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Engaging in Reading: Sorting Ideas Using Concept Formation

HISTORY Grade 10: Residential Schools

Concept Formation is an inductive thinking strategy that encourages students to classify or sort information in order to make sense of the information. Students read information provided on separate slips of paper and work in pairs to sort each statement into different categories. This activity allows students to deepen their understanding of the differences and similarities between government policies and societal values towards Aboriginal peoples today and earlier in the century. This will prepare students to respond to the critical challenge: What would be fair compensation for the historical wrongdoing associated with residential schools?

Purpose

- Help students uncover a difficult or abstract concept, leading to deeper understanding of the concept.
- Encourage students to make meaning of information while reading by sorting information.
- Allow students to explore the similarities and differences between government policies and societal values early in the twentieth century as compared with today.

Payoff

Students will:

- engage in reading thereby fostering greater understanding of the reading.
- develop fair-mindedness by examining motives and prevailing attitudes behind certain decisions and actions.
- avoid presentism – the tendency to interpret past events in terms of modern values and concepts.

Tips and Resources

- Concept Formation works best when pieces of information are presented as manipulatives. Photocopy and cut apart the statements in *Teacher Resource: Government policies and social values towards Aboriginal People: Then vs. Now*. Divide students into small groups (2-4 students per group) and give each group a set of statements.
- If groups are larger than two students, consider assigning specific roles to group members to increase accountability.
- See *Beyond Monet – Chapter 9* re: concept formation; *pp103-104* re: Venn diagrams
- Consider modeling concept formation using a familiar topic before starting this activity. For example, create data that includes fashion or slang from the present as well as from 100 years ago. As a class or in small groups, have students sort the information in two categories (past and present). This activity will help familiarize them with the process of concept formation.
- This critical challenge could alternately be used to study Ukrainian internment during World War I, Japanese internment during World War II or other examples of injustice perpetrated by the Canadian government in the past.

Further Support

- To assist struggling readers, consider reading each statement aloud.
- Resources used in conformation activity can be found at:

Alter, Susan. *Apologizing for serious wrongdoing* [electronic resource]: *social, psychological and legal considerations*. Law Commission of Canada, 1999. National Library of Canada Electronic Collection.

http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/apologising_serious_wrong-e/apology.html

Claes, Rhonda and Deborah Clifton,. *Needs and expectations for redress of victims of abuse at Native residential schools*. Law Commission of Canada, 1998. http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/needs_expectations_redres-e/html/claes.html

Report of the Royal Commission on Aboriginal Peoples. Indian and Northern Affairs Canada. http://www.ainc-inac.gc.ca/ch/rcap/sg/sgmm_e.html



Engaging in Reading: Sorting Ideas Using Concept Formation

HISTORY Grade 10: Residential Schools

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Introduce students to the critical challenge (see previous page). Consider posting this question on the wall to serve as a focal point. • Explore the concept of "compensation" first. Use a think-pair-share strategy to have students consider what things one can do when someone has been treated unfairly. After thinking to themselves, they discuss with a partner and then share with the class. The teacher can summarize ideas using a word web on the board. • Provide some examples of compensation awarded in the past (e.g., Apology to Japanese Canadians, Settlement given to surviving Dionne Quintuplets, Walkerton). • Organize students into pairs. • Prepare one set of concept formation slips for each pair. Statements should be cut out (so they can be used as manipulatives) and kept in sets. 	<ul style="list-style-type: none"> • Read the critical challenge and remember that each piece of this lesson will ultimately help answer the question. • Think quietly about things one can do when someone has been treated unfairly. • Share ideas with a partner. • Be prepared to share ideas with the class. • Consider the examples of compensation offered to different groups for unfair treatment in the past. In this activity, a decision will have to be made regarding whether the government should compensate Aboriginal Canadians for the way they were treated in residential schools. If so, what would be fair compensation in this case?
<p>During</p> <ul style="list-style-type: none"> • Introduce students to the strategy of concept formation. • Consider having students practice the strategy using familiar concepts – see <i>Beyond Monet</i> – pp. 244-245 for ideas. • Distribute one set of concept formation slips to each pair. • Ask students to sort slips into 2 categories: policies and values they think were prevalent 100 years ago vs. policies and values they think are prevalent today. • When all pairs have completed (or almost completed) the task, ask students to choose a letter (A or B). Instruct "As" to remain at their tables. Instruct "Bs" to visit 3 other tables to see how other pairs have sorted their slips. When "Bs" return, they should share what they have observed and the pair can decide whether they would like to reorganize their slips. • Discuss answers as a class. 	<ul style="list-style-type: none"> • Practice the process of concept formation using the warm-up data sets provided by the teacher. • Ask for clarification about the process if required. • Work cooperatively with a partner to identify which policies and values seem to belong to an earlier time period and which belong to today. • "As" remain at tables. "Bs" visit 3 other tables to see how other pairs have sorted their slips. When "Bs" return, share how other pairs have sorted their slips. • Decide whether or not to reorganize slips based on what has been observed. • Reorganize slips as teacher takes up answers.
<p>After</p> <ul style="list-style-type: none"> • Distribute Student Resource, <i>Venn Diagrams</i>. • Have students decide which Venn diagram is most appropriate to compare and contrast the policies and values from different time periods. 	<ul style="list-style-type: none"> • Read about different Venn diagrams. • Choose the most appropriate Venn diagram in which to organize their slips. • Summarize and record main points in notebook.



Engaging in Reading: Sorting Ideas Using Concept Formation

HISTORY Grade 10: Residential Schools

NOTE TO TEACHER : 'Residential Schools' may be a very emotional topic for some students

CONCEPT FORMATION

GOVERNMENT POLICIES AND SOCIAL VALUES TOWARDS ABORIGINAL PEOPLE : THEN VS. NOW



- 1. The relationship between Aboriginal people and the Canadian government should be a true partnership.
- 2. If we want to educate native children, we have to separate them from their parents. If we leave them with their families, they might know how to read and write but they will remain savages. If we separate them, they will learn how to be civilized.
- 3. Educating Indians is the way to 'wipe out the whole Indian establishment'.
- 4. The relationship between Aboriginal people and the Canadian government should be based on mutual recognition, mutual respect, sharing, and mutual responsibility.
- 5. "I want to get rid of the Indian problem...Our object is to continue until there is not a single Indian in Canada that has not been absorbed..."
- 6. The government must act to move all Aboriginal peoples from their helpless 'savage' state to one of self-reliant 'civilization'.
- 7. We should respect and be considerate towards people whose languages, cultures, and ways are different than our own.
- 8. The school system must destroy Aboriginal habits, languages, beliefs and traditions.
- 9. Aboriginal cultures are childish and immature. Non-Aboriginal, Western culture is mature and civilized.
- 10. Aboriginal children must be rescued from their evil surroundings and isolated from parents, family and community so they can be changed.
- 11. "On behalf of The United Church of Canada...To those individuals who were physically, sexually and mentally abused as students of the Indian Residential Schools in which the United Church was involved, I offer you our most sincere apology...You were the victims of evil acts that cannot under any circumstances be justified or excused."

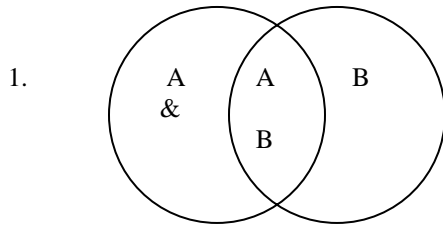


Engaging in Reading: Sorting Ideas Using Concept Formation

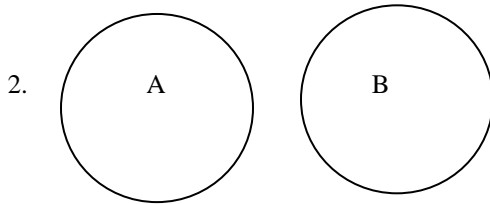
HISTORY Grade 10: Residential Schools

USING VENN DIAGRAMS TO COMPARE AND CONTRAST

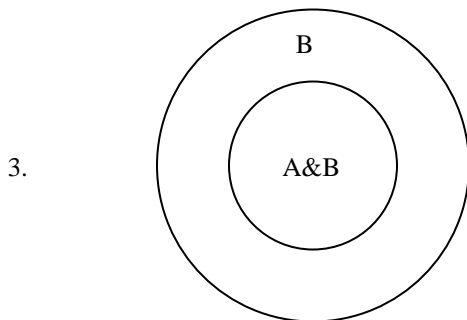
Venn diagrams help you to organize similarities and differences between two or more ideas or concepts. There are different types of Venn diagrams you can choose from.



Choose this diagram if you think that there are some similarities and some differences between idea A and idea B. Write the similarities in the overlapping section. Write the differences in the parts that do not overlap.



Choose this diagram if you think that there are no similarities between idea A and idea B. Write the characteristics of idea A and idea B in their own circles.



Choose this diagram if you think that idea B has all the characteristics of idea A plus has some extra characteristics that A does not have. Write characteristics that A and B share in the inner circle and the extra characteristics that idea B has in the outer circle.

Warm-up Activity: Before applying these Venn diagrams to what you have learned in history class, try practicing by using them on a subject that is familiar to you.
 For example: A = You B = Your best friend
 Which Venn diagram would you choose to show your similarities and differences?

- Your task:
1. Compare and contrast the statements you have sorted in the concept formation activity.
 2. Decide which Venn diagram best represents the relationship between the two sets of statements.
 3. Place the statements in the appropriate Venn diagram.
 4. Decide whether the current Canadian government should compensate Aboriginal Canadians for the historical actions and attitudes of governments in the past.

Engaging in Reading: Talking to the Text

HISTORY Grade 10: Residential Schools

Talking to the text is a strategy that encourages students to remain focused on the reading given and mentally interact with what they read. Students write in the margins as they read. They do not summarize points, but rather comment on what they have read. For example, they may write: “I disagree!” “Meaning?” “Unbelievable!” “Reminds me of...” etc. This activity helps students make meaning as they read about what happened in residential schools throughout the 20th century. This will prepare students to respond to the critical challenge: What would be fair compensation for the historical wrongdoing associated with residential schools?

Purpose

- Actively engage students in the reading process.
- Make students aware of the inner voice that should be operating while reading. This inner voice makes connections to previous knowledge, reacts to what is being read and asks questions about the reading.
- Begin the process of forming an opinion necessary to make a reasoned judgment regarding compensation for victims of residential schools.

Payoff

Students will:

- engage in the topic of residential schools.
- remain focused as they read.
- gain an appreciation of the extent and complexity of the issue of residential schools.

Tips and Resources

- Be sure to provide sufficient margins when using Talking to the Text to allow students to record their comments. If students are using the strategy while reading out of a textbook in which they cannot write, provide “sticky-notes” for them on which to record their ideas.
- Talking to the text works well if students work individually first to record their thinking in the margins of the page. The teacher may then ask them to share with a partner before debriefing as a class.
- Students may need guidelines about the volume of responses expected – (e.g., 2 responses per paragraph or 5 responses per page).
- See *Teacher Resource: Talking to the text – example*.

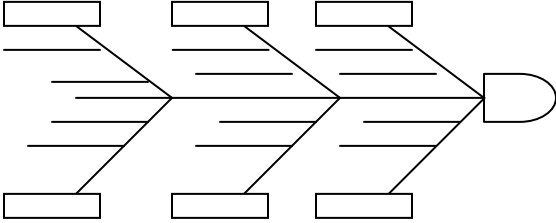
Further Support

- Consider having students do a Word Sort activity before beginning to read. To create a Word Sort, choose 15-25 words from the reading. Some words may be familiar and some may be new to the students. Place the words in random order in a grid. Ask students to work with a partner to sort words as they see fit. The categories they choose are not important in this activity. Students are simply becoming familiar with the words that will appear in the text. If students do not understand a particular word, they need to ask a friend, consult a dictionary, or ask the teacher. This allows the teacher to pre-teach essential vocabulary. When they are finished sorting, have students predict what they think the reading will be about. Word Sorts help readers feel comfortable about the reading before they begin.
- As an extension activity, have students scan other available resources (e.g., textbooks) that are in the classroom to see the extent to which the topic of residential schools is covered. Have them speculate why the topic may not be covered in great depth.
- Supplementary resources can be found at:
 - CBC Archives: <http://archives.cbc.ca>
 - CBC News in Review video library: www.cbc.ca/newsinreview
 - Indian and Northern Affairs Canada: <http://www.ainc-inac.gc.ca>

Engaging in Reading: Talking to the Text

HISTORY Grade 10: Residential Schools

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Consider providing an “emotional hook” for students by reading them a personal account of an Aboriginal person who attended a residential school. Explain the purpose of the strategy and model the strategy using Teacher Resource: <i>Talking to the text – Example</i>. Consider using a Word Sort to introduce students to the reading, and pre-teach vocabulary. Distribute copies of the reading Student Resource: <i>Residential Schools in Canada</i>. 	<ul style="list-style-type: none"> Listen attentively to the account of the Aboriginal person who attended a residential school. Think about how this personal story makes you feel. Ask for clarification if necessary when the teacher explains the strategy.
<p>During</p> <ul style="list-style-type: none"> Circulate around the room as students work on reading and reacting to the text. Answer individual questions regarding the reading. Provide examples or prompts to help students commence their Talking to the Text activity. 	<ul style="list-style-type: none"> Read individually. Write comments and reactions to the text in the margins. Ask for clarification from the teacher if necessary.
<p>After</p> <ul style="list-style-type: none"> Ask students to draw a fishbone organizer to record the main ideas of the text:  <ul style="list-style-type: none"> After students record the main ideas, ask them to colour code the points in their fishbone. One colour can indicate things for which government should be held responsible (e.g., funding issues). A different colour can indicate things for which individuals should be held responsible (e.g., criminal actions such as abuse). Ask students to use their fishbone organizer to help them answer the critical challenge. 	<ul style="list-style-type: none"> Draw a fishbone organizer in notebook. In the "nose" of the fish, write the title: <i>Residential Schools</i>. In the boxes, write the main topics of the reading (e.g., Attitudes towards Aboriginal People, Conditions at residential schools, Treatment of Children, Recent Government Actions). Write the most important facts on the lines leading up to the topics in the boxes. Record main ideas of the reading in the format provided by the teacher. Colour code the points in the fishbone. Use one colour to indicate things for which government should be held responsible (e.g., funding issues). Use a different colour can indicate things for which you think individuals should be held responsible (e.g., criminal actions such as abuse). Use your fishbone organizer to help you decide whether the government should compensate Aboriginal People for the way they were treated in residential schools. If so, what would fair compensation be for this historical wrongdoing?



Engaging in Reading: Talking to the Text

HISTORY Grade 10: Residential Schools

Talking to the Text - Example

The following fictional article is provided as an example of the strategy. Present this to students on an overhead or provide your own article on an overhead and write in the margins as you read it aloud.

Banning Cell Phone Use in Cars

One of the Canadian provinces is considering banning the use of cellular phones while driving. Drivers in that province are divided on this issue. Some people believe that numerous accidents are caused by drivers who are using cell phones and are unable to fully concentrate on their driving. Others believe that holding a cell phone while driving is no different than drinking a coffee while driving.

Various drivers have been interviewed about their opinions. Selena M. notes that "Cell phones are different than holding a coffee. It's not just your hands that are busy. Your mind is elsewhere too." On the other hand, Baljinder S. said "I have seen many people doing things more dangerous than talking on a cell phone in the car! I have seen men shave, women put on makeup. Many people even read the newspaper while they are driving. At least when you are talking on a cell phone, you are still watching the road!"

A spokesperson from the province has acknowledged that this is a difficult issue. "Many people keep cell phones for emergency purposes in their car but we encourage them to pull off to the side of the road if they need to use them. Some drivers insist that they need access to their cell phones at all times for business purposes," she said. As a result of divided public opinion, the province has not yet made a decision on this matter.

Annotations:

- Left Margin:**
 - "No way! Totally different." (points to "drinking a coffee while driving")
 - "I agree." (points to "drinking a coffee while driving")
 - "True. People should get tickets for this type of behaviour." (points to "Various drivers have been interviewed")
 - "Ridiculous! This is just an excuse. Businesses got along fine without them in the past." (points to "A spokesperson from the province")
- Right Margin:**
 - "Finally!" (points to "One of the Canadian provinces")
 - "And they always slow down too much when driving!" (points to "Some people believe that numerous accidents")
 - "Reminds me of the time we almost got side-swiped by a guy on his cell phone." (points to "Some people believe that numerous accidents")
 - "OK - I agree that they're good for emergencies but most people don't use them only in those cases." (points to "Some drivers insist that they need access to their cell phones")

Engaging in Reading: Talking to the Text

HISTORY Grade 10: Residential Schools

Residential Schools**Overview**

Imagine being told by the government that you and your culture were uncivilized. Imagine that you and every child with the same ethnic background as yours were separated from your parents and taken to a boarding school. At the boarding school, the teachers' goal was to erase your memory of your own culture. You were not allowed to speak your own language. You were taught new ways of behaving and new beliefs. You had to forget about your own religion or else you were severely punished. You felt confused, lonely, and resentful.

This was exactly what happened to Aboriginal children between the ages of 5 and 16 years old across Canada between the 1880s and the 1980s. For one hundred years, Aboriginal children were removed from their homes and communities and sent to residential schools that were set up by the government and usually run by various churches. The residential school system was far worse than the regular school system in many ways. The government and the churches did not provide enough funding for residential schools. This meant that children lived in poor conditions and could not be cared for properly. There were also many cases of physical, verbal and sexual abuse against the Aboriginal children. Children were mistreated and they also lost their identity and their sense of belonging. Aboriginal communities lost generations of young people.

Why did the Canadian government create the residential school system?

The government's attitude towards Aboriginal people was very different in the past. Today we try to recognize that all cultures are important and valuable and that it is important to help preserve various people's cultures. However, in the 19th century, most Canadians had the opposite belief. They believed that people who were different should give up their culture and religion and be assimilated into Canadian society.

Another common belief in the 1800s and for most of the 1900s was that Aboriginal culture was uncivilized. The government and many people living in Canada did not understand Aboriginal culture and considered it childish and savage. The government believed that the ways of the Aboriginal people needed to be changed and the only way to do that was by influencing the children. If they could change the children, then future generations of native people would lose their culture and become more like the rest of the population of Canada.

Residential Schools *continued...*

Residential Schools *continued...*

What was life like for children at residential schools?

The residential schools never received enough money from the government and the churches that ran them to operate properly. They were poorly built and were not maintained. Children lived in dirty, overcrowded conditions. There was often not enough heating, lighting, or air circulation. Children were poorly fed and often did not have proper clothing. These conditions contributed to a high rate of disease and death among the children.

The main goals of the schools were to discipline Aboriginal children and remove all traces of Aboriginal culture from their lives. Even though in regular schools, non-Aboriginal children were learning subjects like literature, Latin, French, algebra, chemistry, history and art, Aboriginal children in residential schools were getting a different curriculum. Their studies included subjects like cleanliness, obedience, respect, honesty, patriotism, and the evils of native life. Not only did they lose the opportunity to learn skills, language and history when they were removed from their own communities, they were not taught any significant new skills or knowledge in the residential schools.

Another main focus of the schools was "Christianizing" the Aboriginal children. They were forced to adopt Christian traditions and abandon their own beliefs, values, and ways of worshipping.

In order to carry out the goals of the school, teachers and principals used strict rules and brutal punishments. Children were punished for speaking their own language and since many small children did not know English, they were essentially silenced until they learned it. Every day, children were beaten and humiliated in public.

Physical abuse of the children included sexual assault, burning, severe beatings, using electric shock, withholding medical attention and much more. Children also suffered from terrible emotional abuse in the residential schools.

Although some teachers and principals were caring individuals, it was very common for adults running the schools to become abusive. The schools were hidden from the public and inspections were rare. When inspections did happen, adults hid or destroyed all evidence of abuse and children were forced to lie about their treatment in the schools.

Residential Schools *continued...*

What happened to the residential school system?

When people think of residential schools, they might think that they belonged to the distant past. In reality, most residential schools did not close until the 1970s and the last one did not close until 1996. By 1992, most churches had apologized for their part in causing pain and suffering to children in the residential schools. The Canadian government organized a public inquiry to look into the history of the residential schools and discover the extent of the problems that were caused. In 1998, the government issued a statement that said it regretted the treatment of Aboriginal People and set up a \$350 million healing fund to help victims of abuse in the residential schools.

References:

Alter, Susan. *Apologizing for serious wrongdoing* [electronic resource] : *social, psychological and legal considerations*. Law Commission of Canada, 1999. National Library of Canada Electronic Collection. http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/apologising_serious_wrong-e/apology.html

Bardswich, Miriam and Sandra Fryer. *Labour and Social Reform*. Rubicon Education Inc., 2002.

Claes, Rhonda and Deborah Clifton. *Needs and expectations for redress of victims of abuse at Native residential schools*. Law Commission of Canada, 1998. http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/needs_expectations_redres-e/html/claes.html

Minister's reference on institutional child abuse [electronic resource]: *discussion paper*. Department of Justice [Ottawa] : Law Commission of Canada, [1999. National Library of Canada Electronic Collection. http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/inst_child_abuse_disc_pap-e/html/discussion.html

Report of the Royal Commission on Aboriginal Peoples. Indian and Northern Affairs Canada. http://www.ainc-inac.gc.ca/ch/rcap/sg/sgmm_e.html

The Residential School System Historical Overview. Indian Residential Schools Resolution Canada. http://www.irsr-rqpi.gc.ca/english/RPP_2004_02.html

Small-group Discussions: Place Mat

HISTORY Grade 10: Residential Schools

A Place Mat is a simple but effective strategy to increase engagement and accountability among students and promote purposeful small group discussions. Small groups of students are seated around a piece of chart paper. They work individually at first to fill in their section of the Place Mat. Then they share ideas and build consensus to fill in the common section in the middle. This activity helps students reflect on what they think it means to provide fair compensation for historical wrongdoing and then expand and refine their ideas by sharing with a small group. Building criteria in this way will prepare students to respond to the critical challenge: What would be fair compensation for the historical wrongdoing associated with residential schools?

Purpose

- Help structure small group discussions so that all students have an opportunity to participate.
- Provide individual accountability by asking students to record their ideas individually first, before sharing.
- Allow student to explore a variety of ideas regarding fair compensation and work collectively to build criteria.

Payoff

Students will:

- have an opportunity to reflect and participate.
- practice active listening and building consensus.
- consider the importance of clear and effective criteria when arriving at a reasoned judgment.

