



New
September 2018

*Now includes
Indigenous History
Lesson Plans*

CATHOLIC PERSPECTIVES IN HISTORY:

Activities for Canadian World History
Activités pour le cours Études canadiennes et mondiales

CHC 2D 2DI 2P
A Bilingual Resource



Working Together for Catholic Education
www.eoccc.org

Updated September 2018

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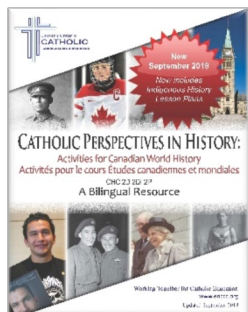
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Catholic Perspectives in History:

Activities for Canadian World History

Activités pour le cours Études canadiennes et mondiales

CHC2D, 2DI, 2P

A Bilingual Resource

September 2018 – During the summer of 2018, a team of writers came together to develop six new lessons – two in French and four in English – for the Canadian World History EOCCC resource **Catholic Perspectives in History**. The newly developed lesson plans focus on Indigenous education and aim to increase knowledge and awareness of all students about Indigenous histories, cultures, and perspectives.

August 2016 – Once again our summer writing teams comprised of teachers from EOCCC's Catholic member boards have produced a brilliant resource, this time for French and English teachers delivering the grade 10 Canadian World History curriculum. Les activités visent les attentes prescrites pour les cours théoriques et appliqués.

The goal of the **Catholic Perspectives in History** Activities for Canadian World History, activités pour le cours Études canadiennes et mondiales project is to highlight examples of Catholic perspectives and influences, in our recent history. Building on the Ministry of Education's History curriculum, these activities are grounded in student inquiry and historical thinking. Each of the four lessons / activities is grounded in Catholic themes and anchor concepts, and has been developed in both French and English, academic and applied, to provide a rich and seamless resource for all students.

Each lesson has been built around a particular theme, which carries through the various strands, representing various time periods in our history. The intent is for our students to inquire into and reflect upon the many influences that our faith has had on our history.

"Students will see and learn about key points in our history, where our Catholic perspectives have challenged the thinking during the specific time period and continues to guide us today." Christine Adam-Carr, project lead.

Why **Catholic Perspectives in History**

- Our students access a variety of resources to learn, understand and reflect on Canadian World History, from World War 1 to today. These activities will provide a means to focus on specific events and people, where a Catholic perspective can be considered.
- Each lesson or activity is provided in French and English and can easily be adapted for use in academic or applied course settings.
- Les grands thèmes sont : les conflits et la coopération, la discrimination et les minorités, les Canadiens, Canadiennes célèbres, et l'aide sociale.

For more information:

Charlotte Rouleau, EOCCC Executive Director Phone: 613-703-1752 Email: charlotte.rouleau@cdsbeo.on.ca

As Catholic educators, we have our mission. Education is a life-long experience leading us forth from where we are, to where God would have us be, in the example of Jesus. We ask God to help us to deepen our knowledge and understanding, our awareness and sensitivity, and our discipleship and our serving others in God's name.

Catholic Perspectives in History:
Activities for Canadian World History in CHC 2D, 2DI, 2P

Acknowledgements
Indigenous History Lessons – September 2018

Project Lead

Lyne Gratton	FSL Curriculum Consultant Catholic District School Board of Eastern Ontario
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Writers

Sharon O'Brien	FSL Curriculum Consultant Catholic District School Board of Eastern Ontario
Kellie Hisko	Indigenous Education Special Assignment Teacher Renfrew County Catholic District School Board
Daniel Stargratt	Principal Shawanosowe School, Whitefish River First Nation

Reviewers

Brad Reid	Teacher Catholic District School Board of Eastern Ontario
André Charlebois	Educational Consultant



Working Together for Catholic Education

Catholic Perspectives in History:
Activities for Canadian World History in CHC 2D, 2DI, 2P
Acknowledgements – September 2016

Project Lead

Christine Adam-Carr Coordinator, Int/Sec Student Success Department
Ottawa Catholic School Board

Writers

Jordan Burnie Teacher
Catholic District School Board of Eastern Ontario

Lyne Gratton Teacher
Catholic District School Board of Eastern Ontario

Dionne Schuler Teacher
Ottawa Catholic School Board

Megan Valois Teacher
Ottawa Catholic School Board

Reviewer

Suzanne Korell Consultant, FSL and International Languages, Int/Sec SSD
Ottawa Catholic School Board

Considerations

Notes

- The intent of this resource is to provide a means for students to become more aware of Catholic perspectives and influences throughout our history, from World War 1 to today. The students will inquire along four themes, throughout each time period of history. As history continues each day, the inclusion of current events will continue to enhance the Catholic perspectives and influences of each of the four themes. This inquiry into the four areas of learning benefits from a lot of student dialogue and individual reflection. This dialogue can take many forms (between partners, in small groups, in student-teacher conferences, as a class), and those forms indicated in the activities are only suggestions to be considered in light of student needs and class composition. The provisions and expectations for written reflections can also be adjusted to accommodate various student needs (ESL, IEP), pathways (academic, applied) and classroom configurations (French immersion and English). While integral to the inquiry process, there is a lot of flexibility in how student voice is incorporated beyond the methods suggested in the activities as starting points.
- Educators always endeavour to make learning activities as relevant and engaging as possible. Each of the four themes has been developed in both English and French, building on a variety of student activities intended to heighten interest and awareness of our Catholic influences and perspectives. As the teaching community readily shares ideas and resources, it is often not possible to trace ideas and adaptations to their original sources, and any omissions of credit acknowledgement here are not intentional.

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Catholic Perspectives in Canadian and World History

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1. Theme: Indigenous Contributions to WWI and WWII

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Historical Thinking (Academic and Applied):

- B1. National and international events, trends, and developments during this period (1914-1929) affected various groups of people and communities in Canada in different ways.
- B2. This was a period of major conflict and change in Canada and abroad (1914-1929).
- B3. (Academic) During this period (1914-1929), predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.
- B3. (Applied) Many individuals, groups, communities, and events helped to share the development of Canada during this period (1914-1929).
- C1. Major events during this period (1929-1945) including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.
- C2. This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.
- C3. The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.

Students will understand:

- Indigenous Peoples have also made great sacrifices for great gains in the World Wars.
- Indigenous Peoples have not always profited from their contributions to the war efforts.
- How organizations have developed because of injustices experienced after WWI and WWII.
- How small acts of love can have a great impact.
- How to make a difference as faith-filled community builders.
- The importance of **Cultural Safety** (see reference section) and how to contribute to a culturally safe environment.

Students will work towards*:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyze historical, as well as current, issues;
- analyzing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analyzing and interpreting evidence from primary and secondary sources.

*From the Canadian and World Studies curriculum document for history goals.

First Nation, Métis, and Inuit students in Ontario will**:

- have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce;

- have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world;
- (All students in Ontario will) have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

****Ontario First Nation, Metis and Inuit Education Policy Framework (2007)**

Ontario Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2a** Listens actively and critically to understand and learn in light of gospel values.
- CGE2b** Reads, understands and uses written materials effectively.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4c** Takes initiative and demonstrates Christian leadership.
- CGE4d** Responds to, manages and constructively influences change in a discerning manner.
- CGE4e** Sets appropriate goals and priorities in school, work and personal life.
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE5a** Works effectively as an interdependent team member.
- CGE5c** Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5e** Respects the rights, responsibilities and contributions of self and others.
- CGE5f** Exercises Christian leadership in the achievement of individual and group goals.
- CGE5g** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- CGE6e** Ministers to the family, school, parish, and wider community through service.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE7j Contributes to the common good.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

A1 Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.5 use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.8 use accepted forms of documentation to acknowledge different types of sources

A1.9 use appropriate terminology when communicating the results of their investigations

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)

B2. Communities, Conflict, and Cooperation: analyze (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identity, Citizenship, and Heritage: explain (describe for applied) how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

C2. Communities, Conflict, and Cooperation: analyze (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. Identity, Citizenship, and Heritage: explain (describe) how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

Specific Expectations – Academic: *Students will...*

B1.1 analyze historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929

B1.2 identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

B1.4 explain the impact on Canadian society and politics of some key events and/or developments during World War I (e.g., post-military experiences of First Nations, Métis, and Inuit men)

B2.1 explain the main causes of World War I and of Canada's participation in the war, and analyze some of the consequences of Canada's military participation in the war (e.g., with reference to enlistment; the conscription bill; enfranchisement; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; the Soldier Settlement Board; Remembrance Day)

B2.2 analyze, with reference to specific events or issues, the significance of and perspectives on Canada's participation in international relations between 1914 and 1929

B2.4 explain the goals and accomplishments of some groups, organizations, and/or movements in Canada, including First Nations, Métis, and Inuit organizations and/or movements, that contributed to social and/or political cooperation during this period (e.g., the Union government, the One Big Union or other labour unions, the Maritime Rights movement, the League of Indians, the Métis Nation of Alberta, temperance organizations, the United Farmers of Ontario, women's suffrage organizations, the Famous Five, the Black Cross nurses)

B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada

B3.3 describe some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (repercussions of the loss of status for First Nations women whose husbands were enfranchised because of wartime service), and explain the impact of these developments on Canadian citizenship and/or heritage

C1.2 identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period, and assess their significance for different individuals, groups, and communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities

C2.1 analyze some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (e.g. participation of First Nations, Métis, and Inuit soldiers in World War II;), with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

C2.3 explain the main causes of World War II and analyze Canada's contribution to the war effort (e.g., the contributions of women and of Indigenous soldiers)

C2.4 explain some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada, including how the war changed their lives (e.g., with reference to Indigenous communities that supported the war effort and those that did not; appropriation of reserve lands by the Department of National Defense; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families)

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

C3.2 analyze how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period and assess the significance of the responses/connections, including their significance for identities and heritage in Canada

Strand B-E: Related Concepts of Historical Thinking - Applied

Specific Expectations – Applied: *Students will...*

B1.1 describe some key social developments in Canada during this period and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit communities

B1.2 identify some major developments in science and/or technology and applications of scientific/ technological knowledge during this period, and explain their significance for different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities

B1.4 describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (e.g., with reference to the internment of "enemy aliens"; the participation of women in the wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act)

B2.1 identify some of the causes of World War I and explain some of the consequences of Canada's military participation in the war (e.g., the passing of the conscription bill; the development of war industries; the military consequences and human costs of battles such as Ypres and Vimy Ridge; enfranchisement; issues facing veterans; Remembrance Day)

B2.2 describe some significant ways in which people in Canada cooperated and/or came into conflict with each other at home during this period and explain key reasons for these interactions as well as some of their consequences

B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (e.g., mandatory attendance in residential schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals), and explain some of their consequences

B3.1 describe how some individuals and organizations during this period contributed to the development of identities, citizenship, and/or heritage in Canada

B3.2 identify some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period and describe the impact of these developments on Canadian citizenship and/or heritage

C1.4 describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

C2.1 identify some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (e.g., the founding of the Canadian Brotherhood of Sleeping Car Porters; the On-to-Ottawa Trek; antisemitic and racial conflicts such as the riot in Christie Pits or those related to the ruling by the Supreme Court in the Christie case [1940]; the hostility towards some ethnocultural minorities during World War II; changes to the Métis Population Betterment Act, 1938, that increased government control), and explain their impact on different people in Canada

C2.3 describe some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (e.g., with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act; Indigenous communities that supported the war effort and those that did not; appropriation of reserve lands by the Department of National Defense; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families)

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identities, citizenship, and/or heritage in Canada during this period

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

- What contributions have Indigenous people made to WWI and WWII?
- Which Indigenous organizations were involved in WWI and WWII?
- What Indigenous individuals have been recognized for their war efforts?
- In what ways did Indigenous peoples face discrimination as Canadian war veterans?
- Which groups/organizations formed after WWI and/or WWII to help Indigenous peoples?
- How does the experience of Indigenous war veterans compare to that of Non-Indigenous war veterans?

Students will know, and be able to: (may be differentiated)

Students will know/be able to:

- Use inquiry skills to direct their learning.
- Identify key First Nations, Métis, and Inuit individuals and groups who made significant contributions to WWI and WWII and describe the contributions made by these people: Charles “Checker” Tompkins, Tom George Prince, Code Talkers (Cree, Mohawk, Ojibway, etc.), Charlotte Edith Anderson, Francis Pegahmagabow, Henry Norwest, Louis Philippe Riel, William Cleary, Sam Glade, David Greyeyes, David Keesick, Tom Charles Longboat, George McLean, Oliver Milton Martin, Big Feather: Dr. Gilbert Monture, Joseph Roussin, Alexander Jr. Smith, Charles Smith, Frederick Ogilvie Loft.
- Recognize the racism and unjust circumstances of Indigenous war veterans.
- Understand why the formation of groups such as the Indian Brotherhood, National Indian Government, and League of Indians were necessary after WWII.
- Reach out to Indigenous and Non-Indigenous soldiers/veterans in a caring and compassionate manner as faith-filled community builders.

Instructional Components

Lesson Materials

- Internet access (for teacher lessons and student research)
- Writing tools (paper, anchor chart paper, markers, pencils/pens, etc.)
- Exit cards
- Writer’s Checklist
- Rubric
- Co-created success criteria
- Assorted materials for lessons/assessment tasks (based on student choice)

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

- Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)
- Dignity of Work and Service (<http://www.eoccc-csfcs.org/themes/work.html>)
- Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
- Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
- Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
- Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
- Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

- Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
- Common Good (<http://www.eoccc-csfcs.org/concepts/acommongood.html>)

- Community (<http://www.eoccc-csfcs.org/concepts/acommunity.html>)
- Empowerment (<http://www.eoccc-csfcs.org/concepts/aempowerment.html>)
- Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
- Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
- Vocation (<http://www.eoccc-csfcs.org/concepts/avocation.html>)

Anchor Concepts in Relation to Catholic Themes

(http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Key Criteria

- Ministry of Education: Canadian and World Studies: History CHC2P and CHC2D Overall and Specific Expectations
- Ministry of Education: Four Broad Areas of Skills and Knowledge (Knowledge and Understanding, Thinking, Communication, and Application)
- Catholic Graduate Expectations
- Catholic themes and anchor concepts
- Co-constructed criteria (Sandra Herbst methodology – see Reference section)
- Inquiry-based Learning (Ministry of Education expectations, Garfield Gini-Neuman methodology – see Reference section)
- **Cultural Safety** - <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>

Enabling and/or Other Evidence

- Conversations (Sample question from the curriculum document, “Why did First Nations, Métis, and Inuit people choose to fight for a country where they experienced oppression and mistreatment?”)
- Observations
- Products
- Accountable Talk
- Exit Cards
- Mini-summative assessment (Indigenous War Veteran)
- Reflection journals
- Genius Hour/Passion Projects (on topic) – see Reference section

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Getting Started: Provocation Picture (10-15 minutes)

- Show provocation picture* and allow students to lead a discussion about the significance of the picture. The teacher or another student can act as a recorder for all questions proposed/discussion. When the discussion is over, the teacher may share the information below about the **National Aboriginal Veterans Monument**.

- Some formative assessment may be collected from this activity by way of products, observations, conversations (Triangulation by Sandra Herbst – see Reference section).



*Image may be used under “fair use” copyright for educational purposes.
Picture background: National Aboriginal Veterans Monument in Ottawa

From Veterans Affairs website:

“This monument was made possible by the National Aboriginal Veterans Association and the generous donations of the Canadian people.

The unveiling is the result of the hard work and perseverance of the National Aboriginal Veterans Association (NAVA), the Congress of Aboriginal Peoples and Senator Nick Taylor. The work of artist Lloyd Pinay, the monument is reflective of all Indigenous Peoples in Canada; First Nations, Métis and Inuit.

Indigenous Veterans have reason to be proud of their wartime contributions. More than 7,000 First Nations members served in the First and Second World Wars and the Korean War, and an unknown number of Inuit, Métis and other Indigenous people also participated. One Veterans group estimates that 12,000 Indigenous people served in the three wars. On each occasion, Aboriginal members of the armed forces overcame cultural challenges and made impressive sacrifices and contributions to help the nation in its efforts to restore world peace. It was an incredible response - consistent with a remarkable tradition.”

<http://www.veterans.gc.ca/eng/remembrance/memorials/national-inventory-canadian-memorials/details/7972>

Supporting Bible Teaching: Proverbs 3:7 “Do not withhold good from those to whom it is due, when it is in your power to act.”

Inquiry-based Questions:

- How many Indigenous veterans can you name?
- How did Indigenous people contribute to WWI and WWII?
- In your opinion, why is it that the contributions of Indigenous veterans are not as known as others from those of the same period?
- How does recognizing the efforts of Indigenous Peoples during WWI and WWII help foster reconciliation?

“Working on it”: Inquiry-based self-directed learning

- In small groups, students will use an inquiry-based model to research one First Nations, Métis, or Inuit individual/group who made significant contributions to WWI and/or WWII: Charles “Checker” Tompkins, Tom George Prince, Code Talkers (Cree, Mohawk, Ojibway, etc.), Charlotte Edith Anderson, Francis Pegahmagabow, Henry Norwest, Louis Philippe Riel, William Cleary, Sam Glade, David Greyeyes, David Keesick, Tom Charles Longboat, George McLean, Oliver Milton Martin, Big Feather: Dr. Gilbert Monture, Joseph Roussin, Alexander Jr. Smith, Charles Smith, Frederick Ogilvie Loft.
- Research should be self-directed, but also include information to satisfy the 5Ws1H (Who?, What?, Where?, When?, Why?, How?) and be compiled for the final task.
- Students will use a minimum of two primary sources and two secondary sources, keeping a works cited (see Writer’s Checklist).
- Following the research, students will share their findings with the class using one of the following formats: essay, tri-fold brochure, interview, song (must have accompanied written lyrics), monologue (demonstrating various perspectives, must have written script), report, scrapbook, power point, short historical film trailer (must have written synopsis), or format of choice. This may be used as a mini-summative assessment (see included rubric).
- Special consideration should be given to presenting information in a culturally safe and responsible way. Front-loading with respect to terminology and/or cultural practice may be necessary.

Consolidation: Independent Study and ReconciliACTION

- Students will examine issues surrounding the involvement of Indigenous people in the wars: enfranchisement, oppression and mistreatment of First Nations, Métis, and Inuit soldiers, exclusion of Indigenous women from the Military Voters Act and Wartime Election Act, Federal Government and the League of Indians, Métis Population Betterment Act of 1938, Veteran’s Land Act of 1942, Inuit political organizations during World War II, and Kettle and Stoney Point First Nations in Ipperwash after WWII.
- Learning will be self-directed and inquiry-based. It can be demonstrated in a variety of ways: series of mock tweets linked to research articles, multiple reflection journals, newspaper articles in wartime-type journalism, dramatic re-enactment, or format of choice.
- Special consideration should be given to presenting information in a culturally safe and responsible way. Front-loading with respect to terminology and/or cultural practice may be necessary.

- Assessment will be based on student voice through co-constructed success criteria and then translated into a rubric.
- Along with the Independent Study, students will be required to choose a ReconciliACTION project*** focusing on Indigenous war veterans/soldiers, which they will lead and complete (some of the projects may have to be slightly altered to address Indigenous veterans or Indigenous content).

-Postcards for Peace (<http://www.veterans.gc.ca/eng/remembrance/get-involved/postcard-for-peace>)

-Memory Garden (can include the 4 sacred medicines)

(<http://www.veterans.gc.ca/eng/remembrance/get-involved/garden-of-remembrance>)

-Acts of Remembrance (Social Media) (<http://www.veterans.gc.ca/eng/remembrance/get-involved/remembrance-day/social-media/acts-of-remembrance>)

-Valentines for Vets (<http://www.veterans.gc.ca/eng/remembrance/get-involved/valentines-for-veterans>)

-Other (<http://www.veterans.gc.ca/eng/remembrance/get-involved/ways-to-remember>)

***There may be some necessary front-loading about the concept of ReconciliACTION (Reconciliation in action –see Reference section).

Lesson Extension

- Remembrance Dog Tags: Fallen Indigenous Service Members
<http://www.veterans.gc.ca/eng/remembrance/information-for/educators/learning-modules/aboriginal-veterans/dogtags>

Bonus: Second Provocation picture



Lapel pin sold by the Legion honouring Indigenous War Veterans.
Indigenous Veterans Day-November 8th (see Reference section "Remembering Indigenous Veterans")

Assessment Supports




Exit Card linked to “Working on it” Task

What did you learn today that surprised you?

Share one piece of information that you learned today that you could tell others about.

What question(s) do you still have about your learning?

Writer's Checklist

Have I...	 Absolutely! I'm on the right track.	 Not as much as I should have. I need to go back and change a few things.	 Not at all. I need to make some big changes.
... used a minimum of two primary sources? (A primary source provides first-hand evidence about an event, object, person, or work of art: historical and legal documents , eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.)			
... used a minimum of two secondary sources? (A secondary source provides information that was created later by someone who did not experience first-hand or participate in the events: scholarly books and articles.)			
... included a works cited referencing my sources?			
... verified the credibility of my sources?			
... included information that will answer the 5Ws1H? (Who?, What?, Where?, When?, Why?, How?)			
... used complete thoughts and ideas?			
... relayed my information in complete sentences?			
... used a variety of sentence lengths?			
... used words that will hook my reader/audience and keep them interested?			
... used writing that will let my voice shine through?			
... reread my work to notice missed words?			
... used capital letters at the beginning of each sentence and for proper nouns?			
... checked my work for grammar mistakes?			
... used the right punctuation in the right places? (Punctuation includes periods, question marks, exclamation marks, commas, apostrophes, and quotation marks).			
... checked my work for spelling mistakes?			
... quoted people properly?			
... shared my work with a friend for peer editing and revising?			

Rubric for “Working on it” Project: Indigenous Veteran

Choose an Indigenous veteran (group of veterans) from the list provided and research their contributions to the war. Using a minimum of two primary sources and two secondary sources from which to draw your conclusions, introduce your veteran to the class through one of the following formats: essay, tri-fold brochure, interview, song, monologue (demonstrating various perspectives), report, scrapbook, power point, short historical film trailer, or a format of choice.

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding/ Historical Significance Overall knowledge of one Indigenous veteran and his/her contribution(s) to WWI or WWII. Overall ability to describe the impact of the contributions of one Indigenous veteran.	Student(s) demonstrate(s) limited knowledge of the contributions of an Indigenous veteran to WWI or WWII. Student(s) demonstrate(s) limited understanding of the significance of the contributions made.	Student(s) demonstrate(s) some knowledge of the contributions of an Indigenous veteran to WWI or WWII. Student(s) demonstrate(s) some understanding of the significance of the contributions made.	Student(s) demonstrate(s) considerable knowledge of the contributions of an Indigenous veteran to WWI or WWII. Student(s) demonstrate(s) considerable understanding of the significance of the contributions made.	Student(s) demonstrate(s) a high degree of knowledge about the contributions of an Indigenous veteran to WWI or WWII. Student(s) demonstrate(s) a high degree of understanding about the significance of the contributions made.
Thinking/Inquiry-based Learning Use of primary and secondary sources. Depth of research	Student(s) has/have used some sources to formulate conclusions in their research. More sources are needed to reach the minimum of two primary and two secondary sources. No works cited included. Limited research was conducted, some sources may be questionable, and/or wrong conclusions were not drawn.	Student(s) has/have used many sources in their research but need to vary their sources to meet the minimum requirement of two primary and two secondary sources. Partial works cited included. Moderate research was conducted, some sources were not credible, and/or partially right conclusions were drawn.	Student(s) has/have used a minimum of two primary sources and two secondary sources to formulate conclusions in their research. Complete works cited included. Research was conducted with credible sources and right conclusions were drawn.	Student(s) has/have used more than two minimum primary and/or secondary sources or have a variety of sources that lead to conclusions in their research. Complete works cited included with extensive notes. Thorough research was conducted with credible sources and right conclusions were drawn.
Communication Use of grade-appropriate conventions. Effectiveness of presentation (i.e. role, audience, format, topic (RAFT))	Student(s) has/have made attempts at using grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research. Student(s) has/have sometimes communicated their message with consideration to at least two of the following: role, audience, format, and topic. Product is lacking in presentation. Limited effort is invested.	Student(s) has/have used conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research that are approaching grade-level. Student(s) has/have often communicated their message clearly considering role, audience, format, and/or topic. Many aspects of the finished product are pleasing to the eye. Some effort is invested.	Student(s) has/have used grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research. Student(s) has/have clearly communicated their message considering role, audience, format, and topic. Finished product is pleasing to the eye. Considerable effort is invested.	Student(s) has/have used above grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research. Student(s) has/have clearly communicated their message considering role, audience, format, and topic. Finished product is attractive and leaves a lasting impression. A great deal of effort is invested.

Comments:

Rubric for Independent Study with ReconciliACTION Project

Using co-constructed criteria, teachers and students can fill-in the rubric template below. Some considerations are already given.

	Level 1	Level 2	Level 3
Knowledge and Understanding/Historical Significance Overall knowledge of issues surrounding Indigenous peoples in WWI and WWII. Overall ability to describe the impact of issues faced by Indigenous veterans in regard to society, family, and lifestyle.			
Thinking/Inquiry-based Learning Use of primary and secondary sources. Depth of Research			
Communication Use of grade-appropriate conventions. Effectiveness of presentation (i.e. role, audience, format, topic)			
Application Overall ability to reach-out to veterans (directly or indirectly) as faith-filled community builders (ReconciliACTION project).			

Comments:

References:

- Aboriginal Contributions during the First World War: <https://www.aadnc-aandc.gc.ca/eng/1414152378639/1414152548341>
- Indigenous People in the Second World War: <http://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/aborigin>
- Aboriginals People in the Canadian Military: The World Wars: <http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-05-eng.asp>
- Aboriginal People in the Canadian Military: The Last Six Decades: <http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-06-eng.asp>
- CBC “Aboriginals and the Canadian Military” : <http://www.cbc.ca/news2/background/aboriginals/aboriginals-military.html>
- OISE “Indigenous War Heroes”: https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/Teacher_sGuide.pdf
- Canadian War Museum “First Nations Soldiers”: <https://www.warmuseum.ca/firstworldwar/history/people/in-uniform/first-nations-soldiers/>
- Cree Code Talkers: <https://www.youtube.com/watch?v=7JiUPBKST5M> , <https://www.youtube.com/watch?v=VzkEsMYxhFM>
- Globe and Mail “Canadian War Veterans Fight for a Fair Shake”: <https://www.theglobeandmail.com/news/national/native-war-veterans-fight-for-fair-shake/article25298754/>
- News Release from the National Council of Veteran Associations in Canada- BENEFITS UNDER THE VETERANS CHARTER NOT APPLICABLE FOR MOST MÉTIS OR TREATY INDIANS: <http://www.turtleisland.org/news/veterans.pdf>
- Veterans Affairs: Remembering Indigenous Veterans <http://www.veterans.gc.ca/eng/remembrance/those-who-served/indigenous-veterans>
- Indigenous Corporate Training Inc. <https://www.ictinc.ca/blog/14-facts-you-may-not-know-about-contributions-of-indigenous-veterans>
- Hear the Untold Story of a Canadian Code Talker from World War II | Short Film Showcase, National Geographic <https://www.youtube.com/watch?v=VzkEsMYxhFM>
- Indigenous War Heroes Teacher Guide https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/Teacher_sGuide.pdf
- Truth and Reconciliation Commission (archived) <http://www.trc.ca/websites/trcinstitution/index.php?p=3>

- Sandra Herbst: Triangulation <http://sandraherbst.blogspot.com/2015/04/triangulation-i-understand-why-now.html>
- Sandra Herbst: Co-constructed Success Criteria <https://connect2learning.com/members/co-constructing-criteria-students/>, <https://connect2learning.com/members/clip-sandra-herbst-co-constructing-criteria/>
- Garfield Gini-Neuman: Critical Thinking: <https://www.youtube.com/watch?v=hlA-x5yMX48>,
- Garfield Gini-Neuman: Inspiring Learning <https://www.youtube.com/watch?v=qBREL3VVbZI>
- Cultural Safety <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf> (page 15), <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>
- Reconciliation <https://www.youtube.com/watch?v=swo9flbACho>,
<https://www.youtube.com/watch?v=244Nf0CSqEY&t=14s>,
<https://www.youtube.com/watch?v=Ed6cWMUHpWk>,
<https://www.youtube.com/watch?v=j2Lv21Ktz84>
- Mohawk Code Talker Video's
<https://www.youtube.com/watch?v=SQxJydp4twE>
<https://www.youtube.com/watch?v=SQxJydp4twE&t=14s>

2. Theme: From Truth to Reconciliation - Indian Residential Schools

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

*****The topics covered in this lesson are sensitive in nature, may trigger emotional response, and may require some supports in the form of on-site counselling or referral of services. *****

Critical Learning / Big Ideas:

Historical Thinking (Academic and Applied):

- B2. This was a period of major conflict and change in Canada and abroad (1914-1929).
- C1. Major events during this period (1929-1945), including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.
- D1. Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.
- D2. Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.
- D3. This was a time of major transformation in identities in Canada. During this period (1945-1982), Canada evolved into a multicultural country with a developing welfare state.
- E1. National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada, but not in the same ways.
- E2. Interrelationships between different groups and communities in Canada have changed over time.
- E3. The story of Canada has been, and continues to be, shaped by the various individuals, groups, and communities in this country.

Students will understand:

- How Indigenous people have experienced injustice during this time.
- How racism can cause an unjust society.
- How relationships between Indigenous people and Non-Indigenous people have been damaged over time.
- The importance of reconciliation.
- How reconciliation is about relationships.
- How small acts of love can have a great impact.
- How to make a difference as faith-filled community builders.
- The importance of **Cultural Safety** (see reference section) and how to contribute to a culturally safe environment.

Students will work towards*:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;
- analysing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.

*From the Canadian and World Studies curriculum document for history goals.

First Nation, Métis, and Inuit students in Ontario will**:

- have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce;
- have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world.
- (All students in Ontario will) have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

**Ontario First Nation, Metis and Inuit Education Policy Framework (2007)

Ontario Catholic School Graduate Expectations

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

CGE1i Integrates faith with life.

CGE2a Listens actively and critically to understand and learn in light of gospel values.

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.

CGE2d Writes and speaks fluently one or both of Canada's official languages.

CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE3b Creates, adapts, evaluates new ideas in light of the common good.

CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.

CGE3d Makes decisions in light of gospel values with an informed moral conscience.

CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4d Responds to, manages and constructively influences change in a discerning manner.

CGE4e Sets appropriate goals and priorities in school, work and personal life.

CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE5a Works effectively as an interdependent team member.

- CGE5c** Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5e** Respects the rights, responsibilities and contributions of self and others.
- CGE6c** Values and honours the important role of the family in society.
- CGE7a** Acts morally and legally as a person formed in Catholic traditions.
- CGE7b** Accepts accountability for one's own actions.
- CGE7c** Seeks and grants forgiveness.
- CGE7d** Promotes the sacredness of life.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7h** Exercises the rights and responsibilities of Canadian citizenship.
- CGE7j** Contributes to the common good.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.5 use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.8 use accepted forms of documentation to acknowledge different types of sources

A1.9 use appropriate terminology when communicating the results of their investigations

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess (explain for applied) their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess (explain for applied) their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse (describe for applied) how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

Specific Expectations – Academic: *Students will...*

B2.5 describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (e.g., with reference to mandatory attendance at residential schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies), and explain some of their long-term consequences

C1.4 describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; the Ewing Commission, 1934–36; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags), and assess their impact on First Nations, Métis, and Inuit communities

D1.4 describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gain the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982), and assess their significance for First Nations, Métis, and Inuit individuals and communities

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (e.g., the Asbestos Strike in Quebec; the Richard Riot; racial segregation; the Sixties Scoop; the October Crisis and the imposition of the War Measures Act; protests against the war in Vietnam or the James Bay Project; conflict over the National Energy Program, Aboriginal title and land rights, or the patriation of the constitution; the Coppermine Tent Hostel), and analyse them from multiple perspectives

D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie ("Charlie") Wenjack), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

E1.1 describe various social and cultural trends and developments in Canada since 1982 (e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; the rates of incarceration and suicide in First Nations communities; the growth of urban Inuit populations in Canada's South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; developments related to multiculturalism and pluriculturalism; the growth of social and cultural advocacy groups), and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g. the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission's calls to action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People), and assess their significance for First Nations, Métis, and Inuit individuals and communities

Specific Expectations – Applied: *Students will...*

B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (e.g., mandatory attendance in residential schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the

pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals), and explain some of their consequences

C1.4 describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of residential schools; the Dominion Franchise Act, 1934; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

D1.4 describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gaining the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of residential schools; enfranchisement; the Sixties Scoop; challenges related to Aboriginal title and land claims; the White Paper and the "Red Paper"; the founding of the Assembly of First Nations; the Calder case; the James Bay Project; efforts to secure equality for First Nations women; section 35 of the Constitution; the ongoing use of "Eskimo" identification tags), and explain the impact of these developments/ issues on identities, citizenship, and/or heritage in Canada

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous Peoples), and assess their impact on the lives of First Nations, Métis, and Inuit individuals and communities

E2.2 describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; the Nisga'a Final Agreement, 1998; Ottawa's apology for the residential school system; the creation of Nunavut; the New Credit Settlement; the Idle No More movement; the Indian Residential Schools Settlement Agreement; the Qikiqtani Truth Commission; the Daniels decision, 2016; the Métis Nation of Ontario Secretariat Act, 2015; living conditions on First Nations reserves; the Truth and Reconciliation Commission's calls to action), and explain some changes that have resulted from them

E3.4 describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (e.g., apologies for the Chinese head tax, the internment of Japanese Canadians, and/or the residential school system; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; the creation of the Canadian Museum for Human Rights and/or the memorial to Africville; Black History or Aboriginal History Month; Jordan's Principle), and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

- What was the purpose of Indian Residential Schools?
- How has the Indian Residential School experience affected the lives of those who attended (and their families)?
- Did everyone have the same experience at Indian Residential School?
- What happened to the children who attended Indian Residential Schools?
- Who was involved in the Sixties Scoop. How were they affected?
- How have Indigenous people been affected by racism over time?
- Why were E-Tags issued? How did the Inuit people react to them?
- What is the Indian Residential School Settlement?
- How has the Truth and Reconciliation Commission helped with reconciliation?

Students will know, and be able to: (may be differentiated)

- Use inquiry skills to direct their learning.
- Explain Indian Residential Schools.
- Describe some effects of the intergenerational trauma due to Indian Residential Schools.
- Understand the Sixties Scoop and the effects it had on those involved.
- Explain what E-Tags are, who used them, and for what purpose.
- Identify events through history that were born out of racism towards the Indigenous people.
- Understand how the Truth and Reconciliation Commission came to be.
- Identify some of the Calls to Action (specifically 58-61, 63 in the [*Truth and Reconciliation Commission of Canada: Calls to Action*](#))
- Give ways that they can be allies to Indigenous Peoples.
- List ways that they can be a part of reconciliation.
- Make a difference as faith-filled community builders.

