

Turn Up the Radio! Canada's Changing!



Including:

"Pieces of the Past"
Listen to the News!
The Turn of the Century: A New Era
Technology and Social Changes
An Emerging Canadian Identity
A New Home
The Threat is Upon Us
Struggles at Home
"The War To End All Wars"
Picking up the Pieces
Turn Up the Radio!

A Unit for Grade 8

Written by:

Wendy Hishon, Helene Coulombe, Dale Henderson (Project Manger)

Length of Unit: approximately: 27.5 hours

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A Unit for Grade 8

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Written by:

Wendy Hishon, Helene Coulombe, Dale Henderson (Project Manger)

Lester B. Pearson / Educational Programs / OCCDSB

(613) 241-3161 x 170

Ottawa Carleton Catholic District School Board

dale_henderson@occdsb.on.ca

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Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Task Context

With the dawn of the new millennium, students will have witnessed the birth of a new era. Looking back in time to the turn of the 20th Century can help students relate historical issues to the changes facing Canada as a nation today and to the possibilities for the future. In this unit, students will be introduced to economic, political, and social issues from Confederation to the end of World War I which will provide a framework for the students to reflect and to affirm the diversity of Canada's culture. Understanding the historical events and social issues of this era lays a foundation for the Catholic social teaching of "promoting equality, democracy and solidarity for a just, peaceful and compassionate society."

Students will have the opportunity to work as a team of broadcasters to produce a documentary post-war radio show which will feature a series of reports reflecting change in Canadian society. To complete this challenge, students will be expected to analyse information and to make connections as to how and why changes occurred in Canadian society at the turn of the century. They will examine the economic factors, historical leaders, and social groups that created change. Canada's involvement in World War I is studied, with the emphasis on the impact of the war on both Canadians and the world community. The subtasks can be considered as research for the reporters and producers of the radio broadcast.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Task Summary

The students will begin the unit by exploring the changing society of Canada through activities focusing on visual images of the 1900s. They will compare and contrast the past and present uses of technology to demonstrate an understanding of the historical significance of change in society.

Through a simulation activity, students will experience the division of labour process. Economic and social issues of the 1900s will be introduced through a series of dramatizations. Students will prepare fact sheets on the topics.

Using graphic organizers, students will outline differing points of view surrounding five key issues facing Prime Minister Wilfrid Laurier. The issue of immigration will be investigated by creating a timeline of the early 1900s and comparing historical policies to current policies. World War I will be explored through a series of group presentations. Propaganda posters will be created to simulate the issue of war recruitment and the importance of supplies for the army overseas.

Students will discuss the implications of the Treaty of Versailles. "The War to End All Wars" will be examined through the eyes of the participating countries. To investigate the impact of war on Canadian society, students will role-play characters from these countries and voice their concerns. Student presentations will provide more in-depth information.

Students will analyse and apply the information acquired in the subtasks to produce a war-time radio

documentary.

Culminating Task Assessment

Students will have the opportunity to work as broadcasters to produce a documentary post-war radio show, which will feature a series of reports reflecting change in Canadian society. To complete this challenge, students will be expected to analyse information and make connections as to how and why changes occurred in Canadian society at the turn of the 20th Century. They will examine the economic factors, historical leaders, and social groups that created change. Canada's involvement in World War I is highlighted, with emphasis on the impact of the war on both Canadians and the world community. The subtasks will be considered as research for the reporters and producers of the radio broadcast.

Catholic Graduate Expectations

CGE 2b - reads, understands and uses written materials effectively.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 4b - demonstrates flexibility and adaptability.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

CGE 5a - works effectively as an interdependent team member.

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Links to Prior Knowledge

In Grade 7, students studied the nature of conflict and change by exploring the rebellions of 1837 in Upper and Lower Canada. They examined the social, economic, and political changes of the era. Study of key personalities in the changes and major developments of the early 19th century will provide the basis for learning about Canada's changing society.

Students will work in pairs to review definitions using a jigsaw puzzle. Key terms such as "great migration," "timber trade," "fur trade," "components of the government," and "important personalities" will be reviewed. Students will research one of the key terms and present an oral report to the class. As a class, students will brainstorm a list of possible changes, such as political reform, community development, and technological and medical advancements, to reflect on cultural heritage and to respect long-term changes that have affected contemporary society.

Considerations

Notes to Teacher

Catholic Graduate Learner Expectations:

The Institute for Catholic Education portrays a vision of the learner as a discerning believer; an effective communicator; a reflective, creative, and holistic thinker; a self-directed, responsible, lifelong learner; a collaborative contributor; a caring family member, and a responsible citizen. The expectations for graduates of the Catholic system features the core understanding of the human condition as an integration of body, mind and spirit. The Grade 8 History curriculum provides a unique opportunity to study the events of Canada as an emerging nation using an academic process but also to consider these events from a social justice point of view. When topics related to the political, economic, and social aspects of history are introduced and discussed, students can reflect on issues with a social conscience and develop links from the past to the

present. Students are challenged to compare events against social justice principles, enhancing an understanding of their own faith.

The following six principles of Catholic social justice teachings are woven throughout the subtasks of the unit and invite the student to focus on the information with a social conscience.

1. Dignity of the Human Person: All people are sacred, made in the likeness of God.
2. Community and the Common Good: The human person realizes dignity and rights in relationship with others, in community.
3. Option for the Poor and Vulnerable: The measure of decency and social justice of a society can be seen in the way the poor and vulnerable are treated.
4. Human Rights and Responsibilities: All people have the right to participate in decisions that affect their lives while respecting the rights of others and to work for the common good.
5. Dignity of Work: People have the right to decent and productive work.
6. Solidarity: We are one human family called to work globally for justice.

These principles should be introduced through the Religious Education and Family Life Education programs, and then can be applied to a variety of historical and social issues. It is recommended that history be taught in the second half of the year to allow for time to explore these social justice themes. Listed below are the references for each topic within the Religious Education and Family Life programs.

Grade 8 Religious Education Programme Stand By Me

Dignity of the person

Grade 8 Religious Education Programme Stand By Me

Unit 6 Theme 1 Who wants this body?

Students will demonstrate a healthy or increasingly positive sense of self-respect and self-love.

Family Life Education: Fully Alive

Theme 1

Topic 1 The Wonder of Being Human

Topic 2 The Human Mind

Topic 3 The Challenge of Being Human

Community and the Common Good

Grade 8 Religious Education Programme Stand By Me

Unit 1 Theme 4 What does it take to really win?

Students will evaluate their own willingness to be present to others and to live in community.

Unit 4 Theme 1 Does death destroy everything?

Students will use a verbal or artistic medium to express what it means to live as part of a community.

Unit 5 Theme 4 Why should I confess my sins to anyone else but God?

Students will explain how sin affects our relationship with the whole Christian community.

Unit 8 Theme 2 Why go to mass?

Students will express how the Eucharist gives the faith community the strength to live out what it professes in the creed.

Family Life Education: Fully Alive

Theme 2

Topic 1 Building Bridges

Topic 2 The Family

Topic 3 Friends

Option for the Poor and Vulnerable

Grade 8 Religious Education Program Stand By Me

Unit 2 Theme 3 What can I do when my life seems to be falling apart?

Students will identify the need for healing and forgiveness in their lives.

Unit 6 Theme 1 Who wants this body?

Students will demonstrate respect for the wholeness of persons who are physically, emotionally or mentally challenged.

Unit 6 Theme 3 Can suffering be meaningful?

Students will evaluate their own attitudes to suffering and towards those who suffer.
Students will make a commitment to reach out to someone who is suffering.

Solidarity

Grade 8 Religious Education Program Stand By Me

Unit 1 Theme 4 What does it take to really win?

Students will define solidarity and explain how the nature of God as trinity calls us to live in solidarity with each other.

Unit 7 Theme 3 Do I live justly?

Students will explain our responsibility not only for those who are close to us, but also for people in need wherever they may be.

Stewardship

Grade 8 Religious Education Program Stand By Me

Unit 7 Theme 1 How is my life connected?

Students will express a growing sense of responsibility for stewardship for the earth.

See Judge Act

Unit 5 Unit 1 We know these rules, why do we have to learn them again?

Students will identify the ways that rules help them to live life to the fullest.

Unit 5 Theme 2 What's right, what's wrong?

Students will explain the role of conscience in answering the question what's right, what's wrong.

Students will demonstrate an understanding of social sin and individual participation in it.

Unit 7 Theme 2 How can I make the world more peaceful?

Students will identify some of the causes and results of violence within their own community and the steps being taken to confront violence.

Students will evaluate their own attitudes toward violence.

Unit 7 Theme 3 Do I live justly?

Students will take a stand for justice and do what they can within their own community.

Students will understand the Golden Rule and apply it to a decision-making situation.

Family Life Education: Fully Alive

Theme 5

Topic 1 A Common Project

Topic 2 Some Issues in Social Justice

Topic 3 Growing towards social justice

Note: This theme is a very extensive treatment of social justice issues and principals.

Unit Preparations

Gather a selection of texts, including survey texts in Canadian history. Arrange for the use of the Library/Resource Centre or ask to have resource texts set aside. Order videos and/or government information packages; investigate the possibilities of local field trips or guest speakers from the community. Review research techniques including searches on the Internet.

Adaptations

Teachers should choose partnerships and groupings carefully to ensure that students who have difficulty can be assisted. Consider recent research, such as multiple intelligence theories, and provide choice whenever possible. Many of the activities in the subtasks offer choice in groupings or in the method of presenting information. Open-ended activities may be modified to consider the needs of all students by reorganizing large projects into smaller, more directed assignments. With each subtask or activity, review the criteria for assessment and provide samples of student work whenever possible. Encourage students to

ask clarifying questions and "what if" questions. Provide on-going feedback through written comments and informal or formal conferencing. Model the importance of learning skills by teaching note-taking, time management, and organizational skills. Value the importance of deadlines.

In considering the special needs of students remember to check the IEP of any identified student. The following accommodations may be implemented for any student experiencing difficulty.

1. Provide photocopied notes with important information highlighted.
2. Re-word important information on tape.
3. Read aloud to students
4. Use reading partners.
5. Provide written material at differing reading levels.
6. Provide instructions orally and in writing.
7. Use key visuals whenever possible.
8. Partner students to allow for peer assistance.
9. Limit the criteria: reduce the number of required elements for an assignment.
10. Change the audience; for example, present orally to small groups rather than to a large group.
11. Change the method of presentation; for example, present information orally rather than writing a report.
12. Allow students to hand in projects on cassette, instead of written.

Research

At the beginning of the unit, take time to review the research process. Create a wall chart and refer to it each time a research activity is introduced. The questions listed below can be used as assessment criteria. Make sure to provide clear timelines for each component.

Important Steps in the Research Process: (Adapted from: "French/English Relations" Catholic Curriculum Cooperative - Central & Western Region)

1. The Research Question
Is the focus of the research clear and concise?
2. A Research Plan
Has a plan been developed?
3. Variety of Sources
Was more than one source used to help confirm the material?
4. Organization of material
Was the information summarized or copied?
Has an attempt been made to organize the information in a useful way?
5. Selection of Appropriate Material
Has the information been prioritized and the most important used to support the research question?
6. Time on Task
Was the research time used effectively?
7. Application
Was the information used effectively to support the research question?

Use of the Internet for Research

Review Board policy and discuss the issue of personal safety when using the Internet. Remind students never to give out personal information, such as full name, home phone number, or home address. When using the Internet for research remind students to use the Internet responsibly and to stay focused on the topic. If any problems arise, have students ask for help from you or the Library/Resource Centre specialist. Review how to source material and give credit for other people's work in a bibliography.

Cross-Curricular Content

Many activities rely on language expectations. Students are expected to read in search of main ideas and supporting details, providing evidence for them to draw conclusions about ideas in written material. Planning a research project, organizing information logically and creatively, and using the conventions of oral and written language will be necessary skills when writing about a particular social issue or historical era. The culminating project is based on creating a radio broadcast of the same technical complexity. Expectations from the arts will be highlighted in many activities. Students will be asked to interpret information from dramatic presentations; to create skits which require writing in role and expressing points of view; and to

dramatize material from research. There will be opportunities to listen to music and to produce a work of art which reflects the war era.

Teaching, Learning, and Assessment Strategies

In an effort to promote the abilities and strengths of all students, this unit encourages various groupings and provides a variety of teaching/learning strategies, including teacher-directed lessons, directed reading and research, role playing and simulation, brainstorming, discussion, debating, oral, and visual and written presentations.

Many of the activities rely on observation, anecdotal comments, and the on-going feedback of the teacher to check accuracy of foundation activities, while rubrics are used extensively to assess assignments. In an effort to promote open-ended and rich learning tasks, rubrics are used to accommodate as many options and learning styles as possible. Teachers are reminded that criteria must reflect the specific task assigned to assist students in meeting expectations.



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

1 "Pieces of the Past"

To lay the foundation for the unit, students will review the six principles of social justice by creating a classroom bulletin board. Then students will work in pairs to review definitions using a jigsaw puzzle. Key terms, such as "the great migration," "timber trade," "fur trade," "components of the government," and "important personalities," will be reviewed. As a class, students will brainstorm a list of possible changes, such as political reform, community development, and technological and medical advancements. They will reflect upon the effects that long-term changes have had on contemporary society.

Catholic Graduate Expectations

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

2 Listen to the News!

Students will brainstorm ways that news can be broadcast or distributed. Different formats of reporting the news will be discussed and explained. Students will identify which formats might have been used at the turn of the century. By highlighting this discussion, the teacher will explain the culminating task of producing a post-war radio documentary. The documentary will recount issues of this historical era in light of the six principles of social justice.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

3 The Turn of the Century: A New Era

To build a framework for understanding today's society, students investigate changes at the turn of the 20th Century. Students will compare photographs of current agricultural technology with farming implements from the early 1900s. Students will brainstorm other aspects of modern life and will formulate questions as a starting point for researching modern trends compared to the way of life at the turn of the century. This subtask investigates the background information needed to allow students to think about social issues and moral decision making in subsequent subtasks.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5a - works effectively as an interdependent team member.



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4 Technology and Social Changes

Students will participate in a class activity to simulate the division of labour in a manufacturing process as compared to a cottage industry process. After discussing the results, the students will learn about the economic and social changes of the early 1900s through a series of dramatizations portraying urban life, children and women in the workforce, women's rights, prohibition, and the Indian Act of 1876. Researching these times will help the students gain information about historical, social justice issues of dignity of the person and human rights and provide a foundation for understanding contemporary issues.

Catholic Graduate Expectations

CGE 5a - works effectively as an interdependent team member.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

5 An Emerging Canadian Identity

Keeping in mind the social changes occurring in the early 1900s, the students will analyse five key historical issues facing Prime Minister Wilfrid Laurier. These issues helped to shape a Canadian identity at home and abroad. Examination of various historical points of view allows students to gain insight into the development of a society and to reflect on situations of conflict in their own lives. Students will apply the concepts of moral decision-making when discussing conflict.

Catholic Graduate Expectations

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

6 A New Home

To develop an understanding of the heritage and pluralism of today's Canada, students investigate the growth of our nation through immigration. Students will review immigration policies and consider the issues of the common good and human rights. Students will work with a partner to develop a timeline which identifies changes to Canada's immigration policy at the turn of the 20th Century. Research of Canada's current immigration policies provides information for an assignment reflecting the attitudes of new immigrants to Canada.

Catholic Graduate Expectations

CGE 5a - works effectively as an interdependent team member.

CGE 2b - reads, understands and uses written materials effectively

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.



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7 The Threat is Upon Us

To develop responsible citizens who promote a peaceful society, students reflect on events during a time when peace was threatened. The students will be introduced to an overview of the causes of the war in Europe and will learn about the horror of war through Canada's efforts and the world's experiences. A variety of activities, including writing exercises and discussions, will be used to convey the information.

Catholic Graduate Expectations

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

8 Struggles at Home

The war in Europe brought changes to society at home. To appreciate the theme of working towards the common good, the contributions and struggles of Canadians for the war effort will be highlighted in this subtask. The issues of conscription and war propaganda will be discussed.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2b - reads, understands and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

9 "The War To End All Wars"

"The War to End All Wars" ended in a very controversial way. The Treaty of Versailles was intended to impose order in Europe, but it only created more tension amongst countries. During this subtask, students will read information on the ending of the war and the Treaty of Versailles. A class discussion will reflect the differing points of view of the participating countries and inquires whether the treaty was moral or just. The groups will present to the class and write a personal learning log.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 5a - works effectively as an interdependent team member.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



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10 Picking up the Pieces

Technology and the war were catalysts for social change. Following the war, Canadians began to focus on social issues in an effort to promote a more just society. Students will trace the problems of the post-war era in Canada. Discussion will focus on social justice issues of human rights, options for the poor and vulnerable, and moral decision-making. After researching a Canadian personality or topic, students will present an oral report, then reflect on the significance of historical events compared to contemporary issues.

Catholic Graduate Expectations

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 2b - reads, understands and uses written materials effectively

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

11 Turn Up the Radio!

Students will have the opportunity to work as broadcasters to produce a documentary post-war radio show, which will feature a series of reports reflecting change in Canadian society. To complete this challenge, students will be expected to analyse information and make connections as to how and why changes occurred in Canadian society at the turn of the 20th Century. They will examine the economic factors, historical leaders, and social groups that created change. Canada's involvement in World War I is highlighted, with emphasis on the impact of the war on both Canadians and the world community. The subtasks will be considered as research for the reporters and producers of the radio broadcast.