Tips and Resources

- Place Mat works best when students are in small groups of between 2 and 4 students.
- Asking students to write their names in their section of the Place Mat and using a strategy like Numbered Heads to structure sharing increases student accountability.
- The centre of the Place Mat can be used in a variety of ways. Students may be asked to list common ideas, rank the best ideas, come to a consensus regarding a solution to a problem, or generate questions for further study.
- See *Beyond Monet* – pp. 172-173 for further information on Place Mat.
- When building criteria, encourage students to ensure that they have between 2-4 pieces of criteria and that their criteria represents only relevant and most important ideas.

Further Support

- Before this lesson, teach students about how to build consensus. Strategies such as a Plus/Minus/Interesting Chart (PMI) or Both Sides Now help students analyze various points of view.
- Remind students of collaborative group work skills such as active listening, disagreeing agreeably, requesting clarification, etc.
- Supplementary resources can be found at:
 - CBC Archives: <http://archives.cbc.ca>
 - CBC News in Review video library: www.cbc.ca/newsinreview
 - Indian and Northern Affairs Canada: <http://www.ainc-inac.gc.ca>

Small-group Discussions: Place Mat

HISTORY Grade 10: Residential Schools

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Allow students to access previous knowledge by using a Thumbs-up/Thumbs-down strategy to assess their beliefs about fairness. Read aloud the statements on <i>Student/Teacher Resource: What does it mean to be treated fairly?</i> Ask students to indicate with a Thumbs-up or a Thumbs-down gesture whether or not they agree that each statement is fair. Debrief as a class some of their reasons for answering one way or another (e.g., everyone should be treated the same, each person should be given what they need). Consider posting the critical challenge question on the wall to serve as a focal point. Organize students into groups of 3 or 4. Distribute one piece of chart paper to each group. Ask students to draw a place mat on the chart paper. See <i>Teacher Resource: Place mat formats</i> and <i>Teacher Resource: Place Mat template and example</i>. 	<ul style="list-style-type: none"> Participate in Thumbs-up/Thumbs-down activity and class discussion which follows. Prepare to participate in Place Mat activity by preparing chart paper.
<p>During</p> <ul style="list-style-type: none"> Direct each group member to think about, then write silently about what they believe constitutes fair compensation for historical wrongdoing by the Canadian government. After a limited amount of time, ask students in each group to discuss their ideas and come to consensus regarding what would constitute fair compensation. Inform students that you will be randomly calling on one group member to share the group's ideas with the class. Randomly call on one group member from each group to share the group's ideas with the class. 	<ul style="list-style-type: none"> Work silently and individually first to complete their own area of the place mat. Respect the space and silence of all members of the group. Take turns sharing ideas with the group. Engage in discussion with all group members to arrive at a consensus regarding what would constitute fair compensation. Record group's ideas in the centre of the place mat. Be prepared to share and explain group's ideas to the class. Use oral skills such as active listening, requesting clarification, and coming to consensus.
<p>After</p> <ul style="list-style-type: none"> Share with the class the five elements of a meaningful apology. Have students compare the criteria they developed with the five elements and revise their list of criteria if necessary. Ask students to number or colour code their criteria. Then, have them read the summary of what the government has done to address the residential schools issue and code the reading according to their legend (i.e., which of their criteria have been met by the government)? 	<ul style="list-style-type: none"> Consider the five elements of a meaningful apology. Revisit the criteria created on the placemat and revise if desired. Use criteria developed to assess the government's response to the residential schools issue thus far. Use criteria developed to answer the critical challenge. Justify their answer using what they have learned about residential schools.



Small-group Discussions: Place mat

HISTORY Grade 10: Residential Schools

WHAT DOES IT MEAN TO BE TREATED FAIRLY?

Students in the grade 10 history classes are going to write their unit 3 test. In which of the following situations was the teacher being fair?

1. All students write the test on the same day at the same time.
2. All students get exactly 1 hour to write the test.
3. Student A is having difficulty understanding some words on the test, so the teacher helps him.
4. Student B has recently come from another country and is still learning English. She is allowed to use an electronic dictionary.
5. Student C, D and E need a little more time, although everyone else is done. The teacher lets them stay in for a few minutes at lunch to finish the test.
6. Student F skips the test. The teacher lets her write it the next day.
7. Student G comes in at the beginning of the test and says he isn't ready since he was up late last night because it was his birthday. The teacher says he has to write it anyway.
8. Student H missed the test but comes in the next day with a doctor's note saying she was very ill. The teacher lets her write the test the following week so she has time to study.
9. Five students in the class out of 25 have 2 other tests on the same day. They tell the teacher ahead of time, and the teacher changes the test date for the whole class to 1 day earlier.
10. Student J feels that he knows the answers but can't get them down in writing very well. The teacher lets him take the test orally.

Teacher Resource

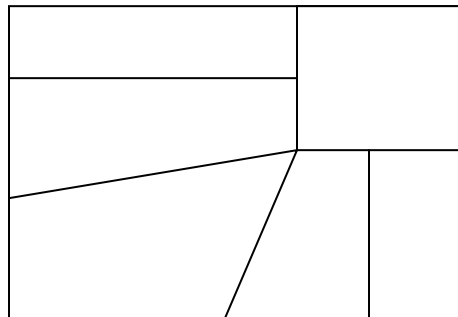
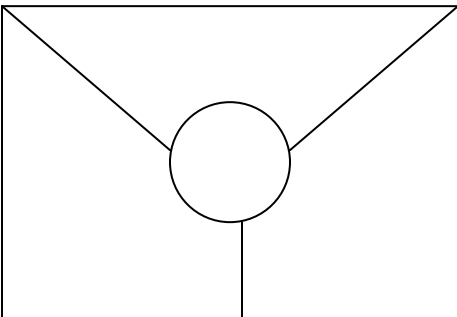
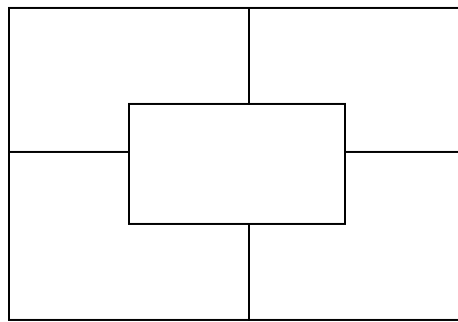
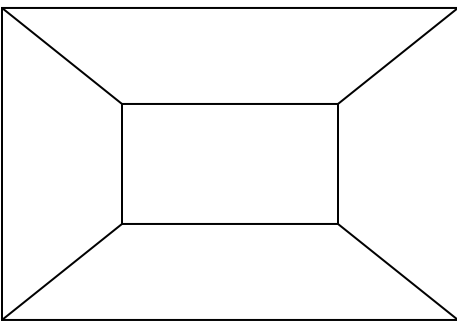
Small-group Discussions: Place Mat

HISTORY Grade 10: Residential Schools

Place mat Formats

There are a number of ways to draw a place mat depending on how many students are in each group and the seating arrangements in the classroom.

Some Options:



Place Mat Template

First, write quietly on your own in your section of the border for several minutes.	
Second, through group sharing of ideas and experiences, gather common concerns, concepts, and ideas in this section of the place	



Small-group Discussions: Place mat

HISTORY Grade 10: Residential Schools

Five Elements of a Meaningful Apology:

1. Acknowledgement of the wrong done;
2. Accepting responsibility for the wrong done;
3. Expression of sincere regret and profound remorse;
4. Assurance or promise that the wrong will not recur;
5. Reparation through concrete measures.

Source:

Alter, Susan. *Apologizing for serious wrongdoing* [electronic resource]: *social, psychological and legal considerations*. Law Commission of Canada, 1999. National Library of Canada Electronic Collection.

http://epe.lac-bac.gc.ca/100/200/301/lcc-cdc/apologising_serious_wrong-e/apology.html



Student/Teacher Resource

Small-group Discussions: Place Mat

HISTORY Grade 10: Residential Schools

BACKGROUND

Summary of action taken by government to address residential schools issue

The Canadian government established the Royal Commission on Aboriginal Peoples (RCAP) in 1991, to investigate the relationship between Aboriginal and non-Aboriginal people in Canada and to propose solutions to identified problems.

The Commission held 178 days of public hearings, visited 96 communities, consulted dozens of experts, commissioned scores of research studies, and reviewed numerous past inquiries and reports for the final report which was issued in 1996. The RCAP Report contains 440 recommendations that cover a wide range of Aboriginal issues that have long-term and far reaching implications and require cooperative efforts across governments and by all interested parties.

To respond to the recommendations of The Royal Commission on Aboriginal Peoples, the government adopted a policy that had four elements. The four elements are:

1. **Apology:** The Government of Canada delivered a Statement of Reconciliation to all Aboriginal peoples which included an apology to those people who experienced sexual and/or physical abuse while attending residential schools.
2. **Healing:** The Government also provided \$350 million to the Aboriginal Healing Foundation – an organization set up to provide funding for community-based healing projects.
3. **Dispute Resolution:** The Government organized and paid for nine discussion sessions across Canada where former students, Government officials, and church representatives were provided with the opportunity to sit down and jointly develop solutions to resolve residential schools issues.
4. **Litigation Strategies:** Nearly one thousand former students have filed civil lawsuits against the Government of Canada and/or religious organizations and individuals who are former employees at the schools. A majority of the cases involve allegations of sexual and/or physical abuse. The vast majority also allege culture and language loss. When possible, the government is trying to settle these cases out of court.

Adapted from:

Frequently Asked Questions. Indian Residential Schools Resolution Canada. <http://www.irsr-rqpi.gc.ca/english/questions.html#4>

Pair Work: Think/Pair/Share

History 10: Canada's Intervention in International Conflict 1945 -

Students use information on manipulative cards to consider whether some conflicts in which Canada intervenes are more 'just' than others. Think/Pair/Share allows students to share their opinions with a partner and evaluate what reasons they used to determine when a cause is 'just'. This will prepare students to consider the two criteria of 'just cause' and of 'cost of intervention' (see Lesson Two, *Developing and Organizing ideas: Webbing, Mapping, and More*) in order to make a reasoned judgement on this critical challenge: "When are Canadians justified in using military force in other countries?" The reasoned judgement of each student will be the final product of Lesson Three, *Reacting to Reading: Drawing Conclusion (I Read/I Think/Therefore)* written by the student in the *Therefore* box on *Template for Drawing Conclusions*.

Purpose

- Encourage students to think about an issue, and then refine their understanding through discussion with a partner.
- Introduce students to a variety of international situations in which Canada has been involved since WWII.
- Deepen understanding of the concept of 'just cause'.

Payoff

The students will:

- engage in conversation after independent thinking to promote deeper understanding.
- be exposed to various causes of conflict.
- consider another student's viewpoint.
- work with manipulative cards to encourage flexibility in thinking.
- apply reasoned judgement to other past or future conflicts that might cause Canada to go to war. (Discussion of terrorism as a 'just cause' would be a relevant extension.)

Tips and Resources

- Have students locate each of the 10 conflicts stated on the Student Resource: *Causes of International Conflict* either before or after the Think/Pair/Share activity.
- Prepare Student Resource, by putting the *Causes of International Conflicts* on the front and the *Canadian Intervention in International Conflict* on the back of each card. These cards will be referred to as *International Conflict Cards*. Separate the 10 cards so students can manipulate them. Each student gets their own set of 10 cards.
- Peacekeeping is used when a foreign force, such as the UN Blue Berets, are invited to help maintain peace after an agreement has been reached. Force is only used when peacekeepers are the target of unfriendly fire. Peacemaking occurs when foreign forces participate without being invited by combatants. Peacemakers use force to impose a solution. On the *International Conflict Cards*, as described in the previous bullet, Canadian involvement in peacemaking is considered an intervention of war.
- If students think Canada is never justified in using military force, that is an acceptable opinion. Students can still consider when one conflict is more 'just' therefore requiring Canada to participate in other ways such as peacekeeping, financial support, publicly taking a stand, providing medical personnel etc.

Further Support

- Provide students with basic background about Canada's post World War II alliances in NATO, NORAD, the Commonwealth, and basic workings of the United Nations before this lesson. All Grade 10 textbooks will have this information. Students also need a basic understanding of communism and capitalism.
- For struggling students, the lesson would work with fewer *International Conflict Cards* for students to consider. Teacher could also provide background in advance for each conflict students will consider. CBC archives (<http://archives.cbc.ca>) are good supplement to Grade 10 textbooks.



Pair Work: Think/Pair/Share

History 10: Canada’s Intervention in International Conflict 1945 -

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Have students discuss when, if ever, they think it is acceptable for others to get involved in conflicts they encounter in daily living. • Discuss a list on the board with the class. (Teacher Resource: <i>Generic Causes of Conflict</i>) • Inform students that goal of the lesson is to consider criteria of ‘just cause’ to make a reasoned judgement about when Canada is justified in using military force in other countries. • Explain the difference between <u>peacekeeping</u> and <u>peacemaking</u> (See <i>Tips and Resources</i>). • Facilitate a brief discussion of a ‘just cause’. Teacher may do a word web with the class on the word ‘just’. • Create in advance, and distribute, a set of <i>International Conflict Cards</i> (see <i>Tips and Resources</i>) to each student. • Ask students to read carefully and consider the causes on each card. 	<ul style="list-style-type: none"> • Share some examples of conflicts encountered in daily living. Discuss when intervention by others is welcome, and when that intervention is inappropriate. • Consider the list on blackboard <i>Generic Causes of Conflict</i>. • Engage in a class discussion on the concept of ‘just cause’ to generate 3 to 4 criteria to guide them in their decision making. • Read the causes of each conflict on the <i>International Conflict Cards</i>. • Ask teacher for any clarification needed to understand the text on the card. • Match each specific card with the generic causes the teacher has placed on the blackboard. Most conflicts will have more than one generic cause. • Group together any conflicts that have similar causes.
<p>During</p> <ul style="list-style-type: none"> • Ask students to arrange the ten cards from the least ‘just’ to the most ‘just’ cause in which Canadians should get involved. • Ask students to think about what reasons they used to rank the cause. • Put students in pairs to compare their arrangements of cards and share what reasons they used to place them. 	<ul style="list-style-type: none"> • Arrange the cards on the desk from the least ‘just’ to the most ‘just’ causes to justify Canadian intervention. • Jot down reasons for their placement of the cards. • Share their placement of cards and their reasons with a partner. • Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying ideas.
<p>After</p> <ul style="list-style-type: none"> • Call upon pairs to share their decisions on most and least ‘just’ causes for Canadian involvement and the reasons for these decisions, or have pairs team up to share. • Have students write their personal definitions of what they believe to be a “just” cause. 	<ul style="list-style-type: none"> • Participate in class discussion. • Consider the criteria of a ‘just’ cause to justify Canada’s decision to go to war. • Look on the back of each card to find out whether Canada did go to war in that conflict or decided on other ways to intervene. • Write a statement to define what he or she now considers to be a ‘just cause’ for intervention of any type.



Pair Work: Think/Pair/Share

History 10 : Canada’s Intervention in International Conflict 1945 -

Causes of International Conflicts – Front of International Conflict Cards

<p>Conflict: Afghanistan Date: Oct. 2001 –</p> <p>The Taliban government came to power by winning a civil war in this oil rich country. Banned were: education for girls, preaching any religion other than Islam on penalty of death, women holding jobs or appearing uncovered in public, music, TV, and movies. The Taliban sheltered and aided terrorists.</p>	<p>Conflict: South Africa Date: 1950 – 1994</p> <p>The elected “white” government representing only ¼ of the population put rules in place to limit the rights of black and coloured citizens. Only whites could vote; non-whites were moved to homelands, and required to carry a pass-book when travelling. Protestors burned passes and some were killed. Violence against this system, apartheid, increased.</p>
<p>Conflict: Cuban Missile Crisis Date: October 1962 for one week</p> <p>U.S.A. and Russia had very different ideas on how a government should be chosen and industries and workers managed. Russian missile bases designed to launch nuclear warheads were found in Cuba within range of US cities. The President said “remove them or access to Cuba will be blocked. Use them and its war!” Canada and the US were allies in NORAD to protect North American air space.</p>	<p>Conflict: Gulf War Date: Aug 1990 – Feb 1991</p> <p>An oil producing country, Iraq, invaded another much smaller oil producing country, Kuwait, in a boundary dispute. Iraq wanted important access to the Persian Gulf from where oil could be shipped to buyers around the world. The leader of Iraq was a dictator who had gained power with the aid of the US, but the US no longer supported his rule.</p>
<p>Conflict: Korea Date: June 1950 – July 1953</p> <p>Korea was new to self-government. Russia influenced decisions in the communist North and the USA in the capitalist democratic South. North Korean forces crossed the boundary and invaded South Korea. USA asked the United Nations to demand the withdrawal of these northern forces.</p>	<p>Conflict: Rwanda Date: 1993 – 1996</p> <p>Within Rwanda, the Hutu population had grown quickly, and overused farm land became useless. Also, world coffee prices dropped. A smaller group, the Tutsis, had the best land and jobs in the country. The tiny UN peacekeeping force urgently told the UN that the murder of 1,000 Tutsis every twenty minutes was planned by a specific group of Hutus.</p>
<p>Conflict: Somalia Date: 1990 – Feb 2005</p> <p>When a military dictatorship was overthrown, clans led by warlords fought each other for control. The chaos contributed to a serious famine that received much world-wide media coverage. It has been estimated that 300,000 have now died as a result of civil war and famine.</p>	<p>Conflict: Suez Crisis Date: 1956</p> <p>The Egyptian President needed cash to build a huge hydro dam for industry to help his country modernize. Rich countries refused to loan money since he also wanted to buy military equipment. He forcefully grabbed the international waterway, the Suez Canal, from private French and British companies, charging ships a user’s fee. These ships carried 70% of the world’s oil to market.</p>
<p>Conflict: Break up of Yugoslavia Date: 1991 – 1999</p> <p>Different ethnic peoples lived within political boundaries that only allowed for one government. Each of these ethnic people wanted to govern in the interest of their own group. Milosevic, the Serbian leader, violently pushed non-Serbs out of areas they wanted to control which caused violent retaliation by the other groups. In Kosovo, for example, more than 1 million non-Serbs became refugees.</p>	<p>Conflict: Vietnam Date: 1954 – 1976</p> <p>Vietnam was replacing a foreign French government with self-government. The USA hoped to influence free elections and to support capitalism but a popular Communist North Vietnamese leader used guerrilla warfare to support communism in the South. The USA and its allies became increasingly involved militarily to prevent communism from spreading to South Vietnam.</p>



Pair Work: Think/Pair/Share

History 10 : Canada’s Intervention in International Conflict 1945 -

Canadian Intervention in International Conflicts – Back of International Conflict Cards

<p>Canada’s Intervention: War X Other X</p> <ul style="list-style-type: none"> ➤ We send 900 sailors and aircrew and 6 ships to support US and other NATO countries in high-tech air strikes. ➤ We provide elite anti-terrorism units ➤ We lead a multinational peacekeeping force including 2,000 Canadian troops. ➤ 4 killed from friendly fire; 3 killed by suicide bomber. <p>Outcome: Taliban fell and competes now with Democrats and Warlords for power, economy now growing, Canadian peacekeepers who continue on are overworked.</p>	<p>Canada’s Intervention: War Other X #2</p> <ul style="list-style-type: none"> ➤ PM speaks publicly against racism and encourages Commonwealth allies to refuse South African Republic’s to stay on as a member. ➤ 1977 we officially stop trade but do not enforce this. ➤ We boycott sporting events with South Africans. ➤ Canadian citizens protest and lobby against racism. <p>Outcome: 1991 reforms were begun and in 1994 free elections are held.</p>
<p>Canada’s Intervention: War Other X</p> <ul style="list-style-type: none"> ➤ We are not informed ahead of time of American President’s threat of blockade. ➤ Canadian Prime Minister hesitates for 3 days wanting the UN to provide a second opinion about the missile sites. ➤ PM puts Canadian bases on alert, ready to accept American planes in case of war as part of our NORAD obligations. <p>Outcome: Russia removed the missile bases.</p>	<p>Canada’s Intervention: War X Other #4</p> <ul style="list-style-type: none"> ➤ We contributed to a \$1 billion multinational force with 3 ships to stop supplies coming to Iraqi troops and a squadron of CF 18 fighter planes to protect our ships, escorted bombers. We attacked ground targets. ➤ 76,000 Iraqi civilians were killed by multinational force <p>Outcome: Iraq army withdrew within 6 weeks. Over 1 billion barrels of crude oil spilled into Gulf waters. Oil wells were set on fire by retreating troops poisoning air.</p>
<p>Canada’s Intervention: War X Other X</p> <ul style="list-style-type: none"> ➤ We joined 14 other UN countries led by the US. ➤ 26,000 Canadians participated, as well as destroyers and aircraft. 500 died and 1,000 were injured. ➤ Some of our soldiers were decorated by the US President for a successful battle. This was unusual recognition. ➤ Canadians stayed on as peacekeepers. <p>Outcome: North Korea withdrew and Korea remains split. Canadian soldiers were not recognized by our own government until 1991 because this was called a ‘police action’, not a war.</p>	<p>Canada’s Intervention: War Other X #6</p> <ul style="list-style-type: none"> ➤ The small UN peacekeeping force, led by Canadian General Romeo Dallaire, totalled 2,600 soldiers. ➤ The UN ignored warnings that genocide was planned and no further troops were sent. <p>Outcome: 800,000 people were slaughtered and many women were raped with the intent of spreading HIV aids. Thousands of children were orphaned. An independent inquiry investigated why the UN ignored warnings. Dallaire had a complete breakdown on his return to Canada.</p>
<p>Canada’s Intervention: War X Other X #7</p> <ul style="list-style-type: none"> ➤ United States organized an international military force and Canada contributed 900 soldiers from its Airborne Division. ➤ We escorted food supplies and provided fair distribution. ➤ We attempted to disarm warring clans and the Airborne rebuilt a school, built a dam, and established a police force. ➤ Two of our soldiers beat to death a Somali who was suspected of stealing and caught inside the camp. <p>Outcome: Famine relief worked, but civil war continued and all forces were withdrawn. A new government now asks for help.</p>	<p>Canada’s Intervention: War Other X #8</p> <ul style="list-style-type: none"> ➤ Britain and France drop paratroopers to fight with Israel against Egypt. USA and Russia object. ➤ Canada diplomat, Lester Pearson, suggested a United Nations Force be sent to stop actual war and to buy time so a peaceful settlement could be negotiated. ➤ We contributed 1007 personnel for transport and medical support but Egypt would not accept our troops. <p>Outcome: War avoided as long as UN stayed. Canada gets world praise for inventing peacekeeping.</p>
<p>Canada’s Intervention: War X Other X</p> <ul style="list-style-type: none"> ➤ Early in the conflict, UN peacekeeping became involved, included Canadians led by Canadian General Lewis Mackenzie. ➤ We contributed 1,000 to a 60,000 member NATO-led force. ➤ We provided jet fighters and air surveillance for the second NATO force that bombed Serb aggressors in Kosovo. ➤ We accepted refugees and escorted 1000s back to Albania. <p>Outcome: Canadian cost was \$500mil. Serbia withdrew, UN peacekeepers stayed, and war crime trials are proceeding.</p>	<p>Canada’s Intervention: War Other X #10</p> <ul style="list-style-type: none"> ➤ Canadian companies sold \$10billion worth of military supplies to USA. ➤ Deadly herbicide, Agent Orange, was tested here (N.B.). ➤ 30,000 Canadians independently joined American troops. 400 died. Canadians spied for US intelligence. ➤ We accepted 32,000 US draft dodgers and deserters ➤ Our PM publicly called on US to halt bombing North Vietnam. <p>Outcome: US withdraws and all Vietnam comes under communist control.</p>



Pair Work: Think/Pair/Share

History 10 : Canada's Intervention in International Conflict 1945 -

Some Generic Causes of Conflicts

- To support an ally in its conflict with another country.
- To resist opposing ideologies (e.g., different values governing behavior, type of government, doing business).
- To get or keep essential resources (e.g., water, transportation access, cash, land).
- To defend against an attack on a self-governing (sovereign) country by another country.
- To stop abuse of human rights (e.g., unequal protection by the law, lack of individual freedoms).



