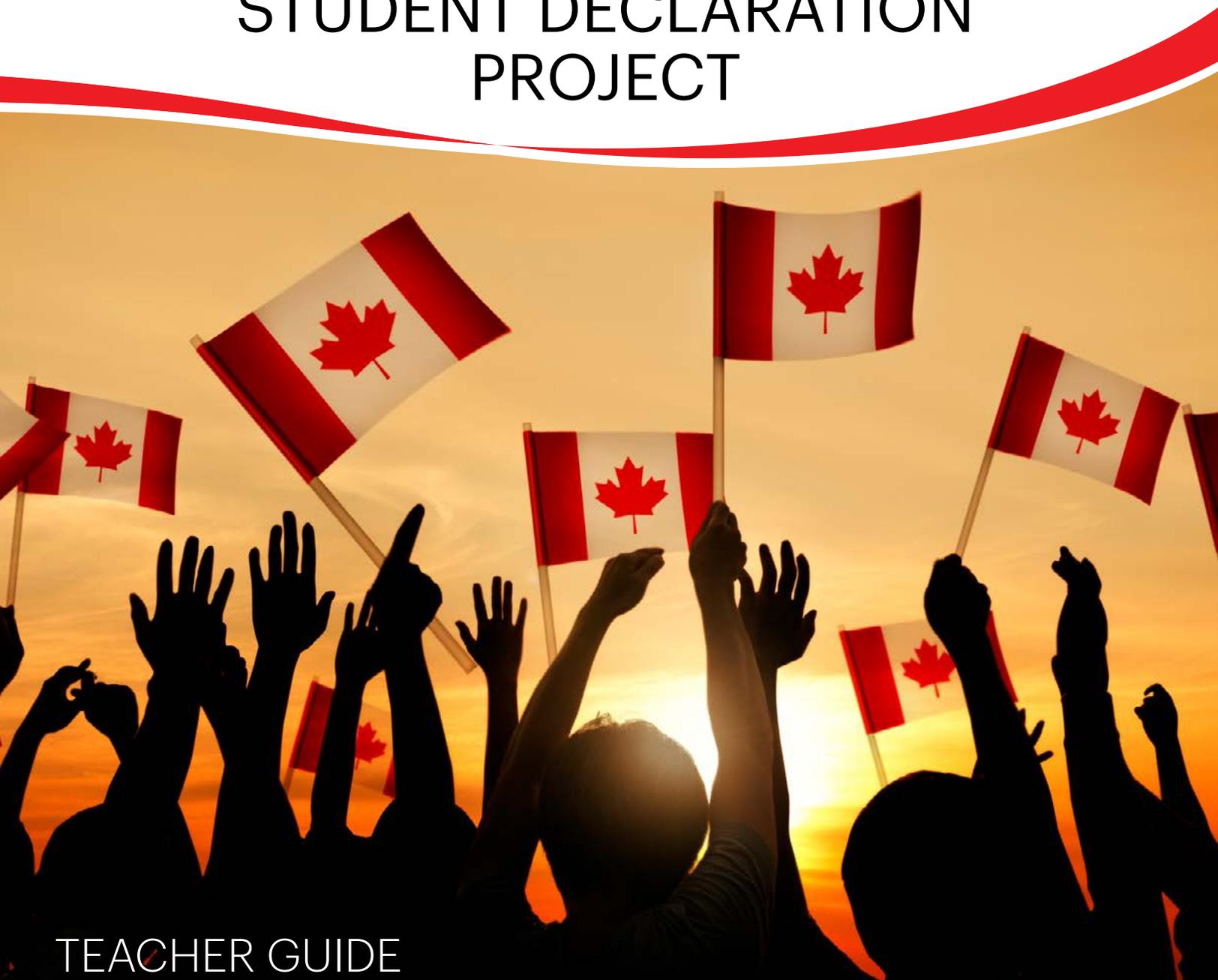


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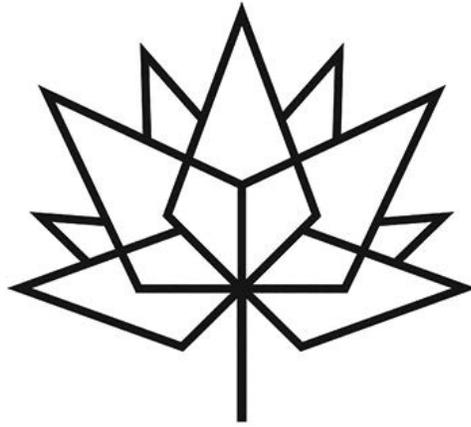
# STUDENT DECLARATION PROJECT



TEACHER GUIDE

**TORONTO STAR**

**CLASSROOM CONNECTION**



**CANADA 150**

# STUDENT DECLARATION PROJECT

Dear Educators,

Our job is always important, but this year we have a special opportunity to engage our students as global citizens and help them see their place in Canada's history as July 1, 2017 marks the 150th anniversary of Confederation. Yes, our job is to develop concrete skills in our students and address curriculum objectives, but we also get to inspire, engage, and empower tomorrow's leaders.

This resource will take you through learning experiences to help your students better understand Canada's history, their own places in it, and envision its future. We invite you to take a critical stance to all of this learning and see this as an opportunity to go beyond the textbooks. The learning tasks in this resource will culminate in being a part of a major national event. How often do we get the opportunity to collaborate with other teachers and hear from students from across the country? We encourage you to share the amazing ideas, thinking, processes, and products using the hashtag **#TorontoStar150**. We hope this will be a unifying experience for Canadian students.

As teachers ourselves we definitely understand how many priorities there are in our job, so thank you for making this learning one of them. We know you and your students will accomplish amazing things together and we can't wait to see what they are!

