
EPILOGUE

HOW HAS CANADA'S HISTORY SHAPED THE CANADA OF TODAY?

EPILOGUE OVERVIEW

Essential Question

How has Canada's history shaped the Canada of today?

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you choose relevant lessons and activities for your class and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

LESSON 1

HOW HAS CANADA'S HISTORY SHAPED THE CANADA OF TODAY?

In this lesson, 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.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM E1, Bulletin Board: How Has Canada's History Shaped the Canada of Today?
- BLM E2, Bulletin Board Procedures and Checklist
- BLM E3, Student Self-Reflection: Progress Update
- BLM E4, Bulletin Board Assessment Rubric
- BLM E5, End-of-Project Reflection

Create a transparency or slide of:

- BLM E1, Bulletin Board: How Has Canada's History Shaped the Canada of Today? (optional)
- BLM E2, Bulletin Board Procedures and Checklist (optional)
- BLM E3, Student Self-Reflection: Progress Update (optional)
- BLM E4, Bulletin Board Assessment Rubric (optional)
- BLM E5, End-of-Project Reflection (optional)

Arrange for the use of a sufficient number of bulletin boards for student presentations; these may be in hallways, in the library, or in classrooms.

Book time in the computer lab, for this period and any others you wish to allot for working on this project.

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 544–547

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM E2, Bulletin Board Procedures and Checklist; BLM E3, Student Self-Reflection: Progress Update; BLM E4, Bulletin Board Assessment Rubric; and BLM E5, End-of-Project Reflection
- Creating the bulletin board
- Participating in class discussions and group activities

PRIOR LEARNING

Students will draw on the understanding of the events that shaped Canada that they have been examining through the whole course.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 544 of *Shaping Canada*. Read through the first two paragraphs with students, and direct them to review the Enduring Understandings that follow, on the rest of page 544 to page 546.
2. Draw students' attention to the box on page 547, asking a student volunteer to read through the first two paragraphs and Norman Hillmer's quoted statement in red. Facilitate a discussion of the questions that immediately follow the quotation. You may wish to record some of the ideas that arise from discussion on the board. It may be useful to create three sections on the board before beginning the discussion: "Achievements to Add," "Achievements to Remove," and "Weaknesses or Failings of the Twentieth Century." Where debates emerge, encourage students to articulate their opposing arguments appropriately.
3. On the same page, draw students' attention to the HTC Continuity and Change questions at the bottom of the box, and lead a brief discussion of students' predictions of future challenges and ideas about how Canada's historical roots will shape responses to those challenges.
4. Discuss with students that they will be participating in a group activity to consolidate some of their learning from the course and further their ideas about the future development of Canada. Distribute copies of BLM E1, Bulletin Board: How Has Canada's History Shaped the Canada of Today?, to the class, and read through the descriptions of the task and the requirements. Explain that each member of each group will be responsible for developing a section of the bulletin board for one of the Enduring Understandings, including a written piece relating to it, as well as the connected visuals and captions. Groups will construct the timeline and decide on the overall design and organization together.
5. Ask students to form groups of five. Discuss the final due date, as well as any dates that you plan to allocate for class time to work on the bulletin boards.
6. Distribute copies of BLM E2, Bulletin Board Procedures and Checklist; BLM E3, Student Self-Reflection: Progress Update; BLM E4, Bulletin Board Assessment Rubric; and BLM E5, End-of-Project Reflection, to students and review these with the class.
7. Ask students to focus on BLM E2, Bulletin Board Procedures and Checklist. Read through the steps with students, and then ask groups to make decisions for steps one and two. Once they have reached agreement on these steps, individual group members can work on step 3, as well as step 4 (if you have access to computers), for the remaining class time.
8. On the assigned due date, have groups present their bulletin boards to the class and/or to other classes (such as a grade 9 Social Studies class).

DIFFERENTIATING INSTRUCTION

1. Instead of a group bulletin board, have students individually create a poster to represent one Enduring Understanding. Students can choose their own, or you can assign one to each student so that all are represented.