Developing and Organizing Ideas: Webbing, Mapping and More

History 10: Canada's Intervention in International Conflict 1945

Webbing provides students with a strategy to visually organize their understanding of information in preparation for writing. It begins with the topic and then branches into subtopics and details. Students consider the criteria for the price of Canada's intervention in international conflicts and apply this to historical examples. This will prepare students to later make a reasoned judgement on the critical challenge: "When are Canadians justified in using military force in other countries?"

Purpose

- Give students an opportunity to sort ideas and information gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing.
- Deepen understanding of the criteria of cost when considering Canada's participation.
- Recognize the various ways that Canada's intervention in international conflicts can be assessed.

Payoff

Students will:

- learn a variety of strategies that can be used throughout the writing process.
- re-read notes and gather information about ways in which Canada has intervened in International conflicts, to focus the history writing task.
- apply the criteria of the cost of intervention to make a reasoned judgement on Canada's intervention in past and future conflicts that might require military force.
- persevere to think through a criterion in a thorough and careful manner.

Tips and Resources

- Prepare the Student Resource, *International Conflict Cards* as explained in *Tips and Resources* in the previous lesson: *Paired Learning: Think/Pair/Share*. Give a complete set of cards to each student.
- Prepare overhead of webbing model, Student Resource, *Scaffold for Webbing the Price of Intervention*
- For a sample of a final web on this topic see Teacher Resource: *Sample Webbing the Price of Intervention*. This busy web is intended only as a sample of what a finished web might look like. Small "+" and "-" are used here as symbols to show positive or negative cost where relevant. Dotted lines show how subtopics may be connected to each other. Boxes and circles distinguish subtopics from illustrative examples.
- When demonstrating process of adding information to the Student Resource, *Scaffold for Webbing the Price of Intervention*, only provide enough examples for students to carry on themselves and create their personal webs from information on their **International Conflict Cards**.
- It is not necessary for students to include ALL the possible information provided – but sufficient to provide concrete examples for each subheading.
- See *Tools For Thought: Graphic Organizers for Your Classroom* by Jim Burke for many other models of graphic organizers.

Further Support

- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Students share their written reasoned response on the question: "What are the most important costs for Canadians to keep in mind when justifying their use of military force in other countries?"
- Students apply the criteria of price of intervention to consider when an International conflict becomes too costly to justify Canada's intervention.
- Students consider the relationship between the cost of participating in a conflict and the outcome. When does concern about the outcome of a conflict override the cost of intervention?



Developing and Organizing Ideas: Webbing, Mapping and More

History 10: Canada’s Intervention in International Conflict 1945

Notes

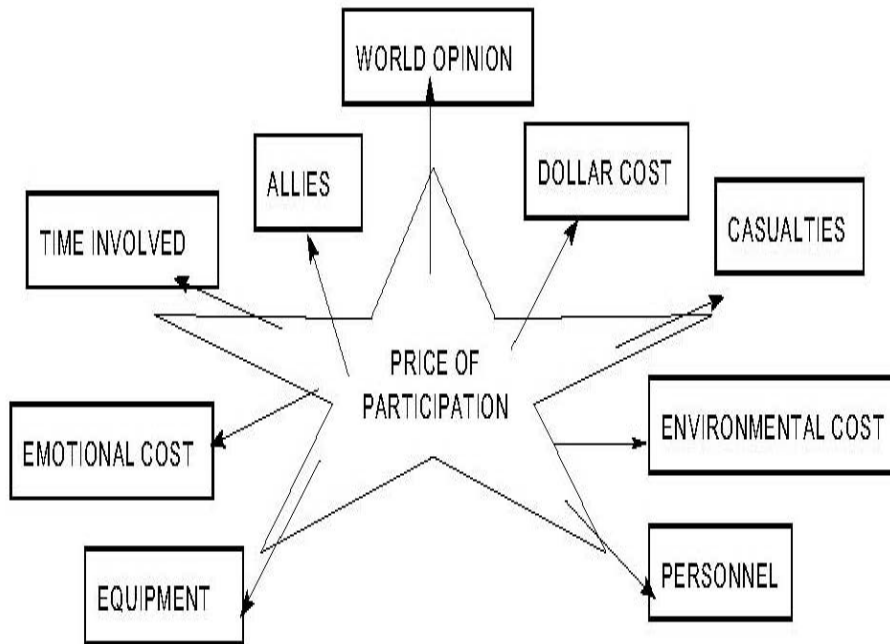
What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide students with <i>International Conflict Cards</i> created in previous lesson Pair Work: Think/Pair/Share. • Prepare an overhead transparency of Student Resource: <i>Scaffold for Webbing the Price of Intervention</i>. • Using Student Resource: <i>Scaffold of Webbing the Price of Intervention</i>, demonstrate for students, by adding one or two items only, the process of rereading notes and arranging key points to show possible connections, and relationships. (See Teacher Resource: <i>Sample Webbing the Price of Intervention</i>.) • Using a marker, model for students how to make connections among the ideas and information (e.g. symbol, circle, colour-code, draw arrows). 	<ul style="list-style-type: none"> • Read the Student Resource, <i>Canada’s Intervention in International Conflicts</i> that is on the back of the International Conflict cards. • Recall a past use of a webbing strategy to record and organize thinking. • Note the process of attaching a key point to show the connections and relationships. • Note the use of symbol, circle, colour-coding and drawn arrows to make connections among subheadings and between each subheading and examples from the <i>International Conflict Cards</i>.
<p>During</p> <ul style="list-style-type: none"> • Give each student a copy of Student Resource: <i>Scaffold for Webbing</i>. • Ask students to contribute to their own webs by providing examples of each subtopic using the <i>International Conflict Cards</i> as the source of information. • Circulate to support students as they create their webs. • Have students design a second web to consider the opposite perspective: <i>The Price of NOT Intervening</i>. Ask students to consider first whether they would change, add, or drop subtopics from previous web. 	<ul style="list-style-type: none"> • Re-read Student Resource, <i>Canada’s Intervention in International Conflicts</i> to gather information to put on their webs. • Create the web using Student Resource: <i>Webbing the Price of Intervention</i>. • Using symbol, circle, colour-coding, and drawn arrows make connections among the information and ideas on the web. • Create webs on the opposite perspective: <i>The Price of NOT Intervening</i>.
<p>After</p> <ul style="list-style-type: none"> • Provide students with a template to write a reasoned judgment on this question: “Which are the most important costs to keep in mind when Canadians are justifying using military force in other countries?” 	<ul style="list-style-type: none"> • Re-read notes and identify the most important information and ideas. • Share and compare webs. • Use webs to determine which two or three costs are the most important ones for Canadians to keep in mind when considering whether or not to intervene with military force. • Make the connections among the web and possible ways of organizing the information and ideas into the template provided for writing. • Select information from one’s own web to write a support for his or her choice of most important costs.



Developing and Organizing Ideas: Webbing, Mapping and More

History 10: Canada's Intervention in International Conflict 1945

Scaffold for Webbing the Price of Intervention

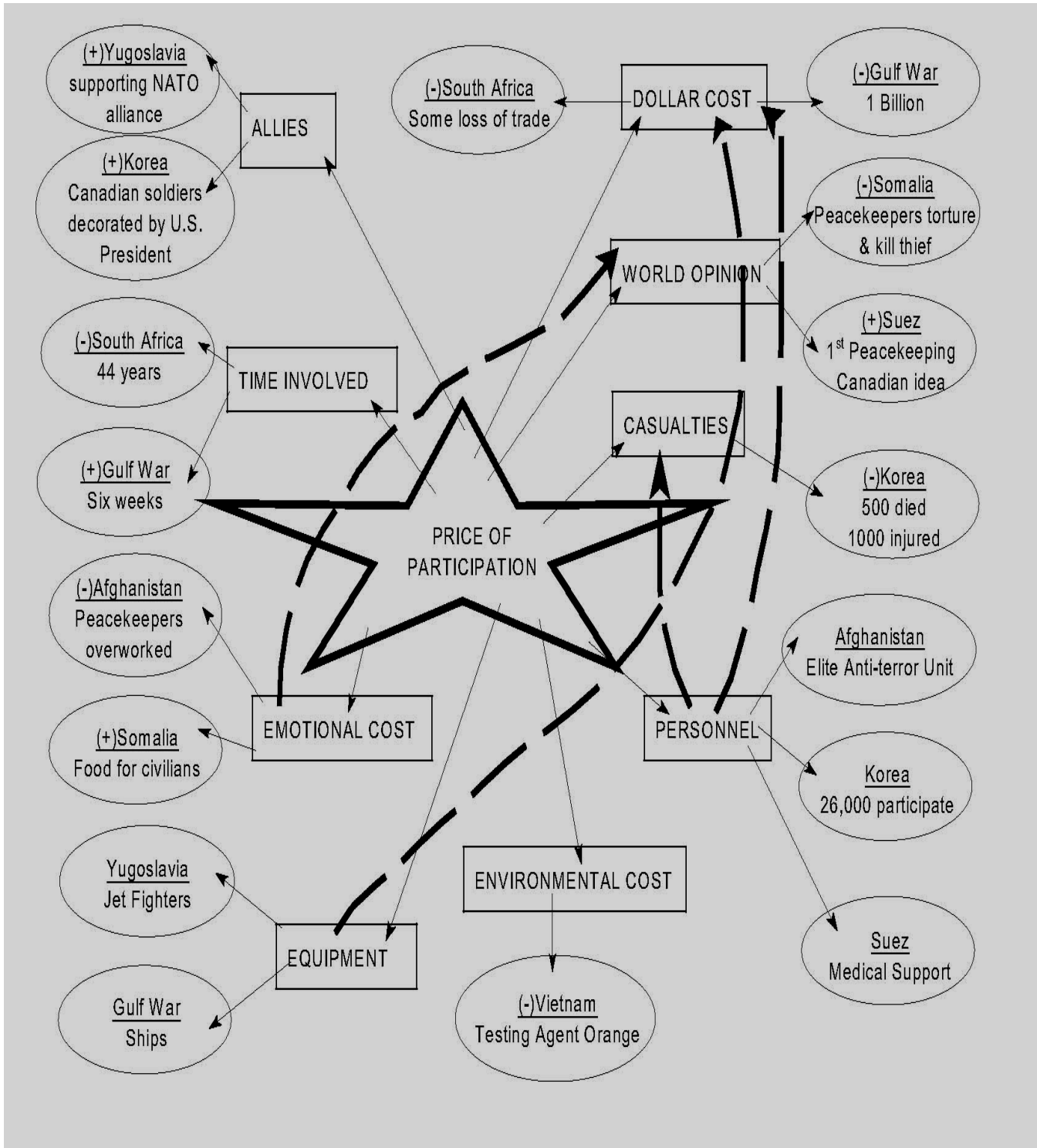




Developing and Organizing Ideas: Webbing, Mapping and More

History 10: Canada's Intervention in International Conflict 1945

Sample Webbing the Price of Intervention



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

History 10: Canada's Intervention in International Conflict 1945 -

Readers draw conclusions based on the opinions and information that they read from several sources with different perspectives. Providing a graphic organizer *before* reading helps students to organize their thinking *during* reading in order to analyze, make references, and draw conclusions *after* reading. Sources were chosen to assist students in identifying possible criteria to be used to make judgements on when a conflict warrants Canadian intervention considering the costs involved. This will support students in making a reasoned judgement about the critical challenge: "When are Canadians justified in using military force in other countries?"

Purpose

- Actively use prior knowledge and experiences when reading.
- Consider the perspective of a source in order to make carefully considered inferences.
- Further consider criteria to make a reasoned judgement about Canada's involvement in international conflict.

Payoff

The students will:

- practice a Think Through strategy that can be used with other primary or secondary sources.
- investigate further content and reconsider opinions on criteria to answer the critical challenge: "When are Canadians justified in using military force in other countries?"
- appreciate that understanding is deepened by considering several perspectives on an issue.
- understand that a quality conclusion requires being able to justify with reason and evidence that is ethically acceptable.

Tips and Resources

- See Teacher/Student Resource, *I Read/I Think/Therefore - Sample Response*. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- Photocopy for each student the Student Resource, *Template for Drawing Conclusions*, and Student Resource, *Opinions and Data on Canada's Intervention in International Conflicts*.
- Remind students of the literacy skill Reading between the Lines in *Think Literacy: Cross-Curricular Approaches, Grades 7-12, pg. 40*.
- Students should know that asking good questions is an important part of critical thinking.

Further Support

- If teacher anticipates student difficulty with *Opinions and Data* vocabulary, students can read silently along with the teacher. After shared reading, check for understanding of vocabulary in the text. Then have students re-read each passage on their own using the *Template for Drawing Conclusions* to record information and make inferences. A class discussion on possible *Therefore* conclusions could precede independently written student responses.
- Students could continue exploring the criteria of just cause and the price of Intervention to research in more depth and then judge Canadian intervention in the Berlin Blockade or any one or more of the 10 conflicts on the *International Conflict Cards* used in the previous two lessons. All Grade 10 texts have information to launch student research. However students should also have access to sources that introduce a range of perspectives.
 - Department of National Defence and the Canadian Forces www.forces.gc.ca
 - CBC archives <http://archives.cbc.ca>
 - Project Ploughshares www.plough.ca/CONTENT/resources.html



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

History 10: Canada’s Intervention in International Conflict 1945 -

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Inform students that the purpose of the lesson is to consider two criteria, ‘just cause’ and ‘cost of intervention’ from various perspectives in order to make a reasoned judgement about when Canadians are justified in using military force in other countries. • Provide on the overhead the Student/Teacher resource <i>I Read/I Think/Therefore – Sample Response</i> to model the reading strategy. • Provide overhead and model using graphic organizer, <i>Template for Drawing Conclusions</i> for several short sources. • Encourage students to think by asking questions as well as stating opinions. 	<ul style="list-style-type: none"> • Read the information provided in the <i>Sample Response</i> and consider inferences based on the information. • Consider how the sample conclusion might compare to his or her own conclusion. • Observe how to complete the graphic organizer <i>Template for Drawing Conclusions</i>. • Clarify that the purpose for reading is to respond to resources on criteria for ‘just cause’ and ‘cost of intervention’ in international conflicts.
<p>During</p> <ul style="list-style-type: none"> • Provide each student with Student Resource, <i>Template for Drawing Conclusions</i>, and <i>Opinions and Data on Intervention in International Conflicts</i>. • Circulate and offer individual support for understanding content and/or modeling the “I Think” as required. 	<ul style="list-style-type: none"> • Preview the text <i>Opinions and Data on Canada’s Intervention in International Conflicts</i> to get ready to read. • Read each text selection, pausing to record important information under <i>I Read</i>, and to make inferences and/or pose questions under <i>I Think</i>.
<p>After</p> <ul style="list-style-type: none"> • Review Information gathered in the <i>I Read</i> section. Note responses and ask students to account for similarities and differences. • Discuss the students’ responses in the <i>I Think</i> section. • Return to overhead. <i>I Read/I Think/Therefore – Sample</i> and ask students to draw their own conclusions on when Canada should intervene with military force based on the criteria of just cause and price of intervention. • Use <i>Think/Pair/Share</i> to compare conclusions • Provide resources for students to judge the Canadian response to request for air support during the US led airlift of goods into Berlin in 1948 when Russia blockaded the entire city and compare this situation with Canada’s response to US request to commit troops to the American led invasion of Iraq in 2004. 	<ul style="list-style-type: none"> • Re-read information and inferences made on Student Resource, <i>Template for Drawing Conclusions</i>. Identify similarities and differences among responses. • Draw conclusions about when Canada is justified in using military support, based on previous knowledge and consideration of information and inferences in the <i>Therefore</i> box on the template. • Compare their own conclusions on the critical challenge with others. • Apply their current <i>Therefore</i> to a researched study of Canada’s role in the intervention during the Berlin Blockade.

Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

History 10: Canada's Intervention in International Conflict 1945 -

I Read/I Think/Therefore — Sample Response

The **text says** that we need both "soft power" and "hard power". I **think** it is important to keep our soldiers safe. I expect that hard power means military action and soft power means less violent participation. I want Canadians to only use war when it is a last resort.

The **text says** the number of violent disputes has increased dramatically since the Cold War. I **think** there might be a cause-and-effect relationship between the end of the Cold War and new conflicts. I would like to look at some numbers to compare the disputes before the Cold War and now.

In many ways the conflict in Kosovo, not to say the war in Kosovo, perfectly illustrates this. Kosovo was a conflict, within a state, where basic human rights were violated, and where the primary interest of the international community, as we saw it from Canada, was the protection of individuals. To Canadians, it was a classic case of Human Security, where the international community took action, not to protect their state interests, but to address the security of individuals.

From where I sit, the use of military force in Kosovo showed that if you want to be involved in providing human security you would be well advised to have the ability to use force, including military force, in your tool kit. "Soft power" and "hard power" can both make critical contributions to the Human Security agenda. There are not many examples where only one will keep our soldiers safe and lead to success.

... I know you've heard it before, but although the end of the Cold War reduced the threat of global war and massive nuclear destruction, peace has not occurred. Far from it. The number of localized, violent disputes has increased dramatically.

And Canada has been amongst the most active in trying to make a difference. Canadian Forces were deployed on 65 missions during the last ten years compared to some 25 missions over the previous forty years. Today we have the largest number of CF members serving outside the country at one time than we have since the Korean war of almost 50 years ago.

Glen W. Leach "CF Perspectives on Human Security" Nov 5th, 1999 speaking on behalf of the Chief of the Defence Staff at the 1999 Atlantic Canadian Diplomatic Forum as quoted on the Canadian National Defence website.

The **text says** Canada went to protect the security of individuals. I **think** that this is a just cause for Canadians to go get involved, but I wonder if the war response increases the security risks to individuals. I would need to know how many civilian deaths resulted from our war action.

The **text says** that there have been 65 missions over the past 10 years compared to 25 missions over the previous forty years. I **think** our participation has become more costly recently. Has this meant an increase in our dollar cost?

Therefore.....

Although our increased participation by going to war is more costly, it seems that we should pay the price in order to help civilians be secure. We should always consider if there is an equally effective but less costly way to protect people. What can Canadians be doing to prevent conflicts from even starting?



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

History 10: Canada's Intervention in International Conflict 1945 -

Template for Drawing Conclusions

I Read	I Think
#1	#1
#2	#2
#3	#3
#4	#4
#5	#5
#6	#6
#7	#7
Therefore...	

Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

History 10: Canada's Intervention in International Conflict 1945 -

Opinions and Data on Canada's Intervention in International Conflicts

#1 "Ottawa encouraged the myth of Canadians as 'helpful fixers' or the 'world's boy scouts' because it believed that it was an easier sell to the public.....Unfortunately by not being truly honest for the last forty years, Ottawa is now faced with a public that does not understand...that just as it was in Canada's national interests to send peacekeepers to Suez, Cyprus, or Bosnia, it is now in our national interest to be sending war planes to Kosovo."

Duane Bratt, lecturer in international relations at Mount Royal College and University of Calgary www.peace.ca/war8

#2 "At least 250 people -- a mixture of NATO soldiers, international aid workers, civilians, and combatants -- were reported killed this year in Afghanistan. An accurate number is impossible due to the inconsistency of casualty reports, the lack of domestic media, and the remote nature of many conflict regions".

Project Ploughshares The Armed Conflict Report 2004.

#3 "In Africa alone, 2,300,000 people died of AIDS last year. The UN begs for a fund of \$7-10 billion dollars a year to fight AIDS, tuberculosis, and malaria. The Western world responds with a total so far of \$2 billion spread over three years."

Stephen Lewis, UN Special Envoy for HIV/AIDS in Africa.

#4 "Budget 2005 represents the most significant investment in the military in the last 20 years. It provides Defence with \$13 billion dollars in new funding over 5 years, outlining a long-term commitment to expand, fix, and transform the Canadian Forces. Budget 2005 provides:

- A \$3 billion commitment over the next five years to support the expansion of the Canadian Forces by 5,000 regular force and 3,000 reserve force personnel.....
- Substantial capital investments, more than \$2.5 billion in total, to acquire key equipment and capabilities including:
 - new medium capacity helicopters
 - logistics trucks
 - utility aircraft to be employed in the Arctic
 - specialized facilities for JTF2, Canada's elite anti-terrorist unit

Defence and Budget 2005 Highlights from Canadian Department of National Defence website.

#5 "As of December 2003 the five largest contributors of personnel to UN peacekeeping operations provided 43% of all military and civilian police forces. These countries were Pakistan, Bangladesh, Nigeria, India and Ghana. The 19 NATO member countries whose combined defence expenditures exceed 60% of the global total, provided only 9% of all UN peacekeeping personnel at the end of 2003. The largest NATO contributor was Poland committing 735....."

Project Ploughshares who cite their major sources for these statistics as United Nations reports; OSCE reports; Canadian Department of National Defence.

