

WHERE THE SUN SHINES BEST

A lyrical meditation on poverty, racism,
imperialism and war by

Austin Clarke

Teacher's Resource

Angelo Bolotta

Guernica

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Part One: Overview

The Benefits of Citizenship Education in Canadian Schools

Whether presented to students as integrated social studies or discipline specific courses in history, geography, civics, economics, law, politics and sociology, the fundamental purpose of this mandated curriculum is *citizenship education* for a civil society. This civility is required to effectively deal with diversity and adversity by developing responsible citizens able to act with conscience and conviction in a culturally diverse, democratic society within an increasingly more interdependent world. As social preparation, *citizenship education* is essential or “core” curriculum to enable change management that promotes human progress and the ultimate advancement of civilization.

To make this progress possible, citizens will require the critical thinking skills needed to make sound decisions and to take appropriate action, so as to participate effectively in the democratic process. As democracy was never intended to be a spectator sport, the many controversies inherent in any democratic system constructed by human beings will need to be addressed effectively. This must be done in a manner that best serves the common or greater good, so that justice and equity are seen to prevail. This “common good” is often defined as achieving the most good for the greatest number, while respecting the dignity and needs of all stakeholders.



Change management that promotes human progress will require, first and foremost, a functional understanding of human nature, including both the limitations and full potential of our human condition. As a case in point, it is often suggested that natural disasters bring out the best in human beings. News

reports showing people risking their own lives to help strangers and friends alike in the aftermath of a devastating forest fire, flood, hurricane, earthquake or tsunami, bring tears of solidarity to the eyes of those watching from a safe distance. Yet, while this altruism and compassion for the suffering of others is seen to be taking place, other people take it upon themselves to loot the desecrated properties and take the unprotected possessions of disaster victims. The fundamental purpose of citizenship education is to nurture positive, altruistic and empathetic responses and to condone and condemn the negative, opportunistic and selfish responses that reveal the worst elements of human nature.

This fundamental purpose of *citizenship education* is not so much to judge the actions and omissions of others, as it is to define behaviours that enable humanity at its altruistic and empathetic best. Real *citizenship education* equips students to acquire the knowledge and develop the skills to become responsible stewards of a fragile planet and a fractured human family. To achieve this end, citizens must:

- ❑ recognize the interdependence and interconnectedness of their post-modern existence;
- ❑ respect and value the diverse perspectives, viewpoints and interests reflected in the communities they belong to and the social issues they wish to address both collectively and individually;
- ❑ celebrate human diversity, while recognizing and valuing the defining commonalities within this apparent diversity.

For Canadians, social studies and *citizenship education* represent a structured and ongoing opportunity to develop important capacities in young learners. These essential, life-long capacities include:

- ❑ discipline-specific **knowledge** to construct meaning and to build historical, geographic, civic, sociological and economic perspective;
- ❑ inquiry, interpersonal and critical thinking **skills** to enable informed decision making as well as the free and honest sharing of ideas required for effective participation in public life;
- ❑ appreciation for the underlying **values** of a diverse democratic society as ideals worth emulating and protecting in the way individuals choose to address their public affairs and civic obligations.

Citizenship education seeks to develop a personal interest in public affairs and civic participation, as a vehicle to build better communities through the civic virtue of service. *Citizenship education* seeks to honour the dignity of all people and enable the responsible treatment of all things (including the environment and other life-sustaining natural resources) entrusted to human care.

In Canada, often referred to as “a land of immigrants,” citizenship education assumes additional significance as a socialization tool. Throughout human history, cultural differences have most often been a source of conflict and division. Canadians have consciously elected to challenge this historical pattern. In today’s multicultural Canada, such diversity is now embraced as an innate strength – a rich national resource. As we move forward from the 150th anniversary celebrations of 2017, reflecting on immigrant experiences can help provide valuable insight into the Canadian national dynamic, as well as into the resilient and irrepressible spirit of those who choose to make Canada their home. Given the complex nature of the noble national experiment Canadians have collectively elected to embark upon, reflection on the immigrant experience (both past and present) is clearly time well spent. It is essential that Canadians understand the immigrant experience. Throughout our lifetime, all Canadians experience aspects of the immigrant reality:

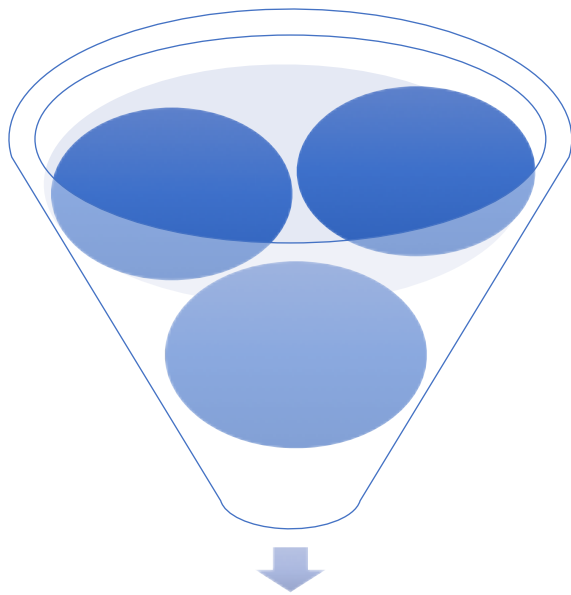
- ❑ Many senior Canadians see themselves as digital immigrants in a post-modern, information age filled with digital natives.

- ❑ The young person leaving a small community to find work in a big city is an urban immigrant. Immediate lifestyle adjustments are required.
- ❑ Every fall, nervous Grade 9 students cautiously attending their new high schools are all scholastic immigrants. Often these new arrivals exhibit simultaneous excitement and fear.
- ❑ Those starting a new job are workplace immigrants, coping to adjust to a new workplace environment and culture.
- ❑ People leaving one country to start a new life in another nation are political immigrants. This can be, by far, the most all-encompassing transformational experience.

New technology! New city! New school! New job! New country! Remembering such experiences can help replace intolerance with empathy when it is most needed!

In reality, anyone with the courage to experience something new, in the hope of finding something better, is possessed with the ‘immigrant’ spirit. This ‘immigrant’ spirit enables hope to overcome fear and depression. Canada was founded on this spirit, and fuelled by this irrepressible spirit, Canada has evolved into the nation it is today. Canada’s future prospects continue to be influenced by this courageous spirit.

Emigration is always a difficult choice for those embarking on the often physically and emotionally



TRANSFORMATION

gruelling journey. The more cultural immigrant experience, that generally follows emigration, can be very difficult on those who choose to adopt it. Before any new place can be called “home”, immigrants must acclimatize, adapt and respond to the many change stimuli encountered. At the same time, a civil society will do its best to welcome and support the immigrants in this important process of adaptation, and ultimately, transformation. Given human nature, immigration often solicits xenophobic fears manifesting in both blatant and subtle forms of discrimination and bigotry in the communities receiving these newcomers.

Over time, immigrants may still not fully fit in their new home, yet they no longer fit in their previous home! Today, Canada tries to soften the immigration experience by inviting new Canadians to keep and celebrate their rich cultural heritage, while slowly infusing the customs and practices of their new home. By sharing their know-how, resourcefulness, experience, and humanity, immigrants simultaneously contribute to the evolution of

the prevailing culture, in the host country.

For various reasons (both pushing and pulling factors), and under diverse circumstances, many families and individuals have emigrated from a problematic homeland, in the hope of the opportunity to build a better life in Canada. Whether motivated by political, economic or social factors, the human life journey is clearly complicated by the experiences of uprooting, long distance movement and re-settlement. Most of these newcomers have stayed and adapted to an immigrant lifestyle. Immigrants work hard to adapt to Canadian society. In time, the many gifts offered back to Canada in gratitude, help transform Canada and Canadian society. Immigrants have contributed greatly to the development and growth of the Canadian

nation – from a farming and resource rich nation at the start of the 20th century to the urbanized, multicultural, and economically diversified nation it is today.

Originally, Canadians were leery of letting foreigners into their young nation. As noted by historian John Douglas Belshaw in *Canadian History: Post Confederation*, Clifford Sifton, the Winnipeg lawyer who became Interior Minister for the Laurier government (1896-1905), clearly favored white Americans and farmers from Northern and Eastern Europe (Germany, Poland, Ukraine, Scandinavia) when populating the Canadian west. He effectively blocked Italian, Greek, Jewish, Arab, and Chinese immigrants as undesirables.

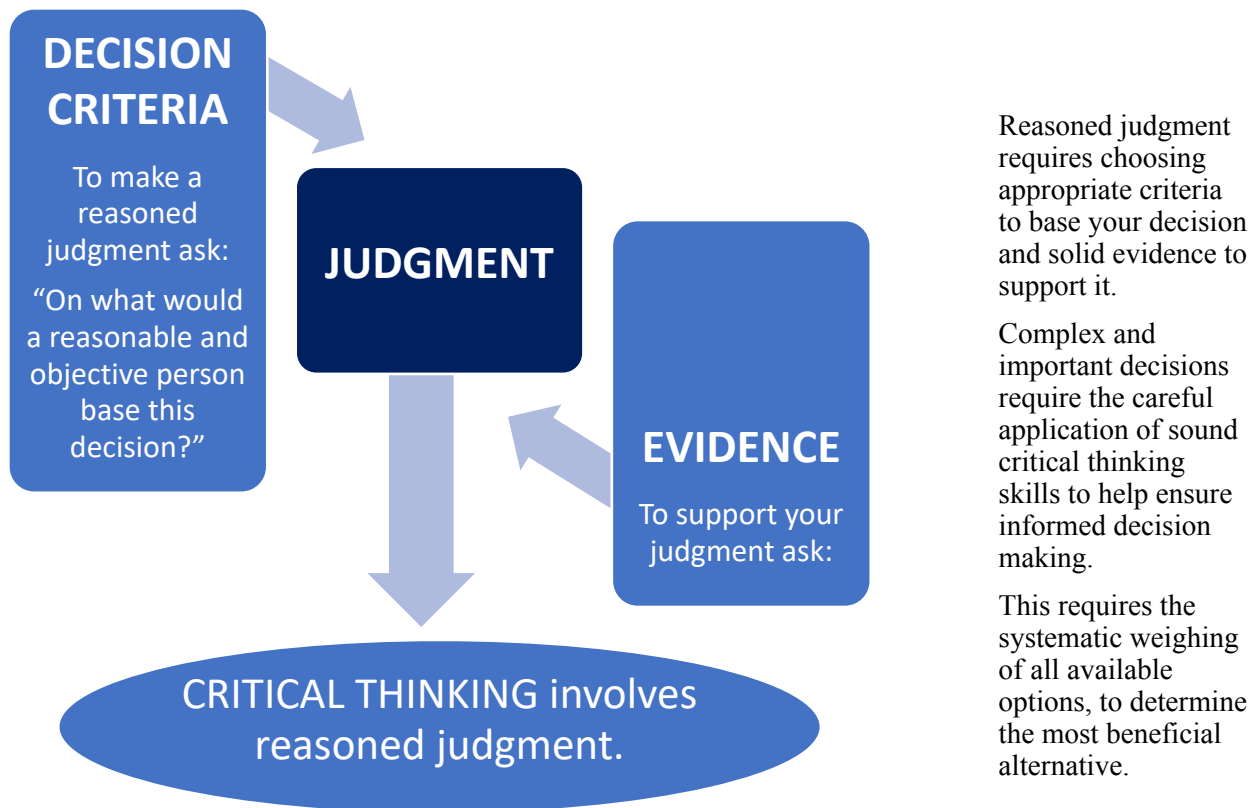
When his successors allowed these groups in, Sifton complained openly by saying, “It is quite clear that we are receiving a considerable portion of the off-scourings and dregs of society.” These same xenophobic sentiments are being heard again today in many affluent nations, including France, Germany, and the United States of America, in response to a steady stream of immigrants and refugees attempting to penetrate their national borders. Regrettably, these intolerant voices can still be occasionally heard in Canada as well. Citizenship education will help students to recognize and deal effectively with these xenophobic fears.

In time, Canada opened its doors to diverse immigrant groups and the rest is history. John Ralston Saul is an accomplished writer and husband of former Governor General Adrienne Clarkson. His thought-provoking writings often challenge Canadians regarding how they see themselves and the country they are collectively building – a nation Saul sees as a perpetual “work in progress” and an “experiment” in nation building. Curiously, almost everywhere else in the world that French and British interests collided, the result was conflict, war, and destruction. In 1867, the descendants of French and British immigrants decided to actually create something together, a new and prosperous nation. Regrettably, this new nation was often built with little recognition of or respect for the nations of Indigenous peoples the European immigrants found when they first settled in what eventually became Canada.

Numerous immigrant groups have come to help build our young nation. In turn, each new group has woven its own imprint into the rich multicultural mosaic of contemporary Canada. Whenever new Canadians contribute the best of what they have to offer, Canada is all the better for it. Similarly, whenever Canadians recognize the rich cultures and diverse land rights of Indigenous peoples, Canada will be all the better for it.

If the noble Canadian experiment in nation building is to succeed, we must mindfully dedicate time and energy to its successful completion. It is not something that can ever be taken for granted. It is not something that can be written off as the responsibility of someone else. A civil society is an essential component of the Canadian approach to nation building.

Critical Thinking, Reasoned Judgment and Informed Decision Making



Critical thinking requires reasoned judgment, so that decisions are carefully based on reasonable criteria and so that the soundness of conclusions can be confirmed by appropriate supporting evidence. This careful and complex thought process must also include the weighing of diverse perspectives and viewpoints to arrive at a determination that can be seen to support the common or greater good.

One sample application of critical thinking involves the often-heated debate about the taking in of large numbers of immigrants and refugees. One common argument is that immigrants take jobs away from incumbent residents. In reality, evidence confirms that immigrants create jobs and help to grow the national economy in the host nation. Unless citizens apply critical thinking skills to this debate and base their conclusions on facts and evidence, rather than emotion and conjecture, xenophobic fears and biases may prevail. That is not to say that refugees, in light of their desperate circumstances, should be automatically allowed into the nation without proper vetting and before or instead of those who are patiently waiting their opportunity to enter legally as landed immigrants. Clearly, today’s refugee crisis reflects serious socio-political problems and the severe exploitation of large groups of people in many countries and by a rich, powerful and often unscrupulous ruling class. These problems need to be addressed at source, by a united global effort, to prevent an exodus of desperate refugees.

Citizenship education works best when it actively engages learners in an analysis of the enduring conflicts and embedded dilemmas of contributing to the growth and development of self, family, community and society. In the final analysis, the ultimate health and survival of our fragile democracy will depend on whether young people can develop a functional understanding of the complexities of human society and can govern their own behaviours in a manner that promotes and reflects human progress.

