditional territories, et cetera. Some treaty obligations were unfulfilled by government and others were interpreted differently by the signatory parties.

Treaty Number and Date	Region and First Nations
Treaties 1 and 2, 1871	Southern Manitoba and Saskatchewan Ojibway and Cree peoples
Treaty 3, 1873	Lake of the Woods region in Ontario Saulteaux (Ojibway) peoples
Treaty 4, 1874	Southern Saskatchewan (Qu'Appelle region) Cree and Saulteaux (Ojibway) peoples
Treaty 5, 1875	Central-northern Manitoba Saulteaux (Ojibway) and Swampy Cree peoples
Treaty 6, 1876	Central Saskatchewan and Alberta Mostly Plains and Woodlands Cree peoples
Treaty 7, 1877	Southern Alberta Blackfoot and other nations
Treaty 8, 1899	Northern Alberta and northeast corner of B.C. Cree, Dene, Dogrib, and other nations
Treaty 9, 1905	Northern Ontario (James Bay region) Ojibway, Cree, and other nations
Treaty 10, 1906	Northern Saskatchewan (Peace River region) Primarily Dene and Métis peoples Provided Métis scrip (certificates to be redeemed for cash or land)
Treaty 11, 1921	Western part of Northwest Territories Primarily Dene and Métis of the Mackenzie region

Sources:

Indian and Northern Affairs Canada, Numbered Treaties:
<http://atlas.gc.ca/maptexts/map_texts/english/trytxt_e.html#NU>

Canada's Digital Collections, First Nations and Métis, Treaties - Overview:
<http://collections.ic.gc.ca/abpolitics/alberta/fn_metis/treaties.html>

"Treaty Land Entitlement of Manitoba, Inc"
<http://www.tlec.ca/>

"Treaties as a Bridge to the Future"
Office of the Treaty Commissioner, Saskatchewan
<http://www.otc.ca/aboutotc.htm>

"About Us", BC Treaty commission
<http://www.bctreaty.net/files_3/aboutus.html>

"Specific Land Claims Branch", INAC
<http://www.ainc-inac.gc.ca/ps/clm/scb_e.html>
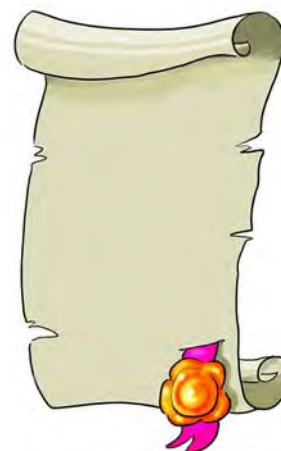
Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples

Article 3: Indigenous peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 7: Indigenous peoples have the collective and individual right not to be subjected to ethnocide and cultural genocide, including prevention of and redress for:

(a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;

(b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;

(c) Any form of population transfer which has the aim or effect of violating or undermining any of their rights;

(d) Any form of assimilation or integration by other cultures or ways of life imposed on them by legislative, administrative or other measures;

(e) Any form of propaganda directed against them.

Article 9: Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No disadvantage of any kind may arise from the exercise of such a right.

Article 10: Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

Article 13: Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of ceremonial objects; and the right to the repatriation of human remains.

Article 14: Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples

Article 15: Indigenous children have the right to all levels and forms of education of the State. All indigenous peoples also have this right and the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous children living outside their communities have the right to be provided access to education in their own culture and language.

Article 17: Indigenous peoples have the right to establish their own media in their own languages. They also have the right to equal access to all forms of non-indigenous media.
States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity.

Article 19: Indigenous peoples have the right to participate fully, if they so choose, at all levels of decision-making in matters which may affect their rights, lives and destinies through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 21: Indigenous peoples have the right to maintain and develop their political, economic and social systems, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities. Indigenous peoples who have been deprived of their means of subsistence and development are entitled to just and fair compensation.

Article 24: Indigenous peoples have the right to their traditional medicines and health practices, including the right to the protection of vital medicinal plants, animals and minerals. They also have the right to access, without any discrimination, to all medical institutions, health services and medical care.

Article 25: Indigenous peoples have the right to maintain and strengthen their distinctive spiritual and material relationship with the lands, territories, waters and coastal seas and other resources which they have traditionally owned or otherwise occupied or used, and to uphold their responsibilities to future generations in this regard.

Article 27: Indigenous peoples have the right to the restitution of the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, occupied, used or damaged without their free and informed consent. Where this is not possible, they have the right to just and fair compensation. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources equal in quality, size and legal status.

Excerpts from the UN Draft Declaration on the Rights of Indigenous Peoples

Article 30: Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands, territories and other resources, including the right to require that States obtain their free and informed consent prior to the approval of any project affecting their lands, territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources. Pursuant to agreement with the indigenous peoples concerned, just and fair compensation shall be provided for any such activities and measures taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 31: Indigenous peoples, as a specific form of exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, including culture, religion, education, information, media, health, housing, employment, social welfare, economic activities, land and resources management, environment and entry by non-members, as well as ways and means for financing these autonomous functions.

Article 32: Indigenous peoples have the collective right to determine their own citizenship in accordance with their customs and traditions. Indigenous citizenship does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.
Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 35: Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes,
with other peoples across borders.

Article 36: Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors, according to their original spirit and intent, and to have States honour and respect such treaties, agreements and other constructive arrangements.

Acronyms of International Organizations

Acronym	Logo	Full Name of Organization	Website
APEC			
CIDA			
FAO			
FTAA			
G8			
IMF			

Acronyms of International Organizations

Acronym	Logo	Full Name of Organization	Website
ICJ			
IISD			
ICC			
IOC			
NAFTA			
NATO			

Acronyms of International Organizations

Acronym	Logo	Full Name of Organization	Website
NORAD			
OAS			
OECD			
OHCHR			
UNAIDS			
UNDP			

Acronyms of International Organizations

Acronym	Logo	Full Name of Organization	Website
UNESCO			
UNICEF			
WHO			
WTO			
WWF			

Acronyms of International Organizations—KEY

APEC	Asia-Pacific Economic Cooperation	<www.apecsec.org.sg/apec.html>
CIDA	Canadian International Development Agency (Canadian governmental body)	<www.acdi-cida.gc.ca/index-e.htm>
FAO	Food and Agriculture Organization (UN body)	<www.fao.org>
FTAA	Free Trade Area of the Americas	<www.ftaa-alca.org/alca_e.asp>
G8	Group of Eight (Eight leading industrialized democratic nations)	<http://en.civilg8.ru/G8_Group/index.php>
IMF	International Monetary Fund	<www.imf.org>

ICJ	International Court of Justice	‹www.icj-cij.org›
IISD	International Institute for Sustainable Development	‹www.iisd.org›
ICC	International Criminal Court	‹www.icc-cpi.int/ataglance/whatistheicc/history.html›
IOC	International Olympic Committee	‹www.olympic.org/uk/index_uk.asp›
NAFTA	North American Free Trade Agreement	‹www.dfait-maeci.gc.ca/nafta-alena/menu-en.asp›
NATO	North Atlantic Treaty Organization	‹www.nato.int›

Acronyms of International Organizations—KEY

NORAD	North American Aerospace Defense	<www.norad.mil>
OAS	Organization of American States	<www.oas.org>
OECD	Organization for Economic Cooperation and Development	<www.oecd.org/home>
OHCHR	Office of the UN High Commissioner for Human Rights	<www.ohchr.org/english>
UNAIDS	The Joint United Nations Programme on HIV/AIDS	<www.unaids.org/en/default.asp>
UNDP	United Nations Development Programme	<www.undp.org>

Acronyms of International Organizations—KEY

UNESCO		United Nations Educational, Scientific and Cultural Organization	<www.unesco.org>
UNICEF		United Nations Children's Fund (originally United Nations International Children's Emergency Fund)	<www.unicef.org>
WHO		World Health Organization	<www.who.int/en>
WTO		World Trade Organization	<www.wto.org>
WWF		World Wildlife Fund	<www.panda.org>

Canada in the Global Village

Use these quotations to create a "World News" page for a newspaper.

President William Clinton

"In a world darkened by ethnic conflicts, that literally tear nations apart, Canada has stood for all of us as a model of how people of different cultures can live and work together in peace, prosperity, and understanding."
~ Bill Clinton, U.S. President, in an address to the House of Commons and Senate, 23 February 1995.

"I believe that the greatest contribution that Canada can make to Great Britain is to maintain the most friendly possible relations with the United States."
~ J.S. Woodsworth, MP, refusing to vote in favour of the War Measures Act and war against Germany, September 1939.

"Every immigrant who landed at Pier 21 has two stories: the story they came from and the story they started when they landed in Canada… There was one thought attached to every single immigrant who set foot here: gratitude."
~ Rosalie Abella, Justice of the Court of Appeal of Ontario, in an address to mark the dedication of Pier 21 in Halifax, which from 1928 to 1971 served as a point of entry for half a million immigrants, many of them refugees, of whom Justice Abella was one. As quoted in "Welcome to Pier 21," *The Globe and Mail*, 2 July 1999.

Queen Elizabeth II

"The greatness of any country or group is to be found in what it gives to the world. It seems to me that it is in that direction that Canada will be great, not by its power but by its giving, by its radiance, by its example."
~ Elizabeth II, Queen of Canada, address at Expo 67 in Montreal in April 1967.
Photo: Copyright © Richard Gifford. All rights reserved.

"When Canada stamps its foot, the world does not shake. But when Canada, beginning to shake off its dissidence, its inwardness, speaks loud and clear, the world echoes back, whether in its recognition of Canadian artistry or its appreciation of Canadian good-heartedness in an ever-troubled world."
~ Stephen Brook, English travel writer, *Maple Leaf Rag: Travels across Canada*, 1987.

"There is nothing wrong with Americans dreaming of a republic which, by the year 2000, encompasses the Maritime and Western provinces of Canada, the Yukon and the Northwest Territories all the way to the pole."
~ Pat Buchanan, U.S. commentator and Presidential candidate, 1993.

"Living next to you is in some ways like sleeping with an elephant. No matter how friendly and even-tempered the beast, one is affected by every twitch and grunt."
~ Pierre Elliott Trudeau, Prime Minister, speech at the National Press Club in Washington,
  25 March 1969.

Dear [Uncle] Sam,
Today is Constitution Day in Canada! That doesn't mean much to you, I know – I doubt if it will make your front pages – but it's a big thing for us. After centuries we've cut our last ties with Europe and we're officially independent; our Queen says so. In fact she's up there on Parliament Hill, saying it now with a very English accent. But then we're used to English accents in this country – to a babel of accents: English, French, Scottish, Irish, Ukrainian, Italian, and many, many others – symbolizing those fierce ethnic and regional loyalties that hold us together as a distinctive people even as they tear us apart. A typically Canadian contradiction.

