



Unit 1 Lesson 1 - What is Canada and what does it mean to be Canadian?

Lesson Overview

75 minutes

In this lesson, students will think about the idea of Canada and what it means to be Canadian. They will listen to and share viewpoints on the different experiences of many Canadians, including themselves. Students will also have the opportunity to think about their own identity.

Connections to Inquiry Process (at least one)

- ★ Interpret and Analyze
- ★ Evaluate and Draw Conclusions
- ★ Communicate

Connections to Political Thinking Concept(s)

Political Perspective: Students will begin to consciously develop their own political perspective by:

- Becoming aware that they are political
- Identifying missing perspectives
- Drafting their identity chart, as identity informs perspectives

Curriculum Expectations

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance

A2.2 apply communication skills, showing consideration for diverse perspectives and experiences, when engaging in discussion of complex civic issues and sensitive topics, including those related to political processes

C1. Civic Contributions, Inclusion, and Service: analyze the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally (FOCUS ON: Political Significance; Stability and Change; Political Perspective)

C1.2 explain how various actions can contribute to the common good at the local, national, and/or global level

C1.4 describe the importance of taking pride in one's country, and analyze the significance of commemorating and recognizing important events, issues, people, and/or symbols in Canada, as well as the methods by which they are recognized

Learning Goals

We are learning to:

- discuss the Canadian identity
- develop an understanding of our identities so that we can start naming perspectives about civic issues



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<p>Readiness</p> <ul style="list-style-type: none">• This is the first lesson. Prior knowledge will be gathered through discussion and small diagnostic activities shown below.• Students will have taken social studies classes in elementary school• Most students will have successfully completed the required Grade 9 Issues in Canadian Geography course (CGC1)• Students may be simultaneously enrolled in Grade 10 Canadian History (CHC2) <p>Terminology</p> <ul style="list-style-type: none">• civics and citizenship• the Common Good• discrimination• systemic racism	<p>Materials</p> <ul style="list-style-type: none">• Computer• Projector• Screen• Speakers• Computer and internet access for students<ul style="list-style-type: none">○ Laptop cart○ Computer lab○ Mobile devices• Chart paper• Markers• All websites and links are embedded within the lesson <p>Videos:</p> <p>CBC News: What is Canada?</p> <p>CBC News: "What systemic racism in Canada looks like"</p> <p>Indigenous Pedagogies</p>
<p>Minds On:</p> <ul style="list-style-type: none">• Establishing a positive learning environment• Connecting to prior learning and/or experiences• Setting the context for learning	<p>Connections</p>
<p>WHOLE CLASS (10 mins): The Common Good</p> <ol style="list-style-type: none">1. Post the following questions around the room and point them out to students as anchors for this lesson:<ul style="list-style-type: none">• <i>What does it mean to be Canadian? Is it the same for all people who live here?</i>• <i>Where do we live? With whom do we share this space?</i>• <i>What is The Common Good?</i>2. Introduce the concept of the Common Good. Hand out the Common Good Frayer Model organizers/placemats. Print these off on Tabloid-sized paper (11x17) as students will be using this as an anchor chart for the course.3. Load the slide deck on the Common Good and have students complete their organizers on the top half by jotting down the definition and essential characteristics. They can draw the image below on their organizers as well.	<p>Assessment:</p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none">• Learning skills and work habits<ul style="list-style-type: none">○ Cooperation○ Initiative○ Self-regulation• Vocabulary/General language use<ul style="list-style-type: none">○ "Because" or other conjunctions in response to "Why" questions○ Identification of perspectives + experiences using appropriate names for people-groups <p>Differentiated Instruction:</p> <ul style="list-style-type: none">• Video viewing• Large group discussion• Small group discussion• Note-taking• Individual journaling



4. On the 4th slide, there is a short video link "Civics and Citizenship" from TVO Learn featuring Steve Paikin: [Civics and Citizenship\(CHV2O\) | Online Courses | TVO Learn](#). Examples of active citizenship and people who contributed to the common good are given (Shamin Mohamed Jr., Malala Yousafzai)
5. Once the video is done, invite students to complete their Frayer Model organizers with a partner, brainstorming examples and non-examples together.