Instructional Components

Lesson Materials

- Provocation pictures, tape/push pins
- *Post-it* notes, writing tools
- Internet (for teacher lessons and student research)
- Orange Shirt Day Prayers (by Tony Cosentino and Kellie Hisko – see Reference section)
- Timeline activity (pre-made strips)
- Materials for student assessment projects (individual as needed)
- Writing paper/journals

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

- Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)
- Dignity of Work and Service (<http://www.eoccc-csfcs.org/themes/work.html>)
- Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
- Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
- Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
- Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
- Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)
- Hope (<http://www.eoccc-csfcs.org/themes/hope.html>)

Anchor Concepts:

- Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
- Common Good (<http://www.eoccc-csfcs.org/concepts/acommongood.html>)
- Community (<http://www.eoccc-csfcs.org/concepts/acommunity.html>)
- Empowerment (<http://www.eoccc-csfcs.org/concepts/aempowerment.html>)
- Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
- Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
- Vocation (<http://www.eoccc-csfcs.org/concepts/avocation.html>)
- Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)
- Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)
- Redemption (<http://www.eoccc-csfcs.org/concepts/aredemption.html>)

Anchor Concepts in Relation to Catholic Themes

(http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Key Criteria

- Ministry of Education: Canadian and World Studies: History CHC2P and CHC2D Overall and Specific Expectations
- Ministry of Education: Four Broad Areas of Skills and Knowledge (Knowledge and Understanding, Thinking, Communication, and Application)
- Catholic Graduate Expectations
- Catholic themes and anchor concepts
- Inquiry-based Learning (Ministry of Education expectations, Garfield Gini-Neuman methodology – see Reference section)
Cultural Safety - <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>

Enabling and/or Other Evidence

- Conversations (sample questions from the curriculum document or teacher/student lead class discussions)
- Observations
- Products
- Accountable Talk
- Exit Cards
- Written assignment
- ReconciliACTION project

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Getting Started: Gallery Walk (30-60 minutes)

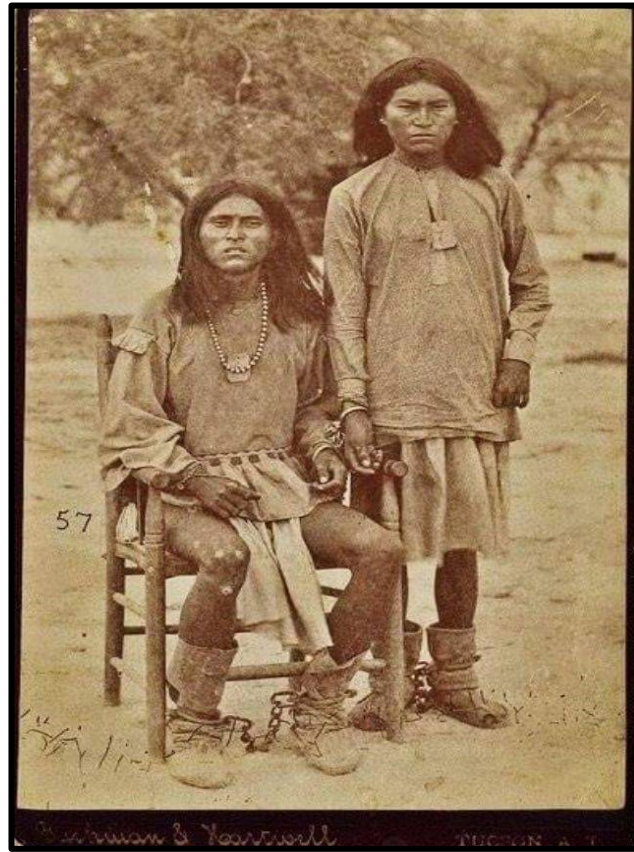
- Before the students enter the room, the teacher will need to put up the provocation pictures* in different areas of the classroom. Next to each picture will be a blank space to post a *Post-it* note.
- Class will begin with a prayer to St. Francis:
**Lord, make me an instrument of Your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy.
O, Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love; For it is in giving that we receive; it is in pardoning that we are pardoned; it is in dying that we are born again to eternal life.**
- Students are asked to circulate around the room visiting one provocation picture at a time leaving one word to describe the picture on each *Post-it* note they leave. Students are encouraged not to speak to others while they engage in the activity. For best results, the teacher should allot equal amounts of time for each picture.

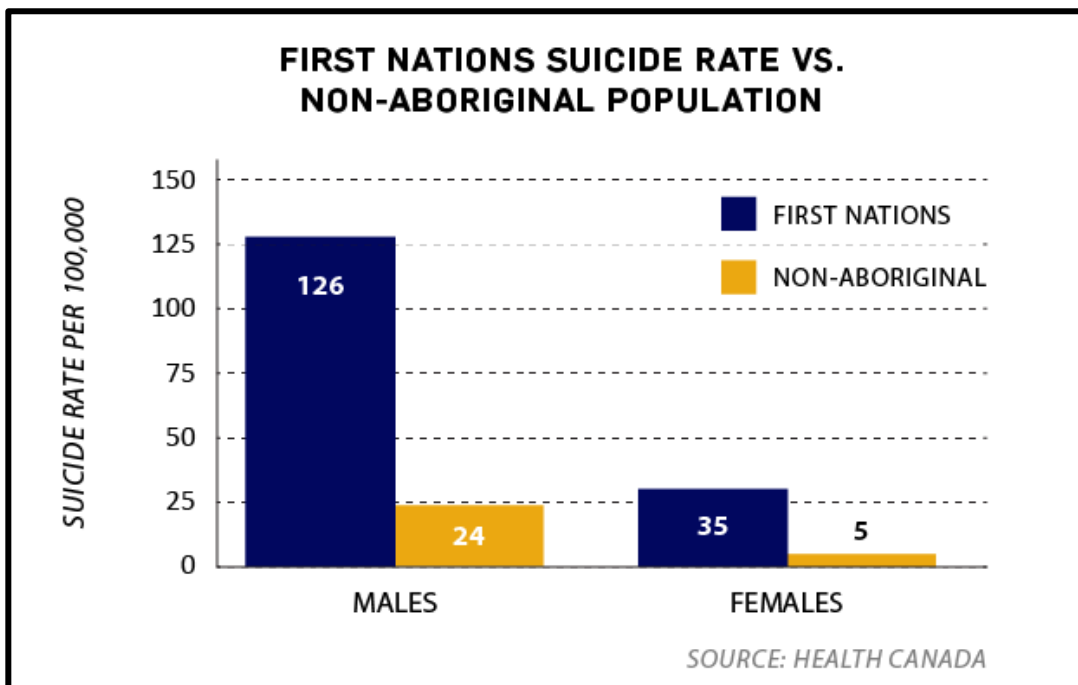
Provocation pictures:

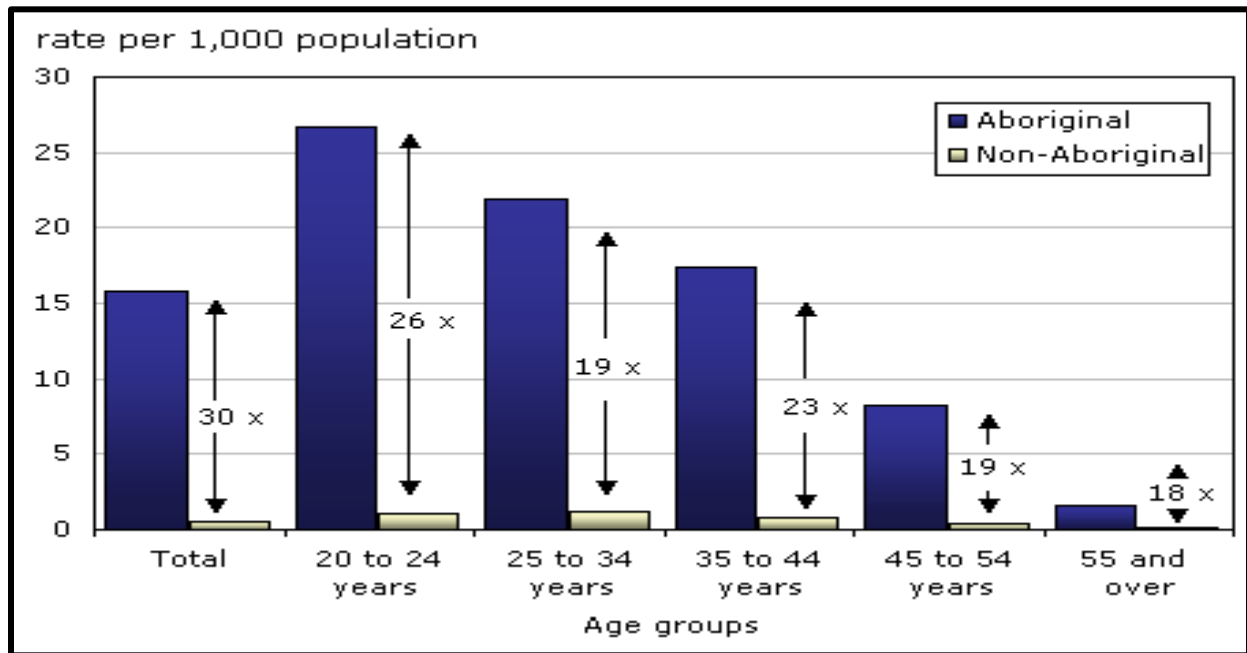
1. Child Handcuffs (Photo by Mary Annette Pember via http://www.slate.com/blogs/the_vault/2013/01/11/small_handcuffs_the_artifact_was_used_to_bring_native_american_children.html)
2. Indian Residential School Statistics (CBC, Library and Archives Canada)
3. Captives, source unknown
4. Memorial to the children who died at the Sacred Heart Residential School, 1868-1929, Fort Providence NWT. Photo: Kim Elliott via www.Rabble.ca
5. *I am Not a Number* book cover by Jenny Kay Dupuis and Kathy Kacer
6. First Nations Suicide Rates VS Non-Aboriginal Suicide Rates (Health Canada)
7. Canadian Incarceration Rates (Statistics Canada)
8. Eskimo Identification Tag (E-Tags), "E6" refers to Qikiqtaaluk or Baffin region. (Image courtesy of B. Pottle/Feheley Fine Arts via Nunatsiaq News (the newspaper of record for Nunavut, and the Nunavik territory of Québec)).
9. We were part of the Canadian Holocaust: A residential school survivor celebrated the historic class action lawsuit to seek redress for abuses. Photo by David P. Ball via www.thetyee.ca
10. The Pass System (Unreserved, CBC News, Sunday November 29, 2015 via Warrior Publications)

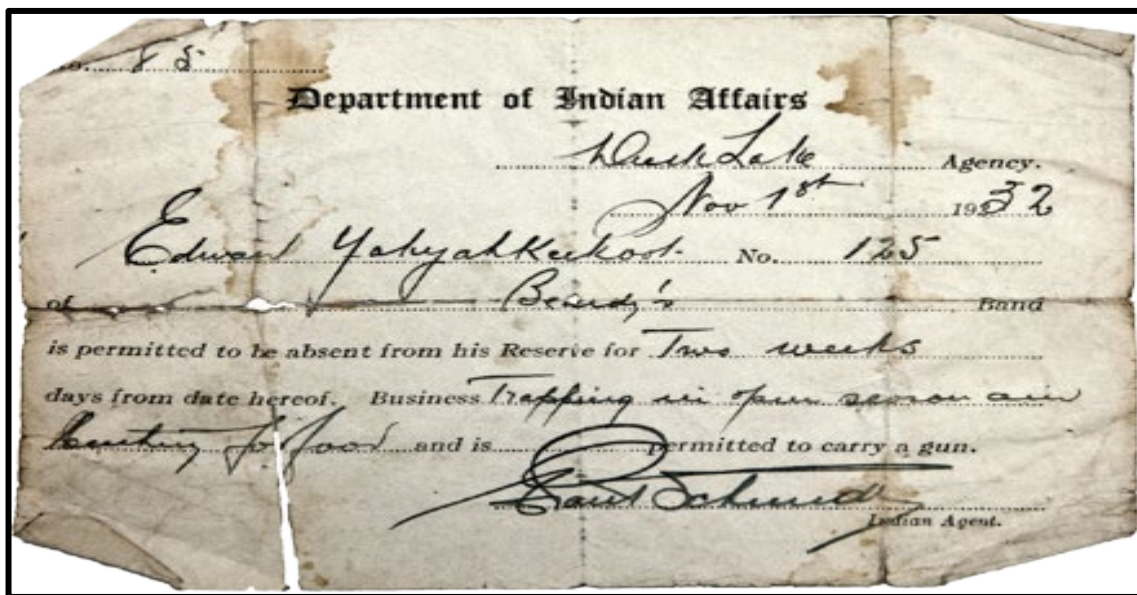
*All provocation pictures may be used under "fair use" copyright for educational purposes.











- Once everyone has had the time to offer their input, the teacher can go around in carousel format reading the responses and discussing the pictures with the students as an introduction to Indian Residential Schools.

“Working on it”: Indian Residential School Timeline Activity (20 minutes for timeline activity, 20 minutes for research + 2 minutes per student for presentations)

- In small groups, using the provided strips of paper created from the Indian Residential Schools Timeline Information (see Bonus section), students will place the event on each strip in chronological order.
- The teacher will confirm when all the strips are in the correct order. If they are not, students are encouraged to try again.
- Once done, each student will choose a strip with an event and use their inquiry skills to research three facts about the event listed. The students will share their findings with the class when done in a round-table discussion or inner and outer circle format.

“Working on it”: Hard Truths (research time TBD and presentation time for 1 period)

- Using inquiry skills, students will choose a topic to research from the following list: Indian Residential Schools, Sixties Scoop, Indigenous children in foster care, Jordan's Principle, Shannen's Dream, FN Society's Spirit Bear, cost of living (food and supplies) up north, Indigenous incarceration rates, Indigenous suicide rates, E-tags, Inuit dog slaughter, Inuit relocation to the High Arctic, intergenerational trauma, on-reserve school funding vs off-reserve school funding, on-reserve housing crisis, clean water crisis (i.e. Attawapiskat), Indian Residential School Agreement, and the Truth and Reconciliation Commission (including Calls to Action).
- Students will use a minimum of two primary sources and two secondary sources, keeping a works cited (see Writer's Checklist – page 35).
- Included in the presentation of information should be the 5Ws1H (Who?, What?, Where?, When?, Why?, How?) as well as three possible ways to solve the problem/improve the situation/combat racism.
- Students may choose to present their information in a variety of ways including, but not limited to, a PowerPoint presentation, poster board, written report, or video (see provided rubric for assessment).
- To share the research with others, the teacher will hold an information fair where students can circulate amongst themselves to learn about each topic. Other students/staff/special guests may be invited to attend as well.

Consolidation: Interview with a Survivor and ReconciliACTION Project

- Students will carefully compose a list of ten questions to ask an Indian Residential School survivor. If students personally know a survivor, they may conduct the interview in person or over the telephone. To begin the interview in a good way, tobacco should be given to the Elder by the left hand (see Reference section for Offering Tobacco Protocol). If the interview is taking place over the phone (because there is already an established connection to this person, tobacco should be given the next time he/she comes in contact with the Elder). If a

student does not know a survivor, he/she may choose to listen to a survivor's story (<http://wherearethechildren.ca/en/stories/>) and find the answers to their questions from those primary sources. Based on the needs of the students, teachers may preview survivor stories and chose a selection to consult on behalf of the students or allow students to pick their own.

- Students can use recount writing to share their stories: recounts, memoirs, or biography (see rubric for Recount Writing – page 36).
- Once done, students will contribute to a class anthology of Indian Residential School Survivor Stories.

Related Bible Teaching: Proverbs 19:20 “Listen to advice and accept instruction, that you may gain wisdom in the future.”

By class, small or large group, or individually, students will explore and/or contribute to one of the following ReconciliACTION projects:

- The Catholic Church continues to work with residential school survivors to bring reconciliation and healing. Our Lady of Guadalupe Circle at <http://www.cccb.ca/site/eng/media-room/4641-national-catholic-organizations-form-catholic-coalition-to-strengthen-and-foster-relations-with-indigenous-people-our-lady-of-guadalupe-circle>
- Project of Heart <http://projectofheart.ca/what-is-project-of-heart/>
- Pack a Shoebox Campaign (I Love First Peoples) <https://www.ilovefirstpeoples.ca/shoebox-gifts>
- Shannen's Dream <https://fncaringsociety.com/shannens-dream>
- 7 Ways to Make a Difference (First Nations Caring Society) <https://fncaringsociety.com/7-free-ways-make-difference>
- Spirit Bear <https://fncaringsociety.com/SpiritBear>
- Orange Shirt Day <http://www.orangeshirtday.org/> , <http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/Morning-Announcements-for-Orange-Shirt-Week.docx.pdf>
- Right to Clean Drinking Water <https://www.amnesty.ca/our-work/issues/indigenous-peoples/indigenous-peoples-in-canada/the-right-to-water> , https://davidssuzuki.org/action/clean-water-for-all/?nabe=4625222413320192:2&utm_referrer=https%3A%2F%2Fwww.google.ca%2F

Students will write and submit a reflection journal about their participation in the ReconciliACTION project (see provided rubric).




Assessment Supports

Hard Truths Rubric

	Level 1	Level 2	Level 3	Level 4
<p>Knowledge and Understanding/ Historical Significance</p> <p>Overall knowledge of one topic linked to racism or discrimination of Indigenous people</p> <p>Overall ability to describe how their topic has had an impact on Indigenous people.</p>	<p>Student(s) demonstrate(s) limited knowledge of their topic focusing on racism or discrimination of Indigenous people.</p> <p>Student(s) demonstrate(s) limited understanding of the impact of their topic on Indigenous people.</p>	<p>Student(s) demonstrate(s) some knowledge of their topic focusing on racism or discrimination of Indigenous people.</p> <p>Student(s) demonstrate(s) some understanding of the impact of their topic on Indigenous people.</p>	<p>Student(s) demonstrate(s) considerable knowledge of their topic focusing on racism or discrimination of Indigenous people.</p> <p>Student(s) demonstrate(s) considerable understanding of the impact of their topic on Indigenous people.</p>	<p>Student(s) demonstrate(s) a high degree of knowledge about their topic focusing on racism or discrimination of Indigenous people.</p> <p>Student(s) demonstrate(s) a high degree of understanding about the impact of their topic on Indigenous people.</p>
<p>Thinking/ Inquiry-based Learning</p> <p>Use of primary and secondary sources.</p> <p>Depth of research</p>	<p>Student(s) has/have used some sources to formulate conclusions in their research. More are needed to reach the minimum of two primary and two secondary sources.</p> <p>No works cited included.</p> <p>Limited research was conducted, some sources may be questionable, and/or wrong conclusions were not drawn.</p>	<p>Student(s) has/have used many sources in their research but need to vary their sources to meet the minimum requirement of two primary and two secondary sources.</p> <p>Partial works cited included.</p> <p>Moderate research was conducted, some sources were not credible, and/or partially right conclusions were drawn.</p>	<p>Student(s) has/have used a minimum of two primary sources and two secondary sources to formulate conclusions in their research.</p> <p>Complete works cited included.</p> <p>Research was conducted with credible sources and right conclusions were drawn.</p>	<p>Student(s) has/have used more than two minimum primary and/or secondary sources or have a variety of sources that lead to conclusions in their research.</p> <p>Complete works cited included with extensive notes.</p> <p>Thorough research was conducted with credible sources and right conclusions were drawn.</p>
<p>Communication</p> <p>Use of grade-appropriate conventions.</p> <p>Effectiveness of presentation</p> <p>(i.e. role, audience, format, topic (RAFT))</p>	<p>Student(s) has/have made attempts at using grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research.</p> <p>Student(s) has/have sometimes communicated their message with consideration to at least two of the following: role, audience, format, and topic. Product is lacking in presentation. Limited effort is invested.</p>	<p>Student(s) has/have used conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research that are approaching grade-level.</p> <p>Student(s) has/have often communicated their message clearly considering role, audience, format, and/or topic. Many aspects of the finished product are pleasing to the eye. Some effort is invested.</p>	<p>Student(s) has/have used grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research.</p> <p>Student(s) has/have clearly communicated their message considering role, audience, format, and topic. Finished product is pleasing to the eye. Considerable effort is invested.</p>	<p>Student(s) has/have used above grade-appropriate conventions (spelling, grammar, punctuation, word choice, organization, sentence fluency) in communicating their research.</p> <p>Student(s) has/have clearly communicated their message considering role, audience, format, and topic. Finished product is attractive and leaves a lasting impression. A great deal of effort is invested.</p>

Comments:

Writer's Checklist

Have I...	 Absolutely! I'm on the right track.	 Not as much as I should have. I need to go back and change a few things.	 Not at all. I need to make some big changes.
... used a minimum of two primary sources? (A primary source provides first-hand evidence about an event, object, person, or work of art: historical and legal documents , eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.)			
... used a minimum of two secondary sources? (A secondary source provides information that was created later by someone who did not experience first-hand or participate in the events: scholarly books and articles.)			
... included a works cited referencing my sources?			
... verified the credibility of my sources?			
... included information that will answer the 5Ws1H? (Who?, What?, Where?, When?, Why?, How?)			
... included three possible ways to solve the problem/improve the situation/combat racism.			
... used complete thoughts and ideas?			
... relayed my information in complete sentences?			
...used a variety of sentence lengths?			
... used words that will hook my reader/audience and keep them interested?			
... used writing that will let my voice shine through?			
... reread my work to notice missed words?			
... used capital letters at the beginning of each sentence and for proper nouns?			
... checked my work for grammar mistakes?			
... used the right punctuation in the right places? (Punctuation includes periods, question marks, exclamation marks, commas, apostrophes, and quotation marks).			
... checked my work for spelling mistakes?			
... quoted people properly?			
... shared my work with a friend for peer editing and revising?			

Recount Writing Rubric: Interview with an Indian Residential School Survivor

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Understanding of content (concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	Student needs to refine his/her questions and/or relate factual or personal information effectively.	Student asks many pertinent questions and he/she often relates factual or personal information effectively.	Student asks pertinent questions and relates factual and personal information effectively.	Student asks pertinent questions and relates factual and personal information effectively while maintaining a captivated audience.
Thinking Planning Skills (gathering and organizing information) Use of processing skills (drawing inferences, interpreting, analysing, synthesizing, evaluating) Use of critical/creative thinking processes (oral discourse, critical analysis, critical literacy)	Student plans and organizes his/her information with limited effectiveness. Student rarely synthesizes the information for presentation and/or does not attempt to draw conclusions. Student does not include opinions, commentary, or reflections in his/her piece.	Student plans and organizes his/her information with some effectiveness. Student often synthesizes the information for presentation and sometimes draws right conclusions. Student includes few opinions, commentary, and/or reflections in his/her piece.	Student plans and organizes his/her information with considerable effectiveness. Student synthesizes the information for presentation and draws right conclusions. Student weaves opinions, commentary, and/or reflections throughout his/her piece.	Student plans and organizes his/her information with a high degree of effectiveness. Student expertly synthesizes the information for presentation and draws right conclusions that leave the reader thinking. Student weaves thought-provoking opinions, commentary, and/or reflections throughout his/her piece.
Communication Expression and organization of ideas and information (clear expression, logical organization) Communication for different audiences and purposes (use of appropriate style, voice, and point of view) Use of conventions (grammar, spelling, punctuation, usage of vocabulary, and terminology)	Student often uses chronological order to retell events. Sequence words and/or transition words between events would make for a more clear and concise piece. Student sometimes presents his/her piece with sensitivity or respect. Student approaches the use of grade-appropriate conventions.	Student uses chronological order to retell events. Adding more sequence words and/or transition words to link between events would help with cohesion. Student often presents his/her piece with sensitivity and respect. Student often uses grade-appropriate conventions.	Student uses chronological order to retell events. Sequence words or transition words are used to link between events and ideas. Student presents his/her piece with sensitivity and respect. Student uses grade-appropriate conventions.	A variety of sequence words and transition words are used to link between events in chronological order. Student presents his/her piece with sensitivity and respect in a culturally safe manner. Student uses above grade-appropriate conventions.
Application Making connections within and between various contexts (between personal knowledge and experience, texts, and the world outside school)	Student has difficulty making connections to the Elder's experiences. He/She is beginning his/her schema about Indian Residential Schools.	Student makes many appropriate connections to the Elder's experiences. He/She builds pieces of the new learning into his/her schema about Indian Residential Schools.	Student makes appropriate connections to the Elder's experiences. He/She successfully builds onto his/her schema about Indian Residential Schools.	Student makes appropriate connections to the Elder's experiences. He/She challenges the knowledge in his/her schema about Indian Residential Schools and builds on new learning.

Comments:

Reflection Journal Rubric

	Level 1	Level 2	Level 3	Level 4
Thinking Ability to connect learning to valuable life experience.	Student can relate what he/she has learned from the ReconciliACTION project but is unable to connect it to valuable life experience.	Student shows some ability to connect his/her learning from the ReconciliACTION project to valuable life experience.	Student can connect his/her learning from the ReconciliACTION project to valuable life experience.	Student can connect his/her learning from the ReconciliACTION project to valuable life experience and he/she demonstrates evidence of extending this learning.
Communication Importance of message.	Message needs to be edited and revised to improve clarity and facilitate meaning.	Most of the message is clear. Message might need to be refined or developed to demonstrate meaning.	Message is clear, concise, and holds meaning.	Message is clear, concise, holds meaning, and demonstrates the ability to capture the reader's interest.
Application Overall ability to reach-out to Indigenous people/organizations (directly or indirectly) as faith-filled community builders (ReconciliACTION project) to create a difference.	Student has made many valuable contributions towards the achievement of individual and group goals.	Student is beginning to demonstrate moments of Christian leadership as a collaborative contributor towards the achievement of individual and group goals.	Student has proven himself/herself to be a collaborative contributor who exercises Christian leadership in the achievement of individual and group goals.	Student has proven himself/herself to be a collaborative contributor who exercises Christian leadership in the achievement of individual and group goals. He/She has surpassed group goals and has continued with his/her reconciliation journey.

Comments:

Reflection Journal Feedback Checklist

Courtesy of Room 213 Blogger

Criteria:	
Highlight a section of your work where you have met (or attempted to meet) the criteria. Then, assign yourself a level from 1-4.	
Criteria:	
Highlight a section of your work where you have met (or attempted to meet) the criteria. Then, assign yourself a level from 1-4.	
Criteria:	
Highlight a section of your work where you have met (or attempted to meet) the criteria. Then, assign yourself a level from 1-4.	
Criteria:	
Highlight a section of your work where you have met (or attempted to meet) the criteria. Then, assign yourself a level from 1-4.	
Criteria:	
Highlight a section of your work where you have met (or attempted to meet) the criteria. Then, assign yourself a level from 1-4.	

References:

- Online Knowledge Portal (FN Caring Society) <https://fncaringsociety.com/publications/search>
- Indian Residential School Timeline <http://www.aadnc-aandc.gc.ca/eng/1332939430258/1332939552554>
- Indian Residential School Mentor Texts and Resources [http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_\(by_subjects\)/Social_Sciences_and_Humanities/Education/Residential_Schools/index.html](http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Education/Residential_Schools/index.html)
- Indian Residential School Resources <http://projectofheart.ca/what-is-project-of-heart/resources/>
- Indian Residential School Resources <http://wherearethechildren.ca/en/resources/>
- Indian Residential School Survivor stories <http://wherearethechildren.ca/en/stories/>
- Métis Experience of Residential Schools <http://www.ahf.ca/downloads/metiseweb.pdf>
- Inuit Experience of Residential Schools <http://weweresofaraway.ca/>
- Every Child Matters <https://www.youtube.com/watch?v=riSqq53AJb8>
- Stephen Harper Apology to Former Students of Residential Schools <https://www.youtube.com/watch?v=xCpn1erz1y8>
- United Church Apology to Former Students of Residential Schools <https://www.youtube.com/watch?v=t5ewlqtTVXo>
- Anglican Church Apology to Former Students of Residential Schools <https://vimeo.com/25080521>
- Pope Francis' Residential School Apology Refusal Explained https://www.youtube.com/watch?v=DqcUpEt2_KQ
- Orange Shirt Day <http://www.orangeshirtday.org/>
- Prayers for Orange Shirt Day <http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/Morning-Announcements-for-Orange-Shirt-Week.docx.pdf>
- Inuit sled dogs and RCMP: <http://www.cbc.ca/news/canada/north/inuit-dog-killings-no-conspiracy-report-1.971888> , https://www.qtccommission.ca/sites/default/files/public/thematic_reports/thematic_reports_english_rcmp_sled_dog.pdf
- Sixties Scoop <https://www.cbc.ca/cbcdocspov/features/the-sixties-scoop-explained>
- Truth and Reconciliation Commission (archived) <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- Shannen Koostachin : <https://fncaringsociety.com/about-shannen-koostachin> , <https://fncaringsociety.com/shannens-dream> , <http://www.macleans.ca/news/canada/were-not-going-to-quit-the-bravery-and-tragedy-of-shannen-koostachin/>

- Project of Heart <http://projectofheart.ca/what-is-project-of-heart/>
- Pack a Shoebox Campaign (I Love First Peoples) <https://www.ilovefirstpeoples.ca/shoebox-gifts>
- 7 Ways to Make a Difference (First Nations Caring Society) <https://fncaringsociety.com/7-free-ways-make-difference>
- Spirit Bear <https://fncaringsociety.com/SpiritBear>
- Garfield Gini-Neuman: Critical Thinking: <https://www.youtube.com/watch?v=hIA-x5yMX48>,
- Garfield Gini-Neuman: Inspiring Learning <https://www.youtube.com/watch?v=qBREL3VVbZI>
- Cultural Safety <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf> (page 15), <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>
- Reconciliation <https://www.youtube.com/watch?v=swo9flbACho>,
<https://www.youtube.com/watch?v=244Nf0CSqEY&t=14s>,
<https://www.youtube.com/watch?v=Ed6cWMUHpWk>,
<https://www.youtube.com/watch?v=j2Lv21Ktz84>
- Offering Tobacco Protocol <https://carleton.ca/indigenous/resources/tobacco-offering-protocol/>,
[https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_\(by_subjects\)/Social_Sciences_and_Humanities/Elders.html](https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html)

Extension: Indian Residential School Timeline Information

1830	"A successful policy was in place spearheaded by Sir John Colbourne. The idea was to replace the nomadic lifestyle of the Aboriginal people and to have them be settled in one place. This way they could be properly acculturated." *
1845	"By 1845, a government report to the Legislative Assembly of Upper Canada recommended that Indian boarding schools be set up. Then, in 1847, the Assistant Superintendent of Indian Affairs wrote to Dr. Egerton Ryerson, Methodist head of education in Upper Canada asking for suggestions on the topic of Indian industrial schools. Ryerson suggested that the schools be a partnership between government and church and that the schooling be of religious nature." *
1867	The British North America Act gives the federal government responsibility for aboriginals and their lands.
1874	The Canadian government's involvement in residential schools begins. Aboriginal children are removed from their communities across the country and placed in government-funded, church-run institutions. These schools are used to assimilate aboriginal children, by exposing them to new language and cultural traditions while stripping them of their own.
1876	The Indian Act is passed, essentially extinguishing any remaining self-government for natives and making them wards of the federal government. Hunting and fishing were limited and spiritual ceremonies like the potlatch, powwow, and sundance were against the law.
1879	"Under pressure from the Catholic and Methodist churches, the government of Sir John A. Macdonald gave Nicholas Flood Davin the task of studying Indian industrial schools in the United States. He was to determine whether similar schools should be set up for Aboriginal children in Canada.

	Using the U.S. schools as a model, Davin's report called for the creation of funding of off-reserve schools to teach children the skills they would need in the modern Canadian economy. He advised the government to set up boarding schools rather than day schools. Residential schools, it was reasoned, would be more successful because they could completely remove children from "the influence of the wigwam". * *
1892-1969	"Soon after the submission of Flood's report the "Davin Report" a formal church/government partnership was put into place to jointly manage an education system for Aboriginal children in Canada. The partnership between government/church lasted for 76 years. The schools were run by the Roman Catholic Church, Church of England (Anglican), United Church (Methodist), Presbyterian Church and Mennonites. They operated in every province but New Brunswick, Newfoundland, and Prince Edward Island." *
1930-1960	"Throughout the years, students lived in substandard conditions and endured physical and emotional abuse. There have also been convictions of sexual abuse. Students at residential schools rarely had opportunities to see examples of normal family life. Most were in school 10 months a year, away from their parents; some stayed all year round. All correspondence from the children was written in English, which many parents couldn't read. Brothers and sisters at the same school rarely saw each other, as all activities were segregated by gender. When students returned to the reserve, they often found they didn't belong. They didn't have the skills to help their parents and became ashamed of their native heritage. The skills taught at the schools were generally substandard; many found it hard to function in an urban setting. The aims of assimilation meant devastation for those who were subjected to years of abuse." ***
1931	"At the peak of the residential school system, there were about 80 schools operating in Canada." ***
1935	Inuit are issued "E-tags". An identification disk stamped with a letter and a number. Used for official identification, medical records, and as salutations in government letters.
1940-1950	"According to documents obtained by the CBC, some schools carried out nutritional experiments on malnourished students over a ten-year period with the federal government's knowledge." ***
1949	The first federal school opens in Inujjuak.
1960-1980	Thousands of First Nations and Métis children were forced illegally from their homes and adopted or fostered, usually by non-Aboriginal people. This period is known as the 60s scoop.
1972	The National Indian Brotherhood (which later becomes the Assembly of First Nations) asks for more control of its peoples' education. A policy is outlined in a paper called Indian Control of Indian Education.
1986	"The United Church of Canada formally apologized to Canada's First Nations people for the abuse that happened at residential schools." ***
1993	"Archbishop Michael Peers offered an apology on behalf of the Anglican Church of Canada." ***
1994	"Four leaders of the Presbyterian Church signed a statement of apology." ***
1996	"The final Report of the Royal Commission on Aboriginal Peoples was released. It recommends a public investigation into the violence and abuses at residential schools and brings the experiences of former students to national attention." **
1996	The last Indian Residential School Closes in Yellowknife.
1998	"The United Church of Canada offered its second apology for the abuse that happened at residential schools." ***
1998	"The Government of Canada announced <u>Gathering Strength, Canada's Aboriginal Action Plan</u> . The Plan included the establishment of the Aboriginal Healing Foundation and a Statement of Reconciliation." **
2001	"Indian Residential Schools Resolution Canada was created as a separate department with the mandate to address the legacy of Indian Residential Schools and to manage and resolve claims." **
2003	"The Government of Canada launches the National Resolution Framework, which includes a litigation strategy, health supports, a Commemoration program and an Alternative Dispute Resolution process." **

2006	"The Indian Residential School Settlement is approved by all parties the Agreement. It is the largest class action settlement in Canadian history." **
2007	"The implementation of this historic agreement brings a fair and lasting resolution to the legacy of the Indian Residential Schools. Former students could now benefit from the individual and collective measures provided by the IRSSA: <ul style="list-style-type: none"> • A Common Experience Payment for all eligible former students of Indian Residential Schools • An Independent Assessment Process for claims of sexual or serious physical abuse • Measures to support healing • Commemoration • The establishment of a Truth and Reconciliation Commission" **
2008	Stephen Harper apologizes to former students of Indian Residential Schools on behalf of the Canadian Government.
2008	The federal government establishes the Truth and Reconciliation Commission. The TRC is given a \$60-million budget, and a five-year mandate to investigate and document this under-represented period in Canada's historical archives.
2009	Pope Benedict XVI offers an expression of sorrow for "abuse and "deplorable" treatment that aboriginal students suffered at residential schools run by the Roman Catholic Church" to a group of delegates from Canada's Assembly of First Nations. ****
2009	"Governor General Michaëlle Jean re-launched the Truth and Reconciliation Commission in a ceremony at Rideau Hall in Ottawa." **
2010	"The Government of Canada apologizes to the Inuit families who were forcibly relocated to the High Arctic. Canada also announces its intent to repeal those sections of the <i>Indian Act</i> that allowed for the establishment of Indian Residential Schools and the removal of children from their homes and communities." **
2011	"Aboriginal Affairs and Northern Development Canada and the Truth and Reconciliation Commission jointly launched a \$20 million commemoration initiative, which provided former students, their families and communities the opportunity to pay tribute to their experiences by acknowledging the impacts of the residential school system." **
2012	"Historic Crown-First Nations Gathering was held, building on the Canada-First Nations Joint Action Plan." **
2012	"Dedication of the stained glass window commemorating the legacy of Indian Residential Schools. The window was installed directly above the west door of Centre Block where the Members of Parliament enter." **
2015	The Truth and Reconciliation Commission release their 94 Calls to Action.