Given the nature of these many important goals, engagement in *citizenship education* can be effectively used by classroom teachers to address mandated learning expectations for many secondary school program areas and courses:

Canadian and World Studies

- Grade 11 Understanding Canadian Law
- Grade 11 World History Since 1900: Global and Regional Interactions
- Grade 12 Canada: History, Identity, and Culture
- Grade 12 Adventures in World History
- Grade 12 World History Since the 15th Century
- Grade 12 World Issues: A Geographic Analysis
- Grade 12 Canadian and International Law
- Grade 12 Canadian and International Politics

Social Sciences

- Grade 11 Introduction to Anthropology, Psychology, and Sociology
- Grade 11 Dynamics of Human Relationships
- Grade 11 Equity, Diversity and Social Justice
- Grade 12 Challenge and Change in Society
- Grade 12 Equity and Social Justice

The Arts

- Grade 11 Dramatic Arts
- Grade 11 Visual Arts
- Grade 12 Dramatic Arts
- Grade 12 Visual Arts

Language Arts

- Grade 11 English
- Grade 12 English
- Grade 12 English, Writer's Craft

In addition, given their focus on human nature, the human condition and human interactions, *citizenship education* activities can be effectively used as thematic organizers for courses intended to promote interdisciplinary studies and cross-curricular approaches to student learning.

Given that course requirements are already quite sizeable, *citizenship education* opportunities are best exercised where they can be effectively used to address mandated learning expectations for a particular course. If presented in a manner indicating additional course content, rather than compulsory course content, such presentations can be quickly relegated to “add on” status in an already overfull curriculum.

As such, teachers should avoid creating entire units of study when a well-planned and efficiently executed learning module, research project or investigation will suffice. A deep and rich treatment often has more educative value than a long drawn out treatment, intended for comprehensive coverage. However, it is important that the products and conclusions of student work be publicly displayed and openly celebrated.

Teachers should investigate special calendar opportunities that can be used to showcase and celebrate the results of student investigations, analysis and creative expressions of active citizenship. Public display/performance opportunities include ‘open house’ evenings, multicultural nights, and Education Week celebrations. Since the immigrant experience transcends ethnic manifestations of culture and tradition, it helps to reveal a common humanity and an irrepressible spirit, central to the noble and ongoing Canadian experiment in nation building.

For future generations of Canadians to understand and appreciate the transformations that have taken and continue to take place, school curricula must include structured learning opportunities focused on a better

understanding of immigration, citizenship and civic responsibility. Busy teachers need classroom ready materials that will actively engage their students in learning activities that generate deep and enduring understanding, relative to civic responsibility, human nature and living in diverse communities in an increasingly more interdependent world.

This resource has been created to support teachers in this important educational task. To maximize the educative potential of this resource, teachers should seek out the “best fit” learning opportunities and adapt them to the needs, interests, and abilities of their students.

By recounting an epic tragedy through the eyes of a poet, *Where The Sun Shines Best* lyrically articulates a powerful reflection on poverty, the immigrant experience, racism, warfare and imperialism. Exposing students to a senseless tragedy, and the breakdown of humanity that it represents, provides an opportunity to investigate citizenship both centred on and devoid of civility. This tragedy also requires students to distinguish between social norms and deviant behaviour and to identify and analyse key factors and forces at work.

The following synopsis provides an overview of contents to help teachers make appropriate curriculum connections at-a-glance. Information presented in the following two parts of this teacher’s resource will better support effective classroom implementation.

Synopsis of Poem Contents

Pages	Events
7-12	War comes to Moss Park when three soldiers, trained to kill, encounter a homeless “trespasser” and an unemployed prostitute in front of their sacred Armouries. This first segment briefly introduces the three soldiers before focusing on three old and crippled civilians sharing a marijuana joint on a cold December night, before staggering away.
13-21	A homeless person, once an editor, sleeps on a concrete park bench. A neighbouring bench is being used by a prostitute who has not been able to find herself a customer this night. Three young soldiers, singing a traditional marching song, come staggering toward their armouries after becoming inebriated in a local bar. They decide to scare the homeless trespasser off, while ignoring the prostitute nearby.
22-29	After scaring the hooker away, two soldiers proceed to swear at and kick the homeless trespasser. In an alcohol induced sleep, the victim is not able to respond. The third colleague watches as his mates kick and stomp the helpless person to death, unable to do the right thing.
30-35	In the light of day, after the senseless beating, the three soldiers are identified as a sergeant, corporal and private bound for Afghanistan with the Canadian Armed Forces. They used their polished black boots, with steel tipped toes, to brutally kick the homeless trespasser to death. In the morning, a completely different and more affluent group of people (with their more affluent vices) occupy the area, including mothers with strollers and soldiers parading in their ceremonial uniforms.
36-42	The brutal beating of a homeless trespasser is revisited from the eyes of the third soldier, a reluctant participant in the war against a homeless person. He watches as his mates turn murder into a game. He does not rush to the aid of the helpless victim. As a dark-skinned immigrant, he was eager for their acceptance. Just as eager as the prostitute was to call 9-1-1 for help and just as eager as the other homeless were to celebrate their good fortune in not being victims of bloodshed.
43-51	The focus returns to the homeless victim who remains unidentified until someone takes the time to dig up his past as an editor and writer. There are no cards of condolence or memorial to remember his difficult life or tell his sad story. Surrounded by Cathedrals of different faiths, he became a sacrificial lamb for the sins of others: one more nameless victim of man’s illustrious inhumanity and ongoing exploitation of the poor and marginalized.
52-56	Returning again to the three trained soldiers, preparing for their posting to Afghanistan, the irony of their bringing death to the streets of Toronto is noted. The anguish of the mother of the immigrant soldier is noted as the poet asks why the immigrant experience did not help in his decision making, preferring acceptance and brotherhood over human dignity and decency.
57-63	A reflection of the three homeless men sharing a marijuana cigarette is revived to remind the reader how lucky they are, in their miserable existence, to not have been the victims of the three soldiers’ assault on another homeless trespasser, after returning from a night of celebration for departing comrades destined to fight terrorists, while simultaneously supporting imperialism and the exploitation of poor people by rich and powerful nations.

64-70	The focus now shifts to the trial, where stakeholders seek to find sense in the senseless declaration of war against a helpless victim and the prostitute trying to call 9-1-1. After scaring the witness into silence, the soldiers continued their cowardly assault on a man unable to defend himself. The judge took pity on the families of the soldiers and recognized their training as battlefield killers as a mitigating factor -- leaving the reader to seriously question the validity of any killing ordered by war, racial conflict, empire building, exploitation and misplaced patriotism.
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Making Connections to Poem Contents

Pages	Historical/Geographic Connections	Connections to Human Nature
7-12	Moss Park Armouries; Inner city poverty and filth amid affluence and prosperity in Toronto; Life in a seedy Cuba under an exploitative dictatorship	Indifference to the plight of the poor and homeless on Canadian streets; Effects of mental and physical illness on human lives
13-21	Suburban versus inner city living; Homelessness and prostitution (life on the mean streets)	Tolerance for widening class distinctions; Human life journey has various twists and turns some can adapt, some cannot
22-29	Inner city and suburban crime (type and frequency); Training soldiers to fight wars in foreign countries	Inappropriate use of language to convey feelings; Acting under the influence of alcohol; Safety in numbers and anonymity; Attachment to flag and country
30-35	History of war and tribal conflict in Afghanistan and the prospects for peace in a war-torn land; Contrasting the rich charter bank system with the seedy pay-day loan industry	Gender roles in society; Gambling as an easy money vice; Effect of military marching bands on citizens
36-42	Taliban insurgence in Afghanistan; Salvation Army's service mandate	Understanding the immigrant experience and the human need for acceptance and belonging; Understanding the plight and fears of the homeless
43-51	Nazi persecution of Jews; Plight of African refugees and illegal immigrants at the mercy of pirates and human traffickers; European, American and Canadian discrimination against African immigrants	Indifference to the plight of the poor and homeless on inner city streets; Abuse and discrimination against immigrant labour, especially visible minorities; Ghettoization of minority groups
52-56	Mistreatment of African refugees by pirates and human traffickers; Punishment for disgraced Canadian soldiers	Understanding the immigrant experience and the human need for acceptance and belonging; Suicide as an 'honourable' escape Litter in and disrespect for public places/spaces

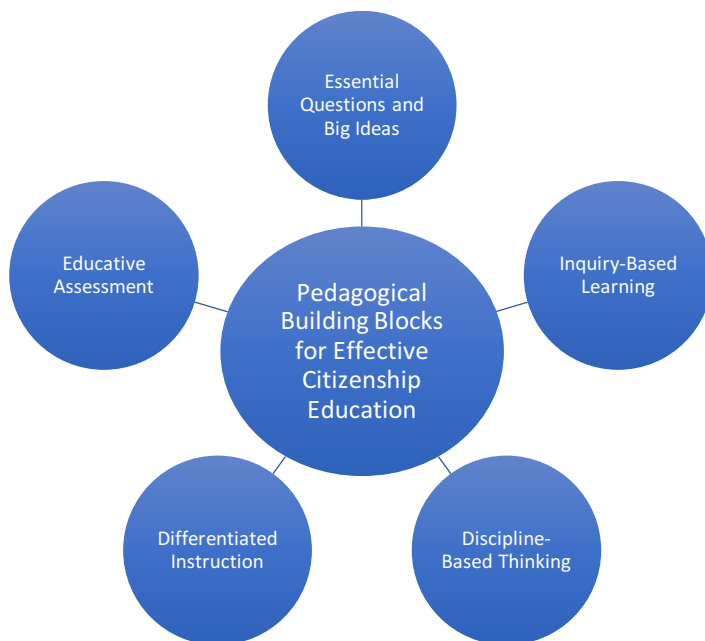
57-63	Treatment of homeless by police (able to see illegal marijuana but willing to look beyond homelessness); Apartheid policy in South Africa; How the poppy became a military symbol for Canadian soldiers	Social responsibilities of dog owners; Importance of a proper send off for friends and comrades; Acting under the influence of alcohol;
64-70	The Canadian Criminal Law System	Innocence until proven guilty beyond reasonable doubt (balancing rights of victim and accused); Witness intimidation; Fabricating a plausible story to explain events; Rationalization versus justification

Part Two: Learning Activity Planning

How Can I Effectively Use the Contents of this Tragic Poem?

The following cross-curricular strategies can be effectively used by teachers to help ensure a pedagogically sound learning experience for their students. Given the violent and crude nature of some content, parts of this poem are best saved for classes in Grades 11 and 12. Teachers are encouraged to carefully preview contents to ensure that language and subject matter are appropriate for their school community.

Given that class composition will most often contain a diverse cross-section of ethnicities, as well as individual learners at different levels of readiness to discuss such adult topics, it is best to plan appropriately. As such, the following building blocks are strongly recommended.



Teachers are encouraged to review the pedagogical approach recommended in this part of *Where The Sun Shines Best* teacher’s resource to better understand assumptions, underpinnings, links to mandated learning expectations, and classroom instructional strategies recommended for school use. This will support teachers in the effective integration of suggested learning and assessment activities into their repertoire.

Since each Canadian province has its own ministry or department of education, policy documents vary greatly across the country. Luckily, *Citizenship education* is a core element of all provincial curricula.

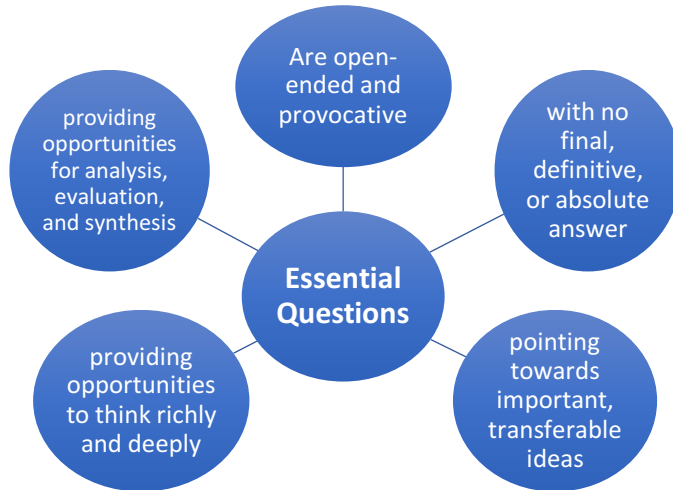
As a useful reference point/organizer, this resource has been designed around the policy documents published by the Ontario Ministry of Education. Teachers in other jurisdictions will have to adapt the suggestions and classroom activities to comply with local policy requirements.

In Part Three of this resource, specific learning activities are supported with classroom-ready materials, such as reproducible masters, suitable for first-time and experienced users alike. Experienced teachers are invited to adapt and revise the included materials to better serve the diverse needs of their students.

Over the next few pages, the five pedagogical building blocks for effective *citizenship education* are succinctly explained. Busy teachers should refrain from the impulse to rush to the classroom ready materials without first processing this important “big picture” information.

Essential Questions and Big Ideas

By going directly to the heart of the discipline being studied, *Essential Questions* provide the framework and/or thematic organizer for integrating *citizenship education* into a particular unit, study, or project. Teachers can use essential questions to help direct students to a rich and enduring understanding of their world and the human condition.



Sample Essential Questions:

At what point is someone a good or a bad citizen?

What does the immigrant experience reveal about human nature?

What is the difference between justification and rationalization in human reasoning?

When used effectively, Essential Questions provide opportunities to think critically, creatively, ethically, productively, and reflectively. They invite students to analyze information, in search of meaning and purpose, and then to synthesize a new and transferable understanding.

A focus on *Big Ideas* also supports learning by helping students to make sense of isolated facts and details. These *Big Ideas* help to bring facts and details into a more comprehensive, meaningful, and enduring perspective. A series of focus questions can then be used to explore, consolidate, and contextualize the *Big Idea* or *Essential Question* being investigated.



Sample Big Ideas:

Citizenship is about more than where you were born.

The immigrant experience is a conflicted existence.

Humans sometimes attempt to rationalize behaviours they cannot justify.

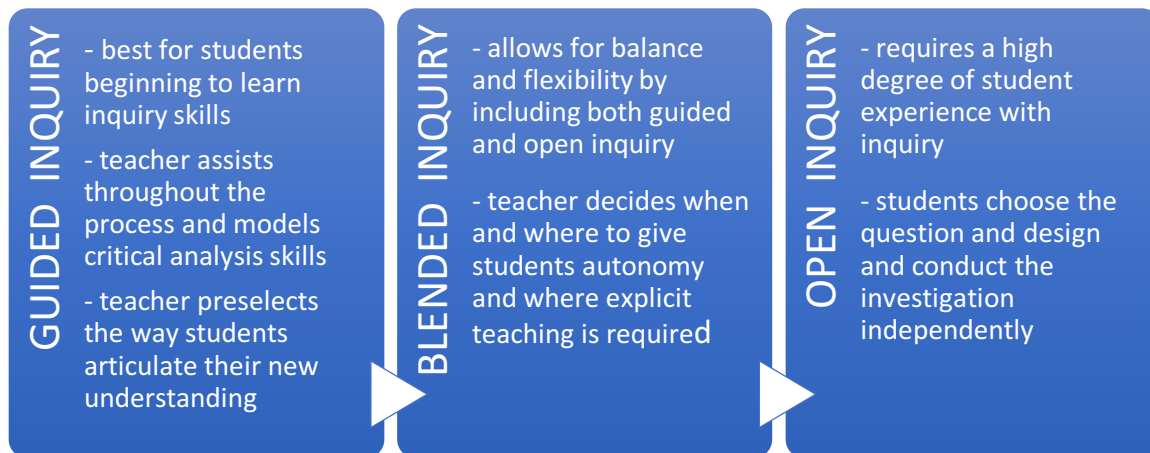
Inquiry-Based Learning

Inquiry is an interactive, fluid, and recursive process used to solve problems, create new knowledge, and resolve doubts. Inquiry always begins with a wondering—a problem, a challenge, a dilemma, or a provocative question. These wonderings stimulate interest-based research and further investigation by curious students. Given that in most classes student composition will reflect Canada’s multicultural social dynamic, an inquiry approach will allow students to simultaneously investigate civic controversies related more directly to personal interests. Class discussion can then be used to help recognize particular and universal themes in the accounts of different cultural groups and experiences.

