



LESSON
PLANS

Citizenship Challenge

MATERIAL COVERED

- Pages 18-23 of the *Discover Canada* guide

Canadian History: Post-Confederation

Pre-reading Activities (Writing and Vocabulary Activities)

1 JIGSAW PREDICTION ACTIVITY

Choose 5 images from the Post-Confederation section of the *Discover Canada* Study Guide. Place them around the room with a piece of chart paper beside each one. Give students 10 minutes to walk around the room, writing questions they may have about the image on the chart paper. The chart papers can be kept up and the questions can be answered as the students complete the reading.

2 TALK SHOW HOST

Have students partner up and assign each pair a section of the reading (for example: 'Confederation' or 'Canada's First Prime Minister'). One student will take on the role of a "key figure" mentioned in the reading or the persona of a person from that time period, while the other student will act as a "talk show host". The host will introduce the figure and then interview him or her in front of the rest of the class; students should prepare an introduction and interview questions beforehand to help explain who the figure was and why he or she was important during the given era. The host can then take questions from the "audience" (the rest of the class).

During Reading Activities (Writing, Application and Presentation Activities)

1 QUESTION AND ANSWER WORKSHEETS

These worksheets are designed for either a junior level (fill in the blank, simple recall, short answer) or a senior level (more synthesis, analysis questions). All answers are based on the reading and the students' own opinions.

2 VISUAL ACTIVITY

Individually or in groups, assign students a piece of the reading (for example, 'Moving Westward' or 'Women Get the Vote'). Have students create a visual representation of the assigned section. The interpretation can range from a simple drawing (a poster or a sketch) to a technological representation using an application like Glogster.

Other resources to use with these activities:

The Canadian Encyclopedia
www.thecanadianencyclopedia.com

The Memory Project
www.thememoryproject.com

Passages Canada
www.passagescanada.com

Heritage Minutes
www.historicacanada.ca/content/videos

Black History in Canada
www.blackhistorycanada.ca

Asia-Canada Portal
www.asia-canada.ca

Fakebook
www.classtools.net/fb/home/page

Glogster
www.glogster.com



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Students should consider what their visual is trying to communicate and reflect this in their representation (i.e. an advertisement needs to sell its product; a piece of propaganda needs to be persuasive). Students would then present their visual interpretation to the class and explain the historical event or theme they chose to reflect.

Post-reading Activities (Culminating, Critical Thinking and Extension Activities)

1 FAKEBOOK ACTIVITY

Assign groups a piece of the reading. After viewing the introductory video to Fakebook, have groups create their own Fakebook Pages, adding posts appropriate for that time period. For example, for the First World War, students may have soldiers posting home, with comments from family members, or a general post reporting on a battle.

Students should focus on: i) key terms ii) key people involved iii) historical significance iv) effects on modern day Canada, using **The Canadian Encyclopedia**, **the Heritage Minutes**, **Black History Canada**, **Asia-Canada**, or **the Memory Project** as sources. Encourage students from other groups to comment on and “like” each other’s posts.

2 CRITICAL THINKING ESSAY

Using **The Canadian Encyclopedia**, **the Heritage Minutes**, **Black History Canada**, **Asia-Canada**, and **the Memory Project** as references, have students research one of the topics below and establish its historical significance along with its consequence(s) to the development of Canada as a nation:

- the Métis uprising
- the building of a National railroad
- the First World War
- women’s right to vote
- the Great Depression
- the Second World War

There are some important questions we can ask ourselves to determine the historical significance of a person or event:

- How did this event/person affect the lives of other people?
- How many people’s lives were affected by this person/event?
- How long-term was the impact of this person/event?
- Does studying this person/event tell us a lot or a little about that period in history?

3 CREATIVE WRITING

Have students create a short fictional description (a poem, screenplay, or short story) based on a key event mentioned in the reading. The writing piece should be expressive and create a mood suitable to the time period. Students should include an author’s statement explaining their creative choices.

4 GUEST SPEAKER

Explore personal stories of diversity and multiculturalism by inviting a **Passages Canada** speaker for a classroom visit. Students can compare the experiences of early immigrants to those of modern day new Canadians. To introduce your students to stories of service, invite a **Memory Project** speaker from the Second World War or recent Canadian Forces experiences. Requests should be submitted online two to three weeks before the actual event.

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