   Up on Parliament Hill they're singing "O Canada" in two languages and more than one version. They're also singing "God Save the Queen," because, you see, we still have a Queen and she's all ours, even if she drops in on us only occasionally from her home at Buckingham Palace. By another typically Canadian contradiction, we have been made to believe that she is not the Queen of England, except when she's in England, but the Queen of Canada, even when she's not here. That allows us to be totally independent on this day of days: an odd business, when you think of it, since we have been insisting to you Americans for decades that we've really been independent all along.

   But then, we're only acting like Canadians, confusing everybody, especially your countrymen, who can't see much difference between our two peoples.
~ Pierre Berton, *Why We Act Like Canadians: A Personal Exploration*
   of Our National Character.
Photo:

Pierre Berton

"Despite our reputation, Canada is struggling environmentally. In an extensive OECD study (Organisation for Economic Co-operation and Development), Canada finished 28th out of 29 developed countries in categories such as air, water, waste and climate change. Canadians are known for their love of nature, but there is a large gap between our environmental values and our environmental record."
~ David Suzuki, as quoted on the David Suzuki Foundation website:
  <www.davidsuzuki.org/WOL/Sustainability/>

"On behalf of the people of Canada, we protect and present nationally significant examples of Canada's natural and cultural heritage, and foster public understanding, appreciation and enjoyment in ways that ensure the ecological and commemorative integrity of these places for present and future generations."
~ Parks Canada Charter: <www.pc.gc.ca/agen/chart/chartr_E.asp>

"If Canadians cease to exist it is more likely to be death by hypnosis than by foreign investment. The vitality of American media, from the NBC to *Penthouse*, is such that Canadians are losing consciousness of themselves."
~ John W. Holmes, *Saturday Night*, July 1974.

"Peacekeeping comes naturally to Canadians, as history has shown. The image of a Canadian soldier wearing his blue beret, standing watch at some lonely outpost in a strife-torn foreign country with binoculars at the ready, is very much an element of the modern mosaic, and a proud part of our national heritage."
~ Paul D. Manson, General and Chief of Defence Staff, 17 November 1988.

"The U.N. is not a sovereign country. It's us. It's all of us. If the U.N. did not intervene, then by extension it is all of us. We all have a responsibility for the genocide in Rwanda."
~ Roméo Dallaire, Major-General, former commander of the peacekeeping contingent under U.N. command in Rwanda, Central Africa, appearing before a tribunal in Tanzania, as quoted in *The Globe and Mail*, 26 February 1998. Photo: Jean-Marc Carisse/Ottawa

Roméo Dallaire

"Canada is the only country in the world that has all the American opportunities but none of the problems the Americans face."
~ Vlenatyn Moroz, Ukrainian dissident historian and Toronto resident, quoted by Victor Malarek in *The Globe and Mail*, 17 April 1981.

Louis St. Laurent

"I think you will agree that, indeed, the world today needs abundant sources of intellectual and moral energies. Canada wants to be one of those sources, and it has already begun to be one of those sources in several international organizations. With this purpose in mind we must further develop and enrich our own national soul."
~ Louis St. Laurent, Prime Minister, speech in Ottawa, 12 November 1956.

"The world, in brief, needs Canada."
~ Charles, Prince of Wales, in an address at Queen's University in Ontario, as quoted in *The Globe and Mail*, 29 October 1991.

A Remarkable Canadian

Name:

_____

Origins	Biographical Details
Birthdate: Birthplace: Family situation: Historical context:	Youth, education: Career highlights: Strengths and qualities:
Type of contribution (check one): _____ Science/technology _____ Culture/arts _____ Sports/entertainment _____ Politics _____ Social justice	Extra details: *Attach a photo or portrait, an image or extract of her or his work, or a news article about the person*
Contributions to Canadian society:	Contributions to the global community:

One sentence explaining why you think this person is significant:

Analysis	1. Environmental Project Name:	2. Environmental Project Name:
Describe the purpose of this project and the department or organization responsible.		
Describe how this project benefits the natural environment.		
Describe how this project benefits the economy.		
Describe how this project benefits social health and well-being.		
Describe how this project shows global responsibility.		

Article title and source:

Check all those that apply.

Humanitarian crisis _____   Environmental concern _____   Other _____

Political crisis _____   Armed conflict _____   _____

Describe key facts about this issue.

Describe the immediate effects of this issue on the countries concerned.

Describe the potential global impact of this issue.

Describe the role Canada has taken in this issue.

Describe what role you think Canada should take in this issue. State two supporting reasons.

Using your "Opportunities and Challenges" portfolio, reflect on your learning over this cluster. Describe ways in which you can personally live a more sustainable lifestyle, and explain how your choices will make a difference and contribute to a more sustainable future (socially, economically, and environmentally) for our country and for our planet.

Student Portfolio Tracking Charts

Appendix C

GRADE
9

Cluster 1: Diversity and Pluralism in Canada

Name of Learning Experience	Portfolio Selections
9.1.1 A Profile of Canada	• • • • • •
9.1.2 Human Rights	• • • • • •
9.1.3 Living Together in Canada	• • • • • •
9.1.4 Pluralism and Integration	• • • • • •
9.1.5 Expressing Who We Are in Canada	• • • • • •

Cluster 2: Democracy and Governance in Canada

Name of Learning Experience	Portfolio Selections
9.2.1 Law, Order, and Good Government	• • • • • •
9.2.2 Representing Canadians	• • • • • •
9.2.3 Building a Just Society	• • • • • •
9.2.4 Citizen Participation	• • • • • •
9.2.5 Democratic Ideals in Canada	• • • • • •

Cluster 3: Canada in the Global Context

Name of Learning Experience	Portfolio Selections
9.3.1 Living in the Global Village	• • • • • • • • • •
9.3.2 Canada's Global Responsibilities	• • • • • • • • • •
9.3.3 Living in an Industrialized Consumer Society	• • • • • • • • •

Cluster 4: Canada: Opportunities and Challenges

Name of Learning Experience	Portfolio Selections
9.4.1 A Changing Nation	• • • • • • •
9.4.2 Engaging in the Citizenship Debate	• • • • • • •
9.4.3 Social Justice in Canada	• • • • • • •
9.4.4 Taking Our Place in the Global Village	• • • • • • •

Skills, Knowledge and Values
Outcomes Tracking Sheets

Appendix D

GRADE
9

Outcome	Check if targeted

Skills Outcomes Tracking Sheet

Skills for Active Democratic Citizenship

S-100	Collaborate with others to achieve group goals and responsibilities.						
S-101	Use a variety of strategies in conflict resolution.						
S-102	Make decisions that reflect fairness and equality in their interactions with others.						
S-103	Promote actions that reflect the principles of sustainable development.						
S-104	Seek consensus in collaborative problem solving.						
S-105	Recognize and take a stand against discriminatory practices and behaviours.						
S-106	Propose options that are inclusive of diverse perspectives.						
S-107	Make decisions that reflect social responsibility.						

Skills for Managing Information and Ideas

S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.						
S-201	Organize and record information in a variety of formats and reference sources appropriately.						
S-202	Select and use appropriate tools and technologies to accomplish tasks.						
S-203	Construct maps using a variety of information sources and technologies.						
S-204	Select, use, and interpret various types of maps.						

(continued)

Outcome		Check if targeted				

Critical and Creative Thinking Skills

S-300	Plan topics, goals, and methods for inquiry and research.					
S-301	Analyze the context of events, accounts, ideas, and interpretations.					
S-302	Draw conclusions and make decisions based on research and various types of evidence.					
S-303	Reconsider personal assumptions based on new information and ideas					
S-304	Analyze material and visual evidence during research.					
S-305	Compare diverse perspectives and interpretations in the media and other information sources.					
S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.					
S-307	Propose and defend innovative options or solutions to address issues and problems.					
S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.					

Communication Skills

S-400	Listen to others to understand their perspectives.					
S-401	Use language that is respectful of human diversity.					
S-402	Express informed and reasoned opinions.					
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose.					
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.					
S-405	Articulate their perspectives on issues.					
S-406	Debate differing points of view regarding an issue.					

Outcome	Check if targeted

Cluster 1: Diversity and Pluralism in Canada

Learning Experience 9.1.1: A Profile of Canada

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada.						
KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.						
VI-005	Appreciate Canadian cultural pluralism.						
VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.						
VI-005F	Be willing to support the vitality of their French language and francophone culture.						

Learning Experience 9.1.2: Human Rights

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.						
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.						
KH-031	Identify significant events in the development of human rights in Canada.						
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century.						
VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.						

Learning Experience 9.1.3: Living Together in Canada

KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.						
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.						
KC-003	Describe the criteria for becoming a Canadian citizen.						
KI-016	Describe factors that shape personal, regional, and national identities.						
KP-043	Give examples of diverse approaches to conflict resolution.						
VP-014	Value non-violent resolutions to conflict.						

(continued)

Outcome	Check if targeted

Learning Experience 9.1.4: Pluralism and Integration

KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.						
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.						
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.						
KI-018F	Evaluate effects of language and education laws on their francophone community.						
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.						
KH-030	Describe social and cultural injustices in Canada's past.						
VH-009	Value the contributions of diverse cultural and social groups to Canadian society.						

Learning Experience 9.1.5: Expressing Who We Are in Canada

KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities.						
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.						
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.						
KI-021	Describe ways in which identity, diversity, and culture are protected in Canada.						
VI-004	Be willing to consider diverse social and cultural perspectives.						

Outcome	Check if targeted

Cluster 2: Democracy and Governance in Canada

Learning Experience 9.2.1: Law, Order, and Good Government

KC-005	Give examples of ways in which government affects their daily lives.						
KC-006	Describe Canadian parliamentary democracy.						
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.						
KP-044	Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.						

Learning Experience 9.2.2: Representing Canadians

KC-008	Describe electoral processes and roles of political parties.						
KC-009	Identify contemporary political leaders in Canada.						
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems.						
VC-002	Value their democratic responsibilities and rights.						

Learning Experience 9.2.3: Building a Just Society

KC-010	Describe responsibilities and processes of the justice system in Manitoba.						
KC-010A	Describe Aboriginal perspectives on justice and law.						
KP-045	Describe factors related to Aboriginal self-determination in Canada.						

