ABOUT *SHAPING CANADA* *OUR HISTORY: OUR BEGINNINGS TO THE PRESENT*

ABOUT *SHAPING CANADA*

Shaping Canada is an innovative book designed to support a historical thinking concept approach to the Manitoba Grade 11 history course: History of Canada.

In addition to accommodating the needs, interests, abilities, and learning styles of students as they think critically about and respond to historical thinking concepts (see p. 4), *Shaping Canada* also provides many opportunities to integrate a variety of teaching strategies that promote active engagement in the curriculum.

Curriculum Congruence

Shaping Canada provides a 100 per cent match to the Manitoba curriculum for the Grade 11 history course. The curriculum congruence chart on pages 13 to 15 sets out this match.

This chart also provides a handy reference that you can use to ensure that students are provided with many opportunities not only to achieve the Enduring Understandings of the course, but also to develop the historical thinking concepts (see p. 4) that will help guide their interpretation, analysis, and evaluation of historical issues.

This Teacher's Resource

The teacher's resource for *Shaping Canada* is designed to help you not only to develop critical thinking and integrate historical thinking concepts, but also to cover the entire course in the time available. For this reason, the suggested teaching activities, which begin on page 46, have been organized to enable you and the students to cover the course material in a total of 71 lessons of about 70 minutes each. (Note: larger lessons will require two periods or more of class time.)

These lessons are intended as a guide only. The amount of time scheduled for each lesson—and for activities within each lesson—will be governed by the needs, interests, abilities, and learning styles of the students, as well as your own teaching style and your school's schedule.

In some cases, for example, you may wish to devote more time to a particular issue or activity; in other cases, you may wish to adapt lessons to include strategies you have used successfully in the past or to incorporate a more detailed exploration of an issue that is currently in the news.

Pedagogical Structure of *Shaping Canada*

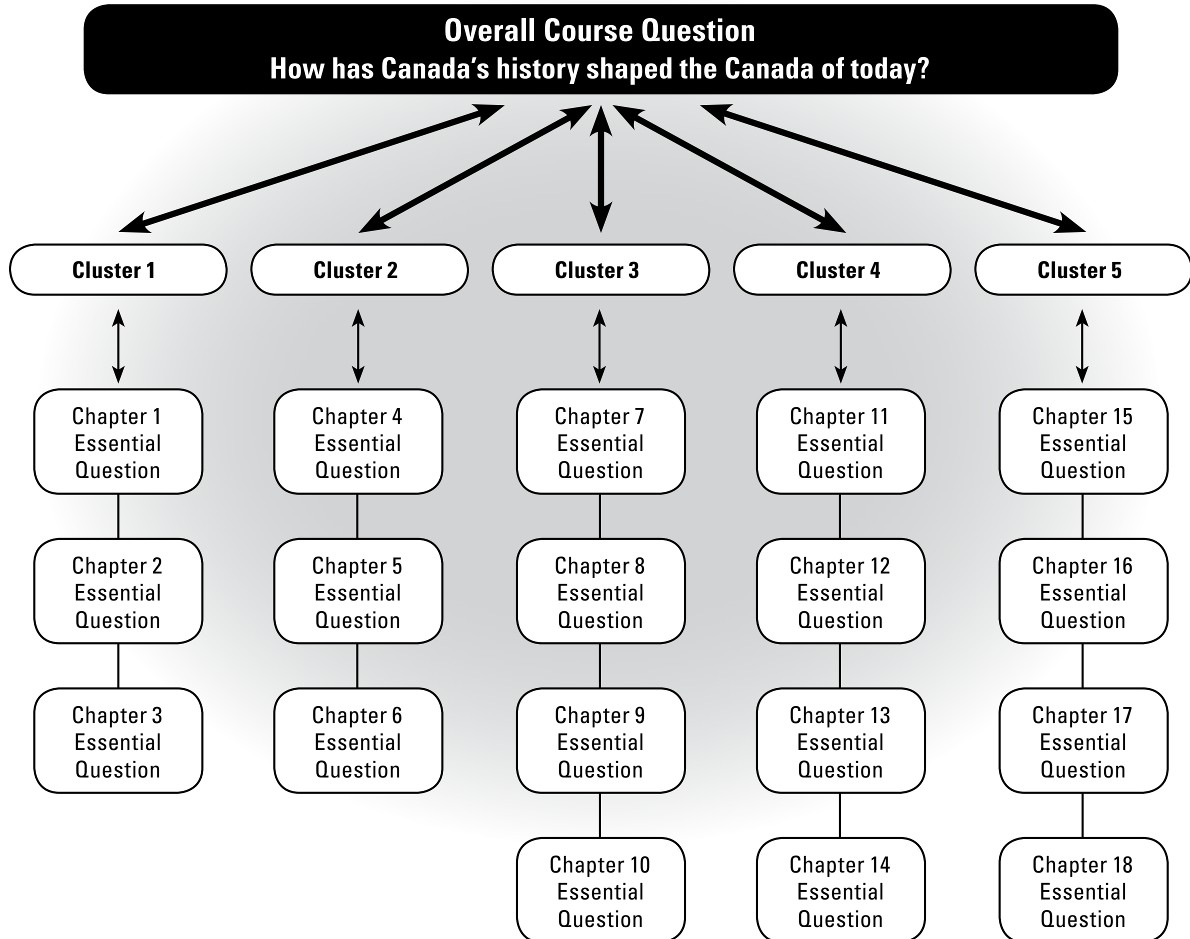
Shaping Canada is structured around one overall course question: How has Canada's history shaped the Canada of today?

This question is taken directly from the curriculum and provides scope to explore the history of Canada and Canada's peoples since time immemorial.

To help guide students' exploration of possible responses to the course question, five clusters evolve from—and feed into—this question. And within each cluster, chapter Essential Questions, each built around an issue that evolves from—and feeds into—the cluster topic, guide students as they progress toward meeting the Enduring Understandings as identified in the curriculum.

The following diagram illustrates how the Essential Questions are structured within *Shaping Canada*.

Structure of *Shaping Canada*



ASSESSMENT AND EVALUATION

Assessment and evaluation are essential to learning, but how can students show that they are thinking historically? And how can teachers assess and evaluate whether students have developed the understandings necessary to think historically?

In response to these questions, the Centre for the Study of Historical Consciousness at the University of British Columbia and the Historica Foundation, with the support of the Canadian Council on Learning and the Canadian Studies Program, Department of Canadian Heritage, developed a project called Benchmarks of Historical Thinking.

This project identified six historical thinking concepts, which are explained to students in the prologue (pp. 7–13, *Shaping Canada*) and integrated into the activities and challenges.

The following explanation was developed for teachers by Peter Seixas, a former social studies teacher, who is the founding director of the Centre for the Study of Historical Consciousness.

More information on historical thinking concepts can be found at www.historybenchmarks.ca.

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Benchmarks of Historical Thinking: A Framework for Assessment in Canada

by Peter Seixas

What should students know and be able to do when they are finished their years of school history? Surely, the accumulation of facts to be remembered is not an adequate answer to the question. Many curriculum documents indicate "historical thinking," but are not very helpful in unpacking its meaning for teachers and students. If not "more facts," then what is the basis for a history curriculum that extends over multiple years of schooling?

Whatever that is, in turn, should inform history assessments. Otherwise, we measure a journey along a road that we don't really care whether students are travelling. General curriculum statements about the values of learning history are insufficient, unless those values inform our assessments. This document aims to define historical thinking for the purposes of shaping history assessments.

Ken Osborne notes: "It's not clear whether or to what extent history courses at different grade levels are designed to build on each other in any cumulative way."[1] British researchers and curriculum developers have been attentive to exactly this problem, defined as one of progression. Historical thinking is not all or nothing: fundamental to the definition is the notion of progression, but progression in what?[2]

Researchers have identified "structural" historical concepts that provide the basis of historical thinking. The Benchmarks project is using this approach, with six distinct but closely interrelated historical thinking concepts.[3] Students should be able to

- establish **historical significance** (Why we care, today, about certain events, trends, and issues

[1] Osborne, Ken. *Canadian History in the Schools*. Historica Foundation. January 2004. www.histori.ca/prodev/file.do?id=20688 (accessed October 7, 2009).

[2] Lee, P., and D. Shemilt. "A Scaffold, Not a Cage: Progression and Progression Models in History." *Teaching History*, 113 (2003), pp. 2–3.

[3] Ashby, R. "The Nature of Levels and Issues of Progression in History: Notes and Extracts for Reflection, PGCE Support Materials," p. 7. England: Institute of Education, 2005. These have been radically transformed in the new British National Curriculum. www.ncaction.org.uk/subjects/history/levels.htm (accessed April 3, 2006). For Seixas's earlier formulation, see Seixas, P. "Conceptualizing the Growth of Historical Understanding." In D. Olson and N. Torrance, eds. *Handbook of Education and Human Development: New Models of Learning, Teaching, and Schooling*. Oxford, UK: Blackwell, 1996.

in history. Why are the Plains of Abraham significant for Canadian history?)
- use **primary source evidence** (How to find, select, contextualize, and interpret sources for a historical argument. What can a newspaper article from Berlin, Ontario, in 1916 tell us about attitudes toward German Canadians in wartime?)
- identify **continuity and change** (What has changed and what has remained the same over time. What has changed and what has remained the same in the lives of teenage girls in the 1950s and today?)
- analyze **cause and consequence** (How and why certain conditions and actions led to others. What were the causes of the North-West Resistance?)
- take **historical perspectives** (Understanding the "past as a foreign country," with its different social, cultural, intellectual, and even emotional contexts that shaped people's lives and actions. How could the Canadian government justify the internment of Japanese Canadians during the Second World War?
- consider the **ethical dimension** of history (This cuts across many of the other concepts: how we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. What is to be done, today, about the legacy of Aboriginal residential schools?)

This formulation is neither the last word on historical thinking nor the only way to approach it. As Patrick Watson wrote, in his report on the April 2006 Benchmarks Symposium (citing Niels Bohr), on physics and mathematics, "The achievement of a new formula was not, in fact, a movement towards truth, but rather the development of language that the research community could agree upon, as representing the objectives of the search."

It is also important to note that these elements are not "skills," but rather a set of underlying concepts that guide and shape the practice of history. In order to understand continuity and change, for instance, one must know what changed and what remained the same. "Historical thinking" becomes meaningful only with substantive content.

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ASSESSMENT, EVALUATION, AND *SHAPING CANADA*

Shaping Canada provides many opportunities for you to assess and evaluate students' progress. The activities included in each chapter are integrated to scaffold learning by presenting material in manageable chunks that provide students with many opportunities to practise skills, engage in critical reflection, and think historically. This improves their chances of achieving success in developing historical thinking concepts and meeting the curriculum expectations.

Defining the Terms

Assessment is **formative**. It refers to the continuing, descriptive feedback teachers provide to students about their performance. One of its purposes is to enhance learning by providing students with opportunities to revise their work before it is submitted for evaluation.

Evaluation is **summative**. It involves gathering data and making judgments about students' overall performance for the purpose of determining and reporting a grade.

Note: The distinction between assessment and evaluation is critical. Assessment supports students' continued learning, while evaluation enables teachers to measure—for the purposes of assigning and reporting grades—how well students have met the expectations set out in the curriculum.

Diagnostic is a form of assessment that involves exercises carried out for the purpose of determining students' attitudes, previous knowledge, and skill level *before* instruction is given. Diagnostic exercises help determine the nature of instruction.

Authentic assessment refers to providing students with opportunities to demonstrate learning in ways that have meaning and relevance beyond the classroom. Authentic assessment connects students' learning to major summative tasks that allow for open-ended and multi-dimensional responses.

Supporting Assessment and Evaluation

In addition to the challenges, which are designed specifically for evaluation, *Shaping Canada* includes a variety of activities designed to be used for formative assessment. Any of these activities—the activity icons, "Recall . . . Reflect . . . Respond," "Explorations," and the end-of-chapter activities—can also be adapted and used for summative evaluation.

Because *Shaping Canada* is designed to encourage students to think critically and historically, all activities are open-ended. There are no right or wrong answers, as long as students' responses are well-thought-out and justified.

All activities can be adapted to differentiate instruction by accommodating students' needs, interests, abilities, and learning styles. Specific suggestions for differentiating learning are included in the lessons.

Cluster Challenge

Each cluster presents a challenge. The challenge appears at the beginning of the cluster so that students know ahead of time what assignment they may be required to complete. Each challenge is unique in its final product, and some challenges require group work, while others may be completed on an individual basis. At the end of each chapter, a Steps to Your Challenge box helps students with steps, ideas, and hints to help them stay on track and progress toward successfully completing the cluster challenge.