Teachers can take a guided, blended, or open approach to an assigned investigation. The degree of student autonomy/teacher direction depends on a number of factors:

- ❑ teacher comfort and level of successful experience with inquiry-based learning;
- ❑ student experience and comfort with inquiry-based learning;
- ❑ level of inquiry learning skills demonstrated by students;
- ❑ available time and supporting resources.

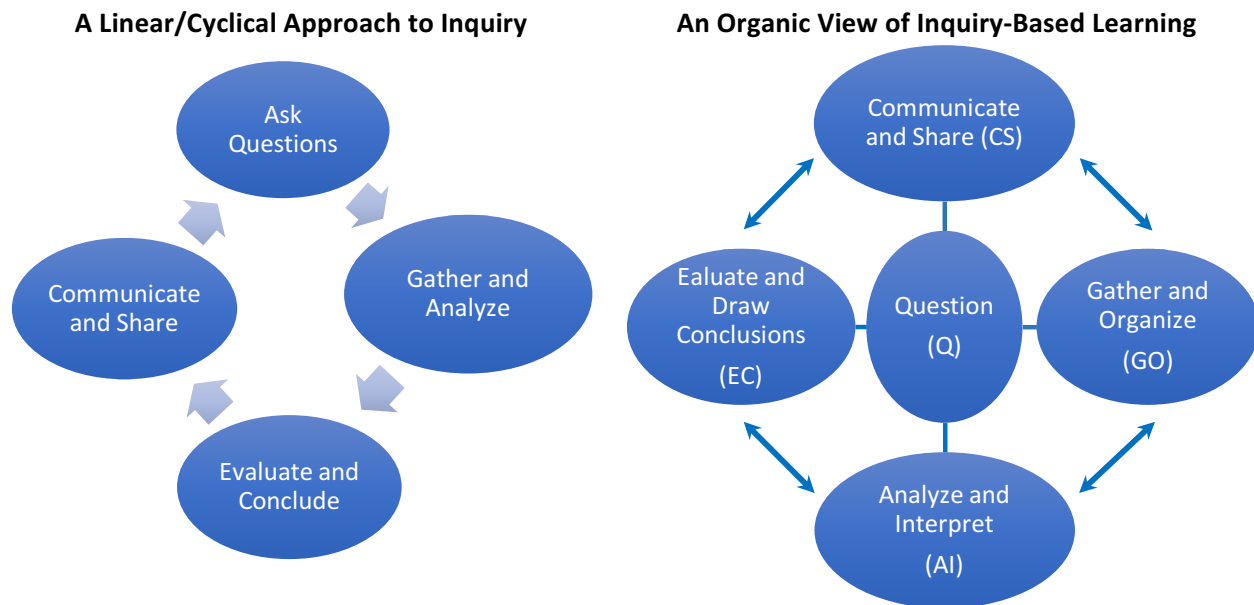
Some inquiry opportunities will arise naturally from classroom activities and the *Essential Questions* posed in class. Essential Questions often trigger a series of additional questions suitable to direct a focused investigation into a problem, challenge, or dilemma. The following graphic provides some tips and ideas from teachers experienced in inquiry-based learning.



Shifting from guided inquiry to blended or open models requires a gradual release of responsibility from teacher to student. Once students have demonstrated a propensity to learn effectively through investigation and inquiry, teachers can provide more opportunities for the independent research of topics, problems, and dilemmas that address mandated curriculum learning expectations (or outcomes). Class time can be used to conference with groups and individuals conducting investigations; to provide formative feedback; and to affirm, consolidate, or redirect the learning process.

This transition to more independent learning, or open inquiry, provides students more ownership and direct engagement in the learning process. It also allows students to meet mandated learning expectations while pursuing high-interest and personally relevant questions, issues, and problems. There is considerable buy-in on the part of interested students, personally invested in the learning process. The strategies and learning activities found in this resource are designed to be timely, topical, relevant (authentic), and thought provoking.

The following skill sets and process steps are common to all subject disciplines and program areas. Whether students apply these skills as a linear (stepped) sequence, or as a distinct yet interconnected (organic) set of insight building blocks, both approaches to the inquiry learning process ultimately lead to rich, deep, functional, and lasting understanding.



From an organic perspective, effective questioning is central to the inquiry-based learning process. Although each subject discipline has its own particular way of thinking, as a common (but not exclusive) starting point, a probing question (Q) can generate discussion (CS), exposing the need to gather and process more information (GO), to analyze and interpret what has been found (AI), and ultimately, to assess and integrate these additional findings into a tentative conclusion (EC).

As additional concerns come to mind (Q), the acquisition (GO), sharing (CS), and interpretation (AI) of available information can lead to a reasoned and defensible judgement or conclusion (EC). Sharing and reflecting on the process can identify next steps or affirm previous conclusions. The motivated learner “pinballs” among the components of this inquiry process, each being a focus for organized thinking intended to seek deeper understanding, insight, and illumination.

In a more traditional approach, teachers often prefer to introduce controversy only after students have developed the requisite knowledge and skills. Sometimes students are lost along the way, before they get to “the good stuff.” In an inquiry-based approach, teachers often start with a controversy or challenge and infuse key conceptual and skills building blocks along the journey. This approach replicates how issues and problems are often encountered in life, and encourages students to develop a disposition for lifelong learning beyond school.

Teachers seeking to introduce students to inquiry-based learning may decide to start with a very focused and linear investigation involving considerable teacher direction. As students acquire successful experiences with inquiry-based learning, the investigations can become more complex, organic, and student-directed. The integration of inquiry-based learning strategies with varied learning activities helps to foster a disposition towards lifelong learning fueled by an inquisitive mind.

Discipline-Based Thinking

Education is intended to help students see the world more clearly and to recognize meaningful connections. Each subject area helps students acquire the ability to think about and process information in a disciplined way. Understanding our increasingly complex world requires the effective application of this disciplined thinking. The ‘disciplines’ (or discrete subject areas) of the approved curriculum each contribute to the holistic development of the learner.

Citizenship education provides a valuable opportunity for students to discover and investigate global, regional, and local realities relevant to the lives of all Canadians. These studies provide a passport to greater understanding of the human condition as well as fostering empathy for those engaged in the challenging processes of adaptation and transformation. In arts classes, while thinking as an artist, students can explore creative ways of probing and depicting the human spirit through their artistic specialty (dramatically, visually, and musically). In English classes students think in a disciplined manner to use the vehicle of language to effectively communicate key insights about the democratic experience, or the human condition, to a particular audience.

In classes focused on Canadian and world studies, civics, social studies, and social sciences, students investigate the human dynamic (in a disciplined manner) to better understand the increasingly more complex world around them. Clear and profound thinking encompasses individual, familial, community, provincial, national, and global reference points to frame perspective, significance, impact, relationship, pattern, and ethical considerations. In the following graphic, the umbrella term *social studies* is used to represent all courses/subject areas focused on the study of human experiences, institutions, and relationships, and to identify the key concepts of disciplined thinking used.



The critical thinking invited by such socially focused studies often requires reasoned judgement based on appropriate criteria. The conclusions reached by critical judgment require supporting evidence to establish accuracy and validity. These conclusions also require the lens of ethical considerations to help distinguish right from wrong, so that fairness and justice prevail. In these socially focused studies, disciplined student thinking requires students to consider the following elements that inform and illuminate choices in often difficult decision-making:

- ❑ inherent assumptions (not always explicitly stated);
- ❑ priorities (both expressed and implied);
- ❑ trade-offs (sacrifices made to protect priorities);
- ❑ consequences or impact (of both action and inaction).

These will serve as a useful benchmark for self-assessment, as well as the assessment of the decisions or indecisions of others. Well-designed *citizenship education* provides numerous opportunities to apply disciplined thinking skills to relevant, timely and critical social pursuits. Such learning activities can be used to promote informed decision making and decisive action, both individually and collectively. Engaging citizenship education promotes change management that enables social progress while effectively addressing the controversies inherent in our democratic process.

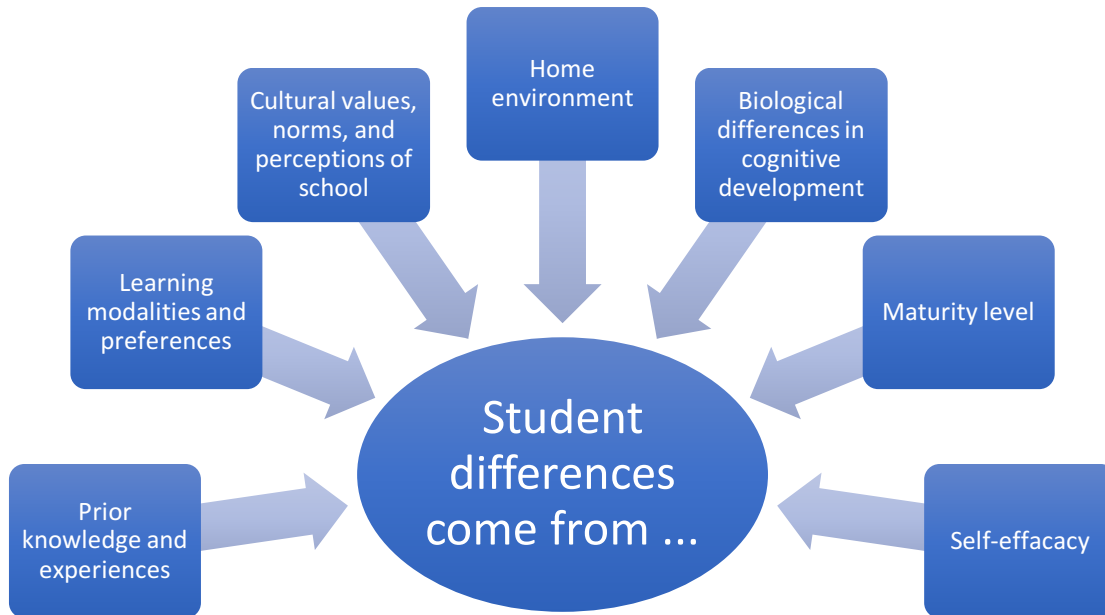
In particular, the powerful contents of this tragic poem (dealing with the senseless killing of a homeless person in inner city Toronto) lend themselves to both historical analysis and contemporary comparisons. In this way students are challenged to use the past to better assess and understand current realities. It is important to learn from the past, not to judge the actions of those who came before us, but to gain insight into the course of human progress and to identify that which individually or collectively can lead to regression or entrenchment. The poet uses the killing of an innocent person (as a sacrificial lamb) to delve into the prevailing historical culture of militarism, needed to build and sustain empires, and the exploitation of the poor and helpless victims of imperialism.

At the end of Part One, a summary table was provided to help connect poem contents to significant historical, geographic and humanistic realities. Teachers are invited to recognize and add additional learning opportunities incorporating the knowledge, skills and values required for civil, active and responsible citizenship.

Differentiated Instruction

To enable the success of diverse learners with differing needs, abilities, and interests, the use of varied teaching/learning strategies is recommended. Diverse learning preferences and levels of readiness can be effectively addressed through this varied approach.

Through differentiated instruction, the conscientious teacher can personalize the learning process for all students in a particular class. Such teachers can be seen to activate a vision of effective teaching practice that anticipates differences in the ways that students learn, and believes that, in order to maximize student success, teaching should be adjusted to support these recognized differences.



An investigation, student inquiry, research project, or creative composition can be differentiated in many ways. For example:

- ❑ Some students could explore a question that branches off the main question.
- ❑ Some students could assess and evaluate different sources from the rest of the class.
- ❑ Students could complete different products.
- ❑ Teachers could provide different scaffolding towards completing the processes and products.

Teachers may choose to have students work on an investigation independently, with partners, or in groups. Groups may be formed by assigning students based on their demonstrated ability to successfully complete a previous task. Assigning group members with complementary skills can lead to effective co-operative learning. Work groups may also be formed based on individual learning interests, or cultural background.

Teachers adopting the sample learning activities, found in the third part of this resource, will find differentiated instruction opportunities highlighted in the specific learning activities provided. These opportunities allow for enrichment, consolidation, and support of individual interests and abilities, as well as the effective use of locally available resources. Such adaptations can greatly personalize and improve the learning process.

Assessment for Learning

Assessment is integral to learning. When used effectively, assessment becomes an educative experience for both the learner and the teacher. The learning activities in this resource are designed to maximize learning through effective and timely assessment.

Assessment used to improve learning is often referred to as *assessment for learning*. It includes diagnostic assessment to inform instruction, as well as teacher, peer, and self-assessment to provide valuable, formative feedback to the learner. When sufficiently descriptive, this feedback will help focus efforts aimed at improvement and personal growth.

Assessment may at times become part of the learning content experienced by students. Often referred to as *assessment as learning*, this practice involves developing the abilities (skills) and inclinations (dispositions) to use peer and self-assessment to support personal growth and improvement. Setting and revising learning goals is an important part of *assessment as learning*, and an essential element in the formation of the lifelong learner.

Summative assessment, also known as evaluation, or *assessment of learning*, is conducted by the teacher to determine grades reflecting the full extent of demonstrated student achievement, relative to mandated learning expectations (curriculum outcomes) for approved courses of study. This practice usually includes a combination of term tests, performance tasks, and a final examination. It is conducted near the end of a learning cycle (unit, program, and/or course of study).

Teachers are encouraged to work from a balanced assessment plan in which all three types of assessment are used together to improve learning and effect personal growth. The assessment tools included in this resource will support a balanced approach to assessment, including:

- ❑ construction and use of success criteria;
- ❑ assessment of investigations and inquiry learning;
- ❑ testing;
- ❑ product/task/performance assessment;
- ❑ gathering of evidence of student achievement to assign valid and reliable grades.