Outcome		Check if targeted

Learning Experience 9.2.4: Citizen Participation

KC-013	Describe their responsibilities and rights as citizens of Canada and the world.					
KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.					
KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.					
VP-015	Be willing to exercise their responsibilities and rights as citizens living in a democracy					

Learning Experience 9.2.5: Democratic Ideals in Canada

KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society.					
KC-012	Assess the advantages and disadvantages of democratic processes in Canada.					
VC-001	Appreciate democratic ideals in Canadian society.					
VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.					

Outcome	Check if targeted

Cluster 3: Canada in the Global Context

Learning Experience 9.3.1: Living in the Global Village

KL-025	Identify on a world map countries in which events of global significance are taking place.					
KG-035	Evaluate Canadian perspectives regarding current global issues.					
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship.					
KG-037	Compare media portrayals of current issues.					
VG-012	Be willing to consider local, national, and global interests in their decisions and actions.					

Learning Experience 9.3.2: Canada's Global Responsibilities

KG-034	Give examples of Canada's connections with other nations.					
KG-038	Give examples of Canada's participation within international organizations.					
KG-039	Evaluate Canada's contributions to international aid and development.					
KG-040	Assess the implications of Canada's military role in contemporary conflicts.					
VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.					

Learning Experience 9.3.3: Living in an Industrialized Consumer Society

KE-048	Describe characteristics of Canada as an industrialized nation.					
KE-049	Evaluate implications of living in a consumer-based economy.					
KE-050	Give examples of the cultural, political, and economic impact of globalization on Canada.					
KE-051	Analyze possible consequences of their consumer choices.					
VE-017	Be willing to consider the impact of their consumer choices.					

Outcome	Check if targeted

Cluster 4: Canada: Opportunities and Challenges

Learning Experience 9.4.1: A Changing Nation

KL-026	Analyze current Canadian demographics and predict future trends.						
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada.						
VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.						

Learning Experience 9.4.2: Engaging in the Citizenship Debate

KC-014	Describe current issues related to citizenship in Canada.						
KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms						
KI-022	Analyze current issues surrounding Canadian culture and identity.						
VC-003	Be willing to engage in discussion and debate about citizenship.						

Learning Experience 9.4.3: Social Justice in Canada

KI-023	Identify possible ways of resolving social injustices in Canada.						
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.						
KE-052	Identify poverty issues in Canada and propose ideas for a more equitable society.						
VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.						

Learning Experience 9.4.4: Taking Our Place in the Global Village

KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.						
KG-041	Give examples of contributions of various Canadians to the global community.						
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues.						
KP-047	Identify opportunities and challenges regarding Canadian-American relationships.						
VL-007	Be willing to make personal choices to sustain the environment.						
VG-013	Value Canada's contributions to the global community.						
VE-018	Be willing to consider ethical questions related to sharing wealth and resources.						

Vocabulary Strategies

Appendix E

GRADE 9

Vocabulary development should be integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster. A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

• Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.

• Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

Acquire

• Using print and electronic resources, students research vocabulary and, using a word processor, create a three-column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.

• Using Hot Potatoes, students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz using vocabulary. Students exchange quizzes with each other and solve.

• Introduce new vocabulary as "word of the day." Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.

• Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

• Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.

• Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.

- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.

- Students match new vocabulary to magazine pictures or clip art illustrating the new word.

- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.

- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.

- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices.
  TIP: For more information on Word Cycle, see the Manitoba Education, Citizenship and Youth documents *Success for All Learners,* pp. 6.31-6.32 or "Strategies That Make a Difference," p. 216. For a Word Cycle blackline master, see *Success for All Learners*, p. 6.99. For more information on Think-Pair-Share/Think-Pair-Square, see "Strategies That Make a Difference," p. 15.

- Students sort and predict vocabulary terms. Working with partners or in small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.

- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

Apply

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.

- Provide some students with vocabulary words and others with definitions. Students search for their correct "partner" to match the word with the correct definition in the least amount of time.

- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.

- Students perform role-play vignettes, use mime, or create tableaux to illustrate the meaning of new vocabulary. Students guess the words.

- Using graphics software, students create a paneled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.

- Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"
  TIP: In classrooms with one computer, students may create individual bingo cards and print them.

- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic Gallery Walk.

- Collaborative groups of students create "The Answer is…" puzzles using new vocabulary, and quiz each other, (e.g., "The answer is "title, legend, compass rose, scale, latitude, longitude" What is the question?" – The question is "What are the elements of a map?").

- Students play new vocabulary "Password." Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.

- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.

- Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
  TIP: The presentation may be developed throughout the cluster and used as a culminating activity.

- Reinforce understanding of new vocabulary with exit slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class).
  TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.

- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.

- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with other students who use the clues to guess the vocabulary word.

GRADES

8 *to* **10**

Cumulative Skills Chart

Appendix F

Skills for Active Democratic Citizenship

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-100	**8-S-100** Collaborate with others to establish and carry out group goals and responsibilities.	**9-S-100** Collaborate with others to achieve group goals and responsibilities.	**10-S-100** Collaborate with others to achieve group goals and responsibilities.
S-101	**8-S-101** Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise…*	**9-S-101** Use a variety of strategies in conflict resolution.	**10-S-101** Use a variety of strategies in conflict resolution.
S-102	**8-S-102** Make decisions that reflect fairness and equality in their interactions with others.	**9-S-102** Make decisions that reflect fairness and equality in their interactions with others.	**10-S-102** Make decisions that reflect fairness and equality in their interactions with others.
S-103	**8-S-103** Make decisions that reflect the principles of sustainable development.	**9-S-103** Promote actions that reflect the principles of sustainable development.	**10-S-103** Promote actions that reflect the principles of sustainable development.
S-104	**8-S-104** Negotiate constructively with others to build consensus and solve problems.	**9-S-104** Seek consensus in collaborative problem solving.	**10-S-104** Seek consensus in collaborative problem solving.
S-105	**8-S-105** Recognize bias and discrimination and propose solutions. *Examples: racism, ageism, heterosexism…*	**9-S-105** Recognize and take a stand against discriminatory practices and behaviours.	**10-S-105** Recognize and take a stand against discriminatory practices and behaviours.
S-106	**8-S-106** Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts…*	**9-S-106** Propose options that are inclusive of diverse perspectives.	**10-S-106** Propose options that are inclusive of diverse perspectives.
S-107		**9-S-107** Make decisions that reflect social responsibility.	**10-S-107** Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-200	**8-S-200** Select information from a variety of oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction…*	**9-S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.	**10-S-200** Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
S-201	**8-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps…*	**9-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps…*	**10-S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps…*
S-202	**8-S-202** Interpret primary and secondary information sources for research.	**9-S-202** Select and use appropriate tools and technologies to accomplish tasks.	**10-S-202** Select and use appropriate tools and technologies to accomplish tasks.
S-203	**8-S-203** Select and use appropriate tools and technologies to accomplish tasks.	**9-S-203** Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)…*	**10-S-203** Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)…*
S-204	**8-S-204** Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	**9-S-204** Select, use, and interpret various types of maps.	**10-S-204** Select, use, and interpret various types of maps.
S-205	**8-S-205** Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.		**10-S-205** Recognize and interpret various map projections.
S-206	**8-S-206** Select, use, and interpret various types of maps for specific purposes. *Examples: historical maps and atlases…*		
S-207	**8-S-207** Use latitude and longitude to locate and describe places on maps and globes.		
S-207A	**8-S-207A** Use traditional knowledge to read the land.		
S-208	**8-S-208** Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.		

Appendix F

Skills for Critical and Creative Thinking

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-300	8-S-300 Plan topics, goals, and methods for historical inquiry and research.	9-S-300 Plan topics, goals, and methods for inquiry and research.	10-S-300 Formulate geographic questions to plan inquiry and research.
S-301	8-S-301 Consider the context of events, accounts, ideas, and interpretations.	9-S-301 Analyze the context of events, accounts, ideas, and interpretations.	10-S-301 Consider the context of events, accounts, ideas, and interpretations.
S-302	8-S-302 Draw conclusions based on research and evidence.	9-S-302 Draw conclusions and make decisions based on research and various types of evidence.	10-S-302 Draw conclusions and make decisions based on research and various types of evidence.
S-303	8-S-303 Evaluate personal assumptions based on new information and ideas.	9-S-303 Reconsider personal assumptions based on new information and ideas.	10-S-303 Reconsider personal assumptions based on new information and ideas.
S-304	8-S-304 Distinguish fact from opinion and interpretation.	9-S-304 Analyze material and visual evidence during research. *Examples: artifacts, photographs, political cartoons, works of art…*	10-S-304 Analyze physical material and evidence during research.
S-305	8-S-305 Observe and analyze material and visual evidence for research. *Examples: artifacts, photographs, works of art…*	9-S-305 Compare diverse perspectives and interpretations in the media and other information sources.	10-S-305 Compare diverse perspectives and interpretations in the media and other information sources.
S-306	8-S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity; origin, objectivity, evidence, reliability…*	9-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.	10-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
S-307	8-S-307 Compare differing accounts of historical events.	9-S-307 Propose and defend innovative options or solutions to address issues and problems.	10-S-307 Propose and defend innovative options or solutions to address issues and problems.
S-308	8-S-308 Compare diverse perspectives in the media and other information sources.	9-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*	10-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
S-309	8-S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources…*		10-S-309 Observe patterns and make generalizations based on geographic inquiry.
S-310	8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.		
S-311	8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.		

Appendix F

Communication Skills

Code	Grade 8	Grade 9	Grade 10
	Students will…	Students will…	Students will…
S-400	**8-S-400** Listen to others to understand their perspectives.	**9-S-400** Listen to others to understand their perspectives.	**10-S-400** Listen to others to understand their perspectives.
S-401	**8-S-401** Use language that is respectful of human diversity.	**9-S-401** Use language that is respectful of human diversity.	**10-S-401** Use language that is respectful of human diversity.
S-402	**8-S-402** Persuasively express differing viewpoints regarding an issue.	**9-S-402** Express informed and reasoned opinions.	**10-S-402** Express informed and reasoned opinions.
S-403	**8-S-403** Present information and ideas orally, visually, concretely, or electronically.	**9-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials…*	**10-S-403** Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials…*
S-404	**8-S-404** Elicit and clarify questions and ideas in discussions.	**9-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.	**10-S-404** Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
S-405	**8-S-405** Articulate their beliefs and perspectives on issues.	**9-S-405** Articulate their perspectives on issues.	**10-S-405** Articulate their perspectives on issues.
S-406		**9-S-406** Debate differing points of view regarding an issue.	**10-S-406** Debate differing points of view regarding an issue.

Recommended Learning Resources

Appendix G

GRADE

9

Grade 9 Recommended Learning Resources

The following learning resources were recommended as a result of the Manitoba learning resource reviews in November 2003, November 2004, and February 2005 for the purpose of identifying a range of materials suitable for Manitoba's social studies curricula. Educators from across Manitoba participated in the reviews. Manitoba teacher-evaluators were selected by Manitoba Education, Citizenship and Youth from superintendent nominations.