#6 "A 30 nation NATO alliance began a 78-day bombing campaign against Yugoslavia on July 10, 1999. The bombings were an effort to force Milosevic (the Serbian leader) to finally agree to a peace settlement in Kosovo. This was the first time that NATO had launched an offensive assault on a sovereign state. Canada spend \$127 million as part of the air campaign. Many protests occurred worldwide against the NATO mission. Some Canadians were angered that there had not been a debate in the House of Commons before the deployment of Canadian troops."

Canada: Face of A Nation. Bolotta, Hawkes, et al., Gage, Toronto, Ontario, 2000, pg 355.

#7 "And our (US and Canada) security and defence relationship is one of the closest in the world. For example, it was a Canadian who was in charge of the Cheyenne Mountain Operations Centre at NORAD on the morning of September 11th . And that officer, in consultation with the Deputy Commander of NORAD, who was also a Canadian, worked with Defense Secretary Rumsfeld and the FAA to assess the threat to the United States and secure the skies of North America. There are very few – if any – countries in the world that have such trust and confidence in each other." *Bill Graham, Canada's Minister of National Defence, April 8th, 2005, speaking to school audience In New York as quoted on the Canadian Department of National Defence website.*



Getting Ready to Read: Anticipation Guide

History Grade 10: October Crisis

An anticipation guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement. This activity helps activate their prior knowledge of and opinions on times in recent Canadian History where rights and freedoms have been restricted. This will prepare students to respond to the critical challenge: “Is the restriction of rights and freedoms a necessary way to handle threats to national security?”

Purpose

- Help students to activate prior knowledge and experience.
- Encourage students to make a personal connection with a complex topic so they can integrate new knowledge into their background experience and prior knowledge.
- Consider a variety of circumstances under which rights have been restricted in the name of national security in order to better understand the October Crisis.

Payoff

Students will:

- engage in topics, themes, and issues at their current level of understanding.
- become familiar and comfortable with the historical events surrounding the October Crisis.
- connect their personal knowledge and experience to times in recent Canadian History when rights and freedoms have been restricted.
- develop a deeper understanding through reasoned judgement.
- develop the intellectual tools required for effective critical thinking.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students’ awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students’ responses. You don’t want statements such as, “School cafeterias should not sell so much junk food.” Instead, write, “Teenagers consume more junk food than is good for them.”
- For more information, see:
 - Student Resource, *Anticipation Guide Template*.
 - Student Resource, *Anticipation Guide: Civil Liberties Suspended*.
 - Student Resource: *Reading: Civil Liberties Suspended*.

Further Support

- Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they are having trouble with the language (for example, ESL students).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.



Getting Ready to Read: Anticipation Guide

History Grade 10: October Crisis

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Through discussion, ensure students understand the concept of civil liberties. • Preview Anticipation Guide (See Teacher Resource, <i>Anticipation Guide Template</i>). • Distribute copies of the Student Resource, <i>Anticipation Guide: Civil Liberties Suspended</i>. Explain that this is not a test, but an opportunity to explore their knowledge and opinions. Students are to complete the guide individually, and then share their thoughts in a whole class situation. • Have students complete the left hand side of the guide. • To engage students in a whole-class discussion, start with a “hand count” of who agreed/disagreed with the statements. • Have a student volunteer record some of the key points made during the discussion, using a T-chart (agree/disagree) on transparency or on the board. 	<ul style="list-style-type: none"> • Participate in a class brainstorming or discussion on the question: What are civil liberties? • Working individually, read each statement on the Anticipation Guide and write/circle response in the left column. • Contribute responses in the class discussion and explain them.
<p>During</p> <ul style="list-style-type: none"> • Explain the topic of the reading assignment and how it connects with the Anticipation Guide statements. • Provide students with a copy of Student Resource, <i>Civil Liberties Suspended</i>. • As students read specific material, they should fill in right column of anticipation guide. • Lead discussion; check for understanding. 	<ul style="list-style-type: none"> • Read the Student Resource <i>Civil Liberties Suspended</i>. Fill in the right column of the Anticipation Guide. • With a partner or as a class, discuss responses and compare reasons for different opinions. (Many Canadians have differing opinions as to what degree rights and freedoms should be restricted in certain situations.)
<p>After</p> <ul style="list-style-type: none"> • Ask students to return to the statements on the Anticipation Guide to identify what they have discovered in their reading that may confirm or change their opinions. • Additionally, use current news stories to consider how the government might respond to a potential threat to national security (e.g., discuss news stories of transit bombings in London). 	<ul style="list-style-type: none"> • Consider any changes made from pre- to post-reading. • Consider and discuss current and potential threats to national security and how the government might respond to these.

Anticipation Guide Template

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook.
- Following our class discussion of these statements, you will read Chapter ____ in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree			1. Agree/Disagree
2. Agree/Disagree			2. Agree/Disagree
3. Agree/Disagree			3. Agree/Disagree
4. Agree/Disagree			4. Agree/Disagree
5. Agree/Disagree			5. Agree/Disagree
6. Agree/Disagree			6. Agree/Disagree
7. Agree/Disagree			7. Agree/Disagree
8. Agree/Disagree			8. Agree/Disagree
9. Agree/Disagree			9. Agree/Disagree
10. Agree/Disagree			10. Agree/Disagree



Anticipation Guide Template

- Circle “Agree” or “Disagree” beside each statement below before you read the assigned reading.
- Following our class discussion of these statements, you will read *Civil Liberties Suspended*.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	After Reading
1. Agree/Disagree	In Canada, our rights and freedoms are protected in our constitution.	1. Agree/Disagree
2. Agree/Disagree	In Canada, you have the right upon arrest to be told why you are being arrested.	2. Agree/Disagree
3. Agree/Disagree	If arrested, you must be informed of your right to a lawyer.	3. Agree/Disagree
4. Agree/Disagree	During World War I, the Canadian government censored letters from soldiers.	4. Agree/Disagree
5. Agree/Disagree	Democracy is fragile and sometimes the government needs to take away personal freedoms to protect its citizens.	5. Agree/Disagree
6. Agree/Disagree	The Canadian government put some Canadians into internment camps during both the First and Second World War.	6. Agree/Disagree
7. Agree/Disagree	The government would only consider using the War Measures Act in times of war.	7. Agree/Disagree
8. Agree/Disagree	When polled in the past, most Canadians have not supported the use of the War Measures Act.	8. Agree/Disagree
9. Agree/Disagree	Faced with the possibility of a terrorist bomb threat, it is better for the government to arrest innocent people than let possibly guilty ones get away.	9. Agree/Disagree
10. Agree/Disagree	The Canadian government has a challenging job because it has to protect Canadians while also ensuring them maximum rights and freedoms.	10. Agree/Disagree

CIVIL LIBERTIES SUSPENDED

Canada is a free and democratic society. Our democracy is based on the belief that all citizens possess fundamental rights and freedoms. In Canada, these rights and freedoms are considered so important that in 1982, they were officially made a part of our constitution. The Canadian Charter of Rights and Freedoms guarantees all Canadians rights such as the right to vote, freedom of religion, freedom of assembly, freedom of association and freedom of the press. The Charter also guarantees Canadians certain legal rights. For example, a person has the right not to be held without a good reason, and, upon arrest, a person must be told why they are being arrested and informed of their right to a lawyer. Canadians are also guaranteed the right to a fair and speedy trial. These rights and freedoms, however, have been challenged throughout the 20 and 21st centuries. Threats to national security have led to government actions designed to keep society safe. Unfortunately, this protection comes at a cost, as it often requires the restriction of personal rights and freedoms. This leads us to question whether restricting rights and freedoms is an effective way to protect society.

In 1914, the government created the War Measures Act. This legislation was designed to be used in the event of “war, invasion or **insurrection**, real or apprehended.” In other words, it was designed to be used if the government believed there was a threat to national security. The War Measures Act gave the government extraordinary power. It allowed for government control of the economy and transportation and gave the government the authority to censor publications, letters, photographs, and other documents. It also allowed for the arrest, detention and even deportation of people perceived to be a threat to national security. This legislation, although designed to protect Canadians and support the war effort, had a negative impact on a significant number of Canadians during World War I. Many recent German and Ukrainian immigrants were labeled “enemy aliens”. As a result, publication of German-language newspapers was forbidden and a half a million people were forced to carry identity cards, report regularly to local authorities, and their movements were severely restricted. Over 8000 people, mainly Ukrainians, were also sent to internment camps because they were considered suspect.

The War Measures Act was used again in World War II. Like its use in the First World War, the legislation was **invoked** to allow for better coordination and support for the war effort. During the war years, **censorship** was once again allowed and the government took control of the Canadian economy. It was this legislation that also allowed for the relocation of 22,000 Japanese-Canadians into internment camps. In 1988, the government apologized and attempted to compensate Japanese-Canadians for their wrongful treatment during the Second World War.

The War Measures Act was used for the first time in peace time in October 1970. During the 1960s, a radical separatist group called the Front de Liberation du Quebec (FLQ) took increasingly violent measures to help promote their cause. They stole dynamite, bombed mailboxes, injured innocent people, and eventually their measures escalated to kidnapping. In 1970, they kidnapped James Cross, a British diplomat and later Pierre Laporte, Minister of Labour for Quebec. These violent measures caused fear and panic in Quebec. Quebec leaders asked the Prime Minister for help. In October 1970, Pierre Trudeau **invoked** the War Measures Act. The press questioned the Prime Minister suggesting that this was too much of a “heavy-handed” tactic. A confident Trudeau replied “... there are a lot of bleeding hearts around who just don't like to see people with helmets and guns. All I can say is, go on and bleed, but it is more important to keep law and order in the society than to be worried about weak-kneed people who don't like the looks of ...” When asked how far he was willing to go Trudeau replied “...Just watch me.” Ironically, it was then Indian Affairs Minister Jean Chrétien who in a cabinet meeting encouraged Trudeau to use the legislation. Under the legislation, more than 450 people were arrested and detained. Only 25 were ever charged. Some believe that the legislation restricted **civil liberties** too much but when polled at the time, the public supported the use of the War Measures Act by over 80%.

Student Resource

CIVIL LIBERTIES SUSPENDED *continued...*

Recently released Federal Cabinet documents tell of another time the War Measures Act was almost used. Only a year after the War Measures Act was used to deal with the situation in Quebec, the mayor of Vancouver asked the Prime Minister to consider using it to deal with what was seen by some as a possible revolution brewing in Vancouver. The mayor wanted to use the legislation to deal with hippie protesters planning a marijuana festival in Vancouver's Stanley Park. The Act was not invoked but its use was discussed.

The War Measures Act was **repealed** in 1985 and replaced with the Emergencies Act. However, in response to the events of September 11, 2001 and continued terrorist threats, the government introduced, and Parliament passed, new legislation designed to protect Canadians. Canada's Anti-Terrorism Act has been designed to keep Canadians safe from terrorist threats. Like the War Measures Act, the new legislation gives the government sweeping powers in an attempt to protect Canadians. Critics of the legislation point to the fact that this protection comes at a cost to everyone's **civil liberties**. It restricts the rights and freedoms of Canadians.

The government of Canada has a challenging job: balancing rights and freedoms with protection for all Canadians. So, the question remains: is the restriction of rights and freedoms an effective way to deal with threats to national security? How far should the government go in safeguarding Canadians before its protection leads to restrictions no longer consistent with a democratic government? How far is too far?

Insurrection -rebellion
Invoked -put into use
Civil liberties -rights and freedoms
Censorship -to prevent the public from seeing part or all or something
Repealed -to abolish or get rid of a law

References:

Bain, DesRivieres, Flaherty, et.al. *Making History: The Story of Canada in the Twentieth Century*. Toronto Ontario: Prentice Hall, 2000.

Fielding, Evan, et.al. *Canada: Our Century, Our Story*. Scarborough, Ontario: Nelson Thompson Learning, 2000.

Former Mayor wanted War Measures Act. CBC. January 18, 2002.

http://vancouver.cbc.ca/regional/servlet/View?filename=bc_war010618

The Anti-Terrorism Act. Department of Justice Canada.

http://www.canada.justice.gc.ca/en/anti_terr/index.html

The October Crisis: Civil Liberties Suspended. CBC Archives. http://archives.cbc.ca/IDD-1-71-101/conflict_war/october_crisis/

The Canadian Charter of Rights and Freedoms. Department of Justice Canada.

<http://laws.justice.gc.ca/en/charter/>

Reacting to Reading: Making Judgments (Both Sides Now)

History Grade 10: October Crisis

Readers increase their understanding by reviewing what they have read, reflecting on what they have learned and asking questions about the significance. Students read text and examine supporting and opposing viewpoints in order to make a reasoned judgement on whether the use of the War Measures Act and the resulting restriction of civil liberties was a necessary way to handle the October Crisis of 1970.

Purpose

- Assess different viewpoints or perspectives.
- Make judgements about viewpoints or opinions on the use of the War Measures Act in October 1970.

Payoff

Students will:

- think critically about historical materials.
- develop intellectual tools for critical thinking by carefully considering the impact of invoking the War Measures Act.
- develop a model for reading and thinking critically about important concepts, issues, and ideas.

Tips and Resources

- To *make reasoned judgements*, readers ask questions to help them process information, assess the importance and relevance of the information, and apply it in a new context. *Evaluating* is a skill that readers use when reading and critically thinking about a particular text. Readers make value judgements about the validity and accuracy of the ideas and the information, the logic of a writer's argument, the quality of a writer's style, the effectiveness of the text organization, the reasonableness of events and actions, and many more. They also assess bias in written and other related materials.
- Text references on the October Crisis include:
 - *Making History*, Bain, DesRivieres, et al. Prentice Hall, Toronto, Ontario, 2000, pp.301-303.
 - *Face of a Nation*, Bolotta, Hawkes, et al. Gage, Toronto, Ontario, 2000, pp.248-250.
 - *Canada: Our Century, Our Story*, Fielding, Evans, et al. Nelson Thompson Learning, Scarborough, Ontario, 2000, pp. 314-317.
 - *Canada: A Nation Unfolding*, Newman, et al. McGraw-Hill Ryerson, 2000, pp.
 - *Canada: Continuity and Change*, Bogle, et al. Fitzhenry & Whiteside Ltd., Markham, Ontario, 2000, pp. 394-397.
- For more information see:
 - Teacher Resource, *Both Sides Now – Sample Response*.
 - Teacher Resource, *The Quiet Revolution in Quebec*.
 - Student/Teacher Resource, *War Measures Act – Yes or No?*

Further Support

- Review reading skills of tracking main ideas, comparing and contrasting, making inferences, and drawing conclusions.
- To further extend the activity, students may refer to some of the following primary and secondary sources:
 - *CBC Archives – The October Crisis: Civil Liberties Suspended*.
http://archives.cbc.ca/IDD-1-71-101/conflict_war/october_crisis/
 - *Canada's Digital Collections: Trudeau's War Measures Act Speech*.
<http://collections.ic.gc.ca/discourspm/anglais/pet/1610970e.html>
 - *Comments by T. C. Douglas, Leader of the New Democratic Party, on the War Measures Act and Letters from the Quebec Authorities requesting the Implementation of the War Measures Act*
<http://www2.marianopolis.edu/quebechistory/docs/october/douglas.htm>



Reacting to Reading: Making Judgments (Both Sides Now)

History Grade 10: October Crisis

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare an overhead of teacher resource, <i>Both Sides Now – Sample Response</i>. Model for students, using a Think Aloud, how the template was completed. • Write the question on the board, “Was the use of the War Measures Act a necessary way to handle the October Crisis of 1970?” • Ensure students have sufficient background knowledge of the Quiet Revolution. See Teacher Resource: <i>The Quiet Revolution in Quebec</i>. • Have students recall what they already know about the War Measures Act. Then ask them to apply it to the question. • Ask for one idea or piece of information that supports the question and record it under the statement in a T-chart. • Ask for one idea or piece of information that opposes the question and record it in the right-hand column of the T-chart. • Remind students that effective readers question the ideas and information in a text to determine and develop their own opinions and to make a reasoned judgement. 	<ul style="list-style-type: none"> • Recall what they already know about the War Measures Act and apply it to the question. • Offer suggestions in support and/or opposition to the question. • Observe the teacher record the evidence that supports or opposes the question.
<p>During</p> <ul style="list-style-type: none"> • Allow students to work in pairs. Provide students with a text reading. See suggested text references on the October Crisis. • Distribute copies of student resource: <i>Both Sides Now - War Measures Act: Yes or No</i>. • After discussion in pairs, have students individually record evidence on the appropriate side of the Both Sides Now chart. 	<ul style="list-style-type: none"> • Read selection and discuss with a partner. • Collect evidence that supports or opposes the question. • Individually record evidence in appropriate columns.
<p>After</p> <ul style="list-style-type: none"> • Lead a whole class discussion on when a government is justified in suspending liberties. From this discussion agree on 3 or 4 criteria that can be used to determine if government actions are justifiable. • Have students individually evaluate information on their charts in order to reach a decision that answers the question. Then, allow students to discuss their findings with a partner. • Have students record their decisions and reasons on their Both Sides Now charts. • Have students share findings with the class and record student responses on an overhead. 	<ul style="list-style-type: none"> • Make a reasoned judgment about whether the use of the War Measures Act during the October Crisis of 1970 was necessary. • Record decisions and reasons on Both Sides Now chart. • Share evidence collected and decisions reached with the class. • share their reasoning and explain how the criteria helped them to make their decision.

Both Sides Now – Sample Response

Editorials, magazine articles, and reference materials often present one side or viewpoint on a particular issue, or limit one of the viewpoints. Therefore students may need to read several short selections on the same issue or topic to fully consider both sides of an issue before making a judgement based on the evidence provided.

Both Sides Now		
Evidence That Supports	Question or Statement Are zoos harmful or helpful to animals?	Evidence That Opposes
help to educate people about different animals in their area		animals show signs of stress, boredom and unhappiness
protect endangered animals		animals belong in their natural habitats
scientists can study animals up close		scientists would learn more about animals in the wild
veterinarians and zoologists can learn how to care for different animals in the wild		some animals are abused in captivity
can help injured animals who couldn't survive in the wild		the natural world is for the survival of the fittest; man shouldn't interfere
make money that can pay for animal care in the wild		do humans have the right to capture animals?
zoos, wildlife preserves, and aquariums may be the only way for some people to see wild animals and learn about them		animals are forced to entertain people so parks make lots of money that may not be used for animal welfare
Decision		
Zoos could be created so that the animals can live in their natural habitats with minimal interference from people. Wildlife preserves help to protect animals from the expansion of towns and cities, and can provide a safe haven for migrating birds and animals.		
Reasons		
<ul style="list-style-type: none"> • The welfare of the animals is important, and they don't choose to be in a zoo. • People sometimes cause the animals' problems in the wild by invading their habitats. • People shouldn't destroy the animals' homes or kill them for fun or for a few body parts. Zoos can help to educate people about the importance of protecting wildlife and how to live in harmony with them. • Videos can be used to show people animals in their natural world so that we don't have to capture animals and put them on display. 		



Student Resource

War Measures Act: Yes or No

<i>Both Sides Now</i>		
<p>Evidence that Supports use of the War Measures Act during the October Crisis of 1970</p>	<p>Question</p> <p>Was the War Measures Act a necessary way to handle the October Crisis of 1970?</p>	<p>Evidence that Opposes use of the War Measures Act during the October Crisis of 1970</p>
<p>Decision</p>		
<p>Reasons</p>		

THE QUIET REVOLUTION IN QUEBEC

BEFORE THE QUIET REVOLUTION...

Economic & Social Challenges in Quebec before the Quiet Revolution

The social and economic challenges that Quebec had to address in order to modernize and help French-speaking (Francophone) Quebecers included:

- *the Roman Catholic Church had great influence over and some control of the education and health care systems in the province*
- *Francophones felt like second class citizens in their own province*
- *French Canadians made less money than many immigrant groups*
- *most of the higher paying jobs went to Anglophones*
- *majority of immigrants to Quebec learned English not French*
- *province had one of highest IMR in Canada*
- *few Francophone students majored in math, science or engineering*
- *most large corporations in province were owned by English Canadians or Americans*
- *English was the language of business – those who spoke it were promoted, those who spoke French were not*

THE QUIET REVOLUTION...

Economic & Social Changes Made in Quebec

The social and economic changes made to modernize Quebec and help French-speaking (Francophone) Quebecers included:

- *the provincial government took over the direction of the education system from the Roman Catholic Church*
- *the government took a more active role in developing local resources*
- *new curriculum placed emphasis on technical skills, business, math, and science*
- *the government provided more hospitals and better health care services, and reduced Church's influence in health care*
- *laws were passed to protect the use of French language and ensure survival of French-Canadian culture*
- *rights of labour unions were guaranteed and social benefits provided*
- *the Quebec Pension Plan introduced in 1966*

Adapted from: Bogle, Don, et al. *Canada, Continuity and Change*. Markham, Canada: Fitzhenry & Whiteside Ltd., 2000. 388-389.



Whole Class Discussion: Four Corners

History Grade 10: October Crisis

Using this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The strength of this strategy is that it is flexible and can be used for many topics, questions, and subject areas. In this case, students consider and share a variety of possible responses and make a reasoned judgement about the critical challenge: “Is the restriction of rights and freedoms a necessary way to handle threats to national security?”

Purpose

- Allow students to make personal decisions on various issues; encouraging critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussions considering whether the restriction of rights and freedoms is a necessary way to handle threats to national security.

Payoff

Students will:

- engage in conversation after independent thinking, promoting deeper understanding.
- consider other students’ viewpoints, encouraging open-mindedness.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- Encourage students to make up their own minds concerning the issue.
- Review discussion etiquette. (e.g., waiting turns, listening carefully and attentively, remaining open to new ideas).
- Have students encourage their peers to elaborate, expand upon, and explain their comments.
- For information on the restriction of rights and freedoms see *Getting Ready to Read: Anticipation Guide, History Grade 10: October Crisis, Student Resource, Civil Liberties Suspended*.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.
- Have students consider the question “What constitutes a risk to national security?” to allow for greater depth in discussion.
- Video resources on threats to national security both in Canada and abroad include:
 - *CBC News in Review, October Crisis Twenty Years Later*, November 1990.
 - *CBC News in Review, United States Under Terrorist Attack*, October 2001.
 - *CBC News in Review, September 11: One Year Later*, October 2002.
 - *CBC News in Review, Spain’s 9/11: Terrorists Bomb Trains*, May 2004.