“The power of formative [descriptive] feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time.”
Susan Brookhart, 2017

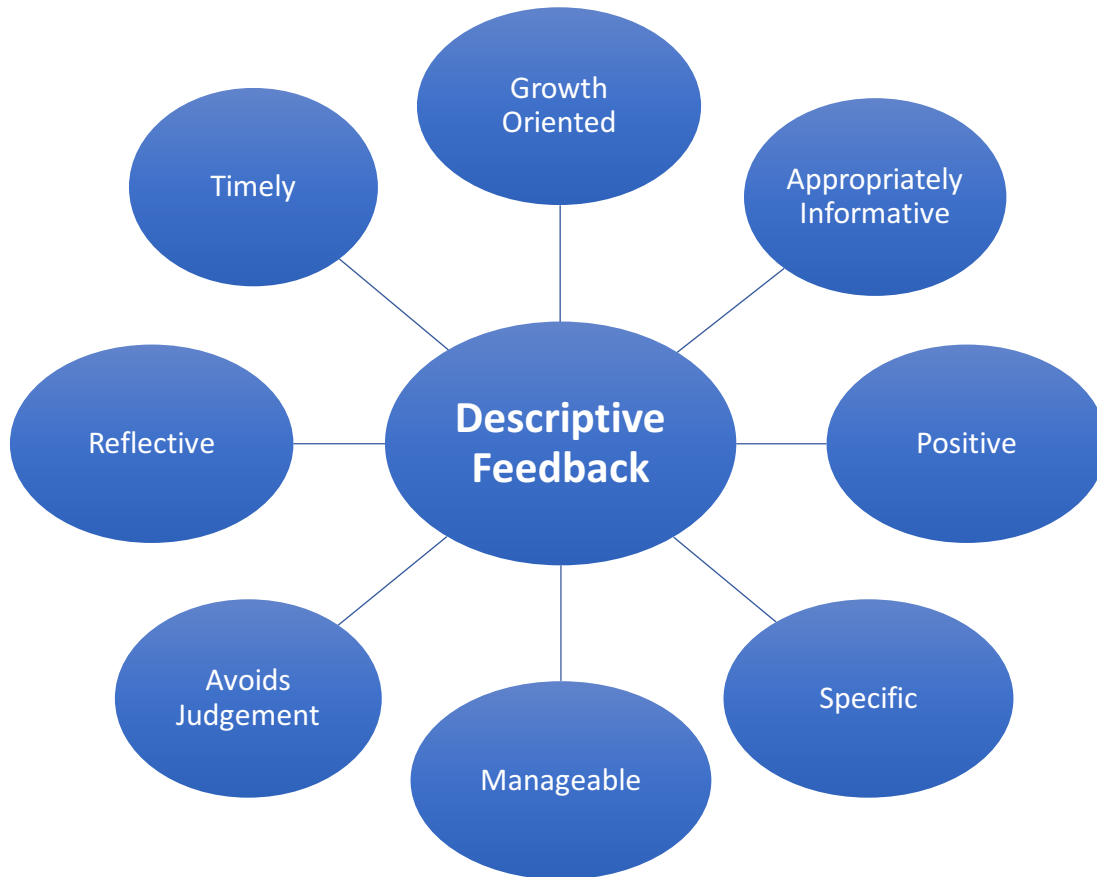
Recent education research, including work done by John Hattie (2008), Dylan Wiliam (2011), and Grant Wiggins (2012) confirms the importance of formative assessment, and specifically descriptive feedback, in increasing student learning. In this sense, *assessment for learning* is a key building block for all learning activities supported by this teacher’s resource.

Good descriptive feedback must be growth oriented, forward-thinking, and positive in nature. It need not dwell on past deficiencies but can focus most directly on what measure can be applied to close the learning gap. Descriptive feedback avoids judgements that might imply that the learning journey is over.

Descriptive feedback is appropriately informative (clear and concise) about what has already been done well and the next step that can lead to greater success. The most useful feedback is specific. It does not deal in generalities or platitudes. It identifies specific strengths, specific areas for improvement, and specific corrective strategies that can be put to effective use by any learner wishing to improve.

Both the number of identified deficiencies (expressed positively to students as learning targets) and the corrective strategies suggested (expressed as learning opportunities) must be held to a manageable

number for students. Too many targets can overwhelm and confuse young learners. When several deficiencies need to be addressed to close the learning gap, it is always best to select one to three to work on at a given time, saving others for a subsequent opportunity.



As much as possible, descriptive feedback should model and foster reflective thinking. Through the teacher’s example and support, students can become better able to self-assess their own work and to set their own learning goals and strategies to achieve them. The teacher can model the kind of thinking required in productive self-assessment, based on established success criteria. Students should then be given opportunities to apply and fine-tune this critical thinking, and to provide helpful feedback to their peers. Finally, all feedback must be timely. Students should receive it as soon as possible, while the work done and the thinking applied to its completion are still fresh.

To support teachers in working from a balanced assessment plan, several assessment tools have been included in the reproducible masters that accompany each learning activity featured in this resource. Teachers are encouraged to add their own tools and strategies. In this way, even more variety can be incorporated into assessment planning. Education research confirms the pedagogical value of using a rich variety of assessment tools to support diverse learner needs. Given the nature and complex subject matter of *citizenship education*, product and performance demonstrations provide teachers with more effective ways of assessing the full extent of student learning than do traditional tests, quizzes and exams.

Sample Learning Strategies for Poem Contents

The following represents some best fit examples of strategies for using the contents of this tragic poem with students. Some are most appropriate as whole class learning strategies. Others may be more appropriate for group work or independent study. Teachers are the ultimate judges for the best strategies to use given student needs, interests and abilities. These suggestions are not the only strategies possible. Creative teachers will be able to find many additional entry points and strategies to engage their students in *citizenship education* while using this poem as a resource to explore the human condition. Although not always repeated to save space, some strategies can be used with different parts of this poem.

War Comes to Moss Park by Night (pages 7 to 29)

Poem Synopsis	Big Ideas
<p>War comes to Moss Park when three soldiers, trained to kill, encounter a homeless “trespasser” and an unemployed prostitute in front of their Armouries. This first segment briefly introduces the three soldiers before focusing on three old and crippled civilians sharing a marijuana joint, before staggering away.</p> <p>A homeless person, once an editor, sleeps on a concrete park bench. A neighbouring bench is being used by a prostitute who has not been able to find herself a customer this night. Three young soldiers, singing a traditional marching song, come staggering toward their armouries after becoming inebriated in a local bar. They decide to scare off the homeless person.</p> <p>After scaring the hooker away, two soldiers proceed to swear at and kick their victim. In an alcohol induced sleep, the victim is not able to respond. The third colleague watches as his mates kick and stomp the helpless person to death, unable to do the right thing.</p>	<p>Human history reveals a continuous class struggle; exploiter versus exploited. Our contemporary society reflects this struggle.</p> <p>The human life journey has various twists and turns some can adapt, some cannot and become victims of their circumstances.</p> <p>Alcohol can influence human behaviour.</p> <p>Preparing soldiers for war can adversely affect their humanity.</p> <p>Homeless persons and prostitutes become more visible at night in inner city communities.</p> <p>Peer pressure can adversely influence decision making.</p> <p>Excessive use of foul language reflects an inability to communicate. Excessive swearing is bad for your adjectives.</p> <p>The increasing frequency for homelessness and poverty can desensitize people to the plight of those pushed to the margins of society.</p>
Course/Subject Area	Strategy
Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice; Grade 11 Equity, Diversity and Social Justice	Have students identify the causes of absolute and relative poverty. Have students investigate the social desensitization associated with homelessness and poverty in an affluent society.
Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts	Have students use their preferred art form to effectively communicate the emotions and hardships of the marginalized in contemporary urban society.
Grade 12 Canadian History, Identity and Culture; Grade 12 Adventures in History	Have students investigate the role of the military in shaping Canadian culture and identity.
Grade 12 World Issues	Have students investigate absolute and relative poverty to identify the factors complicating human efforts to fight each type of poverty.
Grade 11 Dynamics of Human Relationships;	Have students investigate the effects of peer pressure, alcohol consumption or the excessive use of foul language on human relationships.
Grade 12 Writer’s Craft	Have students assess and adapt the poet’s storytelling style to create an original narrative about contemporary society and the human condition.
Grade 11/12 English	Have students analyze the author’s use of metaphor and imagery to effectively communicate human emotions and tell a moving story.

Moss Park by Day (pages 30 to 35)

Poem Synopsis	Big Ideas
In the light of day, after the senseless beating, the three soldiers are identified as a sergeant, corporal and private bound for Afghanistan with the Canadian Armed Forces. In the morning, a completely different and more affluent group of people (with their more affluent vices and roles) occupy the Moss Park area, including mothers with strollers and soldiers parading in their ceremonial uniforms, all oblivious to what has occurred at night.	<p>Humans seek to build relationships with others to establish a sense of belonging and to feel that they are wanted.</p> <p>The affluent are often better able to afford and conceal their vices.</p> <p>Both in the suburbs and inner city, ignorance is bliss.</p> <p>Human history reveals a continuous class struggle; exploiter versus exploited. Our contemporary society reflects this struggle.</p>
Course/Subject Area	Strategy
Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice;	Have students investigate the human need for socialization and grouping into communities with similar goals, interests and needs to determine the factors leading to unfair treatment and injustice.
Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology	Have students investigate social conventions and norms related to class and cultural differences and the social tensions between minority groups and the prevailing culture/society.
Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts	Have students use their preferred art form to explore the human condition relative to social, cultural and economic disparity.
Grade 12 English	Have students analyze the author's development of characters to effectively tell a moving story while holding a mirror to humanity.
Grade 12 Writer's Craft	Have students adapt the author's character development technique to tell an original historical or contemporary story revealing insight into social norms and/or human nature.

Death Through the Eyes of an Immigrant Soldier (pages 36 to 42)

Poem Synopsis	Big Ideas
The brutal beating is revisited through the eyes of the third soldier, a reluctant participant in the war against homelessness. He watches as his mates turn murder into a game. He does not rush to the aid of the helpless victim. As a dark-skinned immigrant, he was eager for their acceptance. Just as eager as the prostitute was to call 9-1-1 for help, and just as eager as the other homeless people were to celebrate their good fortune in not being victims of senseless bloodshed.	<p>People seek to build relationships with others to establish a sense of belonging and to feel that they are wanted.</p> <p>The immigrant experience is a conflicted existence.</p> <p>Peer pressure can adversely influence decision making.</p> <p>Human history reveals a continuous class struggle; exploiter versus exploited, immigrant versus native, etc. Our contemporary society reflects this ongoing struggle.</p>
Course/Subject Area	Strategy
Grade 12 World History Since the 15 th Century; Grade 12 Canada: History, Identity and Culture; Grade 11 World History Since 1900	Have students investigate the causes and consequences of human migration both globally and nationally. Ask students to consider the significance and impact of the immigrant experience.
Grade 12 Challenge and Change in Society; Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology	Have students investigate the effects of immigration (both positive and negative) on individuals, communities and Canada's evolving society. Ask students to assess the challenges inherent in multiculturalism and what Canadians must do to rise above them.
Grade 12 Dramatic Arts; Grade 12 Visual Arts	Have students use their preferred art form to depict and reveal their personal insights into the effect of the immigrant experience on human relationships and societal norms.
Grade 12 English Grade 12 Writer's Craft	Have students reflect on and write about the immigrant experience and the human need to be accepted. Ask students to consider how the poet's own immigrant background causes him to expect more from the immigrant soldier than the others.

The Homeless Victim and His Homeless Neighbours (pages 43 to 51 and 57 to 63)

Poem Synopsis	Big Ideas
<p>The focus returns to the homeless victim who remains unidentified until someone takes the time to dig up his past as an editor and writer. There are no cards of condolence or memorial to remember his difficult life or tell his sad story. Surrounded by Cathedrals of different faiths, he became a sacrificial lamb for the sins of others: one more innocent victim of human inhumanity and the ongoing mistreatment of the poor and marginalized.</p> <p>A reflection of the three homeless men sharing a marijuana cigarette is revived to remind the reader how lucky they are, in their miserable existence, to not have been the victims of the three soldiers' rage against homelessness; soldiers simultaneously supporting imperialism and the exploitation of poor people by rich and powerful nations and their armies.</p>	<p>Human history reveals a continuous class struggle; rich versus poor, exploiter versus exploited. Our contemporary society reflects this struggle.</p> <p>The human life journey has various twists and turns some can adapt, some cannot and become victims of their circumstances.</p> <p>Preparing soldiers for war can adversely affect their humanity.</p> <p>There but for the grace of God go I.</p> <p>In a rich and prosperous nation being poor is your own fault.</p> <p>Human beings are capable of great deeds – great in their humanity as well as in their inhumanity.</p>
Course/Subject Area	Strategy
<p>Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice; Grade 11 Introduction to Anthropology, Psychology and Sociology</p>	<p>Have students investigate the impact of poverty and homelessness on the human condition. Ask students to consider what makes poverty so difficult to reverse and how attitudes towards the poor affect society's approach to combatting poverty.</p>
<p>Grade 12 English; Grade 12 Writer's Craft; Grade 12 Dramatic Arts</p>	<p>Have students reflect on and write about the social, cultural and economic effects of urban poverty and homelessness. Have dramatic arts students re-enact the human dynamic.</p>
<p>Grade 12 Canada: History, Identity and Culture</p>	<p>Have students prepare a report card for Canada's treatment of poverty, and Canada's social welfare safety net, based on research findings. Ask students to compare Canadian results to those in other industrially developed democracies.</p> <p>Have students research and assess the priority placed on armed forces and its effect on national security and national identity.</p>
<p>Grade 12 Canadian and International Politics</p>	<p>Have students compare the view of poverty and programs preferred to combat poverty from political ideologies of the right and left.</p> <p>Have students investigate the links between political ideologies supporting imperialism and colonialism and the underdevelopment and exploitation of vulnerable people and weaker nations. Ask students to consider the effects of imperialism and militarism on nations prioritizing armaments and armed forces.</p>
<p>Grade 11 Dynamics of Human Relationships</p>	<p>To investigate the impact on human development, have students research to compare the experience and impact of growing up in a healthy (secure) family, in a broken or poor family, and alone.</p>

The Trial and Other Consequences (pages 52 to 56 and 64 to 70)

Poem Synopsis	Big Ideas
<p>Returning again to the three trained soldiers, soon to be sent to Afghanistan, the irony of their bringing death to the streets of Toronto is noted. The anguish of the mother of the immigrant soldier is noted as the poet asks why the immigrant experience did not help in his decision making, preferring acceptance and brotherhood over human dignity and decency.</p> <p>The focus finally shifts to the trial, where a civil process seeks to find sense in the senseless declaration of war against a helpless victim and the prostitute trying to get him help. After scaring the witness into silence, the soldiers continued their cowardly assault on a man unable to defend himself. The judge takes pity on the devastated families of the soldiers and recognizes their training as battlefield killers as a mitigating factor – leaving the reader to seriously question the validity of any killing ordered by war, racial conflict, empire building, exploitation and misplaced patriotism.</p>	<p>Human history reveals a continuous class struggle; rich versus poor, exploiter versus exploited, immigrant versus native, etc. Our contemporary society reflects this struggle.</p> <p>Preparing soldiers for war can adversely affect their humanity.</p> <p>Human beings are capable of great deeds – great in their humanity as well as in their inhumanity.</p> <p>Personal experience is supposed to help us make wise decisions, but often intervening factors cloud our judgment.</p> <p>Our legal system tries to balance the needs and rights of the accused with the needs and rights of the victim to ensure that justice prevails.</p> <p>Throughout human history, military might and warfare have never succeeded in bringing about a lasting peace without social, political and economic progress.</p> <p><i>“It is said that literature and poetry and drama hold up a mirror to humanity.”</i> Roger Ebert</p>
Course/Subject Area	Strategy
<p>Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 12 Canadian History, Identity and Culture Grade 12 Canadian and International Politics</p>	<p>Have students investigate the links between political ideologies supporting imperialism and colonialism and the underdevelopment and exploitation of vulnerable people and weaker nations.</p> <p>Have students research and assess the priority placed on armed forces in Canada and its effect on national security and national identity.</p> <p>Have students assess the degree to which Canadian society has evolved into a civil society since 1945 and identify specific areas for improvement.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students conduct an Internet search to determine the pertinent facts of the actual case upon which this poem is based. Have students assess the poet’s use of imagery, personal insight, and creative character development to produce a compelling piece of literature. Have students write about or dramatize a compelling story to stimulate serious reflection into our human condition or our contemporary society, so as to “hold up a mirror to humanity.”</p>
<p>Grade 12 Canadian and International Law Grade 11 Understanding Canadian Law</p>	<p>Have students conduct an Internet search to determine the pertinent facts of the actual case upon which this poem is based. Ask students to engage in critical thinking to determine whether the reduced charges and guilty pleas served justice. Have students use their research findings to assess and debate the degree to which justice was ultimately done.</p>
<p>Grade 12 Challenge and Change in Society; Grade 11 Dynamics of Human Relationships</p>	<p>Have students investigate class and cultural differences in contemporary society to assess their impact on social norms. Ask students to determine the principle elements of social progress needed to make the Canadian experiment into multiculturalism a sustainable reality.</p>
<p>Grade 12 Visual Arts</p>	<p>Have students create a memorial or piece of installation art to remember the victim(s) of this senseless inhumanity and to reflect on what this tragedy reveals about our human condition.</p>

Part Three: Sample Learning Activities

Classroom Ready Citizenship Education for Busy Teachers

In the last part of this resource, four sample learning activities are planned out for teachers to integrate *citizenship education* into their courses. Each sample plan has been developed for a different course, program area and curriculum policy document. Each plan includes classroom ready reproducible masters (RMs) for teachers to duplicate or adapt. Using a ‘design down’ template, each sample plan is designed to address mandated learning expectations for the identified course. A balanced assessment plan is briefly outlined and then supported with specific assessment strategies and tools.