*Retrieved from: <http://rschools.nan.on.ca/article/history-3.asp> (Source: <http://www.aadnc-aandc.gc.ca/eng/1307458586498/1307458751962>)

**Retrieved from: <http://www.aadnc-aandc.gc.ca/eng/1332939430258/1332939552554>

***Retrieved from : <https://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280>

****Retrieved from : <https://www.cbc.ca/news/world/pope-expresses-sorrow-for-abuse-at-residential-schools-1.778019>

3. Theme: Indigenous Contributions to Sport

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

The final report from the Truth and Reconciliation Commission, released in 2015, includes 94 Calls to Action that outline how Canada can help reconcile its past with Indigenous people. Five of those action items focus on sport. One of those items, number 87, addresses Aboriginal athletes in history.

Sports and Reconciliation 87: *“We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.”*

Historical Thinking (Academic and Applied):

- B1. National and international events, trends, and developments during this period (1914-1945) affected various groups of people and communities in Canada in different ways.
- B3. (Academic) During this period (1914-1945), predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.
- B3. (Applied) Many individuals, groups, communities, and events helped to shape the development of Canada during this period (1914-1929).
- C3. The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.
- D3. (Academic) This was a time of major transformation in identities in Canada.
- D3. (Applied) During this period, Canada evolved into a multicultural country with a developing welfare state.
- E1. National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.
- E3. Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years.

Students will understand:

- Indigenous Peoples have not always been given due justice when it comes to sports.
- Indigenous Peoples have made great strides in the area of sport.
- How sports developed a sense of community for Indigenous athletes.
- How Indigenous athletes have an impact on Indigenous and non-Indigenous youth.
- Why the accomplishments of Indigenous athletes still remain largely unrecognized by Canadians.
- The stereotypes that Indigenous athletes must overcome will be addressed through thoughtful reflection relating back to the life of Jesus, and, specifically, to each of the seven Catholic Themes.

Ontario Catholic School Graduate Expectations

CGE1c Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.

CGE2a Listens actively and critically to understand and learn in light of gospel values.

- CGE2b** Reads, understands and uses written materials effectively.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE2d** Writes and speaks fluently one or both of Canada's official languages.
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3d** Makes decisions in light of gospel values with an informed moral conscience.
- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b** Demonstrates flexibility and adaptability.
- CGE4c** Takes initiative and demonstrates Christian leadership.
- CGE4d** Responds to, manages and constructively influences change in a discerning manner.
- CGE4e** Sets appropriate goals and priorities in school, work and personal life.
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE5b** Thinks critically about the meaning and purpose of work.
- CGE5e** Respects the rights, responsibilities and contributions of self and others.
- CGE5f** Exercises Christian leadership in the achievement of individual and group goals.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.5 use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)

B3. Identity, Citizenship, and Heritage: explain (describe for applied) how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations – Academic: *Students will...*

B1.3 describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices, trends in the whaling and fur industry in the Canadian North), and assess their impact on various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities

B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

C3.2 analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period and assess the significance of the responses/connections, including their significance for identities and heritage in Canada

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period, and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

E1.1 describe various social and cultural trends and developments in Canada since 1982 and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982

Specific Expectations – Applied: *Students will...*

B1.3 describe some key economic trends and developments in Canada during this period and explain their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities

B3.2 identify some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period and describe the impact of these developments on Canadian citizenship and/or heritage

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identities, citizenship, and/or heritage in Canada during this period

D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identities, citizenship, and/or heritage in Canada

E1.1 describe some key social trends and/or developments in Canada since 1982 and assess their significance for the lives of different people in Canada, including First Nations, Métis, and Inuit communities

E3.1 describe ways in which some individuals and organizations have contributed to society and politics and to the development of identities, citizenship, and/or heritage in Canada since 1982

E3.2 describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 and explain their significance for cultural identities, including multiculturalism, in Canada

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

- Which Indigenous individuals have been recognized for their athletic efforts and success?
- What contributions have Indigenous people made to sport?
- Which Indigenous sporting events were created and why?
- In what ways did Indigenous peoples face discrimination as Canadian athletes?
- How does the experience of Indigenous athletes compare to that of Non-Indigenous athletes?

Students will know, and be able to: (may be differentiated)

Students will know/be able to:

- Use inquiry skills to direct their learning.
- Identify key First Nations, Métis, and Inuit individuals and groups who made significant contributions to athletics and describe the contributions made by these people.
- Recognize the racism and unjust circumstances of Indigenous athletes.
- Understand why Indigenous sporting competitions such as the Arctic Winter Games and the North American Indigenous Games were created.
- Identify Catholic values (connections to Catholic Themes) demonstrated by Indigenous athletes.

Instructional Components

Lesson Materials

- Internet access (for teacher lessons and student research)
- Co-created success criteria
- Self-assessment
- Rubric
- Assorted materials for assessment task (based on student choice)

Catholic Themes (Curriculum Support for Catholic Schools)

Catholic Themes:

- Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)
- Dignity of Work and Service (<http://www.eoccc-csfcs.org/themes/work.html>)
- Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
- Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
- Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
- Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
- Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Connection to Final Assessment Task

Assessment of learning - Select an Indigenous athlete and research his/her life. Answer the question "What Does Being an **Indigenous Athlete** Mean?" Students will present their findings in a video or PowerPoint based on the YouTube video "What Does Being Indigenous Mean?" Students can also choose another format to support their learning style.

- Have students research an Indigenous athlete. How is their story significant?
- **Link to the Catholic Themes: How do the Indigenous athletes embody Catholic values?**
 - 1) **Community and the Common Good:** Who supported the Indigenous athletes?
 - 2) **Dignity of Work and Service:** How did Indigenous athletes obtain a sense of fulfillment and self-worth?
 - 3) **Love and Justice:** How we treat each other is the measure of how much we believe in and act upon in the love we receive from God. How are Indigenous athletes treated?
 - 4) **Human Rights and Responsibilities:** How did Indigenous athletes advocate for their cause?
 - 5) **Peace:** True peacemakers bring forgiveness and non-violent solutions to situations of hurt and violence. Who are the peacemakers in this story?
 - 6) **Dignity of the Human Person:** What kind of discrimination did Indigenous athletes encounter?
 - 7) **Preferential Option for the Poor and Vulnerable:** We have an immediate obligation to those who are suffering. Which calls to action support Indigenous athletes?
- Co-construct success criteria; translate into a rubric that aligns with the achievement chart (Canadian and World Studies Ontario Curriculum, pages 36-37).

Key Criteria

- Ministry of Education - Canadian and World Studies: History CHC2P and CHC2D Overall and Specific Expectations
- Ministry of Education: Four Broad Areas of Skills and Knowledge (Knowledge and Understanding, Thinking, Communication, and Application)
- Concepts of Historical Thinking: Historical Significance, Cause and Consequence, Continuity and Change, Historical Perspective (Canadian and World Studies Ontario Curriculum, pages 103 to 105)
- Catholic Graduate Expectations
- Catholic Themes
- **Cultural Safety** – <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>

Enabling and/or Other Evidence

- Conversations
- Observations
- Accountable Talk
- Self-assessment
- Assessment *for* and *as* learning opportunities through informal class discussions, research, exit card, and metacognition awareness. Students will answer questions such as “What do I know about this topic”, “What is the purpose of learning this topic”, “Am I able to assess the significance of the Indigenous athletes”, etc.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Getting Started: Videos and Provocation Pictures

- 1) Show YouTube video “What Does Being Indigenous Mean”.



<https://www.youtube.com/watch?v=X-zwP6q1GkM>

- 2) Show the “Up Front” episode on the challenges Indigenous athletes face in sports.



<https://thestarphoenix.com/news/local-news/video-up-front-episode-focuses-on-the-challenges-indigenous-athletes-face-in-sports>

Links to full articles:

- <https://thestarphoenix.com/feature/life-hockey-and-lessons-learned>
- <https://thestarphoenix.com/feature/finding-a-way-forward-for-indigenous-athletes>

How can these videos and articles provide provocations for inquiry-based questions? Why is it important to have authentic Indigenous voices?

- 3) Show provocation pictures and allow students to lead a discussion about their awareness of Indigenous athletes or athletes with Indigenous ancestry.



The Mohawk lacrosse team from Kahnawake won the national championship in 1869.
Photo by James Inglis, courtesy of Library and Archives Canada.



Tom Longboat competed around North America and Europe as part of a career that began in 1906.
Photo: Canada's Sports Hall of Fame | Panthéon des sports canadiens
SPORTSHALL.CA | PANTHEONSPORTS.CA

Supporting Bible Teachings:

- 2 Timothy 4:7 "I have fought the good fight, I have finished the race; I have kept the faith". This is a powerful passage as it speaks clearly about persevering in the time of great difficulty and persecution. How did your Indigenous athlete keep the faith in order to finish the race?
- Luke 4: 14-24 "Jesus Rejected at Nazareth". Jesus goes back to his hometown as a great teacher but is rejected and thrown out. How are Indigenous athletes a role model to Indigenous and non-Indigenous youth?

Inquiry-based Questions: Assessment *for* and *as* Learning Activity

- Why are Indigenous peoples' accomplishments and contributions to sport often overlooked?
- What are the effects of stereotypes on Indigenous athletes?

- Why did First Nations, Métis, and Inuit people choose to play sport despite facing racism and oppression along the way?
- What are the similarities and differences between Indigenous athletes and non-Indigenous athletes (past and present)?
- What are the barriers to elite level sports for Indigenous youth?
- What does reconciliation in sport look like?

“Working on it”: Inquiry-based self-directed learning

- In small groups, students will use an inquiry-based model to research one First Nations, Métis, or Inuit individual/group who made significant contributions to sports. Some names include Adam Rita, Ted Nolan, Owen Nolan, Bryan Trottier, George Armstrong, Gaylord Powless, Waneek Horn-Miller, Alwyn Morris, Sharon and Shirley Firth, Brigitte Lacquette, Joseph Benjamin Keeper, Darren Zack, Harry Manson, and Reggie Leach.
- Requirements:
 - 1) A brief biography of your chosen Indigenous athlete;
 - 2) Connections to three Catholic Themes, explicitly referenced (from the “Connections to Final Assessment Task” section);
 - 3) Connection to one Bible passage (from the “Supporting Bible Teachings” section);
 - 4) Historical significance of your chosen Indigenous athlete;
 - 5) Answers to three inquiry-based questions;
 - 6) Answer to the question “What Does Being an Indigenous Athlete Mean to this person?”
- Format: Your format will reflect the YouTube video “What Does Being Indigenous Mean”.
- Following the research, students will share their project with the class.

Lesson Extension - Leading a Class Discussion/Research:




Topics:

- “While encouraging a healthy lifestyle, sports also strengthen Indigenous identity, contributing to self-confidence and pride. Indigenous peoples have overcome many barriers, such as a lack of infrastructure and resources, and racism, to achieve greatness in sport.” Do these barriers still exist?
- “Some residential schools had recreation and sports programs for students. Programs were underfunded and undersupplied, and often did not have proper facilities. However, many former students noted that involvement in sports at residential schools helped them survive harrowing experiences of abuse at these institutions.” How did involvement in sports help them survive?
- “I made it here because I wasn’t discouraged. I worked hard to get here, took advantage of every opportunity that I had. I would really like to encourage First Nations youth to be leaders in their communities. Be proud of your heritage, and don’t be discouraged from the improbable.” – **Carey Price**. What are the opportunities that allow Indigenous youth to become elite athletes?
- Founded in his honour in 1951, the Tom Longboat Award is a prestigious award recognizing the achievements of Indigenous athletes in Canada. It has been awarded to athletes **Jordin Tootoo**, the National Hockey League’s first Inuk hockey player, and **James Lavallée**, the Métis kayaker who won three medals at the 2017 Canada Games. Following the class presentations, which Indigenous athlete would you select as the national recipient of the Tom Longboat Award?

- In what ways did the opening ceremonies for the 2002 Arctic Winter Games reflect an Inuit historical perspective? How does that event compare to the opening ceremonies for the 2010 Vancouver Winter Olympics?
- What was the purpose of the Territorial Experimental Ski Training (TEST) program, which introduced cross-country skiing to athletes in the North?
- Do you consider the establishment of a new statutory holiday to mark Canada's "tragic and painful" residential school legacy a historically significant event in First Nations, Métis, and Inuit history? In Canadian history? Explain how Indigenous athletes have roots in the residential school system.

Assessment Supports

What Does Being an Indigenous Athlete Mean? (Final Task) **Student Self-Assessment Checklist**

	 Yes I'm on the right track.	 Not as much as I should have. I need to go back and revise work.	 No. I need to make some revisions. Please provide feedback.
The following should guide you to ensure you have met criteria for assignment.			
Did my teacher approve my choice of Indigenous athlete?			
Did I provide some key (short) biographical information about my chosen Indigenous athlete?			
Did I choose three Catholic Themes that my Indigenous athlete embodies and clearly explain the link?			
Did I clearly make a connection to one Bible passage?			
Do I clearly show the significance of my Indigenous athlete in Canadian history?			
Did I include three inquiry-based questions and answers?			
Did I answer the question "What does being an Indigenous athlete mean to this person?"			
Did I use pictures/images/symbols to convey a message?			
Did I use words that will hook my reader/audience and keep them interested?			
Bonus: Did I use appropriate music to enhance my work?			
Bonus: Did I include a quote from my Indigenous athlete?			

Did I check my work for spelling mistakes?			
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Rubric for Assignment: Indigenous Athlete

Choose an Indigenous athlete from the list provided and research their contributions to sport.

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding/Historical Significance Overall knowledge of one Indigenous athlete and his/her contribution(s) to sport.	Student(s) demonstrate(s) limited knowledge of the contributions of an Indigenous athlete to sport.	Student(s) demonstrate(s) some knowledge of the contributions of an Indigenous athlete to sport.	Student(s) demonstrate(s) considerable knowledge of the contributions of an Indigenous athlete to sport.	Student(s) demonstrate(s) a high degree of knowledge about the contributions of an Indigenous athlete to sport.
Thinking/Inquiry-based Learning Overall ability to analyse (or describe) the significance of the contributions of the chosen Indigenous athlete.	Student(s) demonstrate(s) limited understanding of the significance of the contributions made.	Student(s) demonstrate(s) some understanding of the significance of the contributions made.	Student(s) demonstrate(s) considerable understanding of the significance of the contributions made.	Student(s) demonstrate(s) a high degree of understanding of the significance of the contributions made.
Application Student makes clear and thoughtful connections between the Indigenous athlete and the Catholic Themes/Bible Teaching Student applies inquiry skills in the development of three questions/answers.	Student(s) make(s) some connections but lack clarity and/or explanation. Use of inquiry skills requires more precision and development.	Student(s) make(s) some successful connections. More depth and/or clarity needed. Use of inquiry skills is somewhat precise and well-developed	Student(s) makes several connections with good clarity and detail. Use of inquiry skills is precise and well-developed	Student(s) make(s) multiple connections with superior clarity, detail and insight. Use of inquiry skills is highly effective and thoroughly developed
Communication Student expresses information, ideas and opinions coherently and with clarity and sensitivity.	Product is lacking clarity and sensitivity. Gives a limited sense of the meaning of being an Indigenous athlete.	Product is clearly written. Gives a vague sense of the meaning of being an Indigenous athlete.	Product is well written. Gives a clear sense of the meaning of being an Indigenous athlete.	Product is thoroughly and carefully written. Gives a strong sense of the meaning of being an Indigenous athlete.

Comments

References:

- The North American Indigenous Games <http://www.naigcouncil.com/history.php>
- Arctic Winter Games <http://www.arcticwintergames.org/>
- Truth and Reconciliation Commission of Canada: Calls to Action http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- "The Impossible Dream": Four Thompson brothers playing in NLL final: <https://torontosun.com/2017/06/09/the-impossible-dream-four-thompson-brothers-playing-in-nll-final/wcm/cf0b56c1-0f4c-4803-a1ab-827a551e6939>

- Indigenous Peoples and Sport in Canada <https://hillnotes.ca/2018/06/21/indigenous-peoples-and-sport-in-canada/>
- Cultural Safety <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf> (page 15), <http://wabano.com/wp-content/uploads/2016/09/Creating-Cultural-Safety.pdf>
- Supporting Aboriginal Athletes www.culturalsurvival.org

4. Theme: Treaty Rights and Our Journey to Reconciliation

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Our own journey to Reconciliation leads us on a different path. When God was looking for someone to speak to everyone about what is right, Isaiah said, “Here I am”. He started speaking to people about how they needed to change. We need to say, “Here I am”. Awareness and respect for the treaties are an important first step.

Historical Thinking (Academic and Applied):

- B2. This was a period of major conflict and change in Canada and abroad (1914-1929).
- B3. During this period, predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.
- C2. This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.
- C3. The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.
- D1. Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.
- D2. Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.
- E2. Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.

Students will understand:

- The history of treaties in Canada
- Why treaties matter
- The land base affected by a treaty
- What the Governments and Indigenous Peoples want from treaties
- Their pathway to reconciliation involves understanding treaty rights

Ontario Catholic School Graduate Expectations

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE2b Reads, understands and uses written materials effectively.

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.

CGE2d Writes and speaks fluently one or both of Canada’s official languages.

CGE3b Creates, adapts, evaluates new ideas in light of the common good.

CGE3d Makes decisions in light of gospel values with an informed moral conscience.

CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

- CGE4b** Demonstrates flexibility and adaptability.
- CGE4d** Responds to, manages and constructively influences change in a discerning manner.
- CGE5a** Works effectively as an interdependent team member.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

- **A1.** Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

Specific Expectations: *Students will...*

- **A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914
- **A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- **A1.5** use the concepts of historical treaty thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 191.
- **A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- **A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess (explain for applied) their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse (describe) some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations – Academic: *Students will...*

B2.5 describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period and explain some of their long-term consequences

C2.1 analyse some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period, and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

D1.1 analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period, and assess the consequences of these trends and developments for people in Canada, including First Nations, Métis, and Inuit communities

D1.4 describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period and assess their significance for First Nations, Métis, and Inuit individuals and communities

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities, and analyse them from multiple perspectives

D2.2 describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period and analyse them from multiple perspectives

E2.1 describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyse these interactions from various perspectives

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 and analyse them from various perspectives

Specific Expectations – Applied: Students will...

B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period and explain some of their consequences

C2.1 identify some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period, and explain their impact on different people in Canada

D1.4 describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period, and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

D2.2 identify some major social movements in Canada during this period, including those involving First Nations, Métis, and Inuit organizations, and explain their goals and perspectives

E2.2 describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982, and explain some changes that have resulted from them

E3.4 describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world, and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

- Why do treaties exist?
- What are treaty rights?
- Which Indigenous communities have treaties?
- What are the advantages and disadvantages of treaties?
- In what ways did Indigenous Peoples face discrimination?

Students will know, and be able to: (may be differentiated)

Students will know/be able to:

- Use inquiry skills to direct their learning.
- Identify Indigenous communities that have treaties and those that do not.
- Recognize the advantages and disadvantages of treaties.
- Understand the importance of the wampum belt.

- What were the actions, beliefs, and circumstances that led to the creation of the League of Indians of Canada?
- What is the Royal Proclamation?
- What is the Idle No More movement?

Instructional Components

Lesson Materials

- Internet access (for teacher lessons and student research)
- Writing tools (paper, anchor chart paper, markers, pencils/pens, etc.)
- Assorted materials for lessons/assessment tasks (based on student choice)
- Branches, art supplies

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

- Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)
- Dignity of Work and Service (<http://www.eoccc-csfcs.org/themes/work.html>)
- Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
- Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
- Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
- Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
- Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

- Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
- Common Good (<http://www.eoccc-csfcs.org/concepts/acommongood.html>)
- Community (<http://www.eoccc-csfcs.org/concepts/acomunity.html>)
- Empowerment (<http://www.eoccc-csfcs.org/concepts/aempowerment.html>)
- Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
- Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
- Vocation (<http://www.eoccc-csfcs.org/concepts/avocation.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

The rationale for this lesson is to provide students with the opportunity to reflect on Reconciliation through the lens of treaty rights. This lesson can be adapted for use during a specific strand (time period) or it can be used at the end of the course of study.

Key Criteria

- Ministry of Education: Canadian and World Studies: History CHC2P and CHC2D Overall and Specific Expectations (see section 3)
- Ministry of Education: Four Broad Areas of Skills and Knowledge (Knowledge and Understanding, Thinking, Communication, and Application)
- **“We Speak for the Land”**, A Summary Report of Discussions Under the Treaty Strategy (2018)
- Catholic Graduate Expectations
- Catholic Themes and Anchor Concepts

Enabling and/or Other Evidence

Assessment for and as learning opportunities

1) “Quick Facts” cards: As they develop an awareness and understanding of treaties, each student will fill out a “Quick Fact” card. Teachers also have the option to use these cards to create a “Fact Wall” display in the classroom.

Examples of “Quick Facts”:

- Treaties are the legally binding agreements that set out the rights, responsibilities and relationships of Indigenous Peoples and the federal and provincial governments.
- Between 1871 and 1921, the Canadian government made 11 treaties with First Nations to bring Indigenous peoples and their lands under federal jurisdiction.
- In Ontario, Treaties Recognition Week is the first week of November. Treaties Recognition Week was introduced in 2016 to honour the importance of treaties and to help Ontarians learn more about treaty rights and treaty relationships.
- Ontario is covered by 46 treaties and other agreements, such as land purchases by the Crown signed between 1781 and 1930.
- For Indigenous people, trees are important symbols of values, spiritual beliefs, traditions and hope for the future. For example, a cedar tree can represent cleansing, a birch can represent truth, an elm can represent wisdom, and a white pine can represent unity and peace among leaders, peoples and nations.

2) Download the Treaties Map of Ontario and explore the “Ideas for using this map in your school and classroom” section at the following link:

<http://www.edu.gov.on.ca/eng/policyfunding/memos/may2014/InfoEducatorsTreaties.pdf>

3) “Jigsaw” Activity: Each group member is assigned a different question from the following YouTube videos on treaties. Group members then join with members of other groups assigned the same question to share information about the information. Eventually, students return to their original groups to try to “piece together” a clear picture of treaty rights.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Getting Started: Anticipation

Provocation Picture

The photograph below shows the Treaty No.9 Commission at Fort Albany near James Bay in 1905.



Click to see a larger image (248K)
The James Bay Treaty signing party at Fort Albany.
Standing: Joseph L. Vanasse (L), James Parkinson (R) of NWMP.
Seated: Commissioners Samuel Stewart (L), Daniel George MacMartin, Duncan Campbell Scott (R)
Foreground: HBC Chief Trader Thomas, August 3, 1905
Photographer unknown
Duncan Campbell Scott fonds
Black and white print
Reference Code: C 275-2-0-1 (S 7546)
Archives of Ontario, 10010627

- What would it be like to have to give up your land or your home?
- What does the provocation picture show? What does the provocation picture not show?
- What do you notice about the layout of the people in the picture?

Expanding our Knowledge of Treaties: Student will watch both YouTube videos by Charlie Angus and Maurice Switzer before completed the “Jigsaw” activity and/or the “Think-Pair-Share” activity.

- 1) **Charlie Angus on Treaties** https://www.youtube.com/watch?v=Cb3IOV1j_-8



- Where is Treaty 9?
- What is Charlie Angus' personal connection to Treaty 9?
- Why was Treaty 9 created?
- Did the government have the best interest of First Nations people at heart?

Questions imbedded in the video (may be used for “Jigsaw Activity”):

- What were the First Nations people hoping to negotiate via the Treaty?
- How are First Nations communities impacted if treaty obligations are not met?

- Why would there be such a push for Aboriginal peoples to “disappear”?
- What is the relationship between treaties and control of the land?
- How should the federal government live up to its treaty obligations?
- What is resource benefit sharing? Why must First Nations be consulted before resource development takes place in their territories?
- What does the saying “We Are All Treaty People” mean to you?

2) Maurice Switzer on Treaties <https://www.youtube.com/watch?v=SrU40RnEiQY>



- 1) Explain how a treaty marks the beginning, not the end, of a relationship for Indigenous People.
- 2) How did Indigenous People honour the Treaty of Niagara?

Questions imbedded in the video (may be used for “Jigsaw Activity”):

- 3) What is a treaty, and why were treaties negotiated between First Nations and the Crown?
- 4) What do “inherent rights” mean?
- 5) What are wampum belts?
- 6) What is the significance of the Royal Proclamation of 1763?
- 7) What is the significance of the 1764 Treaty of Niagara?
- 8) How did the relationship between First Nations and the Crown change after the war of 1812? (Part 1)
- 9) How did the relationship between First Nations and the Crown change after the war of 1812? (Part 2)

Think-Pair-Share Activity

- **Think:** Students “think” about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).
- **Pair:** Each student is paired with another student. Students share their thinking with their partner, discuss ideas, and ask questions about their thoughts on the topic (2-5 minutes).
- **Share:** Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class “share,” you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element (5 minutes).

Inquiry-based Questions:

- Discuss the similarities and differences between various treaties.
- Describe the potential problems of various treaties.
- Do Charlie Angus and Maurice Switzer tell the same story?
- Are treaties as relevant today as when they were made?

“Working on it”: Here I am

As part of the students’ journey of reconciliation, collect hopes and ideas from students about what reconciliation looks like to them. Students will add their ideas to a Reconciliation Tree that will be erected in the front entrance of the school. On one side of the tree ornament, students will complete the sentence, “My hope for reconciliation is...”.

Isaiah’s Commission from the Lord

And I heard the voice of the Lord saying, “Whom shall I send, and who will go for us?” Then I said, “Here I am! Send me.” And he said, “Go, and say to this people:

“Keep on hearing, but do not understand; keep on seeing, but do not perceive.’

Make the heart of this people dull,

and their ears heavy, and blind their eyes;

lest they see with their eyes, and hear with their ears,

and understand with their hearts and turn and be healed.”

Then I said, “How long, O Lord?”

The path to reconciliation will take time. On the other side of the tree ornament, students will complete the sentence, “Here I am” with a connection to a Catholic Theme or Anchor Concept. For example, “Here I am in solidarity with Indigenous Peoples”.

Lesson Extension:

- Cross-curricular activity with a Visual Arts class - Have Visual Arts students design the Reconciliation Tree and the tree ornaments for the History class.

Example of message:



From “We Speak for the Land A Summary Report of Discussions Under the Treaty Strategy (2018)”

Consolidation: Writing a News Report

Students will write a News Report of a treaty or modern-day land claim in Canada (e.g. the Labrador Innu, the Northwest Territories First Nations, the British Columbia Treaty Process, or the Algonquins of Ontario). The teacher must review the steps for writing a news report. Students must address some of the following items in their report:

- 1) What is a News Report? An objective and factual report about a treaty or modern-day land claim organized into a series of short paragraphs. It does not include your personal opinion (see included template and rubric).
- 2) How do I write a News Report?
 - You must consider the type of newspaper: community, provincial or national.
 - Ask yourself “What will the story be about?” Catch the reader’s interest in the “lead” of the news report.
 - Include interesting facts and answer the questions who?, what?, where?, when?, why? and how? For example, How long have negotiations been going on? What does the agreement protect? How will the agreement affect Indigenous and non-Indigenous people? How will both parties work together to manage resources? What is the estimated number of people affected?
 - Use two quotations from Indigenous and non-Indigenous individuals involved in the treaty.
 - Add one picture in your News Report.
 - Write in short, independent paragraphs.
 - Use complete sentences using correct spelling, grammar and punctuation.
 - End your News Report with a quote, the final action or the next step.
- 3) This written assignment can be adjusted to accommodate various student needs (Individual Education Plan) and pathways (academic or applied).
- 4) Students will complete the task after reviewing the writing process of a News Report and with on-going teacher feedback.

Assessment Supports:



Writing News Reports

Task: Write a news report based on the headline and picture below. You will answer the following questions: Who? What? Where? Why? How? When?

Purpose and

Audience: To report on a treaty or modern-day land claim for the readers of a newspaper

Headline: _____

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

News Reports Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<u>Knowledge and Understanding</u>	Provides few details of treaty. Information is not always accurate; only one side of the story is presented Shows limited understanding of news report structure	Provides a somewhat detailed report of treaty. Information is somewhat accurate; both sides of the story are mentioned Shows some understanding of news report structure	Provides a detailed report of treaty. Information is accurate; both sides of the story are evident Shows considerable understanding of news report structure	Provides extremely detailed report of treaty. Information is accurate and thorough; both sides of the story are presented Shows superior understanding of news report structure
<u>Thinking</u>	Facts are not always relevant and do not always support the topic Very little evidence of research by the use of effective quotes	Facts are somewhat relevant and support the topic Some evidence of research by the use of quotes	Facts are relevant and support the topic effectively Evidence of research by the use of effective quotes	Facts are extremely relevant and support the topic effectively Strong evidence of research by the use of effective quotes
<u>Communication</u>	Purpose for news report is not clear Limited sense of writing for a specific audience	Purpose of news report is somewhat clear Some sense of writing for a specific audience	Purpose and goal of news report is clear Uses awareness of audience to select and choose material	Purpose is established early and reinforced clearly throughout report Evident and effective use of material to target and interest a specific audience
<u>Application</u>	Does not answer most 5Ws and 1H and does not sufficiently connect the information to topic Does not include picture	Does not answer all 5Ws and 1H and somewhat connect the information to topic Includes picture which is somewhat relevant to topic	Answers the 5Ws and 1H and connects the information to topic Includes picture to topic	Answers the 5Ws and 1H and connects the information clearly to topic Includes picture relevant to topic

References:

- Treaties with Indigenous Peoples in Canada
<https://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties/>
- Gakina Gidagwi'igoomin Anishinaabewiyang: We Are All Treaty People
<http://www.canadashistory.ca/explore/settlement-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-we-are-all-treaty-people>
- Treaties from 1760-1923: Two sides of the story <https://www.cbc.ca/news/canada/treaties-from-1760-1923-two-sides-to-the-story-1.1081839>

- The treaties, treaty relationships and treaty rights that shape Ontario
https://www.ontario.ca/page/treaties?_ga=2.79636884.128837308.1534611129-1177732510.1517095771
- Truth and Reconciliation Commission <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- Catholic District School Board of Eastern Ontario - Indigenous Education Program: Classroom Learning Opportunities <https://fnmi.cdsbeo.on.ca/for-educators/treaties-recognition-week-resources/classroom-learning-opportunities/>
- Catholic District School Board of Eastern Ontario - Treaty and Land Claim Information <https://fnmi.cdsbeo.on.ca/for-educators/treaty-and-land-claim-information/>
- National Healing Forests Project <https://treecanada.ca/blog/national-healing-forests-project-launched-across-canada/>
- Anishinabek Nation – Serving Anishinabek Across Ontario: Website Lesson Plans <http://www.anishinabek.ca/education-resources/gdoo-sastamoo-kii-mi/>
- Ontario Proclaims First Week of November Treaties Recognition Week
<https://news.ontario.ca/mirr/en/2016/05/ontario-proclaims-first-week-of-november-treaties-recognition-week.html>
- Treaties in Canada – Education Guide
http://education.historicacanada.ca/files/31/Treaties_English.pdf

5. Thème: « Honorer la vérité, réconcilier pour l'avenir »

Overview – What are my students expected to learn? What will my students understand? (*for all students, not differentiated*)

Critical Learning / Big Ideas:

Historical Thinking (Academic and Applied):

- B2. This was a period of major conflict and change in Canada and abroad (1914-1929).
- C1. Major events during this period (1929-1945) including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.
- D1. Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.
- E1. National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada, but not in the same ways.

Students will use the Historical Inquiry Process (Ontario Curriculum, Pages 105-106) to formulate questions, gather and organize information, interpret and analyse their findings, evaluate and draw conclusions and communicate their findings.

Students will understand:

- The impact colonialist policies had and continue to have on generations of First Nations, Métis, and Inuit individuals and communities.
- What conflicts existed in our past and how they are being resolved.
- How the Catholic perspective plays a crucial role in our understanding of human dignity.
- Conflicts are most effectively addressed through solidarity.
- The importance of **Cultural Safety** and how to contribute to a culturally safe environment.

Ontario Catholic School Graduate Expectations

- CGE2a** Listens actively and critically to understand and learn in light of gospel values;
- CGE2b** Reads, understands and uses written materials effectively;
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others;
- CGE3a** Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems;
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills;

- CGE5g** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE7d** Promotes the sacredness of life;
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society;

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914

A1.3 assess the credibility of sources and information relevant to their investigations

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse (describe for applied) some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess (explain for applied) their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess (explain for applied) their significance for different individuals, groups, and /or communities

in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)

- E1. Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

Specific Expectations – Academic: *Students will...*

- B2.5** describe how the Residential School System and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (e.g. with reference to mandatory attendance at Residential Schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies), and explain some of their long-term consequences
- C1.4** describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of Residential Schools, the Dominion Franchise Act, 1934; the Ewing Commission, 1934-36; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags), and assess their impact on First Nations, Métis, and Inuit communities
- D1.4** describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., the continued use of numbered identification tags for Inuit; Inuit and status Indians gain the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people in section 35 of the Constitution Act, 1982) and assess their significance for First Nations, Métis, and Inuit individuals and communities
- E1.4** describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission's Calls to Action; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous People) and assess their significance for First Nations, Métis, and Inuit individuals and communities

Specific Expectations – Applied: *Students will...*

- B2.3** describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (e.g., mandatory attendance in Residential Schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals), and explain some of their consequences
- C1.4** describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of Residential Schools; the Dominion Franchise

Act, 1934; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

D1.4 describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gaining the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as "Aboriginal people" in section 35 of the Constitution Act, 1982), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous Peoples), and assess their impact on the lives of First Nations, Métis, and Inuit individuals and communities

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

- In what ways did government policy during this period (1914-1929) create or contribute to divisions in Canadian society? *(with a focus on First Nations, Métis and Inuit individuals and communities)*
- How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period (1929-1945)? *(with a focus on First Nations, Métis and Inuit individuals and communities)*
- In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and Inuit communities during this time (1945-1982)?
- Why have people in Canada become more aware of the impact of hundreds of years on colonialist policy on Indigenous individuals and communities?
- What actions have individuals and communities been taking to change this colonial relationship?
- How is the anchor concept of empowerment so important in the pathway to reconciliation?

Students will know, and be able to: *(may be differentiated)*

Students will know....

- The impact on First Nations, Métis and Inuit in Canada during various time periods in history due to colonialist government policies.
- The Canadian response to human rights abuses in Canada with a focus on First Nations, Métis and Inuit individuals and communities.

Students will be able to....

- Analyse/describe and communicate the impact of an event or experience, driven by colonialist government policies, on First Nations, Métis, and Inuit people.
- Examine the treatment of First Nations, Métis, and Inuit considering Gospel values and Catholic teaching.
- Identify and describe past conflicts and why these lead to the need for movement toward truth and reconciliation.

Instructional Components

Lesson Materials

- Teacher internet access for links to show / demonstrate to students
- Handout: see below
- Student internet access for research
- Curriculum document

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

Catholic Theme: Dignity of the Human Person

Church Teachings - Catechism of the Catholic Church

1931 Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his neighbour (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity." No legislation could, by itself, do away with the fears, prejudices, and attitudes of pride and selfishness, which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a "neighbour," a brother.

Anchor Concept: Empowerment

EMPOWERMENT

All power comes from God. God shares power with human beings, who remain accountable for their use of power. Empowerment is closely tied to the notion of human dignity and freedom. To empower another human person implies helping them to grow in the freedom to live in God's will – the *freedom of the children* of God. Empowerment implies supporting peoples' good choices and skills so that they can leave behind disempowering cycles of marginalization and needless dependence on others. Empowerment implies a kind of vision in which persons are neither clients nor consumers, but rather brothers and sisters with an equal God-given dignity, to be supported so that they might freely determine their own needs and build their own futures as individuals, in relationships, and in our social structures. Empowerment respects the human person as *subject*, who is able to take responsibility for self and others (rather than as *object*, who is expected to act on orders without reference to freedom, intelligence, and human dignity). This is why empowerment is important.