Marking rubrics for each cluster challenge are provided in this teacher's resource. These blackline masters are designed to be distributed to students when the challenges are introduced at the beginning of each cluster.

Historical Thinking Concept Activity Icon

These icons (e.g., p. 23, *Shaping Canada*) appear at appropriate points in the narrative. They are placed at natural stopping points and are designed to encourage you and the students to pause briefly to discuss specific questions raised by the narrative. On occasion, the activity icon may direct students to examine a map, chart, or graph; to synthesize the information presented; and to link it to the narrative.

These activities can also provide an important opportunity for you to assess students' understandings on a continuing basis and, if necessary, design remedial activities.

Recall . . . Reflect . . . Respond

Within chapters, each section concludes with an opportunity for students to recall, reflect on, and respond to the topics/issues they have explored in the section (e.g., p. 30, *Shaping Canada*).

Most of these activities are designed to encourage both oral and written responses, and for group or class discussion. You may wish, however, to encourage students to respond in small groups or to design a think-pair-share activity.

These activities can be differentiated to meet the needs and accommodate the learning styles of the students in your class. Written assignments can be shifted to charts or visuals (e.g., photographs, drawings, and clippings), group assignments can be completed by an individual, individual assignments can be completed by a group, and presentations to the whole class can be made to a small group or to you alone.

Although these activities are designed as vehicles for assessment, they can also be evaluated. By scaffolding students' learning, the activities also help students prepare to complete the end-of-chapter activities and the challenges.

Explorations

Activities titled "Explorations" (e.g., p. 33, *Shaping Canada*) conclude the major features, such as "Viewpoints on History" and "History in Action." These activities encourage students to consolidate their knowledge by thinking more deeply about the material presented in the feature and, often, by considering alternative views on an issue.

End-of-Chapter Questions and Activities

The end-of-chapter activities (e.g., pp. 46–47, *Shaping Canada*) are designed to encourage critical reflection, sum up the chapter, and scaffold students' learning as they prepare to complete the cluster challenge. The activities can be integrated into your instruction in a variety of ways and can be completed individually, in small groups, or as a class. Many include a variety of steps and stages that offer differentiation opportunities.

Because *Shaping Canada* offers students many opportunities to explore and analyze a variety of perspectives, to engage in critical reflection, to develop informed opinions in response to the issue questions, and to refine their understanding of the historical thinking concepts, students do not necessarily need to complete every end-of-chapter activity. You may wish to

- choose one or more activities that focus on a skill or process that your formative assessment has revealed requires additional practice
- differentiate instruction by assigning activities to individual students on the basis of their preferred learning style or by modifying activities to meet students' needs
- divide the class into small groups and assign one activity to each group
- choose an activity and move it forward into the chapter so that it functions as an end-of-section activity

Like the activities in "Recall . . . Reflect . . . Respond," the end-of-chapter activities are designed to be assessed, but they can also become the focus of evaluation.

Rubrics

A rubric is a blueprint that defines levels of performance based on standard criteria. This teacher's resource provides sample rubrics on blackline masters that can be used to evaluate each student's cluster challenges.

Using rubrics has many advantages. They enable you to clearly communicate—to students, parents and guardians, and the community at large—expectations about the quality and quantity of work required to achieve specific levels of performance. More important, however, rubrics lay the foundation for effective assessment and evaluation by informing students—ahead of time—what they are expected to achieve and how they are expected to achieve it.

The lessons in this teacher's resource suggest that you distribute an evaluation rubric to students when you discuss the challenges at the beginning of each cluster. Providing

rubrics *before* students start a task helps them complete the assignment with the evaluation criteria in mind. This enables students to set specific goals and strive to achieve them. As students work on the task, they can use the rubric as a checklist to assess their performance—and revise their work accordingly. Assessment feedback from teachers and their peers, who are also aware of the criteria, also helps students revise their work in preparation for the final evaluation.

Effective rubrics can become the basis of a developmental continuum that guides students through the learning process. As students use rubrics, a great deal of incidental learning takes place. Students become self-motivated, reflective assessors of their own learning. They develop confidence, self-esteem, and the motivation to succeed because the criteria guiding their performance as they create the work are the same criteria the teacher will use to evaluate their work.

FEATURES OF *SHAPING CANADA*

The features of *Shaping Canada* are designed to add context to the narrative and to provide additional information that expands students' understanding. Though the narrative is complete on its own, these features deepen its meaning and increase students' engagement and learning potential.

THE PROLOGUE AND EPILOGUE

The prologue introduces *Shaping Canada* and creates a context and a metacognitive framework for students' learning. On page 4 of the prologue, the overall course question is introduced by encouraging students to think about an aspect of this question. Because no single, "correct" answer is required, this activity lays the groundwork for the critical thinking students are expected to engage in as they progress through the course and develop their responses to the questions and the challenges.

Other activities in the prologue encourage students to think about how they will learn: by asking and responding to powerful questions, by engaging in critical thinking that involves developing criteria for making judgments, and by developing historical thinking concepts.

The material in the prologue may be used in a variety of ways. You may, for example, wish to

- lay a foundation by guiding students through the material from beginning to end
- focus on selected activities that meet students' needs
- introduce—as the course progresses—selected activities in the form of mini-lessons that respond to students' needs
- return to the material at appropriate points during lessons to review and remind students of their metacognitive goals

The epilogue recalls the overall course question and encourages students to consider various aspects of and perspectives on this question. The activity in the epilogue lesson can be used to sum up the course of study and create a sense of closure.

MAJOR FEATURES

Shaping Canada includes several major features designed to help students explore, interpret, analyze, and evaluate issues in greater depth. In many cases, these features provide insights into specific examples that crystallize issues and provide differing perspectives.

Cluster Opener

These pages (e.g., pp. 14–17, *Shaping Canada*) set the stage for each cluster by providing a brief written overview of the material covered in the cluster, and a graphic organizer showing the Essential Questions and the Enduring Understandings the students will learn about in the cluster. The opener concludes with a timeline that identifies some of the key dates and events the students will explore in the cluster, and a full page description of the cluster challenge.

Chapter Opener

This two-page spread (e.g., pp.18–19, *Shaping Canada*) begins with a visual image or images, such as a photograph, painting, or cartoon that relates to the chapter's Essential Question. On the

facing page is an overview of the topics students will explore to help them answer the Essential Question, as well as questions about the chapter opener images. This page also includes a list of key terms that students will encounter, and the Enduring Understandings that are covered in the chapter.

Viewpoints on History

"Viewpoints on History" (e.g., p. 33, *Shaping Canada*) help deepen students' understanding by encouraging them to explore, analyze, interpret, and evaluate different perspectives on an issue.

Engaging in the activities included in "Explorations" provides opportunities to explore, interpret, analyze, and evaluate the views presented in this feature.

History in Action

"History in Action" (e.g., p. 101, *Shaping Canada*) develops and expands students' understanding of the people and events of the period, or how historical events affect the present day.

"Explorations," the activities that accompany this feature, encourage students to develop their critical-thinking skills and to consider the issue(s) raised in the feature from a variety of perspectives.

Profile

Profiles (e.g., p. 39, *Shaping Canada*) draw students' attention to individuals or factors that have played a significant role in Canadian history. Explorations questions conclude each Profile feature and encourage students to further examine and explore issues relating to the individual or factors.

Picturing . . .

The images, captions, and questions in these photo essays (e.g., p. 75, *Shaping Canada*) provide a powerful tool for exploring and evaluating various perspectives on an issue or event. The photo essay is especially helpful to visual learners and offers plentiful opportunities for students to engage in group activities and debates. The captions provide important information that encourages students to examine issues in greater depth and to enhance their understanding of issues and events that concerned people at the time.

Historical Thinking Concept Features

Each chapter in *Shaping Canada* includes two or more Historical Thinking Concept features (e.g., p. 26 and p. 29, *Shaping Canada*) that allow students to focus on a specific historical thinking concept (see p. 4 in this Teacher's Resource for descriptions of historical thinking concepts). The historical thinking features incorporate issues from the chapter narrative and allow students to broaden their understandings of the chapter content. Each feature includes questions and activities that allow students to reinforce their learning of the individual historical thinking concept.

Margin Features

The margin features are designed to add context to the narrative, provide additional information about the content, and increase students' understanding of the issue. Though the narrative is complete on its own, these features deepen its meaning and develop additional context. They also provide opportunities for students with differing learning styles to approach the issue in different ways.

Charts, graphs, and diagrams: Various diagrams (e.g., p. 92, *Shaping Canada*) summarize and present information in a format that is especially helpful to visual learners. Statistical information is often presented in chart or graph form to enhance students' understanding and to enable them to make insightful comparisons, connections, and predictions.

Maps: The maps (e.g., p. 20, *Shaping Canada*) are intended to present geographic information. In some cases, a map may simply involve locating a place discussed in the narrative; but in many other cases, the map presents additional information that illuminates an issue. In these cases, questions in the caption encourage students to explore the map more deeply.

Photographs and other visuals: Photographs (e.g., p. 23, *Shaping Canada*)—and their captions—provide important information about events and issues and add new dimensions to the narrative, providing students with a better understanding of the issues and events. Many of the captions include questions that encourage students to consider an issue from a different perspective.

Shaping Canada Today: The Shaping Canada Today features (e.g., p. 24, *Shaping Canada*) help students make connections between history and contemporary Canada.

Voices: This feature (e.g., p. 24, *Shaping Canada*) provides alternate perspectives on issues discussed in the narrative. The views presented offer opportunities for class discussions.

CheckBack and **CheckForward:** "CheckBack" (e.g., p. 180, *Shaping Canada*) helps students link new knowledge and understandings to issues they have explored previously, while "CheckForward" (e.g., p. 68, *Shaping Canada*) alerts them to the fact that an issue or topic will be raised again in subsequent chapters.

Let's Discuss: These features (e.g., p. 32, *Shaping Canada*) are designed to provoke thought and spark discussion on ideas presented in the chapter.

You may wish to discuss every question or select a few to focus on. Your choice depends entirely on the classroom situation—students' needs, interests, abilities, and backgrounds, and your teaching style.

Web Connections: Web Connections in *Shaping Canada* point students to the *Shaping Canada* web site (www.shapingcanada.ca), where they will find links to web sites that will help them explore the ideas in the book in more detail.

The CD-ROM for *Shaping Canada*

The CD-ROM that accompanies this teacher's resource includes:

- a complete PDF version of this teacher's resource
- all blackline masters in this teacher's resource

Using the Blackline Masters

The blackline masters on the CD-ROM for *Shaping Canada* are presented in two versions: PDF and Microsoft Word.

The Word version enables you to adapt and tailor the blackline masters to the particular approach you are using in your classroom and to meet the needs of the students in your classes.

With students who need extra support, for example, you may wish to open the Microsoft Word version of a specific blackline master and add labels to a graphic organizer or include more examples on a chart. With students who are able to work more independently, however, you may wish to delete examples from the blackline masters before distributing them.

A tab has been provided in this teacher's resource binder to allow you to organize and file copies of the blackline masters as you print them from the CD-ROM.

SHAPING CANADA

CURRICULUM CONGRUENCE

First Nations, Métis, and Inuit Peoples		
Enduring Understandings	**Cluster**	**Chapter**
First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.	5	17
First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.	1 2 3 5	1 5 9 17
The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance between the emotional, physical, mental, and spiritual aspects of life.	1	1
The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.	1 2 3 5	2, 3 4, 5 7, 9 17
First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada along with recognition and affirmation of their existing Aboriginal and treaty rights.	3 4	7, 9 11

French-English Duality		
Enduring Understandings	**Cluster**	**Chapter**
Canada's institutions and culture reflect Canada's history as a former colony of France and of Britain.	2	4
French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.	2 4	4, 6 12, 14
Nouvelle France, Acadie, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.	1 3 5	2, 3 7 16
British cultural traditions and political institutions have played a role in shaping Canadian history and identity.	2 3	6 10
As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be a subject of debate.	4 5	14 16
French-English relations play an ongoing role in the debate about majority–minority responsibilities and rights of citizens in Canada.	4 5	14 16
Identity, Diversity, and Citizenship		
Enduring Understandings	**Cluster**	**Chapter**
Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources.	1	3
Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.	4 5	12 15
Immigration has helped shape Canada's history and continues to shape Canadian society and identity.	3 5	8 15
The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.	3 4 5	8 11 15
The meaning of citizenship has evolved over time, and the responsibilities, rights, and freedoms of Canadian citizens are subject to continuing debate.	5	15

Governance and Economics		
Enduring Understandings	**Cluster**	**Chapter**
The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.	1 2 3	1 6 7, 9, 10
Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.	2	4, 6
The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.	2 3 4 5	6 8 11, 12, 14 16
Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.	2 3	5 8
Canada and the World		
Enduring Understandings	**Cluster**	**Chapter**
Canada continues to be influenced by issues of war and peace, international relations, and global interactions.	1 3 4 5	2 10 13 18
Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.	2 4 5	6 13 18
Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.	3 4 5	10 13 18
Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.	4 5	13 18

TEACHING AND LEARNING STRATEGIES

TEACHING AND LEARNING STRATEGIES

Shaping Canada and the lessons in this teacher's resource draw on a variety of teaching and learning strategies designed to help you provide students with many opportunities to engage with the curriculum, hone their critical thinking skills, and develop their understandings of historical thinking concepts. As students work toward meeting the curriculum expectations, they will become successful, thoughtful, interested, and active learners and critical thinkers.