This online version will be updated periodically to reflect new additions, new editions, and out-of-print resources: <www.edu.gov.mb.ca/k12/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the New Edition September 2005 bibliography (stock number 80514).

For information or assistance regarding the purchase of learning resources listed, please contact:
   The Manitoba Text Book Bureau, Box 910, Souris, MB R0K 2C0
   Toll free (in Manitoba and Saskatchewan): 1-866-771-6822
   Telephone (outside Manitoba and Saskatchewan): 204-483-5040
   Fax: 1-204-483-5041 Email: <mtbb@merlin.mb.ca>
   Search and order online at <www.mtbb.mb.ca>

Definitions of Terms Used in the Learning Experiences

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.

- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.

- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.

- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

Many of the resources listed are available for loan by contacting: Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit (IRU)
Manitoba Education, Citizenship and Youth
1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: (204) 945-7830/7851 (in Winnipeg)
Toll Free: 1-800-282-8069 ext. 7830/7851 (Manitoba only)
Fax: 204-945-8756
Email: <iruref@gov.mb.ca>
Internet: <http://library.edu.gov.mb.ca:4100>

Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <http://libcat.merlin.mb.ca>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 9 learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Canada in the Contemporary World (Emond Montgomery Publications Limited)

(Student)
Ruypers, John et al.
> Emond Montgomery Publications Limited. (EM), 2007. 350 p. ISBN-13: 1-55239-224-9;
> ISBN -10: 1-55239-224-4

Canada in the Contemporary World is a student textbook with a strong correlation to the Manitoba Grade 9 social studies curriculum.

This text is an adaptation of Emond Montgomery's *Canadian Civics*, and it retains all its features including Literacy Coach, Discussion Point, Face Off, Skills Toolkit, CivicStar, Study Hall, and a section called Pause, Reflect, Apply.

This textbook offers interesting features designed to help students understand diversity and pluralism, democracy and governance in Canada, and Canada in the global context. The final unit provides guided questions for students to investigate a number of opportunities and challenges relating to identity and citizenship; technology, society and change; and pioneers of tomorrow.

This textbook includes:

- many Manitoba-based photographs, illustrations, and examples
- clear, detailed maps, charts, and graphs
- bolded glossary terms for easy reference
- website addresses under the heading "The Web"
- "Did You Know?" information

Suggested Use: Grade 9: Grade 9 – Cluster 1; Grade 9 – Cluster 2; Grade 9 – Cluster 3; Grade 9 – Cluster 4; Student – Breadth and Depth

> Date Recommended: 2006-November

Canada in the Contemporary World (Pearson Education Canada Inc.)

(Student)
(Non-fiction).
Harrison, Pat, et al.
> Pearson Education Canada Inc. (PERS), 2007. 454 p. ISBN: 0-13-157407-8;
> ISBN: 978-0-13-157407-6

Canada in the Contemporary World, an adaptation of *Canada Today*, is a student textbook that is correlated to the Manitoba Grade 9 social studies curriculum.

The new text is designed to help students understand diversity and pluralism, democracy and governance in Canada, and Canada in the global context. The text offers students information, profiles, fact sheets, timelines, and case studies about the opportunities and challenges involved in discussing "Canadians Living and Working in a High-Tech World"; "Trade with the Continent"; and "Canada and World Trade."

The textbook includes:

- Manitoba- based photographs, illustrations, and examples
- clear, detailed maps, charts, and graphs
- margin notes called "Active Citizenship"

- Skills toolkit
- Timelines of key dates for each chapter

Suggested Use: Grade 9: Grade 9 – Cluster 1; Grade 9 – Cluster 2; Grade 9 – Cluster 3; Grade 9 – Cluster 4; Student – Breadth and Depth
Date Recommended: 2007-March

Canada Year Book 2006

The Canada Year Book is updated each year. Look for the current edition.

(Print-Non-Fiction).
Communications Division of Statistics Canada. Statistics Canada (STATS), 2006. 436 p. ISBN 0-660-19563-1.

This Government of Canada publication would be an appropriate reference book for teachers of Grade 9 to 12 social studies. It provides a wide variety of Canadian statistics related to the environment, demographics, the economy, and the nation. These statistics are presented in table form. Trends and statistical profiles are offered in written form. Statistical maps and graphs are included, along with photographs, as well as a reading list at the end of each chapter. This book offers a fascinating profile of modern Canada through statistics, and gives a 21st-century perspective to our ever-changing country. Teachers should note that the data is already several years old, but this is not uncommon when using statistical publications. Grade-appropriate exercises could be developed using the charts or graphs for individual enrichment of text or curriculum materials (e.g., graphing, analyzing the meaning of tables…). History teachers could make comparative studies of social and economic trends. Geography teachers could look at changing demographics, income levels, resources, et cetera.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 4; Teacher Reference
Date Recommended: 2007-Feb-02

Canadian Government

(Series). (Canadian Government).
Weigl Educational Publishers (SBC), 2005.

This series provides extensive support for the core concept of citizenship, as well as many of the outcomes in Clusters 1 and 2. To a lesser degree, it contains content covering aspects of Clusters 3 and 4. The material is organized into five short books: *Canada and the Global Village, Canada's System of Government, Canadian Citizenship, Canadian Unity*, and *3-4*. The series provides a succinct, well-organized introduction to a variety of the learning outcomes. This series has multiple uses. It works well as a teacher or student resource, or as a set of texts, depending on the needs of the individual learner. Each book provides the reader with a table of contents, concise articles, well laid-out pictures and captions, charts, maps, timelines, and sidebars that provide relevant facts. The conclusion provides a review, suggestions for further research, a glossary, and an index.

Date Recommended: 2004-Nov-29

Canadian Government: Canada and the Global Village

(Series).
Wells, Don, Editor.
Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-068-4.

Canada and the Global Village supports the core concept of citizenship and Cluster 3, Canada in the Global Context. There is extensive coverage of examples of Canada's participation within international organizations, Canada's contributions to international aid and development, and the implications of Canada's military or peacekeeping role in contemporary conflicts.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 3; Student – Depth
Date Recommended: 2004-Nov-29

Canadian Government: Canada's System of Government

(Series).
Wells, Don, Editor.
Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-071-4.

Canada's System of Government supports Cluster 2. It provides extensive coverage of:
- the ways in which government affects the daily lives of students
- Canadian parliamentary democracy
- responsibilities and processes of the different branches of government
- the electoral process
- the division of power among, and the responsibilities of, federal, First Nations, provincial, and municipal governments

Suggested Use: Grade 9; Cluster 2; Student – Depth
Date Recommended: 2004-Nov-29

Canadian Government: Canadian Citizenship

(Series).
Wells, Don, Editor.
Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-097-8.

Canadian Citizenship provides extensive support for the core concept of citizenship and many of the Cluster 1 learning outcomes, including:
- contributions of Canadians in promoting human rights
- effects of stereotyping and discrimination
- social and cultural injustices in Canada's past
- the development of human rights in Canada
- ways in which democratic ideals have shaped contemporary Canadian society

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Student – Depth
Date Recommended: 2004-Nov-29

Canadian Government: Canadian Unity

(Series).
Wells, Don, Editor.
   Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-072-2.

Canadian Unity touches upon outcomes in all clusters except Cluster 3. It is most useful when teaching ways in which Aboriginal people are rediscovering their culture, and Canada's diverse approaches to conflict resolution (Cluster 1). It has an extensive section that supports the Cluster 2 learning outcomes regarding roles of political parties and political leaders in Canada. Teachers may want to consider this text when dealing with current issues surrounding Canadian culture and identity, as well as Cluster 4 learning outcomes regarding the various ways of addressing social injustice in Canada.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Cluster 4; Student – Depth
   Date Recommended: 2004-Nov-29

Canadian Government: The Canadian Identity

(Series).
Wells, Don, Editor.
   Weigl Educational Publishers (SBC), 2005. 48 p. ISBN 1-55388-070-6.

The Canadian Identity is most relevant for the learning outcomes in Cluster 1: Diversity and Pluralism in Canada, including:
   • factors that shape identity
   • factors affecting demographic patterns in Canada since the beginning of the 20th century
   • significant events in the development of human rights in Canada
   • ways in which democratic ideals have shaped contemporary Canadian society

Suggested Use: Grade 9; Cluster 1; Student – Depth

   Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada

(Series).
   Rubicon Publishing Inc. (MHR), 2004.

The *Canadian Heritage Collection* is a series of books that explores 20th-century Canada through primary source documents (e.g., newspaper articles, photographs, maps, quotations, statistics, cartoons…). Each of the 12 books focuses on a central theme, and is organized by decade to show the unique flavour of the period and topic. Through these primary documents, students are able to listen to the voices of historical figures and examine their feelings as they describe or depict the events of the day. All four Grade 9 clusters are covered in depth, including the core concept of citizenship. The texts are colourful, employ good design principles, and are age- and interest-appropriate. (This series is also very appropriate for use in Grade 11 Canadian History.) The following Teacher Guides parallel the student texts and includes lesson plans, websites, activity sheets, blackline masters, and evaluation rubrics. There are also opportunities for enrichment.

Titles of Teacher Guides include:

- Canadian-American Relations
- War and Peacekeeping
- Trade and International Relations
- Citizenship and Government
- The Immigrant Experience
- Popular Culture
- Influential and Intriguing Canadians
- Visual Arts
- Economy from Farms to Cyberworld
- Labour and Social Reform
- Advertising: Reflections of Culture and Values
- Nationalism and French Canada

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values Teacher's Guide

(Series).
Fine-Meyer, Rose, et al.
Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-04-6.

Suggested Use: Grade 9; Cluster 3; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values

(Student)
(Series).
Fine-Meyer, Rose, et al.
Rubicon Publishing Inc. (MHR), 2002. 48 p. ISBN 0-921156-73-1.

This book offers a panoramic view of 20th-century Canada through a wide variety of advertisements.

Suggested Use: Grade 9; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations Teacher's Guide

(Series).
Leskun, Charles, et al.
Rubicon Publishing Inc. (MHR), 2004. ISBN 0-894915-11-9.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations

(Student)
(Series).
Leskun, Charles, et al.
Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-79-0.

The histories of Canada and the United States are interconnected, and this resource helps students gain a deeper understanding of the long relationship between these two nations.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government Teacher's Guide

(Series).
Bardswich, Miriam, et al.
Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-15-1.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government

(Student)
(Series).
Homan, Rick.
Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-77-4.

