



## Unit 1 Lesson 3 - Concepts of Political Thinking (Part 1)

### Lesson Overview

150 minutes (two 75-minute periods)

In this lessons, students will learn to investigate issues using the Concepts of Political Thinking, in particular “Political Significance” and “Political Perspectives.” They will gain an understanding of how political power operates in society and the ways in which it can be complex. Students will also learn about the Political Spectrum and interrogate their own political position.

### Connections to Inquiry Process (at least one)

- ★ Formulate Questions
- ★ Interpret and Analyze
- ★ Evaluate and Draw Conclusions

### Connections to Political Thinking Concept(s)

- Formal introduction to all four political thinking concepts:
  - Political Significance
  - Political Perspective
  - Objectives and Results
  - Stability and Change

### 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**

A1.4 use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance

**B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: *Political Significance; Political Perspective*)**

B1.1 describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues

B1.3 analyse the methods and influence of foreign actors on democratic values in Canada, elections, and political discourse, including through the use of social media

### Learning Goals

- We are learning to understand the four political thinking concepts so that we can deepen our understanding of current events and issues.



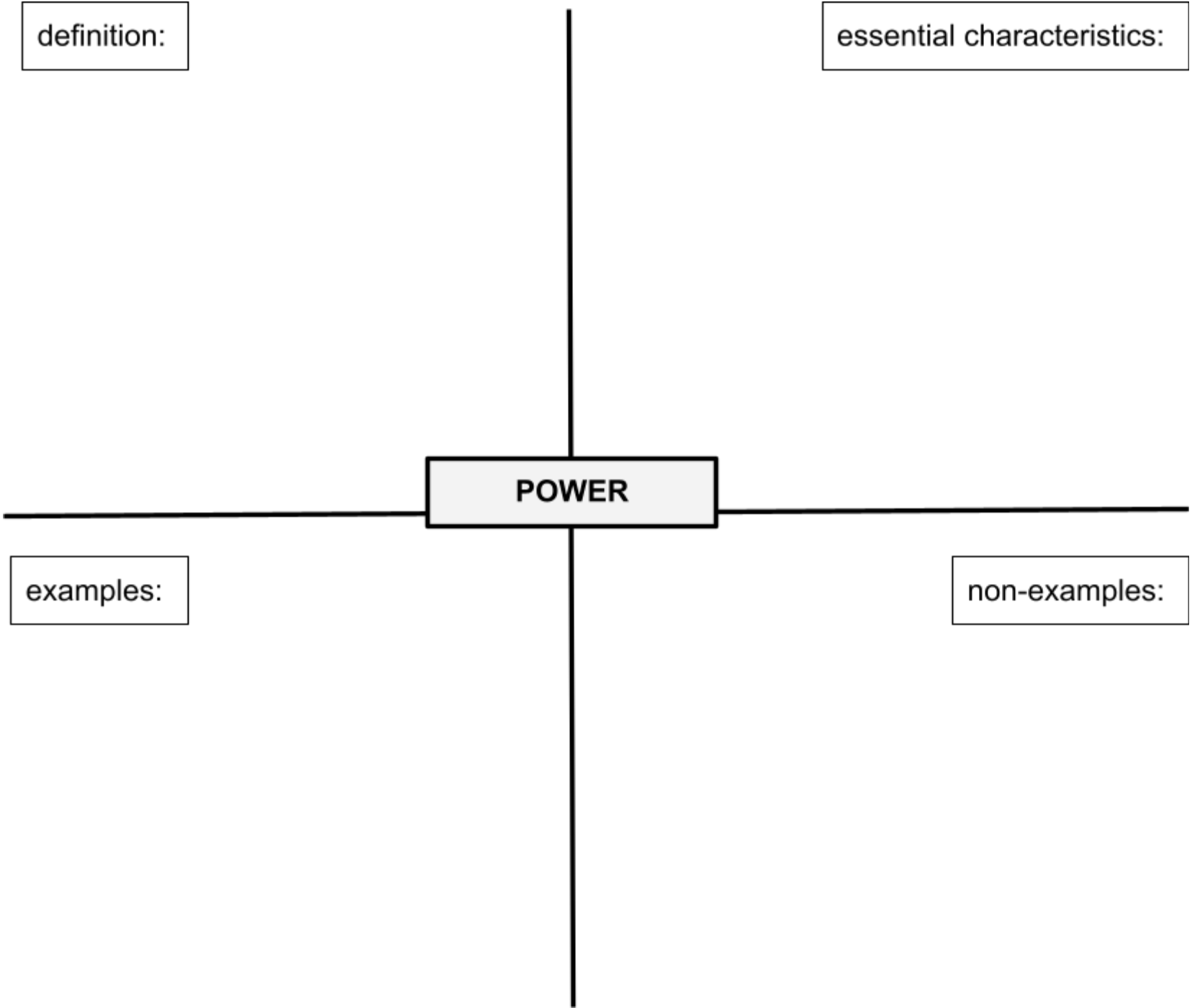
<p><b>Readiness</b></p> <ul style="list-style-type: none"><li>● There is nothing specific students need to know prior to this lesson as it is an introduction to the notion of political power and concepts of political thinking</li><li>● Prior to this lesson, students will have contemplated what it means to be Canadian, treaties, and the treaty-making process.</li></ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"><li>● Political Significance</li><li>● Political Perspectives</li><li>● Objectives + Results</li><li>● Stability + Change</li><li>● Political Spectrum</li><li>● Stakeholder</li><li>● Causal</li></ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"><li>● Computer</li><li>● Projector</li><li>● Screen</li><li>● Speakers</li><li>● Computer and internet access for students<ul style="list-style-type: none"><li>○ Laptop cart</li><li>○ Computer lab</li><li>○ Mobile devices</li></ul></li><li>● Chart paper</li><li>● Markers</li><li>● All websites and links are embedded within the lesson</li></ul> <p><b>Videos:</b></p> <ol style="list-style-type: none"><li>1. Ted-Ed video lesson by Eric Liu (7:01), <a href="#">How To Understand Power</a>.</li></ol>
<p><b>Minds On</b></p> <ul style="list-style-type: none"><li>● Establishing a positive learning environment</li><li>● Connecting to prior learning and/or experiences</li><li>● Setting the context for learning</li></ul>	<p><b>Connections</b></p>
<p><b>WHOLE CLASS (20 mins):</b></p> <ol style="list-style-type: none"><li>2. Distribute a copy of <a href="#">Frayer Model on Power</a> to each student.</li><li>3. Explain how to use the Frayer Model organiser.</li></ol> <p><b>Teacher Note: There is a good explanation <a href="#">here</a>.</b></p> <ol style="list-style-type: none"><li>4. Show the following Ted-Ed video lesson by Eric Liu (7:01), <a href="#">How To Understand Power</a>.</li><li>5. Students can fill in the Frayer Model organiser using the information from the video.</li><li>6. Pause the video every minute or so to give students time to think about the content and fit it into one of the quadrants of the Frayer model.</li><li>7. At the end of the video, come up with a class definition of power and post in a visible location in the classroom.