Critical Thinking

Educators have defined critical thinking in various ways. In *Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically*, for example, Norman Unrau suggested that it is "a process of reasoned reflection on the meaning of claims about what to believe or what to do." The questions in *Shaping Canada* promote critical thinking by encouraging students to explore, interpret, analyze, and evaluate historical issues and make reasoned judgments in response.

Establishing criteria that can be used to guide critical judgments is key to critical thinking. The prologue to *Shaping Canada* introduces students to the concept of critical thinking and provides activities that encourage them to practise developing criteria as they make judgments in response to the questions and the issues raised.

The activities in the student book are specifically designed to provide students with many opportunities to engage in the process of critical reflection by exploring various perspectives on claims and developing their own reasoned judgments in response to these claims.

Activity Strategies

The teaching and learning strategies that follow are especially useful in history classrooms and can be adapted for a wide variety of uses. Many are incorporated into the lessons in the section titled "Suggested Teaching Activities."

Co-operative Group Learning

Co-operative group learning helps students develop skills that are useful both in school and beyond the classroom. Co-operative group learning introduces and reinforces skills such as the ability to work responsibly to achieve common goals within a specified period. It also develops students' organizational and leadership skills and promotes academic, personal, and social growth, as well as positive cross-cultural relations.

The structure of co-operative groups enables students to work together, contribute to the group, and learn from others in the group. This interdependence builds a supportive and cohesive environment in which students actively work together. Heterogeneous groups include students of various ethnicities, backgrounds, genders, needs, interests, abilities, learning styles, and personalities. As a result, group members will bring to tasks a variety of talents and ways of perceiving issues and solutions. This mirrors the real world, where students encounter and must appreciate and accommodate many different people.

Within a co-operative group, students become accountable and take on responsibilities to both themselves and the group. As a result, students develop initiative and a sense of responsibility toward both their own learning and the learning of other group members.

Effective communication is at the heart of co-operative group learning. To integrate ideas, students must talk them through. This talk develops students' ability to explore new ideas and

perspectives, clarify their own ideas, and internalize and personalize their own ideas and those of others. By communicating and working co-operatively, students reinforce skills that will benefit them in various situations.

Co-operative Groups and Sample Strategies

Informal groups: In informal groups, students turn to the person beside or behind them to discuss a topic. These small groups may work together briefly on a simple activity or for a longer time on a more detailed activity. You may use these groups at the beginning of a lesson to brainstorm, gather ideas, raise questions, or simply trigger interest in a new topic or issue. In informal groups, students can discuss their ideas before sharing them with the class or discuss issues not dealt with in the class discussion.

Think-pair-share groups: Think-pair-share activities are an effective way of introducing informal group learning. This simple strategy provides structure for the progression from individual, independent learning to group learning in a way that enables students to feel secure in their group learning development. This strategy is flexible and may be used in many situations. It also scaffolds students' learning by providing them with opportunities to approach group learning in a step-by-step fashion and provides you—and the students—with opportunities to clearly monitor progress.

Base groups: Base groups provide long-term peer support. You create these groups once you are familiar with students' needs and abilities. Because base groups are support groups, they are usually heterogeneous in ability. Students will learn to understand, appreciate, support, and work with students different from themselves.

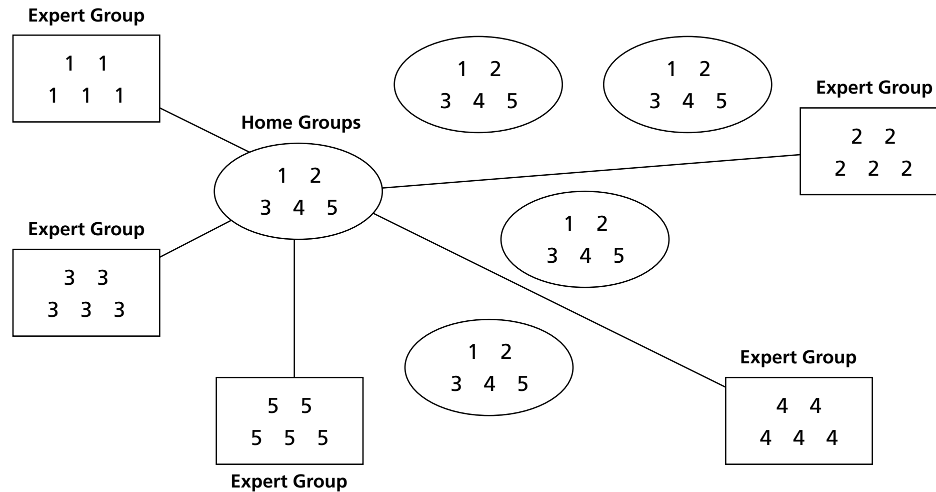
Combined groups: Combined groups are formed when two or more groups join to form one larger group. Combined groups provide an opportunity for the members of small groups to learn from one another. The combinations may be decided on by the groups or assigned by you. Combined groups may meet when starting a task, to establish a focus or define a problem, formulate research questions, discuss procedures, or discuss the presentation of material. As they progress through a task, these groups may meet to share and compare material and create a collective database. They may also present information within the group if class presentations are not feasible.

Representative groups: Representative groups consist of a member of each of the groups in the class. Representatives may be chosen by either you or the group. Representative groups provide students with an opportunity to discuss the work of the various groups in the class. A representative of each group may discuss the group's progress or the results of its work. In this way, all groups make their progress or their work public. Representative groups can be used at any time during the learning process to provide informal progress reports or engage in panel discussions.

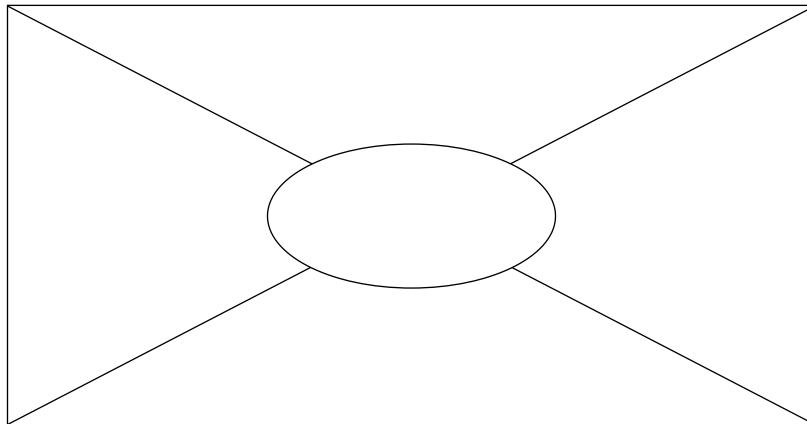
Jigsaw activity: Jigsaw activities are sometimes called reconstituted co-operative small-group learning. They are a way of providing opportunities for students to examine and research issues or events from various perspectives, and they enable students to explore a broad base of information in a relatively short time.

Jigsaw activities do, however, place a great deal of responsibility on individual students in the expert groups (see the following diagram) to conduct research and report their findings to the home group. The use of home groups and expert groups makes this form of co-operative learning more complex and difficult. As a result, it is a good idea to delay using this strategy until you are sure students understand how to work in co-operative small groups. Begin with pairs, move on to triads, and gradually work up to the jigsaw technique.

Begin a jigsaw activity by placing students in home groups. Students should number themselves 1 through 4 or 5. Home groups should be no larger than six students. Students begin by working on a topic in their home group. They then move on to an expert group to explore specific aspects of the topic in greater detail. All students numbered 1 join the same expert group, those numbered 2 join the same group, and so on. When expert groups finish their explorations, students return to their home group to report their findings. The home group comes to an understanding of the various findings and completes the required assignment.



Placemat activity: This simple activity enables group members to organize information and present ideas. Divide the class into groups of four and distribute a sheet of paper, called a "placemat." Divide it into sections in the way shown in the following diagram.



The group members arrange themselves around the placemat, and each student is responsible for recording particular information in his or her segment of the mat. When students finish recording their information, they take turns sharing their information with other group members, who work together to record the most important information in the centre.

Three-step interview: This form of group discussion is often used to analyze and synthesize new information, but it can serve a variety of purposes. It helps students consolidate their learning by expressing their own ideas and listening actively to the ideas of others. It can also be an effective strategy for encouraging students to think about differing perspectives by playing roles.

Divide the class into groups of four and instruct each group to further divide into two sets of partners. Within each pair, one partner serves as the interviewer and the other as the interviewee. The interviewer asks the interviewee questions related to a topic of study and listens actively to the responses, paraphrasing key comments and details.

The partners then reverse roles and repeat the process. Each pair then rejoins their original group of four. Each student summarizes for the group what her or his partner said about the topic.

Carousel activity: Divide the class into groups and assign areas of the classroom to serve as stations. Each station should include a presentation, question, reading, or activity for students to complete. Groups then rotate from station to station until all the groups have visited and completed the activity at every station.

A carousel activity makes an effective organizational structure for engaging students in responding to student activities such as displays. Beforehand, you might brainstorm with the class to create a list of questions that groups can ask the student who created the display. These questions can help focus students' responses to, and assessment of, the displays.

Student Talk and Class Discussions

When students talk, learning occurs. The lessons in this teacher's resource include many suggestions for small-group and class discussions. Participating in this kind of purposeful talk enables students to explain, clarify, question, consolidate, amplify, assess, and extend their learning. Talk can motivate students, encourage them to take ownership of ideas, help them make connections with the ideas of others, sharpen their critical thinking skills, and enhance their confidence.

It is often a good idea to begin with small-group discussions before involving the whole class. Encouraging students to discuss ideas in small groups is less intimidating for many students. It also prevents a vocal minority from monopolizing the discussion. Small groups provide a safe environment in which students can experiment with expressing half-formed thoughts and consider new words and ideas. They can also be creative and practise skills.

The class setting is ideal for synthesizing and drawing conclusions from the reports of small groups. In this setting, ideas and information can be compared, amplified, summarized, consolidated, and clarified. You and the students can ask questions that will extend everyone's thinking and learning.

The following suggestions can help you nurture a classroom environment that encourages purposeful discussion:

- Ask questions and encourage students to sort out and clarify what they want to say.
- After asking a question, give students time to think before answering. (On average, teachers wait less than two seconds for a student to answer. Try to wait a minimum of three seconds.)
- Encourage students to listen to others, ask questions of you and other students, support the ideas of others with facts, make connections among ideas, and summarize points and discussions.

Once you have modelled strategies like the preceding ones, work out groupwork guidelines with the students. If these are compiled into a list of dos and don'ts, the list can be posted as a reminder.

The following are some suggestions:

- Be respectful of others.
- Only one person may speak at a time.
- When presenting a group report, ensure that all group members help in the presentation. This enables everyone to practise presenting ideas and to share responsibility for and ownership of the report.
- Provide enough time for people to express their ideas or give information.
- Listen and respond, rather than simply presenting information.

A number of activities can provide a framework for class discussions.

Graffiti activity: Prepare questions—four would ensure that groups of students are about the right size—related to an issue and record each question at the top of a sheet of chart paper. Post the sheets of chart paper in different areas of the classroom and divide the class into the same number of heterogeneous groups. Give each group a different-coloured marker and assign one question to each group. Tell group members to gather at the sheet that contains their question.

Give each group a specified time to record comments on and answers to the question on their sheet of chart paper. When the time is up, instruct the groups to rotate to the next question, taking their coloured marker with them. Group members should read the existing responses and add new ones of their own. If students can think of no new responses, they can comment on the responses of previous groups. Continue doing this until all the groups have cycled through all the questions.

Follow up by encouraging each group to share the highlights of the responses on the chart paper in front of them.

Inside-outside circles: Divide the class into groups of six. Tell each group to form a circle, with three students facing outward and the other three forming a circle around them, facing inward so that each student faces a partner. Tell each pair to exchange information about a specific topic. This may be about a question or issue related to the day's lesson or a discussion of their responses to a cluster or chapter issue. Then tell the students in the centre circle to rotate so they are facing a new partner. Continue until the students have discussed the issue with three different partners.

