

# Examining Varied Visions of Canada




Students gather information on historical perspectives of Canada as a nation and examine the changing perspectives of nation from Confederation to contemporary times.

## Instructional Support

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A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (explain historical perspectives).

### Setting the Context for Learning

- Show students two videos that represent different perspectives of Canada as a nation. Possible videos include:
  - [Tom Brokaw Explains Canada to Americans](#)
  - [George Stroumboulopoulos Canada Day Bio](#)
- Engage students in a discussion about what is meant by perspective and how these short clips illustrate very different perspectives about Canada as a nation.
- Ask students to consider the following:
  - What would people who lived in Canada at the time of Confederation think about Canada as it is today?
  - What do you think your grandchildren will think about Canada as it is today when they look back 50 years from now?
- Engage students in a discussion about how people's understanding of abstract concepts, such as nation, changes over time.
- Let students know that as they work through their inquiry over the next several classes, they will be working on the skills that they need in order to be successful with the [Summative Assessment Task: Visions of Canada's Past, Present and Future](#) .
- Share the assessment task and the [assessment task rubric](#)  with students. Point out the different parts of the task, and let students know that they will be working on the various parts of the task as the classes proceed.
- The language of the assessment task rubric is clarified through the formative assessment opportunities provided for each suggested activity. The boldfaced descriptive words in the rubric are also clarified in the [Summative Assessment Task Rubric Glossary](#) .

### Explain Historical Perspectives

- There is an inherent complexity in the learning outcomes about what students are being asked to do to explore different historical perspectives about Canada as a nation. The perspectives of the Fathers of Confederation and Pierre Trudeau are often explicitly stated in sources and can be gathered with relative ease. The perspectives evident through the First Nations treaties and the *Indian Act*, and through the pursuit of Métis and Inuit self-governance, are often implied but not stated. As students work through gathering information, encourage them to consider

the perspectives that can be inferred from the decisions to include particular clauses within the First Nations treaties and the *Indian Act*, and from the pursuit of First Nations, Métis and Inuit self-governance.

- Consider selecting a short clause from a First Nations treaty or from the *Indian Act* to share with students. Use a talk aloud strategy to model for students how to infer a perspective and how to support that inference with evidence from the document, as well as background information.
- Assist students in gathering background information about the perspectives of:
  - the Fathers of Confederation
  - government officials who developed the First Nations treaties and the *Indian Act*
  - First Nations, Métis and Inuit peoples in pursuit of self-governance
  - Pierre Trudeau
- Assign students to work in groups to gather information on one of these perspectives. As part of their information gathering, they should consider the context of the time AND one of the following:
  - explicit vision of the Fathers of Confederation
  - explicit vision of Pierre Trudeau
  - implied vision of the government officials who developed the First Nations treaties and the *Indian Act*
  - implied vision of First Nations, Métis and Inuit peoples in their pursuit of self-governance.
- After the information has been gathered, students may [jigsaw](#) the different perspectives they explored to ensure that all students encounter the necessary background information to complete the summative assessment task.
- Share with students strategies for gathering information from the textbook (e.g., index, table of contents), class notes and other sources.
- Remind students that when using information that provides a great deal of detail, summarizing is important. Model for students, using a small section of the textbook, how to extract the pertinent details and put them in their own words.
- Provide suggestions to assist students in organizing their information. For example, students could organize the information according to the categories listed in the task.
- Point out to students that they would have encountered a similar skill (describe multiple perspectives) in a historical context if they completed the first task for this related issue, Exploring the Person Behind the Name. Explain to students that the processes they used when working with that skill apply here and in contemporary examples as well. Encourage students to think about the feedback they received throughout the completion of that task as they work with the focus for assessment in this suggested activity.
- Remind students that explaining historical perspectives goes beyond explaining the actions of a person. In explaining the historical perspective, students must address the beliefs of the person or implicit beliefs within an issue. Students focus on articulating a vision of Canada as a nation that was represented by a person or through how an issue was addressed.
- Encourage students to use the information they gathered about the Fathers of Confederation; First Nations treaties; the *Indian Act*; First Nations, Métis and Inuit self-governance; and Pierre Trudeau to assist them in identifying possible visions of Canada.
- Select an example from Canadian history to model for students how to examine perspectives that change over time. Possible examples might include Louis Riel, Brian Mulroney, Shawn Atleo, Roméo Dallaire, the introduction of the Loonie or the adoption of the Maple Leaf as Canada's flag.

# Formative Assessment

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Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [explain historical perspectives](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.

## Formative Assessment: Assessment for Learning Opportunity



### Explain Historical Perspectives

Involve students in *peer coaching* to provide and receive feedback about the pertinence of the information they provided and the perceptiveness of their explanation of the changing visions of Canada as a nation. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.