</li></ol> <p><b>Teacher note: This video introduces the notion of systems of power within the civic realm and will be the base from which power will be discussed throughout the course.</b></p>	<p><b>Assessment: (one of)</b></p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"><li>● Use of vocabulary from “Ways Things Can Be complex” handout</li><li>● Degree of success on vocabulary exercises (including writing questions!)</li><li>● Which students can respond to Socratic questioning vs. who hesitates</li><li>● Whether students are using specific facts / evidence in their oral responses</li></ul> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"><li>● Differentiation of:<ul style="list-style-type: none"><li>○ Process</li></ul></li><li>● In response to:<ul style="list-style-type: none"><li>○ Student readiness</li><li>○ Learning profile</li></ul></li><li>● In this period, you are learning how comfortable each student is with:<ul style="list-style-type: none"><li>○ Group discussion</li><li>○ Socratic questioning</li><li>○ Sentence-level writing</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>○ Linking handouts / resources with ongoing live learning</li> </ul> <p>This will provide you with information on the needs of your class in terms of tiered instruction.</p> <ul style="list-style-type: none"> <li>● Who is succeeding with tier 1 whole-class instruction</li> <li>● Who benefits from tier 2 group work</li> <li>● Who will need tier 3 one-on-one intervention to learn the material</li> </ul>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>● Introducing new learning or extending/reinforcing prior learning</li> <li>● Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	<p><b>Connections</b></p>
<p><b>WHOLE CLASS (40 mins):</b></p> <ol style="list-style-type: none"> <li>1. After defining power, tell students that they have just started to think politically. Students will now learn about the Political Thinking concepts.</li> <li>2. Tell students they will begin by learning about the first concept, Political Significance.</li> <li>3. Distribute a copy of the <a href="#">Four Concepts of Political Thinking handout to each student</a>. Read through each concept with students. Have them jot down notes in their own words after each concept is explained.</li> </ol> <p><b>Teacher Note:</b> some students may also benefit by receiving a copy of <a href="#">OHASSTA's chart</a> about the political thinking concepts.</p> <p><b>WHOLE CLASS (60 mins):</b></p> <ol style="list-style-type: none"> <li>1. Explain to students that the mid-unit culminating activity will be an opportunity for them to analyse a news article. This activity will provide them with the skills to be able to do this effectively.</li> <li>2. Begin the <a href="#">Investigating Current Events using Political Thinking Skills slide deck</a> with students. Explain to students that this part of the lesson will help them develop an understanding of <b>political significance</b>. <b>Go through slides 1-4 with students orally to give them context for the article they are about to analyse.</b></li> </ol> <p><b>Teacher Note:</b> there are teacher speaking notes for each slide. You can print these speaker notes from the slide show to help with delivering this lesson.</p> <ol style="list-style-type: none"> <li>3. At slide 5, distribute the "<a href="#">Confederate flag taken down from Binbrook home</a>" practice article for students to practice their political thinking skills.</li> </ol>	<p><b>Assessment as learning</b>    Students will use teacher descriptive feedback to reflect on each political thinking concept</p> <p><b>Differentiated Instruction:</b>    Use anchor charts to post in the room so students have a reference throughout the course.</p> <p><b>Quick Tips:</b></p>