Whole Class Discussion: Four Corners

History Grade 10: October Crisis

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Write the following question on the board: “Is the restriction of rights and freedoms a necessary way to handle threats to national security?” Take time to ensure students clearly understand what rights and freedoms they have in a democratic society. Ask students to reflect on their knowledge of times when rights and freedoms have been restricted in Canadian history. Organize the room into four areas (corners) and label with: strongly agree, agree, disagree or strongly disagree. Give students ample opportunity to quietly think about the question and take a stance. Students need to be encouraged to make their own choices. 	<ul style="list-style-type: none"> Fully understand the question. Reflect on knowledge of times when rights and freedoms have been restricted in Canadian history. review the criteria established in the previous lesson for when the government is justified in suspending liberties. Carefully ponder the question, making a personal decision as to the position they will take.
<p>During</p> <ul style="list-style-type: none"> Ask students to move to the corner that best represents their stance on the issue. Direct students to get into groups of three (if possible) to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member of the pair. Allow students an opportunity to relocate to another group if their views have shifted after initial group discussions. 	<ul style="list-style-type: none"> Move to the corner that best describes their personal views on the issue. Engage in an exchange of ideas with other members of their group, remaining open and communicative. Ensure that everyone is heard and that everyone in the group shares equally. Practice good listening skills using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas. Prepare to speak to the class about the group’s discussions, noting common reasons and differing opinions.
<p>After</p> <ul style="list-style-type: none"> Call upon various groups to share information gathered in small group-discussions with the whole class. Once all groups have presented their ideas, allow students a final opportunity, if needed, to shift to the group they think best represents their stance on the issue. Facilitate large-group discussion asking students what criteria the government should use to determine what to do if a national security risk within Canada arose in the future. 	<ul style="list-style-type: none"> Highlight their group’s main points with the class, pointing out commonalities and discrepancies. Ensure that each member of the group has something to share with the class. Contribute to a large-group discussion.



Whole Class Discussion: Four Corners

History Grade 10: October Crisis

1
Strongly Agree

2
Agree

**Is the restriction of rights
and freedoms a necessary
way to handle threats to
national security?**

3
Strongly Disagree

4
Disagree



Getting Ready to Read: Anticipation Guide

Civics Grade 10: Canadian Charter of Rights and Freedoms

An Anticipation Guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement. This activity helps activate their prior knowledge of the topic. After reading an article on the Canadian Charter of Rights and Freedoms, students consider the statements again based on any new information they have read. This activity will prepare students to respond to the critical challenge: “*To what degree has the Charter of Rights and Freedoms made Canada a better place to live?*”

Purpose

- Help students to activate prior knowledge and experience and think critically about ideas they will be reading.
- Encourage students to make a personal connection with a complex topic so that they can integrate new knowledge with their prior knowledge and experience.
- Explore specific information about the Charter of Rights and Freedoms and how the rights and freedoms outlined in this document impact on the lives of individuals.

Payoff

Students will:

- connect their personal knowledge and experience with the rights, freedoms and responsibilities outlined in the Charter of Rights and Freedoms.
- gain an understanding of structures and processes that are fundamental to informed citizenship.
- engage in topics, themes and issues at their current level of understanding.
- become familiar and comfortable with a topic before reading unfamiliar text.
- develop a deeper understanding of their own beliefs and values, and those of others, about questions of civic importance.
- think critically about the implications of the Charter for the lives of Canadians.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students' response. For more information and resources see:
 - Student Resource, Canadian Charter of Rights and Freedoms (article).
 - Teacher Resource, Anticipation Guide Template.
 - Student Resource, Anticipation Guide: The Canadian Charter of Rights and Freedoms.

Further Support

- Students can work in pairs to complete the Anticipation Guide. Think, Pair, Share strategy would work well here.
- To help struggling students, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read and discuss statements aloud to support struggling readers and to ensure understanding of the text.
- As an extension exercise, ask students to identify unfamiliar and new vocabulary in the text (rights and freedoms, patriate, rule of law, common goals, beliefs and values, responsibilities, etc.). See *Getting Ready to Read: Extended Vocabulary (Creating a Word Wall)* on page 30 in [Think Literacy](#).



Getting Ready to Read: Anticipation Guide

Civics Grade 10: Canadian Charter of Rights and Freedoms

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Invite students to generate 3 to 4 criteria which would help them to decide if Canada has become a better place in which to live. • Preview Anticipation Guide. (See <i>Teacher Resource, Anticipation Guide Template</i>.) • Distribute copies of the Student Resource: <i>Anticipation Guide: Canadian Charter of Rights and Freedoms</i>. Explain that this is not a test, but an opportunity for them to explore their knowledge and opinions. Students are to complete the guide individually, and then share their thoughts in a whole class discussion. • To engage students in a whole class discussion, start with a "hand count" of who agreed/disagreed with the statements. • Have a student volunteer to record some of the key points made during the discussion, using a T-chart (agree/disagree) on a transparency or on the board. • During discussion ask questions that require students to explain/justify their thoughts. For example: <i>What example from your own experience supports your opinion?</i> 	<ul style="list-style-type: none"> • To be able to respond to the critical challenge students will need to determine what criteria to use to be able to decide if life in Canada has improved. To do this ask the class to brainstorm a list of factors to consider in deciding if life has improved. The factors could include i) rights of all Canadians are protected; ii) diversity of beliefs and values is respected; iii) citizens are protected from abuse by governments or the police. • Once a list of factors has been gathered the class should reach a consensus on the 3 or 4 most important factors. These will serve as the criteria to assist them in deciding if the Charter has improved the lives of all Canadians. • Working individually, read each statement on the Anticipation Guide and circle response on the left. • Contribute responses in the class discussion and explain them.
<p>During</p> <ul style="list-style-type: none"> • Explain the topic of the reading assignment and how it connects to the Anticipation Guide statements. • Distribute copies of the <i>Student Resource: Canadian Charter of Rights and Freedoms (article)</i>. • Ask students to keep the guide beside the text as they read it, so that they can jot down line numbers that correspond to the issues. 	<ul style="list-style-type: none"> • Read the assigned text (<i>Student Resource: Canadian Charter of Rights and Freedoms</i>) and jot down line numbers beside each agree/disagree statement.
<p>After</p> <ul style="list-style-type: none"> • Ask students to return to the statements and to make notes from what they have discovered in the text that may confirm or change their opinions. • Ask students to record any important, unfamiliar or new vocabulary from the text (e.g., rights and freedoms, patriate, rule of law, common goals, beliefs and values, responsibilities). See <i>Creating a Word Wall in Think Literacy (page 30)</i>. • Have a class discussion around the importance and impact of the Charter in improving life. Ask students to rank the five most important rights guaranteed by the Charter. Students must justify their selection and rank by using the criteria generated earlier. 	<ul style="list-style-type: none"> • Make notes that confirm or challenge their opinions about the statements. • Fill in the right column for each statement. • With a partner or as a class, discuss responses and compare reasons for different opinions. • Identify key vocabulary from the text and contribute to a class discussion about these terms. • Record vocabulary words and definitions in their notes. • Based on the reading and class discussion, students rank of the 5 most important rights guaranteed by the Charter and write a short paragraph justifying their answers using the criteria established earlier.

Notes



1 The **Canadian Charter of Rights and Freedoms** is one part of the Canadian **Constitution**. The Constitution
 2 is a set of laws containing the basic rules about how our country operates. For example, it describes the duties
 3 and powers of the federal and provincial governments in Canada. The Charter outlines the **rights and**
 4 **freedoms** that Canadians believe are necessary for everyone in a free and democratic society. Rights and
 5 freedoms are things that we morally and legally have the right to do. Some of the rights and freedoms contained
 6 in the Charter are:

- freedom of expression
- the right to a democratic government
- the right to live and to seek employment anywhere in Canada
- legal rights of persons accused of crimes
- Aboriginal people's rights
- the right to equality, including the equality of men and women
- the right to use either of Canada's official languages
- the protection of Canada's multicultural heritage.

7 In 1982, the Charter of Rights and Freedoms was passed when the Canadian government was given the right to
 8 **patriate** (bring home) the constitution. Until then, any changes to the constitution had to be approved by the
 9 British government. Before the Charter, other Canadian laws and our natural rights protected many of our
 10 rights and freedoms. However, important rights for minority groups, women and aboriginal peoples were
 11 recognized and clarified through the Charter. These groups campaigned hard to ensure that the Charter
 12 guaranteed equality without discrimination based on race, national or ethnic origin, colour, religion, sex, age or
 13 mental or physical disability.

14 **Who enjoys Charter rights?**

15 Generally speaking, any person in Canada, whether a Canadian citizen, a permanent resident or a newcomer,
 16 has the rights and freedoms contained in the Charter. There are some exceptions. For example, the Charter
 17 gives some rights only to Canadian citizens – the right to vote (in section 3 of the Charter) and the right “to
 18 enter, remain in and leave Canada” (in section 6 of the Charter). Also, all rights of citizens are equal, but not
 19 necessarily identical according to the Charter. Children and youths do not have all of the same rights and
 responsibilities as adults. For example, you are not able to vote until you are 18.

20 **Can the government place limits on the rights and freedoms guaranteed in the Charter?**

21 Governments can put some limits on Charter rights. Section 1 of the Charter says that other laws may limit the
 22 rights and freedoms in the Charter so long as those laws are reasonable and justified in a free and democratic
 23 society. For example, although freedom of expression is a right guaranteed in the Charter, you can be charged
 24 with a criminal offence if you intentionally promote hatred against a specific group, such as saying or printing
 25 statements that are false or encourage hatred toward a specific group. In 1982 Jim Keegstra, a history teacher
 in Alberta, was charged and found guilty for "wilfully promoting hatred against an identifiable group". In
 26 classes, Keegstra taught his students that the Holocaust was a lie and that Jews were not trustworthy. Keegstra
 27 argued that the charges against him violated his Charter right to freedom of expression and he appealed to the
 28 Supreme Court to review his case. In 1996, the Supreme Court found that the charge was *technically* an

29 infringement of rights guaranteed by the charter, but that the infringement was *reasonable*. As a result,
 30 Keegstra lost his appeal. This case shows that rights are not absolute. Limits can be placed on our rights in
 31 order to protect others.

32 In other cases, the courts have upheld the rights guaranteed in the Charter. For example, in the case of Regina
 33 v. H., a 13 year old boy called H. and some friends took money from a teacher's purse. When the teacher
 34 informed the class of the theft, she promised that those who were responsible would not be punished as long as
 35 the money was returned. H. and the other youths confessed and returned the money. The teacher did not tell the
 36 principal about her promise, and as a result, H and the other youths were called to the principal's office. While
 37 questioning the youths about the crime, the principal did not inform them of their right to have their parents or
 38 a lawyer present. Although the boys admitted to stealing the money, the judge ruled that the confessions were
 39 inadmissible (not allowed) as evidence because their right to a lawyer or parent had been denied by the
 40 principal. H. and the other youths were acquitted (found not guilty).

Why is it important that the Charter is part of the Constitution?

41 Canada is a democracy and our Constitution and the Charter of Rights and Freedoms are governed by the **rule**
 42 **of law**. This means that our laws apply to everyone equally and they are protected from the changing whims of
 43 leaders and political parties in Canada. Federal and provincial governments can make changes (add or subtract) to
 44 the Charter; however, this is very difficult. To make a change to the Charter, the Federal Parliament and seven
 45 of the ten provincial governments must agree to it. The population of those seven provinces must also make up
 46 at least 50 per cent of the total population of Canada. The Charter has been amended only twice since 1982.
 47

48 The Constitution is the **supreme law** of Canada. This means that all other laws must be consistent with the
 49 rules set out in the Constitution. If they are not, they may not be valid. For example, in 1996, the government of
 50 British Columbia passed a law that required all persons under the age of 16 to wear a helmet while riding a
 51 bicycle. The reason for the law was to protect cyclists from head injuries. The Sikh community argued that the
 52 law violated their Charter right to freedom of religion because the Sikh turban would not fit under a helmet.
 53 After reviewing the law, the government agreed that the new law interfered with their religious beliefs. Sikhs
 54 who wear turbans are now exempt from the law.

How are responsibilities linked to rights?

55 Citizens have rights, but they also have responsibilities. Unlike **rights** which we morally and legally have the
 56 right to do, a **responsibility** is an obligation or duty. Often, rights and responsibilities are closely linked. For
 57 example, if you have the right to vote, you also have the responsibility to use your vote to express your opinion
 58 in elections. In Canada, you also have the right to some free medical care and education; however, you have the
 59 responsibility (duty) to pay taxes. Our responsibilities as citizens contribute to the **common goals** of our
 60 community, so that the community as a whole benefits. Although it can be very difficult to reach agreement on
 61 what our common goals should be, generally we try to meet the basic needs of all people. Common goals
 62 include: good nutrition, adequate housing, medical care, and crime reduction. The Charter of Rights and
 63 Freedoms helps secure these needs for all citizens regardless of their race, national or ethnic origin, colour,
 64 religion, sex, age or mental or physical disability. In other words, the Charter represents our **beliefs, values** and
 65 **hopes** for a peaceful nation.

Adapted from: Canadian Heritage. "Human Rights Program". [Guide to the Canadian Charter of Rights and Freedoms.](http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/overview_e.cfm)
http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/overview_e.cfm

Anticipation Guide Template

Teacher Resource

- Circle "Agree" or "Disagree" beside each statement below before you read.
- Following our class discussion of these statements, you will read Chapter ____ in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle "Agree" or "Disagree" beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree			1. Agree/Disagree
2. Agree/Disagree			2. Agree/Disagree
3. Agree/Disagree			3. Agree/Disagree
4. Agree/Disagree			4. Agree/Disagree
5. Agree/Disagree			5. Agree/Disagree
6. Agree/Disagree			6. Agree/Disagree
7. Agree/Disagree			7. Agree/Disagree
8. Agree/Disagree			8. Agree/Disagree
9. Agree/Disagree			9. Agree/Disagree
10. Agree/Disagree			10. Agree/Disagree



Anticipation Guide: Canadian Charter of Rights and Freedoms

- Circle "Agree" or "Disagree" beside each statement below before you read the article.
- Following our class discussion of these statements, you will read the article, *Canadian Charter of Rights and Freedoms*, noting lines that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle "Agree" or "Disagree" beside each statement and check to see whether your opinion has changed based on new evidence.

<i>Before Reading</i>	Statements	Line #	After Reading
1. Agree/Disagree	Some of my rights and freedoms in Canada are guaranteed in the Constitution.		1. Agree/Disagree
2. Agree/Disagree	Changes to the rights and freedoms of Canadians today must be approved by the Canadian and British parliaments.		2. Agree/Disagree
3. Agree/Disagree	Aboriginal rights are not included in the Charter of Rights and Freedoms.		3. Agree/Disagree
4. Agree/Disagree	The rights and freedoms enjoyed by Canadians today are the same as those Canadians had 100 years ago.		4. Agree/Disagree
5. Agree/Disagree	The Charter guarantees rights and freedoms to Canadian citizens only.		5. Agree/Disagree
6. Agree/Disagree	The freedom to express thoughts, beliefs and opinions, means that a person has the right to say whatever is on his or her mind.		6. Agree/Disagree
7. Agree/Disagree	If you are being questioned or charged with a crime, you have the right to have your parents or a lawyer present.		7. Agree/Disagree
8. Agree/Disagree	Changes to the Charter of Rights and Freedoms are made regularly to keep up with changing values and beliefs.		8. Agree/Disagree
9. Agree/Disagree	A law that requires a person under the age of 16 to wear a bicycle helmet violates his or her rights guaranteed under the Charter.		9. Agree/Disagree
10. Agree/Disagree	With rights, come responsibilities.		10. Agree/Disagree

Small-group Discussions: Place Mat

**Civics Grade 10: Canadian Charter of Rights and Freedoms
(Creating a School Charter)**

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a topic or question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the centre of the chart paper. In this activity, students will create a "charter"- a list of rights and freedoms they believe each student should be guaranteed to make their school the best possible learning environment. Students will use the Canadian Charter of Rights and Freedoms as a starting point in creating their school charter. This activity will further deepen students' understanding of the significance of the Canadian Charter of Rights and Freedoms in making Canada a better place to live.

Purpose

- Encourage students to make a personal connection with a complex topic so that they can integrate their understanding of citizenship in their school to their rights and responsibilities as Canadian citizens.
- Explore specific rights and freedoms outlined in the Canadian Charter of Rights and Freedoms.
- Examine specific cases and determine how specific sections of the Charter apply to each case study.
- Think critically about the benefits and limitations of the Charter.
- Give all students an opportunity to apply ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will:

- have an opportunity to reflect upon their personal beliefs and values and how they compare with those in the Canadian Charter of Rights and Freedoms.
- have fun interacting with others and extending their learning of the Canadian Charter of Rights and Freedoms.
- engage in topics, themes, and issues at their current level of understanding.

Tips and Resources

- The strategy can be used with a wide variety of prompts and questions.
- Groups of 2 to 4 are ideal for Place Mat, but it can also work with larger groups of students.
- You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group receives a different question or issue to work on. Once they have completed their discussion, the groups rotate through the various questions or issues until all have been explored.
- Place Mat also works well as an icebreaker when students are just getting to know each other.
- For more information and resources see:
 - Teacher Resource: *Place Mat Template*.
 - Student Resource: *Place Mat: Our School Charter*.
 - Student Resource: *The Canadian Charter of Rights and Freedoms: A Summary*.
 - Student Resource: *Charter of Rights and Freedoms: Case Studies*.

Further Support

- Give careful consideration to the composition of the small groups, and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- Some students may benefit from being able to "pass" during group sharing.

Small-group Discussions: Place Mat

**Civics Grade 10: Canadian Charter of Rights and Freedoms
(Creating a School Charter)**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Briefly review concepts related to the Charter of Rights and Freedoms and citizenship (e.g., rights and freedoms, rule of law, common goals, beliefs and values). See Student Resource: <i>The Charter of Rights and Freedoms</i> on pages 4-5 in this document for a background reading.) Divide students into groups of 4 and distribute chart paper and markers to each group. Ask students to create a placemat on chart paper. 	<ul style="list-style-type: none"> Contribute to the class discussion. Draw placemat using chart paper and markers by dividing the chart paper into sections equal to the number of students in the group, leaving a circle or square in the centre of the chart. See Student Resource: <i>Place Mat: Our School Charter</i>.
<p>During</p> <ul style="list-style-type: none"> Ask student to brainstorm a list of key factors that create effective learning environments. A Think-Pair-Share could be used to help students brainstorm a list of factors. Teachers may want to provide an example of a factor and then work with the class to generate another factor before doing the Think-Pair-Share. Factors could include: Safety – freedom from intimidation, Relevance – right to understand why they need to know what is being taught. Ask students to think about their rights and responsibilities as a member of the school community. Instruct students to: <i>Write a list of rights, freedoms and responsibilities that should be guaranteed to every student in their school to ensure the best possible environment in which to learn. Rank these in terms of importance and then justify their ranking.</i> 	<ul style="list-style-type: none"> Generate criteria regarding effective learning environments to focus their thinking. Gather their thoughts about the topic and write silently in their own area of the paper, respecting the space and silence of all members of the group.
<p>After</p> <ul style="list-style-type: none"> Give a signal for students to discuss their ideas and instruct students to list 3-5 common ideas. Have students post the charts to share their group's thinking with the class. As a class, discuss common ideas from all of the groups to create a class list. Lead discussion; check for understanding. Distribute copies of Student Resource: <i>The Canadian Charter of Rights and Freedoms: A Summary</i>. Ask students to look for similarities and differences to the rights and freedoms they created for their school. List whole-class discussion points on the board or overhead. Distribute copies of Student Resource, <i>The Charter of Rights and Freedoms: Case Studies</i>. Inform students that they will be exploring a case study where the rights and freedoms outlined in the charter might have been violated. Students consider the following question as they work through the activity: To what degree has the Charter of Rights and Freedoms made Canada a better place to live? 	<ul style="list-style-type: none"> Take turns sharing ideas with the group and record common ideas at the centre of the placemat. Circulate around the room to look at the ideas on the charts of other groups. Contribute responses to the class discussion and explain them. Consider the following during the discussion: <i>What responsibilities accompany the rights and freedoms listed? What does our School Charter tell others about our beliefs and values? Under what situations might the school board, principal or a teacher take away your rights and freedoms?</i> Compare the Charter of Rights and Freedoms to their school charter. Identify sections of the Charter that apply to specific cases.



Small-group Discussions: Place Mat

**Civics Grade 10: Canadian Charter of Rights and Freedoms
(Creating a School Charter)**

Place Mat Template

Write quietly on your own in your section of the border for several minutes.

Through group sharing of ideas and experiences, gather common concerns, concepts, and ideas in this section of the place mat.



Small-group Discussions: Placemat

**Civics Grade 10: Canadian Charter of Rights and Freedoms
(Creating a School Charter)**

Place Mat: Our School Charter

Take a few minutes to think about your rights and responsibilities as a member of our school community. Write a list of rights and freedoms that should be guaranteed to every student in our school. When you have finished your list, share your ideas with others in your group. List 3-5 common ideas in the centre of the chart paper.

Group Member #1	Group Member #2
Common Ideas	
Group Member #3	Group Member #4



The Canadian Charter of Rights and Freedoms: A Summary

- A. Canada is based on the supremacy of God and the rule of law.
- B. The rights and freedoms are guaranteed but only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.
- C. Fundamental Freedoms:
 - a) freedom of conscience and religion
 - b) freedom of thought, belief, opinion and expression including -
 - i) freedom of the press (news reporters)
 - ii) freedom of peaceful assembly (public and private meetings of groups)
 - iii) freedom of association (to meet with anyone)
- D. Democratic Rights:
 - a) right to vote
 - b) right to run in an election
- E. Mobility Rights:
 - a) right to enter, stay in, and leave Canada
 - b) right to move to, stay in and work in another province
- F. Legal Rights:
 - a) right to life, freedom and security
 - b) protection from unreasonable search and arrest or unreasonable imprisonment
 - c) the right to have a lawyer
 - d) the right to be charged and tried for a crime in a reasonable time
 - e) the right to be considered innocent until proven guilty in a fair trial
 - f) the right not to be given cruel or unreasonable punishment
- G. Equality Rights:
 - a) protection from discrimination based on race, country of origin, colour, religion, age, sex, or any disability
- H. Official Languages:
 - a) the right to use English and French in the courts and government offices of Canada
- I. Minority Rights:
 - a) the right to be educated in English or French where there are sufficient students
- J. Aboriginal Rights:
 - a) recognition of existing Aboriginal rights, treaty rights and land settlements of the Aboriginal peoples (e.g., Indian, Inuit, Métis)
- k. Notwithstanding exemption:

The Charter permits Parliament or a provincial legislature to adopt legislation to override section 2 of the Charter and sections 7-15 of the Charter



Student Resource

The Charter of Rights and Freedoms: Scenarios

Each of the following scenarios relates to a situation in which a section(s) of the Charter of Rights and Freedoms has been infringed or broken. Your challenge is to identify the section of the Charter which has been violated, explain why, and rate the significance of the infringement. A level one infringement would be a minor inconvenience while a level five would represent a major violation of rights with serious consequences for the individual. Explain your ranking of the infringement. Use the Student Resource: *The Canadian Charter of Rights and Freedoms: A Summary* to guide you.