Quick Tips:

- Distinguish the terms: Residents vs. citizens
 - Based on knowledge of students in class
- Additional resources for the common good

Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

Connections

WHOLE CLASS (30 mins): What is Canada?

1. Divide students into small groups (groups of 3-4 will work well) and distribute chart paper to each group.
2. Load the video CBC News clip, [What is Canada?](#) (2:31). During the video, students will be responsible for responding to the following questions on their chart paper as a group:
 - a. Do you agree with the ideas expressed in the video?
 - b. Are the points of view a true representation of what life in Canada is like for all people? Why or why not?
 - c. What perspectives or experiences are missing from this video?
3. Ask students to divide their chart paper into two halves and answer the questions in point form on one half, leaving the other half blank.
4. Begin the video. In this short clip, people at an airport are asked their opinions on what Canada means to them.

Teacher Tip: A helpful strategy for students is [Take Note](#) from the Harvard Graduate School of Education's Project Zero Visible Thinking Program. Visible Thinking is a research-based approach to teaching thinking dispositions. This routine can be used to enhance students' memory of and engagement with ideas by focusing on capturing the key issues and questions after a learning moment rather than in the middle of it. This allows them to participate fully knowing that there are times to consolidate their learning afterwards. A PDF can be found [here](#).

5. Ask one person from each group to share ONE response to the video questions with the class.

Assessment:

- Anecdotal feedback and teacher observation

Differentiated Instruction:

- Have students number themselves and then divide questions

Quick Tips:

- Consider using a 'word wall' with key terms as a visual anchor in the room.
- Consider stopping the video to re-engage students with the video by repeating the questions and provide time to share thoughts so far.



6. **Prior to showing the next video, please state the following:** “The next video will talk about violence against racialized people, particularly Black and Indigenous people. There will be the mention of sexual abuse but no details. You will also see images of police officers holding and pointing guns.”

7. Post the following questions in a visible location for all students to see:
- What do you remember from this video?
 - How did it make you feel?
 - Did it remind you of something you have learned, heard, or seen elsewhere?
 - Do you have any personal connections to the topic that you wish to share?
 - Provide one or two examples of systemic racism from the video and explain.

Teacher Tip: In their same groups from the first video, have students letter themselves (e.g. Student A, Student B) and then assign the question that corresponds to their letter from the list above. In groups of 3 or 4, you can assign 1 or 2 questions to all group members.

8. Show the following CBC News Story (9:55), [What Systemic Racism in Canada Looks Like](#).

Teacher Note:

- This video will be useful to establish some of the civic issues facing Canada today.
- Consider putting up a definition of ‘systemic racism’ in a visible location.
- Consider stopping the video at the half-way point and reminding students of the questions.

GROUP WORK (10 mins):

9. Ask students to write the answers to the questions from the second video in the same column on their chart paper in which they responded to the first video questions from the Minds On.

WHOLE CLASS (10 mins):

10. Ask one student, preferably a different one if possible, to share one or two point form notes with the class.

GROUP WORK (10 mins):