Anchor Concept: Human Dignity

HUMAN DIGNITY

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition. These include respect for human life from conception until natural death, the right to make free decisions, the

right to choose a state in life, the right to food, to religious freedom, to meaningful work, education and shelter. Human dignity is not a means to achieve an end; it has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation, disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity.

Connection to Final Assessment Task

Le processus d'enquête en histoire mènera les élèves à l'accomplissement d'une tâche finale/sommative d'envergure plus large où ils devront démontrer leur apprentissage sur les quatre périodes de temps qui figurent dans le curriculum (c'est-à-dire : 1914-1929, 1929-1945, 1945-1982 et 1982-présent).

Tâche finale/sommative

Les élèves choisiront un événement, une lutte ou un défi mentionné dans la section « SPECIFIC EXPECTATIONS » du curriculum de l'Ontario : Canadian and World Studies ou dans la partie « Deuxième étape du processus d'enquête en histoire » (voir section ci-dessous).

Formats suggérés:

- **Collaboration orale:** une entrevue avec une personne, un groupe de personnes, ou un représentant d'organisme des Premières Nations, Métis et Inuit au sujet des conséquences vécues par ces individus à la suite d'événements, de tendances et de développement sociaux, économiques et politiques du gouvernement de l'époque (le travail des élèves doit inclure les 4 périodes de temps - 1914-1929, 1929-1945, 1945-1982 et 1982-présent).
- **Collaboration orale et écrite:** la rédaction d'un dépliant au sujet des conséquences vécues par les Premières Nations, Métis et Inuit à la suite d'événements, de tendances et de développement sociaux, économiques et politiques du gouvernement de l'époque (le travail des élèves doit inclure les 4 périodes de temps - 1914-1929, 1929-1945, 1945-1982 et 1982-présent).
- **Collaboration orale et écrite:** un diaporama au sujet des conséquences vécues par les Premières Nations, Métis et Inuit à la suite d'événements, de tendances et de développement sociaux, économiques et politiques du gouvernement de l'époque (le travail des élèves doit inclure les 4 périodes de temps - 1914-1929, 1929-1945, 1945-1982 et 1982-présent).
- **Collaboration vidéo et orale:** une vidéo au sujet des conséquences vécues par les Premières Nations, Métis et Inuit à la suite d'événements, de tendances et de développement sociaux, économiques et politiques du gouvernement de l'époque (le travail des élèves doit inclure les 4 périodes de temps - 1914-1929, 1929-1945, 1945-1982 et 1982-présent).

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

- Fixer les objectifs d'apprentissage avec les élèves.
- Fournir des ressources comme des sites web, images et/ou photos aux élèves.
- Lire **La sécurité culturelle**
<http://www.edu.gov.on.ca/fre/curriculum/secondary/canworld910curr2018fr.pdf> (page 18);
- Effectuer la première étape du processus d'enquête en histoire en organisant une activité d'introduction. L'enseignant(e) affiche des images aux murs de la salle de classe. Les élèves circulent en groupes et inscrivent une observation sur un papillon adhésif *Post-it*.
- Piste de différenciation : L'enseignant(e) pose des questions afin d'activer les connaissances des élèves.
- Initier une discussion selon les observations des élèves. Par exemple, l'enseignant(e) pose les questions « Qu'est-ce qu'on voit? » et « Qu'est-ce qu'on ne voit pas? » dans cette image.

1) Première étape du processus d'enquête en histoire : formuler des questions (interrogations et susciter des questions ouvertes - élément de provocation)



<https://www.cbc.ca/news/canada/a-timeline-of-residential-schools-the-truth-and-reconciliation-commission-1.724434>



Élèves du pensionnat indien Metlakatla en Colombie-Britannique

Library and Archives Canada <http://www.thecanadaguide.com/basics/aboriginals/>



Le chef autochtone Elijah Harper, premier député autochtone à siéger à l'Assemblée législative du Manitoba, a joué un rôle clé dans la défaite de l'accord du lac Meech. (Wayne Glowacki/Winnipeg Free Press/Canadian Press)



Loi sur le droit d'auteur – Utilisation équitable

2) Deuxième étape du processus d'enquête en histoire : recueillir de l'information et l'organiser

Quelques liens de recherche:

Strand B (1914-1929)

Residential Schools ; <https://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280>

Provincial Day Schools; <https://www.theglobeandmail.com/life/globewe/we-day-unit-3/article36824295/>

Amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims;

https://indigenousfoundations.arts.ubc.ca/the_indian_act/

<https://www.museedelhistoire.ca/cmc/exhibitions/aborig/fp/fpz4d04f.shtml>

Limitations on voting rights; <https://www.ictinc.ca/indian-act-and-the-right-to-vote>

The Pass System; <http://www.cbc.ca/radio/unreserved/exploring-the-past-present-and-future-of-life-in-indigenous-canada-1.3336594/the-pass-system-another-dark-secret-in-canadian-history-1.3338520>

Strand C (1929-1945)

Amendments to the Indian Act; https://indigenousfoundations.arts.ubc.ca/the_indian_act/

The Continuing Operation of Residential Schools;

<https://www.thecanadianencyclopedia.ca/en/article/residential-schools/>

The Dominion Franchise Act, 1934; <https://www.thecanadianencyclopedia.ca/en/article/indigenous-suffrage>; <https://www.thecanadianencyclopedia.ca/en/article/franchise>

The Ewing Commission, 1934-36; <https://canadianhistory.ca/natives/timeline/1930s/1934-ewing-commission>

The Creation of the Newfoundland Rangers; <https://www.heritage.nf.ca/articles/politics/newfoundland-rangers.php>

The Métis Population Betterment Act, 1938; <https://canadianhistory.ca/natives/timeline/1930s/1938-metis-population-betterment-act-alberta>

The Beginning of the Federal Government's Use of "Eskimo" Identification Tags;

<https://www.cbc.ca/radio/day6/episode-348-the-week-in-trump-marketing-friendly-a-i-nasa-does-origami-inuit-photography-and-more-1.4222917/beyond-a-number-inuit-photo-exhibit-brings-controversial-eskimo-i-d-system-to-light-1.4222950>

Strand D (1945-1982)

Les Inuits : numéros de disque et projet Nom de famille; <https://ledecoublogue.com/2016/06/22/les-inuits-numeros-de-disque-et-projet-nom-de-famille/>

Présentation des excuses pour la réinstallation d'Inuit dans l'Extrême Arctique;

http://publications.gc.ca/collections/collection_2016/bcp-pco/Z1-1991-1-41-3-1-fra.pdf

Le droit de vote des peuples autochtones; <https://encyclopediecanadienne.ca/fr/article/droit-de-vote-des-peuples-autochtones/>

The 1969 White Paper; https://indigenousfoundations.arts.ubc.ca/the_white_paper_1969/

The Inclusion of Métis and Inuit as "Aboriginal people in section 35 of the Constitution Act, 1982"

<http://www.metisnation.org/culture-heritage/french-m%C3%A9tis-timeline/>

Strand E (1982- présent)

La création du Nunavut; <https://encyclopediecanadienne.ca/fr/article/nunavut/>

Bill C-31 amending the Indian Act; https://indigenousfoundations.arts.ubc.ca/bill_c-31/ ; <https://ici.radio-canada.ca/nouvelle/1021112/pour-comprendre-la-loi-sur-les-indiens>

Commission royale sur les peuples autochtones;

<https://encyclopediecanadienne.ca/fr/article/autochtones-commission-royale-denquete-sur-les/>

Commission de vérité et réconciliation du Canada : Appels à l'action;

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_French.pdf

<https://ici.radio-canada.ca/nouvelle/1079878/200-ans-presence-catholique-ouest-pensionnats-autochtones-eglise-oblats>

The 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; <https://www.cbc.ca/news/indigenous/canada-discriminates-against-children-on-reserves-tribunal-rules-1.3419480>

Femmes autochtones disparues et assassinées; <https://ici.radio-canada.ca/sujet/enquete-nationale-femmes-filles-autochtones-tuees-disparues>

The United Nations Declaration on the Rights of Indigenous People;

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Réponse catholique à l'Appel à l'action 48 de la Commission de vérité et réconciliation;

<http://www.cccb.ca/site/images/stories/pdf/reponse%20catholique%20cvr%20-%20appel%20action%2048.pdf>

Comprendre l'esprit et l'intention des traités: <https://www.histoirecanada.ca/consulter/colonisation-et-immigration/gakina-gidagwi-igoomin-anishinaabewiyang-nous-sommes-tous-peuples-des-traites>

3) Troisième étape du processus d'enquête en histoire : Analyser et interpréter l'information recueillie

Pistes de réflexion:

- Quelles actions ont été utilisées dans le processus de vérité et de réconciliation afin de promouvoir la dignité de la personne humaine?
- Vérité et réconciliation : Où en sommes-nous maintenant?
- « Les survivants s'expriment »
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_Fr_2015_05_30a_web_o.pdf
- Comment peut-on inclure les valeurs catholiques aux appels à l'action du rapport final de la Commission de vérité et réconciliation du Canada?
- Comment est-ce que la coalition **Le Cercle Notre-Dame-de-Guadalupe** approfondit et promeut les relations avec les Autochtones?
<http://www.cccb.ca/site/frc/salle-de-presse/4641-des-organisations-catholiques-nationales-forment-une-coalition-pour-approfondir-et-promouvoir-les-relations-avec-les-autochtones-le-l-cercle-notre-dame-de-guadalupe-r>
- Lien supplémentaire: <https://ici.radio-canada.ca/espaces-autochtones>

4) Quatrième étape du processus d'enquête en histoire : Évaluer et tirer des conclusions

Pistes de réflexion:

- Les élèves répondent aux questions « où, quand, comment, pourquoi, quand, et quoi ».
- Comment est-ce que les décisions du gouvernement fédéral influencent-elles les relations actuelles?
- Comment relèves-tu le défi de la réconciliation?
- Avec qui vas-tu te réconcilier?

- Comment peut-on améliorer le dialogue entre les adolescents Autochtones et les adolescents non-Autochtones?

5) Cinquième étape du processus d'enquête en histoire : Communiquer ses résultats

- Réussir une brochure <https://fr.wikihow.com/faire-une-brochure>
- Réussir un diaporama (*PowerPoint*) - <https://www.youtube.com/watch?v=JPLF2xtgc40>
(Les étapes énumérées ci-après viennent de ce site)

Assessment Supports

Rubrique pour l'évaluation formative des activités menant à une tâche finale/sommative - En annexe

Métacognition en style « journal de bord »

Qu'as-tu appris dans ta recherche aujourd'hui qui t'as surpris?
Partage une information que tu as appris que tu pourrais dire aux autres membres de la classe.
Quelles questions continues-tu à te poser sur ton apprentissage?
Qu'est-ce qui fonctionne bien dans ton apprentissage jusqu'à maintenant? (recherche, technologie, organisation, gestion du temps...)

References:

- Catholic Perspectives in History 2016
- Pre-publication documents – Social Studies, grades 4-6, History, grade 7 and 8, Canadian History since WW1 (CHC2D AND CHC2P)
- <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>
- <http://www.eoccc-csfcs.org/index.html>

Rubrique pour l'évaluation formative des activités menant à une tâche finale/sommative

« Honorer la vérité, réconcilier pour l'avenir »

Compétences	50 – 59 % (Niveau 1)	60 – 69 % (Niveau 2)	70 – 79 % (Niveau 3)	80 – 100 % (Niveau 4)
Connaissance et compréhension – La construction du savoir propre à la discipline, soit la connaissance des éléments à l'étude et la compréhension de leur signification et de leur portée				
	L'élève:			
Connaissance des éléments à l'étude (p. ex., faits, termes, définitions).	démontre une connaissance limitée des éléments à l'étude.	démontre une connaissance partielle des éléments à l'étude.	démontre une bonne connaissance des éléments à l'étude.	démontre une connaissance approfondie des éléments à l'étude.
Habiletés de la pensée – L'utilisation d'un ensemble d'habiletés liées aux processus de la pensée critique et de la pensée créative.				
	L'élève:			
Utilisation des habiletés de planification (p. ex., choix du sujet, préparation d'une enquête, formulation de questions, collecte et organisation de données et d'information, établissement d'objectifs, orientation de la recherche).	utilise les habiletés de planification avec une efficacité limitée.	utilise les habiletés de planification avec une certaine efficacité.	utilise les habiletés de planification avec efficacité.	utilise les habiletés de planification avec beaucoup d'efficacité.
Utilisation des processus de la pensée critique et de la pensée créative (p. ex., mise en œuvre des concepts de la pensée critique propres à chaque matière, utilisation des processus d'enquête, de résolution de problèmes et de prise de décisions).	utilise les processus de la pensée critique et de la pensée créative avec une efficacité limitée.	utilise les processus de la pensée critique et de la pensée créative avec une certaine efficacité.	utilise les processus de la pensée critique et de la pensée créative avec efficacité.	utilise les processus de la pensée critique et de la pensée créative avec beaucoup d'efficacité.

Communication – La transmission des idées et de l'information selon différentes formes et divers moyens.				
	L'élève:			
Expression et organisation des idées et de l'information (<i>p. ex., expression précise, organisation logique</i>).	exprime et organise les idées et l'information avec une efficacité limitée.	exprime et organise les idées et l'information avec une certaine efficacité.	exprime et organise les idées et l'information avec efficacité.	exprime et organise les idées et l'information avec beaucoup d'efficacité.
Mise en application – L'application des éléments à l'étude et des habiletés dans des contextes familiers, leur transfert à de nouveaux contextes ainsi que l'établissement de liens.				
	L'élève:			
Établissement de liens (<i>p. ex., entre les thèmes et les enjeux à l'étude et la vie quotidienne; entre les matières à l'étude; entre les contextes du passé, du présent et du futur; dans divers contextes sociaux, culturels et environnementaux; entre des suggestions et des mesures concrètes pour aborder des enjeux</i>).	établit des liens avec une efficacité limitée.	établit des liens avec une certaine efficacité.	établit des liens avec efficacité.	établit des liens avec beaucoup d'efficacité.

6. Thème: Contributions importantes des Premières Nations, Métis et Inuits

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Students will explain/describe how some **First Nations, Métis, Inuit** individuals and/or communities contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada from 1914 to the present.
(Overall Expectation 3 in strands B, C, D, E)

Students will use the Historical Significance and Historical Perspective concepts, two of four concepts of historical thinking (Canadian and World Studies, Grade 10 Ontario Curriculum, Pages 103-105) to assess the significance of the contributions of key individuals, groups and/or organizations.

Students will use the Historical Inquiry Process (Ontario Curriculum, Pages 105-106) to formulate questions, gather and organize information, interpret and analyse their findings, evaluate and draw conclusions and communicate their findings.

Students will understand:

- How to identify the actions of a variety of First Nations, Métis, Inuit individuals and/or communities.
- How the specific contributions of a variety of First Nations, Métis, Inuit individuals and/or communities helped shape Canadian identity.
- How First Nations, Métis, Inuit individuals and/or communities can make a difference as faith-filled community builders.
- Analyse how First Nations, Métis, Inuit individuals and/or communities have interacted with non-Indigenous people and how the relationship evolved over time.

Ontario Catholic School Graduate Expectations

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE1j Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption.

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.

CGE2d Writes and speaks fluently one or both of Canada’s official languages.

CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE5e** Respects the rights, responsibilities and contributions of self and others.
- CGE6a** Relates to family members in a loving, compassionate and respectful manner.
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7i** Respects the environment and uses resources wisely.
- CGE7j** Contributes to the common good.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development – Academic and Applied

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

Specific Expectations: *Students will...*

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.9 use appropriate terminology when communicating the results of their investigations

Strand B-E: Related Concepts of Historical Thinking – Academic and Applied

Overall Expectations: *Students will...*

B3. Identity, Citizenship, and Heritage: explain (describe for applied) how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: *Continuity and Change; Historical Perspective*)

C3. Identity, Citizenship, and Heritage: explain (describe for applied) how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: *Historical Significance; Historical Perspective*)

D3. Identity, Citizenship, and Heritage: analyse (describe for applied) how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: *Historical Significance; Cause and Consequence*)

E3. Identity, Citizenship, and Heritage: analyse (describe for applied) how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: *Historical Significance; Cause and Consequence*)

Specific Expectations – Academic: Students will...

B3.1 explain how some individuals, groups, and/ or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, Fred O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman's Christian Temperance Union)

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., R. B. Bennett, Norman Bethune, Thérèse Casgrain, Moses Coady, Lionel Conacher, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Dorothy Livesay, Elsie MacGill, Francis Pegahmagabow, Tommy Prince, Sinclair Ross, Kam Len Douglas Sam, Portia May White; the Antigonish movement, the CBC, the Edmonton Grads), and assess the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, Peter Ittinuar, René Lévesque, Chief George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Cournoyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Shannen Koostachin, Gary Lipinski, Audrey McLaughlin, Josephine Mandamin, Preston Manning, Steve Powley, Judy Rebick, Jeanne Sauvé, Murray Sinclair, David Suzuki, Jean Teillet, Justin Trudeau, Sheila Watt-Cloutier; the Bloc Québécois, the Green Party, Inuit Tapiriit Kanatami, Métis Nations of Ontario, the Reform Party), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

Specific Expectations – Applied: Students will...

B3.1 describe how some individuals and organizations during this period contributed to the development of identities, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Peter Henderson Bryce, Lionel Conacher, F. O. Loft, Tom Longboat, Nellie McClung, Francis Pegahmagabow, Mary Pickford, Fred Simpson; the No. 2 Construction Battalion, the One Big Union, the Royal Canadian Mounted Police, the Woman's Christian Temperance Union)

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identities, citizenship, and/or heritage in Canada during this period (e.g., individuals: R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince;

organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board; symbols: the Bennett buggy, the Bren Gun Girl)

D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identities, citizenship, and/or heritage in Canada (e.g., individuals: Doris Anderson, George Armstrong, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Harry Daniels, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, Peter Ittinuar, René Lévesque, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Gilles Vigneault; events: the convening of the Massey Commission, the demolition of Africville, the 1972 Hockey Summit Series, the first Arctic Winter Games; symbols: the Canadian flag, the Ontario flag)

E3.1 describe ways in which some individuals and organizations have contributed to society and politics and to the development of identities, citizenship, and/or heritage in Canada since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, June Callwood, Jean Chrétien, Matthew Coon Come, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Craig Kielburger, Shannen Koostachin, Brian Mulroney, Jeanne Sauvé, Murray Sinclair, the Assembly of First Nations, Inuit Tapiriit Kanatami, the Reform Party, the Romanow Commission)

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

- In what ways did the lives and struggles of different **First Nations, Métis, Inuit** individuals and communities help shape Canada during this period? What lasting impact did they have on Canada?
- Which **First Nations, Métis, Inuit** individuals or communities made important contributions to Canadian heritage during this period? How can we measure that contribution?
- How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
- Which event or development during this period made the most significant contribution to Canadian identity? What criteria can we use to make that judgement?

Students will know, and be able to: (may be differentiated)

Students will know....

- Who are some significant **First Nations, Métis, Inuit** individuals from 1914 to present.
- The specific contributions of these individuals during the given time period.
- How the influence of these individuals had a significant impact and directly contributed to helping shape Canada as a society and changing and/or improving life for others.

Students will be able to....

- Identify what makes a person significant.
- Identify Catholic Graduate Expectations demonstrated by their topic.
- Use historical inquiry skills to formulate questions to help guide research of significant Canadians.
- Explain some key contributions of First Nations, Métis, Inuit individuals and/or communities.
- Justify, using historical inquiry skills, the contributions and impact of a given First Nations, Métis, Inuit individuals and/or communities, making specific reference to Catholic themes and anchor concepts.

Instructional Components

Lesson Materials

- Teacher internet access for links to show / demonstrate to students
- Handout: see below
- Student internet access for research
- Curriculum document

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

Catholic theme of Human Rights and Responsibilities

1915 As far as possible citizens should take an active part in public life. The manner of this participation may vary from one country or culture to another. "One must pay tribute to those nations whose systems permit the largest possible number of the citizens to take part in public life in a climate of genuine freedom."

Anchor Concept: Justice

Justice is a *moral virtue* - a habit of practicing the good. It consists in giving what is due to God and neighbour. Justice disposes one to respect the *dignity* of each individual and to protect the *common good*. Justice thus seeks to establish harmony in human relationships through distribution of goods, services and opportunities to meet the needs of every member of society. Social justice uses the leaven of the Gospel to transform social and political structures which undermine *human dignity* and the *common good*. The call to justice is at the heart of the prophets' messages to God's people. Faithfulness to their Covenant relationship with God was mirrored in justice to the poor, widows, orphans and strangers. Jesus fulfils the prophetic tradition and reminds us that our salvation involves acting justly toward the poor, sick, imprisoned, hungry, and strangers, in whom his presence is found. Catholic social teaching tells us that peace is the result of justice. In addition, there can be no justice without forgiveness. If we seek peace, we must do justice, and to do justice, we must be ready to forgive.

Anchor Concept: Common Good

Every person is created in the image and likeness of God, who is Father, Son and Holy Spirit: the perfect community. To be fully human, then, we must learn to live in community with others and seek what is called the common good. The common good can be defined as the sum total of social conditions, which allow people, either as groups or as individuals to reach their fulfillment more fully and more easily (*en français, c'est l'ensemble des conditions sociales permettant à la personne d'atteindre mieux et plus facilement son plein épanouissement*). There are many aspects to the common good, such as access to health care, education, proper housing, work, adequate food and water. The common good is a dynamic concept. As social conditions change, and moral awareness grows, the common good evolves as well. The common good consists of three essential elements:

- *respect for and promotion of **fundamental rights of the person**;*
- *prosperity, or **the development of society's spiritual and temporal goods***
- *the **peace and security** of the group and of its members.*

Everyone should be concerned about creating and supporting institutions that improve the conditions of human life. The state and every person within it are called to defend and promote the common good of civil society. The common good of the whole human family requires that all societies work together for a just world where all persons, made in the image and likeness of God are able to reach their human fulfillment.

Connection to Final Assessment Task

AVANT: En groupe classe, activer les connaissances antérieures des élèves en effectuant un remue-méninge au sujet d'un individu ou d'un groupe de personnes autochtones.

Revoir avec les élèves des individus autochtones qui ont influencé l'histoire canadienne. On peut consulter les sites web suivants avant d'amorcer la recherche :

<https://www.ictinc.ca/blog/national-aboriginal-day-21-important-indigenous-people-to-celebrate>

<https://encyclopediecanadienne.ca/fr/article/30-leaders-autochtones/>

Piste de réflexion : Qu'est-ce que ces individus ont en commun?

PENDANT: Les élèves travaillent en dyades formées selon leur niveau de préparation. Ils effectueront une recherche d'un individu qui a façonné l'histoire et l'identité autochtone. Les contributions de cet individu peuvent relever du domaine socio-économique, politique ou culturel.

L'enseignant(e) anime une discussion pour cerner les critères de réussite du travail.

- Préparer une biographie : Qui est cet individu, groupe de personnes ou communauté? Quels sont ses motivations, ses espoirs, ses motivations?
- Comment est-ce que cet individu, groupe de personnes ou communauté a influencé d'autres personnes?
- Quelles sont deux valeurs catholiques témoignées par cet individu, groupe de personnes, ou communauté?
- Comment est-ce que les actions de cet individu, groupe de personnes ou communauté promeuvent une justice sociale?
- Quelles sont les traces laissées par cet individu, groupe de personnes ou communauté?

Le billet de sortie 3-2-1: 3 nouveautés, 2 observations intéressantes, 1 question que je me pose encore.

FORMATS SUGGÉRÉS: Le travail de recherche peut être soumis sous forme d'affiche, de dépliant, d'entrevue orale, de vidéo, de ligne de temps avec illustrations, d'une présentation *PowerPoint*, de discours d'art oratoire, etc.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Pistes de réflexion :

- Est-ce que cet individu groupe de personnes ou communauté est associé à une situation de conflit et/ou de réussite? Explique ta réponse.
- Comment est-ce que cet individu, groupe de personnes ou communauté a-t-il fait preuve de courage?
- Le bien commun *est défini comme l'ensemble des conditions sociales permettant à la personne d'atteindre mieux et plus facilement son plein épanouissement*. Quelles sont les conditions sociales qui ont permis à cet individu, groupe de personnes ou communauté d'atteindre son plein épanouissement?
- Est-ce que cet individu, groupe de personnes ou communauté a donné naissance à une nouvelle force politique, sociale ou culturelle? Explique ta réponse.
- Quels sont les éléments qui font que votre vie et celle de cet individu, groupe de personnes ou communauté soit semblable ou différente?

- Comment est-ce que les énoncés suivants s'appliquent-ils à cet individu, groupe de personnes ou communauté?

« Commence par faire le nécessaire, puis fais ce qu'il est possible de faire et tu réaliseras l'impossible sans t'en apercevoir. » **Saint François d'Assise.**

« Le véritable enseignement n'est point de te parler mais de te conduire. » **Saint-Exupéry**

Quelques liens de recherche:

(1914-1929) Voici un lien portant sur **Francis Pegahmagabow**

<https://www.cbc.ca/2017/canadathestoryofus/the-deadliest-sniper-of-wwi-was-francis-pegahmagabow-an-ojibwa-soldier-1.4083644>

Le lien suivant parle de **Francis Pegahmagabow, F.O. Loft et la création de League of Indians**, ainsi que le traitement des Autochtones à la suite de la première guerre mondiale

<https://www.thecanadianencyclopedia.ca/en/article/indigenous-peoples-and-the-world-wars/>

(1929-1945)

Le lien suivant offre de l'information sur **Tommy Prince**.

<https://encyclopediecanadienne.ca/fr/article/tommy-prince/>

Le lien suivant offre des informations sur les contributions des Autochtones durant les 2 premières guerres mondiales.

<https://www.cbc.ca/news/indigenous/first-nations-contributions-to-ww-i-and-ww-ii-lest-we-forget-1.2830332>

(1945-1982)

Le lien suivant mène à des informations sur **Chief George Manuel** et le National Indian Brotherhood, maintenant Assembly of First Nations ou Assemblée des premières nations.

<https://www.thecanadianencyclopedia.ca/en/article/george-manuel/>

Le lien suivant porte sur **Peter Ittinuar**, le premier membre Inuk du Parlement canadien.

<https://www.thecanadianencyclopedia.ca/en/article/peter-ittinuar/>

Le lien suivant porte sur **l'Assemblée des premières nations**.

<https://www.thecanadianencyclopedia.ca/fr/article/assemblee-des-premieres-nations/>

(1982-présent) Plusieurs individus qui ont laissé un impact important :

Tony Belcourt - <http://www.metisnation.org/news-media/news/tony-belcourt-invested-as-an-officer-of-the-order-of-canada/>

Cindy Blackstock - <https://www.mcgill.ca/socialwork/people-0/faculty/cindy-blackstock>

Shannen Koostachin - <https://fncaringsociety.com/shannens-dream>

<https://fncaringsociety.com/about-shannen-koostachin>

Gary Lipinski – <http://www.metisnation.org/news-media/news/mno-president-announces-retirement/>

http://www.chroniclejournal.com/opinion/columns/reconciliation-with-the-m-tis/article_12aa82ae-9f90-11e5-8a8b-0f5837731589.html

Josephine Mandamin - <http://indigenusrising.org/josephine-mandamin/>

Steve Powley - <http://www.metisnation.org/harvesting/the-powley-story/>

<http://www.learnmichif.com/culture/the-powley-case>

Murray Sinclair - <https://www.thecanadianencyclopedia.ca/en/article/murray-sinclair/>
<http://www.trc.ca/websites/trcinstitution/index.php?p=5>

Jean Teillet - <http://www.pstlaw.ca/jean-teillet.html>
<https://www.cbc.ca/news/indigenous/legal-warriors-five-indigenous-lawyers-1.3371819>

Inuit Tapiriit Kanatami - <https://www.itk.ca/>
<https://www.thecanadianencyclopedia.ca/en/article/inuit-tapiriit-kanatami-itk/>

Métis Nations of Ontario - <http://www.metisnation.org/>

Revoir ensemble comment bien réussir une brochure (<https://fr.wikihow.com/faire-une-brochure>)

Revoir ensemble comment bien réussir un diaporama (PowerPoint) -
<https://www.youtube.com/watch?v=JPLF2xtgc40>

APRÈS : Métacognition en style « journal de bord »

Qu'as-tu appris dans ta recherche aujourd'hui qui t'as surpris?
Partage une information que tu as apprise que tu pourrais dire aux autres membres de la classe.
Quelles questions continues-tu à te poser sur ton apprentissage?
Qu'est-ce qui fonctionne bien dans ton apprentissage jusqu'à maintenant? (recherche, technologie, organisation, gestion du temps...)

Assessment Supports

Rubrique pour l'évaluation formative des activités menant à une tâche finale/sommative - Contributions importantes des Premières Nations, Métis et Inuits - en annexe

« Principes de l'enseignement social de l'Église Catholique » (Catholic Themes)

David Bouchard, auteur et conférencier Métis; <https://www.youtube.com/watch?v=0fi8a-VSFjU>

Le magazine francophone des Premières Nations du Canada; <https://premieresnations.ca/>

References:

Internet

Catholic Perspectives in History 2016

Pre-publication documents – Social Studies, grades 4-6, History, grade 7 and 8

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf>

<http://www.eoccc-csfcs.org/index.html>

Rubrique pour l'évaluation formative des activités menant à une tâche finale/sommative
Contributions importantes des Premières Nations, Métis et Inuits

Compétences	50 – 59 % (Niveau 1)	60 – 69 % (Niveau 2)	70 – 79 % (Niveau 3)	80 – 100 % (Niveau 4)
Connaissance et compréhension – La construction du savoir propre à la discipline, soit la connaissance des éléments à l'étude et la compréhension de leur signification et de leur portée				
	L'élève:			
Connaissance des éléments à l'étude (p. ex., faits, termes, définitions).	Démontre une connaissance limitée des éléments à l'étude.	Démontre une connaissance partielle des éléments à l'étude.	Démontre une bonne connaissance des éléments à l'étude.	Démontre une connaissance approfondie des éléments à l'étude.
Habiletés de la pensée – L'utilisation d'un ensemble d'habiletés liées aux processus de la pensée critique et de la pensée créative.				
	L'élève:			
Utilisation des habiletés de planification (p. ex., choix du sujet, préparation d'une enquête, formulation de questions, collecte et organisation de données et d'information, établissement d'objectifs, orientation de la recherche).	Utilise les habiletés de planification avec une efficacité limitée.	Utilise les habiletés de planification avec une certaine efficacité.	Utilise les habiletés de planification avec efficacité.	Utilise les habiletés de planification avec beaucoup d'efficacité.
Utilisation des processus de la pensée critique et de la pensée créative (p. ex., mise en œuvre des concepts de la pensée critique propres à chaque matière, utilisation des processus d'enquête, de résolution de problèmes et de prise de décisions).	Utilise les processus de la pensée critique et de la pensée créative avec une efficacité limitée.	Utilise les processus de la pensée critique et de la pensée créative avec une certaine efficacité.	Utilise les processus de la pensée critique et de la pensée créative avec efficacité.	Utilise les processus de la pensée critique et de la pensée créative avec beaucoup d'efficacité.
Communication – La transmission des idées et de l'information selon différentes formes et divers moyens.				
	L'élève:			
Expression et organisation des idées et de l'information (p. ex., expression précise, organisation logique).	Exprime et organise les idées et l'information avec une efficacité limitée.	Exprime et organise les idées et l'information avec une certaine efficacité.	Exprime et organise les idées et l'information avec efficacité.	Exprime et organise les idées et l'information avec beaucoup d'efficacité.
Mise en application – L'application des éléments à l'étude et des habiletés dans des contextes familiers, leur transfert à de nouveaux contextes ainsi que l'établissement de liens.				
	L'élève:			
Établissement de liens (p. ex., entre les thèmes et les enjeux à l'étude et la vie quotidienne; entre les matières à l'étude; entre les contextes du passé, du présent et du futur; dans divers contextes sociaux, culturels et environnementaux; entre des suggestions et des mesures concrètes pour aborder des enjeux).	Établit des liens avec une efficacité limitée.	Établit des liens avec une certaine efficacité.	Établit des liens avec efficacité.	Établit des liens avec beaucoup d'efficacité.

7. Theme: Significant Canadians

Overview - What are my students expected to learn? What will my students understand? (*for all students, not differentiated*)

Critical Learning / Big Ideas:

Students will explain/describe how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada from 1914 to the present.

(Overall Expectation 3 in strands B, C, D, E)

Students will use at least two of four concepts of historical thinking (Historical Significance and Historical Perspective, Ontario Curriculum, Pages 103-105) to assess the significance of the contributions of key individuals, groups and/or organizations, taking into account and making direct reference to Catholic anchor concepts such as common good, community, human dignity, justice and stewardship and Catholic themes such as Community and the Common Good.

Students will use the Historical Inquiry Process (Ontario Curriculum, Pages 105-106) to formulate questions, gather and organize information, interpret and analyse their findings, evaluate and draw conclusions and communicate their findings.

Students will understand:

- how the specific contributions of a variety of Canadian people, groups and organizations helped shape Canadian identity.
- that perspective is variable and the contributions of an individual or group might be interpreted as positive or negative, depending on the views, experiences, bias of the audience or individual.

Ontario Catholic School Graduate Expectations

- CGE2a** Listens actively and critically to understand and learn in light of gospel values;
- CGE2b** Reads, understands and uses written materials effectively;
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others;
- CGE3a** Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems;
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE5g** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE7d** Promotes the sacredness of life;
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society;

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyze how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E3. Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations: *Students will...*

B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Conacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, One Big Union, the Royal Canadian Mounted Police, the Woman's Christian Temperance Union)

B3.2 identify some significant developments in the rights and lives of women in Canada during this period (e.g., women's contribution to the war effort, women's suffrage, access to employment, changing social mores in the 1920s, the participation of women in sports), and describe the impact of these developments on Canadian citizenship and/or heritage

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period (e.g., individuals: R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince; organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board)

D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., individuals: Doris Anderson, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, René Lévesque, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Gilles Vigneault)

E3.1 describe ways in which some individuals and organizations have contributed to society and politics and to the development of identity, citizenship, and/or heritage in Canada since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Lucien Bouchard, June Callwood, Jean Chrétien, Matthew Coon Come, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Craig Kielburger, Brian Mulroney, Jeanne Sauvé, the Assembly of First Nations, the Reform Party, the Romanow Commission)

E3.2 describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., Susan Aglukark, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Sidney Crosby, Celine Dion, Drake, Michael J. Fox, Nelly Furtado, Karen Kain, Wab Kinew, K'naan, Avril Lavigne, Rick Mercer, Michael Ondaatje, Shania Twain, Hayley Wickenheiser; Arcade Fire, the NHL, Nickelback; the Calgary Stampede, Caribana [Caribbean Carnival], the Calgary and Vancouver Olympics, Cirque du Soleil), and explain their significance for cultural identity, including multiculturalism, in Canada

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

- How do we know that someone is significant?
- What criteria can we use to assess/judge significant contributions to Canadian society and identity?
- In what ways did individuals or groups experience struggles/conflict in pursuing their goals?

Students will know, and be able to: (may be differentiated)

Students will know....

- who are some of the most significant Canadian individuals and groups from 1914 to present.
- the specific contributions these individuals and groups during the given time period.
- that the contributions of these individuals and groups had a significant impact and directly contributed to helping shape Canada as a society and changing and/or improving life for others.

Students will be able to....

- identify what makes a person significant.
- identify Catholic values (connections to themes, anchor concepts) demonstrated by their topic.
- use historical inquiry skills to formulate questions to help guide research of significant Canadians.
- explain some key contributions of significant Canadians.
- justify, using historical inquiry skills, the contributions and impact of a given Canadian individual or group, making specific reference to Catholic themes and anchor concepts.