Each sample plan incorporates the tragic poem and the poet’s lament as key learning materials. These plans present an approach to *citizenship education* that is less than a major unit of study, but much more than a single lesson or class period treatment. Teachers are encouraged to adapt these plans to better serve the specific needs, interests, and abilities of their students. In addition, teachers are encouraged to tweak and adapt plans to address mandated learning expectations for other secondary school courses.

List of Sample Learning Activities

#	Title	Course
1	Class, Culture and Humanity: A Sociological Perspective on Poverty Amid Affluence Pages 30 – 42	Grade 12 Challenge and Change in Society (University Preparation)

#	Title	Course
2	Holding a Mirror to Humanity Pages 43 – 51	Grade 12 English, Writer’s Craft (University Preparation)

#	Title	Course
3	Civility Matters: A Critical Reflection for Humanity Pages 52 – 60	Grade 12 Visual Arts (University/College Preparation)

#	Title	Course
4	Spotlight on Canadian Identity, Culture and Civility Since 1945 Pages 61 – 72	Grade 12 Canada: History, Identity and Culture (University Preparation)

Class, Culture and Humanity: A Sociological Perspective on Poverty Amid Affluence

Grade 12 Challenge and Change in Society (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. assess various aspects of information gathered from primary and secondary sources (A3.1) 2. explain how various economic, political, or sociocultural factors can lead to social change and how other factors can create resistance (B2.2) 3. explain the relationships between poverty, affluence, and social change (B2.5) 4. demonstrate an understanding of social science theories about social deviance and deterrence (C3) 5. demonstrate an understanding of various types of discrimination and their impact on individuals and groups (D1.2) 6. explain how various socio-economic conditions and structures operate to increase, entrench, or alleviate poverty (D1.4) 7. describe the effects of unfair exploitation on individuals and groups (D3.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class and culture impact our social behaviour. <input type="checkbox"/> Social behaviour reveals a need for identity and belonging. <input type="checkbox"/> Human history reveals a continuous class struggle; rich versus poor, exploiter versus exploited, immigrant versus native, etc. Our contemporary society reflects this struggle. <input type="checkbox"/> Preparing soldiers for war can adversely affect their humanity. <input type="checkbox"/> The immigrant experience is a conflicted existence. <input type="checkbox"/> Hate is a learned behaviour that seeks to target and dehumanize people because of differences. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introspection and self-reflection <input type="checkbox"/> Appreciation of cultural heritage and social identity <input type="checkbox"/> Respect for cultural diversity and human dignity <input type="checkbox"/> Building community by serving the common good
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes towards the importance of class and culture in life 2. Formative assessment and confidential feedback regarding character education goals 3. Formative assessment and descriptive feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and learning skills 4. Teacher evaluation of individual and group performance tasks using a coaching/grading rubric 	
<p>Teaching/Learning Strategies</p> <p>DAY 1</p> <ol style="list-style-type: none"> 1. Introduce the topic by posing the following questions: <ul style="list-style-type: none"> <i>Can a human being ever escape culture? Would a human being ever want to?</i> <i>Does culture make us human or does it get in our way?</i> <i>Do class structures and social stratification make us more or less human?</i> <p>Use a <i>think-write-pair-share</i> strategy to have students share their thoughts about culture and the human condition with a partner. Use class discussion to review the concept of culture and its importance to human existence. Summarize discussion points about good and bad outcomes arising from culture, sub-culture, cultural differences and the factors that influence culture. Summarize discussion points about good and bad outcomes arising from class distinctions and associated social norms and prejudices. [25 minutes]</p> 2. Introduce the concept of migration by accessing prior learning regarding the push/pull factors causing people to move to a different part of the world. Then lead class discussion about the <i>acculturation</i>, <i>acclimatization</i> and <i>socialization</i> processes related to migration. Highlight the tensions between cultural <i>preservation</i> and <i>assimilation</i> and the need immigrants have for acceptance into or by the prevailing culture. Note sociological 	

terms connected to student discussion points about cultural contact on the board. Samples may include *diffusion, assimilation, domination, polarization, discrimination, coexistence, alienation, socialization, integration and multiculturalism/pluralism.* [20 minutes]

3. To consolidate terminology and conceptualization, return to *think-write-pair-share* partnerships and use *RM 1 Classes and Cultures in Contact* to identify seven abstract representations of socialization terms. Organize quads (pairs of pairs) to facilitate self-assessment of previous selections and then use class discussion to consolidate student understanding. Explore additional contacts suggested by students, including hate crime, exploitation, and marginalization for application on individual and group tasks to follow. [25 minutes]

DAY 2

4. Have students research the murder of Paul Crutch, a homeless person who was killed while he slept in a sleeping bag on a park bench in Toronto's Moss Park, in 2005. Instruct students to use newspaper articles to collect the pertinent facts of the case and to organize their findings on *RM 2 Focus for Fact Finding*, including the outcome of the subsequent (2008) trial. [40 minutes]
5. Use a *think-pair-share* strategy to have student pairs complete factually correct organizers. Visit student pairs to identify volunteers to initiate class discussion. Use class discussion to review the facts, answer the last question about other victims, and to ask students whether they believe a similar incident can still happen today. Ask students to justify their conclusions. Ask students to read the tragic poem *Where The Sun Shines Best* based on the Paul Crutch murder, by award winning Canadian author Austin Clarke (1934-2016). Instruct students to reflect on the sociological implications of this tragic story to preparation for the next class. [30 minutes]

DAY 3

6. Introduce students to the following quote from American film critic and journalist Roger Ebert (1942-2013):
"It has been said that literature and poetry and drama hold up a mirror to humanity."

Organize students into placemat groups of four to process the contents of the poem by applying sociological thinking, to "hold up a mirror" to the humanity exposed. Ask students to use the character development, symbolism and raw emotion of the poet to revisit the question of the full sociological impact of the senseless Crutch murder. Use an enlarged copy (11 x 17) of *RM 3 Placemat for an Investigation into Socialization* to allow students to revisit the tragedy from the perspectives of diverse stakeholders. Require each person in the placemat group to represent and record one of the four perspectives being investigated. Give students sufficient time to record and then take turns sharing their observations within their placemat group. [40 minutes]

7. As students work on their placemat pieces, circulate among groups to identify students in need of redirection and support. Use this also as an opportunity to identify volunteers willing to share their thoughts with the rest of class. After students have had sufficient time to complete individual tasks, use volunteers and class discussion to identify and explain the sociological concepts and forces of socialization involved. Use class discussion and student observations to identify sociological processes like: immigration and adaptation; social deviance and hate crime; stratification and class conflict; ignorance, fear and aversion to diversity; ignorance, fear and resistance to social change; diversity and gentrification of inner city communities; imperialism and the exploitation of vulnerable people; and military psychology and the dehumanization of the enemy. [30 minutes]

DAY 4

8. Return students to their placemat groups. Instruct each group to appoint a scribe to record issues and recurring questions in the unused centre of their placemat. Invite students to consult their textbook to formulate inquiry questions they consider worth investigating, to explore socialization forces and to assess whether a similar tragedy could happen in their community today. Circulate among groups to monitor and support the learning process. Have each group appoint a speaker to report the inquiry questions they have identified and to present their conclusion about whether a similar senseless act could happen in their community. [70 minutes]

DAY 5

9. Use *RM 5 Socialization, Deviance and Civility: Project Details* to outline the socialization focused performance task students must complete either in pairs or in small groups. Provide *RM 6 Educational Pamphlet/*

Communication Piece Rubric to students as a coaching rubric as they work toward task completion and as the grading tool the teacher will use. In *placemat* groups, have students use RM 4 *Building My Investigation into Socialization* to brainstorm potential inquiry questions, interviewees, and interview questions, suitable to gather useful primary and secondary source information about the forces of socialization in their community. Have students list trustworthy sources of information to focus library and Internet research. Have students consider possible areas of focus for their project. Use class discussion to consolidate interview question design and to hear emerging strategies for group investigations and products. [40 minutes]

10. Reconfigure project working groups to coordinate student interests, abilities and needs. Allow each group some planning time in class to finalize inquiry and interview questions and to discuss other sources of information to help build an effective and comprehensive pamphlet. By the end of the class each student should be ready to begin the research process with reliable primary and secondary sources to investigate. Conference with groups and individuals as needed to facilitate learning. Provide one starting copy of RM 7 *Socialization Project Blueprint* to each work group to help organize and share responsibility for task completion. [30 minutes]
11. As students work on their projects outside of class, allow a 10-minute window during each class to address questions related to specific deliverables, possible adaptations and concerns about final content selection for their pamphlets. [10 minutes]

DAY 6 (some fixed time later, after students have worked on their projects outside of class)

12. After groups have produced a working draft of the public information pamphlet emerging from their research, organize students into feedback clusters each representing four different projects. Allow 10 minutes for each group to explain their working draft to the others. Then allow 5 minutes for feedback. Consider booking the school library if students have elected to work on computer assisted presentations. Prepare one copy of RM 8 *Seven Things About Your Report* per student to allow both peer and self assessment during this feedback activity. Ask students to complete and sign one feedback sheet for each presentation. [60 minutes]
13. Use remaining time for class discussion of how some students have effectively addressed research and reporting problems, or have incorporated important content from the course textbook. Review evaluation criteria. Remind students of the submission date for final projects and collect them at the start of that class.
14. When collecting final reports for evaluation, have students complete RM 9 *Student Self Reflection: Thinking About My Work* to reflect on their work.

Learning Materials

- RM 1 *Classes and Cultures in Contact: Seven Scenarios*
- RM 2 *Focus for Fact Finding*
- RM 3 *Placemat for an Investigation into Socialization*
- RM 4 *Building My Investigation into Socialization*
- RM 5 *Socialization, Deviance and Civility: Project Details*
- RM 6 *Educational Pamphlet/Communication Piece Rubric*
- RM 7 *Socialization Project Blueprint: Building Success*
- RM 8 *Seven Things About Your Draft: Peer Assessment*
- RM 9 *Student Self Reflection: Thinking About My Work*

Elements of 21st Century Learning

- Critical and analytical thinking
- Collaboration (cooperative group process)
- Skillful communication
- Primary source research

Resources

Use sample news articles like the following to note the pertinent facts of the senseless murder being investigated:
<https://www.theglobeandmail.com/news/national/troops-party-preceded-mans-killing-in-moss-park/article986342/>
<https://www.cbc.ca/news/canada/toronto/toronto-reservists-sentenced-to-15-years-total-for-beating-of-homeless-man-1.708299>
https://www.thestar.com/news/gta/2008/05/01/soldiers_sorry_for_moss_park_killing.html

Adapting this Activity to Support Learning

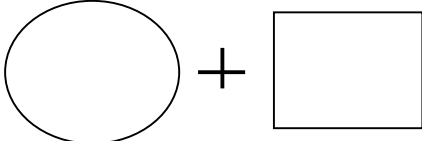
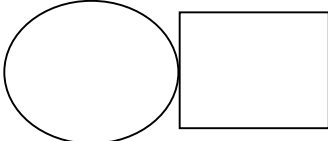
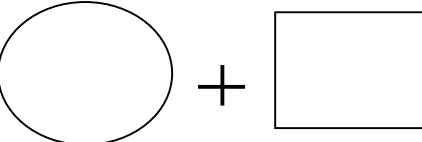
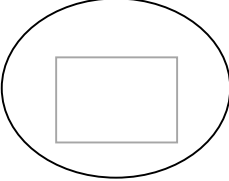
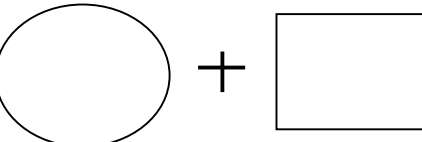
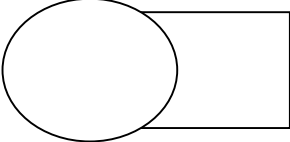
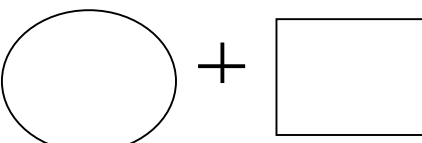
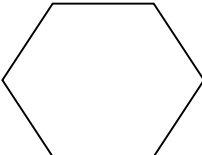
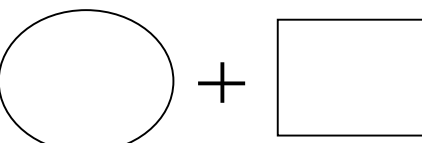
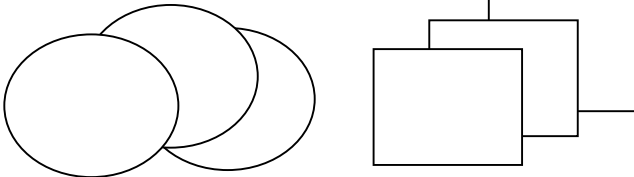
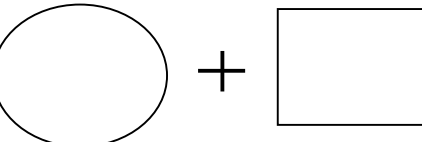
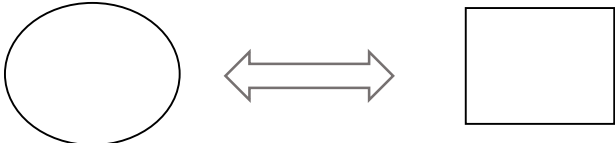
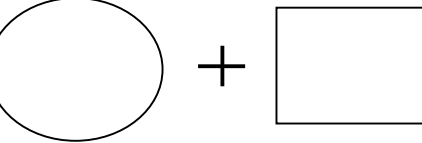
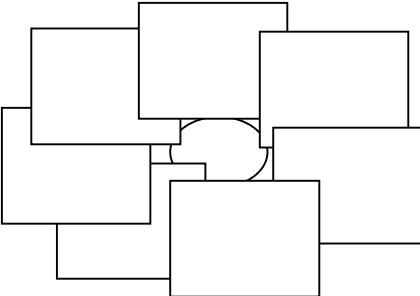
1. RM 5 (Project Details) outlines some options students can exercise to adapt the task more closely to personal interests and abilities. Inform and remind students that all adaptations must be approved by the teacher.
2. Allow students to work in pairs or in small groups to complete this task. Given the focus on socialization, individual projects should be discouraged. Help students preferring to work alone to find an appropriate partner.