#### Feedback Prompts:

How well have I described visions of Canada from the perspective of:

- the Fathers of Confederation?
- government officials who developed the First Nations treaties and the *Indian Act*?
- First Nations, Métis and Inuit peoples in pursuit of self-governance?
- Pierre Trudeau?

These feedback prompts have been incorporated into the [Explain Historical Perspectives: Peer Coaching Tool](#) , which can be copied or adapted for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 20-4 Formative Assessment Summary](#) .

### Linking to the Summative Assessment Task

- As students explain historical perspectives through the suggested activity Examining Varied Visions of Canada, they will have completed the first portion of the [Summative Assessment Task: Visions of Canada's Past, Present and Future](#) .
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use feedback received through the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.

# Suggested Supporting Resources

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## Textbook References

Student Basic Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Pages 290–295 Visions of Canada
- Pages 326–329 How Can Individuals Promote a National Identity?
- Pages 356–358 Visions of National Identity
- Pages 361–366 What Are Some Visions of Canada?

Teaching Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Reproducible 4.13.6 Visions of Canada
- Reproducible 4.13.10 Some Debates about Visions of Canada Today
- Reproducible 4.13.11 Analyzing the Debate Statement
- Reproducible 4.14.3 How Institutions Promote Canadian Identity
- Reproducible 4.14.4 Mock Canadian Citizenship Exam Selected Questions, 1997 and 2007
- Reproducible 4.14.5 Institutions and Visions of Canada
- Reproducible 4.14.6 Programs and Examples
- Reproducible 4.14.7 Our Advertising Campaign
- Reproducible 4.14.8 Individuals Who Promote a National Identity
- Reproducible 4.14.9 Rethinking the 10 Greatest Canadians
- Reproducible 4.16.2 Visions of Canada

## Web Resources

### Web Links for Online Sources:

- LearnAlberta.ca:
  - [Perspectives on Nationalism](#)—Section 04: What is my vision of Canada?
  - [Social Studies Images Collection](#)
- CBC Digital Archives—video and materials: [And the Greatest Canadian of all time is ...](#) and [Lesson Plan: The Greatest Canadian](#)
- [Citizenship and Immigration Canada website](#) and section [Discover Canada: The Rights and Responsibilities of Citizenship](#)
- CBC.ca website—Becoming Canadian section: [Canada Quiz](#) and [Citizenship](#)
- Canadian Heritage website: [Canada Day Challenge 2013](#)
- BBC News website—article: [Pierre Trudeau: Canada's Charismatic Prime Minister](#)
- FNMI:
  - CBC.ca, George Stroumboulopoulos Tonight: [Shawn Atleo on Improving Conditions for First Nations People](#)
  - [Indspire website](#)
  - Canadian Heritage website—virtual museum: [Inuit: Self Government](#)
  - CBC Digital Archives—video: [Georges Erasmus Offers a Native View of Canada's Future](#) and [Aboriginal self-government activities and lesson plans](#) (for teachers)
  - [Assembly of First Nations website](#) (for teachers)
  - [Métis National Council website](#) (for teachers)
  - [Inuit Tapiriit Kanatami website](#) (for teachers)

- UNHRD Humanitarian Response Depot—section: [International Organizations & NGOs](#)

## Knowledge and Employability Studio:

- Social Studies Background and Tools:
  - [Aboriginal Land Claims](#) 
  - [Aboriginal Treaties Time Line](#) 
  - [Indian Act](#) 
- Social Studies 20-4:
  - [20-4.4 Canadian National Identity](#) 

## Videos:

- LearnAlberta.ca:
  - [Vistas: Aboriginal Expressions](#) (12 short films on the theme of "nationhood")
  - [The Experimental Eskimos](#)
  - [Working for Change: Active Global Citizenship](#)
  - [The U.S. and Us](#)
  - Staking the Claim: Dreams, Democracy and Canadian Inuit ([The Strength Within](#), [Standing Together](#) and [A New Era](#))
- CBC.ca, George Stroumbouloupoulos Tonight: [Canada Day Bio](#)
- YouTube.com website:
  - [Tom Brokaw Explains Canada to Americans](#)
  - [Trudeau's Vision of Canada as a "Just Society"](#)
  - [Visions of Canada: Preview; PBS](#)

## Critical Challenges:

- LearnAlberta.ca:
  - [Support Material: Comparing Significant Events, Ideas or People](#)
  - [Support Material: Comparing Differences](#)
  - [Support Material: Justifying My Choice](#)
  - [Modelling the Tools: Creating Persuasive and Effective Visuals](#)
  - [Historical Perspectives of National Identity](#)