Instructional Components

- | | |
|-------------------------|---|
| Lesson Materials | <ul style="list-style-type: none">• Teacher internet access for links to show / demonstrate to students• Handout: see below• Student internet access for research |
|-------------------------|---|

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

- Community and the Common Good
(<http://www.eoccc-csfcs.org/themes/commongood.html>)

Anchor Concepts:

- Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)
- Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
- Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes

http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf

Connection to Final Assessment Task

Selecting “The Greatest Canadian”

Minds on! Introduce students to the idea of CBC reader poll “Greatest Canadian”:

From CBC.ca: “In early 2004, CBC Television put out a call to all people in Canada to nominate their greatest Canadian. Months later the top ten finalists were revealed. Canadians from coast to coast were asked to vote for their greatest Canadian. After weeks of debates and passionate arguments by advocates for the 10 finalists, Canadians chose Tommy Douglas, known as the father of Medicare as The Greatest Canadian of all time.”

<http://www.cbc.ca/archives/entry/and-the-greatest-canadian-of-all-time-is>

Have students use class lessons/discussion and research to pick and justify their choice for greatest Canadian based on criteria discussed in class:

Must address historical significance - how they are significant to Canadian history and identity, looking at the idea of impact (who was impacted, how many were impacted, how far reaching is the impact, and how did this impact result in a change or effect on Canadian identity and heritage).

Must have connections to Catholic Anchor Concepts and CGE’s, explicitly referenced - choosing at least 2 anchor concepts and 2 Catholic Graduate Expectations that this person embodies and explaining how the given individual displays these traits/values.

For example, how might your ‘Greatest Canadian’ be a good shepherd?

I Am the Good Shepherd

Jesus said to the Pharisees, "I am the good shepherd. The good shepherd lays down his life for the sheep. The hired hand, who is not the shepherd and does not own the sheep, sees the wolf coming and leaves the sheep and runs away- and the wolf snatches them and scatters them. The hired hand runs away because a hired hand does not care for the sheep. "I am the good shepherd. I know my own and my own know me, just as the Father knows me and I know the Father. And I lay down my life for my sheep. I have other sheep that do not belong to this fold. I must bring them also, and they will listen to my voice. So, there will be one flock, one shepherd. "For this reason, the Father loves me, because I lay down my life in order to take it up again. No one takes it from me, but I lay it down of my own accord. I have power to lay it down, and I have power to take it up again. I have received this command from my Father."

John 10: 11-18

Final project format:

Students will choose a format that suits their purpose and learning style to represent their learning and conclusions. Options for the format of the final task include: research paper, poster board, videos, social media site, website, mock interview, news report, talk show, oral presentation, debate, Prezi/Google slides/PowerPoint, scrapbook, diary/journal, time capsule, children’s story book, speech, debate or other (as approved by the teacher).

(Final task assignment sheet for students and rubric available in next section).

Key Criteria: do the key criteria align with the overall expectations and the achievement chart categories?

The key criteria of this task are:

- Understanding the contributions of Canadians
- Assessing historical significance
- Making judgments based on evidence
- Communicating informed ideas/conclusions

These criteria align with the Overall Expectations:

- **A1:** Historical Inquiry: use the historical inquiry process and the concept of historical thinking when investigating aspects of Canadian history since 1914.
- **B3:** Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identity, citizenship, and/or heritage in Canada between 1914 and 1929.
- **C3:** Identity, Citizenship, and Heritage: describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945.
- **D3:** Identity, Citizenship, and Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982.
- **E3:** Identity, Citizenship, and Heritage: describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present.

**** Please note that these are the Applied level (CHC2P) expectations. The Academic level (CHC2D) expectations ask students in strands D/E to “analyze” rather than “describe”. ****

These criteria align with the achievement chart (Ontario Curriculum, pages 36-37) as students will be asked to show:

Knowledge:

- Knowledge and understanding of content

Thinking:

- Use of planning skills (such as formulating questions and gathering evidence)
- Use of processing skills (such as interpreting and analyzing)
- Use of critical thinking skills (such as decision making)

Communication:

- Expressing and organization ideas and information with proper use of conventions

Application:

- Application of knowledge and skills (using historical inquiry process).
- Making connections (such as Catholic concepts to history)

Enabling and/or Other Evidence

Assessment *for* and *as* learning opportunities through informal class discussion, exit cards and formative quizzes.

- There is a formal opportunity for a formative assessment task (a biography activity) embedded later in these plans. It includes a sheet for both student self-reflection/assessment and teacher feedback.
- Student will self-assess their final task (The Greatest Canadian), prior to submission to the teacher for assessment, using the following criteria on a checklist (see appendix for student handout).
 - Did I choose a Canadian from the list provided?
 - Did I provide some key (short) biographical information about my chosen Canadian?
 - Did I accurately and thoroughly explain what this Canadian did that contributed to Canada (2-3 contributions)?
 - Did I explain the impact this Canadian had on Canadian society and identity and clearly link this impact as a result of his/her contributions?
 - Did I choose at least 2 Catholic anchor concepts or Catholic themes and at least 2 Catholic Graduate Expectations that I feel this person embodies and clearly explain the link? (i.e., how this person's life and actions demonstrate these Catholic values?)
 - Did I include my own opinion with justification about why this Canadian can be considered one of the most significant in history?
 - Did I choose a format for my project that fits my topic and includes all requirements?
 - Did I organize my project in a way that is logical and clear to the reader?
 - Did I proofread my texts for spelling/grammar errors? If applicable, did I ensure that my visual representation accurately depicts the criteria above in a clear and thorough manner and that I can, orally or in writing, explain the visual representation meaning if my teacher or audience needs clarification?

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Historical Thinking - Understanding and assessing historical significance:

The goal of this series of lessons is for students to learn about some of the key contributions of significant Canadians. Furthermore, it will provide students an opportunity to identify what makes a person significant- a basic set of general criteria that students can use to help guide their thinking about historical significance. In doing so, students will use historical inquiry skills to formulate questions to help guide research of significant Canadians and justify, using historical inquiry skills, the contributions and impact of a given Canadian individual or group, making specific reference to Catholic themes and anchor concepts.

This lesson could fit at the very start of the course, during the introduction to the first strand to set the stage for understanding key figures or it could fit at the end of a unit of study (after key figures have been mentioned and maybe discussed in some depth). Only minor adaptations would be required. It could also work at the very end of the course to look back and prepare for a portion of a summative task for the course.

1. HOOK:

Depending on the breakdown of the class, student needs, etc. this activity can be done in multiple ways. Consider a think-pair-share in which students come up with their own answers, then share with a partner and then partners share aloud some ideas with the whole class. The teacher can catalogue the various responses using the SmartBoard (Notebook or a Google Doc) or a piece of chart paper.

Co-constructing criteria student prompts:

- How do you know someone is important?
- How does someone's name get in a history textbook?
- Who decides who is important?
- Who are some important people you know?
- Why do you say that they are important?
- How might they embody Catholic values (themes, anchor concepts)?

2. WHAT is historical significance?

(Teacher led - try to make connections back to answers given by students themselves from hook activity.)

This can be in the form of Google slides, Smart notebook, or chart paper.

How do we know someone/some event is historically significant?

By....

Impact

- **How** were people affected by this person/event?

Quantity

- How **many** people were affected by this person/event?

Longevity

- How **far reaching** was this person's/events contributions/impact?
 - Do we remember them/this event and talk about them/it years later?
 - Has our perspective of them/this event changed over the years? Why or why not?

3. WHO is important/historically significant?

This will vary depending on where you use this lesson in your course of study.

Depending on strand/unit, list of key people or organizations will differ.

If students have yet to start the unit, you could encourage students to use their textbook or devices to look up key Canadians/groups and one key fact about each person/group. If students have already

studied the unit, you could ask them to try to remember the names of key people/groups studied and one contribution that he/she/they made. Ask them to not only consider what contributions these

individuals/groups did that were important but also how Canada or life for Canadians would have been different if **not** for their actions and contributions.

Once you have a working list of individuals (provided below is a starting point list - not exhaustive by any means), make specific reference to Catholics and/or Christian organizations (in *italics*).

Key Individuals and Groups:

Strand B (1914-1929):

Billy Bishop, J. Armand Bombardier, Robert Borden, *Henri Bourassa*, Arthur Currie, Fredrick Banting, Agnes MacPhail, Lionel Conacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, J.S. Woodsworth, One Big Union, the Royal Canadian Mounted Police, *the Woman's Christian Temperance Union*.

Strand C (1929-1945)

R. B. Bennett, Norman Bethune, Emily Carr, *the Dionne quintuplets*, *Maurice Duplessis*, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince; organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board;

Strand D (1945-1982)

Doris Anderson, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, *René Lévesque*, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, *Pierre Trudeau*, *Marshall McLellan*, Gilles Vigneault, *Louis St. Laurent*

Strand E (1982- Present)

Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, *Lucien Bouchard*, June Callwood, *Jean Chrétien*, Matthew Coon Come, *Romeo Dallaire*, Phil Fontaine, *Stephen Harper*, *Michaëlle Jean*, Craig Kielburger, *Brian Mulroney*, *Jeanne Sauv  *, *Joe Clark*, *John Turner*, the Assembly of First Nations, the Reform Party, the Romanow Commission

4. Catholic Anchor concepts, Catholic themes, and Catholic Graduate Expectations:

Provide students with a copy of the Catholic Anchor Concepts, Catholic themes and Catholic Graduate Expectations (paper or projected).

- Discuss the Anchor Concepts and Catholic themes using the information/descriptions from CSFCS:
<http://www.eoccc-csfcs.org/concepts/concepts.html>
<http://www.eoccc-csfcs.org/themes/themes.html>
[Anchor Concepts in Relation to Catholic Themes](#)
- Students (or groups) could each be assigned one concept or theme and create one poster to display in their classroom to show a simplified version of what these concepts mean so they can use them as quick references when working.
- Discuss the meaning of these concepts and use CSFCS website to discuss that there are related CGE's for each concept (each concept has a PDF that includes related CGEs).

- Discuss whether people who are not Catholic can demonstrate these traits/concepts. ** This provides the opportunity to discuss that many of these traits are not exclusive to practicing Catholics and many of the significant Canadians in history embodied Catholic values. (Possible *extension activity* below).

Ex: Can they think of someone in history (from the list, as a starting point) who - “creates, adapts, evaluates new ideas in light of the common good” (CGE3b) or “develops one’s God-given potential and makes a meaningful contribution to society” (CGE5c).

Examples of key figures who embody multiple CGEs and worked towards Catholic Anchor Concepts (justice, stewardship, human dignity, etc.) but are/were not Catholic might include Famous 5, Terry Fox, Tommy Douglas, Lester B. Pearson, David Suzuki, Romeo Dallaire, Assembly of First Nations, etc.

- For this part, as an *extension activity*, you could ask students to volunteer the names of famous Canadians and try to match as many anchor concepts (and one specific reason to justify their choice of concept) to the people as possible. This could be done with partners, as a whole class activity or by dividing the class in two groups. Ideally, the teacher would provide concepts and Canadian names on pieces of cut paper to students/groups for them to physically match together.

5. WHAT is historical inquiry?

The inquiry process consists of five main components, per the Ontario Curriculum (page 26):

- Formulating questions
- Gathering and organization information, evidence and/or data
- Interpreting and analysing information, evidence and/or data
- Evaluating information, evidence and/or data and drawing conclusions
- Communicating findings and/or plans of action

Together with students, co-construct criteria/examples for each of these components. This could be done in small groups and shared with the class or as a whole class activity, using any medium (chart paper, Smartboard, Google documents, etc.).

(Below are the main ideas that should be clear to students at the end of the class discussion/lesson).

1. Formulating questions:
 - a. How do we formulate questions?
 - i. Creating questions for which they need answers.
 - b. Are there different types of questions?
 - ii. Questions might be factual (Who was involved in World War Two?), comparative (How did the Great Depression impact people in the Prairies differently than those in Ontario?) or causal (What were the causes of the First World War?).
 - c. Discuss how good questions covering all these of these types makes for well-rounded research and information.
2. Gathering and Organizing Information:
 - a. How to find information and what to do with it?
 - i. Discussion about primary versus secondary sources

- ii. Discussing source reliability (Wikipedia versus Historica)
 - iii. Discussing using questions to guide research
 - iv. Discussing web tools which can help.
3. Interpreting and Analysing Information and Draw Conclusions
- a. What is bias? How do we overcome bias?
 - i. Consulting several sources; looking to see if there are different sources which offer different points of view.
 - ii. How do we interpret/analyse information?
 - 1) Using concepts maps/Venn diagrams, etc.
 - 2) Ask questions - is this important? Why is this important? How do we know this is important? Did this cause something to happen? Was this the consequence of something that happened? What has the impact been?
 - 3) Draw conclusions - how do you answer these questions? What does this mean?
4. Communicate Findings:
- a. What are some ways we can communicate findings?
 - i. Research paper, poster board, videos, social media/website, slideshow interview, news report, talk show, oral presentation, debate, scrapbook, diary/journal, time capsule, children's story book, speech, debate.
 - b. Does the format and style matter? How do we choose an appropriate form/style?

7. Assessment for and as Learning Activity

Students will create a biography of a significant Canadian using historical inquiry process.

Students will each choose one historical figure from the list provided by the teacher (varied depending on unit of study - see list above for suggestions).

They will create 3-5 questions (can be accommodated based on student need/level of proficiency) they want answered about this particular Canadian. These questions must be varied, and cannot all be fact based.

Students will use the internet and school textbook to research their questions.

Using this research, they find, they will put it together to answer their questions in a way that shows a good understanding of their person.

Also using this research, students will draw conclusions/make interpretations as to which one anchor concept or one catholic theme and which one CGE best represents their Canadian and explain why.

Once the ideas are organized, students will communicate findings using the chart/sheet provided in the next few pages.

This will serve as an assessment for and as learning, for teachers to gauge how well students have grasped the historical inquiry process and allow them to provide descriptive feedback to students to help improve each student's capacity in these areas for the final task (summative).

Along with teacher feedback, students will write a brief reflection about what they think they did well and one area for improvement.

8. Final Task (Summative)

These series of lesson should prepare students to grapple with the final task - choosing **one** Canadian who, in their individual opinions, they deem to be Canada's greatest. This task would likely be completed after several units of study have been taught (or most easily, as a part of the summative

course task) so that students have a truly well-rounded list of Canadians to choose from. While some of the Canadians will have been taught in class lessons, and many will have been mentioned or briefly researched during the formative assessment activity from this series of lessons, some on the list will require more research for the students to gather sufficient information. You could encourage students to briefly research basic facts about at least 3 significant people not listed in your list of suggestions before having them choose a final “Greatest Canadian” to research and complete their project about.

There is more information about the summative task earlier in these plans. There are also the required handouts, the assignment sheet for students, the rubric and the student self-assessment checklist, on the following pages.

Assessment Supports

Final Task:

“The Greatest Canadian” Assignment



“CBC Television put out a call to all people in Canada to nominate their greatest Canadian. Months later the top ten finalists were revealed. Canadians from coast to coast were asked to vote for their greatest Canadian. After weeks of debates and passionate arguments by advocates for the 10 finalists, Canadians chose Tommy Douglas... as The Greatest Canadian of all time.”

Source: <http://www.cbc.ca/archives/entry/and-the-greatest-canadian-of-all-time-is>

It is now YOUR turn to have your say! Who do YOU think is “The Greatest Canadian” of all time? You will use class lessons/discussion and do some research to pick and justify your choice!

Requirements:

Your project must include:

1. **A brief biography of your chosen Canadian**
2. **Significant contributions (3) of your chosen Canadian**
3. **Historical Significance of your chosen Canadian** - how they are significant to Canadian history and identity, looking at the idea of impact (who was impacted, how many were impacted, how far reaching is the impact, and how did this impact result in a change or effect on Canadian identity and heritage).
4. **Connections to Catholic Anchor Concepts, Catholic Themes and CGE's, explicitly referenced** - choosing at least 2 anchor concepts or catholic themes and 2 CGE's that this person embodies and explaining how they represent these Catholic values, even if he/she is not Catholic.
5. **Your opinion and justification as to why this Canadian is Canada's greatest!**

Format:

You will choose a format that fits your purpose and learning style to represent your learning and conclusions. Options for the format of the final task include: research paper, poster board, videos, social media site, website, mock interview, news report, talk show, oral presentation, debate, Prezi/Google slides/PowerPoint, scrapbook, diary/journal, time capsule, children's story book, speech, debate or other (as approved by the teacher). You must include a work cited page.

“The Greatest Canadian” Final Task Rubric

How does your “Greatest Canadian” contribute to the identity/citizenship and heritage of Canada?

	Level 1	Level 2	Level 3	Level 4
Knowledge: Student demonstrates knowledge of the Canadian and his/her contributions/actions.	Student make an attempt to demonstrate knowledge of chosen Canadian's background and contributions.	Student demonstrates some knowledge of the chosen Canadian's background and contributions, including some information and detail.	Student demonstrates a good knowledge of the chosen Canadian's background and contributions, including a short, developed biography and several, detailed contributions of this Canadian.	Student demonstrates a thorough knowledge of the chosen Canadian's background and contributions, including a short, well-developed biography and multiple, well-detailed contributions of this Canadian.
Thinking: Student analyses the impact of their chosen Canadian. Student selects and interprets research and provides appropriate examples to support and justify his/her choice of Greatest Canadian.	Student attempt to use some information from research to analyse the impact this Canadian had on society. Student uses few appropriate examples to prove his/her argument or help explain point of view.	Student uses research to analyse contributions and make judgments with some effectiveness about this Canadian's impact on society. Student uses some appropriate examples to prove his/her argument or	Student effectively uses research to analyse the importance of this Canadian's contributions and make judgments about the impact of these on Canadian society and identity. Student uses many appropriate examples to	Student effectively uses research to thoughtfully and critically analyse the importance of this Canadian's contributions and make well justified judgments about the impact of these on Canadian society and identity. Student uses an abundant amount of appropriate examples to prove his/her argument or help explain point of view.

		help explain point of view.	prove his/her argument or help explain point of view.	
<p>Application:</p> <p>Student makes clear and thoughtful connections between this Canadian and the Catholic anchor concepts/themes/Catholic Graduate Expectations.</p> <p>Student applies inquiry skills in the development of this assignment i.e. use of notes/ textbook, developing an argument, drawing conclusions.</p>	<p>Student attempts to make some connections to Catholic values but connections are not clear or lacking explanation.</p> <p>Student's use of historical skills requires more precision and development. (Lacking sufficient research, organization ...)</p>	<p>Student makes some successful connections to Catholic values. More depth and/or clarity needed.</p> <p>Student's use of historical skills is somewhat successful. (Some evidence of research, organizing material...).</p>	<p>Student makes several successful connections to Catholic values with good clarity and detail.</p> <p>Student's use of historical skills is well developed. (Effective research, organizing material...).</p>	<p>Student makes multiple clear, insightful and fully detailed connections to Catholic values.</p> <p>Student's use of historical skills is highly effective and developed. (Thorough and insightful use of research, organizing material...).</p>
<p>Communication:</p> <p>Student uses an organized format suitable to the task and communicates ideas clearly. (CGE2b, CGE2c)</p>	<p>The project is lacking in organization and effective communication of ideas.</p>	<p>There is some organization and effective communication in student work.</p>	<p>Assignment demonstrates good organization of ideas and effective communication skills.</p>	<p>There is thorough organization of ideas presented and highly effective communication in student work.</p>

The Greatest Canadian (Final Task)

Student Self-Assessment Checklist

Criteria	Yes	Somewhat <i>More needed or minor fixes needed</i>	No <i>Missing or some significant fixes needed</i>
Did I choose a Canadian from the list provided?			
Did I provide some key (short) biographical information about my chosen Canadian?			
Did I accurately and thoroughly explain what this Canadian did that contributed to Canada (2-3 contributions explained)?			
Did I explain the impact this Canadian had on society and identity and clearly link this impact as a result of his/her contributions?			
Did I choose at least 2 Catholic anchor concepts and at least 2 Catholic Graduate Expectations that I feel this person embodies and clearly explain the link? (i.e.: how this person's life/actions demonstrate these Catholic values?)			
Did I include my own opinion with justification for why this Canadian is the most significant in history?			
Did I choose a format for my project that fits my topic and includes all components above?			
Did I organize my project in a way that is logical and clear to the reader?			
Did I proofread my texts for spelling and/or grammar errors?			
If applicable, did I ensure that my visual representation accurately depicts the criteria above in a clear and thorough manner and that I can, orally or in writing, explain the visual representation meaning if my audience needs clarification?			

Significant Canadians: Biography Activity



Name: _____

Date of Birth: _____

Job/Role: _____

Date of Death: _____

Contributions to Canadian history and identity:

1.

2.

3.

4.

5.

Impact of contributions (link to Catholic anchor concept/theme//CGE):

**Significant Canadian Biography Activity
Assessment for and as Learning (Formative) Feedback**

Student Self Reflection:

Two things that I think I did well on this biography activity are:

1. _____

2. _____

One thing that I think I could improve on next time is:

1. _____

Teacher Feedback:

Two concepts/areas you really mastered were:

1. _____

2. _____

One concept/area that you can work on improving next time to make your work even better is:

3. _____

References

"And the Greatest Canadian Of All Time Is... - CBC Archives". *Cbc.ca*. N.p., 2016. Web. 6 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

"Ontario Catholic School Graduation Expectations (OCSGE) - Institute for Catholic Education". *Institute for Catholic Education*. N.p., 2016. Web. 6 July 2016.

"The Ontario Curriculum - Canadian And World Studies". *Ministry of Education*. Ontario Ministry of Education, 2013. Web. 2 July 2016.

*Images for final task assignment sheet used per creative commons license via Wikipedia. *

8. Theme: Reflection on discrimination and mistreatment of minorities

Overview – What are my students expected to learn? What will my students understand? *(for all students, not differentiated)*

Critical Learning / Big Ideas:

Students will learn about the treatment of ethnocultural minority groups over the course of Canadian history (from 1914-present) and examine the impact of discrimination and unjust policies on the various groups and how this goes against Catholic values.

Students will use at least three of four concepts of historical thinking (Historical Significance, Cause and Consequence, and Historical Perspective, Ontario Curriculum, Pages 103-105) to examine the experiences, treatment and consequences of injustice faced by ethnocultural minorities, taking into account and making direct reference to Catholic anchor concepts such as common good, conflict, community, human dignity, justice, solidarity, stewardship.

Students will understand:

- the significant events, developments, and/or issues that affected ethnocultural minorities in Canada.
- the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world
- the complexity of causes and consequences and that causes are often the result of multiple factors and can have many consequences, both intended and unintended.

Ontario Catholic School Graduate Expectations

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b Reads, understands and uses written materials effectively;

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others;

CGE3b Creates, adapts, evaluates new ideas in light of the common good;

CGE3c Thinks reflectively and creatively to evaluate situations and solve problems;

CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h Exercises the rights and responsibilities of Canadian citizenship;

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: Students will...

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations: Students will...

B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, residential schools, restrictions imposed by the Indian Act or the Chinese Immigration Act of 1923, groups helping new immigrants), and explain their impact.

C3.3 explain the significance of the Holocaust for Canada and Canadians (e.g., with reference to anti-Semitism in Canada in the 1930s and 1940s, Canada's reaction to anti-Jewish persecution in Nazi Germany, the role of Canadians in liberating Nazi concentration and death camps, postwar refugee policy and attitudes towards survivors, the evolution of human rights and anti-hate crime legislation).

D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period (e.g., forced relocation of some Inuit communities; the recognition in the constitution of existing Aboriginal and treaty rights; the continuing operation of residential schools; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger commission; the Calder case; the James Bay project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council), and assess the impact of these developments on identity, citizenship, and/or heritage in Canada

E2.2 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 (e.g., Bill C-31 [1985]; the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia [1997]; the Nisga'a Final Agreement [1988]; the creation of Nunavut; R v. Powley [2003]; the McIvor decision; the Truth and Reconciliation Commission of Canada; the Idle No More movement; Justice Phelan's 2013 ruling on the Constitution Act, 1867), and explain some changes that resulted. (Academic curriculum- E 2.3: analyse them from various perspectives.)

E3.3/3.4 describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (e.g., apologies for the Chinese Head Tax, the internment of Japanese Canadians, and/or residential schools; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; plans to build a human rights museum and/or a memorial to Africville; Black History or Aboriginal History Month), and explain the significance of these commemorations for identity and/or heritage in Canada.

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

- who are the groups of ethnocultural minorities that we learn about in Canadian history?
- what were their unique and common experiences during the course of history/time period studied?
- what attitudes were reflected in the treatment of ethnocultural minorities? How do these beliefs align or conflict with Catholic values?
- what do these experiences teach us about Canada during these years?

Students will know, and be able to: *(may be differentiated)*

Students will know....

- the experiences of various ethnocultural minority groups in Canada during various time periods in history and ways in which their experiences were both positive and also negative.
- the Canadian response to human rights abuses in Canada and across the world.

Students will be able to....

- analyse the impact of an event or experience on a group of people.
- examine the treatment of ethnocultural minority groups in light of Gospel values and Catholic teaching.
- explain how perspective, including individual beliefs and values and social and cultural norms, impacts perception of events.

Instructional Components

Lesson Materials

- Teacher internet access for links to show / demonstrate to students
- Handout: see below
- Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)
Human Rights and Responsibilities
(<http://www.eoccc-csfcs.org/themes/humanrights.html>)

Anchor Concepts:

Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)
Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)
Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Written Assignment:

Students will write a letter at the end of this lesson. They are free to choose from whose perspective the letter will be written (historical or present) and to whom the letter is written (family member, government official, survivor). The letter must show an understanding of the treatment (positive and/or negative) of a minority group, the impact of an event or experience on a group of people. It must also make reference to the values/beliefs of Canadians at the time, how these beliefs align or conflict with Catholic values. Finally, the letter will explain if and how Canadian values and attitudes changed since the time period studied. Students will form an opinion as to whether this change been positive or negative and will identify two Catholic values that are present or lacking in this experience. (Assignment can be differentiated to be oral rather than written).

For example, how might the following passages be applicable to the changing values and attitudes?

The Purpose of the Law

As many of you as were baptized into Christ have clothed yourselves with Christ. There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.

Galatians 3: 27-28

Love for Enemies

But I say to you that listen, love your enemies, do good to those who hate you, bless those who curse you, pray for those who abuse you. If anyone strikes you on the cheek, offer the other also; and from anyone who takes away your coat do not withhold even your shirt. Give to everyone who begs from you; and if anyone takes away your goods, do not ask for them again. Do to others as you would have them do to you. If you love those who love you, what credit is that to you? For even sinners love those who love them. If you do good to those who do good to you, what credit is that to you? For even sinners do the same. If you lend to those from whom you hope to receive, what credit is that to you? Even sinners lend to sinners, to receive as much again. But love your enemies, do good, and lend, expecting nothing in return. Your reward will be great, and you will be children of the Most High; for he is kind to the ungrateful and the wicked. Be merciful, just as your Father is merciful.

Luke 6: 27-36

Key Criteria: do the key criteria align with the overall expectations and the achievement chart categories?

The key criteria of this task are:

Understanding the hardships of ethnocultural minorities in Canada
Assessing historical significance and impact
Making judgments based on evidence
Communicating informed ideas/conclusions

These criteria align with the Overall Expectations:

A1: Historical Inquiry: use the historical inquiry process and the concept of historical thinking when investigating aspects of Canadian history since 1914.

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada.

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada.

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.

These criteria align with the achievement chart (Ontario Curriculum, pages 36-37) as students will be asked to show:

Knowledge:

Knowledge and understanding of content

Thinking:

Use of planning skills (such as formulating letter by addressing criteria and gathering evidence)

Use of processing skills (such as interpreting and analysing)

Use of critical thinking skills (such as decision making)

Communication:

Expressing and organization ideas and information with proper use of conventions

Application:

Application of knowledge and skills (using historical inquiry process).

Making connections (such as Catholic concepts to history)

Enabling and/or Other Evidence

Assessment *for* and *as* learning opportunities through informal class discussion, exit cards and formative quizzes.

- There is a formal opportunity for a formative assessment task (an expert group activity) embedded later in these plans. It includes a list of questions to guide students' presentations. (There is an exit card in the appendix for this activity also).

- The final task incorporates an opportunity for self and/or peer assessment.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Lesson Rationale for Treatment of Minority Groups

The rationale for this lesson is to provide students will the opportunity to reflect on the treatment of minority groups in Canada and Canadian responses to this treatment. This lesson can be adapted for use during a specific strand/time period, or it can be used at the end of the course of study to reflect back. Alternatively, it could be revisited in each strand (four times), selecting the specific expectation provided for that strand. If the latter option is selected, the model used could be gradual release of responsibility, in which the teacher models for the first strand, guides the same activity for the second strand and then releases the task to students for group practice in the third strand, and finally, independently for the fourth strand.

This lesson builds on concepts taught in the "Significant Canadians" lesson and requires students to have sound knowledge and understanding of Catholic anchor concepts/Catholic Graduate

Expectations, as well as the Historical Inquiry process. If this lesson is used prior to the “Significant Canadians” lesson, please visit that document for pertinent information.

Ideas for topics:

First Nations/Métis experiences (residential schools, forced removal from communities, restricting from military service/voting, 1969 White Paper, establishment of Assembly of First Nations, Idle No More, Truth & Reconciliation Commission)
Treatment of Chinese Canadians (head tax, railroads, Chinese Immigration Act 1923)
Holocaust and the St. Louis/restricting refugees, anti-Semitism in Canada
Japanese internment camps
African Americans (segregation, restricting/limiting military service, Africville)
Treatment of “Enemy Aliens”
Genocides in Rwanda, Cambodia, Armenia

Students will create expert groups and select a topic, as listed above. They will become the ‘expert’ on the topic of their choice using books, textbooks, and the internet for research. Using the inquiry questioning below as a guide, they will create an oral presentation to teach their peers, about their subject of expertise.

Inquiry Questioning:

Which group of Canadians did you learn about?
What were some of their experiences? (Who is telling their story? Is it free from bias?)
Choose **one** experience. How did the experience (insert experience here) vary for different groups of people, in Canada and abroad during this time period? Which group of people were most affected?
What caused this event or experience to happen?
What was the impact of this experience on the group? How did it directly affect them?
How did people (Canadians) react to this *at the time* of the event?
What inferences can you make about Canadian society based on this reaction?
Does the reaction of Canadians reflect or conflict with Catholic values? Which ones and how?
Has the Canadian response to this event changed since then? How? Why?
What inferences can you make about Canadian society based on whether it has stayed the same or changed?
How do you feel about the historical (at the time) reaction? How do you feel now?
What lessons can we learn as a society and as Catholics about this experience?
How could this experience have been different if Canadians had better embodied Catholic values?
Consider Catholic themes (<http://www.eoccc-csfcs.org/themes/themes.html>), such as the examples of The Purpose of the Law (Galatians 3: 27-28) or Love for Enemies (Luke 6: 27-36).
Can you connect this experience to another one in Canadian history that we have studied, current society or a personal experience? Research and find another similar event or experience. Explain the connections you have made.

At the end of all of the presentations, ask students to fill out an exit card (assessment *for* learning) about a presentation *other* than their own to assess understanding of content presented.

This assessment *for* learning activity should prepare students to complete a summative assessment task, a letter writing (as mentioned, can be accommodated/differentiated to be an oral pitch - Rick Mercer style “rant”) assignment.

(Please see above for full description of final task and see following pages for student assignment sheet, self/peer assessment and rubric. Assignment sheet and rubric would require minor adjustments if oral task is completed rather than a written letter).

Assessment Supports

Student Name: _____

Presentation Chosen: _____

Exit Card

1. What was the experience of the ethnocultural group you learned about today?

2. Would you describe/evaluate this experience negative or positive? Why?

3. Using the Catholic Themes and Anchor concepts, choose **one** of these and make a connection to the experiences faced by the group you learned about.

Creating Historical Letters Final Task

When reading a letter, ask yourself:

- What details does the letter contain about the event?
- What evidence does the letter contain about the period of time, the values/belief etc.?
- What can you find out about the person who is writing it?
- What does this letter tell us about his/her personal response to the event?
- How does the letter make you feel?

Criteria for an Effective Historical Letter:

Detailed

- Provides a detailed account of the experience of an event or way of life at the time and is portrayed, either: as they experienced it, as they witnessed it or as they have learned about it.
- Is carefully written, the ideas are clear and is easy to understand, and includes multiple details that help the reader connect with the experience.

Revealing

- Provides information about the social, economic and cultural hardships that Canadians endured.
- Provides the reader with a powerful sense of the time period or event being described.
- Provides the reader with a clear sense of values/beliefs of the time period and how these have changed or stayed constant, while connecting to Catholic values and teachings.

Empathetic

- Provokes feelings of empathy in the reader, clearly showing the impact of this experience.
- Evokes an emotional response from the reader; gives a sense of the writer's emotional state.

YOUR TASK: You will assume the role of someone other than yourself for this creative, historical writing assignment. You will choose from whose perspective the letter will be written (historical – someone at the time or present – a student learning about this and looking back) and to whom the letter is written (family, government official, survivor of residential schools, internment camps) The letter must include some background about the experiences of an ethnocultural minority group. It should also make at least two references to the social, economic and cultural hardships that they endured during that time period. You must reference how values/beliefs of the time period affected these experiences and how these values/beliefs have changed or stayed constant, while connecting to Catholic values and teachings. You must address how these hardships impacted those affected by them.

Historical Letters Assignment: Evaluation

How have key events affected the lives of minority groups in Canada?

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge: Student demonstrates understanding of hardships faced by minority groups.	Provides an extremely detailed account of a historical character's experience. Provides useful information about the social, economic and political hardships endured.	Provides a detailed account of a historical character's experience. Provides useful information about the social, economic and political hardships endured.	Provides a somewhat detailed account of a historical character's experience. Provides some information about the social, economic and political hardships endured.	Provides few details of the historical character's experience. Provides limited useful information about the social, economic and political hardships endured.
Thinking: Student is able to assess the impact of these hardships on those affected.	Provides the reader with a powerful sense of the period, event, experience and its impact.	Provides the reader with an overall sense of the period, event, experience and its impact.	Provides the reader with some sense of the period, event, experience and its impact.	Provides the reader with a limited sense of the period, event, experience and its impact.
Application: Student is able to connect these hardships to values at the time and how/if they have changed and connect to Catholic values.	Makes clear and detailed reference to values at the time and at present and connects clearly and thoughtfully to Catholic teachings.	Makes direct reference to values at the time and at present and connects clearly to Catholic teachings.	Makes some and reference to values at the time and at present and connects some aspects to Catholic teachings.	Makes limited and reference to values at the time and at present and connects few aspects to Catholic teachings.
Communication: Student expresses information, ideas and opinions coherently and with clarity and sensitivity. (CGE2b, CGE2c)	Letter is thoroughly and carefully written. Evokes strong feelings of empathy and gives the reader a sense of the writer's emotional state.	Letter is well written. Evokes some feelings of empathy and gives the reader a sense of the writer's emotional state.	Letter is clearly written. Evokes few feelings of empathy and gives the reader vague sense of the writer's emotional state.	Letter is lacking clarity or sensitivity. Evokes very few feelings of empathy and gives a limited sense of writer's emotional state/

Creating Historical Letters: Peer/Self-Assessment

Level 4

Provides an extremely detailed account of a historical character's experience and is thoroughly and carefully written. Provides useful information about the social, economic and political hardships endured and provides the reader with a powerful sense of the period, event, experience and its impact. Evokes strong feelings of empathy and gives the reader a sense of the writer's emotional state. Makes clear and detailed reference to values at the time and at present and connects clearly and thoughtfully to Catholic teachings.