Teaching Notes

1. Consider using chart paper for the placemat activity (RM 3) instead of 11 x 17 ledger paper.
2. Consider creating a follow-up activity where student work is publicly presented or published. A school *Multicultural Night* is one such opportunity.
3. Use a paper cutter to cleanly and safely cut copies of RM 8 into four feedback slips for student use.
4. Consider allowing students to complete the final task through a balance of class time and personal time. Ensure that there is a specified deliverable for every class period being used, and that class time is being effectively used.
5. Book the school library for Day 6 presentations of next-to-final pamphlets and communication pieces.
6. This activity can be adapted to work in other senior secondary school courses or to promote interdisciplinary approaches to the investigation of socialization, deviance, and diverse cultural or class encounters that shed light on the human condition. Some examples include:
 - Grade 11 Equity and Social Justice (discrimination, exploitation of minorities, marginalization);
 - Grade 11 Introduction to Anthropology, Psychology and Sociology (hate crime and dehumanization);
 - Grade 12 Families in Canada (norms, changing demographics, family roles, socialization, challenges);
 - Grade 12 World Issues (globalization, demographic trends, migration and cultural differences, treatment of immigrants, refugees and marginalized people, absolute and relative poverty).

RM 1 Classes and Cultures in Contact: Seven Scenarios

When different classes or cultures come in contact different sociological outcomes may occur. Identify each outcome represented by the following seven scenarios by name.

	=		<p>Socialization Options to Consider</p> <ul style="list-style-type: none"> Assimilation Coexistence Diffusion/Integration Domination Polarization/Alienation Segregation Transformation ???
	=		
	=		
	=		
	=		
	=		
	=		

Can you think of any other outcomes? Illustrate and explain each additional outcome.

RM 2 Focus for Fact Finding

Name: _____ Course: _____ Date: _____

Use the following organizer to record the facts of this tragic story as reported by news media.

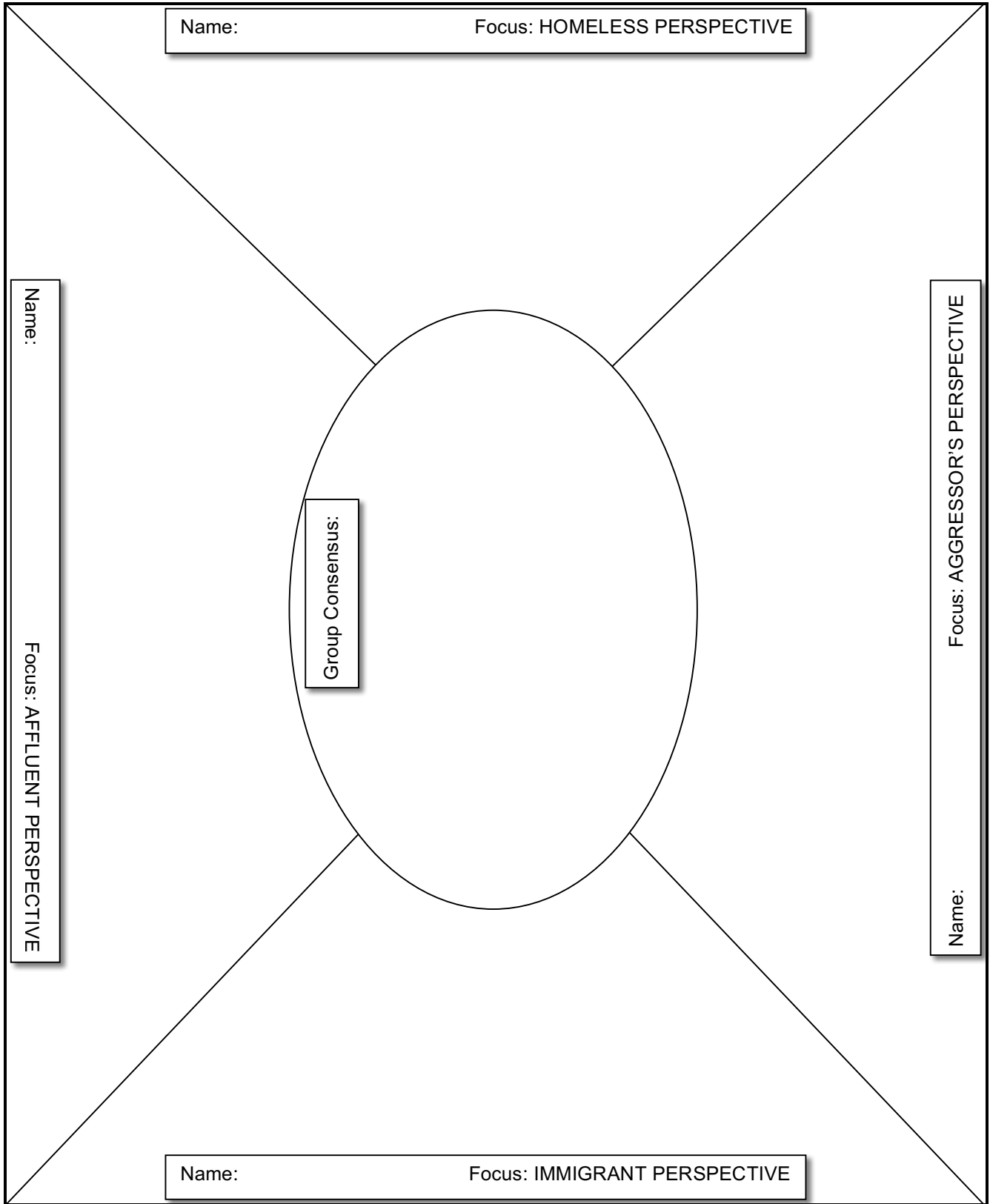
Victim	
Who was Paul Crutch?	What was his age and background?
How did he come to be homeless?	What did he do to become the target of hate?

Witness	
Who is Valerie Valen?	What was her age and background?
How did she come to be on site?	What did she do to become a target of hate?

The Three Criminals		
Jeffery Hall	Brian Deganis	Mountaz Ibrahim
Personal Background	Personal Background	Personal Background
Wrongful Actions	Wrongful Actions	Wrongful Actions
Motivation	Motivation	Motivation
Mitigating Circumstances	Mitigating Circumstances	Mitigating Circumstances
Convicted of __	Convicted of __	Convicted of __
Punishment	Punishment	Punishment

In what way was civil society also a victim? Was justice done in this case?

RM 3 Placemat for an Investigation into Socialization



RM 4 Building My Investigation into Socialization

Name: _____ Course: _____ Date: _____

What I want to find out about:	What I already know that I can build upon:
--------------------------------	--

My Rich Inquiry Question (revisit and revise as needed)	My Learning Goal:
Refining my question with discipline-based thinking	

Success Criteria:

What Successful Completion Looks Like	My Plan to be Successful
Framing a clear, rich, and interesting inquiry question	
Gathering information from a variety of trusted sources	
Gathering information from a variety of perspectives	
Analysing information to understand the main ideas, arguments, and details	
Connecting found information to recognize patterns, causes, and consequences	
Understand limitations in sources and conduct fact checks to confirm credibility	
Recognizing and applying ethical considerations and values	
Establish criteria for a complete, comprehensive and supportable answer	
Establish criteria for an audience appropriate, clear, persuasive, and interesting presentation	

Where I Can Find Useful Information:

Source	What I Expect to Find	Actual Findings	Fact/credibility check (circle one)
			+ - ?
			+ - ?
			+ - ?
			+ - ?
			+ - ?

Conclusion/Big Idea/Enduring Understanding from My Investigation:

RM 5 Socialization, Deviance and Civility: Project Details

Name: _____ Course: _____ Date: _____

Team Members: _____

Task:

Your creative team has been hired by the *Canadian Association of Social Workers* to produce a public information pamphlet (in either hard copy or e-version) to help educate Canadian teenagers about the impact of social, cultural and economic differences on the forces of socialization at work in contemporary society. Think of it as practical advice helping teens acquire a functional understanding of the factors affecting socialization and how their choices and actions can contribute to the development of a civil society. Your product must be designed to communicate on its own, without additional explanations, handouts or introductions.

Task Steps and Requirements:

1. Complete the research of socialization forces and obstacles that you have already started. Expand your research to investigate a focused question arising from this initial research and the home group discussions that followed. Collect information from a variety of sources (including interviews) and in a variety of formats to help determine pamphlet design and educational contents.
2. Determine what is most important to communicate. Work closely with your creative team to map out pamphlet contents, including text, graphics and images to support visual learners. Once the group has a workable plan, conference with your teacher for feedback.
3. Beyond the research task that every team member must complete, assign specific responsibilities, roles, and duties to each member of your creative team. Create a list of duties and tasks that need to be done to make this project a success. Use the rubric provided by the teacher as a coaching and self assessment tool.
4. Create a timeline of tasks that need to be done and assign the tasks to individuals in the group. Each task should have a corresponding due date and a specific set of deliverables.
5. Create a prototype of the pamphlet and seek descriptive feedback to improve its design and contents.
6. Make adjustments based on teacher and/or peer feedback.
7. Prepare the final pamphlet and present it to the class.

Adapting the Task:

You may choose to produce an alternative media product such as a website, blog, PowerPoint slide show, or video that can be communicated to the intended audience. Discuss the selection of your format with your teacher. Keep the media product appropriate for a Grade 9 audience. Share your design ideas with your teacher, classmates and parents or guardians for useful feedback. Consider using some Grade 9 students ahead of time to test out some of your ideas and raw footage, for additional feedback on the appropriateness of your plan.

Assessment Criteria:

The following criteria will be used to assess your work:

- *Knowledge* – accurately presenting research findings using appropriate terminology
- *Thinking and Inquiry* – analysing and interpreting found information to address important research questions/findings
- *Communication* – gathering, interpreting and representing your information in a clear audience appropriate message
- *Application* – applying the appropriate techniques and methods for producing an informative, interesting and convincing age appropriate product for a Grade 9 audience

Consult the teacher's rubric and exemplars to confirm what successful task completion looks like.

Due Date(s): Draft _____

Final Product _____

RM 6 Educational Pamphlet/Communication Piece Rubric

Name: _____ Course: _____ Date: _____

Team Members: _____

Criteria	Below Level 1			Level 1		Level 2		Level 3		Level 4			Total
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Knowledge Functional understanding of subject matter and sociology terms reflected in product	Command of subject matter and sociology terms is very superficial			Limited but passable understanding of subject matter and sociology terms		Some understanding of subject matter is evident (sociology terms and processes)		Solid understanding of subject matter is evident for the most part		Excellent understanding of subject matter throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Thinking/Inquiry Skills Locating and using information from a variety of reliable sources	Demonstrated location and analysis skills are very superficial			Limited but passable location and analysis skills are evident		Some good location and analysis skills are evident; some weak spots remain		Very good location and analysis skills are evident throughout		Excellent and thorough location and analysis skills are reflected throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Thinking/Inquiry Skills Critical thinking and analysis used to make decisions supporting project needs	Superficial and ineffective use of critical thinking and decision making is evident			Limited use of critical thinking and decision making is evident; some key decisions were ineffective		Good use of critical thinking and decision making is evident; some key decisions were effective		Solid use of critical thinking and decision making is evident; most key decisions were effective		Excellent use of critical thinking and decision making is evident; all key decisions were effective			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Communication Information is presented clearly and in a logical sequence	Content is unclear and disorganized (unacceptable for this grade)			Information presented with limited clarity and logical sequence		Contents somewhat clear and sequential; awkward/unclear in some key parts		Content is clear and logical as presented; a bit awkward or wordy in a minor part		Content is highly logical and presented both clearly and concisely throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Communication Titles, headings and key words are effectively used to guide the audience	No evidence of formal structure and audience support			Limited evidence of formal structure to guide audience		Adequate use of formal structure to guide audience in some key parts		Very good use of formal structure to guide audience in most parts		Excellent use of formal structure to guide audience in all parts		
0		2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Communication Effective use of language conventions and chosen delivery medium	Use of language and/or medium not passable for this grade			Limited use of proper spelling, grammar and sentence structure; awkward use of medium		Adequate use of medium, spelling, grammar and sentence structure; weak at times		Spelling and grammar used well; sentence structure awkward at times; solid use of medium		Spelling, grammar, sentence structure and medium all used very effectively throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Application Presentation of information is interesting and audience appropriate	Presentation is boring and inappropriate			Audience appropriateness and interest generated is limited		Information is somewhat interesting and audience appropriate		Information is interesting and audience appropriate in most parts		Information is very interesting and audience appropriate in all parts			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Application Effective synthesis of the important research sources and findings	Not passable (superficial or non-existent)			Research used to limited effect in presentation		Presentation makes adequate use of some research; more sources needed		Presentation makes effective use of good sources and research findings		Presentation makes excellent use of all research; research is very well synthesized		
0		2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Application Visuals are appropriate and well placed	Visuals are poorly placed, few, and inappropriate			Too few visuals are used and to limited effect		Some good visuals are used; placement somewhat effective		Sound choice and placement of visuals throughout		Excellent choice and placement of visuals throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Strengths / Suggestions for Improvement / Next Steps:										Final Mark		%	

RM 7 Socialization Project Blueprint: Building Success

Team Members: _____

This planning tool will help direct group work toward successful product completion. Keep your plan up to date to help the teacher review group progress. Each member's contribution to the final product should be evident. Members can initial entries along the right margin to confirm their participation/approval. Use additional planning sheets as needed.

Building Block #	Team Member(s) Responsible	Due Date	Completion Date
Task/Work to be Done			
	Requirements and Deliverables	Strengths	Improvements

Building Block #	Team Member(s) Responsible	Due Date	Completion Date
Task/Work to be Done			
	Requirements and Deliverables	Strengths	Improvements

Building Block #	Team Member(s) Responsible	Due Date	Completion Date
Task/Work to be Done			
	Requirements and Deliverables	Strengths	Improvements

Building Block #	Team Member(s) Responsible	Due Date	Completion Date
Task/Work to be Done			
	Requirements and Deliverables	Strengths	Improvements

Building Block #	Team Member(s) Responsible	Due Date	Completion Date
Task/Work to be Done			
	Requirements and Deliverables	Strengths	Improvements

RM 8 Seven Things About Your Draft: Peer Assessment

Name: _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- use of sociology terms and processes					
Thinking- interpretation and analysis of information in your product					
Communication- clarity and flow of information being reported					
Application- interest level and persuasiveness of product					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- use of sociology terms and processes					
Thinking- interpretation and analysis of information in your product					
Communication- clarity and flow of information being reported					
Application- interest level and persuasiveness of product					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- use of sociology terms and processes					
Thinking- interpretation and analysis of information in your product					
Communication- clarity and flow of information being reported					
Application- interest level and persuasiveness of product					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- use of sociology terms and processes					
Thinking- interpretation and analysis of information in your product					
Communication- clarity and flow of information being reported					
Application- interest level and persuasiveness of product					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

RM 9 Student Self Reflection: Thinking About My Work

Name: _____ Course: _____ Date: _____

What were you trying to do in this project?