1. An artist's work is seized by police because it takes a negative view of police.

Section: How Violated?

Minor inconvenience		Considerable consequences		Serious consequences
1	2	3	4	5

Explanation:

2. A female security guard learned that she was being paid \$3.00 less per hour than her male co-workers doing the same job.

Section: How Violated?

Minor inconvenience		Considerable consequences		Serious consequences
1	2	3	4	5

Explanation:

3. A Sikh student was suspended from employment training classes for wearing a kirpan - a ceremonial dagger.

Section: Why?

Minor inconvenience		Considerable consequences		Serious consequences
1	2	3	4	5

Explanation:

Whole-class Discussions: Four Corners

Civics Grade 10: The Charter of Rights and Freedoms (A Case Study)

In this strategy, students examine a case study and its application to the Canadian Charter of Rights and Freedoms. Students individually consider the question, “Were *the actions taken by the vice-principal unreasonable and therefore a violation of the student's rights under the Charter?*.” Once they have considered these questions they will then move to an area in the room where they join others who share their ideas. Each corner of the room is organized into four areas (corners) and labeled with: strongly agree, agree, disagree, and strongly disagree. The strength of this strategy is that it is flexible and can be used for many topics and subject areas. This activity will further contribute to students determining their response to the question: “To what degree has the Charter of Rights and Freedoms made Canada a better place in which to live?”

Purpose

- Encourage critical thinking by allowing students to make personal decisions considering criteria to guide their judgement.
- Encourage an exchange of ideas in small groups.
- Facilitate whole group discussion of the facts of the case study and its application to the Canadian Charter of Rights and Freedoms.
- Accommodate various learning styles by engaging in an activity that requires reading, reflection, active participation.

Payoff

Students will:

- make up their own minds on an issue by drawing upon their own beliefs and values and those reflected in the Charter of Rights and Freedoms.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- For a full text legal summary of the "Locker Search" case study (Regina v. M) visit the Supreme Court of Canada's LexUM web link: http://www.lexum.umontreal.ca/csc-scc/en/pub/1998/vol3/texte/1998scr3_0393.txt
- Possible variations:
 - Select an alternate case study related to the Charter of Rights as Freedoms. Suggested case studies appropriate for grade 10 students include: (1) The case of Pardeep Nagra. Nagra was banned from boxing by the Canadian Amateur Boxing Association (CABA) for refusing to shave his beard for competition. The CABA argued that the ban was to protect other competitors from injury; Nagra argued the rule was discriminatory and violated his religious freedoms as a Sikh. (2) The case of Jim Keegstra. Keegstra, a teacher, was convicted of "willfully promoting hatred against an identifiable group" and negatively targeting Jews in his teaching of history. Keegstra appealed his conviction, arguing that his Charter right to freedom of expression had been violated.
 - Try using only two responses; drawing a line dividing the room and asking students to stand on one side of it, depending on their decision.
 - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum; from 'strongly agree' to 'strongly disagree'.
- This strategy would work well as a forum in which students could share a product they have created. In this case students would take their work to one of the four corners to share, compare, and discuss with other students.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.



Whole-class Discussions: Four Corners

**Civics Grade 10: The Charter of Rights and Freedoms
(A Case Study)**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Organize the room into four areas (corners) and label with: strongly agree, agree, disagree or strongly disagree. Distribute copies of Student Resource: "<i>Locker Search</i>": A Charter of Rights and Freedoms Case Study. Allow students time to reflect on the case. Present the following statement to students: <i>The actions taken by the vice-principal were unreasonable and therefore a violation of the student's rights and responsibilities.</i> Give students ample opportunity to think about the question and take a stance. Students need to be encouraged to make their own choices. 	<ul style="list-style-type: none"> Read the case study provided and think critically about the statement presented. Carefully ponder the statement, making a personal decision as to the position they will take.
<p>During</p> <ul style="list-style-type: none"> Ask students to move to the corner that best represents their stance on the issue. Direct students to get into groups of three (if possible) to discuss the criteria used to make their decision. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher can act as the other member of the pair. 	<ul style="list-style-type: none"> Move to the corner that best describes their personal views on the issue. Share with others the criteria used to form their decision. Engage in an exchange of ideas with other members of their group, remaining open and communicative. Ensure that everyone is heard and that everyone in the group shares equally. Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.
<p>After</p> <ul style="list-style-type: none"> Call upon various groups to share information gathered in small-group discussions with the whole class. Invite students to change corners or remain where they are. Ask students to explain rationale for their decision. Ask students to return to their desks and to consider how this case study impacts on their response to the critical challenge: "To what degree has the Charter of Rights and Freedoms made Canada a better place in which to live?" Lead discussion and check for understanding. 	<ul style="list-style-type: none"> Highlight their group's main points with the class, pointing out commonalities and discrepancies. Ensure that each member of the group has something to share with the class. Students should consider the following criteria when arriving at their decision: <ol style="list-style-type: none"> Were any Charter Rights or Freedoms violated? Was the action a minor inconvenience or did it have serious consequences for the student? Were the rights of the student infringing on the safety or rights of others? Was the common good of the school helped or harmed by the actions?



"Locker Search"
A Charter of Rights and Freedoms Case Study

The following is a summary from the Supreme Court of Canada's official ruling on the case of *Regina v. M.* File No: 26042, November 26, 1998.

Background Information:

The *Charter* states that "everyone has the right to be secure against unreasonable search or seizure". A locker is the closest thing a student has to a private space in a secondary school; it is used for storing books and personal belongings. Therefore a search of this space, without the student's consent and without following certain procedures, may violate the student's rights under the *Charter*.

Students have a right to privacy, however students attending school know that teachers and administrators may have to search them, or their personal effects, as well as seize prohibited items. This may be necessary to provide a safe school environment and maintain order and discipline in the school.

The *Education Act* of each province sets out the responsibilities of teachers and administrators. In the words of the Supreme Court, "...the responsibility placed upon teachers, and principals to maintain proper order and discipline in the school and to attend to the health and comfort of students by necessary implication authorizes searches of students." A search warrant is not required for teachers and administrators as long as their search is reasonable based on information they have gathered. Police officers generally require a search warrant. Police officers have to go before a judge and show that they have "reasonable and probable grounds" for believing something unlawful has occurred.

The Case:

A junior high school vice-principal was given reasonably reliable information from students that the accused, a student, was intending to sell drugs at a school dance. He asked the accused and his companion to come to his office where he asked each if they were in possession of drugs and advised them that he was going to search them.

A plain-clothed RCMP constable, called by the vice-principal, was present. The constable spoke briefly with the vice-principal outside the room. He then entered the room, identified himself to the students and then sat down. The constable said nothing while the vice-principal spoke to the students and searched them. The vice-principal seized a hidden cellophane bag of marijuana and gave it to the constable who advised the accused that he was under arrest for possession of a narcotic. The constable read to him the police caution and his right to counsel, and advised the accused that he had the right to contact a parent or adult. The accused attempted unsuccessfully to reach his mother by phone and stated that he did not wish to contact anyone else. The constable and the accused then went to the accused's locker and searched it but nothing was found there.

The trial judge found that the search violated the accused's rights under the Canadian Charter of Rights and Freedoms because the vice-principal was acting as an "agent" of the police. He excluded the evidence found in the search. The Crown did not offer any further evidence, and the charge against the accused was dismissed. The Crown appealed the decision and a new trial was ordered. At issue here is when and in what circumstances a search by an elementary or secondary school official should be considered unreasonable and therefore in violation of the student's rights under the Charter.

For a full text legal summary of the "Locker Search" case study (*Regina v. M.*) visit the Supreme Court of Canada's LexUM web link: http://www.lexum.umontreal.ca/csc-scc/en/pub/1998/vol3/texte/1998scr3_0393.txt



1
Strongly
Agree

2
Agree

The actions taken by the vice-principal were unreasonable and therefore a violation of the student's rights under the Charter.

3
Disagree

4
Strongly
Disagree

Developing and Organizing Ideas: *Webbing, Mapping and More*

Civics Grade 10: Purposeful Civic Actions

Effective writers use different strategies to sort the ideas and information from what they are reading in order to make connections between ideas. This exercise will involve the students creating Fishbone graphic organizers in order to recognize, regroup and classify the information that they have read in a set of four profiles on political activists. This activity will prepare students to respond to the critical challenge: “*What actions could you take in order to make the greatest contribution to meeting the needs of the community to which you belong*”.

Purpose

- Help students to identify the relationships and make connections among the ideas and information presented in the Political Action Profiles.
- Assist students in coming to an understanding as to what forms political or social action can take.
- Have students decide what strategy they found the most effective.

Payoff

Students will:

- model critical and creative thinking strategies.
- Re-read notes, gather information and writing that are related to the writing task.
- organize ideas and information to focus the writing task.
- recognize both the strengths and weaknesses of the actions taken.

Tips and Resources

- See the student resource: *Action Profiles* provided.
- Visit <http://www.ohassta.org> for examples of fishbone and other resources.
- When creating a fishbone organizer, consider printing it on letter or legal sized paper and then blowing it up to ledger size using the photocopier. This will provide students with more space to work.
- Consider breaking your fishbone organizer into specific headings in order to provide a format for student reading and completion of the graphic organizer.
- Teachers may also wish to include other political or social activists as desired. Other activists could be: Craig Kielburger, Seuren Susuki, Rosa Parks, Emily Murphy or Bob Hunter.
- See the following web sites for more in-depth information on the personalities selected:
 - Martin Luther King - <http://seattletimes.nwsources.com/mlk/>
 - Mohandas Gandhi - <http://www.gandhi.ca/>
 - The Unknown Rebel - <http://www.time.com/time/time100/leaders/profile/rebel.html>
 - Thich Quang Duc - <http://www.uwec.edu/greider/BMRB/culture/student.work/hicksr/>
- This is only meant as an introduction to political and social activism. Please remind the students that the people selected in the profiles were chosen because of the high impact of their actions.
- Students must note that there are many more methods and personalities that need to be considered when deciding on what action to take.

Further Support

- If students are having difficulty completing the initial fishbone exercise, consider using Think/Pair/Share, Jigsaw groups or a Place Mat in order to provide some assistance to class members.
- In small groups have students share their responses before engaging the class in a whole group discussion
- You may wish to read the action profiles aloud at first in order to provide support for struggling readers and to ensure a good understanding of the text.



Developing and Organizing Ideas: Webbing, Mapping and More

Civics Grade 10: Purposeful Civic Actions

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create the fishbone and either make copies for the class or draw an example on the board and have students create their own. • An example of a Fishbone http://www.ohassta.org. • Possible headings for the fishbone are: cause, leadership, commitment, motivation, or goals. • Have a brief introductory discussion with the class that has them share things they do in order to get what they want. This will establish that many people already do this but in minor forms compared to the individuals in the profile. Also these actions would be for self-fulfilling reasons. A sample resource sheet can be found at: http://www.ohassta.org. • Tell the students that this is only a small sample of the different types of social and/or political actions that could be taken. 	<ul style="list-style-type: none"> • Students can discuss in small groups how they get what they want, whether at home, school or work. • Recall past use of graphic organizers they have used to record or organize their thinking.
<p>During</p> <ul style="list-style-type: none"> • Either allow the students to individually read one profile at a time or consider whole class reading. • If possible, have students compare their answers in groups of no more than 4 at the end of this stage. 	<ul style="list-style-type: none"> • Individually read the profiles given to them. • Develop a series of signal words that they can use to help them complete their fishbone organizer. • Form small groups in order to gauge their level of understanding.
<p>After</p> <ul style="list-style-type: none"> • Have a class discussion on the positive and negative impacts of the actions taken (a plus/minus/interesting would work well here). • Once this is completed develop a set of criteria that the class will use to judge which action was the most effective. • Attempt to establish three criteria for this. For example: i) Did the actions get results? ii) Was anyone harmed? iii) Did the gains out-weigh the costs of the action? • Once the class's criteria have been established ask the critical challenge that is modeled after the main Critical Challenge question: "<i>Which particular action taken had the greatest impact on the community to which the activist belonged?</i>" • May wish to consider having the students use a Venn Diagram to carry out the application of the criteria. 	<ul style="list-style-type: none"> • Ensure that there is a positive environment for a class discussion. • Look for similarities and differences between the different activists. • Critically examine the information presented in order to arrive at criteria for the action with the most impact. • Apply the criteria in order to answer the critical challenge posed to them by the teacher.



Action Profile 1: Thich Quang Duc

On the morning of June 11, 1963 Thich Quang Duc, a Buddhist monk, protested against the repressive policies of the Vietnamese government towards Buddhist monks.

Buddhist monks were not allowed to fly the traditional Buddhist flag; Buddhists had fewer rights than Catholics in the country and faced tougher controls on their actions. The government and police would arbitrarily arrest Buddhist monks. Buddhists wanted the government to grant both Buddhist monks and nuns the right to practice and spread their religion. Due to the restrictions and brutality they faced, Buddhists also asked for fair compensation to the victims and/or their families who had been mistreated or killed by the oppressive Vietnamese government.

The Buddhist community included these demands in a letter and sent it to the government. When no reply was heard, Thich Quang Duc decided to take more aggressive action.

It has been reported that Quang Duc and two other monks drove to a busy intersection in the city of Saigon and got out of the car. Quang Duc dosed himself with gasoline, with the assistance of the other two monks and then lit himself on fire. A reporter from the New York Times, David Halberstam, witnessed this act and gave the following account:

Flames were coming from a human being; his body was slowly withering and shriveling up, his head blackening and charring. In the air was the smell of burning human flesh; human beings burn surprisingly quickly. Behind me I could hear the sobbing of the Vietnamese who were now gathering. I was too shocked to cry, too confused to take notes or ask questions, too bewildered to even think.... As he burned he never moved a muscle, never uttered a sound, his outward composure in sharp contrast to the wailing people around him.

The exact impact of Thich Quang Duc actions is hard to determine. Some scholars have suggested that the media's attention to the act attracted help to spread Buddhism around the world. The story ran with an accompanying photograph the next day. The attention helped to change Western opinion against the oppressive Vietnamese government and this eventually helped to bring down the Vietnamese government in 1963. Even as recent as the early 1990s, Thich Quang Duc's actions were recognized by the band Rage Against the Machine when they put the photograph of his action on the front cover of their first album.



Thich Quang Duc pictured during his Self-Immolation. The car he reportedly drove to the intersection in is the one shown in the photograph.

(AP Photo/Malcolm Browne)
(APA2843673)



Student Resource

Action Profile 2: The Unknown Rebel

Could you imagine standing up to a line of eighteen tanks, and the tank’s driver wanting nothing more than to go in the direction that you are blocking? Well, a young Chinese man did exactly this on the morning of June 5, 1989.

In the late spring of 1989, a group of scholars, students and workers gather in Tiananmen Square, a famous historic site, where protests, revolutionary statements, military inspections, and ceremonies took place. Eventually more than a million people took part in this seven week peaceful protest that included hunger strikes, news broadcasts, a newspaper, and a 30 foot tall statue called the Goddess of Democracy. Eventually the Chinese government had enough of this protest.

In the early hours of June 4, 1989, the government sent tanks in towards Tiananmen Square. Shots were fired and thousands of innocent civilians were shot in the back when they turned to run away from the tanks and machine guns. Naturally, many of the protesters fled and people stayed off the streets as the government took great efforts to ensure that the protestors did not regroup. In these deserted streets it was up to one young man to defend what the innocent civilians had died for and what the protestors wanted – basic human rights.

The Unknown Rebel stood in front of the tanks blocking their way for over half an hour, copying the tank’s every move so as to not let it pass. The Unknown Rebel then climbed on top of the tank and spoke with its driver before then he jumped down from the tank. He was then taken away by a bystander in order to offer him some protection from the army.

Some people suggest that he was caught a week later and executed for his actions, however, some government officials suggest that he was never killed. As the urban legend of the Unknown Rebel continues to grow, some people are now speculating that he is alive and well and living in a small village in the Chinese countryside.

How significant were the actions of the Unknown Rebel? Time Magazine voted him into the top twenty people who helped to define the social and political fabric of our time and his name rests with the likes of Nelson Mandela, Pope John Paul II and Winston Churchill to name just a few. Even now it is still difficult to determine exactly what the protestors and the Unknown Rebel achieved. What the Unknown Rebel did do for people at the time and why his impact continues today, is to remind us that conviction and dedication serve as tools for democracy.



A Chinese man stands alone to block a line of tanks heading east on Beijing's Cangan Blvd. in Tiananmen Square on June 5, 1989. The man, calling for an end to the recent violence and bloodshed against pro-democracy demonstrators, was pulled away by bystanders, and the tanks continued on their way. The Chinese government crushed a student led demonstration for democratic reform and against government corruption, killing hundreds, or perhaps thousands of demonstrators in the strongest anti-government protest since the 1949 revolution. Ironically, the name Tiananmen means Gate of Heavenly Peace.

(AP Photo/Jeff Widener)
(APA3966941)



Action Profile 3: Mohandas Gandhi

Gandhi is best known for his efforts in bringing the plight of India to the world's attention and fighting for its independence from Great Britain. This was accomplished through a series of hunger strikes. The two most famous of these were used to protest against British rule in his homeland India and then to demonstrate for self-rule for his country. Gandhi's efforts inspired many of Britain's colonies to also fight for their own independence, and because of his actions, Gandhi helped to weaken the colonial empire of Great Britain.

At first Gandhi was not much of a revolutionary or a social activist. He had only mediocre success at school, but he persisted and eventually he became a lawyer. His law practice did not go very well, as Gandhi suffered from horrible stage fright in the courtroom. Because of his shortcomings, Gandhi was forced to take a position in South Africa.

It was here the Gandhi first stood up for himself, when a judge asked him to remove his turban. Gandhi refused and stormed out of the courtroom. He later went on to spearhead a letter-writing campaign in South Africa in an attempt to prevent the government to deny people of Indian origins from voting. This campaign was unsuccessful, but it did provide the momentum and encouragement for Gandhi to continue his fight for equal human rights.

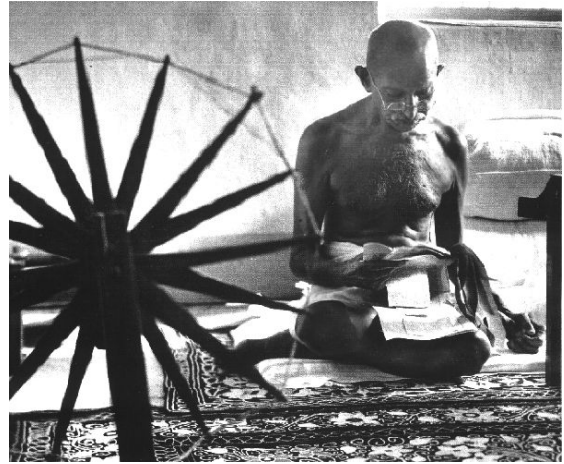
In the early 1900s, when the South African government wanted to force all people of Indian origin living in the country to register with the government, Gandhi encouraged people, in a peaceful and non-violent manner, to protest against these measures and register, and therefore, face the punishments. While the government was successful in repressing the protestors, the attention that their aggressive actions gained eventually forced the South Africans to negotiate a settlement with Gandhi.

Gandhi returned to India at the outbreak of World War I and the success that he had in South Africa helped him to achieve the results he desired in his own country. Gandhi's main objective for India was independence from Great Britain and he would employ his policy of non-violent protests in order to achieve his goal. To this strategy, he also added a boycott of all British-made goods. He encouraged people to only wear clothes that were made from Indian grown and processed cotton instead of any foreign or British-made textile goods. Gandhi also encouraged people to boycott British schools, British courts, resign from governmental posts and to refuse to pay their taxes. This protest was successful, but Gandhi had to call it off over fears of violence and he was arrested and imprisoned for 6 years, but he only had to serve two of these years.

In the late 1920s, Gandhi again made a move for Indian independence and gave the British a year to grant India its freedom or face more non-violent protest. The year went by with no action and Gandhi launched his protest against the British tax on salt by marching about four hundred kilometers to make his own salt. To you this may seem like a meaningless gesture, however, this had a massive impact as thousands of people joined Gandhi on his march. At the end of this non-violent protest, the British Authorities were forced to arrest about 60,000 people and the government decided to negotiate with Gandhi. However, little progressive movement in India's freedom resulted from this action.

During World War II, Gandhi would refuse to allow Indian participation unless the British government would grant India independence. The government arrested him and imprisoned Gandhi for 2 years. Eventually in 1947 India was granted its independence from Great Britain, because of the efforts of Gandhi. However, the British split India into 2 separate countries, India and Pakistan, and this greatly upset Gandhi.

Gandhi was assassinated in early 1948. Throughout his life Gandhi became known for his peaceful methods of protest, his boycotts and his hunger strikes. Despite his displeasure over India splitting in two Gandhi accomplished a great deal for his people and brought the world's attention towards the successful impact of non-violent protest.



Gandhi performing his daily spinning of cotton. He encouraged all to spin and wear Indian cloth rather than wear the finer imported British and Foreign made fabrics. This was just one of Gandhi's non-violent protests.

Public Domain Photograph



Student Resource

Action Profile 4: Martin Luther King, Jr.

Martin Luther King at Civil Rights March on Washington, D.C.

Credit: USA National Archives and Records Administration

Martin Luther King was born in Georgia in 1929. King graduated high school, went to college and received his Ph. D. from Boston University in 1955. King took a job as a pastor of a church in Alabama and began preaching to his congregation.

King's daily activities were soon to change when he became the leader of the Montgomery Bus Boycott in 1955. This event was over a black woman named Rosa Parks, who refused to give up her seat to a white man and opposed the Jim Crow law. The boycott lasted for almost 400 days and near the end was becoming violent; King's house was even bombed. During the boycott, King was arrested, but in the end the United States Supreme Court ended racial segregation on intrastate buses.