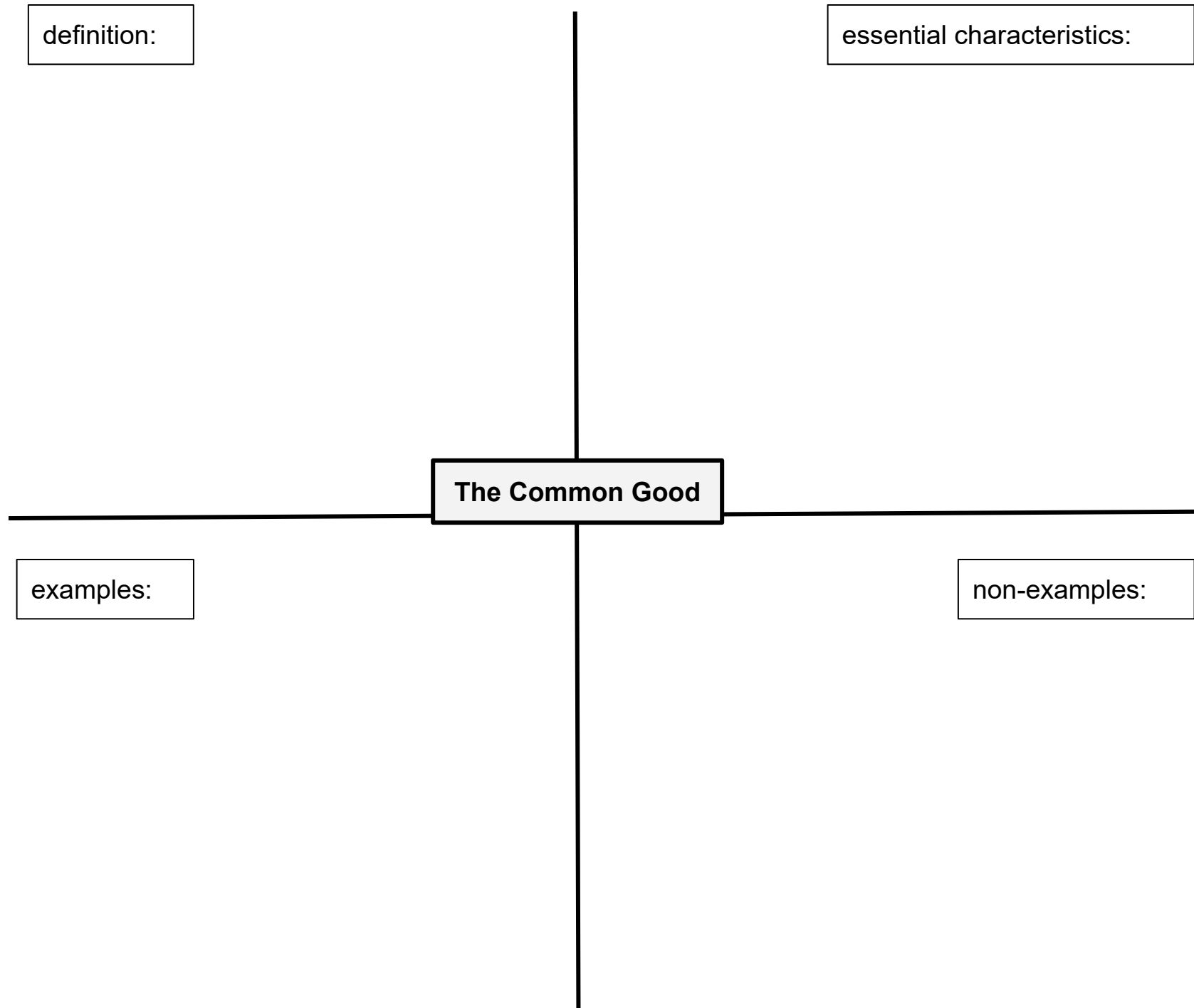
11. In their same groups, students will turn over their chart paper, and answer one last question as a whole group:

- How can you model the common good through active citizenship? How can you call out injustice in your pursuit of the common good?