As an alternative, students can form rows facing one another and follow a similar rotating process.

Debates

A debate is an exercise in speaking and reasoning on a single topic presented by opposing sides. The goal is to convince the audience that a point of view is valid. A number of debate formats can be used effectively in history classrooms.

Formal debate: The formal debate may be the most effective way of assessing or evaluating each student's ability to think critically, persuasively, and analytically. The following is one way of organizing a formal debate:

1. Pick a topic and state it in the affirmative (e.g., Be it resolved that peacekeeping is an outdated strategy for avoiding armed conflict).

2. Form teams of two to four students each.

3. Choose sides. You may assign sides or allow students to choose the side they wish to represent.

4. Instruct students to begin researching the topic. Encourage students to use *Shaping Canada* as the starting point in preparing for the debate. Remind them to take notes. Teams should gather material that can both support and challenge their position. Researching material that challenges their position enables them to prepare to refute the opposing team's arguments.

5. Advise teams to rank their arguments in order of strength. The strongest argument should be stated by the final speaker.

6. Explain the debate format to the students. In many formal debates, the structure is broken down as follows:

   - opening statements—Each team is allotted a specific time, usually two to five minutes, to present its position.
   - question-and-answer period—Opposing teams are given the opportunity to question the position taken by other teams. A time limit should be imposed on the length of the team's response. The other team is then given a chance for rebuttal. Again, a time limit should be imposed.
   - closing statements—Each team either restates its position or acknowledges the superiority of the other side's arguments. Members of the two teams should shake hands.

7. The debate takes place.

   Students can determine the debate winner in a number of ways. You might, for example, take a vote on the issue before and after the debate. The winning team may be the one with the most votes or the one that convinced the most students to change sides.

Tag debate: The tag debate lends itself to evaluating or assessing student participation, as no more than four students are involved in the debate at one time. Tag debates are often structured as follows:

1. Divide the class in half. Assign each half an opposing view on an issue.

2. Give students time to use their existing notes or *Shaping Canada* to obtain a fundamental understanding of the issue in the debate.

3. Instruct students to prepare a minimum of five arguments for the position they have been assigned to support.

4. Four students, two from each side, begin to debate. Either side may start, and from this point on, the two sides take turns refuting the position of the opposing side.

5. Once the debate has started, the remaining students may "tag" into the debate circle by touching the shoulder of a participating member of their team. Or you may simply choose to pause at any time and require that a "tag" take place.

6. After the debate, ask students to reflect on which points were most persuasive and which issues seemed most controversial.

Continuum debate: This kind of debate enables students to move actively and is usually organized in four steps. It enables students to argue a view and modify this view as the debate progresses.

1. Select eight to ten students whose positions represent a range of opinions on an issue.

2. Instruct these students to form a line at the front of the classroom—those with extreme opposing views at each end and those with mixed feelings in the middle.

3. Begin the debate at one of the extremes, alternating sides and working toward the middle. As the debate continues, encourage all students in the line to alter their positions if their opinions change.
4. At the end of the debate, instruct students to collectively identify questions that need further clarification and encourage them to justify their reasons for changing their opinions.

Horseshoe debate: This activity is similar to a continuum debate except that it organizes students in a horseshoe shape. Those who agree most strongly with the debate statement sit on one side of the horseshoe, and those who disagree most strongly sit on the other. Those whose positions are in between or who are undecided sit across the top of the horseshoe.

The debate progresses in steps similar to those in a continuum debate. Students may alter their positions as they hear persuasive arguments.

Four-corners debate: Also similar to a continuum debate, this simple, active strategy helps students focus their thinking about issues. If students take notes during the discussions, this debate can become an effective strategy for helping them prepare to write a supported opinion piece.

1. Before the debate begins, decide on a statement (e.g., The World Trade Organization has made national governments irrelevant). Then create four signs—Strongly Disagree, Disagree, Agree, and Strongly Agree—and place each in a corner of the classroom. In some cases, you may wish to add a fifth sign: Undecided.
2. Give students time to consider their opinion, then instruct them to move to the area of the classroom that best represents their position on the statement.
3. Give the groups at each station a few minutes to discuss justifications of their position, then ask one person from each group to share his or her arguments with the class. Encourage students who have been swayed by the arguments to change position. When all the groups have presented their justifications, discuss which arguments persuaded students to change their position.

Triangle debate: This kind of debate is carried out in small groups.

1. Write a statement on the chalkboard (e.g., There is no such thing as a single Canadian identity.) and divide the class into groups of three. Assign each student in each group the letter A, B, or C to identify their role in the debate. Student A argues in favour of the statement; student B argues against the statement; and student C listens, records, and prepares comments and questions for A and B.
2. Give students time to prepare for the debate. To help them do this, you might distribute a worksheet like the following.

Speaker A	Speaker B	Student C
Argument	Argument	Strongest argument for A
Supporting detail 1	Supporting detail 1	Strongest argument for B
Supporting detail 2	Supporting detail 2	Questions for A
Supporting detail 3	Supporting detail 3	Questions for B

Explain that students A and B should record their response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.

3. Students A and B present their arguments in turn while the other group members listen or note comments on the arguments. Once the arguments have been presented, student C asks questions of the debaters—and listens carefully to their responses. At the end of this stage, student C decides who won the debate by presenting and defending arguments most effectively.
4. If time allows, you may wish to follow up by organizing a round-table discussion in which student C reports who won the group's debate and which arguments were most compelling.

Presentations

Presentations, which help students take ownership of their learning and draw on their talents and interests, can be an effective strategy for achieving content- and skill-related objectives. An effective presentation requires students to draw on their research, organizational, group, and communication skills, as well as their creative abilities. The challenges in *Shaping Canada* provide plenty of opportunity for students to develop and refine their presentation skills.

Graphic Organizers

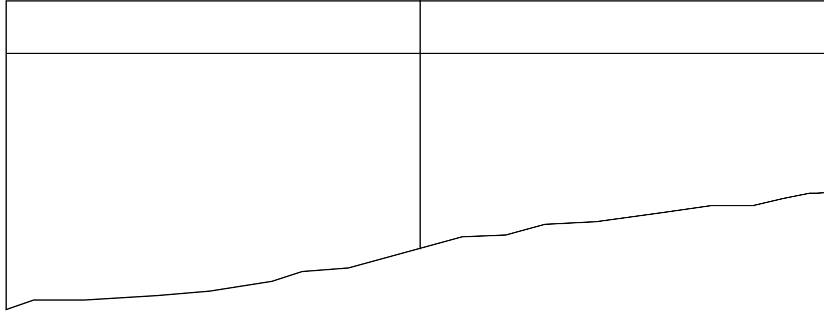
Graphic organizers require students to consider information and make decisions about how to reorganize it. Organizers also help students consolidate information in new ways, a strategy that is especially helpful for visual learners. The student becomes a creator of new information rather than a mere copier of words.

Graphic organizers can take many forms, from a simple two-column comparison chart to a very complicated mind map. Venn diagrams and mind maps are two of the most common types, but the blackline masters that accompany this teacher's resource include many different kinds of organizers.

Venn, or comparison, diagrams: A Venn diagram is useful for identifying the similarities and differences between two or more people or events. Each person or event is placed in its own circle. Differences are recorded in the outside sections of the circles, while similarities are recorded where the circles overlap.

Mind maps: Concept, or mind, maps are more complex graphic organizers. The purpose of mind mapping is to graphically organize thinking about a specific topic or issue. Mind mapping has a strong appeal for many learners, especially visual learners, and has been shown to increase memory and motivation. Mind mapping can be an individual or group activity. When it is a group activity, it may take on the form and rules for brainstorming.

T-charts: These two-column organizers can be created easily by drawing a large T on a page.



T-charts can be used in a variety of ways. Students might be asked, for example, to record main ideas in the left column and supporting details in the right. Or they may be asked to record the pros of a course of action in one column and the cons in the other.

Guest Speakers in the Classroom

Many of the lessons in this Teacher's Resource can be enriched for students by inviting guest speakers into the classroom. The material covered in ***Shaping Canada*** offers many opportunities for guest speakers such as a First Nations, Métis, or Inuit person, a war veteran, a womens' rights activist, an archaeologist, a curator, or the Member of Parliament for your district. You may wish to contact various groups in your community and ask if they have speakers who will visit a secondary school classroom. When inviting a guest speaker, refer to the specific guidelines that are used by your school division to ensure you are following all recommended procedures.

Protocol with Elders

A rewarding experience for both teachers and students is having an Elder visit your classroom. In First Nations, Métis, and Inuit communities, Elders are recognized for their leadership, spiritual and cultural knowledge, and wisdom. Elders can be men or women of any age who have had experiences or special gifts that have given them wisdom. Elders are an essential part of the preservation and flourishing of Aboriginal cultures, and it is an honour to have an Elder visit your classroom.

Following established protocol is especially important when inviting an Elder from an Aboriginal community into your classroom. Protocol is an established set of rules or etiquette that help foster respect between individuals. Before you proceed with inviting an Elder into your school, be sure to familiarize yourself with the protocol that is observed within the Elder's community. By following protocol, you will ensure the respect is given to the Elder and to his or her knowledge. While there may be some similarities in protocol among First Nations, Métis, and Inuit groups, some aspects of the protocol will vary between different communities. In order to establish respect for an Elder and develop a trusting relationship, all aspects of the protocol must be closely followed.

In some First Nations communities, it has been a traditional custom for hundreds of years to give an offering of loose or a pouch of tobacco in exchange for an Elder to share a story or information. It is important to remember that tobacco is a sacred plant for many First Nations cultures. Although an offering of tobacco has a long cultural history, this choice may not be appropriate for all Elders today. Substitutions for tobacco may be given if it is determined that the Elder would prefer a different offering.

Once an offering is presented to an Elder, you may ask your request. If the Elder accepts the offering, that means she or he has agreed to your request. If the Elder declines the offering, it means

he or she cannot fulfill your request for various reasons. The Elder may have other commitments, cannot travel or does not feel they have the specific information or knowledge you are looking for.

In addition to an offering, an honorarium should be given to an Elder as an expression of gratitude once she or he has fulfilled your request. You may also want to encourage your class to present the Elder with a gift to ensure that the students take part in showing appreciation for what the Elder has shared with them.

General Guidelines for Inviting an Elder

If you would like to invite an Elder into your classroom, follow these general steps or follow the advice of someone in your school division who works with Elders:

- Contact a First Nations, Métis, or Inuit leader, or someone in your school division who knows which Elder(s) might be best suited for your needs.
- Research and familiarize yourself with the protocol with Elders for that community. You may need to know about:
  - how to extend an invitation to an Elder and the tradition of an offering
  - how to establish an honorarium that is appropriate for the Elder
  - how your school division will cover travel expenses for the Elder

When an Elder Visits Your Classroom

Having an Elder visit your classroom is an experience that is both rewarding and an honour for the students. To ensure a successful visit, consider these guidelines:

- Learn how to say "thank you" and greetings in the Elder's language to interact respectfully.
- Besides demonstrating respect for an Elder, there may be some traditions and actions that should be followed or avoided depending on the traditions observed by the Elder. For example, in some communities, avoiding eye contact with the Elder is a sign of respect. Because traditions vary by community, find out what are appropriate manners for your students to follow when the Elder visits.
- With the class, review good listening skills and discuss appropriate questions students may want to ask the Elder.
- Discuss with students that they must not touch any items the Elder brings into the classroom, unless he or she has given them permission to do so. You may wish to discuss that some objects are part of traditional ceremonies and should only be handled by the Elder.
- Offer to arrange transportation for the Elder (e.g., taxi).
- Discuss with students the importance and honour of having an Elder visit the classroom, and explain the value of their knowledge to both Aboriginal and non-Aboriginal communities.
- You may wish to designate one student to show the Elder around the classroom and the school before the visit.
- Attend to the physical needs and comforts of the Elder, especially if she or he is elderly. Offer water, tea, coffee, or other beverages that the Elder may want. Note any dietary requirements the Elder may have (i.e., if they are diabetic, offer an alternative to sugar).
- If the visit is particularly long, you may wish to provide an area away from the classroom where the Elder can rest if needed.
- Supervise interactions between students and the Elder to ensure that respect for the Elder is maintained at all times.
- Formally thank the Elder at the end of the visit. Find out what is an appropriate custom to show appreciation for the Elder who is visiting.

Integrating Literacy into the History Classroom

Content learning requires literacy, and the history curriculum is well-suited to help students develop a range of important literacy skills that extend well beyond simple notions of reading, writing, speaking, listening, viewing, and representing.

