

My Future Canada

Students use their understanding of Canada today to describe their ideal vision of Canada on the country's 175th birthday in 2042.

Instructional Support

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 (describe a future vision of national identity).

Setting the Context for Learning

- In early 2004, CBC Television put out a call to all people in Canada to vote for "[The 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. As a class, select one of the radio or television clips about the greatest Canadian. Choices include [Dr. Frederick Banting](#), [Alexander Graham Bell](#), [Don Cherry](#), [Terry Fox](#), [Wayne Gretzky](#), [Sir John A. Macdonald](#), [Lester B. Pearson](#), [David Suzuki](#), [Pierre Elliott Trudeau](#), and the winner—the greatest Canadian of all time—[Tommy Douglas](#).
- Discuss with students what their selected "top 10 Greatest Canadian" contributed to Canada, including what he saw as uniquely Canadian or important to Canadians and what he worked to change about Canada as a nation.
- Brainstorm with students their thoughts on what they would most like to contribute to Canada, what makes our Canadian identity unique, and what they wish they could change about Canada as a nation.

Describe a Future Vision of National Identity

- Prompt students to consider what they have learned about pluralism; the multinational model; separatism; our role as a global leader; pursuit of First Nations, Métis and Inuit self-determination; and the concept of North American integration as they begin this section of the summative assessment task. You may wish to use some of the links in the [Suggested Supporting Resources](#) section to help with this exploration.
- To engage students in thinking about Canada as a nation in a personal manner, prompt students to make a list of values, attitudes or even stereotypes that they think define what it is to be Canadian. From this list, students select one thing that they connect most strongly with and one thing that they wish they could change.
- To engage students in thinking about Canada from the perspective of a member of our broader society, prompt students to list what they value or like most about Canada as a nation, and what they wish they could change about Canada as a nation.
- Students select the top three things from their list about what they would like to keep as part of their life in the future. Encourage students to consider reasons for keeping each item by explaining how it is a part of their personal experience of Canada or their connection to Canada.

- Transition from modern Canada to students' ideal vision of the future by prompting students to envision what they would like Canada to be like as a nation in 2042. Ask students to consider the questions on their summative assessment task sheet as they describe their ideal Canada of the future.

Formative Assessment

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

- [describe a future vision of national identity](#)

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

Describe a Future Vision of National Identity



Ask students to engage in a *self-reflection* on the quality of their explanation for the future vision of national identity. Encourage students to consider the feedback prompts and highlight where they have addressed the prompts in their response.

Feedback Prompts:

- Have I considered Canada's role as a global leader in my future Canada?
- Have I respected the role of First Nations, Métis and Inuit peoples and considered self-governance in my future Canada?
- Have I considered how Canada will be structured as a nation in my future Canada? Will it be part of one North American nation with the United States and Mexico or part of a group of provincial/territorial nations?
- Have I clearly explained why my vision would reflect an ideal Canada?

These feedback prompts can be posted on an interactive white board or bulletin board, or incorporated into a feedback tool that can be copied 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 describe a future vision of national identity through the suggested activity My Future Canada, they will have completed the second 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

Textbook References

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

- Pages 290–295 Visions of Canada
- Images:
 - Figure 15-1, page 332 The Quest for Canadian Unity
 - Figures 15-11 to 15-15, page 341 Picturing Issues Affecting National Unity
 - Figure 16-1, page 356 Visions of National Identity
 - Figures 16-16 to 16-20, pages 372–373 Picturing Canadian Identity
- Pages 312–315 Canadian Identity
- Page 332 The Quest for Canadian Unity
- Pages 356–358 Visions of National Identity
- Pages 361–364 What Are Some Visions of Canada?
- Pages 372–373 What Is Your Vision of National Identity?
- Page 374 "I Am a Canadian" (excerpt from Duke Redbird's poem)

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

- Reproducible 4.13.4 Analyzing Posters
- 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 4.14.1 Symbols of Canada
- Reproducible 4.14.2 Symbols, Myths, and National Identity
- Reproducible 4.14.3 How Institutions Promote Canadian Identity
- Reproducible 4.14.9 Rethinking the 10 Greatest Canadians
- Reproducible 4.14.10 Exploring Our Community's Identity
- Reproducible 4.15.2 My Loyalties
- 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 News In Depth website—section: [Canada 2020: What Will Canada Be Like in the Coming Decades?](#)
- CBC Digital Archives—radio and television clips: [And the Greatest Canadian of all time is ...](#)
- [Canada 2020: The Canada We Want in 2020 website](#)

- [Brand "O Canada": Defining Canada's Image for the World website](#) (for teachers—visuals can be used with students and you can summarize key ideas from the blog/articles for class discussion)
- National Gallery of Canada website—section: [Collections](#) (Canadian art and Indigenous art)
- The Globe and Mail, Ottawa Notebook—article: [Harper and Ignatieff: Two Leaders, Two Visions of Canada](#)
- [Vive le Canada website](#) (for teachers, a Canadian perspective website)
- Political Parties (Visions):
 - New Democratic Party: [NDP of Canada website](#) (for teachers) and [Jack Layton's Final Letter to Canadians](#)
 - Liberal Party: [Liberal Party of Canada website](#) (for teachers) and Omar Alghabra's article [Competing Visions for Canadian Values and Identity](#)
 - Conservative Party: [Conservative Party of Canada website](#) (for teachers) and section [Multimedia](#)
 - Green Party: [Green Party of Canada website](#) (for teachers) and section [Vision Green](#)
 - Bloc Québécois: [Bloc Québécois website](#) (for teachers—the site is in French)
- Citizenship and Immigration Canada website—section: [Discover Canada: The Rights and Responsibilities of Citizenship](#)
- [The Governor General of Canada website](#)
- The Star.com website—article: [New GG Lays Out Vision for Canada's Future](#)
- NetNewsLedger.com website—article: [My Vision for Canada – Ryan Sullivan](#)
- Canada West Foundation—resource: [An Extraordinary Future: A Strategic Vision for Western Canada](#) (for teachers)
- The History Education Network (THEN/HiER) website—article: [Canadian Historical Picture Books as Purveyors of Canadian History and National Identity](#) (a teacher resource and the roots of a possible activity where students create a children's picture book to represent an aspect of Canadian identity, history and/or issues)
- The Canada's World Blog—article and video: [Video Shares Visions of Canada's New Global Role in the World](#)
- [Indspire website](#)

Videos:

- LearnAlberta.ca:
 - [Historica Minute: Flags](#)
 - [Historica Minute: Inukshuk](#)
 - [Historica Minute: John McCrae](#)
 - [Postcards from Canada](#)
 - [The Greatest Canadian Invention](#)
 - [Vistas: Aboriginal Expressions](#) (12 short films on the theme of "nationhood")
- YouTube.com website:
 - [Visions of Canada: Preview; PBS](#)
 - [Beijing Calling: Chinese Visions of Canada](#)
 - [A Vision of the Future: Vancouver Film School \(VFS\)](#)
 - [NASA – Vision for the Future](#)
 - [Vision 2020 – Building the Alberta Energy Hub](#)
 - [Our Vision for the Future](#) (Scouts Canada)

Critical Challenges:

- LearnAlberta.ca:
 - [Promoting or Challenging a Canadian Identity](#)
 - [Support Material: Ranking Options](#)
 - [Support Material: Rating Options](#)