Level 3

Provides a detailed account of a historical character's experience and is well written. Provides useful information about the social, economic and political hardships endured and provides the reader with a sense of the period/event/experience and its impact. Evokes some feelings of empathy and gives the reader a sense of the writer's emotional state. Makes direct reference to values at the time and at present and connects clearly to Catholic teachings.

Level 2

Provides a somewhat detailed account of a historical character's experience and is clearly written. Provides some information about the social, economic and political hardships endured and provides the reader with some sense of the period/event/experience and its impact. Evokes few feelings of empathy and gives the reader vague sense of the writer's emotional state. Makes some and reference to values at the time and at present and connects some aspects to Catholic teachings.

Level 1

Provides few details of the historical characters experience and is difficult to read. Provides little useful information about the social, economic and political hardships endured and does not provide the reader with a sense of the period/event/experience and its impact. Evokes limited feelings of empathy and does not give the reader a sense of the writer's emotional state. Lacks reference to values at the time/at present and connections to Catholic teachings.

The best part of this letter was:

This letter can be improved by:

References

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

"Ontario Catholic School Graduation Expectations (OCSGE) - Institute for Catholic Education". *Institute for Catholic Education*. N.p., 2016. Web. 6 July 2016.

"The Ontario Curriculum - Canadian And World Studies". *Ministry of Education*. Ontario Ministry of Education, 2013. Web. 2 July 2016.

9. Theme: The Principle of Solidarity through Collaborative Talk

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Students will describe/analyse some significant issues and/or developments that have affected interactions within various communities in Canada, and between Canada and the international community from 1914 to the present. How did they affect Canadian society and politics? What are the key issues that affected these interactions? What are the changes that resulted from them? How were they significant? (Overall Expectation 2 in strands B, C, D, E).

Students will use the four concepts of historical thinking: historical significance, cause and consequence, continuity and change, and historical perspective (“Canadian and World Studies”, pages 103-105) to describe significant instances of conflict and/or inequality in Canada (Specific Expectation 2.1 in strands B, C, D, E), encompassing Anchor Concepts and Catholic Themes.

From a Catholic perspective, students will make a connection to the Anchor Concepts of Conflict and Solidarity. There are five Catholic Themes embedded in these lessons: Peace, Human Rights and Responsibilities, Love and Justice, Dignity of the Human Person, and Preferential Option for the Poor and Vulnerable

Students will use to the Historical Inquiry Process (“Canadian and World Studies”, pages 105-106) to formulate questions, gather and organize information, interpret and analyse their findings, evaluate and draw conclusions and communicate their findings.

Students will understand:

Conflicts defined our nation.
Why conflicts existed in our past and how were they resolved?
How does the Catholic perspective influence our understanding of conflicts?
Conflicts are most effectively addressed through solidarity.

Ontario Catholic School Graduate Expectations

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE1j Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

CGE2a Listens actively and critically to understand and learn in light of gospel values;

CGE2b Reads, understands and uses written materials effectively;

- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** Writes and speaks fluently one or both of Canada's official languages.
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems
- CGE3d** Makes decisions in light of gospel values with an informed moral conscience.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE5a** Works effectively as an interdependent team member.
- CGE5b** Thinks critically about the meaning and purpose of work.
- CGE5e** Respects the rights, responsibilities and contributions of self and others.
- CGE5g** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society;

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.2 interpret select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations: *Students will...*

B2.3 describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada, and analyse some of their causes and consequences.

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them.

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period and analyse them from multiple perspectives.

E2.1 describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyse these interactions from various perspectives.

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 and analyse them from various perspectives.

E2.4 describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982 and analyse them from various perspectives.

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

How do we know that someone is significant?
Can conflict be positive? If so, how?
What were the perspectives of various participants in the conflict? Whose voice was not heard?
Were the conflicts resolved in a fair and just way?
How do these conflicts mirror the Catholic Themes listed above?

Students will know, and be able to: (may be differentiated)

Students will know....

Conflicts have helped to shape Canadian identity from 1914-present.

What issues have instigated major conflict

How conflict has affected a diverse group of Canadians

What repercussions and fallout has arisen from various conflicts

Students will be able to....

explain and analyze the situations surrounding various conflicts

explore the causes and results of various conflict

justify, through the use of historical inquiry, the impact of these conflicts

examine the conflicts through a Catholic lens

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students
Handout: see below
Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)
Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)
Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Choice:

- Oral collaboration: an interview based on the results of the investigation process.
- Written collaboration: A journalistic report (News Report) from the picture selected by the student(s).
- Oral and written collaboration: A PPT presentation about the photo/picture.

Key Criteria: Do the key criteria align with the overall expectations and the achievement chart categories?

Enabling and/or Other (what other evidence can students provide? e.g., observations, conversations, journals, quizzes, debates; do the assessment strategies consider specific expectations, learning skills and CGE's? How might students reflect upon and self-assess their learning?)

Options:

- Assessment and Descriptive Feedback of the written work of students.
- A debate between two groups who have chosen the same photo.
- A debate in the triangle: each student has the opportunity to express themselves in a familiar context. The third person serves as Ombudsman/mediator.

- A dramatic presentation/skit of before, during, and/or after the conflict
- Each pair circulates a sheet of paper throughout the class to gather reactions and responses to the conflict and/or resolution in their image.
- Exit card: What question(s) do the students still have about their image or another group's image?
- Creation of a video or poem about their chosen image and conflict.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Lesson Rationale for Treatment of Minority Groups

Presentation of photos will generate curiosity of students and which will encourage meaningful reflection from conflict situations throughout the history of Canada.



ANCHOR CONCEPT: "Conflict arises when members of a group do not share the same view of a situation and must struggle towards achieving justice. Conflict can also take place when a group cannot find a way to satisfy the needs of all its members; some conflicts take place between different groups of people. Human persons were created to live in community, and conflict is a natural part of the process of striving to live a common life that is just for all. Conflicts are often centred on opinions and issues that have to do with rights, needs, power and resources. Conflict frequently evokes powerful emotional responses which are a natural part of our humanity. Very often, these responses help us recognize problems and needs that demand to be justly addressed; in this way, conflict can be a good thing. By identifying the causes of a conflict, we can struggle to remedy them in fair and just ways that safeguard the common good. For Christians, ongoing strategies that involve respectful and nonviolent negotiation - be it between persons, groups or in the legal system- are always to be preferred to open hostility and war."

1) Anticipation: Activate and encourage critical thinking by the students through discussing a photo such as the photo taken during the Oka crisis. Students observe the picture and respond to the questions "I see", "I think," and "I ask myself the following question", in order to make predictions.

2) Research: Students work in pairs according to their level of readiness. Students will find (or be given) a picture of a conflict that took place in a period of time indicated. The teacher will confirm the authenticity of the photo by making a plug of knowledge activation: what I know (what are the indices of the conflict), I think (from a reading, video, etc.), I want to learn (from the investigative process which is coming).

3) Interpretation of the photo: process of inquiry and reflection:

What are the perspectives/views/motivations of the groups of people involved?

Who are the groups involved in this conflict? What do these people/groups represent?

Where and when does the conflict take place?

Initially (first)...then...finally...

(A variation of this that is sometimes used in English classes to analyze conflict in a novel or story is: Somebody...Wanted...But...So...)

From the Catholic perspective, conflicts have often originated from differences of ideas and opinions related to a person or group's rights, needs, power and/or resources.

What are the differences of ideas and opinions in your picture? Whose voice is not heard in this picture?

How are these differences related to rights, needs, power and/or resources?

Has the conflict been resolved? Evaluate the resolution.

What are the lasting effects of this conflict?

Establish links between the past and the present: describe a similar conflict from the present that students may learn about in the future.

An important feature of my image is...

In my opinion, this conflict could have been avoided if...

What strategies or actions have been used in the resolution of the conflict to promote peace, the rights and responsibilities of the individual, economic justice, the dignity of the human person, and/or the preferential option for the poor?

Assessment Supports

Establish and present learning goals and success criteria with the students.

Provide students with photos (but still encourage students to search for their own, if they wish).

RAFT strategy: Role (who are you or who do you represent?), Audience (to whom are you addressing?), Format (what is the format of your presentation?), Theme (what are you talking about regarding the conflict?)

Obtain a copy of the 'Catholic Themes' and 'Principles of the social teaching of the Church' (Catholic Anchors).

Lead a class discussion: "peace is the fruit of charity and the consequence of justice."

Lead a class discussion: how does the youth of today demonstrate their solidarity and drive for peace when faced with an injustice?

References

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

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"The Ontario Curriculum - Canadian And World Studies". *Ministry of Education*. Ontario Ministry of Education, 2013. Web. 2 July 2016.

Photo of Oka Crisis : Shaney Komulainen, *La Presse Canadienne*, le 1er septembre, 1990 (French)
Shaney Komulainen, *The Canadian Press*, September 1st, 1990 (English)

10. Theme: Canadian Social Welfare Programs

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Fairness does not mean 'same'ness.

A fundamental tenet of the Catholic faith is reaching out to assist those most in need.

Social welfare programs exist to promote the idea of the common good.

For a variety of reasons, people of good will require assistance from time to time.

Canada has a variety of programs that have been created and modified over time to help citizens in need.

Vulnerability does not mean weakness. It is commendable to be able to assist those in need.

Compassion is a central teaching of the Catholic faith, and through successful implementation of social welfare programs, Canadians work collaboratively to create a compassionate and just society.

Critical Learning / Big Ideas:

There are 6 Catholic Themes that are intrinsically linked to this series of lessons. They are: Hope, Love and Justice, Dignity of the Human Person, Community and the Common Good, Preferential Option for the Poor and Vulnerable, and Human Rights and Responsibilities.

How each of these themes connects to Social Welfare is explained in the Catholic Themes and Anchor concepts below.

Students will understand:

Social welfare programs have arisen over time out of necessity.

Social welfare programs exist to provide universal access to basic human rights that in turn will create a more productive and cohesive society.

Respecting the differences between individuals in a society and working to address the various needs of these individuals is a fundamental cornerstone of a just society.

*Misconception: those who access social welfare programs are lazy, useless, and/or non-contributing members of society. This misconception will be addressed through thoughtful discussion and reflection relating back to the life of Jesus, and specifically, each of the 6 Catholic Themes which all explore the necessity of helping those in need. That perspective is variable and the contributions of an individual or group might be interpreted as positive or negative, depending on the views, experiences, bias of the audience or individual.

Ontario Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE1h** Respects the faith traditions, world religions and the life-journeys of all people of good will.
- CGE1i** Integrates faith with life.
- CGE2a** Listens actively and critically to understand and learn in light of gospel values;
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others;
- CGE3a** Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE5d** Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** Exercises the rights and responsibilities of Canadian citizenship;
- CGE7j** Contributes to the common good.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.2 interpret select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada (FOCUS ON: Cause and Consequence; Historical Perspective)

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations: *Students will...*

B2.3 describe some significant challenges facing immigrants and other ethnocultural minorities in Canada during this period

C1.1 identify some key social developments in Canada during this period

D1.4 describe some key political developments and/or government policies in Canada during this period and assess how they affected the lives of people in Canada

D2.2 identify some major social movements in Canada during this period and explain their goals and perspectives.

D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit people in Canada during this period

D3.3 identify some key social welfare programs in Canada that were created or expanded during this period with reference to the everyday lives of Canadians and to Canadian identity.

E2.2 describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 and explain some changes that have resulted from them

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

What social welfare programs exist in Canada/Ontario?

When and why did each of these programs come into existence?

How have these programs changed or developed over time?

How do these programs each mirror the Catholic Themes listed above?

How do these programs reflect the teachings and life of Jesus?

Students will know, and be able to: (may be differentiated)

Students will know....

what both empathy and compassion are and have developed their own sense of these.

ways the Canadian government has responded to the various needs of its diverse citizens over time. Extension: students could evaluate a social welfare program and propose changes or adjustments based on any shortcomings/issues they perceive.

what social welfare programs exist, why they exist, and how to access them.

Students will be able to....

make connections between:

National social welfare programs and school-based supports for various students.

Differences between groups throughout Canada and groups within their home community.

analyze and evaluate various social programs and argue for or against the necessity and implementation of such programs - possibly through a classroom debate

access government support programs.

describe to friends and family how Canada's social welfare programs reflect gospel values.

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students
Appendix 3 – References specific to this Lesson
Handout: see below
Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)

Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)

Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)

Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)

Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)

Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)

Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)

Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)

Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)

Stewardship (<http://www.eoccc-csfcs.org/concepts/stewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

What Programs Exist?

BEFORE: Activate prior knowledge by beginning with a class discussion about what programs students are already aware of?

DURING: In partners, students will be given ONE program to research thoroughly, but will be encouraged to find other national/provincial programs that are similar as one component of their research.

AFTER: generate a second (hopefully far more elaborate!) list of available programs, having students offer some insight into the creation and purpose of each as the list grows.

How do Social Welfare Programs Reflect Gospel Values?

BEFORE: Divide students into six groups and give them one of the Catholic Themes mentioned above. Have them write it in the centre of a piece of paper and fill the outside with drawings and words that they associate with the topic. Put these on display at the front of the class.

DURING: Direct these groups to the EOCCC website and complete a larger placement, with the Theme in the centre and the following four quadrants on the outside: (1) Scripture References; (2) Church Documents (Vatican II, Catechism, etc.); (3) Canadian/Ontario Documents; and (4) Our Group's Summary.

AFTER: Compare the two placemats and have students explain what they found interesting, what they learned, and how these lessons apply to both their own lives and their understanding of social welfare programs.

Rich Assessment Task - with their partner, students will design a PowerPoint presentation (to present to the class) and a Bristol board information poster (to be placed around the classroom). Direct them to: <http://www.canadabenefits.gc.ca/> to begin initial research. Students will include a minimum of 10 slides, which will include the following mandatory headings, as well as others that they choose which are specific to their assigned programs:

Date of, and reason for, implementation

Changes over time

\$

Graph indicating usage over time (cross-curricular with math)

Links to Catholic Themes + brief explanation of each

Links to Anchor Concepts + brief explanation of each

Interesting Facts

Student Choice

Student Choice

Works Cited

Key Criteria: Do the key criteria align with the overall expectations and the achievement chart categories?

Enabling and/or Other (what other evidence can students provide? e.g., observations, conversations, journals, quizzes, debates; do the assessment strategies consider specific expectations, learning skills and CGE's? How might students reflect upon and self-assess their learning?)

Options:

1. Quiz based on information from student presentations to the class.
2. Brochure to display information instead of PowerPoint.
3. Debate for and against over one or more social programs.
4. Find (or create) a letter to the editor from someone expressing opposition to a social program (i.e.: welfare) and have students write a response letter intended to better inform the initial writer about the purpose of the program and its links to the Catholic Themes mentioned above.
5. 3-2-1 Exit card: 3 things I learned, 2 things I found interesting, 1 question I still have.
6. Cross-curricular with Religion idea: direct students to https://www.openbible.info/topics/helping_those_in_need and have them each select a different bible verse (or use ones mentioned above in this lesson template) and explain how their passage links to one or more current social programs.
7. Have students explain what they think Canada would be like *without* a given social program. Who would be affected and how?
8. Have students design a NEW social program that does not currently exist. They would need to provide a rationale and explain how it links to Catholic Themes.
9. Guest speaker from the community i.e. Catholic Immigration Center or other representatives from community social agencies

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Lesson Rationale for Social Welfare

1. This lesson delivery would likely last for 2-3 weeks to complete thoroughly. The beginning of the first class should be dedicated to a discussion about what people NEED to live a happy life, leading to a discussion about what barriers exist that prevent certain people/groups in Canada from enjoying some of these necessities.
2. Students will need access to technology and direction to appropriate websites.
3. Constant monitoring and feedback of student work and progress, including timelines and checklists to ensure proper use of class time and overall progress.
4. Encourage students/groups to find ways to make their presentation/final product unique and engaging by allowing students to explore some of their own ideas (not prescribing *everything* to them from the beginning).
5. Establish norms for thoughtful and respectful debate between students, especially if differences of opinion arise throughout class discussion.

Assessment Supports

Canadian Social Assistance Programs Assignment

TASK

With a partner, select one demographic (from the list below, or research another with teacher approval) and conduct thorough research of national and provincial social assistance programs that are available in Canada for those who fall under this category. Following the outline below, you will present in both an oral presentation to the class (PowerPoint, Prezi, etc.) as well as create a poster that will be on display in the classroom. The information in both presentation formats should be the same – you don't need to do twice the work!

Possible Options

The word 'demographic' means a particular section of a larger population. Select one from the list below to begin your project.

- Children
- Retirees/Seniors
- Single-Parent Families
- Students
- Unemployed/Underemployed
- Sick/Injured

- Disabled
- Indigenous Canadians
- Immigrants
- Veteran
- Volunteers

For each of the groups above, the Canadian government has set up some federal and provincial social assistance programs that provide support – monetary or otherwise – to those who qualify. After you have selected your demographic, think of the research aspect of your assignment as having two components: (1) the creation, development, and usage of programs available; and (2) how these programs link to the Catholic faith. Use the following outline complete your project thoroughly.

Required Sub-headings and Guiding Questions

Your oral presentation and poster must include the following subheadings. Use these to organize your information as you conduct your research.

- 1) Programs
 - i) What social welfare programs exist for your demographic?
- 2) Creation and Development
 - i) When were these programs created?
 - ii) What events instigated their creation?
 - iii) How have they developed over time?
- 3) Benefits
 - i) What types of benefits are available through these programs?
 - ii) How does someone qualify?
- 4) Usage
 - i) How many people access these programs?
 - ii) Use a graph to indicate changes in usage over time.
- 5) Catholic Themes/Anchor Concepts
 - i) Refer to <http://www.eoccc-csfcs.org/themes/themes.html> and explain how your programs link to at least 3 of the 12 Catholic Themes.

- ii) Refer to <http://www.eoccc-csfcs.org/concepts/concepts.html> and explain how your programs link to at least 5 of the Anchor Concepts.

Both of the above should be written in your own words, but you are strongly encouraged to click and read about the themes and anchor concepts that you think are relevant in order to make insightful and thoughtful connections.

6) Interesting Facts

- i) What information did you find interesting as you conducted your research?
- 7) Your Choice – decide on a relevant subheading based on your demographic.
- 8) Your Choice – decide on a relevant subheading based on your demographic.
- 9) Your Choice – decide on a relevant subheading based on your demographic.

10) Work Cited

- i) Properly formatted list of sources you referenced to gather information – minimum 5 books/websites.

Rubric for Social Welfare and Catholic Values Project

Select, organize and communicate relevant evidence specific to

key social developments and government policies (social welfare)

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding Overall knowledge of Social Welfare Program	Student(s) demonstrate an emerging knowledge of Social Welfare systems in Canada.	Student(s) demonstrate some knowledge of Social Welfare systems in Canada, but ideas/explanation could be developed further.	Student(s) demonstrate a considerable knowledge of Social Welfare systems in Canada.	Student(s) demonstrate a thorough knowledge of Social Welfare systems in Canada.
Thinking & Inquiry Depth/scope of research into Social Welfare Program including both primary and secondary source research. Analysis of overall effectiveness of Program.	Limited evidence of primary or secondary source research. Research really only 'scratches the surface', but some effort has been made. An attempt to analyze the program exists but is limited.	Some evidence of research exists throughout, but not completely developed. Some analysis of the program exists throughout and is effective at times.	Considerable research is evident and properly cited in the final presentation. Critical analysis of the program is evident throughout the entirety of the project.	Thorough research evident and results in a thoughtful and insightful reflection of the program. Student(s) thoroughly investigates the entirety of the program(s) throughout.
Communication Spelling, grammar, word-choice, etc. Overall effectiveness of chosen presentation format.	Limited, needs peer/teacher editing. Limited	Approaching grade-level expectations. Evidence of some effort with formatting, but still needs some cleaning up.	Evidence of attention to detail in writing throughout. PPT/Poster both meet requirements of assignment effectively.	Error-free writing. All text in students' own words. Professional look to all components of presentation.

Application Connection to Catholic Graduate Expectations, Anchor Concepts, and Catholic Themes.	An effort to explore links between social welfare program and Catholic values exists but is limited in scope/depth.	Some thoughtful connections to Catholic values, but more depth required.	Connections between social welfare and Catholic values are thoughtful and insightful.	Exceptional connections between social welfare and Catholic values exist throughout the entire project.
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Pre-research Brainstorming – Social Welfare Programs in Canada (assessment *for* and *as* learning)

Student Name(s): _____

Demographic: _____

What we already know about this topic (point form, jot notes):

What information we need to find out (point form, jot notes):

Questions to Guide our Research (minimum of 3):

References selected to support above:

EXIT CARD REFLECTION ASSIGNMENT (assessment as learning)

What 3 things did you find most interesting/enlightening from your own research?

1.

2.

3.

What 3 things did you find most interesting/enlightening from your peers' presentations?

1.

2.

3.

What was your favourite part of this unit? Explain why.

Reflection Assignment

In a paragraph, explain how Canada's Social Welfare Programs reflect the values of the Catholic faith. For an added challenge, try to incorporate as many of the following words as possible into your paragraph!

Word List

Diverse, Respect, Value, Integrity, Dignity, Compassionate, Solidarity, Interdependence,
Heritage, Right, Responsibility, Challenge, Hope, Equality, Fair

References

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

"Ontario Catholic School Graduation Expectations (OCSGE) - Institute for Catholic Education". *Institute for Catholic Education*. N.p., 2016. Web. 6 July 2016.

"The Ontario Curriculum - Canadian And World Studies". *Ministry of Education*. Ontario Ministry of Education, 2013. Web. 2 July 2016.

Reference and Sources to Support Social Welfare Activity

1. HOPE:

- "Hope is that virtue by which we take responsibility both for ourselves and for the world." (EOCCC website)

- **Bible References - HOPE and Social Welfare**

- The people who walk in darkness have seen a great light...Isaiah 9: 1-7

- An invitation to abundant life...Isaiah 55: 1-5

- **Catechism - HOPE and Social Welfare**

- 1818 The virtue of hope responds to the aspiration to happiness which God has placed in the heart of every man; it takes up the hopes that inspires men's activities and purifies them so as to order them to the Kingdom of heaven; it keeps man from discouragement; it sustains him during times of abandonment; it opens up his heart in expectation of eternal beatitude. Buoyed up by hope, he is preserved from selfishness and led to the happiness that flows from charity.

- 1821 We can therefore hope in the glory of heaven promised by God to those who love him and do his will. In every circumstance, each one of us should hope, with the grace of God, to persevere "to the end" and to obtain the joy of heaven, as God's eternal reward for the good works accomplished with the grace of Christ. In hope, the Church prays for "all men to be saved." She longs to be united with Christ, her Bridegroom, in the glory of heaven: "Hope, O my soul,

hope. You know neither the day nor the hour. Watch carefully, for everything passes quickly, even though your impatience makes doubtful what is certain, and turns a very short time into a long one. Dream that the more you struggle, the more you prove the love that you bear your God, and the more you will rejoice one day with your Beloved, in a happiness and rapture that can never end."

- Canadian/Ontario Documents - HOPE and Social Welfare

- The poor are our neighbours in every parish in Canada. If a civilization is to be based on love for one's neighbour, the role of Christians is not simply to exhort, but to join in the struggle for social change, as well as to reflect and pray on current social issues and on our own social responsibilities. So that we might truly become a Church that serves the poor, all Christians must know how to recognize the poor today, further liberating work of God, work for justice and take up the path of solidarity.

The Struggle Against Poverty: A Sign of Hope in our World, Pastoral Letter by the Episcopal Commission for Social Affairs on the Elimination of Poverty - Halifax - Canadian Conference of Catholic Bishops, 1996

- At the heart of Christian belief is the cross, in which suffering, and love are united. When we turn to that figure on the cross with faith and hope, when we open ourselves to the anguish of others and share their pain when we extend to the sick and dying signs of God's love, we have entered into the suffering of Christ.

A Message from the Ontario Bishops on Euthanasia and Assisted Suicide, 1996

2) JUSTICE

- "A necessary condition for Jesus' command of love of neighbour is justice. Love must manifest itself in actions and structures that respect human dignity, protect human rights and facilitate human development." (EOCCC website)

- "Justice reaches outward, not inward. Justice is founded on the premise that all persons are sacred. Justice acknowledges the dignity of each person which comes from his/her creation in God's image. Justice demands action; it is not simply an intellectual activity. Justice empowers persons to participate in decisions affecting their own lives. Justice, therefore, addresses the distribution of power. Justice demands that individuals receive what they need, not what others believe they deserve. Justice is the cornerstone of human togetherness and authentic community." (EOCCC website)

- Bible References - JUSTICE and Social Welfare

- False and True Worship

Is not this the fast that I choose: to loose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin? Then your light shall break forth like the dawn, and your healing shall spring up quickly; your vindicator shall go before you, the glory of the Lord shall be your rear guard. - Isaiah 58: 6-8

- The Greatest Commandment

"Teacher, which commandment in the law is the greatest?" He said to him, "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the

greatest and first commandment. And a second is like it: 'You shall love your neighbour as yourself.' On these two commandments hang all the law and the prophets." - Matthew 22: 36-40

- The Rich Man and Lazarus - Luke 16: 19-31
- Encouragement to be Generous

...it is a question of fair balance between your present abundance and their need ... - 2 Corinthians 8: 8-15

- Documents of Vatican II - JUSTICE and Social Welfare
- 26 There is a growing awareness of the sublime dignity of human persons, who stand above all things and whose rights and duties are universal and inviolable. They ought, therefore, to have ready access to all that is necessary for living a genuinely human life: for example, food, clothing, housing, ... the right to education, and work ...

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

- 27 Whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment, deportation, slavery, prostitution, the selling of women and children; as well as disgraceful working conditions, where men are treated as mere tools for profit, rather than as free and responsible persons; all these things and others of their like are infamies indeed. They poison human society, but they do more harm to those who practice them than those who suffer from the injury.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

- 30 It is imperative that no one ... would indulge in a merely individualistic morality. The best way to fulfill one's obligations of justice and love is to contribute to the common good according to one's means and the needs of others, and also to promote and help public and private organizations devoted to bettering the conditions of life.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

- 93 Mindful of the words of the Lord: "By this all will know that you are my disciples, if you have love for one another"(Jn. 13:35), Christians can yearn for, nothing more ardently than to serve the people of this age successfully with increasing generosity. Holding loyally to the Gospel, enriched by its resources, and joining forces with all who love and practice justice, they have shouldered a weighty task here on earth and they must render an account of it to him who will judge all people on the last day.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

- Catechism - JUSTICE and Social Welfare
- 1807 Justice is the moral virtue that consists in the constant and firm will to give their due to God and neighbour. Justice toward God is called the "virtue of religion." Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. The just man, often mentioned in the Sacred Scriptures, is distinguished by habitual right thinking and the uprightness of his conduct toward his neighbour." Masters, treat your slaves justly and fairly, knowing that you also have a Master in heaven."
- 2411 Contracts are subject to commutative justice which regulates exchanges between persons in accordance with a strict respect for their rights. Commutative justice obliges strictly; it requires safeguarding property rights, paying debts and fulfilling obligations freely contracted.

Without commutative justice, no other form of justices is possible. One distinguishes commutative justice from legal justice which concerns what the citizen owes in fairness to the community, and from distributive justice which regulates what the community owes its citizens in proportion to their contributions and needs.

- **Canadian/Ontario Documents - JUSTICE and Social Welfare**

- 4 As disciples of Christ, all of us have a responsibility to play a role in the creation of a social order based on justice. For we stand in the biblical tradition of the prophets of Israel (Amos, Jeremiah, Isaiah) for whom to know God is to seek justice for the disinherited, the poor and the oppressed. The same Spirit of God that came upon the prophets filled Jesus of Nazareth. With the power of that Spirit, Jesus prayed and healed, all the while proclaiming that the Kingdom of God was at hand (Mt. 4:17, 23; Lk. 6:12, 11:1-4). In the light of the Spirit he announced he was the message of the prophets come true - "the good news to the poor" and "liberty to the oppressed" (Lk. 4:18, 19).

From Words to Action, On Christian Political and Social Responsibility, Canadian Conference of Catholic Bishops, 1976

- **Priority of the Poor**

15 The needs and rights of the poor, the afflicted, the marginalized and the oppressed are given special attention in God's Plan for Creation. In a given economic order, the needs of the poor take priority over the wants of the rich. This does not mean simply more handouts for the poor. It calls instead for an equitable redistribution of wealth and power among peoples and regions.

Ethical Reflections on Canada's Socio-Economic Order, The Canadian Conference of Catholic Bishops, 1983

3) DIGNITY OF THE HUMAN PERSON

- "Created in the image and likeness of God, all human life is sacred, and all people have dignity. Human persons do not lose dignity because of gender, sexual orientation, disability, poverty, age, or race." (EOCCC website)

- **Bible References - DIGNITY OF THE HUMAN PERSON and Social Welfare**

- **Jesus cleanses a leper**

A leper came to him begging him, and kneeling he said to him, "If you choose, you can make me clean." Moved with pity, Jesus stretched out his hand and touched him, and said to him, "I do choose. Be made clean!" Immediately the leprosy left him, and he was made clean. - Mark 1: 40-42

- **Jesus calls sinners**

And as he sat at dinner in Levi's house, many tax collectors and sinners were also sitting with Jesus and his disciples - for there were many who followed him. When the scribes of the Pharisees saw that he was eating with sinners and tax collectors, they said to his disciples, "Why does he eat with tax collectors and sinners?" When Jesus heard this, he said to them, "Those who are well have no need of a physician, but those who are sick; I have come to call not the righteous but sinners." - Mark 2: 15-17

- **Jesus blesses children**

People were bringing little children to him in order that he might touch them; and the disciples spoke sternly to them. But when Jesus saw this, he was indignant and said to them, "Let the little

children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it." And he took them up in his arms, laid his hands on them, and blessed them. - Mark 10: 13-16

- **Catechism - DIGNITY OF THE HUMAN PERSON and Social Welfare**
- 1702 The divine image is present in every man. It shines forth in the communion of persons, in the likeness of the unity of the divine persons among themselves (cf. chapter two).
- 1706 By his reason, man recognizes the voice of God which urges him "to do what is good and avoid what is evil." Everyone is obliged to follow this law, which makes itself heard in conscience and is fulfilled in the love of God and of neighbour. Living a moral life bears witness to the dignity of the person.
- 1931 Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his neighbour (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity." No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a "neighbour," a brother.
- 1932 The duty of making oneself a neighbour to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. "As you did it to one of the least of these my brethren, you did it to me."

- **Canadian/Ontario Documents - DIGNITY OF THE HUMAN PERSON and Social Welfare**
- We all want to be treated in a way that recognizes our worth as human beings. Does this worth lie in our accomplishments? In our ability to make decisions and determine the shape of our lives? In our contributions to society? These are all significant aspects of most people's lives, but none is the foundation of human dignity. Our dignity lies in our origin and destiny: We come from God and return to God. We are created out of love and for love.

On Euthanasia and Assisted Suicide, Ontario Conference of Catholic Bishops, January 1996 - Principles to be Observed by all Governments

- The dignity of every person is to be respected at all times. Every government must understand and realize that every human being possesses a transcendent dignity which no one has the right to violate. Consequently, governments must work to ensure that discrimination is eliminated. They must ensure that all people, of whatever origin, religion, socio-economic status or culture are treated equally well. All should be treated with courtesy, compassion and respect...Governments must support life. All human beings must be nourished, supported and cherished from the moment of conception until the moment of natural death. A government worthy of support will favour life rather than abortion and euthanasia, will be supportive of families, will make palliative care a priority, will fight against child poverty and will look for the rehabilitation of those who have become entangled in crime or drugs.

Choosing A Government, Ontario Conference of Catholic Bishops, 1998

4) COMMUNITY AND THE COMMON GOOD

- "The human person realizes dignity and rights in relationship with others, in community. "If one member suffers, all suffer together with it: if one member is honoured, all rejoice together with it." (1 Corinthians 12: 26) We are called to respect each other and work for the good of others, the common good." (EOCCC website)

· **Bible References - COMMUNITY AND THE COMMON GOOD and Social Welfare**

- **Laws Concerning the Sabbatical Year Beloved, Let Us Love One Another**

Beloved, let us love one another, because love comes from God; everyone who loves is born of God and knows God. Whoever does not love does not know God, for God is love. God's love was revealed to us in this way: God sent his only Son into the world so that we might live through him. In this is love, not that we loved God, but that he loved us so much, we also ought to love one another. No one has ever seen God; if we love one another, God lives in us, and his love is perfected in us. - 1 John 4:7-10

- **There are Varieties of Gifts, but the Same Spirit**

Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good. For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. - 1 Corinthians 12: 3b-7, 12

- **Encourage One Another**

Encourage one another and build up each other, as you are doing. Respect those who labour among you and have charge of you in the Lord and admonish you; esteem them very highly in love because of their work. Be at peace among yourselves. And we urge you, beloved, to admonish the idlers, encourage the faint hearted, help the weak, be patient with all of them. See that none of you repays evil for evil, but always seek to do good to one another and to all. Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you. - 1 Thessalonians 5:11-18

- **Giving to others**

Give liberally and be ungrudging when you do so, for on this account the Lord your God will bless you in all your work and in all that you undertake. Since there will never cease to be some in need on the earth, I therefore command you, "Open your hand to the poor and needy neighbour in your land." - Deuteronomy 15: 10-11

- **Is not this the fast that I choose: to loose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin? Then your light shall break forth like the dawn, and your healing shall spring up quickly ... - Isaiah 58: 6-8a**

- **Imitating Christ**

If then there is any encouragement in Christ, any consolation from love, any sharing in the Spirit, any compassion and sympathy, make my joy complete: be of the same mind, having the same love, being in full accord and of one mind. Do nothing from selfish ambition or conceit, but in humility regard others as better than yourselves. Let each of you look not to your own interests, but to the interests of others. - Philippians 2:1-4

Documents of Vatican II - COMMUNITY AND THE COMMON GOOD and Social Welfare

- **Promoting the Common Good**

26 Every day human interdependence grows more tightly drawn and spreads by degrees over the whole world. As a result, the common good, that is, the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment, today takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Every social group must take account of the needs and legitimate aspiration of other groups, and even of the general welfare of the entire human family.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

- Catechism - COMMUNITY AND THE COMMON GOOD and Social Welfare

- 1822 Charity is the theological virtue by which we love God above all things for his own sake, and our neighbour as ourselves for the love of God.

- 1882 Certain societies, such as the family and the state, correspond more directly to the nature of man; they are necessary to him. To promote the participation of the greatest number in the life of a society, the creation of voluntary associations and institutions must be encouraged...

- 1906 By common good is to be understood "the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It consists of three essential elements:

1907 First, the common good presupposes respect for the person as such. In the name of the common good, public authorities are bound to respect the fundamental and inalienable rights of the human person. Society should permit each of its members to fulfill his vocation. In particular, the common good resides in the conditions for the exercise of the natural freedoms' indispensable for the development of the human vocation, such as "the right to act according to a sound norm of conscience and to safeguard . . . privacy, and rightful freedom also in matters of religion."

1908 Second, the common good requires the social well-being and development of the group itself. Development is the epitome of all social duties. Certainly, it is the proper function of authority to arbitrate, in the name of the common good, between various particular interests; but it should make accessible to each what is needed to lead a truly human life: food, clothing, health, work, education and culture, suitable information, the right to establish a family, and so on.

1909 Finally, the common good requires peace, that is, the stability and security of a just order. It presupposes that authority should ensure by morally acceptable means the security of society and its members. It is the basis of the right to legitimate personal and collective defence.

- 1910 Each human community possesses a common good which permits it to be recognized as such; it is in the political community that its most complete realization is found. It is the role of the state to defend and promote the common good of civil society, its citizens, and intermediate bodies.

- 1941 Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples. International solidarity is a requirement of the moral order; world peace depends in part upon this.

- Canadian/Ontario Documents - COMMUNITY AND THE COMMON GOOD and Social Welfare

- Principles to be Observed by all Governments

What follows are several principles which apply to any government, at any time and under any circumstances. The people of Ontario must expect of any government they elect that its policies and actions respect these principles. ...