For students to engage with the curriculum and learn to think critically and historically, they must become active readers, viewers, speakers, writers, representers, listeners, and thinkers. Teachers of history can promote students' learning by scaffolding content instruction on foundational, subject-relevant literacy skills. In this environment, literacy instruction provides a framework that students can build on to engage in authentic, powerful critical and historical thinking.

The following suggestions promote literacy-rich learning:

- **Model specific strategies**. Do not expect all students to be able to apply a strategy that they have not seen at work. Make your own thinking explicit. To teach students how to identify bias in a research source, for example, show them an example and model aloud the thinking strategies you would use to raise questions about the author's point of view.
- **Provide many and varied opportunities for practice**. Do not abandon a strategy once students have learned it. Review and repeat relevant strategies to promote students' engagement and to scaffold new learning.
- **Provide continuous feedback**. Ask students to share their thinking with a partner. This kind of "accountable talk" promotes thinking and consolidates learning, so provide frequent opportunities for small-group or whole-class discussions or quick teacher–student conferences to ensure that students receive continuous feedback and that you have opportunities to check their understanding.
- **Don't assume prior learning**. Students arrive in your classroom with a wide range of backgrounds and experiences. Though they may know many things that you are unfamiliar with, they may not know things that you take for granted. Tools such as anticipation guides, KWL charts, and brainstorming can help students fill in gaps for themselves and provide you with crucial information.

Creating Strategic Readers in the History Classroom

Because reading is a thinking activity, history teachers can enhance students' understanding of content, concepts, and approaches by promoting strategic reading in the classroom. Five strategies that promote students' engagement in and comprehension of text are

- making connections
- questioning
- inferring and visualizing
- determining important information
- synthesizing

Using these strategies during lessons ensures that students have many opportunities to learn content, practise skills, and develop habits of mind that deepen their comprehension and promote their understanding of issues.

Preview the Book

Do not assume that all students arrive in your classroom knowing how books work. Even academic students can have gaps in their knowledge of book features. Whenever students begin to work with a new book, or whenever they are likely to encounter new textual features, building relevant knowledge and skill-development components into lessons is a sound idea.

Most books share common features, such as a title, a table of contents, headings and subheadings, margin features, a glossary, and an index. By drawing students' attention to these features, you can ensure that they know where to look for information as they read.

A chart like the following can serve as a graphic organizer for students' comments.

Book Feature	Strengths	Challenges	My Rating
			1 2 3 4 5
			1 2 3 4 5

Various print features also help convey information and emphasize the writer's intended message. These features include charts, illustrations, diagrams, photographs, graphs, captions, maps, and type features (e.g., boldface, type size and weight, italics).

Print features can be taught as part of a lesson that involves previewing the book, but these features can also be taught in the context of the skills needed to understand key concepts in a book. You can promote awareness of these strategies by checking regularly to ensure that students are using them during lessons and by modelling strategies through explicit instruction or "think-alouds."

Use a Think-Aloud to Teach Features of Print

Pause during the lesson to draw students' attention to a relevant feature of the text, such as boldface type, and model the thought processes that a strategic reader might use. Here is an example:

"When I skim and scan this page, three words jump out at me. For some reason, the writers of this book decided to highlight these words in boldface type. So, right away, I know that these words must be important. I'll pay particular attention to these words when I read the passage, checking that I understand their meaning and that I know why they're important to my understanding of this section of the book."

Use Previewing to Teach Features of Print

A preview strategy similar to the one used to teach the features of a book can be used to teach print features. In *Shaping Canada*, for example, a number of print features appear on the introductory spread of each chapter. Select one or two spreads that are particularly rich in print features and ask students to examine them and fill in a chart like the following:

Print Feature	Why is it used?	How does it help me understand the writer's message?
Bulleted list		
Sidebar		

Teach Text Structure

Text structure refers to the organizational framework used by a writer. A scientific report, for example, often uses a cause-and-consequence structure. A diary may use chronological sequence, while a memoir might use an episodic structure to organize several events involving various people at different times and in different places. Common text structures include chronological sequence, comparison and contrast, concept and definition, descriptive, episodic, generalization and principle, process, and cause and consequence. Longer works often use a number of text structures at different points.

Students who understand text structure are more likely to be able to locate specific information, make relevant predictions, and comprehend what they read. Students can also use what they have read to help them organize their own writing.

Use Graphic Organizers to Teach Text Structure

Graphic organizers help make text structures visible to students. As they read, instruct students to jot notes on an appropriate graphic organizer. A Venn diagram, for example, can be used to demonstrate a structure that involves comparing and contrasting, while a flow chart can be used to illustrate a chronological or a cause-and-consequence structure.

Build Vocabulary

Students frequently encounter unfamiliar words and terms in content subjects. When conducting a tour of any book, always include a visit to the glossary and draw students' attention to features that promote learning. The boldface type in *Shaping Canada* supports the teaching of important conceptual vocabulary.

Other strategies that support vocabulary development are described in the following chart.

Strategy	Description
Brainstorm.	Working in pairs or small groups, students recall what they know or think they know about key words, terms, concepts, and phrases. They check their predictions during the learning period and then make revisions to consolidate their learning.
Create a prediction chart.	While students are reading, they use context clues to infer the meaning of key words or phrases (e.g., the term *language families*, p. 21, *Shaping Canada*). Using a T-chart or notepaper divided into two columns, students write the word or phrase and predict its meaning. After reading, students compare their predictions with definitions.
Draw a concept.	Students sketch a concept taught in class to activate their visual memory and make their thinking explicit. The meaning of a term like *oral tradition* (p. 23, *Shaping Canada*), for example, might be expressed in a sketch showing on person telling a story to a group of people who are listening attentively.
Create a graphic organizer.	Many kinds of graphic organizers support vocabulary development. A simple word-definition chart provides a built-in personal glossary for students and can be developed as a cluster progresses. More complex organizers, such as concept maps, build key vocabulary at the same time as they develop important concepts.

Word Walls

A word wall is an organized collection of words displayed prominently in the classroom so that it can be read easily by all students. These walls support vocabulary and concept development by ensuring that key concepts are highlighted and by providing continuing cues to students as they work through a cluster of study. These walls can change often, once students show that they have mastered the concepts, definitions, and vocabulary posted. Or you can continue to use the same wall—or use the same wall and add temporary walls for specific purposes, such as mastering vocabulary and key concepts in a particular chapter or cluster.

Word walls can take many different forms, depending on the purpose of the collection. They may include—or combine—the following variations.

Purpose	Form of Word Wall
Key vocabulary for a forthcoming chapter or cluster.	Post words in advance so that they can be explicitly taught as a pre-reading strategy. For a particular chapter, this kind of wall might include all the key terms highlighted in boldface in the chapter opener. Remind students that they can also look up these words in the glossary.
A cumulative collection.	This might begin with a short list of key words or concepts. Encourage students to identify and add new words or concepts that are important to knowledge of content and understanding of issues.
Key concepts.	Start with a list of foundational concepts and terms relevant to a particular area of study. New words and concepts can be added, and the chart can be reorganized as the cluster develops. In some cases, a mind map can provide the framework for the developing wall.
Spelling and usage challenges.	Brief, contextualized explicit instruction in spelling challenges (e.g., "accommodation" in "reasonable accommodation") and usage challenges (e.g., when to use "criterion" and "criteria") can help students become familiar with history-related terms.
Definitions.	These can be built using, for example, construction paper folded like a greeting card. In print that is big enough for all students to read, write the word on the front of the card and the definition inside. Students can read the definition by opening the card.

Make Connections

Making connections is a key comprehension skill. Students must connect prior knowledge to new learning, familiar text to a new one, and classroom learning to real-life applications. A number of strategies help students do this.

Personal response prompts—Ask students to pause during reading and give them prompts to help them reflect orally or in writing: "This reminds me of . . ." or "This event makes me feel as if . . ." The narrative of *Shaping Canada* includes many opportunities to do this.

Comparisons with other sections of the book—The CheckBack and CheckForward margin feature, for example, either reminds students of something they have already read or refers them to something they will read in a later chapter.

Now-and-then charts—Comparing current and past events provides highly engaging learning opportunities. You might, for example, help students make connections by comparing various aspects of Canada's participation in the war in Afghanistan with Canada's participation in past wars or in peacekeeping missions.

Activate Prior Knowledge

Students' previous knowledge plays a key role in their ability to build new learning. A variety of strategies can be used to help them activate this knowledge.

Two-column charts—Instruct students to create two columns in their notebook or to fold a sheet of paper lengthwise. In the left column, tell them to write quotations or facts drawn from the book or to note a visual, such as a photograph. In the right column, students record their responses to the item listed in the left column.

Quotation, Fact, or Visual from *Shaping Canada*	This reminds me of . . .

KWL charts—These charts help students make connections by thinking about what they already know about a subject. They also help engage students in their own learning by helping them keep track of information as they read.

K What do I already KNOW or think I know about this topic?	W What do I WANT to know or think I need to know?	L What have I LEARNED about this topic?

Think-pair-share—This simple oral strategy asks students to think on their own about what they already know or think they know about a topic, then share their thinking with a partner. The partners then share their thinking with groups of four, six, or eight or with the whole class. Students collectively accumulate previous knowledge about an issue or a topic and develop and refine their thinking. Think-pair-share is also frequently used as an after-reading strategy to consolidate learning. At the end of this process, the partners share and refine their ideas and responses.

Oral responses—Encouraging whole-class or small-group discussions before studying a new topic can activate students' existing knowledge and experience and provide helpful planning and diagnostic information for teachers.

Make Inferences

Making inferences is a complex skill that requires students to read between the lines. During reading, students must build meaning by making inferences in a variety of contexts (e.g., when "reading" photographs, maps, legends, advertisements, posters, political cartoons, and other visuals, as well as documents). To make inferences, readers must activate their previous knowledge, ask questions, make predictions, make connections between implicit and explicit messages, and draw conclusions.

The following strategies can help students improve their inference-making skills.

Strategy	Description
Model your own processes.	Regularly select photographs or other visuals, such as political cartoons and charts, and think aloud to model the processes you use to draw meaning from visuals.
Identify key words and phrases that reveal an author's attitude or intent.	This strategy is particularly important when reading for bias. Think aloud to model the process yourself or encourage a student to model the process.
Point out text structures.	Phrases such as "as a result," for example, can reveal a cause-and-consequence structure, while "then" can reveal a chronological structure. Once the structure is identified, encourage students to identify questions they would ask the author and help them make logical connections.
Question.	Making inferences requires a questioning stance on the part of the reader. Model asking effective questions that develop habits of mind that promote critical thinking.

Directed Reading-Thinking Activity

A directed reading-thinking activity, or DRTA, is a focused reading strategy that encourages students to take risks by making predictions about a passage and then monitoring their own understanding by confirming or rejecting their predictions.

Choose a reading passage and ask students to scan the margin features. Then read aloud the title or subtitle and ask students to predict what they are likely to find out when they read the passage. Elicit as many predictions as possible and note these on the chalkboard.

Tell students to read to a predetermined point in the passage (e.g., the end of the first paragraph or the end of the first two sentences). The chunk selected should include just enough information to enable students to confirm or reject previous predictions. When students reach the predetermined point, pause to discuss what they found out and to check their predictions. Then use the following questions to encourage them to make more predictions before they read to the next predetermined point:

- What do you think you are going to find out next?
- How did you figure this out?

When students finish reading the selected passage, discuss the reading as a whole, talking about the content and their predictions, as well as questions that remain unanswered. If students have trouble making predictions, think aloud to model how you would figure out your own predictions.

DRTAs scaffold the reading process for students and break up longer passages into manageable chunks. They also promote active reading, because students must examine their predictions and draw conclusions or make judgments at various points during the process. Though it is important to pause to check students' predictions, do this only as often as you think necessary. Too many pauses can bog down the process, causing the reading to become choppy rather than reinforcing.

Determine Important Information

When presented with a narrative, students frequently have trouble separating important information from supporting details, supplementary facts, or even irrelevant information. Teachers can encourage reading for comprehension by explicitly teaching strategies that help students determine the important information in a passage.

The following strategies can help students develop their ability to determine important information.