This book traces the events leading to Canadian nationhood and beyond, and reveals the passions and insights of Canadians during the 20th century.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians Teacher's Guide

(Series).
Gibson, Stephanie K.
    Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-14-3.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians

(Student)
(Series).
Gibson, Stephanie K.
    Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-76-6.

This book explores 20th-century Canada through the words and actions of significant individuals who helped shape Canadian history in various fields (e.g., politics, science, conservation, military, sports, entertainment…), from immigration to conservation, from finance to medical research.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Labour and Social Reform Teacher's Guide

(Series).
Bardswich, Miriam, et al.
    Rubicon Publishing Inc. (MHR), 2003. ISBN 0-894915-10-0.

Suggested Use: Grade 9; Cluster 1; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Labour and Social Reform

(Student)
(Series).
Bardswich, Miriam, et al.
    Rubicon Publishing Inc. (MHR), 2002. 48 p. ISBN 0-921156-86-3.

This book presents an overview of Canadian reform history from its roots in the 19th century through each decade of the 20th century. It gives credit to the labour involved in building the country and to the activism taken to improve it.

Suggested Use: Grade 9; Cluster 1; Cluster 4; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism and French Canada Teacher's Guide

(Series).
Leskun, Charles, et al.
Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-08-9.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism and French Canada

(Student)
(Series).
Leskun, Charles, et al.
Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-81-2.

This book offers primary documents to gain a better understanding of the long relationship between Canada's Francophone and Anglophone cultures.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture Teacher's Guide

(Series).
Bardswich, Miriam, et al.
Rubicon Publishing Inc. (MHR), 2004. ISBN 0-894915-16-X.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture

(Student)
(Series).
Bardswich, Miriam, et al.
Rubicon Publishing Inc. (MHR), 2003. 52 p. ISBN 0-921156-88-X.

The images and documents in this book demonstrate how popular trends, fads, fashions, and the "arts of the moment" have affected how Canadians have lived and entertained themselves in the last decade.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Economy: From Farms to Cyberworld Teacher's Guide

(Series).
Wright, Thomas.
    Rubicon Publishing Inc. (MHR), 2004. SBN 1-894915-19-4.

Suggested Use: Grade 9; Cluster 3; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Economy: From Farms to Cyberworld

(Student)
(Series).
Wright, Thomas, et al.
    Rubicon Publishing Inc. (MHR), 2004. 48 p. ISBN 0-921156-83-9.

This book demonstrates how the Canadian economy was influenced by the dramatic changes brought about by innovations in the 20th century, and how the economy has evolved from an agricultural-based society to a knowledge-based, high-tech economy.

Suggested Use: Grade 9; Cluster 3; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience Teacher's Guide

(Series).
Fine-Meyers, Rose.
    Rubicon Publishing Inc. (MHR), 2003. ISBN 1-89491509-7.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience

(Student)
(Series).
Fine-Meyer, Rose.
    Rubicon Publishing Inc. (MHR), 2003. 48 p. ISBN 0-921156-80-4.

The documents presented in this book represent the experiences of immigrants and the impact they have made on the cultural, economic, and social values of Canadian society.

Suggested Use: Grade 9; Cluster 1; Cluster 2; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts Teacher's Guide

(Series).
Miller, Heather.
    Rubicon Publishing Inc. (MHR), 2003. ISBN 1-894915-07-0.

Suggested Use: Grade 9; Cluster 1; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts

(Student)
(Series).
Miller, Heather.
    Rubicon Publishing Inc. (MHR), 2003. 52 p. ISBN 0-921156-87-1.

This book presents various artistic images through 20th-century Canadian history, and the transformation of Canada from a colony of Britain to our present-day autonomous nation.

Suggested Use: Grade 9; Cluster 1; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations Teacher's Guide

(Series).
Pettigrew, Ian, et al.
    Rubicon Publishing Inc. (MHR), 2004. ISBN 1-894915-12-7.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations

(Student)
(Series).
Pettigrew, Ian, et al.
    Rubicon Publishing Inc. (MHR), 2003. 47 p. ISBN 0-921156-75-8.

This book traces Canada's evolution from colony to Dominion, to a fully independent state. It also focuses on Canada's changing social, political, and economic relationship with Great Britain, the United States, and the wider world.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Student – Depth

    Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: War and Peacekeeping Teacher's Guide

(Series).
Borda, Jenifer.
Rubicon Publishing Inc. (MHR), 2003. ISBN 0-894915-06-2.

Suggested Use: Grade 9; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: War and Peacekeeping

(Student)
(Series).
Borda, Jenifer.
Rubicon Publishing Inc. (MHR), 2002. 56 p. ISBN 0-921156-74-X.

This book explores Canada's participation in war and peacekeeping missions throughout the 20th century.

Suggested Use: Grade 9; Cluster 3; Student – Depth

Date Recommended: 2004-Nov-29

Canadian History: Patterns and Transformations

(Print-Non-Fiction).
Hundey, Ian, et al.
Irwin Publishing Ltd. (NEL), 2003. 496 p. ISBN 0-7725-2940-X.

Although designed to be a student resource, this is recommended as a teacher-depth resource for Cluster 1, Diversity and Pluralism in Canada. It is a rich resource that focuses on Canadian history and, in particular, the development of culture, identity, and diversity. It provides a detailed context for current Canadian issues, including Aboriginal perspectives, gender roles, minority issues, immigration policies, and French-English relations. The relationship between Canada's history and its culture and identity is explored throughout the text, and is well supported by pictures of historical documents and photographs. (This resource is also very appropriate for use in Grade 11 Canadian History.)

Suggested Use: Grade 9; Cluster 1; Teacher Reference

Date Recommended: 2004-Nov-29

Canadian Oxford School Atlas

(Atlas).
Stanford, Quentin H.
Oxford University Press (OUP), 2003. 224 p. ISBN 0-19-541865-6.

This atlas is an appropriate resource for Grade 7–12 students. It is detailed, informative, readable, well organized and up-to-date. It includes a variety of types of maps, graphs, statistics and information about continents, countries, cities, environmental issues, climate, tourism, the solar system, Aboriginal populations, endangered species, et cetera. Information in this atlas can be used with the whole class or for independent student research.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

Civics: Participating in a Democratic Society

(Print-Integrated Resource).
McGraw-Hill Ryerson Limited (MHR), 2000.

Although this integrated resource was created for the Ontario Grade 10 Civics curriculum, the student text and teacher guide provide breadth and depth support for almost all of the learning outcomes in the Manitoba Grade 9 social studies curriculum. The material provides for a variety of learning styles and teaching methods. The text includes unit openers, chapter openers, discussion topics, web connections, anecdotal information, case studies, examples of the lives of citizens and politicians, chapter reviews, and unit reviews. The web connections are easy to access and navigate, and provide depth for many topics covered in the text. Although a video is referenced in the teacher guide, it is too advanced and somewhat inappropriate for Grade 9.

Date Recommended: 2004-Nov-29

Civics: Participating in a Democratic Society

(Student)
(Print-Integrated Resource).
Skeoch, Alan, et al.
McGraw-Hill Ryerson Limited (MHR), 2000. 205 p. ISBN 0-07-086389-X.

This student textbook covers most of the learning outcomes in the Grade 9 curriculum. It is well supported by pictures, examples of documents, diagrams, and anecdotal material. The web connections are accessible and beneficial to students, and include sample quizzes to assist students in studying. The vocabulary is appropriate for the grade level, and many opportunities are provided for discussion and thought. This book will be especially appealing to Grade 9 students, as the format is visually interesting and makes the content very accessible.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Nov-29

Civics: Participating in a Democratic Society Teacher's Resource

(Print-Integrated Resource).
Skeoch, Alan, et al.
    McGraw-Hill Ryerson Limited (MHR), 2001. 226 p. ISBN 0-07-086390-3.

This teacher resource includes 48 lesson plans for the seven chapters in the student text, as well as suggestions for activities and assignments, blackline masters, rubrics, and other assessment strategies, portfolio assignments, graphic organizers, quizzes, as well as numerous colour overhead transparencies. The lesson plans support differential learning and diverse teaching styles (e.g., discussion, group work, and individual work). The online materials include additional teacher information and resources to support the topics in the student text, as well as a bank of online test questions. Outcomes and expectations are clearly outlined for each unit, chapter, and lesson.

Suggested Use: Grade 9; Core Concept: Citizenship; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Teacher Reference
    Date Recommended: 2004-Nov-29

Pearson School Atlas

(Atlas).
Morrow, Robert.
    Pearson Education Canada (PRN), 2004. 221 p. ISBN 0-13-039311-8.

This atlas is appropriate for Grade 7, 8, 9, and 10 and contains full-colour maps, charts, and satellite images, arranged by region. A unique feature of the atlas is that the political and physical maps are grouped together, followed by thematic maps and data charts. There are regional topographic maps, including sites in Manitoba, and a section explaining how to read the maps (although there is no legend on the individual maps). The maps are clear and detailed, although colour gradations may be challenging. A world gazetteer, a glossary, and a theme/subject index form a reference section. Additional data appear in a separate section at the back of the atlas.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Student – Breadth and Depth; Teacher Reference
    Date Recommended: 2005-July-25

Pearson School Atlas Teacher Resource

(Print-Non-Fiction).
Morrow, Robert.
    Pearson Education Canada (PRN), 2004. 520 p. ISBN 0-13-039309-6.

This teacher resource supports the Pearson School Atlas, and will be useful for Middle and Senior Years teachers, particularly at Grades 7, 8, 9, and 10. This comprehensive package provides materials to support basic map understandings, as well as geographic and problem-solving skills related to Canada and the world. The teacher resource includes teacher/student background information, blackline masters (maps and activity sheets) and answer keys, and is organized under the following areas: Atlas Skills; Canada – Thematic; Canada – Regional; World Thematic; and World Regional.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Teacher Reference
    Date Recommended: 2005-July-25

A Place of Honour: Manitoba's War Dead Commemorated in its Geography

(Print-Non-Fiction).

Manitoba Geographical Names Program. Manitoba Conservation (ManC), 2002. 288 p. ISBN 0-7711-1523-7.

This book would be a useful teacher resource for teachers who like to use new and innovative ways to teach local geography. The book gives in-depth descriptions of Manitoba war veterans who were killed in World War I and II, and includes letters from the veterans and family correspondence during the wars. Due to the fact that there are so many veterans with gravesites overseas or no gravesite at all, geographic sites have been used to commemorate their memories and allow their families a place to visit that is close to home. The book connects geography with history and helps to promote an understanding of the events that occurred during World War I and II. It would be appropriate in Grade 9 social studies for citizenship or Remembrance Day study, and as an alternative enrichment activity in Grade 10 geography.