After the success of this non-violent protest, King became the leader of a group that would harness the structure of black churches to promote the Black civil rights movement through peaceful means. This strategy worked as the media attention that was gained showed the racial discrimination that southern blacks faced in their daily lives to the rest of America. This attention made the Black Civil Rights Movement the most important political issue of the early 1960s.

King's actions did not always bring him positive attention. The campaign to stop white-only lunch counters in Birmingham, Alabama in the spring of 1963, is an example of how King's actions created negative attention. During this peaceful protest, police turned dogs and fire hoses on the demonstrators. King and his supporters were arrested and jailed for their actions.

The peaceful marches that King helped to orchestrate were focused on drawing attention on the right to vote for blacks, desegregation and fair hiring practices. These rights were recognized by the American government in 1964 and 1965 with the passing of the Civil Rights Act and the Voting Rights Act.

Perhaps the most famous King action was his "I have a dream" speech delivered on the steps of the Lincoln Memorial in Washington D.C. on August 28, 1963. In this speech King highlighted what his vision was for the future of Blacks in America. He said, "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

The march and King's speech did include specific demands such as an end to racial segregation in schools; equal civil rights, no racial discrimination in employment; protection of civil rights workers from police brutality; and a minimum wage guarantee for all workers. The protest was a huge success, with over 250,000 people from different ethnicities filling the crowd.

After this, King began speaking out about the American role in the Vietnam War and some media outlets wanted to brand King as a communist sympathizer. As the war was drawing to end, King also stated his belief in an economic reorganization of resources to correct the racial and economic injustices that Blacks faced in America. These comments only gave his detractors more ammunition to fan the flames of communism around Martin Luther King's name.

In early April of 1968, King led another march on Washington. This time it was an effort to bring economic aid to the poorest communities living in America. The next evening King was shot dead while standing on the balcony of his hotel room. There were riots in over 60 American cities and the president declared the day of King's funeral a national day of mourning. And on the day of his funeral over 300,000 people attended.

Since King's assassination his name has become symbolic of the American Civil Rights Movement and his "I have a Dream" speech is one of the greatest American speeches of all time. King was a man of true courage. From the time he took control of the Montgomery Boycott until his eventual death, King was sent hundreds of death threats; his home, with his wife and children inside, was also bombed, but his conviction never wavered. It is because of King's pioneering and dedicated work towards racial equality in the United States that America can be viewed as a free society.

Reacting to Reading: Making Judgments (Both Sides Now)

Civics Grade 10: Purposeful Civic Actions

Readers increase their understanding of the arguments for and against lowering the voting age in Canada, by reviewing what they have read, reflecting on what they have learned, and by asking questions about the significance of the debate and arguments. In this activity students are asked to consider: “Did the House of Commons make a principled or politically motivated decision in rejecting Bill C-261, which would have lowered the voting age in Canada to 16?” This activity links to the broader question: “*What actions could you take in order to make the greatest contribution to meeting the needs of the community to which you belong?*” Students consider how significant lowering the voting age would be in changing attitudes of Canadians towards political action in Canada.

Purpose

- Assess different viewpoints or perspectives.
- Make judgments about viewpoints or opinions.
- To give reasons for and against a proposed idea.

Payoff**Students will:**

- think critically about the issue of voter turnout and the voting age.
- summarize the important ideas, concepts, and information surrounding the debate.
- develop a model for reading and thinking critically about important concepts, issues, and idea.

Tips and Resources

- Preview the teacher/student resources sheet; decide if students receive a copy of this as well.
- See the student resource sheets with the arguments for and against lowering the voting age in Canada.
- Make copies of the *Making Judgments (Both Sides Now)* worksheet.
- Visit the Elections Canada web site (<http://www.elections.ca>) and read the Electoral Insight Magazine for – July 2003.
- Consider using an Academic Controversy here as well. See *Beyond Monet* for further information.
- Visit <http://www.ohassta.org> to find blank copies of worksheets that can be used for running an academic controversy with your class.
- This topic is only one of many possible topics and the strategies that can be used for any issue that a teacher may find more relevant to their class.
- Consider re-writing the arguments for and against in more of an “article fashion” if the class needs a greater challenge.

Further Support

- Review reading skills and tracking of main ideas, comparing and contrasting, making inferences and drawing conclusions with students.
- Encourage students to consider why the youth of today are rather apathetic when it comes to politics in general. This will help set the activity in a context for the class.
- Encourage the class to be critically minded when considering both the arguments for and against and consider what counter arguments could be used during the debate.
- Teacher may wish to use a Four Corners debate at the end of the exercise as a way to deepen the understanding of the topic for all students. See *Whole Class Discussions: Four Corners*, pp. 182 – 183 in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12* for more information.
- Teacher may also wish to consider using a Triangle Debate which will allow students to debate the issue in a comfortable setting. See *Whole Class Discussions: Triangle Debate*, pp. 186 – 192 in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12* for more information.



Reacting to Reading: Making Judgments (Both Sides Now)

Civics Grade 10: Purposeful Civic Actions

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Print off an article about the failure of Bill C-261 and read it to the class. • Write the following question on the board: <i>Did the House of Commons, make a principled or politically motivated decision in rejecting Bill C-261, which would have lowered the voting age in Canada to 16?</i> • Review the difference between information and opinion. • Using a T-Chart have a brief class discussion in order develop some brief opening ideas as to the arguments for and against lowering the voting age in Canada. • Ask students to make some predictions as to what the arguments may possibly be. • Have students consider any possible sources of bias that will direct one’s thinking in this debate. 	<ul style="list-style-type: none"> • Recall information they may already know on the topics of voter turnout, the youth vote, and voter apathy in Canada. • Review what they already know about inferences based on information, prior knowledge and experience. • Contribute to the class discussion.
<p>During</p> <ul style="list-style-type: none"> • Prepare resources to help record the information the students gather. • Ask students to review the readings and find the evidence which supports and opposes the question provided. • Circulate the room during this reading period and intervene to clarify the task or content if needed. 	<ul style="list-style-type: none"> • Read the sources given to them and ask critical questions of the information. • Identify the opinion or viewpoint that is presented. • Complete the Making Judgments (Both Sides Now) worksheet.
<p>After</p> <ul style="list-style-type: none"> • Put the class into partners and have them peer review each others work. • Allow students to change or alter some of their responses in accordance with the feedback they received. • After the students have completed the Both Sides Now worksheet, they are to answer the question posed to them at the start of the class using the following criteria: 1) Were the arguments that supported the government’s position logical? 2) Was the decision made in the interests of the greatest number of Canadians? 3) Is this decision consistent with basic democratic values? 4) Did possible voter reactions influence the decision? 	<ul style="list-style-type: none"> • Listen and critique their partner’s summary of the two positions and then compare it with their own. • Revise their work accordingly. • Evaluate the evidence and apply it to the question. • Develop their argument using the criteria and critical challenge given.

Notes

Bill C-261: An Act to amend the Canada Elections Act - Backgrounder**1. What was Bill C-261?**

- This bill was a Private Members Bill introduced by Liberal MP Mark Holland. This would have amended the Canada Elections Act to change the age for voting in Federal elections to 16 from 18.

2. What was unique about Bill C-261?

- This bill was not introduced by the Government of Canada or by one particular party. Rather it was introduced by a team of politicians from all the federal parties. This shows how the proposal had some broad support.

3. How long has the voting age been 18?

- The voting age was 21 until changes to the Elections Act were introduced in 1970. Among these changes, Canadians aged at least 18 on or before election day became eligible to vote.

4. Would C-261 have affected other jurisdictions such as provinces and municipalities?

- No it would not have. The Canada Elections Act only governs federal elections. Provinces and territories have their own laws governing elections at provincial and municipal levels.

5. What is the situation internationally?

- Although 18 is the voting age in many international jurisdictions, the trend has been to lower the voting age and enlarge the franchise rather than the reverse.
- There are campaigns in a number of countries to lower the voting age to 16. Brazil has a voluntary voting age of 16 and voting is mandatory for those 18 to 70.
- Some German local elections have an age of 16.
- Other countries, such as Croatia, allow voting at 16 and 17 by those employed full time.
- The lowest voting age is 15 in Iran for presidential elections.

6. Why was this initiative pursued?

- Voter participation has been steadily declining. Young people participate at a much lower rate than their elders.
- Voting habits established early tend to stick with a citizen throughout life. This means that as the current population ages, voter participation will continue to drop unless something is done to reverse this trend.
- Voting habits established early will usually stay with them for life.
- Young people in part are disillusioned with the political system because they feel that politicians ignore youth.
- About 2.6 million Canadians, 12 per cent of the population, are aged 18 – 24. By enlarging the youth cohort of voters, the interests of youth will receive greater attention.
- This should help to change the “cycle of neglect” to a “cycle of participation.”
- Youth of today have low levels of political knowledge.
- There is apathy or a general lack of interest in politics amongst the young.
- People fail to realize that voting is a civic duty.
- Young people have limited contact with political parties and candidates.

This reading has been adapted from - <http://www.vote16.ca/en/news/20041214bkground.htm>
Document was created by Mark Holland and staff



Arguments For Bill C-261

Voter turnout amongst young people will increase if we encourage them to vote at a younger age.

This trend will continue as the population ages unless something is done to reverse it. Those who become active voters usually continue to vote throughout life. Conversely, those who don't vote when they are young often don't develop voting habits in later years. Encouraging youth to participate when they are still in school and taking civics classes should help to develop voting habits that will stay with them throughout life.

Making youth votes more attractive to politicians.

Many young people believe that politics are not relevant to them because politicians ignore youth. This disillusionment leads them not to bother voting, which in turn gives them a marginal influence on politics. This is sometimes referred to as a "cycle of neglect."

About 2.6 million Canadians, 12 per cent of the population, are aged 18-24. By expanding the youth cohort of voters to include 16 and 17 year olds, they will have greater collective influence. Politicians will then pay more attention to youth, making politics more relevant to them. This should help to develop a "cycle of participation."

16 year olds have other serious responsibilities.

Society already entrusts 16 and 17 year olds with other important responsibilities – some potentially involving life or death. At 16, one can drive a car, drop out of school, or be tried in court as an adult. At 16 one can join the Canadian Forces Reserves, and at 17 one can join the Canadian Forces and die for Canada. That a young person can be sent to war, but not vote for his or her local Member of Parliament is an aberration.

Canadian political parties allow membership and voting rights at age 14. This means that a young person can play a role in choosing the Prime Minister or Party Leader in a party leadership contest, but cannot choose a candidate in a general election.

Many 16 year-olds work and pay taxes, yet they have no say in choosing a government that sets taxation levels and chooses how tax dollars are spent.

Young people tend to be better informed.

In today's age of mass media, young people are typically as well informed or better informed than their elders. MPs visiting high schools often find their audiences ask more knowledgeable questions and give more thoughtful opinions than do forums of older people. This refutes the tired argument that 16 year-olds lack the knowledge or maturity to vote.

In any case, voting is a right based on citizenship – not on knowledge or capacity. There is no knowledge or means test. A mentally ill or uneducated adult is not denied the right to vote. The idea that voting should be restricted to those possessing particular knowledge is an elitist, undemocratic, and dangerous notion.

What about the Charter of Rights and Freedoms?

The right to vote is guaranteed to all Canadian citizens in Section 3 of the Charter. Discrimination on the grounds of age is prohibited in Section 15. Furthermore, Section 33, which allows governments to make exceptions to our rights, does not apply to Section 3. The opponents to this bill must justify why younger citizens are denied the vote in such a powerful way that the Supreme Court of Canada would accept their arguments under Section 1 of the Charter as "reasonable" and "justified".

Adapted from – <http://www.vote16.ca/en/issue.htm>
Document was created by Mark Holland and staff

Arguments Against Bill C-261

This is just a natural cycle.

Voting rates have gone up and down since Confederation, and even though these rates are at their lowest ever, who is to say they will not naturally increase to previous levels, without us lowering the voting age?

This is nothing new and kids turn into voting adults.

Most political scientists, policy researchers, and politicians understand that there is a decline in voter turnout and low voter turnout amongst younger voters is not a new phenomenon. Research indicates that some young Canadians do not feel voting is a responsibility. Previous trends indicate that as voters age they become more interested in, and aware of, politics, and therefore more engaged thereby increasing voting rates.

What is the cause of the problem in the first place?

One of the reasons that there is no clear answer about increasing voting rates in younger cohorts is that there is no conclusive answer as to *why* young Canadians are voting less. So how can we try to solve a problem when we don't know what causes it.?

What is wrong with the status quo?

The current voting age is perfectly reasonable and is in line with the age of majority and with most of the age requirements in economic and social legislation. The one exception is the driving age and the record of 16 and 17 year old drivers speaks volumes about the inappropriateness of this age group to make consistently responsible and mature decisions. Also, the age of voting in Canada is similar to many other countries, such as the United Kingdom, the United States and other European countries.

If you think it's bad now.

Lowering the voting age is likely to increase the pool of eligible but disengaged electors as the new voters join the ranks of the absent 18-24 year olds. Longer term effects are unknown.

Young people abuse what they are given.

Some in opposition to lowering the voting age also cite young people's abuse of their rights. Opponents state that unsuccessful marriages and accidents involving cars and alcohol are clear examples of abuses of these rights. They believe the same abuse of the right to vote is possible and should be avoided.

Voters are like wine, they get better with age.

Similar to advocates of lowering the voting age, opponents also make some subjective arguments. Many argue that maturity comes with age and young Canadians are not mature enough at 16 and 17 years to vote. Some feel that youth at 16 years are much less mature than their 18 year old contemporaries. Just look at what happens in some Student Council elections; they turn into popularity contests.

Adapted from - <http://www.cprn.com/en/diversity-voting.cfm>



Both Sides Now		
Evidence that SUPPORTS Lowering the Voting Age		Evidence that OPPOSES Lowering the Voting Age
	<p>Question:</p> <p><i>Did the House of Commons, make the correct judgement in voting down Bill C-261, which would have lowered the voting age in Canada to 16?</i></p>	
Decision:		
Reasons:		

Whole Class Discussion: Triangle Debate

Civics Grade 10: Purposeful Civic Actions

In using this strategy, all students are involved in an informal, whole-class debate about the use of cell phones by youth today. It is a flexible tool that allows students to debate in a comfortable setting. Students will consider the following questions: How ethical is it for companies to develop and market cell phones to elementary school children? What is the most effective way people can show their support or opposition to this development and bring about the desired change? Students must realize the various sides to an issue before they act. This activity will give students the background in order to eventually respond to the critical challenge: “*What actions could you take in order to make the greatest contribution to meeting the needs of the community to which you belong?*”

Purpose

- Become involved in whole-class discussion.
- Treat all sides of the cell-phone debate in a similar fashion without preference for one’s own feelings or ideas.
- Analyze a civic issue that involves multiple perspectives and differing civic purposes.

Payoff**Students will:**

- be more engaged in an informal debate.
- be able to practice cognitively-demanding speaking skills in a comfortable environment.
- learn to process ideas and reach conclusions.
- learn to evaluate the information and opinions presented in the activity.
- be able to suspend their judgment until all factors have been weighed in a non-biased manner.

Tips and Resources

- Teacher should use the information presented in *Whole Class Discussions: Triangle Debate*, pp. 186 – 192, in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12* for their support materials.
- The teacher may wish to divide the class into half and provide two different questions related to the same topic. Two presentation days would then need to be created. The triangle debate organizer in *Think Literacy* has space for up to 15 students per group.
- It may be beneficial to do the Triangle Debate three times in order to allow students the opportunity to work in all three groups.
- Visit <http://www.ohassta.org> to find blank copies of worksheets that can be used for running the Triangle Debate with your class.
- Two articles, reproduced with the permission of - Torstar Syndication Services, have been provided for background reading. Use various reading strategies from *Think Literacy* to help students review these articles.
- Teachers are encouraged to consult the special Toronto Star section on cell phones for background on health impacts, the cell phone industry in general, and consumer rights protection. This is found at <http://www.thestar.com>.

Further Support

- Consider pairing struggling or ESL students with a more capable partner as they do the activities for this strategy.
- You may wish to provide newspaper articles that would assist in generating initial responses to your question(s).



Mom Can Track You

by Trish Crawford
August 10, 2005

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When Toronto songwriter Amy Sky became concerned recently that her 14-year-old daughter hadn't come home around dinnertime, she ran to her computer. Sky clicked on a website set up by Bell Mobility and a map of downtown Toronto popped up on the screen. It showed her that Zoe was at the corner of Yonge and Dundas Sts. It had tracked down her cellphone using GPS (global positioning satellite) and cell site location technology and left her a text message that she had been located. Knowing this intersection was in fact the location of the Eaton Centre, Sky breathed a sigh of relief that Zoe was merely shopping for camp clothes.

Sky's family was one of five Toronto families that have been test-driving the new Seek and Find program for Bell Mobility. The company launched the product Canada-wide yesterday. Families can get 20 "locates" a month for \$5, or pay 50 cents each.

Experts in child development question whether this level of surveillance is healthy, suggesting it can generate excessive fear in young children of abduction or getting lost, and make teenagers feel they aren't trusted. "It's not much of a step away from what we do with dogs and prisoners," said Gary Charles Walters, professor emeritus in psychology at the University of Toronto.

Walters, an expert in parenting, said it is much more important to teach children they must be responsible. "I'd feel creepy telling a young person, 'You can't go out until you take this phone,'" he said. "It's just a long leash."

Although her daughter and 11-year-old son weren't crazy about the idea at first, Sky said that they agreed when she called it "a backup plan for all of us." Parents can't rely on just calling their kids, Sky explained, because kids don't always hear their phones ring. "The phone is in the backpack and it gets left at the front door, but they are in the basement or the backyard. This way, I know where they are even if they don't answer."

The cellphone must be turned on for the tracking device to work and the person is always notified that they have been located, said Ken Truffen, director of data marketing for Bell Mobility. As well, user names and passwords are required with each search. This ensures that no one is monitored without their knowledge, he said. The product is being marketed mostly to the parents of young children.

The father of three said his wife used the tracking system this week when their 6-year-old daughter was at a day-camp field trip, to check that she had arrived at the camp safely.

Bell Mobility has used the GPS system for its roadside assistance program, but it is the first phone company in North America to use it for personal security, Truffen said. All Bell Mobility phones sold in the past year are equipped with the technology needed to use the system, Truffen said.

Some of the program's other features involve notification by computer when a child has reached a designated landmark, such as school. Truffen points out that the program locates the phone, not its owner, and that it is a permission-based system. To stop the locating service, you simply turn off the phone.

Dr. Jean-Victor Wittenberg, staff psychiatrist at the Hospital for Sick Children, agrees security is a legitimate concern for parents. But he argues the tracking system shouldn't be used against children's wishes or as an alternative to proper communication. "Parents need to know where their kids are. But it's not about following them or putting them in boxes. If a child says, 'I don't mind you knowing where I am,' that's fine."

Balancing a child's quest for independence and a parent's need to know they are safe "is an important dance for children and parents to engage in together," Wittenberg said, "and it needs collaboration." Also, parents shouldn't count on technology alone to ensure their kids are safe, he said. Knowing where they are doesn't mean you know who they are with or what they are doing. "Healthy parent-child relationships have healthy discussions. If the technology is intrusive, it can be seen as parental control and mistrust."

Dr. Douglas Saunders, assistant professor in public health sciences at U of T, warned there are dangers in relying too heavily on technology. Parents of young children, for instance, may not make sure their kids are carefully handed off from person to person. "It can do more harm if they think they can always locate them (using the phone)," Saunders said. "People need to make deliberate and conscious arrangements." It is a parent's responsibility to keep their children safe in a way that doesn't put the burden onto the kids, Saunders said, adding making them keep their phone on all day can frighten them unnecessarily.

"How much do you want to overwhelm them with a psychology of fear?"



Rogers Launches Cell phone for Kids

Tyler Hamilton and Robert Cribb
August 9, 2005

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Rogers Wireless Inc. has become the first Canadian mobile phone provider to introduce a cell phone designed specifically for children as young as eight.

The Canadian launch of the brightly coloured Firefly phone, which costs as much as \$149.99 and is being touted as a way for parents to keep in touch with "the people who matter most," comes after a consumer advocacy group co-founded by Ralph Nader petitioned U.S. Congress to investigate the marketing and sale of cell phones to children.

The group, citing unanswered questions related to health, social and privacy impacts on children, said putting cell phones into the hands of such a young population could open up a "plethora of problems" with unknown long-term consequences — everything ranging from interruptions in learning environments to possible health problems affecting the ear and brain.

"Once the phones are in the classrooms, playrooms, and in the children's bedrooms, it will be too late," states a letter from Commercial Alert, whose board includes Nader, popular children's singer Raffi, and Brita Butler-Wall, president of the Seattle School Board.

Suzanne McMeans, a spokeswoman for Rogers Wireless, said the company has done independent focus groups and found that both parents and their children demand a service such as Firefly, which only has five dial keys and can be programmed by parents to limit use and abuse.

She said the company's marketing, while it will mostly target parents, will also speak directly to children through a promotional campaign with children's television channel YTV. "We do feel it's important to speak to (children) directly and treat them with respect," said McMeans, adding that the company would not comment on events south of the border. "We don't think it would be appropriate to comment on congressional discussions taking place in the U.S."

An investigative series last month by the Toronto Star found that the wireless industry is increasingly marketing to children despite uncertainties about the long-term health impact of wireless signals.

Some scientists, citing the thinner skulls and still-developing nervous systems of children, say it could take decades to prove or disprove whether radiation exposure from cell phones can lead to health consequences such as brain tumours, eye cancers, and Alzheimer's later in life.

"Can (the industry) guarantee that children will suffer no adverse health effects from the use of mobile phones? If not, then why is it offering mobile phones to children?" states the Commercial Alert letter, which was sent to commerce committee members at both the U.S. Senate and House of Representatives.

The wireless industry, while recognizing the need for more research, says the phones are safe and meet all emission standards set by government.

Cell phone use by children has grown 140 per cent since 2001, according to Milwaukee-based research firm SpectraCom, which found in a recent North American and European survey that the average young user spends two hours a day talking on the devices.

Top Canadian health officials, including Dr. Sheela Basrur, Ontario's chief public health officer, and Dr. David Butler-Jones, head of the Public Health Agency of Canada, have urged caution around the non-essential use of cell phones by children.

Last year, Britain's health agency urged similar precautionary limits and asked cell phone providers to avoid marketing to children. Health Canada has issued no such message.