<p>Consolidation</p> <ul style="list-style-type: none"> ● Providing opportunities for consolidation and reflection ● Helping students demonstrate what they have learned 	<p>Connections</p>
<p>INDIVIDUAL (10 mins):</p> <ol style="list-style-type: none"> 1. Tell students it is important to learn to recognize that actions can have multiple scopes (small- big) and occur in multiple spheres (personal-local-global) if they are to develop a mindset to take informed and responsible action. 2. Ask students to consider the issues raised in the What Systemic Racism Looks Like in Canada and reflect on how they can take responsible action. 3. Students can partner or work in small groups to respond to the following questions: What can I do to contribute... <ol style="list-style-type: none"> a. In my inner circle (of friends, family, the people I know)? b. In my community (my school, my neighborhood)? c. In the world (beyond my immediate environment) 4. Students can verbally or visually present their responses to the class and the teacher can generate a discussion about potential courses of action and their consequences. <p>Teacher Note: This thinking protocol is based on Project Circle's Circles of Action.</p>	<p>Assessment:</p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"> ● Plan how to link vocabulary and ideas that are already understood based on personal experience to vocab/ideas that will have to be repeatedly taught <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> ● Differentiation of: <ul style="list-style-type: none"> ○ Process ○ Product ● In response to: <ul style="list-style-type: none"> ○ Learning profile ● Silent writing time OR “Who Am I?” oral discussion OR combination of both ● Class and individual learning profiles are still being developed at this time, so you may want to assess learning skills and work habits using both activities.
<p>Additional Resources</p>	
<p>This lesson places a heavy emphasis on metacognition to connect students to the course and to provide them with personal context. To learn more about the metacognitive process in the classroom, refer to page 79 in the Adolescent Literacy Guide</p> <p>The Starburst Identity chart is part of a lesson from Facing History, Facing Ourselves - lesson “Exploring Where I’m From”</p> <p>Thinking Routines: Who am I? And Take Note are embedded in this lesson from Project Zero Thinking Routines Toolbox</p>	

Frayer Model: The Common Good



Take Note

A routine for distilling ideas and identifying emerging questions.

After a lecture, film, reading, or discussion learners “take note” of ONE of the following:

- What is the most important point?
- What are you finding challenging, puzzling or difficult to understand?
- What question would you most like to discuss?
- What is something you found interesting?

Purpose: What kind of thinking does this routine encourage?

This routine can be used to enhance students’ memory of and engagement with ideas by focusing on capturing the heart and distilling key issues and questions after a learning episode rather than in the midst of it. This allows them to participate fully knowing that there are times to consolidate their learning afterwards.

Application: When and where can I use it?

This routine can be used after any episode of learning, whether from a discussion, video, lecture, or reading. The routine may be done at the end of class or at regular intervals (every 10-15 minutes) during the class. It can also be done after an independent reading. Another alternative use is as an “exit ticket” strategy in which students make their note on an index card at the end of class and turn it in to teacher upon exiting the room.

Launch: What are some tips for starting and using this routine?

Explaining the psychology behind this routine can help students learn how to learn. The routine is not simply an activity you are asking to students to do, but a tool designed to help us use our brains more effectively for learning. Explain to students that our learning and memory are enhanced by the regular distillation of key ideas and points as well as our identification of emerging questions and puzzles. Furthermore, the sharing of these ideas and questions supports the group’s learning by facilitating continued exploration, discussion, and synthesis as well as providing the instructor with learning feedback. Encourage learners to engage actively in the learning episode without taking notes so as to be fully present. Some students who are used to spending their time in class may initially resist this call to engage. For these students, it may be useful to share some of the research on note taking and the value of engagement. You might also want to prepare notes in advance yourself, and tell students you will be sharing your notes of key points with them after class but the point now is to engage with the ideas and issues.

At regular intervals (if there is a lot of content) or at the end of the lesson, pass out index cards and ask each student to make note using any one of the above prompts. Have students record their thinking anonymously. This will take approximately 3-5 minutes. Whether done at intervals or at the end, there needs to be some kind of sharing of the notes. This could be done in a number of ways:

1. Have small groups share and discuss what they have written.
2. Have one group collect their index cards and pass them to another group. Upon receiving the new note cards, the cards are randomly distributed and each student reads and responds to the card they receive. Cards are then recollected and passed back to the group from which they came.
3. The teacher collects all note cards and redistributes them randomly. Students then read aloud the note card they receive. The teacher may document and organize the responses.
4. If using the exit ticket method, the teacher collects, reads, and summarizes the Take-Note cards as a form of formative assessment and begins the next class by sharing or in some way making use of what was shared.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#TakeNote**.



This thinking routine was developed as part of the PZ Connect project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Circles of Action

A routine for organizing one's understanding of a topic through concept mapping.

What can I do to contribute...