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CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 4b - demonstrates flexibility and adaptability.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

CGE 5a - works effectively as an interdependent team member.

CGE 5b - thinks critically about the meaning and purpose of work.

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1.5 hours

Description

To lay the foundation for the unit, students will review the six principles of social justice by creating a classroom bulletin board. Then students will work in pairs to review definitions using a jigsaw puzzle. Key terms, such as "the great migration," "timber trade," "fur trade," "components of the government," and "important personalities," will be reviewed. As a class, students will brainstorm a list of possible changes, such as political reform, community development, and technological and medical advancements. They will reflect upon the effects that long-term changes have had on contemporary society.

Catholic Graduate Expectations

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

Expectations

- 8h38 A – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h48 – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h54 – describe and evaluate the effects of technology on Canadian society;
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e33 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e55 A • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Groupings

- Students Working As A Whole Class
- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Learning Log/ Journal
- Think / Pair / Share
- Brainstorming
- Discussion
- Research
- Oral Explanation

Assessment

1. The jigsaw puzzle is self-checking. The teacher may assist students who are having difficulty in completing the activity.
2. The presentations will be assessed using a rubric "Oral Presentation."
3. Teachers will observe the discussions taking place in the think/pair/share activity and as a group.
4. The journal entry will be assessed using the "Journal Response Feedback" checklist (BLM 1. 3).

Assessment Strategies

- Observation
- Learning Log
- Response Journal

Assessment Recording Devices

- Anecdotal Record

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Rubric

Teaching / Learning**Social Justice**

1a) To lay the foundation for the unit, students will brainstorm the six principles of social justice as a class. Refer to Unit Notes in the Unit Overview for definitions and references from the Religious Education and Family Life programs.

b) Divide the class into six groups. Each group will illustrate one principle by using sketches, magazine pictures, or mind maps. The six posters should be displayed on a bulletin board to be used as a focal point for class discussion during subsequent subtasks.

Jigsaw Puzzle: Definitions

2. To introduce the unit, the teacher and students review vocabulary from the Grade 7 strand 'Conflict and Change.' Using the puzzle (BLM 1.1), the students will cut out the pieces of the puzzle and then re-assemble the puzzle by matching the word to its definition along the puzzle edges. Students may work in pairs or individually.

Research

3a) Review the research process. See the Unit Notes in the Unit Overview.

b) Students sign up for a topic or are assigned one of the topics listed below and research using print and/or electronic resources. They will prepare a two-minute oral presentation using the following headings as a guide: "introduction of the topic," "time frame," "definitions of important vocabulary," "important points or issues to consider," and "the historical significance of the topic." The presentation will be assessed using a rubric, "Oral Presentation." Review the assessment criteria before students begin the assignment.

Topics:

- The Great Migration
- The Timber Trade
- The End of Competition in the Fur Trade
- Philemon Wright
- Potash
- Habitants of Lower Canada
- Merchants and Professionals of Lower Canada
- Louis-Joseph Papineau
- Chateau Clique
- Parti Canadien
- Government Structure of Lower Canada
- Ninety-Two Resolutions
- Rebellion of 1837 in Lower Canada
- Life in Upper Canada: 1815-1838
- Fort York
- Government Structure of Upper Canada
- Family Compact
- Robert Goulay
- William Lyon Mackenzie
- Sir Francis Bond Head
- Lord Durham
- Act of the Union

Brainstorming

3. To introduce the theme of "change," students will brainstorm the changes in society that they have



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experienced in their own lifetimes using a think/pair/share method.

In think/pair/share, students think alone in response to a teacher prompt for a specified amount of time, then form pairs to discuss their ideas. Next, students are called upon to share responses with the class.

Focus on Change

4a) Explain to students that major changes occurred at the beginning of the 20th Century. Brainstorm a list of these changes that students might already know.

b) As a group, discuss how the changes that the students highlighted might be similar to those experienced by Canadians at the turn of the 20th Century: for example, technological or medical changes.

Journal Entry

5. Students will summarize the relevant points of the discussion through a journal entry. Headings for the entry could be: 1) Major Changes in Our Lifetime, 2) Major Changes at the Turn of the 20th Century, and 3) Similarities and Differences. The summary journal will be assessed using the "Journal Response Feedback" checklist (BLM 1.3). Review the criteria on the checklist before the students begin the journal entry.

Adaptations

In order to help an ESL student or a student with special needs, the teacher could pair students based on need.

The teacher may wish to assign certain topics of the research component according to the special needs of students.

Resources



Oral Presentation



BLM 1.1a Pieces of the past: Worksheet A BLM 1.1a.cwk



BLM 1.1b Pieces of the Past: Worksheet B BLM 1.1b.cwk



BLM 1.2 Answer Sheet BLM 1.2.cwk



BLM 1.3 Journal Response Feedback BLM 1.3.cwk



scissors



glue or tape



chart paper



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Notes to Teacher

Jigsaw Puzzle:

When working on the puzzle, advise the students not to glue down the pieces until all the terms have been matched. Have envelopes ready to store pieces in case the puzzle cannot be completed during class time. Have students number and initial their 15 pieces to avoid confusion.

Research:

Add other topics to the recommended list or assign topics to individuals or pairs.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Description

Students will brainstorm ways that news can be broadcast or distributed. Different formats of reporting the news will be discussed and explained. Students will identify which formats might have been used at the turn of the century. By highlighting this discussion, the teacher will explain the culminating task of producing a post-war radio documentary. The documentary will recount issues of this historical era in light of the six principles of social justice.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

Expectations

- 8h38 – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h53 – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8h54 – describe and evaluate the effects of technology on Canadian society;
- 8e66 – evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);
- 8e62 – contribute collaboratively in group situations by asking questions and building on the ideas of others;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Brainstorming
Discussion

Assessment

Throughout the activities the teacher will observe to ensure understanding.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Brainstorm

- As a class, students will brainstorm ways that news can be broadcast or distributed. Possible responses would be: newspapers, TV, radio, posters, flyers, telephone, and Internet sites.
- Ask the students to list different formats of reporting the news. Possible answers could be: factual reports or articles, interviews, cartoons, editorials, documentaries, role-playing or dramatization, news bulletins, field reports, and advertisements.
- Ask students to consider which methods and formats would have been possible at the turn of the 20th Century.
- Use the fact sheet entitled, "Air Waves" (BLM 2.1) as an overhead to review the development of radio at the turn of the 20th Century.

2. Listening



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Listen to excerpts of modern radio programs, such as a news broadcast, a talk show, a dramatization, or a documentary. This could be done as a homework assignment or by listening to different frequencies on the radio in class. Discuss how the formats differ.

3. Explanation of the Final Task

Explain the culminating task using the overhead, "Turn the Radio Up!" (BLM 2.2). Assign groups of three or four students where possible. Emphasize the need for students to work as a team, respecting the strengths and weaknesses of each group member. Allow students time to work in their groups to brainstorm possible presentation ideas.

Adaptations

Groupings should be assigned to ensure inclusion and to respect the abilities of all students.

Resources



BLM 2.1 Air Waves

BLM 2.1.cwk



BLM 2.2 Turn the Radio Up!

BLM 2.2.cwk

Notes to Teacher

Listening to a variety of radio formats could be done by selecting settings for various radio programs. As a homework assignment, students could be asked to listen to a news broadcast, an interview, a dramatization, a live report from an international journalist, a documentary and a talk show and then report back on the different styles. If possible to obtain, samples of old radio programs would be ideal.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

Description

To build a framework for understanding today's society, students investigate changes at the turn of the 20th Century. Students will compare photographs of current agricultural technology with farming implements from the early 1900s. Students will brainstorm other aspects of modern life and will formulate questions as a starting point for researching modern trends compared to the way of life at the turn of the century. This subtask investigates the background information needed to allow students to think about social issues and moral decision making in subsequent subtasks.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5a - works effectively as an interdependent team member.

Expectations

- 8h38 – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h39 A – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h49 A – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h53 – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8h54 – describe and evaluate the effects of technology on Canadian society;
- 8h55 – describe how events in the Canadian labour movement have influenced workers today;
- 8h35 • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- 8e3 • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);
- 8e8 • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e36 – plan a research project and carry out the research;

Groupings

- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Note-making
- Open-ended Questions
- Research

Assessment

Feedback on the graphic organizer worksheet can be given by the teacher through a short conference while students are researching their individual topics. The short essay will be submitted to the teacher after each student reads the essay to his/her partner. The essay will be assessed using the "Short Essay Rubric."

Assessment Strategies

- Essay
- Conference

Assessment Recording Devices

- Rubric

Teaching / Learning

Current Technology and Farming in the 1900s

1. Provide students with pictures of early farm implements (e.g., horse-drawn threshers, cutters, etc.) and



Turn Up the Radio! Canada's Changing!

Subtask 3

3 hours

A Unit for Grade 8

modern farm machinery. Have students discuss changes over the years in agriculture and technology.

Graphic Organizer

2. Students will create a graphic organizer entitled "Comparing Similarities and Differences" to be used throughout the subtask. Students will use this organizer to consider the question "How has technology in agriculture changed since the beginning of the 1900s?"

Brainstorming

3. Working in pairs, students will brainstorm a list of other facets of modern life that they would like to compare to life in the 1900s. Topics may include medicine, food, transportation, mining, communications, clothing, etc.

Research

4a) Each student will choose a different topic from his/her list.
b) Review the research process and provide timelines.
c) Working individually, students research their topics using a variety of print and/or electronic resources. The graphic organizer can be used to organize information from notes taken during research.

Essay

5. Students will write a short essay which presents the topic they have chosen. The essay should begin with an introductory paragraph. The body of the essay should have three paragraphs with supporting evidence to show the similarities and differences. A final paragraph states the conclusions. The essay will be assessed using the "Short Essay Rubric." Review the criteria of the rubric before students begin the short essay.

Peer Feedback

6a) Students will read their essay to their partners and complete a "Peer Feedback" sheet. (BLM 3.3)
b) Based on the peer feedback, students will revise their short essay and submit the final copy for teacher feedback.

Adaptations

To accommodate students with special needs, research topics may be assigned to individual students. The length of the essay may be modified or the graphic organizer may be submitted for assessment. Students may work in pairs rather than individually, keeping in mind that assessment is recorded for the individual.

Resources



Short Essay Rubric



BLM 3.3 Peer Feedback Worksheet

BLM 3.3.cwk



Millennium: Episode 9: 19th Century: The Century of the Machine



Statistics Canada



Industrial Revolution



Notes to Teacher

Teacher Reflections



Turn Up the Radio! Canada's Changing!

Subtask 4

3 hours

A Unit for Grade 8

Description

Students will participate in a class activity to simulate the division of labour in a manufacturing process as compared to a cottage industry process. After discussing the results, the students will learn about the economic and social changes of the early 1900s through a series of dramatizations portraying urban life, children and women in the workforce, women's rights, prohibition, and the Indian Act of 1876. Researching these times will help the students gain information about historical, social justice issues of dignity of the person and human rights and provide a foundation for understanding contemporary issues.

Catholic Graduate Expectations

CGE 5a - works effectively as an interdependent team member.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

- 8h41 – identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation);
- 8h42 – describe the impact of the Indian Act of 1876 on Aboriginal peoples;
- 8h43 – identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions);
- 8h48 – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h50 – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- 8h51 – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h53 – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8h54 A – describe and evaluate the effects of technology on Canadian society;
- 8a42 • interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., "forum theatre");
- 8a54 – write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and

Groupings

- Students Working Individually
- Students Working In Pairs
- Students Working In Small Groups

Teaching / Learning Strategies

- Simulation
- Note-making
- Learning Log/ Journal

Assessment

The skit or journal entry will be assessed using the rubric "Factory Worker."

Assessment Strategies

- Conference
- Observation

Assessment Recording Devices

- Rubric



Turn Up the Radio! Canada's Changing!

3 hours

A Unit for Grade 8

- 8e33 question and evaluate the ideas in the material;
– make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e36 – plan a research project and carry out the research;
- 8h39 A – demonstrate an understanding of how the industrial revolution changed Canadian society;

Teaching / Learning

Discussion

1. Discuss the meaning of "cottage industry" and "division of labour" process in manufacturing a product.
 - a) Explain that the class will manufacture toy houses made of interlocking blocks and paper. Have students decide what the house will look like and list the actual steps in building the house so that each student is familiar with the process.
 - b) Divide the class into groups of five or six. Explain that one group will be using a cottage industry process, meaning that each student in the group will build toy houses individually. The other groups will use a division of labour process, assigning one specific task to each group member.
 - c) Gather enough supplies for each group and allow time for students to organize and plan. All groups should start at the same time and be given the same "manufacturing time" of 15-20 minutes.
 - d) Discuss the results of each group. Discuss the advantages and disadvantages of each system. Brainstorm a list of potential problems in the division of labour process.

Skits

2. To introduce the students to the economic and social changes of the early 1900s, students will act out prepared skits. Group students and assign each group a topic (listed below) to dramatize. Allow sufficient time to rehearse.
 - i) Urban Living Conditions/Women in the Workplace (five students) (BLM 4.1)
 - ii) Children in the Workplace (five students) (BLM 4.2)
 - iii) Women's Rights and Prohibition (five students) (BLM 4.3)
 - iv) The Indian Act of 1876 (five students) (BLM 4.4)

Discussion

- 3a) Discuss the issues presented in each dramatization. Challenge students to pinpoint issues relating to dignity of the person and human rights.
- b) Discuss how they would feel if they worked in the coal mines or a factory when they were 12 years old. Discuss what it would be like to be taken away from their parents and to be sent to a residential school. Discuss the moral responsibilities of governments to atone for past historical events.
- c) Have students write a journal entry expressing their reactions to the skits by using specific examples from the skits and discussion.

Fact Sheet

- 4a) Students work in groups of three or four to produce a fact sheet for each topic listed below. Each fact sheet should list 10-15 facts, which summarize background information and statistics.
- b) Review the research process and provide timelines for each component.
- c) Textbooks or electronic resources can be used to research the topic. Graphs and statistics, whenever possible, should be included on the fact sheets.

Topics for Fact Sheets

Growth of Canadian Cities
Urban Living Conditions
Children in the Workforce
Women in the Workforce



Turn Up the Radio! Canada's Changing!

Indian Act of 1876

d) Two groups will join together to compare fact sheets and add information to their lists. The teacher may use this time to conference with groups regarding the information they have gathered.

Skit or Journal Entry

5. Individually, students will write a script or a journal entry assuming the role of a factory worker in a Canadian city. Students incorporate information from the fact sheet to demonstrate their understanding of the issues. The script or journal entry will be assessed using the rubric "Factory Worker." Review the assessment criteria before the students begin the assignment.

Adaptations

The teacher may create the fact sheets and/or provide graphs and statistics for all students or students with special needs.

Resources

-  **Factory Worker**
-  **BLM 4.1 - Urban Living Conditions** BLM 4.1.cwk
-  **BLM 4.2 - Children in the Workplace** BLM 4.2.cwk
-  **BLM 4.3 - Women's Rights** BLM 4.3.cwk
-  **BLM 4.4 - The Indian Act of 1876** BLM 4.4.cwk
-  **Home Children Land of Hope Vol. 2 NFB** Chandler's Mill 1991
-  **Factory Life**
-  **Women in World History**
-  **Women in World History**
-  **Indian Act of 1876**

Notes to Teacher

Ask students ahead of time to bring in containers of interlocking blocks from home. Have cardboard and scrap paper available for the assembly line challenge.

Prepare sufficient copies of the skits for each group.

Remind students to consider all research and assignments as preliminary work needed for the culminating activity.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

2 hours

A Unit for Grade 8

Description

Keeping in mind the social changes occurring in the early 1900s, the students will analyse five key historical issues facing Prime Minister Wilfrid Laurier. These issues helped to shape a Canadian identity at home and abroad. Examination of various historical points of view allows students to gain insight into the development of a society and to reflect on situations of conflict in their own lives. Students will apply the concepts of moral decision-making when discussing conflict.

Catholic Graduate Expectations

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Expectations

- 8h48 – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h40 – identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs);
- 8h50 – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- 8h51 A – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h52 A – analyse and describe conflicting points of view about an historical issue (e.g., conscription);
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e36 – plan a research project and carry out the research;

Groupings

Students Working Individually
Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies

Discussion
Direct Teaching
Issue-based Analysis

Assessment

The individual assignments will be assessed using the rubrics "Charting Points of View" or "Short Debate."

Assessment Strategies

Observation

Assessment Recording Devices

Rubric

Teaching / Learning

Conflict Discussion

1a) Solicit real-life, current situations from students where an issue created a conflict resulting in several points of view. Discuss the strategies used to resolve the conflict and the eventual outcome. Possible topics could be: whether or not to buy a pet, establishing a curfew for teenagers, teenage dating, etc. Refer to the 'see, judge, act' model for moral decision-making. (Grade 7 Religious Education Program: Believe in Me, Unit 2 Theme 3)

b) Model critical thinking charts, (BLM 5.1) to discuss the issue and the different points of view.