<p>4. Read through the article with the class or have them read it out loud in paragraphs.</p> <p>5. Explain how the class will now analyse this article using the <a href="#">Political Thinking Practice</a> concepts. Distribute the Political Thinking Practice handout to each student.</p>	
<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>● Providing opportunities for consolidation and reflection</li> <li>● Helping students demonstrate what they have learned</li> </ul>	<p><b>Connections</b></p>
<p><b>GROUP(15 mins):</b></p> <ol style="list-style-type: none"> <li>1. After each political thinking concept is reviewed in the slide deck, have them work in pairs or groups of three to complete the Political Thinking Practice activity distributed in step 5 above.</li> <li>2. The teacher can lead a whole-class discussion, asking each group to contribute their ideas for each political thinking concept. Use <a href="#">this class anchor chart</a> to complete as students share their findings and post in the classroom as a visual reference.</li> </ol>	<p><b>Assessment:</b></p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"> <li>● This article analysis using the political thinking concepts connects to the Unit 1 culminating activity</li> <li>● The teacher can provide written feedback to students on their practice analysis to prepare them to complete the unit culminating</li> </ul> <p>Assessment <i>as</i> learning (optional):</p> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"> <li>● Differentiation of:       <ul style="list-style-type: none"> <li>○ Process</li> <li>○ Product</li> </ul> </li> <li>● In response to:       <ul style="list-style-type: none"> <li>○ Student readiness</li> <li>○ Learning profile</li> </ul> </li> </ul> <p>Use your professional judgement to determine predictable, consistent routines for “exit cards” and how much calm, focused writing time is necessary.</p> <p><b>Quick Tips:</b></p>
<p><b>Additional Resources</b></p>	
<p><a href="#">Yes this flag is a ‘racist thing’ by James Taylor Carson</a>, Whig Standard (2013)</p>	



## Backgrounder: How to Think Politically

In Canadian and World Studies (history, geography, politics, law, and economics), we want to learn how professionals in those fields think about their work and the evidence they use.

Political thinking relies on **abstract concepts** defined by **criteria**.

- Criteria can be thought of like a checklist of actual conditions that have to be met before the abstract political thinking concept can apply to the situation.

### **CONCEPT 1: POLITICAL SIGNIFICANCE / POLITICAL IMPORTANCE**

- **Political significance** is about which issues have the most political **importance**.
- **People, events, or issues** can be politically significant. One person, event, or issue can be more, less, or equally politically significant when compared with another.
- Finally, your decisions about what is politically significant are affected by your political perspective.

### **Criteria/Checklist to determine whether a person, event, or issue is politically significant:**

- Is the impact long-lasting? Do the effects last a long time?
- Is the impact extreme and life-changing, either positively or negatively?
- Are many people affected, positively and/or negatively?
- Does it directly affect you, your loved ones, your community?
- Are many people for or against it?
- Are there big differences between supporters and opponents?
- Is there an ethical issue involving right and wrong?

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

## **CONCEPT 2: POLITICAL PERSPECTIVE**

- Political perspective is the concept that reminds us that ***everyone's perspectives about every issue are always political.***
- In societies, we are dependent on one another:
  - we do not have a choice about whether or not to be political
  - our choices affect each other
  - choices are determined by our points of view, our beliefs, and our values.
- Our perspectives are shaped by the influences surrounding us since birth, and will continue shifting until the end of our lives.