- Robyn Ecclestone & Sarah Hill



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## Classroom Culture

Examining historical, social and political issues important in Canada may include sensitive issues. As teachers, it is essential to balance student engagement, family support, community context and making bold choices that will foster equity and inclusion. A safe and positive classroom culture is essential: when students feel safe, supported and important they are more likely to feel comfortable to engage with challenging issues. This is a significant undertaking and must start with a classroom culture that is conducive to having thoughtful, respectful, productive conversations on a variety of topics...even those that are sensitive. Below you can find some key elements to building this type of culture.

### **Students must be comfortable:**

- not having an answer all of the time - at times we are talking about problems no one has the solution to, and it can be difficult not to know what to do.
- sharing their ideas openly - we can only make so much progress when some students feel silenced; in any classroom, there will be a mix of students who are eager to engage with ideas out loud and those who prefer to listen more than speak, but everyone must feel safe to share his/her ideas.
- challenging the ideas of others and having their ideas challenged - this includes a basic knowledge of respectful language, ways to probe others to build understandings, and the ability to separate someone's ideas from who they are as a person.

### **Teachers must be comfortable:**

- checking their own bias - to develop critical thinking in the classroom, we must engage with ideas, not tell students what to think. We may not agree with some ideas (and of course stand up to offensive statements to show that they are not okay!), but teachers need to model an openness to all ways of thinking.
- balance the gravity of topics with community support - teachers are often concerned with backlash from their school community for addressing sensitive topics in class. It is important to model courage and not to let the loud voices of a few influence the learning of many. That said, this must be manageable for you and your students and you must balance for yourself bold choices with the level of support you have from your school administration, colleagues, and broader school community.





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## Helpful Tips for Challenging Classroom Discussions

If any classroom discussions get heated, know that it is simply a reflection of how the students are engaged with the topic(s) and is not a bad thing. The way we respond in these situations, however, can be the difference between a life-changing learning experience and causing harm. Here are some tips/phrases that we have found helpful in diffusing emotionally charged discussions:

- Remember to separate someone's comments from who they are as a person. "I know that we all are coming at this from a good place"
- "That may be your experience but it's important to recognize that may not be the experience of everyone"
- The use of paraphrasing: "I think I heard you say.....is this what you mean?"
- Use of probes: "Can you help me understand what you mean by ..."
- Know when to call a time out. Use your experience and intuition to know when a conversation is becoming too heated and everyone needs time to cool down/reflect. No conversation is productive when tensions are high!
- Responding to discriminatory remarks. It is important to respond as the remarks may have jeopardized the safety of many others in the room who need to know that their teacher(s) is there to protect them. That said, this is a powerful learning opportunity for many students.
- Model the humility you wish to see. Don't be afraid to admit your mistakes, explain if something has changed your perspective
- If you say something that makes someone feel unsafe, don't beat yourself up, sincerely apologize and move on.
- You are the expert on your own classroom dynamics; you know your students and the approaches that will work best for them. Trust yourself!

## Using the Resource

**Learning Goal:** The goal of this resource/tool kit is for you and your students to deepen your understanding of Canada's history, your own places within it, evaluate the current state of our nation and envision its future. The activities in this resource are strongly connected to Canadian curricula and provide you with possible assessment and evaluation opportunities. While sample checklists, rubrics, and other assessment ideas are included in this resource, be sure to look for connections to expectations at your specific grade level(s) in the following areas:

- Drama, Dance, Music, Visual Art
- Media Literacy
- Reading
- Writing
- Oral/Visual Communication
- History and Social Studies





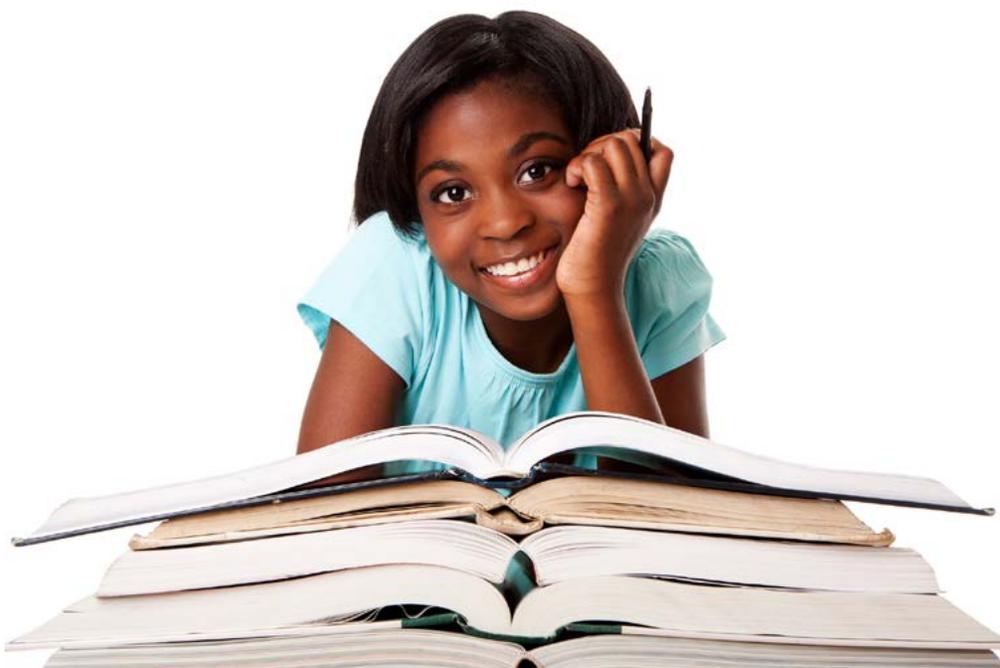
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## Using the Resource continued...

Your students will engage in various tasks which will continue to build their understandings of the perspectives and experiences they have which shape the way they interact with their country. Students will be asked to investigate themselves and their own community and develop critical thinking skills which will be foundational in the use of this resource.

