



## Unit 1 Lesson 7 - Civic Action: Historic and Contemporary Unit Culminating Activity

### Lesson Overview

300 minutes (two 75-min periods working together as a class, two 75-min work periods for culminating task for Unit 1)  
This lesson explores historic and contemporary examples of how people have taken action for change in their society. Specifically there is a whole-group focus on the Civil Rights movement in Ontario in the 20th century and as a consolidation task, students will explore their own heroes of democracy who affected democratic change in their society.

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

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

### Connections to Political Thinking Concept(s)

#### In the lesson (Minds On and Action):

- Stability and Change
  - Students will justify why a hero of democracy contributed to positive change for the common good.
  - Students may optionally comment on stability and negative change.

#### In the unit evaluation, students will justify the relevance of all four political thinking concepts to their civic issue:

- Political Significance
- Political Perspective
- Stability & Change
- Objectives & Results

### 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

A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, including media forms such as social and traditional media, ensuring that their sources reflect multiple perspectives

A1.5 communicate their ideas, arguments, and conclusions using terminology, formats, and styles appropriate for specific audiences and purposes, and use accepted forms of documentation to acknowledge different types of sources

#### 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)

### Learning Goals

We are learning to explain examples of democratic heroes who contributed to the common good so that we can communicate fully about one civic issue.



B1.4 explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups have engaged, and continue to engage, in such action, using both historical and current examples

**C1. Civic Contributions, Inclusion, and Service: analyse 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)**

C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations

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

### Readiness

Students will be reminded of the lessons regarding democracy, the common good and political thinking concepts.

Students have had a few opportunities to:

- demonstrate their capacity to do political thinking
- logically explain their thoughts and connections, including about the common good
- pull information from a news article

Use previous tasks and assessments to gauge readiness for the unit evaluation at the end of this lesson.

Help students set individual learning goals as far as is necessary and possible.

### Terminology

- Common good
- Controversies
- Principles of Democracy
- Civil Rights
- Lobbying
- Discrimination
- Segregation
- Ally
- Court Challenge
- Political thinking concepts
  - Political Perspective
  - Political Significance
  - Objectives and Results
  - Stability and Change

### Materials

- Computer
- Projector
- Screen
- Speakers
- Computer and internet access for students
  - Laptop cart
  - Computer lab
  - Mobile devices
- Chart paper
- Markers
- All websites and links are embedded within the lesson

### Resources:

1. Elections Canada: [Women and the Vote in Manitoba](#)
2. Elections Canada: [Aboriginal and Treaty Rights in Canada's Constitution](#)
  - a. Please note the [terminology in the teacher backgrounder for this lesson](#). The word Aboriginal is here being used in its legal sense in the constitution
3. Black Strathcona: [Sleeping Car Porters](#)
4. Black Strathcona: [Leonard Lane](#)
5. Canadian Museum for Human Rights: [Viola Desmond](#)
6. Historica Canada - Women in Canadian History: [Rosemary Brown](#)



<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 (10 mins):</b></p> <ol style="list-style-type: none"><li>1. Ask students to write quietly for two minutes, answering these questions on a two separate sticky notes or a collaborative document (such as Google Docs, Google Forms, Padlet or a polling app):<ul style="list-style-type: none"><li>● What is one thing you would like to change in your school, community or society that would benefit the common good?</li><li>● How would this make your school, community or society better?</li></ul></li><li>2. Collect and display student responses using sticky notes or a collaborative document (such as Google Docs, Google Forms, Padlet or a polling app). Explain that students will now analyze a historical case study in civic action to see real life examples of people working for lasting change. Organize their issues into groups of sticky notes or ideas.</li></ol>	<p><b>Assessment:</b></p> <p>Assessment <i>as</i> learning:</p> <ul style="list-style-type: none"><li>● Teacher will pose questions to assess student understanding of civic issues</li><li>● Students will share their ideas visually to elicit discussion about relevant civic issues</li></ul> <p><b>Differentiated Instruction:</b></p> <p>Differentiation of:</p> <ul style="list-style-type: none"><li>○ Process</li><li>● Based on:<ul style="list-style-type: none"><li>○ Readiness</li><li>○ Student interest</li><li>○ Learning profile</li></ul></li></ul> <p>Quick Tips:</p> <p>This lesson uses minds-on prompts and approaches from the Elections Canada resource, <a href="#">Civic Action: Then and Now</a>. The resource includes two case studies: Women and The Vote in Manitoba and Aboriginal and Treaty Rights in Canada's Constitution and the kit can be ordered or downloaded for free.</p>
<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 with breakout activities: (40 mins):</b></p> <ol style="list-style-type: none"><li>1. Load the slide deck, <a href="#">Civics In Action: Black Canadian Civic Action</a>, and introduce the concept of Civic Action (slides 1-2).</li><li>2. On slide 3 and 4 show the Elections Canada videos <a href="#">Women and the Right to Vote in Manitoba</a> and <a href="#">Aboriginal and Treaty Rights in Canada's Constitution</a>. Prompt students to pay attention to the <b>WAYS</b> in which people achieved their objectives .</li><li>3. Once the video has finished, review four ways of taking action: Participating as an Individual, Working together as a Group, Building Public Support and Working Through the Political System and have the students answer the questions using information from the video on slide 3. At each question prompt at the bottom of each slide, ask the students to chat with their neighbour and offer answers.</li></ol>	<p><b>Assessment:</b></p> <p>Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"><li>● Monitoring usage of key vocabulary (democracy, common good)</li></ul>