1. In my inner circle (of friends, family, the people I know)?
2. In my community (my school, my neighborhood)?
3. In the world (beyond my immediate environment)

Purpose: What kind of thinking does this routine encourage?

Globally competent students go beyond understanding the world in which we live – they reveal a growing disposition to take responsible action to improve such world in in large and small ways. Moving from understanding to action requires that students develop an agency mindset. That they develop a sensitivity to opportunities to influence their environments, the capacity to do so in effective, informed, and responsible ways and a drive and motivation to do so over time. When students learn about the world and feel inclined to make a difference, they can feel overwhelmed by the magnitude of issues like climate change, transnational consumption or human rights violations. A mismatch between calls for global citizenship and students' perceived capacity to act can stifle motivation to engage. It becomes essential that students learn to recognize that actions can have multiple scopes (small- big) and occur in multiples spheres (personal-local-global) if they are to develop a disposition to take informed and responsible action.

This routine is designed to foster students' sensibility to opportunities to take responsible action and their concomitant motivation to doing so. It invites them to distinguish personal, local and global spheres and make local-global connections. It also prepares them for an intentional deliberation about potential courses of action and their consequences.

Application: When and where can I use it?

This routine can be used with varying degrees of structure. In a curriculum context it can be used across disciplines (geography, science, literature, economics) and with a broad range of provocations (films, narratives, photographs) typically addressing a conflict, a problem, a system, or design that can be improved through participation and engagement. In addition, the routine can be used informally in daily school contexts and interactions where individual students can exhibit agency (e.g. a conflict among friends, consumption patterns, the integration of immigrant students). In both cases the routine may lead students to realize acting intentionally to learn more or to raise a topic among friends or family are in themselves viable and productive actions.

Launch: What are some tips for starting and using this routine?

Priming students' mind for this routine may involve calling their attention to an issue that students can perceive as requiring solutions. Students are best prepared when they have a moderate understanding of the issue, are primed to care about it, and have a sense of urgency or need for a response. The routine is particularly effective when students sense the need but have difficulty considering viable paths for action. Preparing students may also involve foregrounding their own role as citizens empowered to influence their environment.

Continued on the next page.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #CirclesOfAction.



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Circles of Action, cont'd

This routine invites students to map possibilities for action. The order of questions can be inverted, and the routine can be productively followed by meaningful discussions: What are the barriers that students see to their capacity to take action at various levels? Weighing potential courses of action can deepen students' intentionality in participation. Drawing on a rich initial actions map, students may be invited to consider factors such as ethics, viability, personal interest, and potential impact as they decide what to do next.

What is Global Competence?

Global competence can be defined as the capacity and disposition to understand and act on issues of global significance (Boix Mansilla & Jackson 2011). Globally competent students prepare for complex societies and a global economy by learning how to investigate the world beyond their immediate environment, framing and making sense of significant issues. How do migrant populations adapt to their new places of work and living? What tools do governments have to promote economic development and eradicate extreme poverty? What is an ecosystem and how do different ecosystems around the world work? Globally competent students also learn to recognize their own and others' perspectives, articulating and explaining such perspectives thoughtfully, empathically and respectfully. Globally competent students can communicate across differences, bridging cultural, linguistic, economic and religious divides – two additional capacities that are especially important to today's fragmented and interconnected societies. Most importantly, in order to be prepared to participate and work in today's world students, must learn to take responsible action. They need to learn to identify opportunities for productive action to develop and carry out informed plans. Prepared students, this framework suggests, view themselves as informed, thoughtful, compassionate and effective citizens and workers in changing times (Boix Mansilla & Jackson 2011).

Global competence is cast as a capacity to understand – meaning, broadly speaking, to use disciplinary concepts, theories, ideas, methods or findings in novel situations, to solve problems, produce explanations, create products or interpret phenomena in novel ways (Boix Mansilla & Gardner 1999). It focuses on issues of global significance and action to improve conditions; learning must be visibly relevant to students and the world. When significance is considered, global competence curricula becomes a call for authenticity, for carefully looking to the contemporary world for topics that matter most to examine (Perkins 2015).