As teachers, you are in the driver's seat of all decisions you make regarding the tasks you engage your students in. The content in this resource is an important part of our history and so it is essential to include all learners. Within the resource you will find adaptations for younger grades labelled "For Our Younger Canadians" to help you meet the needs and developmental stages of the students in your class. **This is intended to be a tool kit for you. Feel free to make any accommodations or modifications to the tasks that you see fit.**

Finally, we know that learning is a social process and you have an amazing opportunity to collaborate with other teachers and students across Canada using the hashtag **#TorontoStar150**. You are encouraged to share any questions, ideas, processes, and products and hopefully will get to see some of the amazing and inspiring things happening in other classrooms! Privacy is of the highest importance, so be aware of what permissions you have to share images of students; every school and school board is different. Within this Teacher Guide there are many suggestions of ways to share the learning online without revealing personal details.





CANADA 150

## Section 1 - Our Canada, My Home

### Learning Goal:

In this section, students will engage in various learning and reflective tasks which will continue to build their understandings of the perspectives and experiences they have which shape the way they interact with their country. Students will be asked to investigate themselves and their own community and develop critical thinking skills which will be foundational in the use of this resource.

### Questions to Investigate:

- Who am I as a Canadian?
- What are my values?
- How does Canada's history influence my life?
- How might I express what I value as a Canadian?

### Student Learning Activities

**Our Canada, My Home** - In this introductory learning activity, students will begin to reflect upon their Canadian experience within the context of our long, shared history. The following statement appears in the Student Guide. Read aloud with students following along.

*"July 1, 2017 marks the 150th anniversary of Canada's Confederation. Although we are celebrating 150 years of Canada, it is important that we remember that this land existed well before that date and our history did not begin then. In the 150 years since Confederation, Canada has changed drastically. Even today, "Canada" means different things to different people but it is our diversity that is one of our greatest strengths as a nation"*

Elicit student ideas/reactions by asking them if this surprised them or if this is new information. If this information is surprising/new to many of your students, share with them the idea that Canada's history is complex and that they are a part of it. If this is something that is well known, ask them what they see their place/role in Canada's history being. Ultimately, we want to communicate that no one person, group, or storyteller owns our history.

## For Our Younger Canadians Kindergarten- Grade 4

Teachers may choose to change the wording of the above statement to reflect the needs and developmental stages of their learners. After sharing a statement with your class, ask the following questions:

- What kind of a country is Canada? How do you know/why do you think that?
- What does being Canadian mean to you?





CANADA 150

## Four Corners Strategy

For the second part of this activity, use a *Four Corners Strategy* to engage students in analyzing and reflecting upon their own personal experiences as Canadians. It is important to highlight the fact that every one of us will have unique experiences and to value the diversity of perspectives in your classroom. In order to further acknowledge the contributions and history of our Aboriginal peoples that extend far beyond 150 years, some artworks by Aboriginal artists have been chosen. Set up the pictures provided (see Appendix A) in four different locations in your classroom (or display on a computer screen/projector) and invite students to select and stand near the image that they feel best represents Canada to them. If students are having difficulty making a selection, you may use the following prompts:

- What words do you think of when you see each art piece?
- Which picture most closely matches the way that you feel about Canada?

Invite students to share their ideas/reasoning with one another in the group. Emphasize that different students may interpret the image differently and that we value the diversity in their thinking. In the Student Guide, instruct students to complete the graphic organizer on page 5. After students have shared their ideas within their groups, invite a representative to summarize or share some of the ideas they heard with the whole class. As an alternative, students may choose to write down their ideas on a sticky note prior to sharing and/or collect ideas from the group on chart paper and share using a Gallery Walk.

**Four Corners Strategy:** An interactive activity where 4 stimuli are placed in corners of the room. Students make an analogy connecting a concept to one of the stimuli. They travel to that point in the room and share their thoughts and ideas with other students who have also selected that stimuli. Students then share a summary of what was discussed with the whole group. Stimuli are usually linked to each other in some way (e.g. colours, places, people, words), but can take on a variety of forms (e.g. song lyrics, sculptures, artifacts, quotations, visual art, photographs, titles, etc.)

## For Our Younger Canadians Kindergarten - Grade 4

Use a *Four Corners Strategy* or whole class discussion to engage students in reflecting upon their own personal experiences as Canadians. You may choose to use the same prompts as written above or use one or more of these alternatives:

- Which painting reminds you of where you live?
- Which picture is the most Canadian? How do you know/why do you think that?





CANADA 150

## Match It: What is Value?

In an effort to help students understand the concept of values, use the “Match It” activity on page 6 in the Student Guide. Ask students if they can come up with any other examples.

### “MATCH IT” ANSWER KEY

STATEMENT:	VALUE:
<b>1</b> “I love hockey!”	Everyone should have access to recreation and leisure
<b>2</b> “We support our local farms.”	Everyone should have access to food
<b>3</b> “My school is awesome!”	High quality education is important for all citizens
<b>4</b> “Our landscape is so beautiful!”	It is important to protect our natural resources
<b>5</b> “When I’m sick, I can get the help that I need quickly and easily”	We take care of our citizens/one another

## For Our Younger Canadians **Grade 2-4**

You may choose to project or enlarge the chart from the Student Guide and complete this activity as a class or with a small group.





CANADA 150

# The Canadian Charter of Rights and Freedoms

The big idea in this activity, is for students to understand rights as pillars of our society. How important it is that they are upheld and how seriously they are taken. In partner, invite students to explore the site:

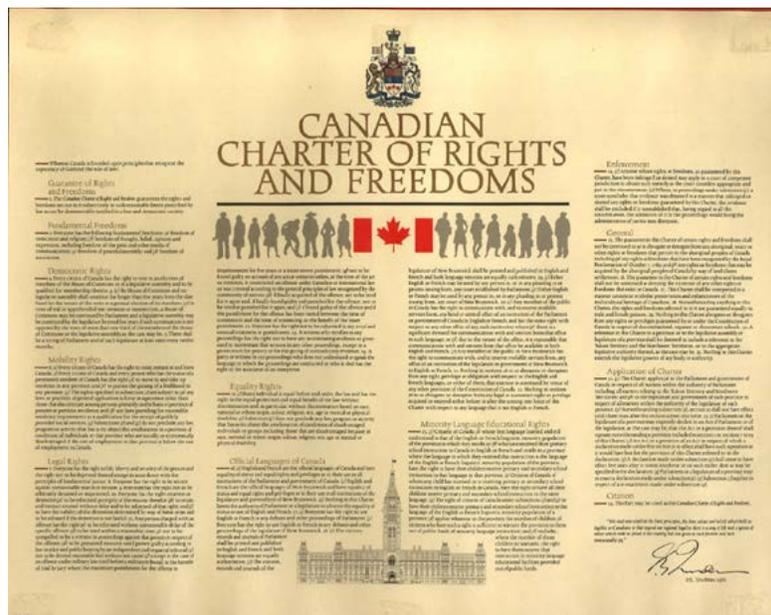
[www.legalrightsfor youth.ca/rights-and-responsibilities/charter-of-rights-and-freedoms](http://www.legalrightsfor youth.ca/rights-and-responsibilities/charter-of-rights-and-freedoms). Students will then think

or talk about which rights they have enjoyed in their lives and which rights they may have taken for granted?

Following partner talk time, invite students to share their ideas and thinking with the class. You may choose to document this thinking on chart paper or using a computer or tablet.

To stimulate conversation, you may consider stating a right, such as the right to education and asking students why they think this is important enough to be included in the Charter? You may choose to progress to more challenging rights, such as the right to peaceful assembly. It is important to use a respectful tone if discussion covers the idea that not all countries enjoy all these same rights. For example, a student might say “Girls in \_\_\_\_\_ are not even people”. You could respond with “We can’t understand context that we have no experience with so it’s important not to make generalizations. We are very lucky to have the many rights and freedoms we enjoy.”

**Charter Challenges** - This activity will help your students see the Charter as a living document that directly impacts our lives today. Your primary role is to ensure that students have an understanding of both sides of the issue they choose to learn about. A small group discussion may be helpful to accomplish this. In this activity, your students will select an article from the ‘Charter Challenges’ section on our website ([www.classroomconnection.ca/mycanada](http://www.classroomconnection.ca/mycanada)) and complete the graphic organizer in the Student Guide on page 7.



## DID YOU KNOW?

April 17, 2017 is the 35th anniversary of the Canadian Charter of Rights and Freedoms.





CANADA 150

## Extra! Extra! Read All About It: A Glimpse Back

Using articles from the Toronto Star archives and other sources, ask students to analyze one article and determine what Canadian values are evident in these moments in our history. Students may choose from the list of articles on [www.classroomconnection.ca/mycanada](http://www.classroomconnection.ca/mycanada) (A Glimpse Back Activity) or find their own and have the article approved by you.

Once students have read and analyzed their article using the graphic organizer provided in the Student Guide on page 8, invite students to create groups of 3 or 4 with other students who examined different articles and share their ideas. Students will document the thinking using the bottom half of the graphic organizer provided in the Student Guide. As a whole class, engage students in a discussion by asking them:

- *What values were most common in your group?*
- *Which were unique?*

**Anticipated Student Responses:** (These can also be shared with students as examples).

What values were most common in your group?

- *“We think that our articles showed the importance of teamwork and collaborating towards a common goal”*
- *“In our group, we noticed that many of our articles focused on the importance of helping and taking care of one another in times of need”*
- *“We saw that all of our articles expressed feelings of pride and celebration.”*

**Which were unique?**

- *“I noticed that the article I read focused on pulling together resources in times of need”*
- *“My article focused on overcoming personal obstacles”*

## For Our Younger Canadians **Grade 2-4**

**Grade 3-4:** Choose one article to read aloud with your students and discuss the values presented in the article.

**Kindergarten- Grade 1:** Use the photograph from the article or find a photograph of one of the events from the articles and briefly explain the context highlighting that this was a significant moment in Canadian history. Ask students to complete the following sentence based on the photograph “Canada is a place where...”

**Example:** A photograph of the Fort McMurray fires might elicit a response such as “Canada is a place where people help each other” or “Canada is a place where we care about one another”





CANADA 150

## One Word Caption

Using the photographs/pictures provided in the Student Guide on page 9, have each student choose one image and come up with a one-word caption to describe the main theme. You may choose to select other images for this activity. Some students may require additional support to generate their word. Some instructional approaches might be:

- Generating ideas as a class for each photograph
- Meeting with a small group to talk through their choices and teach the use of a thesaurus
- Have students come up with a short list of words (5-6) and develop criteria as a class for selecting the best one
- Invite students to pair up and generate ideas together first

**Example:** Students may select an image of Suffragettes and choose the title “Bravery”.



### Example of a photo:

Examples (not limited to)

- Suffragettes
- Harper apologizing for Residential Schools
- Experience of Chinese immigrants building railway
- Black Acadians arriving in Nova Scotia
- Terry Fox

## For Our Younger Canadians Kindergarten – Grade 4

Instead of using the photographs provided of major historical events, you may choose to share images of different parts of the Canadian landscape such as mountains, coasts, forests, plains, the Arctic, wheat fields, etc. Ask students to select an image and come up with one word to describe it. Depending on the developmental stage of your students, you can decide how much to push them to think beyond the literal (e.g. – mountains - big).

You may also choose to select one or two images that will work with your whole class or a small group. You might consider choosing one photograph that your students have experience with and one that is very different.



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**One Word Comes Alive!** - Invite your students to reflect on what their chosen word means to them by engaging them in an open-ended learning activity. Students may respond and share idea(s) of how their chosen word relates to the photograph through: poetry, music, dance, visual arts, writing, etc. In the Student Guide, on page 10, students should brainstorm ideas using the graphic organizer provided. As a class, decide how you will share the learning. You may choose to have students present their products to the class, invite other classes in to see the work of your students or have students go and share their end products with another class. You can also use the hashtag **#TorontoStar150** to share the amazing creations with the world. Remember to review your school and board's privacy policies before sharing photos/videos of students online. Students will be asked to write a short statement about their work which describes their chosen word and the significance of the event in Canadian history.

