**Subject/Grade**: Canadian and World Studies: History, Grade 10

**Suggested Time**: 75 minutes

**Course/Type/Code**: Canadian History since World War I, Applied (CHC 2P)

**Lesson Title**: Mosaic vs. melting pot: Is a “cultural mosaic” society best for Canadian citizens in terms of a Canadian identity? (Application/Evaluation based as per Bloom’s taxonomy)

**Lesson Description**: Students will examine some of the major events, factors, and individuals in the post World War II period of prosperity that brought about government policy change regarding human rights and discrimination within Canada. Students will analyze what these changes socially meant in terms of the Canadian identity through the use of primary documents. Students will formulate questions, arguments, and think critically of these key concepts and others of this time in order to write a successful culminating argument piece that assesses whether or not Canada is a country we should be proud of.

**Planning Information**

**Enduring Understanding/Learning Goals**

Students will develop their analytical skills in assessing primary documents for historical inquiry. Students will grow to effectively understand cause and effect in regards to government policies and their implementation. Students, too, will develop their communication and critical thinking skills through the use of effective learning activities/strategies.

**Strand(s) and Expectations**

**Strands:** Citizenship and Heritage, and Methods of Historical Inquiry and Communication

**Overall Expectations**

CHV.02 - describe how individual Canadians have contributed to the development of Canada and its emerging sense of identity (Knowledge based as per Bloom’s taxonomy)

MHV.01 - communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication (Application based)

**Specific Expectations**

CH2.01 - describe how selected significant individuals have contributed to the growing sense of Canadian identity since 1914 (Knowledge based)

MH2.01 - analyse information, employing concepts and approaches appropriate to historical inquiry (Analysis based)

MH3.01 - express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of oral, written, and visual forms (Evaluation based)

**Prior Knowledge Required**

Students should have a good understanding of the restrictive immigration policies, prior to WWII, in place in Canada and thus be able to recognize this discrimination locally, nationally, and globally and analyze its implications. Students should have a good understanding of the makeup of the Canadian society thus far and the struggles for human rights at home. Students should, by now, have a great deal of reflective experience on the Canadian identity in relation to materials covered throughout the course thus far.

**Resources** *(\* beside those items located in the Appendix)*

* World map and thumbtacks
* Yes/No cards and copy of teacher questions\*
* Primary source: The Canadian Bill of Rights found on pg. 494 of Defining Canada: History, Identity, and Culture
* Overheads\*
* Thought cards\*

**Agenda**

1. Why Canada?
2. Aftermath of World War II
3. Yes/No activity – Recap of pre-WWII immigration policies
4. Human Rights
5. Jigsaw activity – Canadian Bill of Rights: What and Why?
6. 4 corners activity – Mosaic vs. melting pot
7. Exit thought cards

**Teaching/Learning Sequence and Strategies**

**Mental Set**

Students are asked to think about their heritage/ethnicity (of parents, grandparents, etc. if born and raised in Canada) and will place a thumb tack on the world map representing a place of origin. This provides students with a visual representation of how Canada and its citizens are multicultural from all parts of the world. In small groups of 4 or 5 students are to share or hypothesize the reasons for coming to Canada (push/pull factors). This will set the tone for class materials on immigration, discrimination and human rights.

**Input/Modeling/Check for Understanding/Practice**

1. Yes or No – Students will be given a handout with the words ‘yes’ or ‘no’ printed on them. The teacher will ask students a series of yes or no questions or scenarios regarding immigration policies and subsequent discrimination from Canada’s past. Students are to choose the appropriate answer (yes or no). The teacher will relay the correct answer to the class in order to reinforce immigration policies and attitudes from prior classes in order to compare pre-WWII policies with post-WWII policies and attitudes (Knowledge based as per Bloom’s taxonomy).
2. Aftermath of WWII Overhead – The teacher will use the overhead for input and knowledge purposes in order to give students a greater understanding of immigration and the beginnings of multiculturalism following WWII.
3. Jigsaw – The class will be divided up into 4 groups. Each group will look at a portion of The Canadian Bill of Rights and discuss the main ideas within their group. Group members will then be divided into new groups (each with at least one member from each of the 4 previous groups so that all portions of the primary document are covered) and will discuss with the group what their portion of the document stressed. This is done to enhance interpretation, analysis and communication skills within students in a student oriented situation (Analysis based).
4. Canada and Human Rights Overhead – The teacher will direct students to the overhead for input and knowledge based purposes in order to further understand the concept of “Canadian” citizenship and the importance of Prime Minister John Diefenbaker’s Canadian Bill of Rights
5. 4 Corners Debate – Students will be asked to consider their feelings on the question: Is a ‘cultural mosaic’ society best for Canada in terms of a Canadian identity? Students will think/pair/share their initial thoughts with an elbow partner (or two). Students will then choose one out of four standpoints in regards to this critical thinking question (strongly agree, agree, disagree, strongly disagree). Students will move to designated corners of the room based on their standpoint and will talk amongst group members with the same standpoint to compare their ideas. The groups will be asked to state their strongest arguments for with the rest of the class and debate with other groups in an open discussion (Evaluation based).

**Lesson Wrap-up**

**Closure**

Students will have heard all of the arguments for and against throughout the open debate and they are asked to fill out a quick thought card as to why they changed their mind/thinking, stuck to their guns, or to comment on a strong argument they heard that made them think/question. The thought card will also ask students if there are any underlying questions they still have following the lesson (Application based as per Bloom’s taxonomy).

**Prep/Homework**

Students are asked to reflect upon today’s class (what they learned, what made them think, etc.) in journal form and are asked to add their journal entry to their Canadian identity folder for future reference for the culminating activity (Application based as per Bloom’s taxonomy).

**Planning Considerations**

**Accommodations/Special Needs**

Differentiated instruction and a variety of resources are used to accommodate exceptional students and their learning styles. Those exceptional students that require assessment modifications can be allotted

more time and/or have the option to participate in oral assessments or modified tests and assignments to meet the curriculum expectations. Curriculum expectations can be modified for individual exceptional students to meet their educational needs.

**Lesson Assessment**

The Yes/No cards are a form of diagnostic assessment and are used to assess students’ prior knowledge of materials and whether further emphasis is needed. The jigsaw activity is a formative assessment in which students communicate and connect the concepts of primary documents in order to grasp major ideas while the teacher circulates and checks for understanding. Application and communication skills regarding historical inquiry will be assessed formatively through the 4 corners activity. Summative assessment is evaluated with the completion of the culminating activity. This assignment assesses each of the four achievement areas and aids in the development of the students’ literacy skills.

**Teacher Reflection on Lesson**

**Aspects that Worked**

The mental set effectively sets the tone for the class materials and discussions and engages students in connecting our Canadian history to their own personal histories. The input/modelling/check for understanding/practice components effectively allow the lesson and materials to be hands on and interactive in group settings and appeal to different learning styles. The lesson is designed to accurately build up to higher levels of Bloom’s taxonomy as the day’s lesson proceeds.

**Changes for Next Time**

Discussions and group activities may exceed the desired time limits and it might be useful to extend the lesson beyond the 75 minute period in order to accurately carry out the input /modelling/check for understanding/practice activities. Additional resources could be used to further illustrate the changing government policies and changing society of Canadians at this time.