Suggested Use: Grade 9; Core Concept: Citizenship; Teacher Reference

Date Recommended: 2004-Nov-29

Take Action!: A Guide to Active Citizenship

(Print-Non-Fiction).
Kielburger, Marc, et al.

Gage Learning (NEL), 2002. 136 p. ISBN 0-7715-8031-2.

This resource is a practical student-depth resource for the core concept of citizenship in the Grade 9 social studies curriculum. The text covers seven steps to social involvement, including choosing issues, researching, team-building, holding meetings, making action plans, taking action, and motivating oneself and others. Clear instructions are included on influencing government, writing letters, public speaking, conducting surveys, starting petitions, using media, and fundraising. Detailed examples of how Canadian students have affected global and Canadian society are provided. Take Action would also be useful as a cross-curricular resource.

Suggested Use: Grade 9; Core Concept: Citizenship; Student – Depth

Date Recommended: 2004-Nov-29

Take More Action

(Print-Non-Fiction).
Kielburger, Marc, et al.
Gage Learning (NEL), 2004. 154 p. ISBN 0-7715-8035-5.

This resource is very similar to *Take Action!: A Guide to Active Citizenship*. It is a practical student-depth resource for the core concept of citizenship in the Grade 9 social studies curriculum. It introduces the concept of ethical decision making, and briefly covers human rights legislation in Canada and the world. The text covers seven steps to social involvement, including choosing issues, researching, team-building, holding meetings, making action plans, taking action, and motivating oneself and others. Clear instructions are included on assertive listening, networking, holding media events, creating news releases, writing letters, website work, public speaking, lobbying, starting petitions, fundraising, and using art as media. Detailed examples of how Canadian students have affected global and Canadian society are provided. *Take More Action* would be also useful as a cross-curricular resource.

Suggested Use: Grade 9; Core Concept: Citizenship; Student – Depth

Date Recommended: 2004-Nov-29

World Atlas for Intermediate Students

(Atlas).
McGraw-Hill Ryerson Limited (MHR), 2001. 91 p. ISBN 0-02-147605-5.

This softcover, U.S.-based atlas contains maps that are accurate and up-to-date. It has many features that are not found in other atlases, such as cartograms, time zone charts, a gazetteer that explains geographical terms, and a chart of landforms, along with their definitions.

The maps and graphs are very well laid out. A legend is not included for the physical maps. The atlas includes one vegetation map.

Suggested Use: Grade 9; Cluster 1; Cluster 3; Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

Grade 9: Alphabetical List of Resources by Cluster

Note: Some resources are listed under more than one cluster.

Grade 9 – Cluster 1 – Diversity and Pluralism in Canada

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canada Year Book 2006

Canadian Government: Canadian Citizenship

Canadian Government: Canadian Unity

Canadian Government: The Canadian Identity

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Labour and Social Reform (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Labour and Social Reform Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism and French Canada (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Nationalism and French Canada Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts Teacher's Guide

Canadian History: Patterns and Transformations

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Pearson School Atlas

Pearson School Atlas Teacher Resource

World Atlas for Intermediate Students

Grade 9 – Cluster 2 – Democracy and Governance in Canada

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canada Year Book 2006

Canadian Government: Canada's System of Government

Canadian Government: Canadian Unity

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government (Student)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Citizenship and Government Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians (Student)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Influential and Intriguing Canadians Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Popular Culture Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Immigrant Experience Teacher's Guide

Civics: Participating in a Democratic Society (Student)

Civics: Participating in a Democratic Society Teacher's Resource

Grade 9 – Cluster 3 – Canada in the Global Context

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canadian Government: Canada and the Global Village

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values (Student)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Advertising: Reflections of Culture and Values Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Economy: From Farms to Cyberworld (Student)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Economy: From Farms to Cyberworld Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: War and Peacekeeping (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: War and Peacekeeping Teacher's Guide

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Pearson School Atlas

Pearson School Atlas Teacher Resource

World Atlas for Intermediate Students

Grade 9 – Cluster 4 – Canada: Opportunities and Challenges

Canada in the Contemporary World (student) (Emond Montgomery Publications Limited)

Canada in the Contemporary World (student) (Pearson Education Canada)

Canada Year Book 2006

Canadian Government: Canadian Unity

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Canadian-American Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Labour and Social Reform (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations (Student Text)

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: Trade and International Relations Teacher's Guide

Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: War and Peacekeeping Teacher's Guide

Canadian Oxford School Atlas

Civics: Participating in a Democratic Society (Student Text)

Civics: Participating in a Democratic Society Teacher's Resource

Pearson School Atlas

Pearson School Atlas Teacher Resource

World Atlas for Intermediate Students

Distributor Directory

Note all resources in this bibliography can also be purchased through the Manitoba Text Book Bureau (see listing below).

Emond Montgomery Publications Limited (EMO)

60 Shaftesbury Avenue
TORONTO ON M4T 1A3
Phone: 416-975-3925
Fax: 416-975-3924
1-888-837-0815
Email: <info@emp.ca> <orders@emp.ca>
Website: <www.emp.ca>

ManC

Manitoba Conservation
1007 Century Street
WINNIPEG, MB R3H 0W4
Phone: 204-945-1798
Fax: 204-945-1365

MHR

McGraw-Hill Ryerson Limited
300 Water Street
WHITBY ON L1N 9B6
Toll-Free: 1-800-565-5758
Fax: 800-463-5885
E-mail: <cs_inquiries@mcgrawhill.ca>
Website: <http://www.mcgrawhill.ca>

MTBB

Manitoba Text Book Bureau
130, 1st Avenue West, Box 910
SOURIS MB R0K 2C0
Toll-Free: 1-866-771-6822
Phone: 204-483-5040
Fax: 204-483-5041
Email: <mtbb@merlin.mb.ca>
Website: <http://www.mtbb.mb.ca>

NEL

Nelson
1120 Birchmount Rd
SCARBOROUGH ON M1K 5G4
Toll-Free: 1-800-268-2222
Phone: 416-752-9100
Fax: 800-430-4445
E-mail: <inquire@nelson.com>
Website: <http://www.nelson.com>

Pearson Education Canada Inc. (PERS)

A Division of Pearson Canada
SAN 115-0022, 115-0839
26 Prince Andrews Place
DON MILLS ON M3C 2T8
Phone: 416-447-5101
Fax: 416-443-0948
Website : <www.pearsoned.ca>

SBC

Saunders Book Company
27 Stewart Road
COLLINGWOOD ON L9Y 4M7
Toll-Free: 1-800-461-9120
Fax: 705-444-0274
E-mail: <info@saundersbook.ca>
Website: <http://www.saundersbook.ca>

STATS

Statistics Canada
Circulation Management
Dissemination Division
120 Parkdale Avenue
OTTAWA ON K1A 0T6
Toll-Free: 1-800-267-6677
Fax: 877-287-4369
E-mail: <order@statcan.ca>
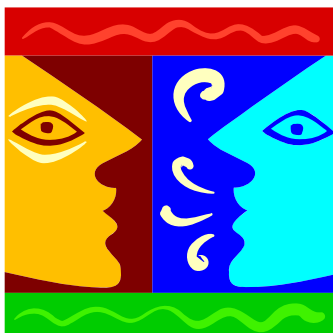Website: <http://www.statcan.ca/>

Teacher Notes

Appendix H

Teacher Notes   TN

In a team deliberation, unlike a formal debate, there are no winners or losers. Team deliberation enables students to discuss an issue and to develop and apply cooperative learning skills. It encourages the consideration of diverse perspectives without creating an adversarial situation.

It is recommended that teachers, with the input of students, choose one or two particular skills to target during the activity. Prior to the deliberation, the class may develop a set of descriptors to help them focus on successfully applying these target skills (e.g., "shows a willingness to reconsider his or her opinion when presented with strong evidence or arguments," or "attacks the argument, not the individual").

The following sequence of steps is suggested in carrying out a team deliberation. Teachers may adapt the procedure based on their time and the abilities of their students.

1) Propose a question that lends itself to a for-or-against position.

— The question may be selected by the teacher with input from students.
— The question must deal with a subject that is familiar to the students
— Information or sources must be available to support both the negative and affirmative positions.

2) Determine teams and roles.

— Place students in teams of four, assigning two students to the affirmative position and two students to the negative position.
— Allow time for students to gather information on their assigned position.
— Provide background information and guidance in assessing the validity of sources (e.g., useful Internet addresses, articles, editorials...).

3) Students prepare their initial statement or point of view.

— Students work with their partners to prepare a brief statement, supported by evidence and solid reasoning.

4) Student pairs present their statements.

— Each pair of students presents their position statement to the other pair in their team, sharing speaking tasks between the two of them.
— The "listening" pair of students note important points, without interrupting or commenting.

5) Student pairs switch affirmative and negative positions.

— Each pair of students changes position, and prepares a short statement in support of the opposite point of view from their initial statement. Positions must be supported by solid evidence and reasoning.

6) Student pairs present their second statement of position.

— Each pair of students presents again, taking the opposite position. The "listening" pair notes important points.

7) Groups of four make a collective decision.

— Each group objectively examines both the affirmative and negative positions, summarizing the most convincing arguments and evidence for each point of view on the question. The group seeks to make a consensus decision as to which position they found to be most defensible.

8) Groups of four share their decisions with the class.

— Each group presents a short statement summarizing their position on their selected issue for the entire class.

9) Students evaluate their target skills.

— Each student evaluates his or her participation based on the descriptors of the targeted skills developed at the outset. The teacher may choose to provide the students with a rubric or scale, or may simply ask students to self-evaluate using comments.[*]

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[*] Adapted from a strategy by Linda McDowell.

Teacher Notes: Aboriginal Cultural Education Centres in Manitoba

Following is a list of Aboriginal cultural education centres in Manitoba.
Not all centres have facilities and staff for formal programs or speakers.