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

2 hours

Canadian Conflicts

- 2a) Briefly discuss the contemporary issue of Anglophone/Francophone relations in Canada and brainstorm causes of these tensions from discussion of previous units. Ask students to list any other groups who feel they are in conflict with the Canadian government today.
- b) Review the term "biculturalism" by asking for student definitions and/or referring to a textbook glossary.
- c) Provide background information for students regarding the Manitoba Schools Questions, the death of Prime Minister Macdonald in 1891, and the call for an election in 1895 before the government could pass a bill to settle the schools question. Explain that Wilfrid Laurier was elected in 1891 and wanted to develop a strong national identity.
- d) Use textbook resources to summarize the viewpoints of The Imperialists, The French Canadian Nationalists, and The Continentalists.

Research

- 3a) Provide background information and/or define the five key world issues facing Prime Minister Laurier: relations with Great Britain, the Boer War, the Alaska Boundary Dispute, the Naval Question, and Reciprocity.
- b) Using textbook and/or electronic resources, students will create a chart entitled, "Charting Points of View" to analyse the five key issues and investigate the outcome of each conflict. The headings for the chart could be; 'Issue', 'Imperialists,' 'French-Canadian Nationalists,' 'Continentalists,' and 'Outcome: Laurier's Actions.' (See the sample chart in Notes to Teacher.) The chart will be assessed through class discussion.
- c) Discuss how Laurier respected the viewpoints of each political group as a basis for his decision-making process. Ask students to consider if Laurier used the 'see, judge, act' model.

Project

Students may choose to work individually on a written assignment or work with a partner to debate the differing points of view. The written assignment will be assessed using the rubric "Charting Points of View" and the debate will be assessed using the rubric "Informal Debate." Review the rubrics before the students begin the project.

Written Assignment

Using the information on the chart, students will write a summary of two issues, briefly explaining the outcome and identifying how a compromise was achieved. The summary should demonstrate that the student understands the differing points of view. As a concluding statement, the student will express his/her point of view and explain why he/she agrees or disagrees with the outcome.

Debate

Using the chart as a reference, one person will role-play Prime Minister Laurier and the second person will role-play the Leader of the Opposition, Robert Borden. The students debate the two main issues of the 1911 election, Reciprocity and the Naval Question. The debate should demonstrate that each student understands his/her respective point of view. Debates may be presented to a small group of students who will provide feedback.

Adaptations

Students may work in pairs to fill out the chart. A photocopied sheet with highlighted passages may be provided for students with special needs.

Resources

**Charting Points of View**



Turn Up the Radio! Canada's Changing!

2 hours

A Unit for Grade 8



Informal Debate



BLM 5.1 Examples of Critical Thinking Charts

BLM 5.1.cwk



Wilfrid Laurier

Barbara Robertson



Women in World History

Notes to Teacher

Students who choose the debate may wish to research the events after the election of 1911 to understand Prime Minister Borden's position regarding the need for money to support the British Navy. Debates may be presented to small groups of students and assessed by peers.

Sample entries for the chart:

Issue: Ties to Britain

Imperialists:

- wanted to maintain close ties with Britain;
- supported common defense and trade with Britain.

French Canadian Nationalists:

- wanted to preserve Catholic religion;
- did not want to increase ties with Britain;
- did not want decisions about Canada to be made by Great Britain.

Continentalists:

- did not want to increase ties with Britain;
- wanted Canada to join the United States for defense and trade.

Outcome: Laurier's Actions:

- saw benefits of maintaining relationship with Britain;
- did not want stronger ties with Great Britain;
- assured Great Britain he did not want to cut ties with the British empire;
- visited Great Britain and France to strengthen diplomatic relations.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Description

To develop an understanding of the heritage and pluralism of today's Canada, students investigate the growth of our nation through immigration. Students will review immigration policies and consider the issues of the common good and human rights. Students will work with a partner to develop a timeline which identifies changes to Canada's immigration policy at the turn of the 20th Century. Research of Canada's current immigration policies provides information for an assignment reflecting the attitudes of new immigrants to Canada.

Catholic Graduate Expectations

CGE 5a - works effectively as an interdependent team member.

CGE 2b - reads, understands and uses written materials effectively

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

- 8h38 – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h45 A – identify features of Canada's immigration policy in the nineteenth century (e.g., head tax, no stoppage rule);
- 8h50 – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- 8h51 – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h56 A – demonstrate an understanding of significant changes made to Canada's immigration policy;
- 8h57 A – interview new Canadians to determine their attitudes towards their new home and towards Canada's immigration policies.
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e43 – use the special terminology in a particular area of study, as necessary.
- 8e5 • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8h49 A – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);

Groupings

- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Discussion

Assessment

The timeline will be assessed for accuracy through conferencing and the "Timeline Checklist" (BLM 6.1).

The immigration assignment will be assessed using the rubric, "Immigration Today."

Assessment Strategies

- Conference

Assessment Recording Devices

- Anecdotal Record
- Rubric

Teaching / Learning Estimating Population



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

1. Ask students to estimate the population of Canada at the turn of the millennium and at the turn of the 20th Century. (Population in the year 2000: 30 750 100; Population in the year 1900: 5 371 000)

Brainstorming

2a) Brainstorm a list of reasons why people from another country may want to come to Canada today. This brainstorming activity is an excellent opportunity to discuss social justice teachings as students list reasons why people want to come to Canada.

b) Ask students to consider if the list would be different if the time frame was at the turn of the 20th Century. Add, modify, or delete reasons from the list as needed.

Immigration in the 1900s

3a) Review the research process and provide timelines for the assignment.

b) Using textbook and/or electronic resources, students will research Canada's immigration policies from 1885-1921.

c) Students will create a timeline outlining major policies and events. The following events should be included on the timeline with a brief summary statement of how immigration was influenced.

Topics:

- completion of the transcontinental railway;
- Prime Minister MacDonal institutes the National Policy
- Clifford Sifton, Minister of the Interior, is responsible for Immigration and Settlement in Canada
- 'head tax' is introduced
- continuous journey/'no stoppage' rule is introduced
- list of people who could not enter Canada is modified
- beginning of World War I
- immigration during the war
- concept of landing money was introduced
- the need for a visa was introduced

The timeline will be assessed for accuracy through conferencing, class discussion, and by using the "Timeline Checklist" (BLM 6.1). Discuss the assessment criteria before students begin the timeline.

d) As a class, discuss the fairness of the immigration policies. Consider the social justice principals of 'dignity of the person' and 'human rights' when discussing the issues.

Immigration Today

4a) Have students attempt the "Sample Citizenship Test Questions", (BLM 6.2). Discuss the results of the test and the need for immigrants to be aware of Canadian history and its political structure.

b) If possible, visit the Immigration Canada website which outlines Canada's Immigration Policy today including the different categories of immigrants, the selection process, how immigrants are chosen, and who can and who cannot become a Canadian citizen. See the Notes to Teacher for the web-site addresses.

c) Students have the choice of four assignments shown on "Welcome to Your New Home" (BLM 6.3), which will demonstrate their understanding of immigration policies in Canada today. Students may choose to interview a family, attend and summarize a citizenship hearing, collect and report on a current event, or write a script for a dramatization. The assignment will be assessed using the rubric, "Immigration Today." Discuss the assessment criteria before the students begin the assignment.

Adaptations

Students may be given highlighted text to focus on the key points. A handout of a timeline, with key dates, can be prepared for students with special needs. The "Immigration Today" assignment can be adapted by providing a list of questions for students to use for an interview.



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Resources



Immigration Today



BLM 6.1 Timeline Checklist

BLM 6.1.cwk



BLM 6.2 Sample Citizenship Test

BLM 6.2.cwk



BLM 6.3 Welcome to Your New Home

BLM 6.3.cwk



Land of Hope Vol. 1 NFB - Joe Mah,
Chinese Labourer



Land of Hope Vol. 2 NFB - Salvadoran
Refugee

Notes to Teacher

Consider using an English class or drama class to complete this assignment since there are strong cross-curricular ties.

The following websites are recommended for researching Canada's immigration policies from 1885-1921.

<http://www.ucalgary.ca/HIST/tutor/Canada1891/ch4.html>

<http://www.ucalgary.ca/HIST/tutor/Canada1891/ch5.html>

<http://www.ucalgary.ca/HIST/tutor/Canada1891/ch6.html>

<http://www.ucalgary.ca/HIST/tutor/Canada1891/ch8.html>

The Immigration Canada website will outline:

- different categories of immigrants (<http://cicnet.ci.gc.ca/english/about/faq/ask-10e.html>);
- the selection process (<http://cicnet.ci.gc.ca/english/immigr/immcan-e.html>);
- how immigrants are chosen (<http://cicnet.ci.gc.ca/english/immigr/ihow-e.html>);
- who can become a Canadian citizen (<http://cicnet.ci.gc.ca/english/citizen/howto-e.html>);
- who cannot become a Canadian citizen (<http://cicnet.ci.gc.ca/english/citizen/howto-e.html>).

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Description

To develop responsible citizens who promote a peaceful society, students reflect on events during a time when peace was threatened. The students will be introduced to an overview of the causes of the war in Europe and will learn about the horror of war through Canada's efforts and the world's experiences. A variety of activities, including writing exercises and discussions, will be used to convey the information.

Catholic Graduate Expectations

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 8h40 – identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs);
- 8h46 A – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h48 A – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h54 – describe and evaluate the effects of technology on Canadian society;
- 8h37 A • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h38 – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h49 A – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h52 – analyse and describe conflicting points of view about an historical issue (e.g., conscription);
- 8e47 • listen attentively to organize and classify information and to clarify thinking;
- 8e33 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8a54 A – write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Direct Teaching
- Discussion
- Learning Log/ Journal
- Map Making

Assessment

The presentations will be assessed using the rubric "World War I Presentations."

The letter will be assessed using the rubric "A Letter from the Trenches."

Assessment Strategies

- Select Response

Assessment Recording Devices

- Rubric



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Teaching / Learning

Introduction

- 1a) As a class, brainstorm a list of current world conflicts. Discuss the reasons for war and refer to social justice principles. Debate informally, "Is there a time when war is just?" See resource list for references.
- b) Use a mind map to brainstorm what students know about World War I.
- c) Read the blackline master "World War I" (BLM 7. 1). Have students summarize the information in their notebooks.

Research

2a) Students will work with a partner or in groups, using a variety of resources, to research a specific topic related to World War I. Emphasize the importance of working collaboratively and supporting each group member to achieve his/her best effort. Review the research process and provide timelines.

Suggested topics include:

- War on the land: maps of the western front
- Canadians at war
- Life in the trenches
- Ypres gas attack
- The Battle of Somme
- Vimy Ridge
- War in the air
- War at sea
- the Halifax explosion

b) Encourage students to present their research using a method which best suits their learning style. Each group will present its topic to the class. The presentation could be a written report, a song, a dramatization, or a visual representation. The project will be assessed using the rubric "World War 1 Presentations." Discuss the assessment criteria before the students begin the assignment.

Writing a Letter Home

3. Students will assume the role of a soldier living in the trenches. They will write a letter to a loved one back in Canada explaining the living conditions and summarizing their experiences as they fought in one of the major battles of the war. The letter will be assessed using the rubric "A Letter from the Trenches." Review the assessment criteria before the students begin the letter.

Adaptations

Students with special needs could work with a peer. Specific topics can be assigned with highlighted notes to help students organize information.

Resources



A Letter from the Trenches



World War I Presentations



BLM 7.1 World War I

BLM 7.1.cwk



The Harvest of Justice is Sown in Peace



The Catechism of the Catholic Church



War and Remembrance, The National Magazine, Nov. 11, 1998



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

-  The Battle of Vimy Ridge Vol. 1 1 to 4 1997
-  The Last 100 Days: Part 1
-  The Kid Who Couldn't Miss (Billy Bishop)
-  Canada's Role in WWI

Notes to Teacher

The lesson is intended to be an overview of World War I, highlighting Canada's involvement in the war.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Description

The war in Europe brought changes to society at home. To appreciate the theme of working towards the common good, the contributions and struggles of Canadians for the war effort will be highlighted in this subtask. The issues of conscription and war propaganda will be discussed.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2b - reads, understands and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 8h35 A • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- 8h37 • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h38 A – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h39 A – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h43 – identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions);
- 8h46 A – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h52 – analyse and describe conflicting points of view about an historical issue (e.g., conscription);
- 8h49 – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h53 A – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8a25 A • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;

Groupings

Students Working As A Whole Class
 Students Working Individually
 Students Working In Small Groups

Teaching / Learning Strategies

Discussion
 Jigsaw
 Role Playing
 Debating

Assessment

The letter will be assessed using the rubric "I Helped the War Effort."

The poster will be assessed using the rubric "Poster - War Propoganda."

Assessment Strategies

Performance Task

Assessment Recording Devices

Rubric



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Teaching / Learning

How Canadians Helped at Home

- 1a) In the previous subtask, students highlighted Canadian war efforts in Europe. Discuss the implications of war on the population at home. Have students reflect on the possible hardships and possible advantages.
- b) Divide the students into groups of four. Each student is assigned one of the following topics: farming during the war years, the growth of industry to support the war effort, women in the workplace, Victory Bonds. Using textbook and/or electronic resources, students research the topic to produce a "Did You Know?" fact sheet.
- c) Using a jigsaw format, all students who researched the same topic meet to discuss the information they have gathered to add or clarify points.
- d) Students go back to their original group and present the fact sheet to their group members.

"I Helped the War Effort"

2. Students are asked to assume the role of a factory worker or a farmer. A writer, compiling research for a book to focus on the efforts of Canadians at home during the war, has called for letters explaining these efforts. Using information from the fact sheets, students write a letter giving supporting details to explain how they helped the war effort. The letter will be assessed using the rubric "I Helped the War Effort." Discuss the assessment criteria before the students begin the letter.

Conscription

- 3a) Discuss the meaning of the word "conscription."
- b) Recalling the information already introduced in previous subtasks, discuss why conscription might have been needed during the war.
- c) Divide the class in half. Assign one half to be in favour of conscription and the second half against conscription. Debate the issue.

War Propaganda

- 4a) Ask the students to define the word 'propaganda.'
- b) Students can look at war propaganda posters on the following websites and discuss the messages being portrayed. The websites for the war propaganda posters are found at: <http://www.openstore.com/posters>, <http://www.nara.gov/exhall/powers/powers.html>
- c) As a class, use a Venn diagram to compare and contrast propaganda of World War I versus modern-day advertising.
- d) Students will create their own war propaganda posters (BLM 8.1) and will be assessed using the rubric "Poster - War Propaganda." Discuss the assessment criteria before the students begin the poster.

Adaptations

During the jigsaw activity, students can work with a partner to gather information. Highlighted text could be provided for special needs students.

Resources



Poster - War Propaganda



I Helped the War Effort!



BLM 8.1 War Propaganda

BLM 8.1.cwk

**Turn Up the Radio! Canada's Changing!**

A Unit for Grade 8

**Women Changing Canada**

Jan Coomber

Towards Women's Rights

Janet Ray

Notes to Teacher

If possible, print out the War Propaganda posters in colour. The importance of colour to help portray a message is an important element of the principles of design.

The websites for the war propaganda posters are found at:

<http://www.openstore.com/posters>

<http://www.nara.gov/exhall/powers/powers.html>

Teacher Reflections



Turn Up the Radio! Canada's Changing!

1 hours

A Unit for Grade 8

Description

"The War to End All Wars" ended in a very controversial way. The Treaty of Versailles was intended to impose order in Europe, but it only created more tension amongst countries. During this subtask, students will read information on the ending of the war and the Treaty of Versailles. A class discussion will reflect the differing points of view of the participating countries and inquires whether the treaty was moral or just. The groups will present to the class and write a personal learning log.

Catholic Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 5a - works effectively as an interdependent team member.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 8h35 • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
8h37 A • demonstrate an understanding of the impact of World War I on Canada and the world community.
8h36 • analyse and describe the conflicts and changes involving Canadians from Confederation to 1918;
8h38 - demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
8h46 A - demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
8h47 - demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world.
8h49 - formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
8h52 A - analyse and describe conflicting points of view about an historical issue (e.g., conscription);
8e3 • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);
8e8 • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;

Groupings

- Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

- Direct Teaching
Brainstorming
Discussion

Assessment

The learning log will be assessed using the rubric "The War to End All Wars."

Assessment Strategies

- Learning Log

Assessment Recording Devices

- Rubric



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Teaching / Learning

The End of the War

- 1a) Use textbook resources to discuss how and when the war ended.
- b) Discuss the irony of the title: "The Great War - The War to End All Wars."

The Treaty of Versailles

- 2a) Students read the information sheet "Treaty of Versailles" (BLM 9.1).
- b) Form three groups representing the Canadian War Veterans, the Germans, and the new countries that were formed as a result of the war.
- c) Have the students brainstorm reasons why their assigned group might be both happy and upset that the war had come to an end.
- d) Use textbook resources to gather additional information.
- e) Each group will choose a speaker and present its opinions to the class. However, encourage the other students to comment as the discussion continues.
- f) Discuss the formation of the League of Nations and the International Labour Organization. Have students consider the significance of these organizations in advancing the cause of social justice and human rights.

Learning Log

3. Have the students write a learning log on the discussions that took place in the class about the Treaty of Versailles and its effect on the world. The log should include the viewpoints of all three groups. The learning log will be assessed by using the rubric "The War to End All Wars." Discuss the assessment criteria before the students begin the learning log.

Adaptations

Additional information may be found in textbook or electronic resources to facilitate the group work and as information for the student discussion. The groupings should be chosen to consider the needs of all students.