Strategy	Description
Set a purpose for reading.	An important question, such as the Essential Question that introduce the chapters in *Shaping Canada*, encourages students to think and make predictions about the reading ahead.
Assess previous knowledge.	Taking time to help students make connections to their previous knowledge of a topic significantly improves their learning. Cue students to ask themselves, "What do I already know—or think I know—about this topic or issue? Have I learned about anything like this before? Based on my previous knowledge, what can I predict?"
Skim and scan.	Skimming involves looking quickly down the page to locate specific items, details, or features. Scanning involves reading quickly to find the main idea of a passage. Both strategies can be used before reading to improve students' concentration during reading and to target important information in the narrative.
Ask the 5Ws+H questions.	Asking the 5Ws+H questions (who? what? when? why? where? how?) helps students identify the main idea and supporting details of a passage.
Annotate the text.	Encourage students to use sticky notes or bookmarks created from strips of paper to indicate important ideas, new or challenging words, and specific details.
Encourage focused talk.	Brief, focused opportunities to talk to others during learning sessions provide students with opportunities to check their understanding, pose questions, and consolidate learning. Think-pair-share activities and small-group discussions can provide these opportunities.
Use visual cues.	For visual learners in particular, the opportunity to sketch or visualize a concept promotes comprehension. Like opportunities to talk in class, opportunities to sketch or visualize an event can be quick, efficient, and effective.

Most Important–Less Important Information Chart

A most important–less important information chart is a simple graphic organizer that helps students read for meaning, take notes, and summarize their thinking.

Select and use pre-reading strategies as you would normally. Then tell students to create a chart like the one shown or to fold a sheet of paper lengthwise to make the chart.

Most Important Information	Less Important Information
My summary statement . . .	

As students read a selected passage, encourage them to pause periodically to record the most important information in the left column and the information they consider less important in the right column. You may wish to check students' understanding and help them consolidate their learning by asking questions or initiating a think-pair-share activity that involves comparing their assessment with that of a partner.

Once students have completed the reading assignment, instruct them to summarize the main idea in a single sentence. Ask students to share their summary statements to check for understanding and to consolidate key concepts.

This strategy can be used regularly to help students take notes and to support tasks such as writing a summary paragraph or news report.

Because many students have trouble separating key ideas from less important details, you may wish to encourage them to work in pairs until they have had plenty of opportunities to practise this strategy. Chunking the text for reading helps students focus on smaller segments. Guide students through a passage by asking them to pause and check with a partner after reading each chunk.

Synthesize

Synthesis is a highly complex comprehension strategy that requires readers to merge various sources of information to construct a coherent whole. When readers synthesize, they draw on their background knowledge at the same time as they ask questions, make inferences, predict, integrate, generalize, and draw conclusions to create new knowledge. Each cluster challenge in *Shaping Canada* requires students to synthesize what they have learned.

The following strategies can help support students' efforts to synthesize information.

Strategy	Description
Chunk reading and writing assignments.	Pause regularly while students are reading or writing to encourage them to check their learning and ask questions. The activity icons in *Shaping Canada* are designed to accommodate this strategy during reading.
Use before, during, and after strategies for all new learning tasks.	Skimming or scanning, DRTAs, exit slips and a variety of other strategies included in this teacher's resource can be combined to provide before-, during-, and after-reading activities that consolidate learning.
Scaffold learning.	Organizational charts such as graphic organizers, most important–less important information charts, and 5Ws+H charts can provide important scaffolds.
Model your own thinking.	Think aloud as you create a sample that students can use as a guide (e.g., model the thinking process you might use when writing an informed opinion).
Provide opportunities for practice.	Provide repeated opportunities for students to summarize their learning in a variety of ways (e.g., think-pair-share activities, mind maps, visual representations, graffiti walls, writing in role, comparison charts, written personal responses).

Exit Slips

Exit slips are an easy, entertaining way to help students summarize their learning. You can also use exit slips to check students' understanding and identify areas of confusion or difficulty that might require further instruction.

At the end of a lesson, give each student an index card. On one side of the card, students write a response to the prompt "The big idea I learned from today's lesson is . . ." On the other side of the card, students write a response to the prompt "One question still have is . . . because . . ."

Exit slips like the following can also be used in a variety of creative ways to prompt students to pose questions or to identify issues or concerns.

I read . . .	I think . . .
Therefore . . . Name ___________________________ Date _______________________	

Name _________________________________ Date ___________________
One big idea I learned from today's lesson is . . . One question I still have is . . .

Creating Strategic Writers in the History Classroom

Organization in writing is a sophisticated skill that must be learned over time. Teachers can help students develop important organizational skills through explicit instruction and by providing students with opportunities to practise skills, by planning collaborative learning opportunities, and by offering continuous feedback. A few simple strategies, used regularly in the history classroom, can support students' comprehension and improve their writing skills.

Outline Notes and Structured Note Taking

To teach outline note taking, select a passage from the pages that formed part of the day's lesson. On the chalkboard or an overhead transparency, use the subheadings on the page to build a framework of points that identify the main ideas. Then ask students to complete the chart by adding points under the main idea. They must express each point in a maximum of five words.

Limiting the number of words students can use helps prevent verbatim copying of passages and ensures that students exercise critical thinking skills to identify the main points.

Here is an example, drawn from page 518 of *Shaping Canada*.

Main idea: **Peacekeeping in Rwanda?**

- Rwanda: Hutus vs. Tutsis
- peacekeeping force too small
- Roméo Dallaire's warnings ignored
- 800 000 people killed in genocide

Structured note taking involves using graphic organizers. When you begin using this strategy with students, model the use of various graphic organizers, one at a time, giving students many opportunities to practise. Eventually, students will be able to independently match the appropriate organizer to a task.

Read the passage selected for instruction. Select a graphic organizer that matches the learning purpose and model the organizer's use. Then, as the theme progresses, provide students with opportunities to practise in groups, in pairs, and on their own. Graphic organizers often used for structured note taking include most important–less important information charts, compare-and-contrast charts, Venn diagrams, mind maps, word webs, cause-and-consequence charts, and sequence-of-events charts. A timeline also makes a good framework for taking structured notes.

A Summary Paragraph

Summary writing requires students to integrate a number of reading and writing strategies. They need plenty of practice summarizing information and expressing their knowledge clearly and concisely. Students who struggle with either reading or writing need extra time, opportunities, and support to develop these important skills.

Summarizing helps students understand content, develop important study skills, and learn strategies they can use to conduct research and explore topics of relevance and personal interest.

You can help students develop summarizing skills by

- modelling, in read- and think-aloud sessions or during shared reading, the strategies you use to identify the main idea of a passage and the key supporting details
- using graphic organizers (e.g., most important–less important charts, Venn diagrams, mind maps)

- using text-annotation strategies (e.g., bookmarks, sticky notes) to identify key ideas and supporting details
- explicitly demonstrating how a summary paragraph works
- engaging students in informal speaking activities that ask them to relate what they have learned to a partner or small group

A Supported Opinion Piece

Writing a clear, convincing, well-supported opinion statement can be challenging for any writer. It requires students to exercise a high level of critical thinking, take a clear position on an issue, synthesize and organize information, and construct a clear, coherent position statement that makes sense and convinces a specific audience.

To argue persuasively, students must usually consider an issue from various perspectives. They must be able to separate opinion statements from statements of fact and structure an extended piece of writing according to its purpose and audience. In addition, they must make clear transitions between ideas and anticipate possible counter-arguments. Developing these sophisticated skills takes a great deal of practice and considerable support.

Repeatedly practising various opinion-forming and opinion-communicating skills supports comprehension and critical thinking in important ways. The following strategies help students practise their opinion-writing skills in manageable chunks.

Strategy	Description
Two-column opinion–proof charts	Students make two columns by folding a page lengthwise or drawing a line down the middle of a page. In the left column, students write opinion statements. In the right, they jot facts that support their opinion. These facts may be drawn from reading a passage, viewing a video or web site, or any other learning activity.
Fact–opinion charts	Students use either notepaper or a folded graphic organizer to practise identifying fact and opinion statements they encounter while reading or viewing.
Modelling your own thinking	Think aloud to model how you would analyze, interpret, and evaluate an opinion paragraph.
Oral activities	Activities such as think-pair-share and structured debates can help students think through their opinions and search for facts that support or refute their thinking.

Use Point–Proof–Comment Organizers

A point-proof-comment organizer is a structured guide that helps students plan and organize a supported opinion piece. Students begin by recording a point that they believe supports—or challenges—their opinion. They then record a proof to support the point, as well as a comment on the validity, authority, and reliability of the proof.

Point–Proof–Comment Organizer Issue________________________________	
Point	
Proof	
Comment	
Point	
Proof	
Comment	

Writing for Research

Conducting research and communicating the results are challenging tasks for many students. Students can become frustrated when they can't find information—or they can be overwhelmed by too much information. Students may have trouble putting things into their own words, and research sources are often written at a level that is beyond the reading skills of many adolescents.

Nevertheless, research writing also offers opportunities for students to pursue topics they have selected themselves and to become experts on an aspect of the course content. You can help students become more effective researchers by using strategies such as modelling and thinking aloud and by providing plenty of feedback and guided practice.

Writing a research essay is only one way students can communicate research-based learning. Other research-based products include reports, summaries, presentations, opinion paragraphs, graphs and charts, mind maps, learning logs, explanations, brochures, flow charts, diagrams, storyboards, and speeches.

Preparing Research

Developing research skills requires access to models and opportunities to practise. You can model research skills by using think-alouds or a shared writing lesson that explicitly models the steps students can take to locate and record information.

Evaluating Internet Web Sites

The Internet offers student researchers a wealth of interesting and valuable information. But unlike libraries and research institutions, people who create web sites need no particular qualifications or expertise. As a result, students may need additional help when they are working with Internet-based resources. Helping students develop a critical approach to Internet-based information is an important role for teachers of social studies.

Teach students to ask key questions like the following when they are working with Internet-based resources.

Quality	Questions
Authority	Who created the web site? What are the person's credentials? Is biographical information included? Is the person connected to a university, research institution, government web site, or reputable historical organization?
Currency	When was the page last updated? How current is the information?
Support	Does it include links to other web sites on the same topic? Are these links connected to reputable organizations? Does the information match what you have read in the book? Is it supported by other sources on the same topic?
Purpose and audience	To whom is this web site directed? Does the web site communicate a particular political opinion? Does the web site seem biased in any way? How do you know?
Accessibility	Is the web site easy to use? Do all the links work? Is the language clear? Is the layout logical?

Checking for Bias

Many students have limited experience in considering issues from varying perspectives. Television and other media, for example, do not always provide a balanced view, and talk shows frequently highlight conflict rather than debate. As a result, students may have difficulty understanding bias in writing and how it works.

To foster students' ability to think critically, you can provide explicit instruction in argument and counter-argument. Strategies that encourage students to become aware of bias include

- concept-attainment charts that use words and phrases related to feeling and thinking. Here is an example.

Feeling	Thinking
waste of money	less efficient
foreigners	new immigrants
fanatics	extremists

- pro-and-con charts—Provide a two-column chart or foldable graphic organizer. Encourage students to think through the pros and cons of an action or issue and record the pros in one column and the cons in the other, then to share their thinking with a partner or group.
- Critical literacy questions for reading and writing—Questions like the following can help students develop important critical thinking skills as they read and write:
  - What do you know about the author?
  - How did the author obtain the information contained in the passage? Are the sources reliable?
  - What is the author's purpose in writing? What does the author stand to gain?
  - Who is the audience? What does the author want the audience to do?

- How are various groups of people (e.g., men, women, Aboriginal groups, immigrants, religious groups, governments) represented in the passage?
- If the "story" in this passage were told from another point of view, how might it change?
- How does the information in this passage compare with other things you have read on the same topic? Where could you get information for comparison?
- Is anyone's side of the story omitted? Why?
- Does the author use emotional words or phrases, or does the author use thinking words and phrases?
- How do you feel when you read this text? If you were on the other side of the argument, how would you feel? Why?

You may also wish to refer students to the sections on primary sources and identifying bias in the Skills to Support Historical Thinking Appendix on pages 550 and 553 of *Shaping Canada*.

Differentiated Instruction

Differentiated instruction is an approach to teaching that differentiates among and accommodates students' preferred learning styles and provides opportunities for students to use the learning styles that best suit their needs. Some major learning styles are summarized in the following chart.

Some Major Learning Styles	
Style	**Characteristics**
Auditory	Students learn by listening
Interpersonal	Students learn by interacting with others
Intrapersonal	Students learn by working alone
Kinesthetic	Students learn by touching, moving, and manipulating objects
Linguistic	Students learn by using language
Logical-mathematical	Students learn by reasoning and using numbers
Visual-spatial	Students learns by responding to images

Individual learning styles are the first variable to assess when meeting a new class. Learning styles are not a reflection of students' ability, and most students are able to learn in a variety of ways, though they also have a preferred style.

Though most teachers already differentiate instruction by taking into account students' strengths and weaknesses when preparing and presenting lessons, developing and giving out assignments, and assessing and evaluating work, each lesson presented in this teacher's resource includes a section titled "Differentiated Instruction." This section offers suggestions for differentiating instruction in the history classroom.