- Thunderbird House, Winnipeg:
- Manitoba Indian Cultural Education Centre, Winnipeg (library, tours, resources):
  <www.schoolnet.ca/aboriginal/micec/index-e.html>
- Dr. Jessie Saulteaux Resource Centre, Beausejour:
  <www.mts.net/~drjessie/>
- South East Tribal Council:
  <www.seed.mb.ca/profiles.html>
- Cross Lake Cultural Education Program
- Dakota Ojibway Tribal Council
- Brokenhead Ojibway Nation, Scanterbury
- Cultural Education Centre, Ebb & Flow Band
- Interlake Reserves Tribal Council (Fairford)
- Keeseekoowenin Ojibway First Nation:
  <http://collections.ic.gc.ca/keeseekoowenin/index.html>
- Norway House First Nation Cultural Education Centre:
  <www.schoolnet.ca/autochtone/norway/index-e.html>
- O-Chi-Chak-Ko-Sipi First Nation, Crane River
- Peguis First Nation Cultural Centre:
- Pine Creek First Nation
- Sagkeeng Cultural Centre, Inc.
- Rolling River Cultural Education Program
- Tootinaowaziibeeng Treaty Reserve #63A
- Waterhen First Nation
- West Region Tribal Council Indian Cultural Program

Contact information can be obtained through the Manitoba First Nations Directory:
<www.aboriginalcanada.com/firstnation/dirfnman.htm>

Teachers may also contact local Friendship Centres located in:

- Brandon
- Flin Flon
- Portage la Prairie
- Selkirk
- The Pas

- Dauphin
- Lynn Lake
- Riverton
- Swan River
- Thompson

The Continuum of Points of View is an effective activity that elicits an exchange of opinions, beliefs, and values. Students place themselves at a point on a continuum where they feel comfortable on an issue, ranging from "strongly disagree" to "strongly agree." This activity allows students to explore their own preconceptions, learn about the perspectives of others, and reflect on changes in their points of view.

Using a continuum of points of view helps students recognize that there is a wide range of perspectives on many social issues. It is a means of encouraging them to make their presuppositions explicit, to justify their positions, and to actively listen to others to understand their perspectives. It offers a useful alternative to debate, for questions in which it is difficult to identify a black/white position or a winning/losing argument.

The following is a suggested method for using a continuum activity to explore questions about the influence of mass media and pop culture in relation to Canadian culture and identity. It may be adapted to suit a variety of topics in this course.

Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussing the issue with their peers until after they have found their own position on the continuum. Emphasize the idea that, in this activity, there are no "right" or "wrong" positions, and all perspectives are equally valid.

Suggested procedure:
1. Select and introduce a question on which there is a wide range of possible approaches and beliefs. In this case, the class may choose to explore a question such as the following:

How great is the influence of mass media on the identity of Canadian youth?
                              OR
Is there a distinctively Canadian culture apart from American popular culture as portrayed in the mass media?

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2. Encourage students to take a few seconds to silently reflect on the ideas that spontaneously come to mind, using their general knowledge of contemporary Canadian society and media.

3. Clear a space in the classroom (or go into the hallway) so that students may move around and situate themselves along a line or continuum showing a gradation of opinion.

4. Indicate the centre-point of the continuum with masking tape on the floor.

5. Indicate both extremes of the continuum with a descriptive statement taped to either facing wall. For example, on one end of the continuum:

Mass media completely determine how Canadian youth think, the decisions they make, the way they live, and how they express themselves.
OR
There is no distinctive Canadian culture apart from what is portrayed in the American mass media. We are part of the same popular culture.

On the other end of the continuum, place a marker stating the other extreme point of view on the subject:

Canadian youth are culturally diverse. Their identities, decisions, lifestyles, and values are not influenced at all by mass media and pop culture.
OR
Canadians support cultural diversity and a unique Canadian identity. Canadian culture is in no danger whatsoever of being overtaken by American mass media and pop culture.

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6. After students have reflected on their own positions, invite them to place themselves at a point on the continuum where they feel most comfortable, judging by how strongly they agree with the statements at either end and at the mid-point. (It may be helpful to ask students to sketch out on graph paper where they feel they stand between the continuum endpoints before the actually move into position.) When they are all in position, ask them to silently consider why they believe as they do.

7. Ask students to move toward a person who is far away from them on the continuum and to partner up with that person to exchange ideas. The exchange of ideas should proceed as follows: first, one partner explains her or his point of view without interruption (1–2 minutes); then, they switch and the second partner explains his or her position and its justification without interruption (1–2 minutes). Remind students that the purpose of this exchange is *not* to convince their partners to change their points of view, but to understand other perspectives and to explain their own.

8. Debrief in a general discussion, inviting students to share what they learned about their own view and their partner's view, and to observe where most of the class members found themselves on the continuum. Encourage students to consider examples of various reasons for the divergence of opinion in the classroom (e.g., cultural background, access and exposure to media, personal experience, travel...).

9. Students may be asked to write an Exit Slip or a short journal reflection on the exercise. You may choose to revisit the exercise at the end of a learning experience or cluster so that students may consider whether their initial beliefs have changed or not.

The word "plagiarism" comes from a Latin word meaning "kidnap." A plagiarist is one who uses another person's creations (photographs, music, words, art, ideas, etc.) without permission or takes credit for someone else's work. In Canada, copyright laws exist to protect people from stealing or using other people's intellectual property.

All sources used in a piece of research, however informal, should be acknowledged using a proper format. There are many different styles for a Resource List or Bibliography. Most differences in style are questions of punctuation or the placement of the date. Teachers may choose to follow the model recommended by their division, school, or library. The most important rule to emphasize is *consistency.*

General Rules:

— The purpose of a resource list is to include sufficient details to allow the reader to locate or retrieve the source easily.
— Sources are placed in alphabetical order by author's last name, or by title if the author is unknown.
— If there are a number of different sources, students may divide them into types: print, Internet, video.
— The most essential elements of citing a source are: author, title, date. Each element is separated by punctuation (usually a comma or a period).
— The publication date is generally placed at the end. In the author-date style, the date is placed in parentheses immediately after the author's name.
— Book titles, encyclopedia titles, and magazine titles are in italics. In a handwritten resource list, they may be underlined.

Recommendations:

— All reference details should be recorded at the time of the first consultation; this avoids problems with relocating the source later on.
— In some cases, all the necessary details are difficult to find, or absent (e.g. websites, printed brochures). In these cases, students should include all the details that will help in retrieving the source.
— Always use the cut-and-paste feature to reproduce a URL (Uniform Resource Locator) or Internet address to avoid errors. Use a separate line for Internet addresses. Students should also note the date they consulted the source, as sites are updated or change frequently. In the case of a very long URL, students should include the home address and specify the links they clicked or the search word they used to reach that page.
— Adding a short annotation to a website address will help students recall what can be found on that website.

Examples
The following examples are included as suggestions only. Emphasize uniformity and simplicity in resource or reference lists.

Book
MLA style
Colombo, John Robert. *Famous Lasting Words: Great Canadian Quotations*. Vancouver, BC: Douglas and McIntyre, 2000.

Or

APA style
Colombo, John Robert (2000). *Famous Lasting Words: Great Canadian Quotations*. Vancouver, BC: Douglas and McIntyre.

CD-ROM:
— "Topic", *CD-ROM Title in italics* [CD-ROM], publisher, date.
— Place the author at the beginning if indicated in the CD-ROM.

"Constitution," *Canadian Encyclopedia* [CD-ROM], Historica, 2003.

Website:
Include the exact page title, the name of the website, and the article date or last update at the bottom of the web page, followed by the URL link on a separate line or in angle brackets, and the date retrieved in square brackets:

Parliament of Canada, About Parliament:
<http://www.parl.gc.ca/common/Aboutparl.asp?Language=E>
[retrieved 26 June 2004].

Prime Minister Paul Martin, Address by the Prime Minister in reply to the Speech from the Throne, February 3, 2004 <http://www.pm.gc.ca/eng/sft-ddt.asp?id=2> [26 June 2004]

Note: Not all style guides require the use of angle brackets, but they are useful to delineate the beginning and end of longer addresses, especially in in-text citations.
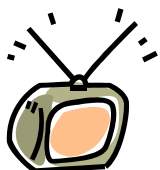
Newspaper Article:
Elliott, L. "Native leaders eyed for key cabinet post," *Winnipeg Free Press*, 16 November 2003.

Video:
Canada, a People's History, Episode 10, Taking the West, CBC, 2001.

Television Show:
Fifth Estate, CBC, 15 April 2004.

Personal Interview:
Smith, John Joseph. World War II veteran, personal
interview, 10 November 2003.

In-text Quotations:
Short in-text quotations should be in quotation marks. If the quotation is longer than three
or four lines, it should be indented and single-spaced as a block quotation.

All direct quotations must be indicated as such by citing the reference directly in the text.
This may be done by a footnote or a parenthetical reference. When citing a source directly
in a piece of work, the essential elements are the author's name and date, and the page
number if it is from a long published work (John Ralston Saul, 1997, p. 65).

The source should always be cited immediately following
the quotation, with the full publication details included in
the resource list or bibliography at the end of the paper as
follows:

Saul, John Ralston (1997). *Reflections of a Siamese Twin:
Canada at the End of the Twentieth Century.* Toronto, ON:
Viking, 1997.
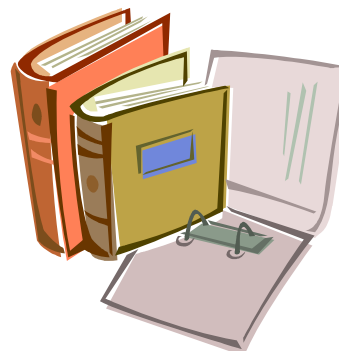
When citing from a website, include the ‹exact website›
and date consulted: ‹www.afn.ca/› (retrieved 4 June 2004).

If the author of the statement is known, include this information as well: (Paul Martin,
‹www.pm.gc.ca/eng/sft-ddt.asp?id=2› retrieved 26 June 2004).

The full details are then included in the resource list at the end of the document as follows:
Prime Minister Paul Martin, Address by the Prime Minister in reply to the Speech from the
Throne, February 3, 2004 ‹www.pm.gc.ca/eng/sft-ddt.asp?id=2› [retrieved 26 June 2004]

For further information or more details, consult acknowledged university style guides such
as the following:
APA (American Psychological Association) Style:
‹http://www.apastyle.org/›
MLA (Modern Language Association) Style, Frequently Asked Questions :
‹http://www.mla.org/style_faq›
MLA Citation Style:
‹http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm›

Recording information accurately and systematically is an important research skill. Properly done, this step will save students a great deal of time when they prepare their final product or presentation. Taking notes should not be a tedious process. Encourage students to develop their own styles or "tricks" in the context of certain general guidelines. Periodically ask students to produce their notes for assessment or feedback rather than only evaluating the final product.