Resources



The War to End All Wars



BLM 9.1 Treaty of Versailles

BLM 9.1.cwk

Notes to Teacher

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

2 hours

Description

Technology and the war were catalysts for social change. Following the war, Canadians began to focus on social issues in an effort to promote a more just society. Students will trace the problems of the post-war era in Canada. Discussion will focus on social justice issues of human rights, options for the poor and vulnerable, and moral decision-making. After researching a Canadian personality or topic, students will present an oral report, then reflect on the significance of historical events compared to contemporary issues.

Catholic Graduate Expectations

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 2b - reads, understands and uses written materials effectively

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

Expectations

- 8h38 A – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h40 – identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs);
- 8h41 A – identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation);
- 8h47 – demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world.
- 8h50 – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- 8h51 A – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h55 A – describe how events in the Canadian labour movement have influenced workers today;
- 8a42 • interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., “forum theatre”);
- 8e36 – plan a research project and carry out the research;
- 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material;
- 8e55 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Role Playing
- Discussion
- Research
- Issue-based Analysis

Assessment

The presentation will be assessed using the rubric "Picking Up the Pieces."

The letter to the editor will be assessed using the "Letter Writing Checklist" (BLM 10.2).

Assessment Strategies

- Observation

Assessment Recording Devices

- Rubric
- Checklist



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

2 hours

appropriate to the grade (see below).

Teaching / Learning

Role Play

1a) To introduce students to the post-war issues, 14 students are needed to role-play characters in a discussion. Ask for student volunteers or assign the roles to students at random. Each student will be given information which must be revealed during the discussion. The following characters will be portrayed: a returning soldier, factory workers - both male and female, a nurse, a businessman, farmers, an Aboriginal child, an Ukrainian Canadian, and concerned women. The role-playing information cards are found in the blackline masters "View Points" (BLM 10.1a, 10.1b).

b) After the discussion, the class will review the information given by each character and list the issues and the reasons for discontent. Discuss the concerns from a social justice point of view. Consider fairness, dignity of the person, human rights, and solidarity. Ask students to consider what they would have done to ease the discontent.

'KWL' Chart

2. Have students create a 'KWL' chart. The headings would be: "What Do I Know?", "What Do I Want to Know?", and "What Have I Learned?" Students fill out the two columns, "What do I know?" and "What do I want to know?" The third column will be completed after the information gathering activity.

Research

3. Students choose one of the suggested topics to provide additional background information to the class. Review the research process and provide timelines.

Suggested Topics:

Soldiers Coming Home

Women in the Workplace After the War

The Spanish Flu

Rural and Urban Population

Rise of the Manufacturing Sector

Working Conditions

The Winnipeg General Strike

United Farmers of Ontario

Head Tax

Internment Camps

Residential Schools for Aboriginal Children

The National Council of Women

Banning of the Potlatch

John K. Kelso/Children's Aid Society

The Famous Five/The Person's Case

Timeline: When Women Won the Vote

Clara Brett Martin/Lawyer

Frederick Loft/The League of Indians of Canada

Students are encouraged to present the information in a creative way which will reflect the concerns and provide factual information on how the discontent was handled. Some of the methods of presentation suggested below may be well suited to a particular topic. The presentation will be assessed using the rubric "Picking Up the Pieces." Review the rubric before students begin the assignment.

Suggested Methods of Presentation:

Write a script, poem, or song.

Prepare an oral presentation or monologue.



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

2 hours

Draw a timeline, a poster, or a series of annotated sketches.
Prepare a written report including graphs and statistics.

"What Have I Learned?"

4. After the topics have been presented to the class, have the students fill out the third column of the KWL Chart, "What Have I Learned?"

Discontent Today

5. Review the issues listed during the discussion resulting from the role-playing activity. Ask students to consider if the issues still exist in modern-day Canada. Discuss if Canada has made progress in dealing with these social issues.

Letter Writing

6. Students choose one topic and each write a letter to a local politician, expressing their concern about an existing issue and suggesting steps which could be taken. The letter should reflect an understanding that social justice issues have roots in historical events, linking contemporary issues to the past. The letter will be assessed through the "Letter Writing Checklist" (BLM 10.2). Review the criteria listed on the checklist before students begin the assignment.

Adaptations

Students may be grouped in partners or in small groups for the research and presentation components. Topics may be assigned to students.

Resources



Picking up the Pieces



BLM 10.1a Viewpoints

BLM 10.1a.cwk



BLM 10.1b Viewpoints

BLM 10.1b.cwk



BLM 10.2 Letter Writing Checklist

BLM 10.2.cwk



Video - Ukrainian Canadians: A Time to Remember



Video - The Promised Land, The Prairies, The Whitecomers



Women - "person"



Women's Right to Vote



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Notes to Teacher

In order to include all students in the role-playing activity, two students may be given the same Viewpoint Card.

For the research component, student can be assigned a partner or placed in a small group depending on the topic and the desired method of presentation. Discuss the theory of multiple intelligences and encourage students to choose a format which will highlight their strengths.

Teacher Reflections



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

5 hours

Description

Students will have the opportunity to work as broadcasters to produce a documentary post-war radio show, which will feature a series of reports reflecting change in Canadian society. To complete this challenge, students will be expected to analyse information and make connections as to how and why changes occurred in Canadian society at the turn of the 20th Century. They will examine the economic factors, historical leaders, and social groups that created change. Canada's involvement in World War I is highlighted, with emphasis on the impact of the war on both Canadians and the world community. The subtasks will be considered as research for the reporters and producers of the radio broadcast.

Catholic Graduate Expectations

CGE 2b - reads, understands and uses written materials effectively.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 4b - demonstrates flexibility and adaptability.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

CGE 5a - works effectively as an interdependent team member.

CGE 5b - thinks critically about the meaning and purpose of work.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 8h35 A • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- 8h36 A • analyse and describe the conflicts and changes involving Canadians from Confederation to 1918;
- 8h37 A • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h38 A – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h39 A – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h40 A – identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs);
- 8h41 A – identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation);
- 8h47 A – demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the

Groupings

- Students Working Individually
- Students Working In Small Groups

Teaching / Learning Strategies

- Collaborative/cooperative Learning
- Independent Study

Assessment

The radio broadcast will be assessed by the rubric "Turn Up The Radio!"

The letter will be assessed using the "Letter Writing Checklist" (BLM 11.3).

Assessment Strategies

- Performance Task
- Self Assessment

Assessment Recording Devices

- Rubric
- Anecdotal Record



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

5 hours

- world.
- 8h46 A – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h45 A – identify features of Canada's immigration policy in the nineteenth century (e.g., head tax, no stoppage rule);
- 8h44 A – identify major developments (e.g., the suffrage movement) and personalities (e.g., Nellie McClung) in the women's rights movement, and demonstrate an understanding of the changing role of women in Canadian society (e.g., with respect to composition of the labour force);
- 8h43 A – identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions);
- 8h42 – describe the impact of the Indian Act of 1876 on Aboriginal peoples;
- 8h48 A – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h49 A – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h50 A – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- 8h51 – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h52 – analyse and describe conflicting points of view about an historical issue (e.g., conscription);
- 8h53 – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
- 8h54 A – describe and evaluate the effects of technology on Canadian society;
- 8h55 A – describe how events in the Canadian labour movement have influenced workers today;
- 8h56 – demonstrate an understanding of significant changes made to Canada's immigration policy;
- 8h57 – interview new Canadians to determine their attitudes towards their new home and towards Canada's immigration policies

Teaching / Learning

Guidelines

In small groups, students will produce a post-war radio documentary, synthesizing the major issues Canada faced as a changing society. Each student will be responsible for reporting on two issues based on the following topics: the industrial revolution and its impact, famous Canadians of the era, the Indian Act of 1876, children in the workforce, women's rights, the changing role of women in society, the immigration policy of the 19th Century, Canada and the War, and/or the impact of the War.

**Turn Up the Radio! Canada's Changing!**

A Unit for Grade 8

5 hours

The group produces the documentary in a creative way by including a variety of formats, such as news reports, interviews, news bulletins, in-depth features, field reports, radio dramatizations, and/or advertisements.

As a celebration of learning, students will listen to the taped version of the radio documentary. To provide feedback, students, acting as concerned citizens, will write a letter to the producers expressing their concerns about or approval of the way the facts were presented in the documentary.

Introduction

- 1a) After forming groups, refer to overhead "Turn the Radio Up!" (BLM 2.2) in Subtask 2, which outlines the project.
- b) Review the assessment rubric "Turn Up the Radio!" and answer questions.

Production Meeting 1

- 2a) Students will come to a consensus regarding their assignments and responsibilities for producing the tape of the radio broadcast.
- b) Students should also discuss a name for their radio broadcast and submit a plan to the teacher for approval using the "Cooperative Work Contract" (BLM 11.1).

Research and Initial Draft

- 3a) At the beginning and end of each working session, group members will fill out the "Daily Plan/Reflection Plan" worksheet (BLM 11.2). This worksheet will allow students to assess their own work and set goals for subsequent work periods. Using available resources, such as text books, print resources or web-sites, students will complete their assigned tasks individually.
- b) Conference with students during the research and writing phase to offer guidance and check accuracy.

Production Meeting 2

4. Students will regroup and hold a second production meeting to discuss how the segments will be pieced together. Each segment should be timed during rehearsals.

Recording Session

5. Students will record their segments and submit their final product to the teacher.

Celebrating!

6. Students will listen to the taped version of the radio documentaries. The broadcast will be assessed using the rubric "Turn Up the Radio!".

Feedback

7. Each group will be assigned a specific broadcast to give feedback in the form of a letter of approval or criticism to the group's station manager. Specific examples must be cited to explain why the broadcast was accurate or misrepresented an issue. The letter will be assessed using the "Letter Writing Checklist" (BLM 11.3).

Adaptations

Choose groupings carefully to ensure success for all students.

When planning, some students may need a more structured approach. Topics and methods of presentation may be suggested. A detailed plan may be developed to help certain students.



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Resources



Turn Up the Radio!



BLM 11.1 Cooperative Work Contract

BLM 11.1.cwk



BLM 11.2 Daily Plan/Reflection

BLM 11.2.cwk



BLM 11.3 Letter Writing Checklist

BLM 11.3.cwk

Notes to Teacher

Reserve computer time at the Library/Resource Centre and gather any other available resources.

Gather tape-recording equipment, microphones, and stop watches. Arrange for several quiet locations with supervision for recording purposes.

Conference with students daily and reinforce the need for teamwork - cooperation and consensus.

Encourage students to be as creative as possible. When listening to the broadcasts, display the War Propaganda posters to create an environment.

Expectations listed on the rubric refer to the overall expectations. Evidence of many expectations from the unit should be demonstrated when assessing the radio broadcast. General feedback should be given to the group as a whole, listing strengths and areas of concerns. The rubric "Turn Up The Radio!" should be used to assess the two segments produced by each individual.

Teacher Reflections



Appendices

Turn Up the Radio! Canada's Changing!

Resource List:

Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8



Rubric

- A Letter from the Trenches** ST 7
3
- Charting Points of View** ST 5
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Factory Worker** ST 4
3
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- I Helped the War Effort!** ST 8
3
- Immigration Today** ST 6
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Informal Debate** ST 5
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Oral Presentation** ST 1
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Picking up the Pieces** ST 10
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Poster - War Propaganda** ST 8
3
- Short Essay Rubric** ST 3
3
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- The War to End All Wars** ST 9
3
- Turn Up the Radio!** ST 11
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- World War I Presentations** ST 7
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.



Blackline Master / File

- BLM 1.1a Pieces of the past: Worksheet A** ST 1
BLM 1.1a.cwk
- BLM 1.1b Pieces of the Past: Worksheet B** ST 1
BLM 1.1b.cwk
- BLM 1.2 Answer Sheet** ST 1
BLM 1.2.cwk
- BLM 1.3 Journal Response Feedback** ST 1
BLM 1.3.cwk
- BLM 10.1a Viewpoints** ST 10
BLM 10.1a.cwk
- BLM 10.1b Viewpoints** ST 10
BLM 10.1b.cwk
- BLM 10.2 Letter Writing Checklist** ST 10
BLM 10.2.cwk
- BLM 11.1 Cooperative Work Contract** ST 11
BLM 11.1.cwk
- BLM 11.2 Daily Plan/Reflection** ST 11
BLM 11.2.cwk
- BLM 11.3 Letter Writing Checklist** ST 11
BLM 11.3.cwk
- BLM 2.1 Air Waves** ST 2
BLM 2.1.cwk
- BLM 2.2 Turn the Radio Up!** ST 2
BLM 2.2.cwk
- BLM 3.3 Peer Feedback Worksheet** ST 3
BLM 3.3.cwk
- BLM 4.1 - Urban Living Conditions** ST 4
BLM 4.1.cwk
- BLM 4.2 - Children in the Workplace** ST 4
BLM 4.2.cwk
- BLM 4.3 - Women's Rights** ST 4
BLM 4.3.cwk
- BLM 4.4 - The Indian Act of 1876** ST 4
BLM 4.4.cwk
- BLM 5.1 Examples of Critical Thinking Charts** ST 5
BLM 5.1.cwk
- BLM 6.1 Timeline Checklist** ST 6
BLM 6.1.cwk
- BLM 6.2 Sample Citizenship Test** ST 6
BLM 6.2.cwk
- BLM 6.3 Welcome to Your New Home** ST 6
BLM 6.3.cwk
- BLM 7.1 World War I** ST 7
BLM 7.1.cwk
- BLM 8.1 War Propaganda** ST 8
BLM 8.1.cwk
- BLM 9.1 Treaty of Versailles** ST 9
BLM 9.1.cwk



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8



Print

- | | | | | | |
|--------------------------|--|------|--------------------------|--|-------|
| <input type="checkbox"/> | Canada Revisted Arnold Publishing 0-919913-49-0 | Unit | <input type="checkbox"/> | The Catechism of the Catholic Church 0889972818 #2307, 2308, 2309 deal with the issue of a 'just war' | ST 7 |
| <input type="checkbox"/> | Canada: The Story of a Developing Nation McGraw-Hill Ryerson Limited 007-560738-7 | Unit | <input type="checkbox"/> | The Harvest of Justice is Sown in Peace United States Catholic Conference: Nov. 1994 | ST 7 |
| <input type="checkbox"/> | Catholic Social Teaching and Movement Marvin L Krier Mich 0-89-622936-x An introduction to Catholic social teaching. It covers documents, encyclicals and describes the movements and people who embodied the struggle for social justice in the last 100 years. | Unit | <input type="checkbox"/> | The New Dictionary of Catholic Social Thought Judith Dwyer 0814655262 Provides analysis and commentary on the major social encyclicals. Includes discussion of major movements, figures, themes, and social issues that have been part of Catholic thought for the last century. | Unit |
| <input type="checkbox"/> | Catholic Social Thought: The Documentary Heritage David J Obrien & Thomas Shannon This is a compendium of Catholic social encyclicals and other official papal documents on Catholic social teaching. | Unit | <input type="checkbox"/> | The Story of Canada Janet Lunn, Christopher Moore 1-895555-32-9 | Unit |
| <input type="checkbox"/> | Doing Faith Justice: An Introduction to Catholic Social Thought Fred Krammer 0809132443 This book includes stories, commentaries on the Church's teaching, and brief summaries of many of the official papal encyclicals on social justice. | Unit | <input type="checkbox"/> | Towards Women's Rights Janet Ray 0717518112 | ST 8 |
| <input type="checkbox"/> | Flashback Canada Oxford University Press 0-19-541478-0 | Unit | <input type="checkbox"/> | Wilfrid Laurier Barbara Robertson 0195401921 | ST 5 |
| <input type="checkbox"/> | History of Canadian Peoples: 1867 to Present Alvin Finkel, Margaret Conrad 0-7730-5531-2 | Unit | <input type="checkbox"/> | Women Changing Canada Jan Coomber 019541288 | ST 8 |
| <input type="checkbox"/> | Intelligence Reframed: Multiple Intelligences for the 21st Century Howard Gardner 0465026109 Gives an overview of eight different types of intelligences and challenges educators to meet the different learning styles of students. | Unit | <input type="checkbox"/> | Home Children Land of Hope Vol. 2 NFB Chandler's Mill 1991 (957757, VH) | ST 4 |
| <input type="checkbox"/> | One Hundred Years of Catholic Social Thought J. A. Coleman This is a collection of essays by a wide range of authors. | Unit | <input type="checkbox"/> | Land of Hope Vol. 1 NFB - Joe Mah, Chinese Labourer (9195192, VH) | ST 6 |
| <input type="checkbox"/> | Option for the Poor: A Hundred Years of Vatican Social Thought Donal Dorr 0883448270 The author reviews the Catholic social tradition, examines historical developments in the teachings, and lifts up the moral theme of care for the poor. | Unit | <input type="checkbox"/> | Land of Hope Vol. 2 NFB - Salvadoran Refugee (9195205, VH) | ST 6 |
| <input type="checkbox"/> | Origins: A History of Canada Fitzhenry & Whiteside 0-88902-450-2 | Unit | <input type="checkbox"/> | Millennium: Episode 9: 19th Century: The Century of the Machine | ST 3 |
| | | | <input type="checkbox"/> | Statistics Canada E-STAT CD-Rom | ST 3 |
| | | | <input type="checkbox"/> | The Battle of Vimy Ridge Vol. 1 1 to 4 1997 (956367, VH) (956368, VH) (956369, VH) (956370, VH) | ST 7 |
| | | | <input type="checkbox"/> | The Kid Who Couldn't Miss (Billy Bishop) (905603, VH) | ST 7 |
| | | | <input type="checkbox"/> | The Last 100 Days: Part 1 (956371, VH) | ST 7 |
| | | | <input type="checkbox"/> | Video - The Promised Land, The Prairies, The Whitecomers (ISBN 0-07-086352-0) The Story of a Developing Nation Video | ST 10 |



Media



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

- Video - Ukrainian Canadians: A Time to Remember** ST 10

(ISBN 0-07-086352-0)

The Story of a Developing Nation Video

- War and Remembrance, The National Magazine, Nov. 11, 1998** ST 7

(ISBN 0-07-086352-0)



Website

- Canada's Role in WWI** ST 7

<http://collections.ic.gc.ca/courage/canadasroleinwwi.html>

A website detailing Canada's role in World War I.