Rogers, while the first to offer a cell phone in Canada designed for kids, joins a growing list of U.S. wireless carriers, entertainment companies and toy makers eager to tap the potentially lucrative pre-teen market.

This summer, Walt Disney Co. and Mattel Inc. announced plans to come out with "kiddie" phones, the former branded with popular Disney characters and content and the latter modelled on the Barbie "My Scene" toy line.

Canada's mobile phone providers, including Bell Mobility and Telus Mobility, all offer access to mobile content that would appeal to young children, and earlier this year one U.S. wireless carrier began offering video clips of Sesame Street characters on mobile phones.

Officials behind the Firefly phone say parents control how much time a child can spend on the phone as well as whom the child can call and receive calls from.

But Commercial Alert, citing a number of other different child-focused cell phones entering the market, says the coming mobile onslaught is a bad idea.

"If the Disney Corporation and others just wanted to give children a way to contact parents in emergencies, that would be one thing," the group states.

"But despite the industry's rhetoric, Disney and the telecommunications companies really want to use children as conduits to their parents' wallets."

Reacting to Reading: Responding to Text (Graffiti)

CIVICS Grade 10:Active Citizenship-Understanding Implications of Globalization

Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. This exercise is a post-reading activity designed to have students reflect upon the key attributes of globalization so that they can collaboratively write a balanced definition of the concept of globalization. Using their definition, students will consider a variety of ways that globalization impacts upon their lives. This will allow students to respond to the critical challenge: “*To what degree have the effects of globalization improved your quality of life?*”

Purpose

- Assist students in detecting bias in statements and in identifying key ideas.
- Provide students with an opportunity to create their own meaning and understanding of the concept of globalization.
- Provide an opportunity for students to make personal connections to the concept of globalization by expressing their opinions and making connections to their prior knowledge and experience.
- Develop the intellectual tools required for effective critical thinking.

Payoff

Students will:

- connect their personal knowledge and experience with issues that surround globalization that can have both good and bad ramifications for their community, country, and their own lives.
- expand their understanding of the widespread nature of globalization strategies used by multinational corporations.

Tips and Resources

- Have chart paper and markers available so that groups of students can record their individual responses.
- Small groups of students will travel in rotation from station to station to read and record the responses they make.
- Each group should be identified by a particular coloured marker pen. This will facilitate follow-up discussion by all group members.
- Groups of 4 - 6 students should spend about five minutes at each of five stations (FOOD, CLOTHING, BEVERAGES, MEDIA, and TRANSPORTATION).
- Subsequent groups may put checkmarks beside ideas or responses they agree with, and add their personal responses.
- Graffiti sheets may be passed from group to group instead of having groups move to stations.
- Further teacher and student background knowledge is available from: Naomi Klein NO LOGO Toronto: Vintage Canada, 2000.
- See *Student Resource* for group materials and instructions.

Further Support

- Teacher should circulate among groups to provide appropriate prompting and clarification.

Reacting to Reading: Responding to Text (Graffiti)

Civics Grade 10: Active Citizenship- Understanding Implications of Globalization

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Place one statement about globalization on each table. Determine how class will be divided into 5 groups. Define, with the help of students, the concept of graffiti in the real world. Explain the classroom graffiti process to students. Model the rotation procedure if necessary. 	<ul style="list-style-type: none"> Discuss in general terms the impact of food, clothing, beverages, media, and transportation on their lives, and the economic and social implications of their choices.
<p>During</p> <ul style="list-style-type: none"> Instruct students to read the statement at their table and use the graffiti strategy to list all the key words or phrases in the statement that help to define globalization and its impact. Have students rotate until they have worked with all of the statements. Working with one of the graffiti sheets, each group is to cluster the words under three headings: negative, positive, and neutral. Each group is to work collaboratively to create a balanced definition of globalization. Once each group has created a balanced definition for globalization, distribute the five questionnaires to each student. Allow appropriate time for students to complete their responses. 	<ul style="list-style-type: none"> Read several definitions of globalization. Pull out key words and phrases that describe the concept of globalization. Identify positive, negative, and neutral words or phrases. Write a balanced definition using the criteria: <ol style="list-style-type: none"> Clearly defines the process of globalization; Identifies the nature of the challenges it presents; Identifies the nature of the opportunities it presents; Addresses a variety of impacts of globalization. Individually read and complete the 5 questionnaires.
<p>After</p> <ul style="list-style-type: none"> Ask groups to share their responses using a Round Robin (each person takes a turn sharing his or her answer without discussion). Groups can then discuss the degree to which globalization has improved their lives. Students should use a continuum to express their views. Individually students write a response to the question: “To what degree has globalization improved your life?” 	<ul style="list-style-type: none"> Share their responses using a Round Robin, with their group members. Respectfully discuss the degree to which globalization has improved their quality of life using a continuum to express their conclusions – 1 represents considerable harm; 2 some harm; 3 little or no effect; 4 some benefits; 5 huge benefits. Considering their definition of globalization and the following criteria for improving the quality of life (improved material wealth, improved access to consumer goods, improved health, improved security), write a summary statement to the question: “To what degree have the effects of globalization improved your life?” Summary statement must make reference to the criteria and provide supporting evidence.

Statements Regarding Globalization

Globalization (or globalisation) is a term used to describe the changes in societies and the world economy that result from dramatically increased international [trade](#) and cultural exchange.

From *Wikipedia*

Globalization simply refers to the complex of forces that tend toward a single world society. Among these forces are mass communications, commerce, increased ease of travel, the Internet, popular culture, and the increasingly widespread use of English as an international language....

... a process, well underway, which tends toward the undermining of national sovereignty, and therefore citizen's rights, in favour of the economic interests of gigantic transnational corporations (TNCs). The latter already comprise more than half of the largest "economies" of the world, and are vastly more powerful than most governments.

From *The Progressive Living Glossary*

Globalization also is about the homogenization of everything from biology to law and jurisprudential principles; from food to films to language to sales and consumption.

Globalization, therefore, is about the corporatization of all life. It is about crushing people's dreams of communities, regions, and nations across the world of one day governing themselves. Globalization is about the end to the idea of human rights...the end to the idea of species rights, and places rights-accompanied by the commodification of everything under the sun (from water to soil to space, to, of course, the sun itself).

From *Richard Grossman*

Economists typically define globalization as increased economic integration across countries, including increased volume and decreased barriers to international trade and capital flows. As a result, domestic markets for both inputs and finished goods behave more like a single global market.

From *Chris D. Gingrich*

Should we be surprised that globalization, however the concept is defined, is dead? Not really. When this economic movement came into being, around 1973, the thinking was that from that point on, thanks to a dozen or so factors – (e.g., technology, economic theory), the economy would lead the way and everything else would have to follow.

And since the economy had gone global, nation-states would be dying out, regional minority languages would be dying out, citizens' power would be dying out, and so on and so forth. All this was based on the idea that the world was going to be led by the economy, a global economy.

From *John Ralston Saul*



Questionnaire #1 :FOOD

When personally choosing food to eat, some considerations I make are as follows:

- 1) If I want fast food, I would choose _____ made by the _____ franchise.
- 2) If I can afford a restaurant meal, I would go to _____.
- 3) If I want locally grown food I would want to buy :
 - a) _____ in the spring.
 - b) _____ in the summer.
 - c) _____ in the fall.
 - d) _____ in the winter.
- 4) My choice of juice is _____ made by _____.
- 5) If I eat frozen French fries or pizza, the brands I usually choose are _____.
- 6) We buy our groceries at _____ most of the time.
- 7) My favourite food advertisement is _____.

Globalization’s Impact: 1 2 3 4 5

considerable harm	some harm	little or no effect	some benefit	huge benefit
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Evidence:

Questionnaire 2 :CLOTHING

When I am able to buy and wear new clothes, my brands of preference are as follows:

- 1) For t-shirts I look for _____ brand.
- 2) For athletic or workout shoes I look for _____ brand.
- 3) For jeans I look for _____ brand.
- 4) For work-out clothes I look for _____ brand.
- 5) My favourite clothing advertisement is _____.

Globalization’s Impact: 1 2 3 4 5

considerable harm	some harm	little or no effect	some benefit	huge benefit
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Evidence:

Questionnaire # 3 :DRINKS

When choosing a beverage to drink, my favourite choices would be as follows :

- 1) Soft Drink _____.
- 2) Coffee choice _____.
- 3) Milk manufactured by _____.
- 4) Tea made by _____.
- 5) Water source _____.
- 6) My favourite advertisement for liquid refreshment is _____.

Globalization's Impact: 1 2 3 4 5

_____	_____	_____	_____	_____
considerable harm	some harm	little or no effect	some benefit	huge benefit

Evidence:

Questionnaire #4 :MEDIA

Our ideas, opinions and tastes are often reflected in the media we choose to watch, read, and listen to.

- 1) My T.V. watching is usually on the _____ network.
- 2) For music, my current favourite individual performer is _____ from the country of _____.
- 3) When listening to the radio, I prefer the station _____ which features _____ music.
- 4) For computers, my brand choice is _____.
- 5) For computer Internet services, I use _____.
- 6) The program I use the most on my computer is _____.

Globalization's Impact: 1 2 3 4 5

_____	_____	_____	_____	_____
considerable harm	some harm	little or no effect	some benefit	huge benefit

Evidence:



Student Resource

Questionnaire # 5 : TRANSPORTATION

All of us are dependent on travel. Via roads, railways, airlines, bulk container ships, bus routes, truck transportation, all bring products and goods to our community on a daily basis.

- 1) My family owns the following vehicles: _____ made by _____.
- 2) The distances I traveled in the past year are approximately as follows:
 - a) by car _____
 - b) by airplane _____
 - c) by bus _____
 - d) by train _____
 - e) by boat _____
 - f) by truck _____
- 3) My family usually buys gas for our vehicle from _____ whose source is probably _____.
- 4) I think that fresh fruit gets to my community by _____.
- 5) I think imported Chinese-made clothing gets to my community by _____.
- 6) My favourite car advertisement is for _____.
- 7) I think that our car has parts that were made in the following countries because of trade agreements: _____.

Globalization's Impact:	1	2	3	4	5
	considerable harm	some harm	little or no effect	some benefit	huge benefit

Evidence:

Engaging in Reading: Most/ Least Important Ideas and Information

Civics Grade 10: Active Citizenship-Understanding Implications of Globalization

“Determining important ideas and information in text is central to making sense of reading and moving toward insight” (Stephanie Harvey and Anne Goudvis, 2000). Being able to identify important ideas is also crucial to good note-taking. When students are able to discern important from less important ideas and information they can make better choices when taking notes from readings or lectures. In this activity students practice identifying the most and least important ideas as a foundation for the critical challenge; “*What is the most effective way an individual can respond to a local or global issue?*”

Purpose

- Find the main ideas in texts by distinguishing between the most important and least important information.
- Critically assess possible responses to a variety of local and global issues.
- Analyze text information on issues of globalization that has local and personal implications.

Payoff

Students will:

- critically examine facts in texts and make judgments about content.
- explore and debate the implications of decision-making based on global issues described in the texts.

Tips and Resources

- Inform students that this reading passage comes from the introduction to the book *Fast Food Nation*, by Eric Schlosser (Boston and New York: Houghton Mifflin Company, 2001).
- Students could debate what might be included in the contents of a book with this title.
- Main ideas are often found in the first sentences or last sentences in a paragraph, or first and last sentences in a chapter.
- The reader constructs meaning, deciding on what is most important, based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- In the Student Resource there are five scenarios that relate to globalization and could be used in connection with the previous lesson strategy and a follow-up to the accompanying reading if the lessons are taught in sequence. The scenarios could also be used as a stand-alone activity that promotes critical thinking and analysis by having students make judgements about most important/least important ideas to consider based on their reactions to the issues raised.
- Relevant readings could easily be substituted if the Schlosser excerpt is not available to the teacher.

Further Support

- Utilize the T-chart for subsequent selected short reading passages, or from an excerpt from the students’ Civics textbook.
- Show excerpts from the DVD “Supersize Me” as its premise clearly relates to the suggested reading.



Engaging in Reading: Most/ Least Important Ideas and Information

Civics Grade 10: Active Citizenship-Understanding Implications of Globalization

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Read suggested student resource or select a relevant current reading from a newspaper or magazine. • With students, set a clear purpose for reading the selected passage (See Student Resource). • Use an overhead for the reading passage or hand out copies for students. • Prepare copies of scenarios for the overhead projector. (see Student Resource) • Give students time to read passage. • Read passage aloud to students, asking them to think about the most important and least important ideas. 	<ul style="list-style-type: none"> • Read passage silently. • Listen to the passage being read, while thinking about their own choices for most important and least important ideas.
<p>During</p> <ul style="list-style-type: none"> • Ask students to suggest criteria they can use in deciding what is most and least important in a text. Criteria could include – identifies or supports a key idea; provides evidence of point of view; etc. • Assist individual students with their task. 	<ul style="list-style-type: none"> • Record most important and least important ideas on a T-chart in their notebooks using criteria created through a class discussion.
<p>After</p> <ul style="list-style-type: none"> • Lead discussion on the purpose of the reading and the key idea in the passage. • Assign students to read and respond to selected scenarios. • Challenge students to critically examine the various responses of their peers. 	<ul style="list-style-type: none"> • Students re-read the short passage and their responses. • Reflect on their choices with a partner and make any changes necessary to the chart based on their discussion. • Students read scenarios on Active Citizenship and respond orally and in written form to at least two scenarios by deciding what could be an effective response. An effective response would need to meet the following criteria: is legal; has a reasonable chance of making a positive change; does not bring harm to others. • Students could replace or add to the criteria they wish to use to define an effective response.

Notes

**STUDENT READING****Promoting Identity – Important Service or Waste of Tax Dollars?**

In the media world the global village predicted by Marshal McLuhan has become a reality. Today, homes have access of up to 200 channels and satellite radio is revolutionizing the radio industry. During the 1960's the Canadian government became so concerned over the Americanization of Canadian culture that they put regulations in place to make sure Canadian music and programs received airplay. This was during a time when few Canadians had access to more than 12 channels and most rural Canadians had access to only two channels – the CBC and CTV.

Since the 1980's the rapid changes in communication technology have flooded the Canadian airwaves with American film, television and radio programs. This has made the government challenge of promoting Canadian identity through film, radio, television, books and magazines and the internet even more difficult than during the 1960's.

There is no doubt the federal government took many steps to use television, radio, the internet and the publishing industry to define and promote Canadian identity. How successful these efforts were has been much debated. Some believe the government should not use Canadian tax dollars to support Canadian culture. During the CBC strike in the fall of 2005 some Canadians began to question the value of government funded television and radio. Others feel that Canadian content regulations which require Canadian radio stations to play 30% Canadian music is outdated. Canadian rock star Bryan Adams attacked the CRTC Canadian content regulations by saying that forcing radio stations to play Canadian music did nothing to support the development of good Canadian music, but only served to ensure mediocre music had a chance to be heard.

As a small country with a population one-tenth the size of the United States, Canadians have always had to be concerned about having their culture dominated by the Americans. The telecommunications revolution that has swept the world since the 1980's has made allowed a flood of American television, music and film into Canada while at the same time opening markets world wide for Canadian cultural exports. Finding the balance which allows Canadians to enjoy the best music, television and film from around the world without putting Canada's unique cultural identity in jeopardy remains the challenge facing Canadian government now and in the future.

Written by Garfield and Laura Gini-Newman for Canada: A Sense of Time to be published by McGraw-Hill Ryerson, March 2006.



Student Resource

Group Activity

SCENARIO 1

As an active citizen you are concerned because a local fast-food outlet wants to expand and proposes to build a drive-through 2:00 a.m. take-out lane and you live on the street immediately behind the franchise store.

WHAT WOULD AN EFFECTIVE RESPONSE BE?

Scenario 2

As an active citizen, you are concerned that a major-high priced clothing label is really having their clothes made by low wage workers in unsafe factories in Indonesia and China.

WHAT WOULD AN EFFECTIVE RESPONSE BE?

Scenario 3:

Farmers' incomes have fallen and many farmers are on the verge of bankruptcy.

WHAT WOULD AN EFFECTIVE RESPONSE BE?

Scenario 4:

As an active citizen you want information and music sources quickly and cheaply. You are buying a new computer and a friend has offered to let you copy pirated software and music files.

WHAT WOULD AN EFFECTIVE RESPONSE BE?

Scenario 5:

As an active citizen you are concerned about the rising cost of fuel for automobiles and the pollution that auto emissions cause.

WHAT WOULD AN EFFECTIVE RESPONSE BE?



MOST / LEAST IMPORTANT IDEAS AND INFORMATION

Read the text assigned by the teacher and record (exactly) the most important and least important ideas and information. When you have finished recording, go to the bottom section of the chart and write what you believe to be the key idea from the whole text.

Title of textbook, chapter, or article:

Pages read:

Purpose for reading:

Most Important Ideas and Information

Least Important Ideas and Information

Key idea from this passage:



Engaging in Reading: Reading Between the Lines (Inferences)

Civics Grade 10: Active Citizenship-Understanding Implications of Globalization

An inference is the ability to connect what is in the text with what is in the mind to create an educated guess (Beers,2003). Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences. This activity has students develop their ability to infer by working with newspaper headlines. To apply their ability to work with inferences students will respond to the critical challenge: “*Create an effective headline for a news story*”?

Purpose

- Draw meaning from text through explicit details and implicit clues.
- Connect headline content to controversial global, national, and local, concerns so that active citizens can respond and react in a critical fashion.
- Apply criteria in creating effective news headlines.

Payoff

- Students will:
- develop greater awareness of current issues affecting citizenship from world, national, and local, perspectives.
- become capable and confident in comprehending the subtle meaning in texts.

Tips and Resources

- Collect a sequence of headlines and sub-headings from a national newspaper over the previous week. (See Teacher / Student Resource for a sample from August 1-5, 2005).
- Choose headlines that reflect on current international, national, and local, issues.
- Explicit details appear right in the text (e.g., names, dates, descriptive details, facts).
- Implicit details are implied by clues in the text. Some readers with prior knowledge and experience may recognize these more readily.
- You can encourage students to make inferences by providing sentence starters similar to the following: based on... I predict that...; Based on this headline, I think...; I can draw these conclusions...
- You could reverse this activity at its conclusion by giving students a copy of an actual news story to read and have them compose an appropriate headline that stimulates interest in reading.

Further Support

- Pair struggling or ESL students with a more capable partner as they do the activities for this strategy.

Engaging in Reading: Reading Between the Lines (Inferences)

Civics Grade 10: Active Citizenship-Understanding Implications of Globalization

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Probe students regarding their use of daily newspapers. • Explain the importance of headlines in attracting readers to story content. • Ask students to generate 3 criteria for a good headline based on their reading of headlines in today’s newspaper. Criteria could include short, provocative, and informative. • Distribute Teacher / Student Resource: <i>A Week of Selected Newspaper Headlines</i>. • Find an appropriate selection of current newspaper headlines to use on an overhead projector. 	<ul style="list-style-type: none"> • Respond to teacher’s questions. • Volunteer what their main sources of news are. • Work collaboratively to identify three possible criteria to judge the quality of a headline. • Read the first item on the handout or overhead. • Make an inference about the first headline.
<p>During</p> <ul style="list-style-type: none"> • Direct students to read remaining examples on the handout or overhead. • Engage the whole class in a discussion about the probable story content that can be inferred from the headline. • Inform the students that they are to use the following criteria to guide them in creating a “probable story”, that is, one that is plausible, consistent with the headline, and relevant (does not include superfluous information). • An alternative or additional activity could be to provide students with a news photo and ask them to compose a headline for an article that may accompany the picture. They should use the criteria for an effective headline they created earlier to guide them. 	<ul style="list-style-type: none"> • Choose 3 or 4 headlines and “fill-out” the stories with probable or actual information. • Compare their responses to the different headlines and apply the criteria for a “probable story” provided by the teacher. • Use the criteria as a foundation in the defense of their story.
<p>After</p> <ul style="list-style-type: none"> • Have students read a current news story and then compose a suitable headline for the story. • Instruct students to review headlines created by two other students by applying the criteria for effective headlines from above to guide their judgment. • Post the best headlines in the classroom. • This activity could be repeated for each of the nine weeks of the Civics program. 	<ul style="list-style-type: none"> • Practice writing appropriate headlines for a current news story and news photos. • Provide peer assessment of headlines created by other students using the criteria for effective headlines to guide their judgment.

The following sets of headlines appeared in Canadian newspapers during the first week of August, 2005. Read the headline and explain what you think that the contents of the story would be that would appear below the headline.

- 1) SHEIK QUIP LANDS BANKER IN SENSITIVITY TRAINING...WORDS WERE NOT MEANT TO OFFEND
- 2) BE SCEPTICAL ABOUT HERCEPTIN HYPE...IT HAS BEEN DESCRIBED AS THE BIGGEST CANCER BREAKTHROUGH IN A DECADE, A LIFE-SAVING DRUG AND THE NEXT BEST THING TO A CURE
- 3) SPEED IS EVERYTHING IN BATTLING SPREAD OF BIRD FLU
- 4) THE HUNGRY REALITY OF NIGER. INFANTS STARVE TO DEATH IN A COUNTRY WHERE SUBSIDIZED FOOD IS TOO COSTLY FOR THE POOREST
- 5) BOMBING SUSPECT'S BROTHER SHOCKED. LANDED IMMIGRANT WENT TO TORONTO POLICE AFTER HIS SIBLINGS WERE ARRESTED IN ITALY
- 6) FIGHT TO PRESERVE SMALL TOWN CHARM. HOME-BUYERS FLOCK TO BULGING SUBDIVISIONS BUT FEW CAN EVEN FIND VILLAGE'S MAIN STREET
- 7) A PAST WITHOUT CONTEXT IS RADIOACTIVE. IN HIROSHIMA'S LOVELY MEMORIAL PARKS, HISTORY BEGINS IN AUGUST 1945. CAN'T JAPAN REMEMBER ITS OWN ROLE IN A BLOODY WAR?
- 8) HAITI'S SPIRAL OF VIOLENCE PICKS UP SPEED. AS CRIMINAL GANGS SPREAD INCREASING TERROR, THE WORLD IS ACCUSED OF SILENCE
- 9) OUR ARCTIC SOVEREIGNTY IS ON THIN ICE. CLIMATE CHANGE HAS OTHER COUNTRIES WARMING TO THE PROSPECT OF ENCROACHING ON THE NORTHWEST PASSAGE. CANADA MUST ACT NOW TO FREEZE THEM OUT
- 10) GARBAGE IN, GARBAGE OUT--- BUT NOT GARBAGE GONE