*Examples to share with students:* To share their ideas about Bravery, a student might choose to

- Write a song about the experience of a woman at this time
- Create a dance piece showing the struggles that women overcame
- Write a spoken word piece to inform their audience of this historical event and empower other young women
- Create a multi-media collage of words and images that represent "bravery" to them



## For Our Younger Canadians **Kindergarten- Grade 2**

Based on the words generated from the **One Word Caption** task, you may choose to have students illustrate or create a different art piece of the word. Students could also create a movement/dance or tableau showing physically what the word might look like.



CANADA 150

As educators, you are encouraged to share the words gathered for each photograph through Twitter, by using the hashtag **#TorontoStar150**. You might consider using a word cloud (using wordle.net or Word Garden) which includes all of the “one word captions” for each photograph. The sharing of these artifacts will serve as a reference point for students and teachers to return to as a reminder of our individual places in a collective history.

**Our 150** - Now that your students have begun to reflect upon their own ideas as Canadians, challenge them to dig deeper about the values they hold. Individually, invite students to record their ideas about the things that they love about Canada/being Canadian on sticky notes. Students should use one sticky note per idea. Alternatively, you may use a technological tool to collect and display the information. Then, in groups, they will sort/categorize the ideas based on similar ideas and name each category. To conclude this learning task, invite each group to share one category they came up with and continue until all categories have been shared and documented.

**Discussion Prompts/Guiding Questions:**

- What categories did your group come up with?
- What category had the most sticky notes? Why do you think that might be?
- Do you think that there is anything missing from your group’s categories? If so, what do you think needs to be added?
- After hearing the categories from your classmates, do you have any examples of personal experiences that fit into the categories?

You are invited to share the ideas expressed by your students using Twitter with the hashtag **#TorontoStar150**

## For Our Younger Canadians **Kindergarten- Grade 2**

As a class, brainstorm and record a list of things that your learners love best about Canada and/or being Canadian. Facilitate a discussion which focuses on similarities between ideas.





CANADA 150

## Section 2: Canada is all of us

### Learning Goal:

In this section, students will engage in various learning and reflective tasks which will continue to build their understandings of the multiple perspectives and experiences which have shaped the last 150 years of our country. Students will be asked to interrogate and investigate a variety of topics from various strands of our Nation's history such as agriculture, the arts, science and technology, environment, health care, human rights, jobs, immigration, First Nations, Metis and Inuit histories, etc.

### Questions to Investigate:

- What makes Canada unique from other nations?
- What might other Canadian experiences be? How are they similar to or different than my own?
- What is the current state of Canada? What are we doing well as a country? Where do we fall short?

### Student Learning Activities

#### Group Inquiry Challenge - **recommended for Grade 6-8**

**What Others Say** - This group inquiry challenges students to explore more deeply one of our Federal Portfolios that is of interest to them. Students will use the database created by Toronto Star to access articles [www.classroomconnection.ca/mycanada](http://www.classroomconnection.ca/mycanada) ('What Others Say' activity) which link to issues related to each portfolio. Students should begin their research here and once they have an understanding of their topic and/or issue can continue their research independently. Students will use the resources shared in the Student Guide to help guide their project. Divide students into small groups of 3 or 4 and have each group choose a portfolio. It will be important that you set up 'check in' points with each group to monitor their progress, ensure an equitable distribution of work, identify gaps in their research and ensure they are taking a critical approach. Each group member will be responsible for completing and submitting an individual research and reflection graphic organizer (see Student Guide).

**What I Say**- Individually, ask students to respond to each of the following prompts. This can be used for assessment. (See success criteria)

1. Describe the issue that your group explored.
2. List and explain positive aspects of the issue and what rights does it relate to?
3. Explain, using examples, any drawbacks of the issue. Think about what needs to be improved upon.
4. In an ideal Canada, what might this issue look like in the future? What values will be present?



CANADA 150

### Success Criteria for Written Independent Reflection

Feel free to adjust the success criteria to reflect the language you use in your classroom and/or expectations from your curriculum documents.

<b>Understanding</b>	<ul style="list-style-type: none"><li>• The issue is fully explained – what is happening and why, who is involved, specific examples have been used and referred back to</li><li>• The information shared is balanced (not biased) and from more than one source</li><li>• You explain why the issue is important to Canadians</li></ul>
<b>Language</b>	<ul style="list-style-type: none"><li>• The reader can understand what you have written because you have used full sentences</li><li>• Topic - any special terms or words are used correctly</li><li>• Grade level conventions are used appropriately</li></ul>
<b>Thinking</b>	<ul style="list-style-type: none"><li>• Ideas for an ideal Canada are plausible</li><li>• Ideas are directly related to the issue</li></ul>

### Learning is Contagious!

After researching and exploring a topic of interest, student groups will create a short 3-5 minute video/animation or skit to share their learning with their peers or even other students around the country. The presentations will focus on sharing the essential information about the topic as well as the diversity of how it impacts various populations. Invite students to focus on the successes and ‘what still needs work’





CANADA 150

Feel free to brainstorm video ideas as a class or use some of the ideas below:

Have students create slides (digitally or by hand) to share information.

- Using animation software
- Using a stop motion animation with clay figurines or figures
- Using avatars/puppets/figures and narration
- Using photographs with voice overs (slide show)
- Create a skit showing a key moment in Canada's history related to your topic, with actors playing the real people involved and a narrator to explain its importance
- Create a newscast explaining to Canadians different parts of the topic

It is important to review privacy policies with your students if they plan on sharing their videos on a broader scale.

It can be helpful to encourage students to create videos that do not include faces or identifying information.

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### **\*\*IMPORANT PRIVACY INFORMATION\*\***

Student faces an/or identifying information should never be included in videos posted online unless their parent/guardian has completed a legal media release form as given by your school or board. Alternatives to including these factors have been listed above.