What do you think went well?

What did you learn about the topic, about yourself, and about human nature?

What would you do differently next time?

What help do you need?

Holding a Mirror to Humanity

Grade 12 English, The Writer's Craft (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none">1. read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft and world of writing (e.g., read a variety of narrative texts that reflect diverse cultural and geographical perspectives) (A1.1)2. analyse and assess the effectiveness of the ways in which writers use elements of form to communicate meaning (A1.3)3. analyse and assess the effectiveness of the ways in which writers use elements of style (e.g., diction, voice, tone, literary and/or rhetorical devices, sentence structure) to communicate meaning (e.g., explain how the imagery used by a writer strengthens the theme of his or her work) (A1.4)4. use appropriate text forms and stylistic elements to communicate ideas and experiences effectively (B2.2)	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none">❑ When effectively used 'story' is a communicative structure that can hold up a mirror to humanity.❑ Diversity can be a source of conflict.❑ If we spent more time learning from our differences, than using them to divide and marginalize, our society would become more civil.❑ Hardships and challenging circumstances (both historical and contemporary) help to shape character and identity.❑ Metaphors are powerful storytelling tools. <p>Character/Values Education:</p> <ul style="list-style-type: none">❑ Valuing healthy relationships❑ Willingness to belong and contribute to a civil society
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none">1. Diagnostic assessment of prior learning and student attitudes toward story writing and the forces of and obstacles to socialization in diverse communities2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations (writing process) and learning skills (group process)3. Evaluation of final stories by teacher (using a coaching/grading rubric)	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none">1. Write the question: "Why are stories important?" on the board and brainstorm answers with the students. Use the following quote from American film critic and journalist Roger Ebert (1942-2013) to help focus and affirm student thinking: "It is said that literature and poetry and drama hold up a mirror to humanity." [15 minutes]2. Have student pairs read RM 1 <i>The Power of Story Telling</i> to highlight the most significant information. Ask student pairs to use this new information to extend and complete the original brainstorm note. [20 minutes]3. Introduce Austin Clarke (1934-2016) as an award winning Canadian author originally from Barbados. Ask students if they have read any or are familiar with his often controversial works. Use the Toronto Star article reporting his death to quickly introduce students to the author. Have students work in pairs to process article contents. Then use class discussion to consolidate his biography. [15 minutes]4. Read page 7 from Clarke's tragic poem <i>Where The Sun Shines Best</i> aloud to students. Ask student pairs to speculate what this poem might be about based on this first page. Use class discussion to share some of the ideas arising from the speculative thoughts of student pairs. Assign the rest of the poem for students to read before the next class. Warn students of the extremely tragic contents and occasional foul language used by the poet. [20 minutes]	

DAY 2

5. After students have read the poem, use small group discussion followed by class discussion to generate a summary of poem contents, including the storyline, characters and symbolism used by the author.
6. Explain to students that the poem is based on a real-life incident that occurred in the poet's neighbourhood. Use a collection of short news reports to determine the actual facts of this human tragedy. Ask pairs of students to use RM 2 *Focus for Fact Finding* to organize the facts and persons involved in the case. [50 minutes]
7. Use class discussion to determine where the poet took liberties with the actual facts. In preparation for the next class, have students reflect on and note what this incident and poem reveal about our humanity. [20 minutes]

DAY 3

8. Use a *think-write-pair-share* strategy to note and discuss student thoughts about what the incident and poem reveal about human nature. Ask students to identify the factors most influential in creating the perfect storm leading to human bloodshed. Visit working pairs to find suitable volunteer to contribute to class discussion. Use class discussion to generate a summary list of factors leading to human tragedy. During the conversation, ask students to make connections to the concepts, ideas and processes being talked about in other courses providing citizenship education for a civil society. After the conversation, ask students to think about a personal, family or community experience providing similar or conflicting insight into human nature, suitable for telling their own story holding up a mirror to humanity. [70 minutes]

DAY 4

9. Organize students into small groups. Use the following questions to generate some ideas for the students' own story writing:
 - ❑ What metaphors and imagery did the writer use to portray and punctuate the emotions and hardships faced by his characters?
 - ❑ What types of readers and audiences are served by this type of publication?
 - ❑ If you were interviewing this writer, what questions would you want to ask about the process involved in writing this piece?
 - ❑ How does the author bring himself into his tragic story?
 - ❑ How does the writer use cause and effect to make his story interesting and persuasive? [30 minutes]

Hand out RM 3 *Understanding the Metaphor* and instruct groups to study specific metaphors used by the author. Take up the questions with students to help generate personal story ideas. Hand out RM 6 *Rubric for a Short Story or Poem* for students to use as a coaching tool. Review contents with students to establish success criteria for their creative writing task. Provide each student with RM 4 *Building My Short Story or Poem* as a story building tool. Ask students to use this building tool to prepare for the next class. [40 minutes]

DAY 5 (after students have had sufficient time to work on their draft manuscript)

10. Allow students the full period to work on their stories or poems. Discuss the importance of each element highlighted in RM 4 to reinforce their positive effect on the creative writing process. To find additional storytelling models, direct students to other sources available from the school library or from the course reading list. Circulate the room while the students are working to guide and assist each writer's creative process, and to provide constructive feedback and encouragement for emerging metaphors and storylines. Instruct students to bring completed copies of their building plan (RM 4) and their working draft to the next class. [70 minutes]

DAY 6

11. Put students in peer feedback groups of four. Have students take turns sharing their plans and receiving peer feedback. Circulate among the various work groups to identify students needing more direct instruction, and to model descriptive feedback intended to improve the quality of student work. Use this experience to re-configure peer feedback groups where necessary.
12. Allowing sufficient time for the development of a quality (near final) draft, instruct students to write their working draft story or poem and to bring four copies to a specified class later in the week. [70 minutes]

DAY 7

13. Put the students in peer feedback groups of 4. Provide each student with a copy of RM 4 *Peer Assessment Feedback Sheets* and ask students to carefully fold and tear the page into four separate feedback sheets. Have students sign each sheet in the 'Assessed by' space.
14. Provide each group with 15 minutes to read, assess and comment on each story. Instruct peer feedback groups to read the story and write their descriptive comments and corrections neatly and silently on the story sheet using a coloured pen. After about 10 minutes, instruct student groups to provide the author oral feedback suggesting both strengths and areas for improvement in the existing story. For longer stories, a second day of feedback sharing may be required to allow one half hour of time for each story.
15. After 15 minutes instruct students to return the story to the author along with the completed and signed feedback sheets. After allowing two minutes for the exchange of papers, have student groups move on to the next story and repeat the feedback process. Sit with as many groups as possible to model constructive criticism and descriptive feedback. Instruct students to assess their own story. [70 minutes]

DAY 8

16. When the students submit their final draft for evaluation by the teacher, have them attach their three peer assessments and one self assessment to the back of the good copy. Evaluate stories using RM 6.

Learning Materials

RM 1 *The Power of Story Telling*
 RM 2 *Focus for Fact Finding*
 RM 3 *Understanding the Metaphor*
 RM 4 *Building My Short Story or Poem*
 RM 5 *Peer Assessment Feedback Sheets*
 RM 6 *Rubric for a Short Story or Poem About Humanity*

Elements of 21st Century Learning

- Creativity
- Ability to process feedback
- Self-direction
- Empathy

Resources

Story Tellings: http://www.storytellings.com/more_power.htm

<https://www.thestar.com/news/gta/2016/06/26/acclaimed-toronto-author-austin-clarke-dead-at-81.html>

Use key search words 'Moss Park murder homeless 2005' to access useful news reports

Adapting this Activity to Support Learning

1. Have students focus their writing on immigrant experiences or human relationships they have personally witnessed to integrate insight into both human nature and their own humanity.
2. Consider writing options that connect directly to other courses currently being studied by the writers in your class. Examples may include history, world issues, social sciences, humanities, and the arts. For example, a dramatic arts student might create a short play or monologue, while a sociology student might focus on a more in depth analysis of human relations in a civil society.
3. Help individual students select the most appropriate writing product to activate personal interests and abilities.

Teaching Notes

1. Consider using this learning activity and writing assignment in place of another piece for your course evaluation plan. Consider giving students the option of selecting this assignment for summative evaluation.
2. Consider using a paper cutter to cut RM 5 into the required four feedback sheets before class.
3. To allow a more thorough peer feedback process for near final drafts, consider giving students drafts to reviewers before the feedback class and extend the feedback time allotted for each story or poem.
4. Invite students to compose a class anthology of student stories.

RM 1 The Power of Story Telling

To be human is to have a story. Often, we think of our lives as a story. Story is the *structure* that gives meaning and order to our lives. Instead of trying to make sense of the literally millions of independent events that comprise our lives, we intuitively organize them into an orderly sequence of events. We have a *past*, a sense of where we came from; a *middle*, who we are now; and a *future*, what we aspire to become. This is essentially the same structure – beginning, middle and end – that makes up a storyline.

Stories are how we convey our deepest emotions and talk about those things that we value the most. It is through the stories we tell that we are most able to portray the fullest array of human emotion and spirituality.

Stories 'speak' to us at a number of levels. Factually, they appeal to our reason and intellect by providing evidence and information to bolster arguments and help us make informed decisions. Emotionally, they bond us to others who share the same story and give us a sense of belonging and community. Historically, stories are the connections to a past (possibly long forgotten or under-appreciated) that are *the* source of the rich images and symbols that unconsciously motivate our behaviour in the present.

Stories are as old as humankind. Cave paintings going back 25,000 years or more dramatically portray the story of the great Paleolithic hunts undertaken by our earliest ancestors. Glyphs recovered from Mayan pyramids and tombs of the Pharaohs tell a symbolic story of how the view of our place in the cosmos evolved over time. Throughout Celtic Europe, the bards held a place of the highest esteem for their disciplined talent of maintaining and passing on the stories of tribes and clans. The scriptures of our great religions take the form of parable and story, instructing and inspiring us to a higher good. Each of these is an example of how the very foundation of our human existence—the essence of who we are—is reliant on story.

We can safely surmise that without story, there could be no culture and without culture, our species would surely not have survived, let alone risen to dominance. How would we have learned to hunt, to gather, to plant, to create the first cities, if it were not for stories? Many so-called 'primitive' myths are often no more than stories that teach when to plant and when to harvest. In pre-literate times—the 99.99% of our human existence before the advent of the written word—stories were the primary means of transmitting every day, practical knowledge from one generation to the next. Stories are how we've accumulated and shared our "intellectual capital" for hundreds of generations.

Stories are a priceless culture-shaping tool. They help us to understand how we "fit in" to the larger social order. They are the principal means for transmitting what's really important to the tribe, the clan, and the community. From stories, we learn the very relative notions of 'good' and 'bad', 'right' and 'wrong', what is expected and how we must behave. And we learn – vicariously – the consequences of failure. Fairy Tales are really morality stories that graphically demonstrate to children the consequences of certain behavior.

At their best, stories are incredibly impactful and persuasive because they 'speak to us' at a very meaningful, emotional, and often-unconscious level. When a story makes the hair on the back of our necks tingle it is because that particular story has touched a very deep nerve in our personal or collective psyches.

Adapted From: Storytellings. http://www.storytellings.com/more_power.htm

RM 2 Focus for Fact Finding

Name: _____ Course: _____ Date: _____

Use the following organizer to record the facts of this tragic story as reported by news media.

Victim	
Who was Paul Crutch?	What was his age and background?
How did he come to be homeless?	What did he do to become the target of hate?

Witness	
Who is Valerie Valen?	What was her age and background?
How did she come to be on site?	What did she do to become a target of hate?

The Three Criminals		
Jeffery Hall	Brian Deganis	Mountaz Ibrahim
Personal Background	Personal Background	Personal Background
Wrongful Actions	Wrongful Actions	Wrongful Actions
Motivation	Motivation	Motivation
Mitigating Circumstances	Mitigating Circumstances	Mitigating Circumstances
Convicted of __	Convicted of __	Convicted of __
Punishment	Punishment	Punishment

In what way was civil society also a victim? Was justice done in this case?

RM 3 Understanding the Metaphor

Name: _____ Course: _____ Date: _____

For every story, the story-teller must choose particular moments to occur that contribute significantly to the theme or overall message of the story. A big part of a story-teller's effectiveness depends on the teller's choice of the metaphors used and the deep-rooted meaning, significance, and ultimate humanity that those metaphors reveal.

The word 'metaphor' means "to carry over," or to exchange one thing for another. In the instance of writing a short story, the metaphor is often used to describe something that can't be seen, but is very much experienced. The metaphor combines with the characters and the environment in the story, to help construct the world or reality that the writer is trying to recreate and communicate to the reader.

The following table identifies twelve of the metaphors found in *Where The Sun Shines Best*.

Metaphor (page)	Significance
War declared upon Moss Park (7)	Senseless death is perpetrated by soldiers trained to kill their enemy. Regrettably, on this night the enemy is a homeless "trespasser." In effect, this becomes a war on poverty.
Three old and ailing men sharing a joint (8)	Three equally poor, elderly and frail community members could have easily become victims of this war on poverty and homelessness.
Fallen leaves (12)	Symbolic of the sights and sounds of death at the end of a growing season
Molson's beer (17, 24)	A common factor, ironically clouds the judgment and consciousness of both victim and aggressors.
Polished black boots (26)	Military finery can be as deadly as it is impressive.
Ontario flag (29)	Symbol of patriotism, past colonization and the exploitation inherent in imperialism (empire building)
Bank towers (33)	Symbols of extreme affluence and the wealthiest strata of Canadian society
Modern Christ (45)	The poet sees the victim as an innocent martyr to the cross of savagery (dying for the sins of others).
Holds of merchant ships (50)	Vehicles used to bring slaves to the new world as cheap labour; symbol of the inhuman treatment of vulnerable people by powerful people (slave traffic)
Bronze statues (51)	One-sided tributes to imperial conquest amounting to rape
Immigrant soldier and immigrant mother	Symbolizing the conflicted existence of immigrants; a fellow immigrant, the poet is greatly disappointed that his immigrant experience did not help the soldier do the right thing.
Judge/bloody book of law (64/65)	Person and process charged with ensuring that justice ultimately prevails (to protect a civil society)

After reading the tragic poem, answer the following questions in the space provided:

1. What is the significance of the title of the poem? Is this also a metaphor? Explain?
2. What do the metaphors chosen by the author reveal about the depth of his emotional attachment to the story?
3. Which metaphor speaks most to you? Explain why. (Feel free to select a metaphor not listed above.)
4. Which elements of this story remind you of a person, place or experience in your life? Explain.
5. What subject could you write about with similar passion?

RM 4 Building My Short Story or Poem

Name: _____ Course: _____ Date: _____

For every story, the story-teller must choose particular moments to occur that build character and storyline in a way that is believable, while providing insight into the human condition. This is what often separates powerful stories from their opposite. Powerful stories affect readers. Use the following tool to build a story that holds reader attention and leaves the reader affected. One effective way to move the reader is to hold up a revealing mirror to our collective humanity.

