

SOCIAL 20-1

Canadian Confederation: Investigating Perspective

Infusion of Technology: VoiceThread tool

Social Studies Outcomes Covered in this Project:

The Key Issue:

To what extent should we embrace nationalism?

The Related Issue:

To what extent should individuals and groups in Canada embrace a national identity?

General Outcome:

Students will assess strategies for negotiating the complexities of nationalism within the Canadian context

Specific Outcomes:

Values and Attitudes:

- 4.2 – appreciate contrasting historical and contemporary narratives associated with national identity
- 4.3 – respect the views of others on alternative visions of national identity

Knowledge and Understanding:

Students will:

- 4.6 – examine historical perspectives of Canada as a nation (Louis La Fontaine and Robert Baldwin, Fathers of Confederation, etc.)

Skills and Processes:

s.1 – develop skills of critical thinking and creative thinking

s.1.1 – evaluate ideas and information from multiple sources

s.1.2 – determine relationships among multiple and varied sources of information

s.1.3 – assess the validity of information based on context, bias, sources, objectivity, evidence or reliability

s.7 – apply the research process

s.7.2 – reflect on changes of perspectives or opinion based on information gathered and research conducted

s.7.3 – draw pertinent conclusions based upon evidence derived from research

s.7.4 – demonstrate proficiency in the use of research tools and strategies to investigate issues

*s.7.11 – generate new understandings of issues by using some form of technology to facilitate the process

s.8 – demonstrate skills of oral, visual and textual literacy

s.8.5 – use a variety of oral, visual and print sources to present informed positions on issues

*s.8.7 – use appropriate presentation software to demonstrate personal understandings

s.9 – develop skills of media literacy

*s.9.1 – assess the authority, reliability and validity of electronically accessed information

*s.9.2 – appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence

*s.9.5 – demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

*** denotes ICT outcomes**

Lesson Objective:

- Students will appreciate the multiple perspectives in helping shape Canadian confederation

Resources:

- Lap top and LCD Projector for initial demonstration of lesson
- Computers for the class to complete assignment (recommended time: 2 periods)

Teacher Procedure:

*****Because of the use of technology in this lesson, it is strongly recommended that teachers visit the website ahead of time and become familiar with the purpose and design of Voice Thread first.***

Introduction – Review/teach the meaning of different perspectives.

- Explain that when Canada became a country there were many different visions, hopes and fears for this new country. (examples: First Nations, Metis, Francophones, the individual colonies at the time – Nova Scotia, New Brunswick, Canada East, Canada West, P.E.I., Newfoundland, etc.)

2. Explain that students will use technology to help bring the different voices from history to life. Show Voice Thread example of Sir John A. MacDonald. In order to do this, sign up for a personal account at www.voicethread.com. View the Voice Thread example at the following website: <http://voicethread.com/share/118746/>

3. Spend some time, navigating through the website with the students. Go to the top right corner of the webpage and click “help”. Click “tutorial”. Then Click “What’s a Voice Thread ...” to help explain what a voice thread is. Click on the “1 Minute Voice Thread” to show a quick explanation of how to create a Voice Thread.

Student Procedure:

(Depending on how large the class size is students will form groups of various sizes – maximum 3 per voice/perspective. However, there is a list of ‘must-have’ voices. If the class size is larger, additional voices/perspectives can be chosen)

1. Students will select their group members and choose a voice/perspective. One group per voice/perspective.

‘Must-Have Voices’ –

- First Nations
- Metis
- Francophones ?
- Nova Scotia
- New Brunswick
- Canada West
- Canada East
- Prince Edward Island
- Newfoundland

(Other possible voices/perspectives for larger classes: - women, American slaves, Chinese, England, etc.)

2. Students will receive assignment page (see below) which explains the requirements for the assignment
3. When students have completed their Voice Threads for all of the voices/perspectives, the class will view each voice thread presentation
4. Students will complete the Activity Summary Questions

Student Assignment Sheet

CANADA

When Canada became a country in 1867, there were many different visions of what this new great nation could and would be. You have just heard Canada's first Prime Minister Sir John A. MacDonal'd's feelings surrounding confederation. As a class, we will now re-create the different voices/perspectives of the major players in Canadian Confederation.

Premise: Imagine that Canada is about to be declared a country on July 1, 1867. The British have called one last meeting before the London Conference in December 1866. They want the following voices/perspectives to offer their honest opinions on confederation.

1. Select one of the following voices/perspectives to speak from:
 - First Nations
 - Metis
 - Francophones
 - Nova Scotia
 - New Brunswick
 - Canada West
 - Canada East
 - Prince Edward Island
 - Newfoundland
2. Create a 2-3 minute Voice Thread for your voice/perspective.
(<http://voicethread.com>)

- You have a choice of completing one voice for the entire group or each member in the group can record different voices from different perspective, but you all must be members of the same group
- The Voice Thread must include the following components:
 - a) An appropriate image that symbolizes the ideas you represent for your collective. Therefore a map of 1867 Newfoundland is not appropriate.
 - b) Addresses the following questions in your voice recording:
 - **a) Who are you? – provide insight into your perspectives’ history and culture**
 - **b) Why are you here? – what are your hopes, dreams and vision for this new country? – think about your needs and wants**
 - **c) What are your fears surrounding confederation? – what might happen if they join confederation? – what can they stand to lose/gain by joining?**
- 3. Each voice/perspective will present their Voice Thread to the class. As you are watching each Voice Thread from the different voices/perspectives, think about how you would answer the Activity Summary Questions.

Activity Summary Questions

1. In your opinion, should each historical perspective be given the same consideration? Explain. For example, are there certain perspectives that are more valid due to the circumstances involved?

2. If you were alive during Canada’s early Confederation years, analyze the stability of this new country. In other words, after hearing the different historical perspectives, how stable was Canada?

3. Taking all of the different historical perspectives into account, what kind of solutions would you recommend to the British government to ensure that Canada would stay intact after confederation?

4. Based on the presentations of any 3 historical perspectives, predict what the possible impact of confederation would be on their sense of nationalism – both as unique nations and as part of Canada.

Marking Rubrics – Historical Perspectives on Canadian Confederation
Assignment

CATEGORY	4 - Excellent	3 - Proficient	2 - Satisfactory	1 - Needs Improvement
Content/Facts	Facts were relevant and accurate for all events	Facts were mostly relevant and accurate for almost all events	Facts were marginally relevant and accurate for most (~75%) of the events	Facts were often not relevant and inaccurate for the events that were reported
Ability to express appropriate perspective X 2 (weigh this category x2)	Demonstrates a clear, effective and accurate understanding of the perspective	Demonstrates a proficient and accurate understanding of the perspective, but is not entirely effective	Demonstrates a limited effectiveness and accurate understanding of the perspective	Demonstrates a very weak, if any understanding of the perspective.

Graphics/Images	Graphics/Images are effectively used to convey overall perspective	Graphics/Images are effective, but do not always reflect the appropriate perspective	Graphics/Images are simplistic and do not convey a deeper understanding of the perspective	Graphics/Images are not effective and do not reflect the perspective in any meaningful way
------------------------	--	--	--	--