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It can be helpful to co-create success criteria for this video with your learners, using your curriculum document to outline specific expectations. Feel free to use/adapt the rubric shown in Appendix B.

### **Additional Ideas: Spread the Word!**

- Consider sharing the videos within your own school to younger grades
- Consider presentations for another class
- Hold a sharing session in your classroom where the presentations are geared to students in Grade 1-3
- Post videos on your classroom websites/blogs
- Invite parents/community members in for a screening of a video or live presentation

It is important to review privacy policies with your students if they plan on sharing their videos on a broader scale. It can be helpful to encourage students to create videos that do not include faces or identifying information.

### **Add Your Video to the Toronto Star Online Virtual Gallery:**

Share the videos of your students/classes on Twitter using the hashtag **#TorontoStar150**. Include @starclassroom in your tweet so we can retweet your post. Have students reflect and respond to the ideas, information presented by other students in various provinces/territories through discussion, written reflection, or art.





CANADA 150

## For Our Younger Canadians **Grade 1-4**

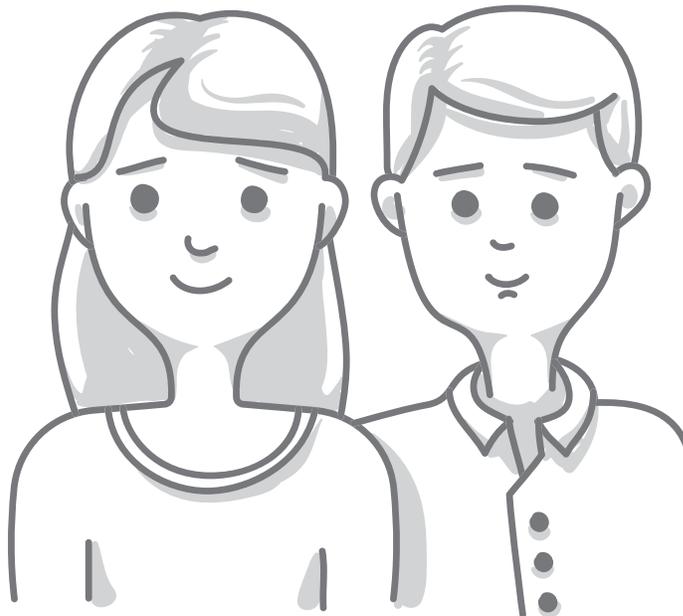
**Learning Is Contagious** – We say that learning is contagious because it spreads easily when people are passionate about a topic, and this is a chance for your students to spread their learning around the classroom, school, or even country. Either as a class, or in small groups, choose from the following list (or explore a topic of your choosing) and create a short video or presentation that shares students' ideas and experiences about what makes Canada a great place to live and where we need to go to make it even better over the next 150 years as it relates to the chosen topic.

### **Suggested Ideas:**

- How Canada has protected its forests or oceans?
- Our history of welcoming immigrants and refugees
- Our healthcare system
- Ways we are working to honour our Aboriginal peoples

### **Feel free to brainstorm video ideas as a class or use some of the ideas below:**

- Have students create slides (digitally or by hand) and narrating to share information
- Using animation software
- Using a stop motion animation with clay figurines or figures
- Using avatars/puppets/figures and narration
- Using photographs with voice overs (slide show)
- Create a skit showing a key moment in Canada's history related to your topic, with actors playing the real people involved and a narrator to explain its importance
- Create a newscast explaining to Canadians different parts of the topic





CANADA 150

## Section 3: O' Canada!

### Learning Goal:

Students will be empowered to impact change in their own lives, local communities and country. Students will work together on a few small tasks and one whole class final project which will act as their own Declaration 150.

### Questions to Investigate:

- What is my vision for the future of Canada in the next 150 years?
- What can I do now to help to make Canada a better place for all?
- How might our needs change in the next 150 years?

### Student Learning Activities

#### Anthem Art (2 lessons)

**Lesson 1** - Ask students *“what does the colour blue represent to you?”*. Some students might say *“opportunity—I think of a bright blue sky”* others might say *“sadness—to me, blue represents feelings of loneliness”* some might say *“openness—I think about a bright, blue, wide ocean”*. Student responses will vary and this is okay. This task is meant to build abstract thinking skills and a diversity of responses will help to foster them. Next, ask the students to colour in the logo using colours that represent feelings or adjectives they feel represent this country. You may wish to have students orally explain or write a short response of their choices. Feel free to share these images by using the hashtag **#TorontoStar150**.

**Lesson 2** - Either pass out copies or project the lyrics to O' Canada to engage in a shared reading. [WORDS ARE IN THE STUDENT GUIDE] Ask students, *“Which lines stand out to you? Which lines are confusing? Which do you connect with? What do you think the themes and messages of the song are?”*. Record responses to the last question on the board or chart paper. Invite students to choose one line/phrase from our national anthem to illustrate. Invite students to plan their artwork using the “Sketch It” space provided in the Student Guide.

**Example:** “From far and wide. O' Canada” – the words “from far and wide” travel from the bottom corner up to the top in a wavy line to symbolize the vastness of the landscape. The words “O' Canada” are in a contrasting colour so that it stands out. Different symbols are sketched in the background using different colours to highlight Canada's diversity. These may be literal (e.g. Snowshoes, a hockey stick, wheat fields, the CN Tower, the maple leaf) or more abstract (e.g. Fireworks to symbolize pride, a sunrise to symbolize the promise of our future, a fire to symbolize belonging and community) depending on the age of your students. If possible, photograph your art pieces and share them on Twitter using the hashtag **#TorontoStar150**.





CANADA 150

**Possible Extension Activity- Grade 5-8** - Are the lyrics to O'Canada not inclusive of all Canadians because of gendered language (in all thy sons command)?

Invite students to consider, orally or in writing, the impact of changing the lyrics of O'Canada to be more gender neutral.