4. Distribute the [Graphic Organizer: Ways to Take Civic Action](#) and introduce the four case studies of Black Civic Action in Canada. The case studies are all videos featured in the slide deck. Individuals or groups are: Sleeping Car Porters, Leonard Lane, Viola Desmond and Rosemary Brown. Each of these individuals will have multiple ways of taking action. Model the first one for them: The Sleeping Car Porters.
  - a. Prompt students to write down jot notes for activity #1 on the organizer. They should be able to identify from the videos which of the ways of taking action these individuals or groups took to achieve change in their society.
5. After each video, give students 2 minutes to chat with a partner about which ways of taking action were used by each individual or group. Focus back to the anchor questions:
  - What did they want changed in their society (*objective*)?
  - What ways did they take action? (*see graphic*)
  - Did they achieve their goals (*results*)?
6. Have students discuss this as a whole class discussion and write their answers on the graphic organizer. Discuss as a whole class.
7. Next, invite students to complete Part B of the handout and work in pairs or small groups to brainstorm ONE action they can take individually, ONE action as part of a group, ONE action building public support and ONE action working through the political system for an issue they came up with in steps 2 and 3.



**Consolidation**

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

**Connections**

**Group (75 minutes)**

1. Load [Heroes of Democracy](#) slide deck and introduce the activity for them to apply their skills to a new context - exploring individuals or groups in Canada and around the world who took action.
2. Divide students into partners or groups. Have them select an individual or group from slide 5. People and groups are also listed under Quick Tips to the right.

**Assessment:**

Assessment *of* learning:

- This is the end-of-unit evaluated task.
- Each student must achieve individually and receive an individual mark.
- Checking which students are exceeding expectations by including controversies about “democratic heroes”



<p>3. Built into the slide deck are the success criteria, slide templates to be shared (see slides), rationale, and how this connects to the culminating activity for the course.</p> <p>4. Students will work collaboratively by accessing the slide deck and adding their own slides (maximum of 3 per group). The students will work collaboratively in their groups for an agreed upon amount of time. The suggestion is for one class period of 75 minutes.</p> <p><b>Teacher Note: This slide deck can be uploaded to Google Classroom and all students given editing access to add their slides. Alternatively, the teacher can make a copy of the slide templates for each group, have them submit them and then assemble the slide show for the whole class to review.</b></p> <p>5. Have students provide feedback to at least ONE other group and then make edits.</p> <p>6. Students can present their findings to the class or the final slide deck with all groups' work in it can be posted to a virtual learning environment to be reviewed by all students.</p> <p><b>INDIVIDUAL (150 mins):</b></p> <p>1. Introduce the Culminating Task for the Unit and connect back to the last 3 periods during which students investigated how people can take action in a democracy to affect change .</p> <p>2. Students will work on their culminating task for the next two class periods on: <a href="#">Unit 1 Culminating Task</a></p>	<ul style="list-style-type: none"><li>● The Edit History function on Google Slides can be used to check that every student is contributing.</li></ul> <p>Assessment <i>as</i> learning:</p> <ul style="list-style-type: none"><li>● Students will comment on each other's contributions to the slide deck.</li><li>● Teacher may choose to expand or restrict the formats in which students will do these peer-to-peer comments.</li></ul> <p><b>Quick Tips:</b></p> <p>The names provided on the slide deck are not exclusive. Teachers can add any names which may be locally relevant or more contemporary. The more historic the person, the easier it will be for students to research as their legacy may be more established.</p> <p>Differentiation of:</p> <ul style="list-style-type: none"><li>● Process</li></ul> <p>In response to:</p> <ul style="list-style-type: none"><li>● Learning profile</li><li>● Readiness</li></ul> <p>Some students may require assistance selecting appropriate news articles, but must do their own thinking and connections.</p> <p><b>Quick Tips:</b></p>
<p><b>Additional Resources</b></p>	
<p>Black Strathcona: 10 video stories of Black Strathcona (Vancouver) celebrate some of the people and places that made the community vibrant and unique <a href="http://blackstrathcona.com/">http://blackstrathcona.com/</a></p> <p>National Film Board (2021) <a href="#">Mary Two-Axe Early: I am Indian Again</a></p> <p>Jewell, Tiffany, and Durand Aurélie. <i>This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work</i>. Frances Lincoln Children's Books, 2020.</p> <p>National Film Board. (2022) "<a href="#">Exploring Black Communities in Canada through Film- Study Guide.</a>"</p> <p>Canadian Museum of History: <a href="#">Face to Face the Canadian Personalities Hall.</a></p>	

# Ways of Taking Action: Graphic organizer

## PART A:

As you learn about 4 stories of Black Civic Activism, jot down on the graphic below WHO did WHAT to achieve change in their society. As you watch the videos, place the names of the four individuals/groups next to each quadrant. Highlight or circle the action they took. The four individuals/groups are: Sleeping Car Porters, Leonard Lane, Viola Desmond, and Rosemary Brown.



## PART B: Ways to Take Civic Action

1. Brainstorm as many ways to take action as you can to get results on the civic issue of your choice. Write a statement of the results you want before you start!

<p><b>Participating as an individual</b></p> <p>Personal actions like volunteering, signing a petition, attending a meeting or expressing your opinion.</p>	<p><b>Building public support</b></p> <p>Outreach actions like holding a rally or starting a communications campaign to convince others to support your cause.</p>
<p><b>Working together as a group</b></p> <p>Collective actions such as joining or forming a group with like-minded people to plan and organize activities.</p>	<p><b>Working through the political system</b></p> <p>Actions like contacting a politician or presenting a petition to bring an issue to elected officials and others involved in politics and government.</p>