2 Respect for human dignity requires a vigorous pursuit of the common good. By the common good is to be understood "the sum total of social conditions which allow people, either as groups or individuals, to reach their fulfillment more fully and easily." Catechism of the Catholic Church, No. 1906). This means that governments have a positive role to play, not only in providing a space for private action, but also in creating those social institutions that are required especially for the fulfillment of socio-economic rights, like the right to satisfying and dignifying employment. Contemporary efforts to "downsize" in order to reduce public deficits must not be pursued to the point where they endanger the common good. Such efforts can also become an ideological pursuit of individualism which threatens to eliminate the role of governments in the pursuit of social goals and purposes. In sharp contrast, the Church has insisted that "the complex conditions of our day make it necessary for public authority to intervene more often in social, economic and cultural matters" in order to achieve this common good (The Church in the Modern World, No. 75, emphasis added).

3 Governments must balance the rights, obligations and opportunities of various segments of society. We recognize that we live in a society which is fragmented in many ways. Interest groups are active. Government policy has to balance the needs, not desires, of existing groups as well as protect those who do not belong to organized groups. All must share fairly in the payment of taxes; all must accept their share of the sacrifices which have to be made; all must have the freedom to pursue their legitimate interests, but government must ensure that they do so on an equitable basis. Nor should money be allowed to dominate or distort the exchange of ideas and the flow of information.

Choosing A Government, Ontario Conference of Catholic Bishops, 1998

For complete text go to <http://acbo.on.ca/download/choosing-government/>

5) PREFERENTIAL OPTIONS FOR THE POOR AND VULNERABLE

- "The God of Jesus Christ is above all a God who cares for the poor and marginalized. A distinctly Catholic perspective on the world maintains that we can measure the quality of any society by the way its most poor and vulnerable are treated." (EOCCC website)

- Bible References - PREFERENTIAL OPTIONS FOR THE POOR AND VULNERABLE and Social Welfare

- The Rich Young Man

Jesus said to him, "If you wish to be perfect, go, sell your possessions, and give the money to the poor, and you will have treasure in heaven; then come, follow me.' When the rich young man heard this word, he went away grieving, for he had many possessions. - Matthew 19: 20-22

- Come to the Water

Ho, everyone who thirsts, come to the waters; and you that have no money, come, buy and eat! Come, buy wine and milk without money and without price. Why do you spend your money for that which is not bread, and your labour for that which does not satisfy? Listen carefully to me, and eat what is good, and delight yourselves in rich food. - Isaiah 55: 1-2

- The Beatitudes

- Documents of Vatican II - PREFERENTIAL OPTIONS FOR THE POOR AND VULNERABLE and Social Welfare

- 1 The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ. *Gaudium et Spes*, (The Pastoral Constitution on the Church in the Modern World)

- 9 Meanwhile the conviction grows not only that humanity can and should increasingly consolidate its control over creation, but even more, that it devolves on humanity to establish a political, social and economic order which will growingly serve man and help individuals as well as groups to affirm and develop the dignity proper to them.

As a result, many persons are quite aggressively demanding those benefits of which with vivid awareness they judge themselves to be deprived either through injustice or unequal distribution. Nations on the road to progress, like those recently made independent, desire to participate in the goods of modern civilization, not only in the political field but also economically, and to play their part freely on the world scene. Still they continually fall behind while very often their economic and other dependence on wealthier nations advances more rapidly.

People hounded by hunger call upon those better off. Where they have not yet won it, women claim for themselves an equity with men before the law and in fact. Labourers and farmers seek not only to provide for the necessities of life, but to develop the gifts of their personality by their labours and indeed to take part in regulating economic, social, political and cultural life. Now, for the first time in human history all people are convinced that the benefits of culture ought to be and actually can be extended to everyone. *Gaudium et Spes*, (The Pastoral Constitution on the Church in the Modern World)

- 27 Coming down to practical and particularly urgent consequences, this council lays stress on reverence for man; everyone must consider his every neighbour without exception as another self, taking into account first of all His life and the means necessary to living it with dignity, so as not to imitate the rich man who had no concern for the poor man Lazarus.

- Catechism - PREFERENTIAL OPTIONS FOR THE POOR AND VULNERABLE and Social Welfare

- 2443 God blesses those who come to the aid of the poor and rebukes those who turn away from them: "Give to him who begs from you, do not refuse him who would borrow from you"; "you received without pay, give without pay." It is by what they have done for the poor that Jesus Christ will recognize his chosen ones. When "the poor have the good news preached to them," it is the sign of Christ's presence.

- 2444 "The Church's love for the poor . . . is a part of her constant tradition." This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to "be able to give to those in need." It extends not only to material poverty but also to the many forms of cultural and religious poverty.

- Canadian/Ontario Documents - PREFERENTIAL OPTIONS FOR THE POOR AND VULNERABLE and Social Welfare

- Principles to be Observed by all Governments

What follows are several principles which apply to any government, at any time and under any circumstances. The people of Ontario must expect of any government they elect that its policies and actions respect these principles...

Governments must protect those who are marginalized in society. Through our governments we must provide economic security and an acceptable quality of life for those who are unemployed, displaced, impoverished or afflicted by a mental or physical disability. The complexity of modern society has created a situation in which voluntary efforts, though still needed, cannot begin to cope with the problems of the marginalized. Only government can do this adequately. The gospel clearly indicates that our final option must always be for the poor. *Choosing A Government*, Ontario Conference of Catholic Bishops, 1998

- On 24 November of 1989, the House of Commons resolved to seek "to achieve the goal of eliminating poverty among Canadian children by the year 2000." This resolution passed by a unanimous vote of all parties.

Without minimizing the complexity of the social, economic and many other aspects of the problem, I am sure you will agree with me that the desire of the House has not yet been fulfilled. Many people have worked tirelessly and much has been done. Nonetheless, as we stand on the threshold of the new millennium there are many thousands of children in this country who do not have the resources and the supports they need to fulfill their potential as persons, as citizens and as members of the human family. Around the world that number could be multiplied many times. *Letter to Jean Chretien, on Child Poverty*, Cardinal Ambrozic, Nov. 1999

6) HUMAN RIGHTS AND RESPONSIBILITIES

- "Catholic teaching on the dignity of the person and the common good imply that all people have a fundamental right to life, food, shelter, health care, education and employment. They have a right to participate in decisions that affect their lives. Corresponding to this is the duty to respect the rights of others in the wider society and promote the Reign of God." (EOCCC website)

- Bible References - HUMAN RIGHTS AND RESPONSIBILITIES and Social Welfare

- The Purpose of the Law

As many of you as were baptized into Christ have clothed yourselves with Christ. There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus. - Galatians 3: 27-28

- Last Judgment

'When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you

took care of me, I was in prison and you visited me." Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." Then he will say to those at his left hand, "You that are accursed, depart from me into the eternal fire prepared for the devil and his angels; for I was hungry and you gave me no food, I was thirsty and you gave me nothing to drink, I was a stranger and you did not welcome me, naked and you did not give me clothing, sick and in prison and you did not visit me." Then they also will answer, "Lord, when was it that we saw you hungry or thirsty or a stranger or naked or sick or in prison, and did not take care of you?" Then he will answer them, "Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me." And these will go away into eternal punishment, but the righteous into eternal life.' - Matthew 25: 31-46

- Documents of Vatican II - HUMAN RIGHTS AND RESPONSIBILITIES and Social Welfare

- 26 There is a growing awareness of the sublime dignity of human persons, who stand above all things and whose rights and duties are universal and inviolable. They ought, therefore, to have ready access to all that is necessary for living a genuinely human life: for example, food, clothing, housing, the right freely to choose their state of life and set up a family, the right to education, work, to their good name, to respect, to proper knowledge, the right to act according to the dictates of conscience and to safeguard their privacy, and rightful freedom, including freedom of religion ...

- 29...Therefore, although rightful differences exist between men, the equal dignity of persons demands that a more humane and just condition of life be brought about. For excessive economic and social differences between the members of the one human family or population groups cause scandal, and militate against social justice, equity, the dignity of the human person, as well as social and international peace.

Human institutions, both private and public, must labor to minister to the dignity and purpose of man. At the same time let them put up a stubborn fight against any kind of slavery, whether social or political, and safeguard the basic rights of man under every political system. Indeed, human institutions themselves must be accommodated by degrees to the highest of all realities, spiritual ones, even though meanwhile, a long enough time will be required before they arrive at the desired goal. *Gaudium et Spes*, (The Pastoral Constitution on the Church in the Modern World)

- Catechism - HUMAN RIGHTS AND RESPONSIBILITIES and Social Welfare

- 1916 As with any ethical obligation, the participation of all in realizing the common good calls for a continually renewed conversion of the social partners. Fraud and other subterfuges, by which some people evade the constraints of the law and the prescriptions of societal obligation, must be firmly condemned because they are incompatible with the requirements of justice. Much care should be taken to promote institutions that improve the conditions of human life.

- Canadian/Ontario Documents - HUMAN RIGHTS AND RESPONSIBILITIES and Social Welfare

- Principles to be Observed by all Governments

What follows are several principles which apply to any government, at any time and under any circumstances. The people of Ontario must expect of any government they elect that its policies and actions respect these principles...

Governments must balance the rights, obligations and opportunities of various segments of society. We recognize that we live in a society which is fragmented in many ways. Interest groups are active. Government policy has to balance the needs, not desires, of existing groups as well as protect those who do not belong to organized groups. All must share fairly in the payment of taxes; all must accept their share of the sacrifices which have to be made; all must have the freedom to pursue their legitimate interests, but government must ensure that they do so on an equitable basis. Nor should money be allowed to dominate or distort the exchange of ideas and the flow of information...

· https://www.openbible.info/topics/helping_those_in_need (list of bible verses that reference the importance of helping those in need)

11. Theme: Citoyens et citoyennes qui à l'instar de leurs œuvres ont marqué l'histoire du Canada

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Students will explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: *Historical Significance; Historical Perspective*); overall expectation C3

Students will identify Catholic values demonstrated through the works and achievements of these individuals and or groups.

Students will understand:

how to identify the actions of various individuals and groups had a major impact on the continuing development of Canada between 1929-1945.

through
Discussion
Research
Observation
Self-Assessment

Ontario Catholic School Graduate Expectations

CGE 1d Il/elle développe des attitudes et des valeurs fondées sur l'enseignement social catholique et s'emploie à promouvoir la responsabilité sociale, la solidarité humaine et le bien commun.

CGE 3b Il/elle crée, adapte et évalue des idées nouvelles à la lumière du bien commun.

CGE 3e Il/elle adopte une approche holistique à la vie en intégrant des connaissances de divers champs de compétence et d'expérience.

CGE 3f Il/elle examine, évalue et applique sa connaissance de domaines interdépendants (physique, politique, éthique, socioéconomique et écologique) dans le but de développer une société juste et compatissantes

CGE 4f Il/elle sait faire un usage efficace de ses habiletés de communication, de prise de décision, de résolution de problèmes, de gestion du temps et des ressources.

CGE 4g Il/elle examine et réfléchit sur ses valeurs personnelles, ses habiletés et ses aspirations qui déterminent les choix et les possibilités que lui présente la vie.

CGE 7e Il/elle témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règnent justice, compassion et paix.

CGE 7f Il/elle respecte et affirme la diversité et l'interdépendance des peuples et cultures du monde.

CGE 7g Il/elle respecte et comprend l'histoire, le patrimoine culturel et le pluralisme de la société d'aujourd'hui.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

Specific Expectations: *Students will...*

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period (e.g., individuals: R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince; organizations: the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board)

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period?

In what ways were conflicts during this period different from those earlier in the century? What might account for those differences?

In what ways did events during this period reflect Canadians' views on human rights? Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada's response to later human rights issues?

Students will know, and be able to: (may be differentiated)

Students will know....

the contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.

Students will be able to....

explain why this person is a significant Canadian historical figure.

describe how some individuals, organizations, and symbols within the years of 1929-1945, contributed to the development of identity, citizenship, and/or heritage in Canada

identify Catholic values demonstrated by their topic.

identify whether or not the person or organization was controversial, and whether or not the person or organization was positive or negative to Canadian identity. Use historical inquiry skills to formulate questions to help guide research of significant Canadians.

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students

Handout: see below

Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)

Anchor Concepts:

Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)

Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)

Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Avant: Co-construire avec les élèves un référentiel des exemples de questions d'enquête
Co-construire les critères de qualités pour la tâche finale

Pendant: Conférence individuelle: enseignant-élève
Structurer du travail en petits groupes

Pendant et après: Des fiches auto-évaluation

Rich Assessment Task / Performance Task (what type of authentic tasks will allow students to demonstrate what they know and can do?)

Les élèves effectueront une recherche sur un individu ou une organisation qui a façonné l'histoire et l'identité canadienne.

Ils résumeront leur recherche sous forme d'une présentation orale avec appui visuel.

Exemples d'appui visuel : Un diaporama, Prezi, ou une affiche

Ceci est un travail individuel.

Key Criteria: do the key criteria align with the overall expectations and the achievement chart categories?

Les critères seront les suivants:

- Expliquer comment un individu, un groupe de personnes ou une organisation a contribué à la formation de l'identité canadienne.
- Démontrer comment une personne ou une organisation (selon le cas) reflète les valeurs catholiques.
- Évaluer l'importance historique de la personne ou l'organisation
- Justifier si l'influence de cette personne ou organisation a été positive ou négative.

Les critères reflètent les attentes A1 et C3 du document du curriculum de l'Ontario, ainsi que Le profil des finissants et finissantes des écoles catholiques de l'Ontario.

Enabling and/or Other Evidence

Pendant la présentation, les autres élèves écoutent afin de noter des exemples de faits pour répondre à la question suivante: "Dans quelles mesures cet individu ou organisation a-t-il influencé l'identité canadienne?" "Selon toi, lequel fût le plus important et pourquoi?"

Après la présentation

Inviter les élèves à partager en grand groupe, leurs réponses.

Auto-évaluation: Recueillir ces informations de chaque élève. Consolider et réfléchir en répondant brièvement aux questions suivantes:

- En regardant le travail complété, que ressens-tu?
- As-tu bien justifié ton opinion sur l'impact positif ou négatif de ton sujet, sur l'identité *canadienne*? Preuves?
- As-tu bien justifié opinion sur l'impact positif ou négatif de ton sujet sur l'identité *catholique*? Preuves?
- De quelles façons ce travail a-t-il transformé ta façon de penser sur ton identité personnelle (tes valeurs, ta personnalité, ta façon de penser)

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Compléter cette activité au cours de 1-2 semaines: incluant les remue-méninges, la préparation, la recherche et la présentation des projets.

Tracer avec les élèves un ensemble de caractéristiques de la vie des Canadiens entre 1929-1945

Revoir en plénière, le profil des finissants et finissantes des écoles catholiques de l'Ontario ensemble (voir [R Links to CGE's](#) (specific CGE's))

Revoir CGE et animer un remue-méninge, sur les valeurs catholiques que les élèves mettront en lumière à l'intérieur du projet de recherche. Relever des exemples de ces valeurs dans la vie quotidienne. Noter les réponses des élèves sur un référentiel.

Visionner la vidéo qui décrit les événements qui auraient eu lieu entre 1929-1945. Inviter les élèves à poser des questions. Vidéo du Musée McCord suggérée :

<https://www.youtube.com/watch?v=Eg4VPoma8Y8>

Développer avec les élèves un mur de vocabulaire et structures de phrases relatif au concept qu'ils étudient. Ce mur peut être fait à l'aide du tableau, du papier, GoogleDocs, SmartNotebook, ou autre.

Assessment Supports

Citoyens et citoyennes qui à l'instar de leurs œuvres ont marqué l'histoire du Canada

Tu as la mission d'identifier et d'évaluer les contributions d'un individu ou d'une organisation (au choix) qui a contribué à notre identité canadienne. Tu résumeras dans quelles mesures ils ont influencé l'identité canadienne. Ta recherche s'effectue dans le cadre des années 1929-1945. Les contributions de cet individu, groupe de personnes ou organisation, peuvent être relevées du domaine socio-économique, politique, et ou culturel.

Les attentes:

1. **Une biographie de ton sujet OU un résumé (selon le cas) de ton organisation choisie. (Qui est-il /Qui sont-ils/Quels sont leurs motivations, espoirs, buts)**
2. **Expliquer dans quelles mesures cette personne ou organisation a influencé l'identité canadienne.** Décrire l'importance de ces contributions.
3. **L'importance de ton sujet à l'identité canadienne.**
Est-ce que ton sujet a eu un impact à long-terme sur notre société? Pourquoi ou pourquoi pas? Justifie ton opinion.
4. **Identifier deux (2) valeurs catholiques démontrés par cette personne ou ce sujet.**
Réfère-toi aux discussions en classe et au Profil des finissants et finissantes catholiques de l'Ontario (Catholic Graduate Expectations). Tu peux également ajouter des valeurs discutées dans tes cours de religion.
5. **Identifier la nature de l'influence de ton sujet.**
Est-ce que ton sujet est controversé? Si oui, pourquoi?
Est-ce que ton sujet a eu une influence POSITIVE ou NÉGATIVE sur la société Canadienne? Justifie ton opinion! (À partir de tes arguments)
6. **Une bibliographie.**
Citer tes sources d'information!

Les choix de sujet sont les suivants:

<i>R. B. Bennett</i>	<i>Dorothy Livesay</i>
<i>Norman Bethune</i>	<i>Elsie MacGill</i>
<i>Thérèse Casgrain</i>	<i>Tommy Prince</i>
<i>Moses Coady</i>	<i>Sinclair Ross</i>
<i>Lionel Conacher</i>	<i>Kam Len Douglas Sam</i>
<i>Les Soeurs Dionne</i>	<i>Portia May White</i>
<i>Maurice Duplessis</i>	<i>Le mouvement d'Antigonish</i>
<i>Foster Hewitt</i>	<i>CBC (Radio-Canada)</i>
<i>Mackenzie King</i>	<i>Les Grads d'Edmonton</i>

Le format de la présentation:

Ton travail de recherche sera une présentation orale, avec appui visuel pour soutenir, expliquer et illustrer les points importants de ta présentation. Ton travail veut encourager une discussion et un partage d'opinion sur ton sujet choisi.

Tes paires écouteront activement et noteront les points essentiels de ta présentation afin de discuter s'ils sont d'accords avec ta position à l'égard de l'influence de ton sujet.

Choix de format pour appuyer la présentation

Le travail peut être soumis sous forme d'affiche, de présentations Prezi, diaporama, vidéoclip, un entretien, un reportage, un montage photos, une ligne de temps avec illustrations, ou autre. Consultez votre enseignant(e) avant de commencer!

Avant de soumettre ton travail...
Réponds aux questions suivantes!

Auto-évaluation:

En regardant le travail complété, que ressens-tu?
i.e. confiant / fier / satisfait / inquiète / frustré / autre...

As-tu bien justifié ton opinion sur l'impact positif ou négatif de ton sujet, sur l'identité *canadienne*? Preuves?
Lequel est le meilleur exemple

As-tu bien justifié ton opinion sur l'impact positif ou négatif de ton sujet sur l'identité *catholique*? Preuves?

De quelles façons cette recherche t'aide à définir l'identité canadienne?

Quel niveau donnerais-tu à ton travail complété? (Encerle)

Niveau	1	2	3	4
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...n'oublie pas de vérifier la rubrique d'évaluation avant de soumettre ton travail!

La rubrique d'évaluation: L'identité canadienne

	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Connaissances L'élève démontre sa compréhension de son sujet : la personne ou l'organisation choisie	La biographie/le résumé est incomplet. Le travail démontre une compréhension affaiblie du sujet, accompagné par une recherche incomplète.	La biographie/le résumé est partiellement complet. Le travail démontre une certaine compréhension, malgré un manque de détails.	La biographie/le résumé est complet. Le travail démontre une compréhension du sujet en fournissant des détails clairs et des exemples de faits pertinents.	La biographie/le résumé est complet. Le travail démontre une compréhension approfondie du sujet, accompagné par une recherche détaillée.
Pensée Critique L'élève analyse l'importance de son sujet L'élève peut justifier si son sujet a l'eu une influence positive ou négative	L'élève a de la difficulté à identifier l'impact à long-terme de son sujet. L'élève n'a pas pris position sur l'influence positive ou négative de son sujet.	L'élève peut donner quelques exemples de l'impact à long-terme de son sujet. L'élève n'a pas justifié pleinement si son sujet avait une influence positive ou négative.	L'élève identifie plusieurs exemples de l'impact à long-terme de son sujet. L'élève démontre des inférences et conclusions basées sur la recherche, en justifiant si son sujet avait une influence positive ou négative pour influencer l'identité canadienne.	L'élève identifie en détails l'impact à court-terme et à long-terme de son sujet et justifie ses exemples. L'élève démontre des preuves d'une analyse approfondie et des nouvelles connaissances en justifiant si son sujet avait une influence positive ou négative pour influencer l'identité canadienne.
Communication Le format choisi (Prezi, diaporama, etc.) est utilisé correctement et démontre cohésion et cohérence dans les idées L'élève exprime des idées complètes, claires et bien détaillées	L'élève soumet un travail peu organisé qui n'utilise pas le format choisi correctement L'élève s'exprime avec grande difficulté. Vocabulaire limité. Omissions de structures et de connecteurs pour lier les idées. Phrases incomplètes, mots isolés nuisent à la compréhension	L'élève soumet un travail parfois organisé qui utilise le format choisi L'élève s'exprime en français. L'élève utilise un vocabulaire qui manque parfois des connecteurs pour lier les idées.	L'élève soumet un travail bien organisé qui utilise le format choisi correctement L'élève s'exprime correctement en français. L'élève utilise un vocabulaire juste et s'exprime en phrases complètes en tenant compte de ses lecteurs.	L'élève soumet un excellent travail qui est bien organisé et utilise le format choisi correctement L'élève s'exprime avec grande aisance. L'élève utilise un vocabulaire juste, dans de phrases complètes en tenant compte de ses lecteurs. L'usage de connecteurs, de mots descriptifs d'illustrations enrichissent la compréhension du lecteur
Application L'élève peut établir des liens entre son sujet et les CGE/valeurs catholiques L'élève utilise ses habiletés de recherche en formulant son travail	L'élève établit peu de liens catholiques. Les rapprochements ne sont pas toujours clairs. L'élève éprouve de la difficulté à appliquer habiletés de recherche	L'élève établit quelques liens catholiques qui sont parfois clairs. L'élève applique quelques habiletés de recherche	L'élève établit des liens clairs entre le sujet et les valeurs catholiques. L'élève applique ses habiletés de recherche en utilisant des données, ses expériences personnelles, idées et opinions	L'élève établit des liens profonds entre le sujet et les valeurs catholiques. L'élève applique ses habiletés de recherche et peut bâtir des liens entre en tenant compte du passé, le présent et l'avenir

References:

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

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12. Theme: Citoyenneté canadienne et patrimoine culturel

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Students will describe how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada from 1914 to the present.

(Overall Expectation 3 in strand D)

Students will understand:

and analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

Sample questions: “What was the significance for people with disabilities of the formation of L’Arche? What was its significance for Canadian identity?” “Why does Viola Desmond appear on a Canadian postage stamp? What criteria do you think were used in her selection?”

Ontario Catholic School Graduate Expectations

CGE 6e Il/elle se met au service de sa famille, de son école et de sa communauté.

CGE 7a Il/elle agit dans le domaine de l'éthique et du droit comme personne formée dans la tradition catholique.

CGE 7b Il/elle accepte la responsabilité de ses propres actions.

CGE 7c Il/elle sait pardonner et demander pardon.

CGE 7d Il/elle met en valeur l'aspect sacré de la vie.

CGE 7e Il/elle témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règnent justice, compassion et paix.

CGE 7f Il/elle respecte et affirme la diversité et l'interdépendance des peuples et cultures du monde.

CGE 7g Il/elle respecte et comprend l'histoire, le patrimoine culturel et le pluralisme de la société d'aujourd'hui.

CGE 7h Il/elle exerce les droits et responsabilités de la citoyenneté canadienne.

CGE 7j Il/elle contribue au bien commun.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations: *Students will...*

D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., individuals: Doris Anderson, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Tommy Douglas, Terry Fox, Chief Dan George, Daniel G. Hill, René Lévesque, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Gilles Vigneault)

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

What impact did international politics and movements during this period have on the quality of life of Canadians?

How does change lead to both conflict and cooperation? Why?

What factors contributed to the development of social movements in Canada during this period?

Which event or development during this period made the most significant contribution to Canadian identity? What criteria can we use to make that judgement?

Students will know, and be able to: *(may be differentiated)*

Students will know....

and describe contributions of various individuals, groups and/or organizations to Canadian society and politics during the given time period.

that the contributions of these individuals and groups had a significant impact and directly contributed to helping shape Canada as a society and changing and/or improving life for others.

Students will be able to....

explain why this person or group is a significant Canadian historical figure.

identify Catholic values demonstrated by their topic

identify how this person has demonstrated their duty towards their fellow citizens.

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students
Handout: see below
Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Community and the Common Good (<http://www.eoccc-csfcs.org/themes/commongood.html>)

Anchor Concepts:

Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)

Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)

Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Choix:

Collaboration orale : Une entrevue à partir des résultats du processus d'enquête.

Collaboration écrite : Un rapport journalistique (News Report) à partir de sa photo.

Collaboration écrite et orale : Une présentation PowerPoint.

Le choix de production doit comporter un aspect historique et catholique. Par exemple, quelle personne (ou groupe de personnes) a contribué à la résolution du conflit afin de promouvoir la paix? *Heureux ceux qui procurent la paix, car ils seront appelés fils de Dieu.* Matthieu 5:9.

Rich Assessment Task / Performance Task (what type of authentic tasks will allow students to demonstrate what they know and can do?)

Production à l'écrit: Travail individuel

Les élèves effectueront une recherche sur un individu ou organisation qui se sont démarqués dans l'histoire canadienne, par leur influence sur le développement de l'identité, la citoyenneté et le patrimoine canadien. Ils s'informeront sur leurs motivations buts, espoirs et réalisations. Ils mettront en lumière les valeurs catholiques véhiculées dans le travail et les gestes de ces personnes ou organisations. Ils résumeront leur recherche sous forme d'un livret destinés pour de jeunes lecteurs âgés de 10 ans.

Key Criteria:

Les critères seront les suivants:

- Décrire comment une personne ou une organisation (selon le cas) a façonné la citoyenneté, l'identité et le patrimoine canadien.
- Évaluer et expliquer comment une personne ou une organisation (selon le cas) démontrent les valeurs catholiques.
- Établir des liens entre les actions du sujet choisi et les valeurs catholiques
- Adapter et simplifier les idées essentielles de recherche pour des jeunes lecteurs. (les enfants)

Les critères reflètent les attentes A1 et C3 du document du curriculum de l'Ontario, ainsi que le Profil des finissants et finissantes des écoles catholiques de l'Ontario.

Enabling and/or Other Evidence

PENDANT et APRÈS la production, les élèves pourront consolider et réfléchir en répondant brièvement aux questions suivantes:

- Après avoir accompli la tâche, réponds aux questions suivantes.

Sur une échelle de 1 à 5, 1 étant le moindre, indique ta confiance et fierté envers le travail réalisé.

Pourquoi ?

- As-tu utilisé diverses sources de recherche?
- As-tu utilisé un vocabulaire enrichi? Donne quelques exemples.
- As-tu bien expliqué comment ton sujet a influencé l'identité, la citoyenneté, et le patrimoine canadien? Lequel est ton meilleur exemple?
- As-tu bien démontré comment ton sujet reflète les *valeurs catholiques*? Lequel est ton meilleur exemple?
- Comment est-ce que tu t'es assuré d'avoir adapté le contenu pour des lecteurs âgés de 10 ans?

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Compléter cette activité au cours de 1-2 semaines: incluant les remue-ménages, la préparation, la recherche et la production des livrets.

Amorcer une discussion avec la question suivante :

De quelles façons est-ce qu'on peut lutter contre l'injustice sociale? Notez les idées proposées au tableau. Ensuite, offrez un exemple d'aujourd'hui comme point de référence pour les élèves.

Avant de donner les directives du travail, revoir en plénière, le Profil des finissants et finissantes des écoles catholiques de l'Ontario ensemble (voir [R Links to CGE's](#) (specific CGE's))

Revoir avec le groupe les CGE et animer une discussion, afin de dégager les qualités catholiques que les élèves chercheront à l'intérieur du projet de recherche.

Noter le remue-ménage à l'aide de Google Docs, le tableau, du papier, SmartNotebook, ou autre.

Souligner également, parmi la doctrine sociale de l'église catholique, les points suivants:

La dignité de la personne

La communauté et le bien commun

L'option préférentielle pour les pauvres

Les droits humains et les responsabilités

La dignité du travail et du service

<http://www.eoccc-csfcs.org/themes/themes.html>

http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_fr.html

Ce travail inclura des concepts historiques et catholiques. Le but sera d'évaluer les contributions d'une personne ou d'un groupe selon la présence des valeurs catholiques. Donc, il sera important de commencer la leçon par une revue des valeurs catholiques pour que les élèves puissent reconnaître les thèmes à exploiter.

Ensuite, montrer le site web Kayak aux élèves :

<http://kids.canadashistory.ca/Kids/Kayak?lang=fr-CA>

Ce site contient des bandes dessinées historiques destinées aux jeunes lecteurs qui peuvent être utilisées comme format à suivre pour accommoder les jeunes lecteurs.

Assessment Supports

Citoyenneté canadienne et patrimoine culturel

Tu vas effectuer une recherche sur un personnage ou un groupe de personnes ou organisation qui ont grandement influencé le développement et la formation de l'identité, la citoyenneté et le patrimoine canadien. Tu résumeras ta recherche sous format de livret, destiné à de jeunes lecteurs âgés de 10 ans. L'information dans ce livret présentera l'individu ou l'organisation choisi ainsi que les valeurs catholiques démontrées dans leur actions, paroles, ou travail. Ceci est un travail individuel.

Les attentes

1. **Commence par choisir un sujet de recherche et formuler la question d'enquête**
Des exemples de questions à poursuivre sont :
-Quelle était l'importance de la formation de L'Arche pour les personnes handicapées?
-Pourquoi est-ce que la photo de Viola Desmond a été choisi pour un timbre canadien?
2. Rechercher qui est cette personne ou cette organisation? Quelles étaient leurs motivations? Leurs espoirs? Leurs buts? Leurs défis? Succès? L'héritage qu'ils ont légué à l'histoire canadienne?
3. **Démontrer comment leur œuvres ou réalisations véhiculent les valeurs catholiques**
Réfère-toi aux discussions en classe et au Profil des finissants et finissantes catholiques de l'Ontario (Catholic Graduate Expectations).
Tu peux également ajouter des valeurs apprises dans tes cours de religion.
4. **Redire les points essentiels de ta recherche avec des idées simplifiées dans le but d'expliquer ces concepts aux enfants.**
Ton livre est destiné à un enfant âgé de 10 ans. Les concepts doivent être faciles à comprendre et doivent être bien expliqués!
5. **Une bibliographie.**
N'oublie pas de citer tes sources d'information!

Les choix de sujets sont les suivants

<i>Doris Anderson</i>	<i>Madeleine Parent</i>
<i>Rosemary Brown</i>	<i>Lester B. Pearson</i>
<i>Frank Arthur Calder</i>	<i>Joey Smallwood</i>
<i>Harold Cardinal</i>	<i>Pierre Trudeau</i>
<i>Matthew Coon Come</i>	<i>Greenpeace</i>
<i>Tommy Douglas</i>	<i>Comité canadien d'action sur le statut de la femme</i>
<i>Terry Fox</i>	<i>L'Assemblée des Premières Nations (the National Indian Brotherhood)</i>
<i>René Lévesque</i>	<i>The Nova Scotia Association for the Advancement of Coloured People</i>
<i>Chief George Manuel</i>	

Le format à suivre:

Ton projet doit être complété sous format de livret informatif destiné aux enfants. Tu peux utiliser des dessins ou des images pour enrichir la compréhension du lecteur. Ce projet peut être complété sur papier, OU tu peux utiliser un format électronique de ton choix (Google Slides ou autre) - **consulte ton enseignant(e)!**

Au cours du processus de recherche...

Réponds aux questions suivantes!

Auto-évaluation:

Après avoir accompli la tâche, réponds aux questions suivantes.

Sur une échelle de 1 à 5, 1 étant le moindre, indique ta confiance et fierté envers le travail réalisé. Pourquoi ?

As-tu utilisé diverses sources de recherche?

As-tu utilisé un vocabulaire enrichi? Donne quelques exemples.

As-tu bien expliqué comment ton sujet a influencé l'identité, la citoyenneté, et le patrimoine *canadien*? Lequel est ton meilleur exemple?

As-tu bien démontré comment ton sujet reflète les *valeurs catholiques*? Lequel est ton meilleur exemple?

Comment est-ce que tu t'es assuré d'avoir adapté le contenu pour des lecteurs âgés de 10 ans?

Quel niveau donnerais-tu à ton travail complété? (Encerle)

Niveau	1	2	3	4
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...n'oublie pas de vérifier la rubrique d'évaluation avant de soumettre ton travail!

Citoyenneté canadienne et patrimoine culturel

	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Connaissances L'élève montre sa compréhension de son sujet : la personne ou l'organisation choisie	La biographie / le résumé est incomplet. Le travail démontre une compréhension affaiblie du sujet, accompagné par une recherche incomplète.	La biographie / le résumé est partiellement complet. Le travail démontre une certaine compréhension, malgré un manque de détails.	La biographie / le résumé est complet. Le travail démontre une compréhension du sujet en fournissant des détails clairs et des exemples de faits pertinents.	La biographie / le résumé est complet. Le travail démontre une compréhension approfondie du sujet, accompagné par une recherche détaillée.
Pensée Critique L'élève analyse l'importance de son sujet	L'élève peut parfois identifier les contributions de son sujet à l'identité, la citoyenneté ou le patrimoine canadien	L'élève peut identifier quelques contributions de son sujet à l'identité, la citoyenneté ou le patrimoine canadien	L'élève identifie et explique les contributions de son sujet à l'identité, la citoyenneté ou le patrimoine canadien	L'élève identifie et explique les contributions de son sujet à l'identité, la citoyenneté ou le patrimoine canadien avec détails et profondeur
Communication Le format du livret est utilisé correctement et démontre cohésion et cohérence dans les idées L'élève exprime des idées complètes, claires et bien détaillées	L'élève soumet un travail peu organisé qui n'utilise pas le format choisi correctement L'élève s'exprime avec grande difficulté. Vocabulaire limité. Omissions de structures et de connecteurs pour lier les idées. Phrases incomplètes, mots isolés nuisent à la compréhension	L'élève soumet un travail parfois organisé qui utilise le format choisi L'élève s'exprime en français. L'élève utilise un vocabulaire qui manque parfois des connecteurs pour lier les idées.	L'élève soumet un travail bien organisé qui utilise le format choisi correctement L'élève s'exprime correctement en français. L'élève utilise un vocabulaire juste et s'exprime en phrases complètes en tenant compte de ses lecteurs.	L'élève soumet un excellent travail qui est bien organisé et utilise le format choisi correctement L'élève s'exprime avec grande aisance. L'élève utilise un vocabulaire juste, dans de phrases complètes en tenant compte de ses lecteurs. L'usage de connecteurs, de mots descriptifs d'illustrations enrichissent la compréhension du lecteur

<p>Application</p> <p>L'élève peut faire des liens entre son sujet et les CGE/valeurs catholiques</p> <p>L'élève utilise ses habiletés de recherche en formulant son travail</p>	<p>L'élève établit peu de liens catholiques. Les rapprochements ne sont pas toujours clairs.</p> <p>L'élève éprouve de la difficulté à appliquer habiletés de recherche (recherche, organisation, matériel, bibliographie...)</p>	<p>L'élève établit quelques liens catholiques qui sont parfois clairs.</p> <p>L'élève applique quelques habiletés de recherche (recherche, organisation...)</p>	<p>L'élève établit des liens clairs entre le sujet et les valeurs catholiques.</p> <p>L'élève applique ses habiletés de recherche (recherche, organisation, bibliographie...)</p>	<p>L'élève établit des liens profonds entre le sujet et les valeurs catholiques.</p> <p>L'élève applique ses habiletés de recherche (recherche, organisation, matériel, bibliographie...)</p>
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References:

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

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13. Theme: Les situations de conflits au Canada : Une photo vaut mille mots

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Critical Learning / Big Ideas:

Students will describe/analyse some significant issues and/or developments that have affected interactions within various communities in Canada, and between Canada and the international community from 1914 to the present. How did they affect Canadian society and politics? What are the key issues that affected these interactions? What are the changes that resulted from them? How were they significant? (Overall Expectation 2 in strands B, C, D, E).