For additional information on the long history of our National Anthem, visit:

<http://canada.pch.gc.ca/eng/1443808632942>

### **Anthem Art Success Criteria**

- All or most of the line is visible in the artwork
- The artwork reflects the themes/messages of the line or the song
- Principles of design/elements of art have been effectively used to create a visually appealing piece

Feel free to adapt and change the success criteria with your students based on your standards/expectations.

## For Our Younger Canadians **Kindergarten- Grade 2**

Students can complete the art activity as described above, but teachers may want to choose 3-4 lines from the anthem for them to choose from. These lines can be briefly unpacked as a class so students can grasp the deeper meaning

### **Suggested Ideas:**

*True patriot love; With glowing hearts; The true North strong and free; Glorious and free*

**Our Vision-** This task helps you engage your students in a facilitated discussion which builds upon the previous learning experiences. Students will think critically about our country and our hopes for the next 150 years. Use the following prompts to initiate a conversation with your learners. The questions are listed from least to most complex for you to use according to the needs and experiences of your learners. :

- What makes you proud to be Canadian?
- When you think of Canada, what do you think of?
- What might your community have looked like 150 years ago? What has changed?
- 50 years ago, the Canada we know today was very different. What needed to change and what did change to make life better?
- What Federal government portfolio(s) have been most significant in shaping Canada's history so far? Which will be most important in shaping the future of our country?
- What is a Federal portfolio that doesn't currently exist that might be created in the next 150 years?





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- What choices and decisions were made in our past that led to the development of Canada as it is today? Were the “right” decisions made?
- When you think about the next 150 years, what do you hope Canadians might say about their country?
- In 150 years from now, how do you hope that the rest of the world describes Canada?

Extension: Have students choose a prompt and write a longer reflection or essay. This could be a strategy to differentiate the task or assigned to a whole group of older students. If you choose to have the students write an essay, you will want to scaffold the process and co-create success criteria and a rubric to use for assessment.

Following small group and/or whole class discussions, invite your students to write a personal manifesto, using a 6, 10 or 12 word statement outlining their vision for the future in terms of their personal hopes and in relation to the inquiry learning the class engaged in previously. Some learners may choose to write a longer manifesto and not use the 6, 10 or 12 word statement strategies. Students can complete their manifestos on page 21 of the Student Guide or on a separate piece of paper/technology.

#### Examples:

**6 word statement:** I hope Canada continues to grow!

**10 word statement:** I hope that our country continues to celebrate its diversity!

**12 word statement:** In 150 years, I hope we will continue to love each other!

## For Our Younger Canadians Kindergarten- Grade 4

Have students write, draw or respond orally to one or more of the following sentence starters

- Canada is...
- My favourite thing about Canada is...
- When I think of Canada, I think of...
- I hope that one day Canada is/will....
- In 150 years, Canada will be....
- People who have never visited Canada would say it is...

If possible, share the statements of your students with us at [classroomconnection@thestar.ca](mailto:classroomconnection@thestar.ca)





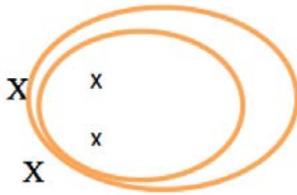
CANADA 150

## Declaration 150! Have YOUR Voice Heard!

**Lesson 1** - Use an “**Inside/Outside**” strategy to generate ideas for the “**Things I Like Best About Canada**”.

Divide your class in two groups and have them stand in two circles facing one another. Ask students to share two ideas with the person standing across from them. Tell one circle (either inside or outside) to rotate two people to the right or left. Repeat and share ideas. Repeat this process a third time.

**Example:**



Following the inside/outside circle, ask students to take a few minutes to write down their ideas independently. Next, have students share their ideas with small groups of 3 or 4. Following that, engage the students in a whole class discussion and write down all ideas on chart paper. Keep adding ideas until all have been documented and shared. If a student has a duplicate response, you do not need to add it again to the class list of ideas. Once all ideas have been shared, invite the students to document their Top 5 “Things I Like Best About Canada” on page 23 of the Student Guide.

**Lesson 2** - Use a “**Milling to Music**” strategy to generate ideas for the “**Things I Would Like To See Happen, Change or Evolve**”. Play a piece of Canadian music and invite students to move around the class. When the music stops, they are to find a partner and share 2 things they would like to see change/happen in the next 150 years. Repeat this process a few times. After students have had the opportunity to share ideas with one another, ask them to document their own Top 5 “Things I Would Like To See Happen, Change or Evolve in the next 150 years” on page 23 of the Student Guide.

**Lesson 3 - Dotmotcracy** – Now that you have two lists of the ideas of your learners, invite students to “vote” on their top choices for each section. Give each student 5 stickers (you can use simple dot stickers of any colour). Students should place their stickers on the ideas that they believe are the most important. They can choose to put all stickers on one idea or put one on one idea, two on another and two on a third. Encourage students to try and put their dots on at least two unique ideas for each section. Once all students have placed their stickers on their choices, tally up the number of dots per idea. As a class, select the Top 5 for each. Share your class’ Top 5 “Things We Like Best About Canada” and Top 5 “Things We Would Like To See Happen, Change or Evolve” using the hashtag **#TorontoStar150** and/or by email at [classroomconnection@thestar.ca](mailto:classroomconnection@thestar.ca).