- Catholic Encyclopedia** Unit

<http://new.advent.org/cathen/>

- Factory Life** ST 4

http://landow.stg.brown.edu.victorian/history/worker_s1.html

An account of the conditions of factories at the turn of the century.

- Indian Act of 1876** ST 4

<http://ia1.carleton.ca/cush/m8/m8-t7.stm>

A summary of the Indian Act of 1876.

- Industrial Revolution** ST 3

<http://tqjunior.advanced.org/4132/info.html>

An introduction to the Industrial Revolution and the conditions in factories.

- Women in World History** ST 4

<http://www.womeninworldhistory.com/textile.html>

Statistics and related stories of women working in a textile mill at the turn of the century.

- Women in World History** ST 4

<http://www.womeninworldhistory.com/seamstress.html>

An account of the conditions of women working as seamstresses at the turn of the century.

- Women in World History** ST 5

<http://www.womeninworldhistory.com/lesson7.html>

The plight of women working during the industrial revolution.

- Women - "person"** ST 10

<http://www.niagara.com/~merrwill/persons.html>

An account of the women who fought to get women to be declared as 'persons'.

- Women's Right to Vote** ST 10

<http://www.niagara.com/~merrwill/vote.html>

The struggle to win the right to vote.



Material

- chart paper** ST 1

per class

- glue or tape** ST 1

per pair

- scissors** ST 1

per person



Other

- Unit Graphic Designed by** Unit

Larry Stewart, Ottawa-Carleton Catholic School Board

Subtask 1:

Pieces of the Past

Worksheet A



Cut out the pieces of the puzzle on worksheet A and B. Reassemble by matching the correct vocabulary word with its definition along a puzzle edge.

Legislative Assembly

- a political group in Lower Canada who favoured the British system of government
- a political party in Upper Canada (Tories) who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown

William Lyon Mackenzie

- appointed Lieutenant-Governor of Upper Canada in 1835

McCrecks

- a political group in Lower Canada who favoured the British system of government

Lord Durham

- a political party in Upper Canada (Tories) who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown

potash/pearl ash

- a light brown substance

Sir Francis Bond Head

Tediousness

- a light brown substance
- a political party in Upper Canada (Tories) who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown

Château Clique

- a political party in Upper Canada (Tories) who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown

Ninety-Two

- a political party in Upper Canada (Tories) who did not want Lord Durham to be part of Canada; supported the English Crown
- a political party in Upper Canada who voted to the Legislative Assembly of Upper Canada; led rebellion in 1837
- a political party in Upper Canada who did not want Lord Durham to be part of Canada; supported the English Crown

Rebellion in Lower Canada

Parli Canseller

Legislative Assembly

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Rebellion in Lower Canada

Parli Canseller

Subtask 1:

Pieces of the Past

Worksheet B



North West Company

Philemon Wright

- thousands of new settlers came to Upper and Lower Canada and the Atlantic provinces

- land set aside for British Government
- spokesperson for the Family Compact; 1st Anglican Bishop of Toronto

John Strachan

- capital of Upper Canada; renamed Toronto
- a political party in Upper Canada who wanted changes in government & society

The Great Migration

- English speaking business men in Lower Canada who wanted canals & roads to be paid by government taxes

Union of Canadas formally established

habitants

Family Compact

deed

Executive & Legislative Council

- founder of the village of Hull; delivered timber from Ottawa valley to Quebec City
- ashes of trees used to make soap & glass in Europe

no surplus production of food

Crown Reserve

Fort York

Act of Union 1841

- sent by Britain to investigate causes of the rebellions

Journal Response Feedback

Name: _____

| Criteria | Specific Remarks |
|--|------------------|
| • demonstrates understanding of the purpose of the journal entry | |
| • makes connections between ideas and personal experiences | |
| • includes information from discussion | |
| • organizes ideas and supporting details | |
| • shows insights by making inferences, using comparisons, drawing conclusions, and questioning | |
| • follows conventions of spelling, grammar, and punctuation | |

Air Waves

FACT SHEET

Did you know that...?

- electromagnetic waves travel at the speed of light, about 300,000 km/sec
- German physicist Heinrich Rudolf Hertz built the first transmitter of electromagnetic waves
- the unit of frequency measured in cycles/second is called a hertz
- Italian-born Guglielmo Marconi achieved a transmission of over 2.4 km in 1895
- Marconi succeeded in sending a transatlantic signal in December, 1901 from England to St. John's Newfoundland - 3500 km
- Sir Ambrose Fleming and Marconi patented the diode valve or tube for converting alternating currents (AC) radio signals into direct current (DC) signals
- the first radio receiver was sold in the U.S. (1906) as a kit to be assembled at home - cost \$7.50
- creation of a triode valve in December 1906 allowed for the broadcasting and receiving of voices
- by 1910 ship-to-shore radio messages were common
- regular time signals were transmitted from the Eiffel Tower in 1913
- the first transmission of speech across the Atlantic occurred between Arlington, Virginia and the Eiffel Tower (October, 1915)
- during World War I, portable radio packs were developed for military purposes
- ready-made receivers were first sold in September, 1920 by Westinghouse for \$25.00
- the first commercial radio station started in Detroit in 1920

Taken from:

Norris McWhirters, *Book of Millennium Records*, New York: Sterling Publishing, 1999.

Turn the Radio Up!

Your Role:

You are one of the first radio broadcasters in the post-war era. With your colleagues, you must produce a radio documentary which reflects the issues facing Canada as a changing society from the turn of the century to 1918.

Your Job Description:

- ◇ You are responsible for researching, writing, and producing two taped segments based on the issues listed by the station manager.
- ◇ You must coordinate the segments into one comprehensive 15-minute broadcast by assisting in the production of each segment.
- ◇ You are encouraged to be as creative as possible by choosing a variety of formats.
- ◇ In the segments, you must demonstrate your knowledge of the issues, without bias, and show an understanding of their historical significance.

Your Assignments:

The Industrial Revolution and its Impact
Famous Canadians (1900-1918)
The Indian Act of 1876
Children in the Workforce
The Changing Role of Women in Society
Women's Rights/Famous Canadian Women
Immigration Policy of the Nineteenth Century
Summary of the Causes of World War I
Canada and the War
The Impact of the War on Canada

Your Role as a Critic:

You will listen to other radio station broadcasts to determine if they are accurately reporting the issues. After listening to several broadcasts, your station manager will assign a particular report for you to analyse. You will write a letter of approval or criticism to their station manager, explaining why you feel their report was accurate or how it could be improved. Specific examples will be needed to support your opinion.

Peer Feedback Worksheet

My Name: _____
 Partner's Name: _____

Listen to your partner's essay. Give feedback using the following criteria.

| Criteria | Evidence | Suggestions for Improvement |
|--|----------|-----------------------------|
| 1. The opening paragraph is clear and interesting. | Y N | |
| 2. Your thoughts are presented in a logical way that I can understand. | Y N | |
| 3. The supporting evidence you have chosen shows that you understand the similarities and differences. | Y N | |
| 4. I understand the conclusions you have stated from the evidence presented. | Y N | |
| 5. You have used complete sentences and avoided sentence fragments and run-on sentences. | Y N | |
| 6. You have avoided spelling, punctuation, and capitalization errors. | Y N | |
| 7. The presentation of your work is neat, well organized, and easy to read. | Y N | |

Urban Living Conditions/Women in the Workplace

Setting: a reporter interviewing textile factory workers, 1905

Characters: narrator, reporter, male worker #1, male worker #2, female worker

Narrator: At the turn of the twentieth century, technology brought new ideas and inventions. Many workers left the agricultural way of life to come live and work in the cities. Urban living was often very difficult.

Reporter: Thank you for meeting with me. The newspaper I represent wants to run a story about the growing discontent of workers and the talk of unions. Mind if I ask you some questions?

Male Worker #1: Get on with it. I have to get back to work.

Reporter: What kind of work do you do and how many hours do you work per week?

Male Worker #1: I work the machine here at the textile mill. We work a ten-hour shift - six days a week, 52 weeks a year! Terrible place!

Reporter: What do you mean "terrible place"?

Male Worker #1: The lighting is bad and the ventilation is terrible! Freezing in the winter and you can't breathe, it's so hot in the summer. Only one toilet for all the workers. Got a beating last week for working too slow.

Reporter: There are laws now to protect you! Why don't you report the factory owners?

Male Worker #1: If I report them, I'll get fired. It's not a great job but it's a job. I've got a sick wife and children to feed! The last guy who complained got fired! He hasn't worked in months! No work, no pay!

(male worker #2 has a coughing spasm)

Reporter: You sound very ill. Have you seen a doctor?

Male Worker #2: I can't afford to see a doctor. What little money I earn goes to pay the rent and food. I try to save up money 'cause last year I got laid off for four months, but prices are rising and my salary doesn't seem to pay for everything.

Reporter: How much money do you make?

Male Worker #2: I get less than the average - about \$480 a year. Rent has gone up from \$7.45 per month back five years ago to \$14 per month! That's more than 25% of what I make in a month! I can't afford to buy meat or fresh fruit and vegetables very often.

Reporter: What is it like where you live?

Male Worker #2: I live in the basement of one of those tenement buildings - two rooms for six people. We share the outdoor toilet with 6 other families and we get our water from the public tap out on the street.

Reporter: What kind of job do you do?

Female Worker: I work here in the textile factory. There aren't many women here - about one in six are women. Paid less too!

Reporter: What do you mean you're paid less?

Female Worker: I do the same job as the men but I get paid 40% less.

Reporter: Why don't you get another job?

Female Worker: I used to work in a clothing sweat shop. This job is better.

Reporter: Why is it better?

Female Worker: I used to sew clothing in the attic of someone's home. We were paid piece work - you know - a certain amount for every piece you finished. I had to work long, hard hours - and fast - to get my wages.

Reporter: Aren't there other jobs you could try?

Female Worker: There are so many people moving to the city - jobs are hard to find. I don't have a lot of skills. I've heard jobs are opening up for sales clerks and secretaries but I don't have the skills. I used to live with a family as a domestic but the the factory job pays better.

Narrator: People called for social reform by advocating for minimum wages, safer working conditions, and better health services.

Children in the Workplace

Setting: a factory in Toronto in 1895

Characters: narrator, boy #1, boy #2, boy #3, boy #4

Narrator: In 1871, a law was passed in Ontario, requiring all children under the age of 14 to attend school. But many children had to work to help support their families. Conditions were terrible but by the turn of the century some progress was made to protect children.

Boy #1: Did you hear the news today about the manslaughter trial?

Boy #2: Is this about George Everitt Green - that boy from England who was sent to work on a farm near Owen Sound?

Boy #1: Yes, the woman who owned the farm was charged. The article said he died of neglect and physical abuse.

Boy #3: Why do you sound so excited?

Boy #1: Don't you see, people are so angry about what happened to him. And that fellow, John Kelso - I heard his job in the government is to help neglected children.

Boy #2: My friend, Patrick, was sent to an industrial school because his father died and his mother couldn't take care of him. Maybe the Child Protection Act is working?

Boy #4: All of you sound like babies! Look at us! We're all 13 years old and working in this factory. Timmy, didn't you just get punished for being late for work? And you, Jack - you couldn't work for a week when you cut yourself on that machine. Did anyone from the factory care? No one is going to help us!

Boy #3: Well, I want to believe things are going to change. I have to help my ma bring in some money but someday I'll have a good job!

Boy #4: Sure! What are you doing when you leave the factory - pick up pieces of coal from the rail yard just to help you and your family stay warm tonight. You'll never go to school and you'll never get a job!

Boy #2: You're just upset about the news of your cousin!

Boy #1: His 14-year-old cousin was killed in a coal mine cave in last month.

Boy #3: Things are changing! I pray for a better life!

Narrator: Society was changing in the 1900s. Technology, the growth of cities, the impending war, and the impact of the women's movement and unions helped to establish new child protection laws.

Women's Rights and Prohibition

Setting: A Quilting Bee in a local house in the early 20th Century

Characters: Narrator, Lady #1, Lady #2, Lady #3, Lady #4

Narrator: In the early 1900s, a minority of adults had the right to vote. There was a law that stated "No women, idiot, lunatic, or criminal should vote." Women were not recognized as independent human beings within the legal system of Canada. The males, both fathers and husbands, were responsible for them.

Lady #1: We would surely be punished for talking about this, but life is just not fair!

Lady #2: You are so right. My husband got his pay yesterday at the tavern and he came home again drunk last night. Most of our money is gone again.

Lady #3: Same with us. Our children never see their father sober on pay day.

Lady #4: You think you have it bad... I am still working at the factory as a seamstress and my husband can legally demand my pay as well. He drinks that away too.

Lady #1: I guess I am lucky, my husband doesn't drink very much, so he comes home with *most* of his pay. He does, however, like to gamble...

Lady #3: We have to do something! It's getting worse. Prime Minister John A. Macdonald promised us free land if we came out here to the West, but he isn't going to pay for us to stay here! We'll have to go back to our home countries - We'll never be able to afford to stay here if the men keep drinking!

Lady #4: Can we try to get the government to ban alcohol?

Lady #1: Ban it? Good luck.

Lady #2: No...she has a good point. The government knows it is a growing problem. The solution's called Prohibition. It's to ban the sale of alcohol completely. I heard some people talking about it at the Town Hall the other day.

Lady #3: I have a friend who is a member of the Women's Christian Temperance Union.

Lady #1: What's that?

Lady #3: It's a group of ladies who are fighting for Prohibition and want to promote good family life. They also want women to have more rights in marriage and even the right to vote.

Lady #4: The right to vote? Wouldn't that change the society?

Lady #2: Can we join?

Lady #3: Actually, they are always looking for new members...especially out here on the Prairies.

Lady #2: The farmers around here know what we do...they think we are important.

- Lady #1:** Too bad other men don't realize what we do.
- Lady #3:** Have you heard of Nellie McClung?
- Lady #4:** Isn't she the lady who is trying to get the Political Equity League together?
- Lady #3:** That's her...she is a mother and author and she is part of the Temperance Union. She really wants this and she'll be a good voice for us.
- Lady #1 & 4:** We'll join too - just let us know.
- Lady #3:** I'll talk to my friend and let you know. This is great. We need all the support we can get.
- Narrator:** Women finally got the right to vote in 1916 in the provinces of Manitoba and Saskatchewan. The other provinces began to allow women to vote a few years later. Prohibition was not introduced until 1917...after many years of fighting.

The Indian Act of 1876

Setting: a residential school at the turn of the century

Characters: narrator
9-year-old Aboriginal child #1
9-year-old Aboriginal child #2
6-year-old Aboriginal child #3
12-year-old Aboriginal child #4

Narrator: In 1876, the government of Canada passed the Indian Act without consulting the First Nations people. The main purpose was to set up a way to govern the First Nations people and to move them onto reserves so that the surrounding lands could be used for settlement. This law and the changes which came in the early 1900s were an attempt to assimilate Aboriginal people.

Child #1: *(speaking to child #3)* Don't cry! I know you miss your family!

Child #2: I came to the residential school three years ago when I was six years old.

Child #1: Follow the rules! Life can be hard if you do not.

Child #3: I was punished for speaking my language. And the sisters gave me a new name. I don't understand.

Child #4: Our parents had no choice. We had to come to the residential school and give up our culture. The government want us to be assimilated - to be like the people who are taking over the land to farm.

Child #2: The church wants us to become Christian.

Child #3: When will I see my parents again?

Child #4: I'm the oldest of all of you and since I have been here, many changes have taken place. My father told me that in 1886 a law was passed which said that to travel off the reserve people had to have a pass signed by a local official. Your parents may not be allowed to travel.

Child #2: Are your parents status Indians?

Child #3: I don't know. What does that mean?

Child #1: It means that your parents have registered with the federal government. It gives them the right to live on the reserve.