Differentiation can be achieved in a number of ways—by modifying content, process, and product.

Content

You can differentiate based on content by assigning material that appeals to students' interests. Every chapter of *Shaping Canada* presents many activities, explorations, and questions.

Rather than ask all students to complete all these activities, you might encourage them to choose those they are more interested in. Because the activities in *Shaping Canada* are organized so that all the methods of historical inquiry and communication are covered many times over selecting by interest will enhance students' motivation but will not jeopardize their chances of achieving success.

Product

Asking students to develop different learning products is another way of differentiating instruction. A student who learns best through language, for example, may work most successfully on products that involve listening, speaking, reading, and writing. These products may include journals, diaries, magazines, newsletters, newspapers, and puzzles. A student who learns best kinesthetically might develop products such as games, charades, skits, and dances. A visual learner may excel at assignments that involve creating products such as posters, mosaics, models, and videos.

Process

Differentiating by process involves using different means to achieve similar goals. You might, for example, change the complexity of questions to match students' strengths and enable those with varying abilities to participate at their own level. High-level questions ask students to evaluate and synthesize, middle-level questions involve some analysis and application, while lower-level questions ask questions such as how, what, and where.

Other Strategies for Supporting Students with Diverse Needs

In addition to diverse learning styles, students may also arrive in your classroom with other needs. The following chart summarizes basic teaching tips for accommodating the needs of a variety of students.

Strategies for Supporting the Diverse Needs of Students	
Students . . .	**Tips for Instruction**
who are 'English as an Additional Language' (EAL) learners EAL learners are students who speak at least one other language and who come from a home in which another language is used. This includes students who have immigrated to Canada, who speak another dialect of English, or who are born in Canada but speak another language in their home. English language levels vary considerably within these populations, as does their previous schooling experiences. Appropriate programming would focus on addressing linguistic and intercultural competencies as well as academic content. Some students may experience linguistic and cultural adjustments that affect personal, social and academic integration.	• Remember that a student's ability to speak English does not reflect his or her academic ability. • Talk to knowledgeable colleagues or members of the student's community to gain an understanding of the student's cultural needs. • Try to incorporate the student's cultural experiences into your instruction. • Include information about differing cultures in your teaching. Avoid cultural stereotypes. • Encourage students to share cultural information and perspectives. • Assess the student's language skills and provide supports to develop both conversational and academic English skills. • Print on the board rather than using cursive writing.

who have behaviour disorders Students with behaviour disorders deviate from certain standards or expectations of behaviour. These students may also be gifted or have a learning disability.	• Provide a clearly structured environment with regard to scheduling, rules, room arrangement, and safety. • Clearly outline objectives and how you will help these students reach these objectives. • Seek input from these students about their strengths, weaknesses, and goals. • Reinforce appropriate behaviour and model it for students. • Work for long-term improvement. • Balance individual needs with the needs of the class.
who are gifted Although no formal definition exists, these students can be described as having above-average ability, task commitment, and creativity. Gifted students rank in the top five percent of their class. They usually finish work more quickly than other students and are capable of divergent thinking. They can also become bored and disruptive if not challenged with learning alternatives.	• Make arrangements for students to finish selected subjects early and work on independent projects. • Encourage students to express themselves in art forms such as drawing, creative writing, and acting. • Ask "what if" questions to develop high-level thinking skills. • Establish an environment that is safe for risk taking and creative thinking. • Emphasize concepts, theories, ideas, relationships, and generalizations. • Do not assume that these students will make good tutors for others—but encourage the interaction if the student expresses an interest.
who have learning disabilities All students with a learning disability have an academic problem in one or more areas, such as academic learning, language, perception, social-emotional adjustment, memory, or attention.	• Provide support and structure with clearly specified rules, assignments, and duties. • Establish learning situations that lead to success. • Use games and drills to help maintain students' interest and provide frequent practice in necessary skills. • Allow students to record answers on tape and allow extra time to complete tests and assignments. • Provide outlines or tape lecture material. • Pair students with peer helpers and provide class time for the pairs to work together. • Be prepared to work with family members or outside tutors to promote academic achievement.

who are physically challenged Students who are physically challenged fall into two main categories—those with orthopedic impairments and those with other health impairments.	• Openly discuss with the student any uncertainties you have about when to offer aid. • Ensure that you and at least one other student know how to deal with any devices that may be complicated. • Ask parents or therapists and the student what special devices or procedures are needed and whether any special safety precautions need to be taken. • Ensure that the entire class knows how to recognize and deal with an emergency, even if this simply means knowing who to call. • Allow physically challenged students to do everything their peers do, including participating in field trips, special events, and projects, to the extent that it is possible and beneficial for the student. • Help students and adults who are not physically challenged understand students with physical challenges.
who are blind/visually impaired Students who are blind/visually impaired have partial or total loss of sight. Individuals with visual impairments are not significantly different from their sighted peers in ability range and personality, though full or partial blindness may affect cognitive, motor, and social development, especially if early intervention is lacking.	• As with all students, help the student become independent. Some assignments may need to be modified. • Help classmates learn how to serve as guides. • Limit unnecessary noise in the classroom. • Encourage these students to use their sense of touch. Provide tactile models whenever possible. • Describe people—and events—as they occur in the classroom. • Consult the resource teacher for advice and/or access to technology and services for creating recorded lectures and reading assignments • Team the student with a sighted peer when necessary.
who are hard of hearing or Deaf Students who are hard of hearing or Deaf vary from having mild to profound hearing losses. Such individuals are usually not significantly different from their hearing peers in ability range and personality, though limited access to language and delays in intervention may affect cognitive, motor and social development. Communication development (using either an auditory/oral or signed language approach) is critical in order to access information in the classroom setting and to develop appropriate academic language skills for academic learning.	• Provide preferential seating to maximize visual access to the face of the teacher and other speakers within the classroom. • Avoid standing with your back to a window or light source.

SUGGESTED TEACHING ACTIVITIES

USING THIS TEACHER'S RESOURCE

In addition to describing the pedagogical foundation of *Shaping Canada*, suggesting teaching and learning strategies that can help students successfully meet the course expectations, and providing tools to help you assess and evaluate students' learning, this teacher's resource includes specific suggestions for developing lessons that help you organize the course content.

Suggested Teaching Activities

The suggested teaching activities included in this teacher's resource are presented in five clusters that correspond to the clusters of *Shaping Canada*. The material has been grouped to enable you and the students to cover the course in a total of 71 lessons. To achieve this goal, groupwork of various kinds is designed into the lessons.

In addition to these 71 lessons, you will need to schedule class time for students to prepare the cluster challenges. Activities are suggested in "Steps to Your Challenge" at the end of each chapter's lessons, but the amount of class time you schedule for these activities depends on the periods available and the needs and abilities of the students. In some cases, you may feel confident about assigning these activities as homework; in other cases, you may decide that students need the support provided by working on the challenge activities in the classroom.

The Lessons

The lessons in this teacher's resource begin with a quick reference that outlines how the material in *Shaping Canada* has been sectioned to enable you to organize the course content into 71 lessons. Similar schedules introduce each cluster.

The lessons that follow often include references to specific teaching and learning strategies outlined in section II, "Teaching and Learning Strategies." These strategies include activities such as jigsaw groups and debates, as well as activities to help you integrate literacy into your history classroom and notes on differentiating instruction.

To help students achieve success, each lesson is organized as follows:

Lesson Title and Description — Identifies the lesson number and title, and provides a brief description of the topics and issues students will be exploring during the lesson.

Estimated Time — Though most lessons are designed to be completed in a 70-minute period, this is a rough guide only. Some lessons take several periods to complete. You will need to adapt the lessons to meet the time constraints imposed by students' timetables at your school, as well as the needs, interests, abilities, and learning styles of the students in your classes.

Getting Ready — Lists things you need to do ahead of time to prepare for each lesson. These things may include photocopying blackline masters or booking time in a computer lab or resource centre.

Resources — Highlights the pages of *Shaping Canada* covered in each lesson.

Additional Resources — Includes web sites, books, videos, DVDs, and other resources that may be useful references for you or the students.

Assessment and Evaluation Activities — These activities are an opportunity for you to assess students' learning and for students to use the feedback you provide to revise their work or improve their skills and understandings.

An evaluation rubric that clearly sets out the criteria for assessing each cluster challenge is provided as a blackline master. Distributing copies of the appropriate BLM when the challenges are introduced at the beginning of each cluster helps students understand and anticipate what is expected of them as each cluster unfolds. This enables students to plan and prepare accordingly.

Prior Learning — Sets out the previous learning that students will draw from and build on as they complete the activities in each lesson.

Teaching and Learning Strategies — Provides step-by-step instructions for using various strategies, such as a four-corners debate or a think-pair-share activity, to guide students through the lesson and help them prepare to engage in discussions, answer questions, and complete the steps to the cluster challenges.

Possible responses to the questions and activities included in activity icons, "Explorations," and "Recall . . . Reflect . . . Respond" are integrated into the steps at appropriate points.

Differentiating Instruction — Includes suggestions for accommodating the needs of students with a wide range of interests, abilities, and learning styles. Some suggestions are designed to support struggling students, while others may be used for enrichment or deeper exploration of the content covered in each lesson.

Possible Responses to Chapter Questions — Provides a guide to help you assess or evaluate students' knowledge and understanding of the content of the chapter, as well as their ability to think critically about issues. These questions are always open-ended, and students may answer in a variety of ways, provided their responses are well-thought-out and justified. As a result, the suggested responses to these questions provide only examples of the direction the discussion may take. Students will come up with their own thoughtful, creative, and revealing answers.

How to Use the Lessons

The suggested teaching activities in the lessons may be used effectively in a variety of ways. Many of the lessons include more steps than you and the students will reasonably be able to complete in the time available. As a result, the steps are suggestions only. You will need to tailor the lessons to suit the needs, interests, abilities, and learning styles of the students in your classes, as well as the timetable at your school.

You may, for example, wish to

- work your way, step-by-step, through the activities
- choose the strategies you find most appropriate
- mix and match strategies from a number of lessons
- use selected blackline masters and draw on the lesson suggestions to design your own lessons, as well as assessment and evaluation tools
- adapt various lessons and blackline masters, as well as assessment and evaluation activities, to suit students' needs, interests, abilities, and learning styles

Quick Lesson Planner—The Course at a Glance

Notes

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The Enduring Understandings—emphasized in each chapter are listed in the curriculum congruence chart (pp. 13–15).

Prologue: What is History?		
Lesson	**Lesson Focus**	**Estimated Time**
1. What is History?	Students will explore the concept and purposes of history, its implications for understanding the forces that have shaped Canada, and some of the challenges of historical inquiry.	70 minutes
2. Understanding History Through Questions	Students are introduced to one of the fundamental skills of historical inquiry—asking questions.	45 minutes
3. Learning to Think Historically	Students will focus on the six Historical Thinking Concepts that provide the basis on which they will build their understanding of the events of Canada's past.	70 minutes

Introducing Cluster One and Cluster One Challenge		
Lesson	**Lesson Focus**	**Estimated Time**
1. Cluster One Challenge	Introduces students to Cluster One and the Cluster One Challenge.	45 minutes
Chapter 1: The First Peoples **Essential Question: Who were the First Peoples and how did they structure their world?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. The Diversity and Origin of Canada's First Peoples	Students will discover the diversity of First Peoples before European contact.	280 minutes
2. Traditional Worldviews of First Peoples in North America	Students will discover the traditional worldviews of First Peoples regarding spirituality, language, values, oral traditions, and being caretakers of the land.	70 minutes
3. Traditional Methods of Social Organization	Students will investigate how First Peoples related to each other, understood, and explained their worlds, and organized their lives.	70 minutes
4. Governance and Relations Between Nations	Students will investigate the methods of governance and relations between First Nations. Chapter 1 Questions and Activities Steps to Your Challenge	70 minutes

Chapter 2: Europeans Arrive Essential Question: Why did the French and other Europeans come to North America and how did they interact with First Nations peoples?		
Lesson	**Lesson Focus**	**Estimated Time**
1. European Exploration and Colonization	Students will investigate the different reasons for European exploration and colonization.	140 minutes
2. Nouvelle-France	Students focus on the development of the first permanent French colony in North America, and its government, population growth, social organization, and eventual defeat by Britain.	210 minutes
3. Relations with First Nations	Students focus on the impacts (both intended and unintended) of European exploration and colonization on the First Nations. Chapter 2 Questions and Activities Steps to Your Challenge	70 minutes
Chapter 3: The Northwest Fur Trade Essential Question: How did First Peoples and Europeans interact in the Northwest and what were the results?		
Lesson	**Lesson Focus**	**Estimated Time**
1. The Rise of the Hudson's Bay Company	Students will explore factors that led to the expansion of the European fur trade in the Northwest through the establishment of Rupert's Land, and the creation of the Hudson's Bay Company.	70 minutes
2. European Rivalries and the Western Fur Trade	Students will explore the rivalries between the French and British during the fur trade.	70 minutes
3. First Nations' Roles in the Western Fur Trade	Students will explore the role of First Nations people in the fur trade.	210 minutes
4. Competition and Exploration	Students will explore the competition that took place between the Hudson's Bay Company and the North West Company.	70 minutes
5. Exploring the West	Students will learn about the various Europeans who explored the Northwest. Chapter 3 Questions and Activities Steps to Your Challenge	70 minutes