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You are encouraged to share your Top 5 within your school community:

- Create a poster which captures the Top 5 of each section in a creative way
- Create a rap/song which includes the Top 5 of each section
- Illustrate each of your Top 5 and post in your classroom/hallway
- Share via your classroom newsletter or social media platform
- Create tableau for each of the Top 5 and share with another class
- Create a Visual Note/Sketchnote for the Top 5 “Things We Like Best About Canada” and Top 5 “Things We Would Like To See Happen, Change or Evolve”

*A visual note/sketch note is a brainstorm strategy that students can use to document their ideas. It focuses on using creative and interesting fonts, decorative lines to connect ideas, simple symbols, key words/phrases, etc. It is a note that uses more pictures/captions than complete sentences.*



**VISUAL ELEMENTS YOU CAN USE TO CONNECT IDEAS**

Speech Balloons; Thought Bubbles; Captions; Bullets;  
Arrows; Lines; Letters; Connectors; Frames; Shadows; Peeps





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## For Our Younger Canadians Kindergarten- Grade 2

You may choose to only do the Milling to Music lesson and generate a list as a class of 5

**“Things We Like Best About Canada”** and share it using the hashtag **#TorontoStar150** and/or by email at [classroomconnection@thestar.ca](mailto:classroomconnection@thestar.ca). You may also choose, following Milling to Music, for small groups of students to come up with their top 5 first and share them with the class. Using discussion prompts such as “What ideas did we hear often? Which ideas were similar? What ideas did you hear that you really love/connect with?”, create a class top 5. Consider sharing the top 5 ideas with your administration, other classes, families and/or community.

This concludes the *Canada 150 Student Declaration project*. Although the activities in this resource have come to an end, the hope is for the learning to continue wherever your students take it next. Even after July 1, 2017, students reflecting on Canada’s past, thinking critically about its present and envisioning the future will always be powerful.





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## APPENDIX A – Four Corners Strategy Activity

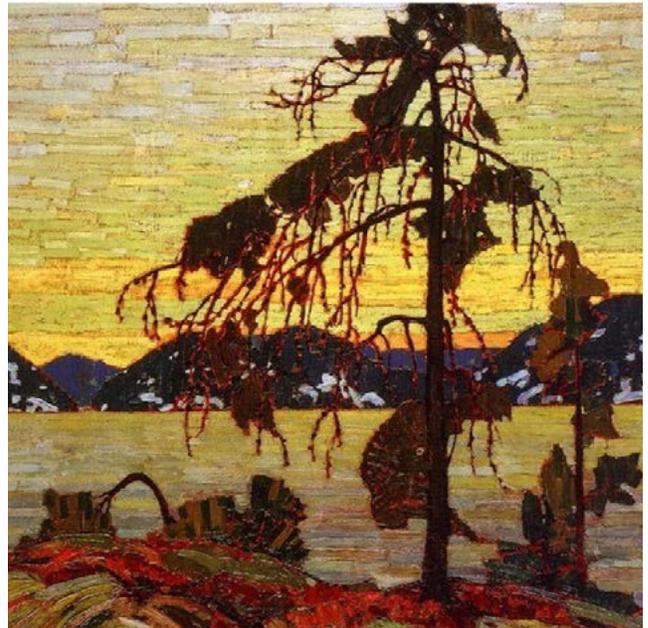
CLICK ON THE IMAGE OR TYPE THE URL BELOW TO VIEW LARGER IMAGE OF ARTWORK

**“Family”** by Norval Morrisseau



Source: <http://www.coghlanart.com/images/nmpri>

**“Jack Pine”** by Tom Thompson



Source: <https://www.gallery.ca/en/see/collections/artwork.php?mkey=11056>

**“Big Raven”** by Emily Carr



Source: <http://www.aci-iac.ca/emily-carr/key-works/big-raven>

**“Conversations with the devil”** by Tony Scherman



Source: [http://www.tonyscherman.com/images\\_series/Devil/DevilMenu.htm](http://www.tonyscherman.com/images_series/Devil/DevilMenu.htm)



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## APPENDIX B

# Learning is Contagious Rubric

CRITERIA	NOT THERE YET	I'M ALMOST THERE	I'VE GOT IT!	I'VE REALLY GOT IT!
Understanding	<p>Key ideas are Missing or incomplete.</p> <p>Information is too general</p>	<p>Most important information is included; some key ideas are missing or incomplete</p> <p>Information is somewhat general</p>	<p>All important information is included.</p> <p>Information is specific and detailed</p>	<p>All important information is included.</p> <p>Information is specific and detailed</p>
Language & Communication	<p>Key vocabulary is missing or used incorrectly</p> <p>Language use does not consider the purpose and intended audience</p>	<p>Key vocabulary is sometimes used incorrectly.</p> <p>Language used somewhat reflects the purpose and intended audience</p>	<p>Key vocabulary is used correctly.</p> <p>Language use reflects the purpose and intended audience</p>	<p>Key vocabulary is used correctly.</p> <p>Language use reflects the purpose and intended audience</p>
Thinking	<p>No link between success and hope for the future</p> <p>Next steps for the future require more detail &amp; explanation</p>	<p>Some connection between successes and hope for the future are made</p> <p>Next steps for the future require more detail &amp; explanation</p>	<p>Connections between successes and hope for the future are made</p> <p>Next steps for the future are clear &amp; linked to the issue explored. Ideas are coherent &amp; realistic.</p>	<p>Connections between successes and hope for the future are made with ease.</p> <p>Next steps for the future are clear &amp; directly linked to the issue explored. Ideas are coherent, relevant &amp; realistic.</p>
Media Use & Techniques	<p>Presentation needs much more detail and creativity engaging the viewer Video is partially complete but requires much more editing/finishing</p> <p>or</p> <p>Skit is partially complete and had many pauses/stumbles in the performance.</p> <p>The purpose and audience are not clear to the viewer</p>	<p>Presentation is somewhat interesting to the viewer Video is partially complete but requires more editing/finishing</p> <p>or</p> <p>Skit is partially complete with a few pauses/stumbles in the performance.</p> <p>The purpose and audience are somewhat clear to the viewer</p>	<p>Presentation is interesting to watch &amp; visually appealing.</p> <p>Video is complete and edited</p> <p>or</p> <p>Skit is complete and well rehearsed.</p> <p>The purpose and audience are clear to the viewer.</p>	<p>Presentation is creative, interesting to watch &amp; visually appealing.</p> <p>Video is complete and edited with no errors</p> <p>or</p> <p>Skit is complete, well rehearsed and flawlessly performed.</p> <p>The purpose and audience are extremely clear to the viewer.</p>