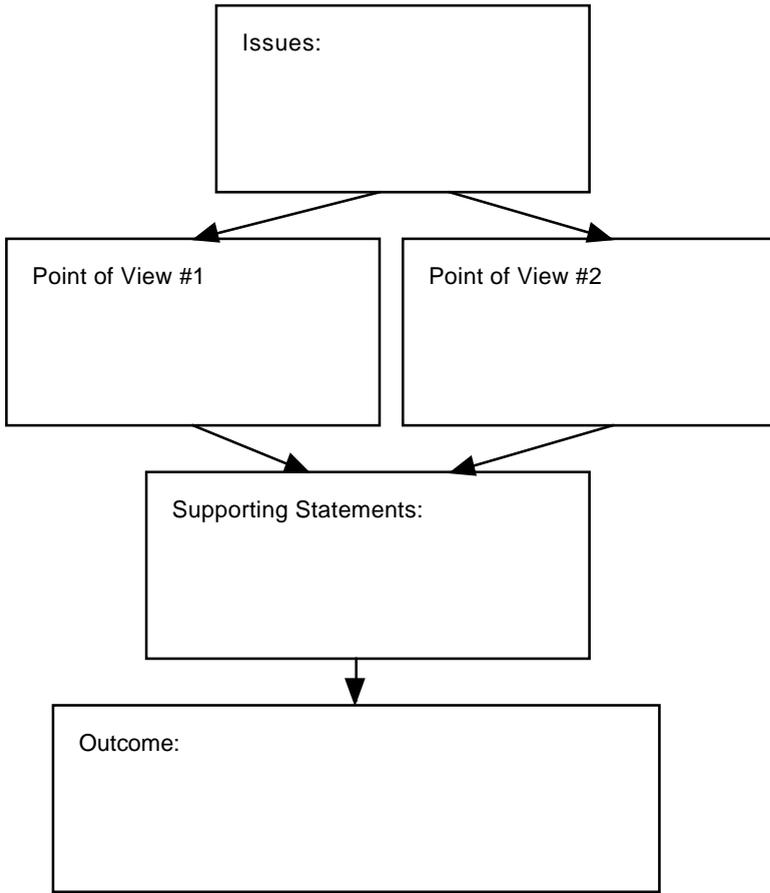
Child #3: My parents said they fought to keep us together but they said that I needed to come here to get an education.

Child #4: Your parents probably had no choice. Don't worry, little one. We will take care of you.

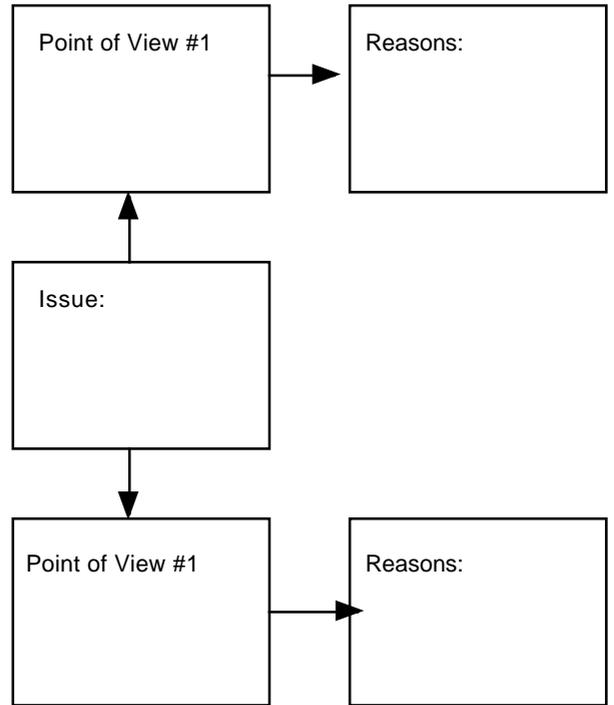
Narrator: The government wanted Aboriginal people to change their way of life. Although the Indian Act was meant to be temporary, over the years, other restrictive laws were passed to force the First Nations People to give up their culture. The Indian Act treated First Nations people as minors, meaning they were not legally adult which included having the right to vote in elections.

Examples of Critical Thinking Charts

Sample Chart A:



Sample Chart B:



Sample Chart C:

| Issue | Point of View #1 (Supporting Statements/reasons) | Point of View #2 | Point of View #3 | Outcome |
|-------|---|------------------|------------------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Timeline Checklist

Name: _____

| Categories | Criteria | Observed | | Comments |
|----------------------|---|----------|---|----------|
| Knowledge | <ul style="list-style-type: none"> • shows knowledge of timeline format | Y | N | |
| | <ul style="list-style-type: none"> • demonstrates chronological connections between dates and events | Y | N | |
| Thinking | <ul style="list-style-type: none"> • uses research skills to locate information | Y | N | |
| | <ul style="list-style-type: none"> • analyses key information to develop chronological events | Y | N | |
| Communication | <ul style="list-style-type: none"> • communicates and summarizes main ideas | Y | N | |
| | <ul style="list-style-type: none"> • communicates sequence of events | Y | N | |
| Application | <ul style="list-style-type: none"> • uses appropriate language conventions | Y | N | |

Sample Citizenship Test Questions

Would you pass the citizenship test?

1. List each province and name the date it joined Confederation.
2. What did the Aboriginal people living in your region depend on for survival?
3. What important trade did the Hudson Bay Company control?
4. Who was the first Prime Minister of Canada?
5. Which four provinces first formed Confederation?
6. What are the two official languages?
7. Name all five Great Lakes.
8. Name the three Canadian territories.
9. What is the name of the Governor General?
10. What are the three levels of government in Canada called?
11. Name all the federal parties represented in the House of Commons and their leaders.
12. Who is the Prime Minister of Canada?
13. What is the name of your Member of Parliament?
14. Which political party is in power in your province?
15. What is the name of the Leader of the Opposition in your province?

Welcome to Your New Home

Choose one of the assignments below to demonstrate your understanding of immigration policies in Canada today.

1. Interview members of a family newly immigrated to Canada. Develop interview questions which inquire about:
 - their reasons for coming to Canada;
 - the challenges they faced in leaving their country;
 - their initial impressions of Canada;
 - the challenges they anticipate;
 - their hopes for the future.Submit your list of questions and answers.
2. Attend a citizenship hearing and write a report on the proceedings.
3. Collect five newspaper articles which focus on immigration issues, for example, refugees, illegal immigrants, or individuals to be deported. Write a short report for each article summarizing the problem. State your opinion using statements from the newspaper articles to support your argument.
4. Write a script for a role play involving a new family arriving in Canada. Through the dialogue, your script must reveal:
 - the reasons for coming to Canada;
 - the challenges they faced in leaving their country;
 - their initial impressions of Canada;
 - the challenges they anticipate;
 - their hopes for the future.

World War I

Even though Canada had become a self-governing country in 1867, it was still part of the British Empire. When Britain was facing attack in the war, it was almost like a direct attack on Canada, too. As Britain had helped Canada so much in the past, many Canadians felt they had to help Britain when she asked for assistance. This made many Canadians very upset and caused conflicts within the new country of Canada.

There were four principle causes that contributed to World War I:

1. **Militarism:** Many countries had strong armies, navies, and lots of weapons.
2. **Imperialism:** Countries were competing for land, colonies, and trade.
3. **Nationalism:** People had pride and strong feelings for their countries and cultures.
4. **Alliance Systems:** Countries began forming strong friendships or alliances with other countries in order to help each other if they needed protection. By the early 1900s, two alliances divided much of Europe.

The Triple Alliance: Germany, Austria-Hungary, and Italy agreed to help and support each other if they were attacked by France, Britain, or Russia.

The Triple Entente: France, Britain and Russia agreed to help and support each other if they were attacked by Germany, Austria-Hungary, or Italy.

On June 28th, 1914, Archduke Ferdinand was killed by a Serbian nationalist. Ferdinand was heir to the throne of Austria-Hungary. This caused the Triple Alliance to declare war on Serbia. Russia and the Triple Entente came to the aid of Serbia. Soon, all of Europe was at war. Canadians soon joined in to help Britain. No one knew the possible results of a world war. Shortly after the war began, Italy left the Triple Alliance and joined the Triple Entente. Japan also joined to help fight against Germany.

War Propaganda

Many countries, including Canada, faced difficulties when trying to convince people to support and join the war efforts.

As we have already seen in studying conscription, many Canadians were reluctant to join forces with Britain in order to help fight the war.

A common way to generate interest in the war was “propaganda.” “Propaganda” is a way to spread ideas to convince people to support a particular point of view. As there was no television or radio at this time, much of the propaganda was through newspapers and posters.

Posters were used to create fear in the enemy, to encourage people to join the army and help those at home to keep strong, and to offer encouragement to those on the fields.

Look at the posters from World War I.

Who were the posters made for?

What feelings do you think the public had when they saw these posters?

Do you think the posters would have convinced people to join or support the war effort? Why or why not?

Now it's your turn.

Create a poster that would be used in Canada to convince men to join the British Army and go to battle in Europe.

Your poster will be assessed on the following:

- 1) A direct message or theme to catch the public's attention
- 2) The amount of colour and eye-catching material
- 3) The ability of the poster to convince someone to support the war effort

Treaty of Versailles

The Treaty of Versailles, signed months after the end of the war, was designed to keep the peace and end the problems that created World War I. The treaty, signed on 28 June 1919, redrew the map of Europe by changing the boundaries of certain countries.

The main terms of the Treaty were the following.

Germany was forced to:

- accept blame for the war;
- reduce her army to 100 000 men and was not allowed to have conscription;
- reduce her navy to six warships and was not allowed to have any submarines;
- destroy all of her air force;
- give land to Belgium, France, Denmark, and Poland;
- hand over all of her colonies;
- agree to pay reparations to the Allies for all of the damage caused by the war.

Boundary Changes and the Formation of New Countries:

- Italy was given two small areas of land.
- The Adriatic coast was made part of new country called Yugoslavia, which included Serbia and Bosnia.
- Poland, Lithuania, Latvia, Estonia, and Finland were created.
- Czechoslovakia and Hungary were created.

The anger and arguments that were caused by this Treaty became one of the major reasons for World War II.

Canada at the Paris Peace Conference

In recognition of her contribution to the War, Canada was represented as a non-voting member of the peace delegation. Canada was also granted membership to the newly-formed League of Nations, which was established to keep international peace, and to the International Labour Organization, designed to maintain international labour standards. Canada was gaining respect in the international community.

Viewpoints

A Young Soldier

It was a glorious welcome when we came back to Canada. But after the parades and celebrations, I tried to adjust to civilian life. I went back where I worked before the war, but they didn't have any openings. Everything is so expensive and I can't find a job! I fought for Canada and risked my life. The government should make sure I have a job!

Young Woman #1

During the war, my friends and I worked in the service industry - hotels, businesses - anywhere we were needed. The war is over but I want to keep working. My fiancé was killed in the war, so I have to support myself. I am grateful for the soldiers but I don't want to give up my job!

A Nurse

It was wonderful to see my brother again when he returned from the war in the fall of 1918. He seemed so thin and tired, but of course he had been through so much. Many of his friends were coughing. Within a few weeks, people in the city died of the Spanish Flu. I heard that the flu spread across Canada quickly, killing 50 000 Canadians. Some cities closed schools and banned public gatherings. In my province of Alberta, a law was passed requiring everyone to wear a mask in public. They say that the flu was responsible for 30 000 000 deaths around the world.

Factory Worker #1

Canada has changed since 1900 and the government doesn't seem to realize how important the factory workers are! More people are living in the cities than on farms and instead of producing raw materials, our manufacturing industries are increasing. Why isn't the government thinking about the workers? We work such long hours for little money. If our employers had accepted our demands of a minimum wage of \$0.85 an hour, a 48-hour work week and a collective bargain, maybe the Winnipeg General Strike would have been averted.

A Businessman

How can I afford to pay my workers more and have them working fewer hours? This is ridiculous! The government should step in and stop the workers before they form unions and get too strong!

Factory Worker #2

The working conditions at the factory are dangerous. My friend was hurt in an accident at work and can't work for a few months. How will he survive? I think the government should step in and force the factory owners to improve the working conditions. Nothing is being done! I'm going to join the labour union.

Factory Worker #3

I joined the union at our factory. Most of us are working fewer hours. Our wages have increased, but the cost of food, clothing and fuel have increased even more! The government should step in and force businesses to pay better wages.

Farmer #1

I did my part in the war. Wheat, meat, and dairy products were in demand at home and overseas, but now prices are falling and costs are increasing. We pay high taxes on farm machinery. The government should reduce tariffs on farm machinery. The government needed us during the war - it should support us now!

Viewpoints

Farmer #2

So many young people are moving to the cities. Farmers need someone who will speak for us in Parliament. I'm not sure I can trust either the Liberals or the Conservatives. I joined the United Farmers of Ontario. Last October, 1919, Ernest Drury, a farmer from Barrie, became the new Premier of Ontario. Maybe now someone will listen to me!

Ukrainian Canadian

I moved to Canada from Hungary in 1903 for the chance of a better life. My wife and I worked very hard to farm our land. Under the War Measures Act, we were considered to be a "threat from within" just because we came from an enemy country. At first, we had to report to the police regularly. Finally, we were sent to an internment camp. We weren't the only ones! Of the 8 500 interned during the war, over 5 000 were Ukrainian Canadians just like us!

An Aboriginal Teenager

I was taken from my parents when I was six years old to live in a residential school. I was not allowed to speak my language, celebrate in traditional ways or continue to practice my religious beliefs. My parents were sent to live on a reserve. They were not allowed to vote in any elections either!

Woman #2

When my husband left to fight in the war, I went to work in a textile factory. I know I did the same work as the previous male worker, but I was paid half the wage! Now the war is over. The factory expects me to leave my job, but my husband was killed. How will I support myself?

Woman #3

I was one of the lucky ones - I guess. My husband came home from the war, but one of his arms had to be amputated and every night he has nightmares about the horror of war. The law says as long as my husband is alive, he is the head of the family. He can't work and it's so hard for me to find a job now!

Woman #4

The notion that women aren't allowed to make decisions about their own lives is preposterous! Women must be given the right to vote so that they can fight for more rights. I will join the suffragist movement.

Letter Writing Checklist

| Criteria | Specific Remarks |
|--|------------------|
| <ul style="list-style-type: none"> • demonstrates understanding of the purpose of the letter | |
| <ul style="list-style-type: none"> • makes connections between ideas, personal experiences, and historical events | |
| <ul style="list-style-type: none"> • includes information from discussion and summary worksheet | |
| <ul style="list-style-type: none"> • organizes ideas and supporting details | |
| <ul style="list-style-type: none"> • shows insights by making inferences, using comparisons, drawing conclusions, and questioning | |
| <ul style="list-style-type: none"> • follows conventions of spelling, grammar, and punctuation | |
| <ul style="list-style-type: none"> • outlines convincing arguments | |

Cooperative Work Contract

| Group Members | Responsibilities/Issues | Format |
|--|-------------------------|--------|
| | 1. 2. | |
| <p>Plan: (write a summary of your plan, including deadlines and special responsibilities)</p> | | |

Pledge:

We understand that to be successful we must work together to complete this challenge. We are aware of our responsibilities and are committed to fulfilling our obligations.

Signature

Signature

Signature

Signature

Daily Plan/Reflection

Today our individual goals are:

| Group Member | Goals |
|--------------|--|
| 1. | <ol style="list-style-type: none"> 1. 2. 3. |
| 2. | <ol style="list-style-type: none"> 1. 2. 3. |
| 3. | <ol style="list-style-type: none"> 1. 2. 3. |
| 4. | <ol style="list-style-type: none"> 1. 2. 3. |

We were successful today because:

We were frustrated today because:

Next day we will try to resolve problems by:

Letter Writing Checklist

| Criteria | Specific Remarks |
|--|------------------|
| • demonstrates understanding of the purpose of the letter | |
| • makes connections between ideas and historical events | |
| • includes information from documentary | |
| • organizes ideas and supporting details | |
| • shows insights by making inferences, using comparisons, drawing conclusions, and questioning | |
| • accurately pinpoints areas of weakness | |
| • lists constructive suggestions | |
| • follows conventions of spelling, grammar, and punctuation | |

Oral Presentation



for use with Subtask 1 : "Pieces of the Past"

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!

Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8e33** – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e55** • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 8h38** – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|--|
| Understanding of Concepts (incorporates relevant information into presentation) | Presents key ideas and relevant, accurate information with a limited degree of effectiveness | Presents key ideas and relevant, accurate information with a some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Thinking/Inquiry (analyses and summarizes information from a variety of sources; draws conclusions and makes connections) | Analyses and summarizes information from limited sources; draws few conclusions and makes few or illogical connections | Analyses and summarizes information from a some sources; draws some accurate conclusions and makes some connections | Analyses and summarizes information from a several sources; draws accurate conclusions and makes meaningful connections | Analyses and summarizes information from a variety of sources; draws insightful conclusions and makes insightful connections |
| Communication (use of oral language conventions) | Communicates ideas with difficulty; has difficulty applying oral language conventions; major errors | Communicates ideas with some level of effectiveness; is able to apply oral language conventions; many errors | Communicates most ideas skillfully with a considerable level of effectiveness; applies oral language conventions skillfully; few errors | Communicates ideas creatively; applies oral language conventions masterfully; few or no errors |
| | | | | |

Charting Points of View
for use with Subtask 5 : An Emerging Canadian Identity
from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h51** – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h52** – analyse and describe conflicting points of view about an historical issue (e.g., conscription);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|---|--|--|
| Understanding of concept (incorporates relevant and accurate information into the chosen method of presentation) | Presents key ideas and relevant, accurate information with difficulty; impedes effectiveness | Presents key ideas and relevant, accurate information with some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Critical Thinking (analyses and summarizes information; draws conclusions and makes connections) | Demonstrates limited ability to analyse and summarize information; draws few conclusions and makes limited connections | Demonstrates some ability to analyse and summarize information; draws some conclusions and makes some connections | Demonstrates ability to analyse and summarize information using several sources; draws accurate conclusions and makes meaningful connections | Able to thoroughly analyse and summarize information from a variety of sources; draws insightful conclusions and makes significant connections |
| Communication (communicates information using the chosen method of presentation) | Communicates ideas with difficulty; uses the chosen method of presentation superficially or with difficulty | Communicates ideas with some degree of effectiveness; uses the chosen method of presentation simplistically | Communicates most ideas skillfully with a considerable degree of effectiveness; uses the chosen method of presentation competently | Communicates ideas creatively, with a high degree of effectiveness; uses the chosen method of presentation masterfully |
| | | | | |

Informal Debate

for use with **Subtask 5 : An Emerging Canadian Identity**
from the Grade 8 Unit: **Turn Up the Radio! Canada's Changing!**



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h51** – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h52** – analyse and describe conflicting points of view about an historical issue (e.g., conscription);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|---|--|--|
| Understanding of concept (incorporates relevant and accurate information into the chosen method of presentation) | Presents key ideas and relevant, accurate information with difficulty; impedes effectiveness | Presents key ideas and relevant, accurate information with some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Critical Thinking (analyses and summarizes information ; draws conclusions and makes connections) | Demonstrates limited ability to analyse and summarize information; draws few conclusions and makes limited connections | Demonstrates some ability to analyse and summarize information; draws some conclusions and makes some connections | Demonstrates ability to analyse and summarize information using several sources; draws accurate conclusions and makes meaningful connections | Able to thoroughly analyse and summarize information from a variety of sources; draws insightful conclusions and makes significant connections |
| Communication (use of oral language conventions) | Communicates ideas with difficulty | Communicates ideas with some degree of effectiveness | Communicates most ideas skillfully with a considerable degree of effectiveness | Communicates ideas creatively with a high degree of effectiveness |
| | | | | |

Immigration Today

for use with Subtask 6 : A New Home

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h45** – identify features of Canada’s immigration policy in the nineteenth century (e.g., head tax, no stoppage rule);
- 8h49** – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h56** – demonstrate an understanding of significant changes made to Canada's immigration policy;
- 8h57** – interview new Canadians to determine their attitudes towards their new home and towards Canada’s immigration policies.

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|---|
| Understanding of Concepts (incorporates relevant information into presentation) | Presents key ideas and relevant, accurate information with a limited degree of effectiveness | Presents key ideas and relevant, accurate information with a some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Thinking/Inquiry (analyses and summarizes information from a variety of sources; draws conclusions and makes connections) | Analyses and summarizes information from limited sources; draws few conclusions and makes few or illogical connections | Analyses and summarizes information from a some sources; draws some accurate conclusions and makes some connections | Analyses and summarizes information from a several sources; draws accurate conclusions and makes meaningful connections | Analyses and summarizes information from a variety of sources; draws insightful conclusions and makes insightful connections |
| Communication (communicates information using the chosen method of presentation) | Communicates ideas with difficulty; uses the chosen method of presentation with difficulty | Communicates ideas with some level of effectiveness; uses the chosen method of presentation with some degree of effectiveness | Communicates most ideas skillfully with a considerable level of effectiveness; uses the chosen method of presentation competently | Communicates ideas creatively, with a high level of effectiveness; uses the chosen method of presentation masterfully |
| Application (uses techniques and language conventions appropriate for the chosen method of presentation) | Applies techniques and language conventions with difficulty; many errors making the key points difficult to determine | Applies techniques and language conventions with some degree of effectiveness; many errors; the final product is somewhat effective | Applies techniques and language conventions skillfully; few errors; the final product is effective | Applies techniques and language conventions masterfully; few or no errors; the final product shows high quality craftsmanship |

World War I Presentations

for use with Subtask 7 : The Threat is Upon Us

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8e33** – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8h37** • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h46** – demonstrate an understanding of Canada’s participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h48** – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- 8h49** – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|---|
| Understanding of Concepts (incorporates relevant information into presentation) | Presents key ideas and relevant, accurate information with a limited degree of effectiveness | Presents key ideas and relevant, accurate information with a some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Thinking/Inquiry (analyses and summarizes information from a variety of sources; draws conclusions and makes connections) | Analyses and summarizes information from limited sources; draws few conclusions and makes few or illogical connections | Analyses and summarizes information from a some sources; draws some accurate conclusions and makes some connections | Analyses and summarizes information from a several sources; draws accurate conclusions and makes meaningful connections | Analyses and summarizes information from a variety of sources; draws insightful conclusions and makes insightful connections |
| Communication (communicates information using the chosen method of presentation) | Communicates ideas with difficulty; uses the chosen method of presentation with difficulty | Communicates ideas with some level of effectiveness; uses the chosen method of presentation with some degree of effectiveness | Communicates most ideas skillfully with a considerable level of effectiveness; uses the chosen method of presentation competently | Communicates ideas creatively, with a high level of effectiveness; uses the chosen method of presentation masterfully |
| Application (uses techniques and language conventions appropriate for the chosen method of presentation) | Applies techniques and language conventions with difficulty; many errors making the key points difficult to determine | Applies techniques and language conventions with some degree of effectiveness; many errors; the final product is somewhat effective | Applies techniques and language conventions skillfully; few errors; the final product is effective | Applies techniques and language conventions masterfully; few or no errors; the final product shows high quality craftsmanship |

Picking up the Pieces

for use with Subtask 10 : Picking up the Pieces

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h38** – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h41** – identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation);
- 8h51** – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- 8h55** – describe how events in the Canadian labour movement have influenced workers today;

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|---|
| Understanding of Concepts (incorporates information into presentation) | Presents key ideas and relevant, accurate information with a limited degree of effectiveness | Presents key ideas and relevant, accurate information with a some degree of effectiveness | Presents key ideas and relevant, accurate information with a considerable degree of effectiveness | Presents key ideas and relevant, accurate information with a high degree of effectiveness |
| Thinking/Inquiry (analyses and summarizes information from a variety of sources; draws conclusions and makes connections) | Analyses and summarizes information from limited sources; draws few conclusions and makes few or illogical connections | Analyses and summarizes information from a some sources; draws some accurate conclusions and makes some connections | Analyses and summarizes information from a several sources; draws accurate conclusions and makes meaningful connections | Analyses and summarizes information from a variety of sources; draws insightful conclusions and makes insightful connections |
| Communication (communicates information using the chosen method of presentation) | Communicates ideas with difficulty; uses the chosen method of presentation with difficulty | Communicates ideas with some level of effectiveness; uses the chosen method of presentation with some degree of effectiveness | Communicates most ideas skillfully with a considerable level of effectiveness; uses the chosen method of presentation competently | Communicates ideas creatively, with a high level of effectiveness; uses the chosen method of presentation masterfully |
| Application (uses techniques and language conventions appropriate for the chosen method of presentation) | Applies techniques and language conventions with difficulty; many errors making the key points difficult to determine | Applies techniques and language conventions with some degree of effectiveness; many errors; the final product is somewhat effective | Applies techniques and language conventions skillfully; few errors; the final product is effective | Applies techniques and language conventions masterfully; few or no errors; the final product shows high quality craftsmanship |

Turn Up the Radio!

for use with Subtask 11 : Turn Up the Radio!

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8e54** • create media works of some technical complexity;
- 8h35** • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- 8h36** • analyse and describe the conflicts and changes involving Canadians from Confederation to 1918;
- 8h37** • demonstrate an understanding of the impact of World War I on Canada and the world community.

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|---|---|
| Understanding of concepts (shows understanding of key concepts throughout the radio documentary) | Presents key ideas and information with a limited degree of effectiveness | Presents key ideas and information with some degree of effectiveness | Presents key ideas and information with considerable degree of effectiveness | Presents key ideas and information with a high degree of effectiveness |
| Inquiry/Research Skills (summarizes and analyses information by providing supporting details; makes connections with social justice issues) | Shows a little understanding of the ideas and processes; provides few or simple supporting details and has difficulty making connections with social justice issues | Shows a limited understanding of the ideas and processes; provides some supporting details and makes some connections with social justice issues | Shows a thorough understanding of the ideas and processes; provides significant supporting details and makes meaningful connections with social justice issues | Shows a sophisticated understanding of the ideas and processes; provides insightful supporting details and makes masterful connections with social justice issues |
| Communication (use of oral language conventions and expression to enhance the performance) | Uses oral communication techniques with difficulty; uses voice and expression superficially or not at all | Uses oral communication techniques with some degree of proficiency; uses voice and expression simplistically | Uses oral communication techniques with considerable degree of proficiency; uses voice and expression sensitively to enhance the performance | Uses oral communication techniques with a high degree of proficiency; uses voice and expression powerfully to enhance the performance |
| Application (presentation of ideas; evidence of planning and purpose) | The presentation of the broadcast is ineffective; major problems with clarity of ideas; the final product shows major difficulties with technical skill | The presentation of the broadcast is somewhat effective; some problems with clarity of ideas; the final product shows some difficulties with technical skill | The presentation of the broadcast is effective; the segments are presented in a clear and thorough manner; the final product shows high quality technical skill | The presentation of the broadcast is highly effective; the segments are presented in an engaging and thorough manner; the final product shows exceptional technical skill |

Short Essay Rubric

for use with **Subtask 3 : The Turn of the Century: A New Era**
from the Grade 8 Unit: **Turn Up the Radio! Canada's Changing!**



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h39** – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h49** – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|--|
| Understanding of concepts (compares the similarities and differences of modern life to life at the turn of the century) | Demonstrates a limited understanding of similarities and differences between modern life and life at the turn of the century | Demonstrates some understanding of similarities and differences between modern life and life at the turn of the century | Demonstrates a good understanding of similarities and differences between modern life and life at the turn of the century | Demonstrates a thorough and insightful understanding of similarities and differences between modern life and life at the turn of the century |
| Critical thinking (makes connections between historical events and current events) | Selects relevant information with some difficulty; has difficulty drawing conclusions | Selects relevant information and draws some conclusions; logic may be faulty | Selects relevant information and draws conclusions with a considerable degree of effectiveness | Selects relevant information and draws conclusions with a high degree of effectiveness |
| Communication (organization of main ideas with supporting evidence) | Has difficulty communicating a progression of ideas Supporting details are inaccurate or missing | Some progression of ideas; organization of ideas may be illogical Supporting details are listed for some ideas; some evidence may be inaccurate or missing | Logical progression of ideas. Supporting details are accurately listed for most ideas | Logical and insightful progression of ideas. Supporting details are skillfully used to provide evidence for each idea |

Factory Worker

for use with Subtask 4 : Technology and Social Changes
from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h39** – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h54** – describe and evaluate the effects of technology on Canadian society;

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|--|---|
| Understanding of concepts (selects relevant information; demonstrates an understanding of the conditions faced by factory workers) | Shows limited understanding of the relevant ideas; demonstrates limited understanding of the conditions faced by factory workers; the letter may reveal major misunderstandings of key ideas | Shows a limited understanding of the relevant ideas; demonstrates a limited understanding of the conditions faced by factory workers; the letter may reveal some misunderstanding of key ideas | Shows a solid understanding of the relevant ideas; demonstrates a good understanding of the conditions faced by factory workers | Shows a sophisticated understanding of the relevant ideas; demonstrates an insightful understanding of the conditions faced by factory workers |
| Critical thinking/inquiry (summarizes information from presentations; makes connections between events, role of key historical figures and social justice issues) | Summarizes the key points of the presentations with difficulty; demonstrates a superficial interpretation of events and their significance | Summarizes the key points of the presentations with some degree of effectiveness; demonstrates a limited interpretation of events and their significance | Summarizes the key points of the presentations with a considerable degree of effectiveness; demonstrates a clear interpretation of events and their significance | Summarizes the key points of the presentations with a high degree of effectiveness; demonstrates a profound interpretation of events and their significance |
| Communication | Has difficulty communicating a progression of ideas; inadequate letter Supporting details are inaccurate or missing. | Some progression of ideas; organization of ideas may be illogical; a simple letter Supporting details are listed for some ideas; some evidence may be lacking or missing | Logical progression of ideas; convincing letter Supporting details are accurately listed for most ideas. | Logical and insightful progression of ideas; persuasive letter Supporting details are skillfully used to provide evidence for each idea. |

A Letter from the Trenches

for use with Subtask 7 : The Threat is Upon Us

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8a54** – write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;
- 8h37** • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h46** – demonstrate an understanding of Canada’s participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|--|---|
| Understanding of concepts (selects relevant information; demonstrates an understanding of the challenges by Canadian soldiers) | Shows limited understanding of the relevant ideas; demonstrates limited understanding of the challenges faced by Canadian soldiers; the letter may reveal major misunderstandings of key ideas | Shows a limited understanding of the relevant ideas; demonstrates a limited understanding of the challenges faced by Canadian soldiers; the letter may reveal some misunderstanding of key ideas | Shows a solid understanding of the relevant ideas; demonstrates a good understanding of the challenges faced by Canadian soldiers | Shows a sophisticated understanding of the relevant ideas; demonstrates an insightful understanding of the challenges faced by Canadian soldiers |
| Critical thinking/inquiry (summarizes information from presentations; makes connections between events, role of key historical figures and social justice issues) | Summarizes the key points of the presentations with difficulty; demonstrates a superficial interpretation of events and their significance | Summarizes the key points of the presentations with some degree of effectiveness; demonstrates a limited interpretation of events and their significance | Summarizes the key points of the presentations with a considerable degree of effectiveness; demonstrates a clear interpretation of events and their significance | Summarizes the key points of the presentations with a high degree of effectiveness; demonstrates a profound interpretation of events and their significance |
| Communication (organizes ideas to explain the conditions in the trenches and the reality of a battle; includes supporting evidence) | Has difficulty communicating a progression of ideas; letter is limited in effectiveness Supporting details are inaccurate or missing | Some progression of ideas; organization of ideas may be illogical; a simple letter Supporting details are listed for some ideas; some evidence may be lacking or missing | Logical progression of ideas; convincing letter Supporting details are accurately listed for most ideas | Logical and insightful progression of ideas; persuasive letter Supporting details are skillfully used to provide evidence for each idea |

Poster - War Propaganda

for use with Subtask 8 : Struggles at Home

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8a25** • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;
- 8h38** – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h46** – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h53** – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|--|
| Understanding of concepts (message; theme) | The theme of the poster is unclear Presents pertinent information with a limited degree of effectiveness | The theme of the poster is somewhat clear Presents pertinent information with some degree of effectiveness | The theme of the poster is clear and identifiable Presents pertinent information with considerable degree of effectiveness | The theme of the poster is clear, easily identifiable and insightful Presents pertinent information with a high degree of effectiveness |
| Communication of required knowledge (elements and principles of design, i.e., colour, space, balance, form) | The elements and principles of design are used with limited degree of effectiveness | The elements and principles of design are used with some degree of effectiveness | The elements and principles of design are used with considerable degree of effectiveness | The elements and principles of design are used with a high degree of effectiveness |
| Application of concepts and skills (convincing arguments) | The poster would have convincing people to support the war effort | The qualities that would convince people to support the war effort | The poster would interest people in supporting the war effort | The poster would convince people to support the war effort |

I Helped the War Effort!

for use with Subtask 8 : Struggles at Home

from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h35** • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- 8h38** – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h39** – demonstrate an understanding of how the industrial revolution changed Canadian society;
- 8h46** – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|--|---|
| Understanding of Concepts (selects relevant information; demonstrates an understanding of the struggles Canadians faced during the war years) | Shows limited understanding of the relevant ideas; demonstrates limited understanding of the struggles Canadians faced during the war years; the letter may reveal major misunderstandings of key ideas | Shows a limited understanding of the relevant ideas; demonstrates a limited understanding of the struggles Canadians faced during the war years; the letter may reveal some misunderstanding of key ideas | Shows a solid understanding of the relevant ideas; demonstrates a good understanding of the struggles Canadians faced during the war years | Shows a sophisticated understanding of the relevant ideas; demonstrates an insightful understanding of the struggles Canadians faced during the war years |
| Critical thinking/inquiry (summarizes information from fact sheets; makes connections between events, and social justice issues) | Summarizes the key points of the fact sheets with difficulty; demonstrates a superficial interpretation of events and their significance | Summarizes the key points of the fact sheets with some degree of effectiveness; demonstrates a limited interpretation of events and their significance | Summarizes the key points of the fact sheets with a considerable degree of effectiveness; demonstrates a clear interpretation of events and their significance | Summarizes the key points of the fact sheets with a high degree of effectiveness; demonstrates a profound interpretation of events and their significance |
| Communication (organizes ideas to explain the importance of labourers to the war effort; includes supporting evidence) | Has difficulty communicating a progression of ideas; inadequate letter Supporting details are inaccurate or missing | Some progression of ideas; organization of ideas may be illogical; a simple letter Supporting details are listed for some ideas; some evidence may be lacking or missing | Logical progression of ideas; convincing letter Supporting details are accurately listed for most ideas | Logical and insightful progression of ideas; persuasive letter Supporting details are skillfully used to provide evidence for each idea |

The War to End All Wars

for use with Subtask 9 : "The War To End All Wars"
from the Grade 8 Unit: Turn Up the Radio! Canada's Changing!