Students will use the four concepts of historical thinking: historical significance, cause and consequence, continuity and change, and historical perspective ("Canadian and World Studies", pages 103-105) to describe significant instances of conflict and/or inequality in Canada (Specific Expectation 2.1 in strands B, C, D, E), encompassing Anchor Concepts and Catholic Themes.

From a Catholic perspective, students will make a connection to the Anchor Concepts of Conflict and Solidarity. There are five Catholic Themes embedded in these lessons: Peace, Human Rights and Responsibilities, Love and Justice, Dignity of the Human Person, and Preferential Option for the Poor and Vulnerable

Students will use to the Historical Inquiry Process ("Canadian and World Studies", pages 105-106) to formulate questions, gather and organize information, interpret and analyse their findings, evaluate and draw conclusions and communicate their findings.

Students will understand:

- Conflicts defined our nation.
- Why conflicts existed in our past and how were they resolved?
- How does the Catholic perspective influence our understanding of conflicts?
- Conflicts are most effectively addressed through solidarity.

Ontario Catholic School Graduate Expectations

CGE 1d Il/elle développe des attitudes et des valeurs fondées sur l'enseignement social catholique et s'emploie à promouvoir la responsabilité sociale, la solidarité humaine et le bien commun.

CGE1h Il/elle respecte les traditions de foi, les religions majeures du monde et les itinéraires de vie de toute personne de bonne volonté.

CGE1j Il/elle reconnaît que « le péché, la faiblesse humaine, le conflit et le pardon font partie du parcours humain » et que la croix, l'ultime signe du pardon, est au cœur de la rédemption. (Témoins de la foi)

CGE2a Il/elle fait preuve d'une écoute active et critique afin de comprendre et d'apprendre, à la lumière des valeurs évangéliques.

CGE2b Il/elle lit, comprend et utilise efficacement la documentation écrite.

CGE2c Il/elle présente de l'information et des idées avec clarté, honnêteté, et avec le souci de la réaction des autres.

CGE2d Il/elle écrit et parle couramment l'une ou l'autre des langues officielles du Canada.

CGE3b Il/elle crée, adapte et évalue des idées nouvelles à la lumière du bien commun.

CGE3c Il/elle pense de manière réfléchie et créatrice pour évaluer des situations et résoudre des problèmes.

CGE3d Il/elle prend des décisions à la lumière des valeurs évangéliques en se fondant sur une conscience morale bien informée.

CGE3f Il/elle examine, évalue et applique sa connaissance de domaines interdépendants (physique, politique, éthique, socio-économique et écologique) dans le but de développer une société juste et compatissante.

CGE4a Il/elle fait preuve d'une saine confiance en soi et de respect pour la dignité et le bien-être de l'autre.

CGE4f Il/elle sait faire un usage efficace de ses habiletés de communication, de prise de décision, de résolution de problèmes, de gestion du temps et des ressources. **CGE5a** Works effectively as an interdependent team member.

CGE5a Il/elle est un collaborateur efficace au sein d'équipes de travail.

CGE5b Il/elle réfléchit de façon critique sur le sens et le but du travail.

CGE5e Il/elle est conscient de ses droits, responsabilités et contributions, et ceux d'autrui.

CGE5g Il/elle fait preuve d'excellence, d'originalité et d'intégrité dans son propre travail et encourage ces qualités dans le travail de l'autre.

CGE7e Il/elle témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règnent justice, compassion et paix.

CGE7f Il/elle respecte et affirme la diversité et l'interdépendance des peuples et cultures du monde.

CGE7g Il/elle respecte et comprend l'histoire, le patrimoine culturel et le pluralisme de la société d'aujourd'hui.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.2 interpret select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations: *Students will...*

B2.3 describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada, and analyse some of their causes and consequences.

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them.

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period and analyse them from multiple perspectives.

E2.1 describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyse these interactions from various perspectives.

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 and analyse them from various perspectives.

E2.4 describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982 and analyse them from various perspectives.

Learning Goals – Guiding Questions: (for all students, not to be differentiated)

Can conflict be positive? If so, how?

What were the perspectives of various participants in the conflict? Whose voice was not heard?

Were the conflicts resolved in a fair and just way?

How do these conflicts mirror the Catholic Themes listed above?

Students will know, and be able to: (may be differentiated)

Students will know....

Les conflits qui ont façonné le Canada, de 1914 à nos jours.

Les enjeux qui ont mené à une situation de conflit.

L'impact de ces conflits sur divers groupes de personnes.

Les répercussions de ces conflits.

Students will be able to....

Expliquer et analyser des situations de conflits au Canada.

Dégager les débouchés du conflit.

Justifier, en utilisant le processus d'enquête, l'impact de ces conflits.

Intégrer une vision chrétienne du conflit.

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students
Handout: see below
Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)
Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)
Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)
Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)
Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)
Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)
Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)
Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)
Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)
Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

Choix:

Collaboration orale : Une entrevue à partir des résultats du processus d'enquête.
Collaboration écrite : Un rapport journalistique (News Report) à partir de sa photo.
Collaboration écrite et orale : Une présentation PowerPoint.

Key Criteria: do the key criteria align with the overall expectations and the achievement chart categories?

Enabling and/or Other Evidence

Options:

Évaluation écrite à partir des travaux des élèves.
Un débat contradictoire entre deux équipes ayant choisi un même conflit.
Un débat en triangle : chaque élève a la chance de s'exprimer dans un contexte familial. La troisième personne sert de médiateur/médiatrice.
Un tableau AVANT, PENDANT, APRÈS le conflit.
Stratégie de graffiti collectif : Les dyades circulent d'une feuille à l'autre pour écrire leurs réactions au sujet de la résolution du conflit présentée par les autres dyades.
Le billet de sortie : Quelle question est-ce que l'élève se pose encore?

Création d'une vidéo ou d'un poème à partir du conflit.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Lesson Rationale for Treatment of Minority Groups

Présentation de photos pour éveiller la curiosité des élèves et susciter la réflexion à partir des situations de conflits au Canada.



ANCHOR CONCEPT: "Conflict arises when members of a group do not share the same view of a situation and must struggle towards achieving justice. Conflict can also take place when a group cannot find a way to satisfy the needs of all its members; some conflicts take place between different groups of people. Human persons were created to live in community, and conflict is a natural part of the process of striving to live a common life that is just for all. Conflicts are often centred on opinions and issues that have to do with rights, needs, power and resources. Conflict frequently evokes powerful emotional responses which are a natural part of our humanity. Very often, these responses help us recognize problems and needs that demand to be justly addressed; in this way, conflict can be a good thing. By identifying the causes of a conflict, we can struggle to remedy them in fair and just ways that safeguard the common good. For Christians, ongoing strategies that involve respectful and nonviolent negotiation - be it between persons, groups or in the legal system- are always to be preferred to open hostility and war."

1) Anticipation: Activez les connaissances des élèves en discutant d'une photo telle que la photo qui a marqué la crise d'Oka. Les élèves observent la photo et répondent aux questions « Je vois », « Je pense » et « Je me pose la question suivante », afin de faire des prédictions.

2) Recherche: Les élèves travaillent en dyades formées selon leur niveau de préparation. Les élèves doivent recueillir une photo d'un conflit qui a eu lieu à une période de temps indiquée. L'enseignant vérifie l'authenticité de la photo en effectuant une fiche d'activation de connaissances : ce que je sais (quels sont les indices du conflit), ce que je pense (à partir d'une leçon précédente, d'une vidéo, etc.), ce que je veux apprendre (à partir du processus d'enquête qui est à venir).

3) Interprétation de la photo : Processus d'enquête et de réflexion

Quels sont les points de vue des groupes de personnes impliqués.

Qui sont les groupes impliqués dans ce conflit? Que représentent ces personnes?

Où se déroule le conflit?

D'abord il y a eu..., ensuite..., à la fin....

Quelles voix ne sont pas entendues ou quel groupe de personnes n'est pas représentée dans cette photo

Selon la perspective catholique, les conflits ont souvent pour origine des divergences d'idées et d'opinions reliées au droit, au besoin, au pouvoir et aux ressources.
Quels sont les divergences d'idées et d'opinions dans ta photo?
Comment est-ce que ces divergences sont reliées au droit, au besoin, au pouvoir ou aux ressources?
Comment est-ce que le conflit a été résolu?
Quels sont les effets durables de ce conflit?
Établir des liens entre le passé et le présent : Décris un conflit semblable de l'heure actuelle que nous pourrions raconter aux Canadiens et Canadiennes de demain.
Un fait important de ma photo est...
Selon moi, ce conflit aurait pu être évité si ...
Quelles stratégies ou actions ont été utilisées dans la résolution du conflit pour promouvoir la paix, les droits et responsabilités liés de la personne, la justice économique, la dignité de la personne humaine, et/ou l'option préférentielle pour les pauvres?

Assessment Supports

Fixer les objectifs d'apprentissage avec les élèves.

Fournir des ressources comme des sites web, images et/ou photos aux élèves.

Stratégie RAFT : Rôle (qui es-tu ou que représentes-tu?), Auditoire (à qui t'adresses-tu?), Format (quel est le format de votre présentation?), Thème (de quoi parlez-vous en tenant compte du conflit?)

Se procurer une copie des « Principes de l'enseignement social de l'Église Catholique » (Catholic Themes).

Animer une discussion de classe d'après l'énoncé suivant : « La paix est le fruit de la charité et la conséquence de la justice. » Construire un référentiel d'idées partagées par les élèves.

Animer une discussion de classe d'après l'énoncé suivant : « Comment est-ce que les jeunes d'aujourd'hui démontrent leur solidarité envers une cause ou un acte injuste? » Noter les idées des élèves dans un référentiel qui peut servir d'outil de référence.

La grille d'évaluation : L'analyse d'une photo

Quelles sont les causes et les conséquences du conflit selon divers points de vue?

	<u>Niveau 1</u>	<u>Niveau 2</u>	<u>Niveau 3</u>	<u>Niveau 4</u>
Connaissances et compréhension L'élève démontre sa connaissance du conflit.	L'élève démontre une connaissance limitée du conflit représenté par la photo.	L'élève démontre une connaissance partielle du conflit représenté par la photo.	L'élève démontre une connaissance générale du conflit représenté par la photo.	L'élève démontre une connaissance approfondie du conflit représenté par la photo.
Habiletés de la pensée critique L'élève analyse l'importance du conflit et peut tirer des conclusions.	L'élève démontre peu l'importance du conflit et ne tire aucune conclusion.	L'élève démontre parfois l'importance du conflit et tire quelques conclusions.	L'élève démontre presque toujours l'importance du conflit et tire plusieurs conclusions.	L'élève démontre toujours l'importance du conflit et tire un grand nombre de conclusions.
Communication L'élève prépare une recherche organisée. L'élève communique en français et avec fluidité, clarté et honnêteté.	Le travail de l'élève manque d'organisation. L'élève a de la difficulté à communiquer en français. Manque de fluidité, de clarté et d'honnêteté.	Le travail de l'élève est peu organisé. L'élève communique souvent en anglais. Il y a une fluidité, une clarté et une honnêteté partielles.	Le travail de l'élève démontre une organisation simple. L'élève communique parfois en anglais. Il y a une fluidité, une clarté et une honnêteté simples.	Le travail de l'élève démontre une organisation supérieure. L'élève communique uniquement en français. Il y a une fluidité, une clarté et une honnêteté supérieures.
Mise en application L'élève établit des liens entre le conflit et l'enseignement social catholique. Ce dernier encourage l'égalité, la démocratie et la solidarité qui mènent à une	L'élève établit des liens vagues.	L'élève établit des liens distincts.	L'élève établit des liens clairs.	L'élève établit des liens étroits.

société où règnent justice, compassion et paix.				
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Liste de contrôle pour élèves

Activité : L'analyse de ma photo

Choix de production orale et/ou écrite (tâche finale) : _____

Critères	Oui	Parfois - à améliorer	Non - à compléter
Est-ce que j'ai choisi une photo qui démontre une situation de conflit au Canada?			
Est-ce que j'ai décrit la photo selon ce que je vois et ce que je sais?			
Est-ce que j'ai décrit les groupes de personnes impliqués?			
Est-ce que j'ai mentionné les groupes de personnes qui ne sont pas représentées dans ma photo?			
Est-ce que j'ai analysé le conflit selon leurs points de vue?			
Est-ce que j'ai répondu aux questions où, quand, comment, et pourquoi?			
Est-ce que j'ai établi des liens entre le conflit et l'enseignement social catholique (p. ex., Comment est-ce que les divergences d'idées et d'opinion sont reliées au droit, au besoin, au pouvoir ou aux ressources?)			
Est-ce que j'ai créé des liens entre le passé et le présent par rapport à ce conflit?			
Est-ce que j'ai analysé les effets durables de ce conflit?			
Est-ce que j'ai mentionné si le conflit a été résolu?			
Est-ce que j'ai décrit des stratégies ou des actions qui ont été utilisées dans la résolution du conflit pour promouvoir la paix, les droits et responsabilités liés de la personne, la justice économique, la dignité de la personne humaine, et/ou l'option préférentielle pour les pauvres?			
Est-ce que j'ai décrit une perspective personnelle du conflit (p. ex., un fait important de la photo, comment est-ce que le conflit aurait pu être évité)?			

Est-ce que j'ai effectué une révision de mon travail (p. ex., orthographe, grammaire, conjugaison de verbes)?			
Est-ce que mon choix de production est organisé avec fluidité, clarté et honnêteté.			

References

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Concepts". *Eocccc.org*. N.p., 2016. Web. 10 July 2016.

"CSFCS: Enhancing the Religious Dimension of Catholic Education - Themes". *Eocccc.org*. N.p., 2016. Web. 13 July 2016.

"Ontario Catholic School Graduation Expectations (OCSGE) - Institute for Catholic Education". *Institute for Catholic Education*. N.p., 2016. Web. 6 July 2016.

"The Ontario Curriculum - Canadian And World Studies". *Ministry of Education*. Ontario Ministry of Education, 2013. Web. 2 July 2016.

Photo of Oka Crisis : Shaney Komulainen, La Presse Canadienne, le 1er septembre, 1990 (French)

Shaney Komulainen, The Canadian Press, September 1st, 1990 (English)

14. Theme: La création des programmes d'aide sociale et des mouvements sociaux au Canada

Overview – What are my students expected to learn? What will my students understand? (for all students, not differentiated)

Fairness does **not** mean 'same'ness.

A fundamental tenet of the Catholic faith is reaching out to assist those most in need.

Social welfare programs exist to promote the idea of the common good.

For a variety of reasons, people of good will require assistance from time to time.

Canada has a variety of programs that have been created and modified over time to help citizens in need.

Vulnerability does not mean weakness. It is commendable to be able to assist those in need.

Compassion is a central teaching of the Catholic faith, and through successful implementation of social welfare programs, Canadians work collaboratively to create a compassionate and just society.

Critical Learning / Big Ideas:

There are 6 Catholic Themes that are intrinsically linked to this series of lessons. They are: Hope, Love and Justice, Dignity of the Human Person, Community and the Common Good, Preferential Option for the Poor and Vulnerable, and Human Rights and Responsibilities.

How each of these themes connects to Social Welfare is explained in the Catholic Themes and Anchor concepts below.

Students will understand:

Social welfare programs have arisen over time out of necessity.

Social welfare programs exist to provide universal access to basic human rights that in turn will create a more productive and cohesive society.

Respecting the differences between individuals in a society and working to address the various needs of these individuals is a fundamental cornerstone of a just society.

*Misconception: those who access social welfare programs are lazy, useless, and/or non-contributing members of society. This misconception will be addressed through thoughtful discussion and reflection relating back to the life of Jesus, and specifically, each of the 6 Catholic Themes which all explore the necessity of helping those in need, that perspective is variable, and the contributions of an individual or group might be interpreted as positive or negative, depending on the views, experiences, bias of the audience or individual.

Ontario Catholic School Graduate Expectations

CGE 1d Il/elle développe des attitudes et des valeurs fondées sur l'enseignement social catholique et s'emploie à promouvoir la responsabilité sociale, la solidarité humaine et le bien commun.

CGE1h) Il/elle respecte les traditions de foi, les religions majeures du monde et les itinéraires de vie de toute personne de bonne volonté.

CGE1i) Il/elle intègre sa foi à sa vie.

CGE2a) Il/elle fait montre d'une écoute active et critique afin de comprendre et d'apprendre, à la lumière des valeurs évangéliques.

CGE2c) Il/elle présente de l'information et des idées avec clarté, honnêteté, et avec le souci de la réaction des autres.

CGE3a) Il/elle reconnaît que la grâce dans le monde abonde plus que le péché, et que l'espérance est une vertu essentielle pour faire face à tous les défis.

CGE3c) Il/elle pense de manière réfléchie et créatrice pour évaluer des situations et résoudre des problèmes.

CGE3f) Il/elle examine, évalue et applique sa connaissance de domaines interdépendants (physique, politique, éthique, socio-économique et écologique) dans le but de développer une société juste et compatissante.

CGE4a) Il/elle fait preuve d'une saine confiance en soi et de respect pour la dignité et le bien-être de l'autre.

CGE5d) Il/elle découvre sens, dignité, épanouissement et vocation dans un travail qui contribue au bien commun.

CGE7e) Il/elle témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règnent justice, compassion et paix.

CGE7f) Il/elle respecte et affirme la diversité et l'interdépendance des peuples et cultures du monde.

CGE7g) Il/elle respecte et comprend l'histoire, le patrimoine culturel et le pluralisme de la société d'aujourd'hui.

CGE7h) Il/elle exerce les droits et responsabilités de la citoyenneté canadienne.

CGE7j) Il/elle contribue au bien commun.

Overall and Specific Expectations

Strand A: Historical Inquiry and Skill Development

Overall Expectations: *Students will...*

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

Specific Expectations: *Students will...*

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914.

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

Strand B-E: Related Concepts of Historical Thinking

Overall Expectations: *Students will...*

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations: *Students will...*

D1.4 describe some key political developments and/or government policies in Canada during this period and assess how they affected the lives of people in Canada

D2.2 identify some major social movements in Canada during this period and explain their goals and perspectives.

D2.3 identify some key social welfare programs in Canada that were created or expanded during this period

D3.3 identify some key social welfare programs in Canada that were created or expanded during this period with reference to the everyday lives of Canadians and to Canadian identity.

E2.2 describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982 and explain some changes that have resulted from them

E3.4 describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world, and explain the significance of these commemorations for identity and/or heritage in Canada

Learning Goals – Guiding Questions: *(for all students, not to be differentiated)*

What social welfare programs exist in Canada/Ontario?

When and why did each of these programs come into existence?

How have these programs changed or developed over time?

How do these programs each mirror the Catholic Themes listed above?

How do these programs reflect the teachings and life of Jesus?

What are some of the major social movements in Canada?

Students will know, and be able to: (may be differentiated)

Students will know....

Comprendre ce que c'est l'empathie et la compassion et les cultiver chez soi.

Comprendre comment les gouvernements fédéral, provinciaux et territoriaux ont subvenu aux besoins des Canadiens.

Les programmes d'aide sociale: pourquoi ont-ils été créés et comment peut-on y accéder?

Les mouvements sociaux qui ont façonné le Canada, de 1914 à nos jours.

Students will be able to....

Expliquer l'évolution d'un programme d'aide sociale.

Décrire un programme d'aide sociale.

Expliquer comment les programmes d'aide sociale reflètent les valeurs catholiques.

Analyser un mouvement social.

Instructional Components

Lesson Materials

Teacher internet access for links to show / demonstrate to students

See Appendix 3, for further references to Anchor Concepts and Themes

Handout: see below

Student internet access for research

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

Catholic Themes:

Peace (<http://www.eoccc-csfcs.org/themes/peace.html>)

Human Rights and Responsibilities (<http://www.eoccc-csfcs.org/themes/humanrights.html>)

Love and Justice (<http://www.eoccc-csfcs.org/themes/lovejustice.html>)

Dignity of the Human Person (<http://www.eoccc-csfcs.org/themes/humandignity.html>)

Preferential Option for the Poor and Vulnerable (<http://www.eoccc-csfcs.org/themes/poor.html>)

Anchor Concepts:

Conflict (<http://www.eoccc-csfcs.org/concepts/aconflict.html>)

Human Dignity (<http://www.eoccc-csfcs.org/concepts/ahumandignity.html>)

Justice (<http://www.eoccc-csfcs.org/concepts/ajustice.html>)

Solidarity (<http://www.eoccc-csfcs.org/concepts/asolidarity.html>)

Citizenship (<http://www.eoccc-csfcs.org/concepts/acitizenship.html>)

Stewardship (<http://www.eoccc-csfcs.org/concepts/astewardship.html>)

Anchor Concepts in Relation to Catholic Themes (http://www.eoccc-csfcs.org/pdf/anchor_concepts_relationship.pdf)

Connection to Final Assessment Task

1. L'évolution des programmes d'aide sociale au Canada

AVANT: Activer les connaissances antérieures des élèves en effectuant un remue-méninge de programmes d'aide sociale.

PENDANT: Les élèves forment six groupes. Ils effectueront une recherche d'un programme d'aide sociale d'un domaine spécifique (p. ex., santé, assurance-emploi, éducation, bien-être social, pensions de vieillesse, assurance-emploi).

Les groupes consulteront le site web canadabenefits.gc.ca afin d'amorcer leur recherche.

Processus d'enquête:

Quels facteurs ont contribué à l'adoption du programme d'aide sociale? Quel est l'objectif du programme d'aide sociale? Est-ce qu'il y a eu une réforme (des modifications) du programme d'aide sociale depuis sa création? Quelles sont les modifications et quelle est la raison d'être de cette réforme? Quelles sont les disparités économiques des régions du Canada et les effets sur la qualité du programme d'aide sociale?

APRÈS: Compléter le remue-méninge du début de la leçon en ajoutant les programmes d'aide sociale développés dans le travail de recherche. Écrire ces programmes d'aide sociale d'une autre couleur afin d'identifier les connaissances acquises.

2. Comment est-ce que les programmes d'aide sociale reflètent les valeurs catholiques?

Activité napperon (Placemat)

AVANT: Les élèves forment les mêmes six groupes qu'auparavant. Chaque groupe reçoit un principe fondamental de l'Enseignement social de l'Église catholique (*Catholic Theme*) et une grande feuille de papier. Les principes suivants seront à l'étude : l'espoir, la justice économique, la dignité de la personne humaine, la communauté et le bien commun, l'option préférentielle pour les pauvres, et les droits de la personne.

Inscrire le principe au milieu de la feuille de papier

Diviser le contour à l'extérieur du centre en quatre sections. Dans la première section, les élèves dessinent des illustrations ou inscrivent des mots de vocabulaire liés au principe à l'étude.

PENDANT: Les groupes consultent le site Internet de l'EOCCC et repèrent son principe. Ils complètent les trois autres sections du napperon selon les exigences suivantes:

Écrits bibliques (*Scripture references*) : Explique le lien entre le principe choisi et un des écrits bibliques.

Citation (*Quotation*) : Explique une citation. Qui a prononcé ces paroles?

Réponse à une question de réflexion (*Reflection Question*) provenant du site de l'EOCCC.

APRÈS: Animer une discussion sur les programmes d'aide sociale au Canada en mettant l'accent sur les valeurs catholiques. En petits groupes, les élèves préparent cinq questions de réflexion qu'ils/elles se posent encore. Les élèves forment deux cercles: ceux du cercle intérieur font face à l'extérieur et ceux du cercle extérieur font face à l'intérieur. Poser une question. Les élèves qui se trouvent l'un en face de l'autre discutent de la question pendant quelques minutes. Par la suite, les élèves du cercle intérieur se déplacent à la droite et l'enseignant(e) pose une deuxième question. Cette stratégie « Face à face » (*Inside/Outside Circle*) permet aux élèves d'apprendre des autres qui les entourent. En groupe-classe, compléter un organisateur graphique « Je discute - Je réagis - Je tire des conclusions ».

Exemples de questions de réflexion :

Es-tu d'accord avec l'énoncé suivant provenant du ministère de l'Immigration, Réfugiés et Citoyenneté Canada : « Avec l'évolution des valeurs sociales pendant plus de cinquante ans, le Canada devient une société plus souple et plus ouverte. » Explique ta réponse.

Quel est le lien entre le programme d'aide sociale et le principe fondamental de l'Enseignement social de l'Église catholique (*Catholic Theme*)?

Quelle pratique ou règlement fait la promotion du bien commun dans notre école?

Quel est le lien entre les programmes d'aide sociale et l'énoncé suivant de Saint Jean-Paul II? « *Les besoins des pauvres doivent avoir priorité sur les désirs des riches, les droits des travailleurs sur la maximisation des profits, et la préservation de l'environnement sur l'expansion industrielle incontrôlée, et la production répondant aux besoins sociaux sur la production à des fins militaires.* »

3. L'analyse d'un mouvement social

Mettre l'accent sur les forces de l'élève en offrant un choix :

Collaboration orale: un enregistrement sonore, production d'une vidéo publicitaire, entrevue imaginaire.
Collaboration écrite: une présentation PowerPoint, lettre au Premier Ministre du Canada ou au Premier Ministre de la province/territoire, une ligne de temps du mouvement social, graphique en T des causes et des effets.

Recherche : Les élèves travaillent en dyades formées selon leur niveau de préparation. Ils choisissent une province ou un territoire du Canada ainsi qu'une période de temps : 1914 à 1929, 1929 à 1945, 1945 à 1982, ou 1982 à nos jours.

Processus d'enquête et de réflexion:

Quel mouvement social voit le jour dans la province/territoire à ce moment?

Comment a été créé ce mouvement social?

Quels sont les préjugés liés à ce mouvement social?

Quelle est la valeur de ce mouvement social quant aux autres provinces/territoires du Canada?

Quels sont les gains réalisés et les progrès accomplis depuis la naissance de ce mouvement social?

Est-ce que ce mouvement social a donné naissance à une nouvelle force politique (p. ex., le syndicat des Travailleurs unis de l'automobile)?

Est-ce que ce mouvement social est lié à une période de coopération ou de conflit? Pourquoi ? Justifie ton choix à partir d'exemples spécifiques.

Quelles sont les traces du mouvement social de nos jours?

Quelles stratégies ou actions ont été utilisées dans la création du mouvement social pour promouvoir la paix et l'espoir?

Key Criteria: Do the key criteria align with the overall expectations and the achievement chart categories?

Enabling and/or Other (what other evidence can students provide? e.g., observations, conversations, journals, quizzes, debates; do the assessment strategies consider specific expectations, learning skills and CGE's? How might students reflect upon and self-assess their learning?)

Options:

Préparer une auto-évaluation afin que l'élève puisse se fixer des objectifs d'apprentissage.

Activité « Complète la phrase » (p. ex., Sans les programmes d'aide sociale, le Canada serait...)

Les élèves créeront un **nouveau** programme d'aide sociale qui correspond à la société du XXI^e siècle et qui est lié à un principe fondamental de l'Enseignement social de l'Église catholique.

How will I help my students learn?

Series of activities supporting student learning, towards the proposed summative task

Lesson Rationale for Social Welfare

Préparer un gabarit pour l'activité napperon.

Faciliter un remue-méninge de mouvements sociaux canadiens.

Visionner une vidéo ou lire un article de journal lié à un mouvement social du passé.

Vérifier le brouillon et fournir une rétroaction descriptive afin d'aider les élèves à s'améliorer.

Différencier **le contenu**, si nécessaire.

Enseigner le vocabulaire lié à la matière en créant une banque de mots qui sert d'appui à

La création des travaux.

Le billet de sortie 3-2-1: 3 nouveautés, 2 observations intéressantes, 1 question que je me pose encore.

Assessment Supports

La grille d'évaluation : Le mouvement social

Quel sont les facteurs et les objectifs à l'origine du mouvement social?

	Niveau 1	Niveau	Niveau 3	Niveau 4
Connaissances et compréhension L'élève démontre sa connaissance des faits du mouvement social.	L'élève démontre une connaissance limitée des faits du mouvement sociale.	L'élève démontre une connaissance partielle des faits du mouvement sociale.	L'élève démontre une connaissance générale des faits du mouvement sociale.	L'élève démontre une connaissance approfondie des faits du mouvement sociale.
Habiletés de la pensée critique L'élève pense de manière réfléchie pour analyser l'importance de son mouvement social. Il/elle peut évaluer des situations et peut tirer des conclusions. L'élève applique des habiletés de recherche telles que l'analyse, l'évaluation et l'interprétation.	L'élève démontre peu l'importance de son mouvement social. Il/elle n'évalue pas des situations et ne tire aucune conclusion. L'élève analyse avec une efficacité limitée et applique un nombre limité d'habiletés de recherche.	L'élève démontre parfois l'importance de son mouvement social. Il/elle évalue quelque peu des situations et tire quelques conclusions. L'élève analyse avec une certaine efficacité et applique certaines habiletés de recherche.	L'élève démontre presque toujours l'importance de son mouvement social. Il/elle évalue plusieurs situations et tire plusieurs conclusions. L'élève analyse avec efficacité et applique la plupart des habiletés de recherche.	L'élève démontre toujours l'importance de son mouvement social. Il/elle évalue beaucoup de situations et tire un grand nombre de conclusions. L'élève analyse avec une efficacité supérieure et applique toutes ou presque toutes les habiletés de recherche.

<p>Communication</p> <p>L'élève prépare une recherche organisée.</p> <p>L'élève communique en français et avec fluidité, clarté et honnêteté.</p>	<p>Le travail de l'élève manque d'organisation</p> <p>L'élève a de la difficulté à communiquer en français. Manque de fluidité, de clarté et d'honnêteté.</p>	<p>Le travail de l'élève est peu organisé.</p> <p>L'élève communique souvent en anglais. Il y a une fluidité, une clarté et une honnêteté partielles.</p>	<p>Le travail de l'élève démontre une organisation simple.</p> <p>L'élève communique parfois en anglais. Il y a une fluidité, une clarté et une honnêteté simples.</p>	<p>Le travail de l'élève démontre une organisation supérieure.</p> <p>L'élève communique uniquement en français. Il y a une fluidité, une clarté et une honnêteté supérieures.</p>
<p>Mise en application</p> <p>L'élève établit des liens entre le mouvement social de sa province/territoire et les valeurs catholiques, sociales, et politiques.</p>	<p>L'élève démontre des rapprochements vagues.</p>	<p>L'élève démontre des rapprochements distincts.</p>	<p>L'élève démontre des rapprochements clairs.</p>	<p>L'élève démontre des rapprochements étroits.</p>

Nom de l'élève: _____

Présentation de (nom de l'élève): _____

Le billet de sortie 3-2-1

Énumère trois nouvelles connaissances apprises.

Décris deux observations intéressantes.

Pose une question qui n'a pas été répondue et que je me pose encore.

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Appendix 1

OCS GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community

CGE1a Illustrates a basic understanding of the saving story of our Christian faith.

CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.

CGE1c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1e Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.

CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE1i Integrates faith with life.

CGE1j Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

An Effective Communicator

CGE2a Listens actively and critically to understand and learn in light of gospel values.

CGE2b Reads, understands and uses written materials effectively.

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.

CGE2d Writes and speaks fluently one or both of Canada's official languages.

CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker

CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE3b Creates, adapts, evaluates new ideas in light of the common good.

CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.

CGE3d Makes decisions in light of gospel values with an informed moral conscience.

CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Lifelong Learner

CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4b Demonstrates flexibility and adaptability.

CGE4c Takes initiative and demonstrates Christian leadership.

CGE4d Responds to, manages and constructively influences change in a discerning manner.

CGE4e Sets appropriate goals and priorities in school, work and personal life.

CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor

CGE5a Works effectively as an interdependent team member.

CGE5b Thinks critically about the meaning and purpose of work.

CGE5c Develops one's God-given potential and makes a meaningful contribution to society.

CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

CGE5e Respects the rights, responsibilities and contributions of self and others.

CGE5f Exercises Christian leadership in the achievement of individual and group goals.

CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member

CGE6a Relates to family members in a loving, compassionate and respectful manner.

CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

CGE6c Values and honours the important role of the family in society.

CGE6d Values and nurtures opportunities for family prayer.

A Responsible Citizen

CGE7a Acts morally and legally as a person formed in Catholic traditions.

CGE7b Accepts accountability for one's own actions.

CGE7c Seeks and grants forgiveness.

CGE7d Promotes the sacredness of life.

CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE7h Exercises the rights and responsibilities of Canadian citizenship.

CGE7i Respects the environment and uses resources wisely.

CGE7j Contributes to the common good.

Appendix 2

Catholic Themes and Anchor Concepts

Anchor Concepts in Relation to Catholic Themes

Anchor Concepts	Catholic Themes
CITIZENSHIP	Community and the Common Good; Dignity of Work and Service
COMMON GOOD	Community and the Common Good; Dignity of Work and Service, Intimacy and Sexuality; Love and Justice
COMMUNITY	Community and the Common Good; Dignity of Work and Service, Intimacy and Sexuality; Love and Justice
CONFLICT	Love and Justice; Peace
CREATIVITY/DESIGN	Mystery, Wonder and Awe, Intimacy and Sexuality
DISCOVERY	Mystery, Wonder and Awe, Intimacy and Sexuality
DISTRIBUTION	Human Rights and Responsibilities; Love and Justice; Peace
EMPOWERMENT	Love and Justice; Peace; Hope, Intimacy and Sexuality
FAITH	Faith; Mystery, Wonder and Awe, Intimacy and Sexuality
FAMILY	Community and the Common Good, Intimacy and Sexuality
GLOBALISM	Human Rights and Responsibilities; Dignity of the Human Person; Preferential Option for the Poor and Vulnerable; Love and Justice; Stewardship for Creation
HUMAN DIGNITY	Dignity of the Human Person; Dignity of Work and Service, Intimacy and Sexuality; Love and Justice
INTERDEPENDENCE	Human Rights and Responsibilities; Dignity of the Human Person; Preferential Option for the Poor and Vulnerable; Love and Justice, Intimacy and Sexuality
JUSTICE	Love and Justice; Peace; Preferential Option for the Poor and Vulnerable; Dignity of Work and Service
LIFESTYLE	Dignity of the Human Person; Community and the Common Good; Stewardship for Creation; Mystery, Wonder and Awe, Intimacy and Sexuality; Love and Justice
REDEMPTION	Hope; Mystery, Wonder and Awe
REVELATION	Mystery, Wonder and Awe
SOLIDARITY	Human Rights and Responsibilities; Dignity of the Human Person; Preferential Option for the Poor and Vulnerable; Love and Justice
STEWARDSHIP	Stewardship for Creation
TRANSFORMATION/CONVERSION	Faith; Hope; Mystery, Wonder and Awe; Peace; Love and Justice
VOCATION	Dignity of Work and Service, Intimacy and Sexuality

Eastern Ontario Catholic Curriculum Corporation

835 Campbell St.

Cornwall, ON., K6H 7B7

Tel: 613-703-1752 Fax: 613-933-7966

www.eoccc.org