### **Criteria/Checklist to consider when expressing political perspectives:**

- What does the person, group, or government believe in? What do they value?
- Is there a difference between a person, group, or government's stated values and how they express those through their actions?
- What values receive a higher priority than others?
- Which communities does the person, group, or government belong to or publicly align with? Which communities are neglected, forgotten, or rejected?
- What does the person, group, or government believe about the role of government? (Beliefs about government are your **political ideology**.)
- Where do these beliefs, values, and political ideologies come from? Are they traditional or radical in context?
- Where does the issue lie on the political spectrum?

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

### **CONCEPT 3: OBJECTIVES AND RESULTS**

- Objectives (or goals) and Results is the concept that helps us separate the plan to *address* a civic issue from the actual *results* of the plan.
- Objectives (or goals) and Results are related to the inquiry cycle (or the scientific method) that all good projects are based on:
  - Ask a question
  - Gather and organize the facts
  - Analyse the evidence
  - Implement a plan
  - Communicate your results
  - Reflect on the entire process
  - Return to your questions
  - Start the cycle again
- The Results are sometimes intended and sometimes unintended; it's important to evaluate the consequences of a political decision on a society or societies.

#### **Criteria/Checklist to study objectives and results:**

- What were the **conditions** or **circumstances** that were affecting people before the civic issue was addressed, or before the issue got a response?
- Objectives** (or goals) are defined by a citizen, group, organization, or government in response to ever-changing conditions.
- Actions** or **action plans** are developed by citizens, groups, organizations, governments, or a combination of the above in order to meet the objectives and improve the conditions surrounding the civic issue.
- Action is not the final step! **Results** have to be monitored! Results measure whether there was actual change.
  - There can be **intended results** which match the objectives of the action plan.
  - There can be **unintended results** which change people's circumstances for the better or worse but which were not planned

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**



## **CONCEPT 4: STABILITY AND CHANGE**

- Some decisions, policies, and action plans can help the conditions of our society stay the same, and other decisions can help change to happen.
- Stability and Change can both be *positive or negative*, because a stable society can help some citizens rise while others are oppressed.
  - Therefore, it helps us to separate stability and change into positive and negative categories.

### **Criteria/Checklist to define stability and change:**

**Stability is the concept for when things stay the same, or the way they currently are.**

#### Positive stability:

- The institutions of a society (governments, banks, law enforcement, community organizations, schools, healthcare, etc.) are working well for the greatest number of people – for the common good
- Members of society have enough support to withstand and survive any negative events
- People can use the systems to accomplish their goals for the betterment of everyone; therefore, systems do not need to change

#### Negative stability:

- The institutions of a society are not working well for many people
- Members of the society do not have enough support to withstand and survive any negative events
- People cannot use the systems to accomplish their goals for the betterment of everyone
- The people running the systems are resisting necessary change

**Change is the concept for when things become different from what they currently are.**

#### Positive change:

- The institutions of a society change in order to better meet the needs and goals of the people
- Problems are solved, injustice is addressed, conditions are improved, new opportunities are pursued
- The change aims to achieve a new form of positive stability after a period of change that can be measured against the previous conditions or circumstances

#### Negative change:

- Change causes the institutions of a society to work less well than they did before
- People lose the capacity to withstand events and disasters they could have survived beforehand
- Fewer problems are solved, injustice goes unaddressed, conditions worsen, fewer opportunities are pursued

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

## CONCEPTS OF POLITICAL THINKING

<u>Political Significance</u>	<u>Objectives and Results</u>	<u>Stability and Change</u>	<u>Political Perspective</u>
<p>I can use the concept of Political Significance through the inquiry process, to:</p> <ul style="list-style-type: none"> <li>• explain how people, ideas, and events contribute to political change in society</li> <li>• analyse the degree to which political decisions represent turning points</li> <li>• assess the impact of a political decision or action made by a governing organization on a variety of stakeholders</li> <li>• evaluate how the importance of political actions/decisions may shift for various people and over time</li> </ul>	<p>I can use the concept of Objective and Results, through the inquiry process, to:</p> <ul style="list-style-type: none"> <li>• identify the intended rationale(s) or motive(s) for political responses to issues</li> <li>• explain how political events or developments can be caused by multiple factors</li> <li>• assess the intended or unintended effect(s) or outcome(s) of a decision</li> <li>• evaluate the consequences of a political decision on various groups in society</li> </ul>	<p>I can use the concept of Stability and Change, through the inquiry process, to:</p> <ul style="list-style-type: none"> <li>• explain links between past and current political policies, decisions and responses</li> <li>• determine the degree to which government policies may create or prevent political change</li> <li>• analyse the reason(s) for political continuity and variation over time</li> <li>• assess alternative approaches to political institutions to resist or support change</li> </ul>	<p>I can use the concept of Political Perspective, through the inquiry process, to:</p> <ul style="list-style-type: none"> <li>• identify the influence of beliefs/values on peoples' political viewpoints and actions</li> <li>• analyse the factors that influence how and why people push for political change</li> <li>• compare and contrast how different groups respond to the same political issue</li> <li>• evaluate political courses of action from the viewpoint of key stakeholders</li> </ul>