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 8h37** • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h46** – demonstrate an understanding of Canada’s participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h52** – analyse and describe conflicting points of view about an historical issue (e.g., conscription);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|--|---|
| Understanding of concepts (demonstrates an understanding of the contrasting points of view) | Shows understanding of few of the concepts relating to the implications of the Treaty of Versailles | Shows understanding of some of the concepts relating to the implications of the Treaty of Versailles | Shows understanding of most of the concepts relating to the implications of the Treaty of Versailles | Shows an insightful understanding of all (or almost all) of the concepts relating to the implications of the Treaty of Versailles |
| Communication (communicates differing points of view) | Communicates ideas with difficulty; has difficulty expressing differing points of view; applies language conventions with major errors | Communicates ideas with some level of effectiveness; is able to express some differing points of view; applies language conventions with many errors | Communicates ideas skillfully and expresses differing points of view competently; applies language conventions with a considerable degree of effectiveness; minor errors | Communicates ideas creatively and expresses differing points of view masterfully; applies language conventions with a high degree of effectiveness; few or no errors |
| Critical thinking (selects relevant information and draws conclusions; makes connections between social justice issues and historical events) | Selects relevant information with difficulty; has difficulty drawing conclusions Demonstrates limited understanding of social justice issues and historical events | Selects some relevant information and draws some conclusions Demonstrates some understanding of social justice issues and historical events | Selects relevant information and draws conclusions with a considerable degree of effectiveness Demonstrates a good understanding of social justice issues and historical events | Selects relevant information and draws conclusions with a high degree of effectiveness Demonstrates an insightful understanding of social justice issues and historical events |



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Selected **Assessed**

English Language---

- | | | | |
|------------------------------|--|---|--|
| <input type="checkbox"/> 8e3 | • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship); | 2 | |
| <input type="checkbox"/> 8e5 | • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects); | 1 | |
| <input type="checkbox"/> 8e8 | • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style; | 2 | |

English Language---Reading

- | | | | |
|-------------------------------|--|---|----------|
| <input type="checkbox"/> 8e32 | – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material; | 7 | |
| <input type="checkbox"/> 8e33 | – make judgements and draw conclusions about ideas in written materials on the basis of evidence; | 4 | 2 |
| <input type="checkbox"/> 8e36 | – plan a research project and carry out the research; | 4 | |
| <input type="checkbox"/> 8e43 | – use the special terminology in a particular area of study, as necessary. | 1 | |

English Language---Oral and Visual Communication

- | | | | |
|-------------------------------|---|---|----------|
| <input type="checkbox"/> 8e47 | • listen attentively to organize and classify information and to clarify thinking; | 1 | |
| <input type="checkbox"/> 8e54 | • create media works of some technical complexity; | | 1 |
| <input type="checkbox"/> 8e55 | • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below). | 1 | 2 |
| <input type="checkbox"/> 8e62 | – contribute collaboratively in group situations by asking questions and building on the ideas of others; | 2 | |
| <input type="checkbox"/> 8e66 | – evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines); | 1 | |

The Arts---Visual Arts

- | | | | |
|-------------------------------|--|--|----------|
| <input type="checkbox"/> 8a25 | • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms; | | 1 |
|-------------------------------|--|--|----------|

The Arts---Drama & Dance

- | | | | |
|-------------------------------|--|---|----------|
| <input type="checkbox"/> 8a42 | • interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., "forum theatre"); | 3 | |
| <input type="checkbox"/> 8a54 | – write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed; | 1 | 1 |

History---Canada: A Changing Society

- | | | | |
|-------------------------------|--|---|----------|
| <input type="checkbox"/> 8h35 | • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada; | 2 | 2 |
| <input type="checkbox"/> 8h36 | • analyse and describe the conflicts and changes involving Canadians from Confederation to 1918; | 1 | 1 |
| <input type="checkbox"/> 8h37 | • demonstrate an understanding of the impact of World War I on Canada and the world community. | 1 | 3 |
| <input type="checkbox"/> 8h38 | – demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war); | 5 | 4 |
| <input type="checkbox"/> 8h39 | – demonstrate an understanding of how the industrial revolution changed Canadian society; | | 4 |
| <input type="checkbox"/> 8h40 | – identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs); | 3 | 1 |
| <input type="checkbox"/> 8h41 | – identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation); | 1 | 2 |
| <input type="checkbox"/> 8h42 | – describe the impact of the Indian Act of 1876 on Aboriginal peoples; | 2 | |
| <input type="checkbox"/> 8h43 | – identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions); | 2 | 1 |
| <input type="checkbox"/> 8h44 | – identify major developments (e.g., the suffrage movement) and personalities (e.g., Nellie McClung) in the women's rights movement, and demonstrate an understanding of the changing role of women in Canadian society (e.g., with respect to composition of the labour force); | | 1 |
| <input type="checkbox"/> 8h45 | – identify features of Canada's immigration policy in the nineteenth century (e.g., head tax, no stoppage rule); | | 2 |
| <input type="checkbox"/> 8h46 | – demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history; | | 4 |
| <input type="checkbox"/> 8h47 | – demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world. | 2 | 1 |
| <input type="checkbox"/> 8h48 | – use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations; | 3 | 2 |



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

| | | Selected | Assessed |
|-------------------------------|---|----------|----------|
| <input type="checkbox"/> 8h49 | – formulate questions to facilitate research on particular topics (e.g., issues involved in World War I); | 2 | 4 |
| <input type="checkbox"/> 8h50 | – locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources; | 4 | 1 |
| <input type="checkbox"/> 8h51 | – analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century); | 3 | 2 |
| <input type="checkbox"/> 8h52 | – analyse and describe conflicting points of view about an historical issue (e.g., conscription); | 3 | 2 |
| <input type="checkbox"/> 8h53 | – communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs. | 4 | 1 |
| <input type="checkbox"/> 8h54 | – describe and evaluate the effects of technology on Canadian society; | 4 | 2 |
| <input type="checkbox"/> 8h55 | – describe how events in the Canadian labour movement have influenced workers today; | 1 | 2 |
| <input type="checkbox"/> 8h56 | – demonstrate an understanding of significant changes made to Canada's immigration policy; | 1 | 1 |
| <input type="checkbox"/> 8h57 | – interview new Canadians to determine their attitudes towards their new home and towards Canada's immigration policies. | 1 | 1 |



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

English Language

| | | | | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 8e1 | 8e2 | 8e3 | 2 | 8e4 | 8e5 | 1 | 8e6 | 8e7 | 8e8 | 2 | 8e9 | 8e10 | | | |
| 8e11 | 8e12 | 8e13 | | 8e14 | 8e15 | | 8e16 | 8e17 | 8e18 | | 8e19 | 8e20 | | | |
| 8e21 | 8e22 | 8e23 | | 8e24 | 8e25 | | 8e26 | 8e27 | 8e28 | | 8e29 | 8e30 | | | |
| 8e31 | 8e32 | 7 | 8e33 | 4 | 2 | 8e34 | 8e35 | 8e36 | 4 | 8e37 | 8e38 | 8e39 | 8e40 | | |
| 8e41 | 8e42 | | 8e43 | 1 | | 8e44 | 8e45 | 8e46 | 8e47 | 1 | 8e48 | 8e49 | 8e50 | | |
| 8e51 | 8e52 | | 8e53 | | | 8e54 | 1 | 8e55 | 1 | 2 | 8e56 | 8e57 | 8e58 | 8e59 | 8e60 |
| 8e61 | 8e62 | 2 | 8e63 | | | 8e64 | | 8e65 | | | 8e66 | 1 | 8e67 | | |

French as a Second Language

| | | | | | | | | | |
|------|------|------|------|------|------|------|-----|-----|------|
| 8f1 | 8f2 | 8f3 | 8f4 | 8f5 | 8f6 | 8f7 | 8f8 | 8f9 | 8f10 |
| 8f11 | 8f12 | 8f13 | 8f14 | 8f15 | 8f16 | 8f17 | | | |

Mathematics

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 8m1 | 8m2 | 8m3 | 8m4 | 8m5 | 8m6 | 8m7 | 8m8 | 8m9 | 8m10 |
| 8m11 | 8m12 | 8m13 | 8m14 | 8m15 | 8m16 | 8m17 | 8m18 | 8m19 | 8m20 |
| 8m21 | 8m22 | 8m23 | 8m24 | 8m25 | 8m26 | 8m27 | 8m28 | 8m29 | 8m30 |
| 8m31 | 8m32 | 8m33 | 8m34 | 8m35 | 8m36 | 8m37 | 8m38 | 8m39 | 8m40 |
| 8m41 | 8m42 | 8m43 | 8m44 | 8m45 | 8m46 | 8m47 | 8m48 | 8m49 | 8m50 |
| 8m51 | 8m52 | 8m53 | 8m54 | 8m55 | 8m56 | 8m57 | 8m58 | 8m59 | 8m60 |
| 8m61 | 8m62 | 8m63 | 8m64 | 8m65 | 8m66 | 8m67 | 8m68 | 8m69 | 8m70 |
| 8m71 | 8m72 | 8m73 | 8m74 | 8m75 | 8m76 | 8m77 | 8m78 | 8m79 | 8m80 |
| 8m81 | 8m82 | 8m83 | 8m84 | 8m85 | 8m86 | 8m87 | 8m88 | 8m89 | 8m90 |
| 8m91 | 8m92 | 8m93 | 8m94 | 8m95 | 8m96 | 8m97 | 8m98 | 8m99 | 8m100 |
| 8m101 | 8m102 | 8m103 | 8m104 | 8m105 | 8m106 | 8m107 | 8m108 | 8m109 | 8m110 |
| 8m111 | 8m112 | 8m113 | 8m114 | 8m115 | 8m116 | 8m117 | 8m118 | 8m119 | 8m120 |
| 8m121 | 8m122 | | | | | | | | |

Science and Technology

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|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 8s1 | 8s2 | 8s3 | 8s4 | 8s5 | 8s6 | 8s7 | 8s8 | 8s9 | 8s10 |
| 8s11 | 8s12 | 8s13 | 8s14 | 8s15 | 8s16 | 8s17 | 8s18 | 8s19 | 8s20 |
| 8s21 | 8s22 | 8s23 | 8s24 | 8s25 | 8s26 | 8s27 | 8s28 | 8s29 | 8s30 |
| 8s31 | 8s32 | 8s33 | 8s34 | 8s35 | 8s36 | 8s37 | 8s38 | 8s39 | 8s40 |
| 8s41 | 8s42 | 8s43 | 8s44 | 8s45 | 8s46 | 8s47 | 8s48 | 8s49 | 8s50 |
| 8s51 | 8s52 | 8s53 | 8s54 | 8s55 | 8s56 | 8s57 | 8s58 | 8s59 | 8s60 |
| 8s61 | 8s62 | 8s63 | 8s64 | 8s65 | 8s66 | 8s67 | 8s68 | 8s69 | 8s70 |
| 8s71 | 8s72 | 8s73 | 8s74 | 8s75 | 8s76 | 8s77 | 8s78 | 8s79 | 8s80 |
| 8s81 | 8s82 | 8s83 | 8s84 | 8s85 | 8s86 | 8s87 | 8s88 | 8s89 | 8s90 |
| 8s91 | 8s92 | 8s93 | 8s94 | 8s95 | 8s96 | 8s97 | 8s98 | 8s99 | 8s100 |
| 8s101 | 8s102 | 8s103 | 8s104 | 8s105 | 8s106 | 8s107 | 8s108 | 8s109 | 8s110 |
| 8s111 | 8s112 | 8s113 | 8s114 | 8s115 | 8s116 | 8s117 | 8s118 | 8s119 | 8s120 |
| 8s121 | 8s122 | 8s123 | 8s124 | 8s125 | 8s126 | 8s127 | 8s128 | 8s129 | 8s130 |
| 8s131 | 8s132 | 8s133 | 8s134 | 8s135 | 8s136 | 8s137 | 8s138 | 8s139 | 8s140 |
| 8s141 | 8s142 | 8s143 | 8s144 | 8s145 | 8s146 | 8s147 | 8s148 | | |

History

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|---|------|------|------|------|------|---|------|------|---|---|------|---|---|------|---|---|--|
| 8h1 | 8h2 | 8h3 | 8h4 | 8h5 | 8h6 | 8h7 | 8h8 | 8h9 | 8h10 | | | | | | | | | | | | | | | | | | | |
| 8h11 | 8h12 | 8h13 | 8h14 | 8h15 | 8h16 | 8h17 | 8h18 | 8h19 | 8h20 | | | | | | | | | | | | | | | | | | | |
| 8h21 | 8h22 | 8h23 | 8h24 | 8h25 | 8h26 | 8h27 | 8h28 | 8h29 | 8h30 | | | | | | | | | | | | | | | | | | | |
| 8h31 | 8h32 | 8h33 | 8h34 | 8h35 | 2 | 2 | 8h36 | 1 | 1 | 8h37 | 1 | 3 | 8h38 | 5 | 4 | 8h39 | 4 | 8h40 | 3 | 1 | | | | | | | | |
| 8h41 | 1 | 2 | 8h42 | 2 | | 8h43 | 2 | 1 | 8h44 | 1 | 1 | 8h45 | 2 | 8h46 | 4 | 8h47 | 2 | 1 | 8h48 | 3 | 2 | 8h49 | 2 | 4 | 8h50 | 4 | 1 | |
| 8h51 | 3 | 2 | 8h52 | 3 | 2 | 8h53 | 4 | 1 | 8h54 | 4 | 2 | 8h55 | 1 | 2 | 8h56 | 1 | 1 | 8h57 | 1 | 1 | | | | | | | | |

Geography

| | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| 8g1 | 8g2 | 8g3 | 8g4 | 8g5 | 8g6 | 8g7 | 8g8 | 8g9 | 8g10 |
| 8g11 | 8g12 | 8g13 | 8g14 | 8g15 | 8g16 | 8g17 | 8g18 | 8g19 | 8g20 |
| 8g21 | 8g22 | 8g23 | 8g24 | 8g25 | 8g26 | 8g27 | 8g28 | 8g29 | 8g30 |
| 8g31 | 8g32 | 8g33 | 8g34 | 8g35 | 8g36 | 8g37 | 8g38 | 8g39 | 8g40 |
| 8g41 | 8g42 | 8g43 | 8g44 | 8g45 | 8g46 | 8g47 | 8g48 | 8g49 | 8g50 |
| 8g51 | 8g52 | 8g53 | 8g54 | 8g55 | 8g56 | 8g57 | | | |

Health & Physical Education

| | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| 8p1 | 8p2 | 8p3 | 8p4 | 8p5 | 8p6 | 8p7 | 8p8 | 8p9 | 8p10 |
| 8p11 | 8p12 | 8p13 | 8p14 | 8p15 | 8p16 | 8p17 | 8p18 | 8p19 | 8p20 |
| 8p21 | 8p22 | 8p23 | 8p24 | 8p25 | 8p26 | 8p27 | 8p28 | 8p29 | 8p30 |
| 8p31 | 8p32 | 8p33 | 8p34 | 8p35 | 8p36 | 8p37 | 8p38 | 8p39 | 8p40 |
| 8p41 | | | | | | | | | |

The Arts

| | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 8a1 | 8a2 | 8a3 | 8a4 | 8a5 | 8a6 | 8a7 | 8a8 | 8a9 | 8a10 | | | |
| 8a11 | 8a12 | 8a13 | 8a14 | 8a15 | 8a16 | 8a17 | 8a18 | 8a19 | 8a20 | | | |
| 8a21 | 8a22 | 8a23 | 8a24 | 8a25 | 1 | 8a26 | 8a27 | 8a28 | 8a29 | 8a30 | | |
| 8a31 | 8a32 | 8a33 | 8a34 | 8a35 | 8a36 | 8a37 | 8a38 | 8a39 | 8a40 | | | |
| 8a41 | 8a42 | 3 | 8a43 | 8a44 | 8a45 | 8a46 | 8a47 | 8a48 | 8a49 | 8a50 | | |
| 8a51 | 8a52 | | 8a53 | 8a54 | 1 | 1 | 8a55 | 8a56 | 8a57 | 8a58 | 8a59 | 8a60 |
| 8a61 | 8a62 | 8a63 | 8a64 | 8a65 | 8a66 | | | | | | | |



Turn Up the Radio! Canada's Changing!

A Unit for Grade 8

Analysis Of Unit Components

- 11 Subtasks
- 126 Expectations
- 80 Resources
- 96 Strategies & Groupings
- Unique Expectations --
- 12 Language Expectations
- 3 Arts Expectations
- 23 History Expectations

Resource Types

- 13 Rubrics
- 24 Blackline Masters
- 0 Licensed Software
- 18 Print Resources
- 11 Media Resources
- 10 Websites
- 3 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 1 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 7 Students Working As A Whole Class
- 6 Students Working In Pairs
- 4 Students Working In Small Groups
- 11 Students Working Individually

Assessment Recording Devices

- 4 Anecdotal Record
- 1 Checklist
- 10 Rubric

Teaching / Learning Strategies

- 5 Brainstorming
- 1 Collaborative/cooperative Learning
- 1 Debating
- 3 Direct Teaching
- 8 Discussion
- 1 Independent Study
- 2 Issue-based Analysis
- 1 Jigsaw
- 3 Learning Log/ Journal
- 1 Map Making
- 2 Note-making
- 1 Open-ended Questions
- 1 Oral Explanation
- 3 Research
- 2 Role Playing
- 1 Simulation
- 1 Think / Pair / Share

Assessment Strategies

- 3 Conference
- 1 Essay
- 2 Learning Log
- 5 Observation
- 2 Performance Task
- 1 Response Journal
- 1 Select Response
- 1 Self Assessment