General Recommendations:
— Give students frequent opportunities to practice picking out key words as they read or listen.
— Encourage students to develop creative ways of keeping their research question(s) in mind as they conduct their research, and to narrow down their topic. This may be done by creating an electronic or paper note-taking frame before taking research notes. The frame may be used as an outline for recording and organizing notes.
— Practise paraphrasing with students, encouraging them to cut down the number of words used to describe or define a topic.
— Offer students the chance to share with their peers methods that they have found helpful (e.g., colour coding, abbreviations, electronic organizers...)
— Some students may prefer to organize notes using an outline format; others may prefer a web or map. Give them the opportunity to practise both styles, emphasizing that they must be organized by topic and linked sub-topics.
— Introduce students to the four basic types of notes, providing examples of each:
    R Paraphrase (P)
    R Summary (S)
    R Quote (Q)
    R Comment (C)

Guidelines for Recording Notes:
— Always keep the research question(s) in mind.
— Develop a list of key words or expressions. Refer to a web directory such as the Google directory to help narrow down topics. <http://directory.google.com/>
— Use 5X7 note cards or separate sheets for each topic. This makes it easier to change the order of topics later on. If using an electronic file, use a chart or table to divide topics or sub-topics.
— Label all notes at the top of the page with a topic or sub-topic.
— Record reference details at the bottom of each note card or sheet *as notes are taken*. This way, it will be easier to refer back to sources.
— Distinguish fact from opinion as notes are recorded. Record the source of the opinion stated and reasons given to support it.
— Do not use complete sentences unless quoting. If quoting, cite all reference details directly after the quote.
— Pay attention to spelling; grammar is less important.
— If contradictory information is found, be sure to record the sources and dates, and to consider the supporting evidence.

Teacher Notes: Recording Research Notes

Examples of Note-Taking Models

Note-Taking Cards: Number cards in order, and colour code as needed.

Sub-Topic: _____   **#_____**

- Point form
- Key words only
- Underline important ideas or key words
- Careful about spelling
- Fact or opinion?
- Record sources below as you go
- Label **S (**summary**) P** (paraphrase) or **Q** (quote)

Comments:
- Record personal ideas here.
- Use your own words. Don't steal ideas!

Source:
- web address, site name, page title, date
- author, title, year, page

Cornell Note System: Divide a lined page into two columns: one for notes, and one for key words, with a space at the bottom for summarizing, commenting, or evaluating.

Recall Column	Note Column	
	Source :	Date :
Record key words or questions here	Main idea: _____ Details: - - - Main Idea: _____ Details: - - -	
Write a summary or reflection here:		

Teacher Notes: Remembrance Day Cenotaphs

Download the online version of this document for hotlinks to each of the cenotaph websites at: <www.edu.gov.mb.ca/k12/cur/socstud/9to12.html>

- Altona and District Cenotaph
- Armstrong War Memorial
- Basswood Cenotaph
- Belgian Veterans War Memorial
- Binscarth War Monument
- Carman Memorial Hall
- Clanwilliam War Memorial
- Crandall Cenotaph
- Darlingford and Area Memorial Park
- Dauphin Memorial Cenotaph
- Elm Creek Cenotaph
- Emerson Soldiers Memorial Monument
- Erickson War Memorial
- "First Flight" (Winnipeg)
- Gilbert Plains War Memorial
- Gladstone Memorial Cenotaph
- Griswold War Memorial
- Hamiota War Memorial
- Langruth Memorial Cenotaph
- Lynn Lake Cenotaph
- Manitou Cenotaph
- Miniota Cenotaph
- Morden and Rural Municipality of Stanley Memorial
- Morris Veterans Memorial Cenotaph Newdale and District War Memorial

- Niverville Remembrance Memorial
- The Oak Lake Cross of Sacrifice
- Onanole Memorial Cairn
- Pilot Mound and District War Memorial
- Rossburn Cenotaph
- Russell War Memorial Cenotaph
- Sandy Lake and Area Memorial
- Shoal Lake War Monument
- Ste. Anne Memorial
- Stonewall War Memorial
- Swan River Field of Honour
- Swan River School Cenotaph
- Teulon War Memorial
- Transcona Cenotaph
- Transcona Field of Honor
- Wawanesa War Memorial
- Winkler and District Cenotaph
- Whitemouth Cenotaph
- Winnipeg - The Great Stone of Remembrance
- Winnipeg - A. Mynarski, V.C. Park and Memorial
- Women's Tri Service Memorial (Winnipeg)

Some guidelines for effective role-plays or simulations:

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- The role-play should have a designated time frame established at the outset of the activity.
- The situation should be defined as a problem or controversy so that students are encouraged to take a stand or a position.
- Students should be allowed time to prepare and to access any preparatory information they need.
- The setting or context should be clearly described to help students enter into the game.
- Students should be allowed time to develop role descriptions in advance, including enough information to be able to "enter into" the character they are to portray (e.g., social and economic conditions, beliefs, and values). Verify student roles before the role-play so that the simulation includes a wide variety of perspectives among the characters. Caution students to prepare a role description without preparing a pre-determined script.
- Students may fill out a Role-Play Outline to help them prepare their characters (refer to the example that follows).
- The role-play should be structured so as to reach a conclusion or a resolution.
- Allow time for a group debriefing, including the audience, after the role-play. Students may also write individual journal reflections.
- Caution students to be realistic, and to avoid anachronisms, oversimplifications, or stereotypes.

Variations:

- Students may or may not decide to use props or costumes.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who "thinks out loud" to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator may be named to help set the scene and expand on what is happening.

Role-Play Outline

List the important facts and plan how you will approach this role-play. Do not write a script as you do not know how the other characters will play out this scenario. Be creative but realistic.

|	
When and where does this scenario take place?	Who am I?
Describe the person you will portray in this role-play (age, culture, gender, situation, residence, family situation, health).	What are the basic attitudes, beliefs, and values of this character? Summarize his or her position on the topic to be discussed.
Factual information to support the point of view of this character:	What are the main concerns of this character?
What type of solution to this question would my character like to see?	Points to remember in order to stay in character:
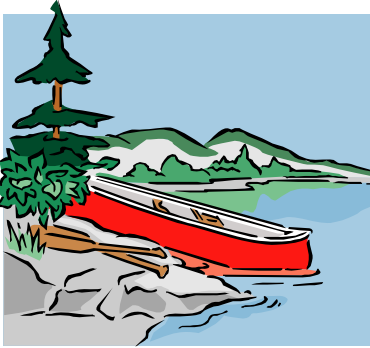
The following material is an excerpt from

ALTERNATIVES TO DEVELOPMENT:
ENVIRONMENTAL VALUES OF
INDIGENOUS PEOPLES

In the original religions of many indigenous peoples there is the belief that human beings are thinking, acting and growing individuals with souls or spirits. This belief also applies to animals and plants, which live and grow, and may have influence upon our daily lives. Even the different phenomena in nature, the sun and moon which run from east to west, sunbeams which give warmth and growth, water which gives life, rivers which run, snow which comes and disappears again, volcanoes, dangerous and noisy lightning and more, were for our ancestors, and many of us still, the natural world. This world exists as a balance between natural and supernatural forces. Nature is a real environment that one must accept. Through experience and through different rituals, indigenous peoples have learned to live in harmony with nature.

Not until the intervention of European political states was the harmony between human beings and nature upset. The balance between the natural and supernatural was, and continues to be, violently disrupted by those who would seek short term benefits by extracting natural resources at rates, and in amounts, greater than can be naturally replaced. Political states have grown so rapidly in the past two hundred years that they now consume resources in excess of their own ability to produce them. The demand for consumable resources has increased so rapidly that shortages have multiplied to the extent that basic natural resources like water, petroleum and timber are increasingly difficult to secure.

The motivating force behind the misuse of natural resources is growth of consumption and the idea of progress. Because native peoples live in close proximity to the natural world and the supernatural world, a relative balance is maintained through limited growth and moderate consumption. Life could not be sustained without limits and moderation. Even political states recognize that limits must be placed on the consumption of natural resources when there are shortages, but instead of cutting back expectations and reducing the long-term use of certain resources, new goals are set for exploration and exploitation. Such new demands place new pressures on the fragile ecology and threaten the long-term future of humankind.
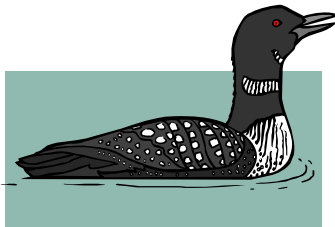
The needs and interests of political states and indigenous groups are in many ways diametrically opposed to one another. Political states view uncontrolled growth and progress as the highest ideals, while indigenous groups regard balance and limited growth as essential to their livelihood. From all appearances these ideas cannot be reconciled. We must reconcile the differences or a great deal of humankind will not survive. There is more to bind humankind together than should separate. There is a common belief in the human potential and a common belief that human beings should determine their own future. There is the common belief that human beings should be free and that the rights of a people should be respected. We also have in common the belief that the world should have a new economic order, which ensures the health and future of all peoples. In order to maximize human commonalities we must be willing to accept compromises and lower our expectations. We must agree that a new economic order must provide for all of humanity and not merely for a few. We must recognize that a new economic order cannot benefit all of human kind if it permits exploitation of one group by another group. A new economic order must mean the protection and preservation of nature and a restored balance. We have several proposals, which we believe will increase the likelihood that a new international order will benefit humankind. We propose that:

- Industrial states must not compete with tribal groups for their resources. Indigenous resources must be used only with the clear consent of the groups affected.

- Industrial states must institute new policies, which require a substantial reduction in the use of timber, petroleum, water and all other raw materials.

- The responsibility for initiating outside contacts between indigenous peoples and political states must rest with the tribal peoples themselves.

- National governments and international organizations must recognize and support tribal rights to their traditional land, cultural autonomy, and full local sovereignty.

- The United Nations should, with the concurrence of affected indigenous peoples, declare internationally protected "autonomous indigenous areas" secured by aboriginal title and established to preserve and protect the right of self-determination for indigenous peoples, and protect natural resources from external exploitation and encroachment without the consent of local indigenous populations and international supervision.

- The United Nations must establish an international organization, which includes membership from the political states and indigenous peoples for the purpose of reviewing grievances and claims proclaimed by indigenous peoples, and such an organization must be empowered to address the U.N. Security Council and U.N. General Assembly to promote redress of authenticated grievances.

- The United Nations must establish an international organization which includes membership from the political states and indigenous peoples for the purpose of offering financial aid and technical assistance to indigenous peoples when they initiate a request, and such a financial and technical aid organization should be empowered to secure such financial commitments from other world organizations and political states as may be necessary to the needs of indigenous peoples.

Change in the lives of indigenous peoples is a condition, which has always existed. Serious changes have given rise to serious re-adaptations to the new condition. Indigenous peoples represent many peoples, many cultures and different ways of thinking. But, they share the same natural world and the same spiritual world. As we close this presentation, we cannot help but observe that industrial political states have risen and seem to be in decline since their emergence just over two hundred years ago. Tribal societies have existed for aver 10,000 years and continue to adapt and adjust. Which is the better way, growth and consumption or balance?