Hamilton

## Resident feels 'relief' after Confederate flag taken down from Binbrook home

'This wasn't a good thing to see in our community,' says resident Amie Archibald-Varley

[Bobby Hristova](#) · CBC News · Posted: May 02, 2022 3:43 PM ET | Last Updated: May 2



*A resident says the Binbrook home seen flying a Confederate flag last week isn't displaying the hate symbol any longer. (Bobby Hristova/CBC)*

Amie Archibald-Varley said she felt a "sense of relief" when she drove through her neighbourhood in rural Hamilton on Sunday and didn't see a Confederate flag blowing in the wind.

"This wasn't a good thing to see in our community," she said in an interview on Monday.

Archibald-Varley raised concerns about the flag last week. Police couldn't remove it because it's legal to fly it on private property, which prompted calls from the Hamilton community and anti-racism organizations for tougher hate-crime and hate-symbol legislation.

The Confederate battle flag was flown during the U.S. Civil War, notoriously by Gen. Robert E. Lee's army that fought to preserve slavery, and became synonymous with the secessionist states.

The symbol was later resurrected during the civil rights movement by those opposed to equal rights for Black people, and has since been associated with white supremacist groups.

Last summer, Hamilton city council voted to ban the flag from city property, classifying it as a hate symbol. Police acknowledged it would only be considered a crime if an investigation revealed that placement of the flag was motivated by hate.

"It celebrates the slavery and murder of a Black person," Canadian-Anti Hate Network deputy director Elizabeth Simons previously said.

The homeowner previously told CBC Hamilton they were flying the flag as a symbol of freedom.

They didn't respond to requests for comment on Sunday and Monday.

Archibald-Varley participated in a community walk on Saturday where she and anti-racism groups walked around the neighbourhood to educate people about the flag.

Archibald-Varley said her partner and three kids were in the car with her on Sunday when they drove by the home to see the flag gone.

"It was an important moment for all of us," she said.





*Amie Archibald-Varley spoke alongside community groups, rabbis and Hamilton's mayor last Friday at city hall calling on all levels of government to impose tougher laws against hate symbols and hate crimes. She spotted a Confederate flag in rural Hamilton, minutes from her home, last week. (Bobby Hristova/CBC)*

Archibald-Varley said there's still work ahead and hopes to do more community advocacy.

She also said she's willing to speak with the homeowners about the flag if they're open to it.

But if it goes up again, Archibald-Varley has no doubt about what she'll do.

"I'll be back out there saying stuff about it and saying we don't want hate here. It's not just about that individual — it's about what that symbol means."

Adapted from: <https://www.cbc.ca/news/canada/hamilton/confederate-flag-gone-1.6438387>

## Political Thinking Practice - class example

Use the [Political Thinking concept handout](#) to work on these practice questions. The learning goal will be completed when you can demonstrate you have at least some understanding of how to use all four PTCs.

As we go through the slide deck, work with a partner to investigate the article using the Political Thinking Concepts.

1. What is the name of the article we are examining?
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2. **POLITICAL SIGNIFICANCE:** What is politically significant about this event? Use the checklist from your handout and view the prompts on the slide deck. Identify TWO ways this is significant.

3. **POLITICAL PERSPECTIVE:** Whose perspectives are represented here? Whose perspectives are absent?

4. **OBJECTIVES AND RESULTS:** What were the 'objectives' of the people in the article? Did they achieve their intended results? How do you know?

<p><b>Objectives:</b> Write or insert here.</p> <p><b>Actions:</b> (What sort of action was taken to meet the objective?)</p> <p><b>Results:</b> (How is or was success measured?)</p>
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**STABILITY AND CHANGE:** Provide one example of each kind of stability and change in the article. Use the conjunction "because" to explain why your examples fit.

<b>Example of positive stability:</b>	<b>Example of negative stability:</b>
<b>Example of positive change:</b>	<b>Example of negative change:</b>



Why is this **politically significant**?

Whose **political perspectives** are represented?

**Political Thinking  
Concepts**

What are the **objectives  
and results**?

How does this show political **stability** and political **change**? Is it positive or negative?