Finally, “global competence” as a disposition speaks of student ownership and long-lasting transformation. Thinking dispositions, Project Zero researchers have proposed, involve the ability to think with information, the sensitivity to opportunities in the real world to do that, and the inclination to do so over time (Perkins et al 1993, Tishman et al 1993). Dispositions are about the “residuals” of learning beyond formal contexts (Ritchhart 2014); they are about the “kind of person” a student will become (Boix Mansilla & Gardner 2000). Broadly considered, global competence dispositions include:

- A disposition to inquire about the world (for example, engaging with questions of significance, exploring local-global connections, and seeking information beyond familiar environments, describing, explaining and developing a position about the world).
- A disposition to understand multiple perspectives--others' and their own (for example, considering cultural contexts, resisting stereotypes, and valuing our shared human dignity-- especially as students interact with others whose paths differ greatly from their own).
- A disposition toward respectful dialog (communicating across differences listening generously, sharing courageously, openly and appropriately given their audience and context).
- A disposition toward taking responsible action (being inclined to see and frame opportunities to improve conditions, and collaborating with others, and mobilize themselves to act).

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Who Am I? Explore, Connect, Identify, Belong

A routine to explore the complexity of identity.

Think about who you are and then about someone else. Consider how you have become who you are, where you belong and what that can mean in our changing world.

Explore Who am I? How has my identity developed?

Connect I am connected to my parents, their parents and my brother and sister and I'm in the basketball team. Who else and what else am I connected to?

Identify If I wanted others to know who I am, what would identify me?
Do we have more than one identity?

Belong Where do I think I belong? Do I have a sense of belonging to more than one group, more than one place?

Purpose: What kind of thinking does this routine encourage?

It is not unusual for people, systems, objects or ideas to be judged or given labels without others really knowing much about them. This routine encourages students to reserve judgment, take time to find out more about what they see and/or hear, and explore more deeply and broadly other people, and develop greater understanding of similarities and differences.

Application: When and where can I use it?

Identity can be a sensitive matter in some contexts. As a teacher, you make decisions all the time about what will serve your students and your context well. If in your judgment, this routine will not serve your context well, don't use it! Or maybe parts of it would serve well, or some adaptation. This does not mean we should never take up sensitive matters in our classes; arguably we should from time to time. But it's always a judgment call. Other questions that can foster further understanding of the ways an individual's identity is developed include: Does where you, or where your parents were born influence your identity? Does the place you live, your school, your friends shape your identity in certain ways? What about your religion and/or skin color? What do you think has shaped your identity?

Launch: What are some tips for starting and using this routine?

The routine can be introduced and incorporated in one lesson, or in one or more steps over time. The process can be planned or shaped in response to discussions it elicits, and depending on the purpose and context in which it is being utilized. It can be broken into steps in whichever order is most relevant and time frame that is effective, sometimes involving revisiting steps over time.

- How can similarities, not only differences, be brought into discussions about identity? Students in the same school can wear different clothes, eat different foods and celebrate different festivals. Often their identities are shaped by their differences, and generalizations are often made that group them with others sharing those attributes. Invite students to find similarities they share. Invite them to look for similarities among students who learn differently to others, among those who come from different family structures, or those who make very different choices in how they spend time away from school, e.g. playing sport, going shopping, playing the saxophone, studying, meeting friends, painting, making things, spending time in hospital, staying alone or with family. Often the many similarities they discover they share are unexpected.
- What are some tips for the 'identify' step? You could invite students to role play, introducing themselves to each other as if meeting for the first time, and ask each other questions that would help them get to know each other better. Discuss the multiplicity of identity. Who do people think you are? Can the same person be a sister, a daughter, a student, a swimmer, a friend? Where do you think you belong? Is a sense of belonging important?

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#WhoAmI?**

HANDOUT

Starburst Identity Chart

Directions:

1. Write your name in the circle.
2. At the ends of the arrows pointing *outward*, write words or phrases that describe what you consider to be key aspects of your identity.
3. At the ends of the arrows pointing *inward*, write labels others might use to describe you.
4. Add more arrows as needed.