Introducing Cluster Two and Cluster Two Challenge		
Lesson	**Lesson Focus**	**Estimated Time**
1. Cluster Two Challenge	Introduces students to Cluster Two and the Cluster Two Challenge.	45 minutes
Chapter 4: British Colonial Rule **Essential Question: How did British colonial rule change from 1763 to 1867 and what was its impact on life in North America?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. Governing the Peoples of British North America	Students will focus on the aftermath of the British victory over the French, and the political actions taken in setting up British rule, some of which helped precipitate the American War of Independence.	70 minutes
2. The United Empire Loyalists	Students will examine the effects that the United Empire Loyalists had on British North America.	70 minutes
3. Relations with the United States	Students will focus on British North America's relationship with the United States, looking at points of agreement and a major period of conflict, the War of 1812.	70 minutes
4. Toward Responsible Government	Students will examine the government structure established by the *Constitutional Act* in 1791, the fight for responsible government that took place decades later, and their intended and unintended consequences. Chapter 4 Questions and Activities Steps to Your Challenge	140 minutes
Chapter 5: The Northwest Changes **Essential Question: How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. Fur-Trade and Settlement Rivalries	Students will investigate the causes and consequences of the expansion of the fur trade with focus upon the rivalry between the HBC Hudson's Bay Company and the NWC North West Company.	70 minutes
2. The Métis at Red River	Students will learn about the development of the Métis Nation in the Red River region.	140 minutes
3. Toward the Pacific Coast	Students will explore the reasons for exploration toward the Pacific Coast and the impact this exploration had on First Nations and Métis peoples. Chapter 5 Questions and Activities Steps to Your Challenge	140 minutes

Chapter 6: Confederation Essential Question: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Challenges Facing British North America	Students will focus on the push and pull factors that led the Province of Canada and other British colonies toward Confederation in 1867.	210 minutes
2. Seeking Political Solutions: The Road to Confederation	Students will examine the process toward Confederation. Students will examine the nature of the political negotiations that went on during the Charlottetown Conference, the Québec Conference and the London Conference. Political motivations and political personas will also be examined.	140 minutes
3. Making Confederation a Reality	Students will investigate the *British North American Act*, the formation of a federal government, and some of the problems that existed with Confederation, including who was excluded from the process. Chapter 6 Questions and Activities Steps to Your Challenge	70 minutes

Introducing Cluster Three and Cluster Three Challenge		
Lesson	**Lesson Focus**	**Estimated Time**
1. Cluster Three Challenge	Introduces students to Cluster Three and the Cluster Three Challenge.	45 minutes
Chapter 7: Métis Resistance **Essential Question: Why did the Métis resist the westward expansion of Canada, and what were the consequences?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. The Confederation of Manitoba	This lesson introduces students to the causes and consequences of the Métis Resistance of 1869-1870.	140 minutes
2.Dispersal and New Challenges	This lesson focuses on the dispersal of the Métis people following the period after the Confederation of Manitoba, 1870-1885.	70 minutes
3. The North-West Resistance	Students will explore the events of the North-West Resistance in 1885 and the significance of those events.	70 minutes
4. The Trial of Louis Riel	Students will examine and discuss the causes and consequences of Louis Riel's execution, and the differing views of Riel that are still debated today.	140 minutes
5. Métis Life after 1885	Students will examine the challenges Métis people faced after the North-West Resistance. Chapter 7 Questions and Activities Steps to Your Challenge	70 minutes
Chapter 8: Post-Confederation Life **Essential Question: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. Canada From Sea to Sea	Students will be introduced to the factors that led to the expanding control of the West, the various manifestations of that control, and the emerging tension between federal and provincial powers.	140 minutes
2. Immigration and Settlement	Students will explore the changing face of immigration to Canada, looking at the different causes and consequences of this period of population growth.	70 minutes
3. Economic Development and Industrialization	Students will examine the shift in Canada's economy from one based largely on natural resources to one in which manufactured goods are exported.	70 minutes
4. Social and Political Change	Students will explore the various ways in which different groups of people responded to changes in society and perceived injustice, endeavouring to achieve reforms that would have lasting benefit. Chapter 8 Questions and Activities Steps to Your Challenge	140 minutes

Chapter 9: Aboriginal Peoples After Confederation Essential Question: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?		
Lesson	**Lesson Focus**	**Estimated Time**
1. From Allies to Subordinates	Students will focus on the transition and changing nature of the relationship between First Nations people and Europeans through the development of the Numbered Treaties.	140 minutes
2. The *Indian Act*, 1876	Students will examine the effect of the *Indian Act* on First Nations peoples.	140 minutes
3. Policies of Assimilation	Students will explore the objectives and methods of assimilation used by the Canadian government and the implications these methods had for First Nations people.	70 minutes
4. Inuit and Métis Peoples in the Early Twentieth Century	Students will explore instances of Eurocentric decisions made in conjunction with Inuit people as Canada's political focus directed toward northern regions. Students will also explore the development of greater political assertiveness by the Métis people in the twentieth century. Chapter 9 Questions and Activities Steps to Your Challenge	70 minutes
Chapter 10: The First World War and Beyond Essential Question: How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Emerging Canadian Independence	Students will learn about the steps the Canadian government took toward establishing greater autonomy from Britain, particularly in the area of foreign affairs.	70 minutes
2. The First World War (The War in Europe)	Students will learn about the causes of the First World War, how Canada became involved, what trench warfare was like, and some of the major battles Canada participated in.	140 minutes
3. The First World War (Canadians on the Home Front)	Students will focus on the events that transpired in Canada during and in response to the First World War	140 minutes
4. Toward Post-War Autonomy	Students will find out how the aftermath of the First World War found Canada taking steps toward further autonomy from British control. Chapter 10 Questions and Activities Steps to Your Challenge	70 minutes

Introducing Cluster Four and Cluster Four Challenge		
Lesson	**Lesson Focus**	**Estimated Time**
1. Cluster Four Challenge	Introduces students to Cluster Four and the Cluster Four Challenge.	45 minutes
Chapter 11: Finding Social Justice Essential Question: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Canada in the Great Depression	Students will explore the significance of the Great Depression and its powerful influence on the political, social, and economic characteristics of Canada.	140 minutes
2. Growth of the Welfare State	Students will focus on the changes that influenced Canada to become a welfare state.	140 minutes
3. Canadian Society and Industry After the Second World War	Students will explore the shifts in Canadian society after the Second World War by examining changes in population, transportation, immigration, rural life, urbanization, and the discovery of resources in the West. Chapter 11 Questions and Activities Steps to Your Challenge	140 minutes
4. Human Rights	Students will examine the period of change in Canada following the Second World War that marked a shift in the way Canadians viewed human rights. Students will explore civil legislation for human rights, the growth of feminism, and the political resurgence of First Nations, Métis, and Inuit peoples. Chapter 11 Questions and Activities Steps to Your Challenge	70 minutes
Chapter 12: Canadian Identity Essential Question: How did the establishment of national institutions contribute to defining Canadian identity?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Forging a Nation	Students will learn about factors shaping Canadian citizenship and identity, from changing boundaries, world war and depression, to the impact of Canada's economic relationship with the United States. Chapter 12 Questions and Activities Steps to Your Challenge	70 minutes
2. Citizenship and Identity	Students will examine the impact of important acts and events, created in the years between the Second World War and the early 1970s, upon Canadian identity.	140 minutes
3. Promoting Canadian Culture	Students will focus government policies that have been designed to protect and promote Canadian culture. Chapter 12 Questions and Activities Steps to Your Challenge	70 minutes

Chapter 13: The Second World War and Beyond **Essential Question: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. The Second World War	Students will learn about the causes of the Second World War, how Canada became involved, Canada's participation in major battles, and the changing face of the Canadian forces.	210 minutes
2. The Impact of the War on Canada	Students will examine how the Second World War impacted Canada and Canadians.	105 minutes
3. Canada in the Post-War World, 1945–1982	Students will explore the national and international developments that took place following 1945. They will exam the positive and negative attributes of this period of time. Finally, they will end with an examination of the optimism held by some in the face of challenge and adversity. Chapter 13 Questions and Activities Steps to Your Challenge	210 minutes
Chapter 14: Québec and Canada **Essential Question: How was Canadian federalism challenged by federal—provincial tensions and the debate over the status of Québec?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. Québec's View of Federalism	Students will learn about the factors that spurred the growth of nationalism in Québec, as well as the changing face of Québécois nationalism.	70 minutes
2. Sovereignty and Separation	Students will examine increasing nationalism in Québec that culminated in the 1980 referendum on sovereignty-association, as well as federalist attempts to resolve tensions with the 1982 patriation of the constitution.	140 minutes
3. Other Challenges to Canadian Federalism	Students will explore the important milestones in the evolving relationship between First Nations and the federal government, as well as events that have caused tension in the relationship between the federal government and the western provinces. Chapter 14 Questions and Activities Steps to Your Challenge	70 minutes

Introducing Cluster Five and Cluster Five Challenge		
Lesson	**Lesson Focus**	**Estimated Time**
1. Cluster Five Challenge	Introduces students to Cluster Five and the Cluster Five Challenge.	45 minutes
Chapter 15: Canada's Changing Face **Essential Question: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. Patriation of the Constitution	Students will build on their knowledge of the patriation of the constitution, learning about the various debates and controversies that occurred during this process.	70 minutes
2. The *Canadian Charter of Rights and Freedoms*	Students will explore the provisions of the *Canadian Charter of Rights and Freedoms*, as well as its impact on shaping the lives and governance of Canadians.	70 minutes
3. Canadian Demographics and Identity	Students will be considering the change experienced by the Canadian population, in terms of where it lives, how it is composed, and how it communicates; these changes will be explored in terms of their impact on Canadian identity in recent years. Chapter 15 Questions and Activities Steps to Your Challenge	70 minutes
Chapter 16: National Unity **Essential Question: How has the question of national unity influenced federalism, constitutional debate, and political change?**		
Lesson	**Lesson Focus**	**Estimated Time**
1. The Place of Québec in Canada	Students will learn about the challenges Québec has faced related to nationalism, separatism, sovereignty, and the implications for Canada and the Constitution.	210 minutes
2. National Unity and Changing Politics	Students will examine the challenges Canada faced in the years following the failure of the Meech Lake and Charlottetown Accords. They will examine Western alienation, the arrival of new political parties, the challenges in the division of federal-provincial powers, the question of Senate reform, and the financial crisis of 2008. Chapter 16 Questions and Activities Steps to Your Challenge	70 minutes

Chapter 17: Aboriginal Peoples Today Essential Question: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Protest and Political Action	Students will learn about the ways in which First Nations, Métis and Inuit peoples have continued to work toward political, social, economic, and cultural resurgence.	140 minutes
2. Toward Reconciliation	Students examine the steps that have been put in place to help the reconciliation process for First Nations, Métis, and Inuit peoples in Canada. Chapter 17 Questions and Activities Steps to Your Challenge	140 minutes

Chapter 18: International Relations Essential Question: How have Canada's international relations changed since 1982 and what should its global commitments be for the future?		
Lesson	**Lesson Focus**	**Estimated Time**
1. Canada's International Roles	Students will learn about the changing nature of Canada's role in the global community after 1982.	140 minutes
2. Relations with the United States	Students will focus on the complexities of the relationship between Canada and the United States, and examine how this relationship has been strengthened and challenged.	70 minutes
3. Global Interdependence Now and in the Future	Students will learn how topics pertaining to the global economy, social justice, humanitarian assistance, global security, the environment, and human rights are interwoven. Students will also evaluate Canada's roles and responsibilities in an interdependent world. Chapter 18 Questions and Activities Steps to Your Challenge	140 minutes

Epilogue		
Lesson	**Lesson Focus**	**Estimated Time**
1. How Has Canada's History Shaped the Canada of Today?	Students will focus on the overall course question and review what they have learned about Canada's past and try to predict how these factors will shape Canada's future.	70 minutes

SUGGESTED LESSON PLANS