Learning from Professional Writers:

The author brings together many short stories and reflections into a comprehensive and tragic poem.

What writing techniques are worth adapting?	What other author's techniques are worth adapting?

Accessing Personal Experience:

What happened? Where? When?	Why was it important?	How does it help my storytelling?

Creative Expression in Storytelling:

Storyline	Character Development	Imagery and Symbolism

Addressing the Human Factor:

What makes my story interesting?	What can I do to help the reader connect on a personal/emotional level?	What is the moral of my story? What does my mirror reveal?

RM 5 Peer Assessment Feedback Sheets

<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>
<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>

RM 6 Rubric for a Short Story or Poem About Humanity

Name: _____ Course: _____ Date: _____

Topic/Title:

Learning Goal:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric can also be used to assess or evaluate biographies or short essays.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of text, themes and concepts	Writing piece demonstrates limited but passable understanding of text, themes and concepts	Writing piece demonstrates adequate understanding of text, themes and concepts; some key information used correctly	Writing piece demonstrates good understanding of text, themes and concepts; most key information is used correctly	Writing piece demonstrates excellent understanding of text, themes and concepts; all information is used correctly
	Understanding of format requirements for chosen communication vehicle	Writing piece demonstrates limited understanding	Writing piece demonstrates adequate understanding	Writing piece demonstrates very good understanding	Writing piece demonstrates exemplary understanding
	Accuracy of information presented	Minimal/limited amount of important information is accurately presented	Most important information is accurately presented	All important information is accurately presented	All information is accurately presented
Thinking	Evidence of research, thought and planning, including use of draft-feedback-revision process	Limited evidence of research, thought and planning; little use made of feedback	Some evidence of good research, thought and planning; some good use made of writing process	Clear evidence of solid research, thought and implementation of metaphor; very good use made of writing process	Extensive evidence of thorough research, deep thought and metaphor implementation; excellent use of feedback for product improvement
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s)	Language use provides limited clarity	Main idea(s) somewhat clearly expressed	Main idea(s) clear and well supported	Main idea(s) very clear and well supported; no language errors
	Effectiveness of vocabulary choices, use of grammar, proper syntax and sentence structure	Ineffective use of vocabulary, grammar; text incomplete and illegible in some key parts	Somewhat effective use of vocabulary and grammar; text is typed	Effective use of vocabulary, grammar, syntax, and sentence structure; text is typed in proper essay format	Highly effective use of vocabulary, grammar, syntax and sentence structure; text is typed in proper essay format
Application	Use of description and metaphor are clear, cohesive and concise	Limited use of description and metaphor	Uses description and metaphor somewhat effectively	Effective (clear and cohesive) use of description and metaphor	Highly effective (clear, cohesive and concise) use of description and metaphor
	Effectiveness of message (impact on intended audience)	Limited appropriateness and effectiveness for intended audience	Story somewhat interesting and effective	Story interesting, effective and revealing of human nature	Message very interesting and effective; highly impactful and revealing of human nature

Strengths / Recommendations for improvement / Next steps:

Civility Matters: A Critical Reflection for Humanity

Course: Grade 12 Visual Arts (University and College Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none">1. apply with increasing fluency and flexibility the appropriate stages of the creative process to produce and revise two- and three- dimensional art works using a variety of traditional and contemporary media (A1.2)2. apply elements and principles of design as well as art-making conventions to create art works that comment and/or communicate a clear point of view on a variety of social issues (A2.2)3. use with increasing skill a wide variety of media, including alternative media, and current technologies, to create two- and three- dimensional art works for a variety of purposes (A3.1)4. assess the impact that the creation and analysis of art works has on their personal identity and values and their perceptions of society and social issues (B2.3)	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"><input type="checkbox"/> Art is a powerful tool to construct purposeful narratives for social commentary and change.<input type="checkbox"/> Art is a vehicle to illuminate the human experience and to stimulate reflection and dialogue.<input type="checkbox"/> If we spent more time learning from our differences, than using them to divide and marginalize, our society would become more civil. <p>Character/Values Education:</p> <ul style="list-style-type: none"><input type="checkbox"/> Empathy for others<input type="checkbox"/> Awareness of cultural and socio-economic diversity<input type="checkbox"/> Self-awareness
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none">1. Diagnostic assessment of prior learning and student attitudes regarding the use of art to stimulate reflection and dialogue about society and social issues2. Peer and teacher assessment to provide descriptive feedback intended to support learning and growth3. Teacher evaluation of the artistic expression and design principles reflected in student creations	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none">1. Introduce the topic and project by asking students to identify works of art that have influenced their thinking about society and social issues in some positive or constructive way. Sample questions include:<ul style="list-style-type: none"><input type="checkbox"/> What media and techniques did the artist use to catch my attention?<input type="checkbox"/> What is it about the artwork that moved me or left a lasting impression?<input type="checkbox"/> In what way did the artist and the artwork hold up a mirror to humanity?<input type="checkbox"/> In what way was the ultimate effect of the artwork positive?To consolidate student thinking ask students to reflect on and discuss how art can be an effective citizenship education tool to help develop a more civil (caring and responsible) society. [30 minutes]2. Introduce students to the <i>Civility Matters</i> project by distributing and discussing the project task sheet (RM 1). Have students extrapolate success criteria from the coaching/grading rubric (RM 2). Working in pairs, have students draft out a rationale for why this project is especially important given Canada's national experiment in multiculturalism and inclusivity. Use class discussion to share and consolidate student rationales. [30 minutes]3. Working in pairs, have students brainstorm opportunities and ideas for original artwork that can be used to stimulate reflection on social issues (like teenagers living on the street) and to promote civility between diverse classes and cultures in society. [10 minutes] <p>Ask students to read the poem <i>Where The Sun Shines Best</i>, by award-winning Canadian writer Austin Clarke (1934-2016), to focus discussion about civility and inhumanity for the next class.</p>	

DAY 2

4. Organize students into placemat groups of four to process the contents of the poem by applying critical thinking, to “hold up a mirror” to the humanity exposed. Explain to students that the poem is based on a real incident. Have students consider the objects and symbolism used by the poet to move his audience in regard to the senseless murder depicted in the poem. Use an enlarged copy (11 x 17) of RM 3 *Placemat for an Investigation into Socialization* to allow students to revisit the tragedy from the perspectives of diverse stakeholders.
5. Require each person in the placemat group to represent and record one of the four perspectives being investigated. Ask students to note the objects, symbolism and imagery used by the poet to represent each perspective most dramatically and emotionally. Give students sufficient time to record and then take turns sharing their observations within their placemat group. Refer to page 48 of this resource for a listing of some of the metaphors used by the poet. [40 minutes]
6. As students work on their placemat pieces, circulate among groups to identify students in need of redirection and support. Use this also as an opportunity to identify volunteers willing to share their thoughts with the rest of class. After students have had sufficient time to complete individual tasks, use volunteers and class discussion to identify and explain the sociological concepts and forces of socialization contributing to this tragedy. Use class discussion to recognize sociological processes like: immigration and adaptation; social deviance and hate crime; stratification and class conflict; ignorance, fear and aversion to diversity; ignorance, fear and resistance to social change; diversity and gentrification of inner city communities; imperialism and the exploitation of vulnerable people; and military psychology and the dehumanization of the enemy. Note how each of these processes and their consequences could be a good focus for the artistic expression of students. [30 minutes]

DAY 3

7. Return students to their placemat groups. Instruct each group to appoint a scribe to record issues and recurring questions in the unused centre of their placemat. Invite students to formulate inquiry questions to focus research into our human condition and to explore the forces of socialization. Ask student groups to assess whether a similar tragedy could happen in their own community. Circulate among groups to monitor and support the learning process. Have each group appoint a speaker to report the inquiry questions and topics of concern they have identified and to present their group conclusions about whether a similar senseless act could happen in their community. Post completed placemats around the classroom. [70 minutes]

DAY 4

8. Consider using the school library or a computer lab for this next step. Hand out copies of RM 4 *Focus for Fact Finding* to organize student research into the facts and outcomes of the story that motivated the poet. Allow students to access the Internet to complete this organizer during the rest of the class. Towards the end of the class, handout RM 5 *Teacher-Student Conference Sheet* to focus student thinking about a formal proposal to discuss with the teacher. Remind students to bring both completed organizers to the next class. [70 minutes]

DAY 5

9. Have students return to their placemat groups to consolidate RM 4 notes and to discuss emerging ideas about artistic creations that would complete the assigned task effectively (from RM 5 notes). [40 minutes]
10. Conduct a class survey to identify additional experiences and sources of information helpful to provide perspective for the message or narrative student artwork is being designed to communicate.
11. As students continue to work on their research and design, visit with individual students to determine which students are ready to conference with the teacher. Use this conference process to approve and improve student proposals. [30 minutes]

DAY 6+

12. Visit with individual students and pairs to help with problem solving and to provide practical advice. Allow students to work on their artwork in class for peer feedback, cooperative problem solving and idea sharing. Consider visiting an art museum or gallery for professional display ideas.

DAY 8

13. Once students have completed their installations, displays or memorials, organize a carousel to have students assess the finished products and viewer's guides. Create an opportunity for teachers, parents and friends to see and comment on student artwork as one final and public feedback opportunity for young artists. Celebrate student learning and creativity.

Learning Materials

- RM 1 *The Civility Matters Project: Promoting Critical Thinking*
- RM 2 *Rubric for the Civility Matters Project*
- RM 3 *Placemat for an Investigation into Socialization*
- RM 4 *Focus for Fact Finding*
- RM 5 *Teacher-Student Conference Sheet: Project Ideas*
- RM 6 *Civility Matters: Final Proposal and Plan*

Elements of 21st Century Learning

- Creativity
- Critical thinking
- Effective communication
- Collaboration
- Authentic task completion

Resources

Story Tellings: http://www.storytellings.com/more_power.htm

Use sample news articles like the following to note the pertinent facts of the senseless murder being investigated:
<https://www.theglobeandmail.com/news/national/troops-party-preceded-mans-killing-in-moss-park/article986342/>

<https://www.cbc.ca/news/canada/toronto/toronto-reservists-sentenced-to-15-years-total-for-beating-of-homeless-man-1.708299>

https://www.thestar.com/news/gta/2008/05/01/soldiers_sorry_for_moss_park_killing.html

Adapting this Task to Improve Learning

1. Review all options suggested on the assignment sheet with students to help select the most appropriate product based on personal interests and abilities. Allow students to work independently or in pairs.
2. Consider creative options that connect directly to other courses currently being studied by the students in your class. Examples may include history, world issues, social sciences, and humanities. For example, a history or sociology student might focus on the creation of an onsite memorial to the homeless person who was killed.
3. Allow students to improve their products after visiting professional displays in galleries and museums to incorporate what they have learned from experts.

Teaching Notes

1. Book a lab or library to provide student access to the Internet to facilitate online exploration on Day 3. Book the cafeteria or gym for a museum display (if available).
2. Consider pairing English language learners with learning partners who have a good command of English to help with difficult vocabulary and new concepts.
3. Print RM 1 and RM 2 on two sides of the same sheet to keep task planning linked to grading rubric.
4. Consider using images of one specific example of artwork to start student discussions on the first day. Often students are more comfortable sharing ideas after a common exemplar has been discussed.
5. Be sensitive to any reluctance individual students may have about the sharing of personal experiences. Allow these students to present their work only to you, instead of presenting to the entire class. Adapt the task as appropriate to allay individual student fears of embarrassment.
6. Consider displaying student artwork during an *Arts Night* or a similar gathering of the school community. Use the occasion to publicly celebrate artistic achievement and the civil nature of Canadian society.
7. This activity can be adapted to address learning expectations in Dramatic Arts by requiring students to create a dramatic performance instead of the visual art required for this course.

RM 1 The Civility Matters Project: Promoting Critical Thinking

Throughout human history differences have been a source of division and conflict. In Canada, diversity is now celebrated as a source of national strength. However, dealing with social and cultural diversity can still be a challenge. Social critics often lament that if we spent more time learning from our differences, than using them to divide and marginalize, our society would become more civil. Displacement, marginalization and poverty (both economic and spiritual) can be more effectively addressed when a more civil society is nurtured through education and dialogue. The artist has an important role in holding up a mirror to humanity to affect social change.

Your Task

You have been commissioned by a Canadian art gallery/museum. You are required to create a multi-media installation, display or memorial wall to express the physical, economic, social, cultural and emotional realities connected to life in contemporary society, from the perspective of a young Canadian. Your work can include painting, sculpture, music, video and still images, sounds, smells, and 3D objects to create the intended experience and to stimulate the intended emotions and reflections.

The contents chosen for your artistic creation must offer glimpses into the human struggles for identity, acceptance, respect, and fair treatment amid forces of division, inequality, injustice, and marginalization in contemporary society.

You will also be required to produce a short viewer's guide, for inclusion in the booklet that gallery/museum visitors will receive. This should briefly explain the significance of each component included in your artwork.

Task Steps

1. Use the placemat and fact finding activities to brainstorm and revisit what your display could reveal (both positive and negative) about contemporary society and human nature. Start a list of the items and artwork you wish to incorporate into your creative expression.
2. Use your sketch book to brainstorm ideas. Draw a sketch of the principal piece of your artwork and include written details such as dimensions, building materials, and any decorative elements connected. Use RM 5 to conference with your teacher for early feedback.
3. Make revisions to your idea based on feedback. Begin to focus on the artwork and found objects that will be included in your artwork. Decide which items you will create and which items will be found objects. Note the specifics and symbolism of component for the written component you must submit with your artwork.
4. Use RM 7 to prepare a final proposal for your teacher's approval and feedback. Include a sketch of the installation/display/memorial you envision. Use peer and teacher feedback to improve your creation.
5. Begin to construct and assemble your display/installation/memorial for the class museum/gallery show.

Adapting the Task

1. Incorporate media and elements of design that best employ the skills and interest you have acquired as a young artist. Also consider using this as an opportunity to add to your artistic repertoire.
2. Discuss adaptations to final product requirements with your teacher to determine opportunities to effectively apply personal needs, interests and abilities. Be sure to secure the teacher's approval for these adaptations. Consider integrating the knowledge and skills acquired in other classes to expand the scope, relevance and impact of your artwork.

Assessment Criteria and Important Due Dates

Use the rubric provided by your teacher to highlight assessment criteria (knowledge, thinking and inquiry, communication, and application skills) for your artwork as mirror to humanity and an important social statement.

Conference: _____ Feedback Draft: _____ Final Product: _____

RM 2 Rubric for the Civility Matters Project

Name: _____ Date: _____

	Criteria	Level 1		Level 2		Level 3		Level 4			Total
	Knowledge	Functional understanding of Elements and Principles of Design	Limited understanding of the Elements and Principles of Design is evident		Some use of the Elements and Principles of Design is evident		Good use of the Elements and Principles of Design is evident		Excellent understanding of the Elements and Principles of Design is evident		
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Visual contents (objects, symbols, images, colours) construct an informed narrative		Little evidence that contents construct an informed narrative		Some contents construct an informed narrative while others distract		Most contents are useful to construct a purposeful and informed narrative		Excellent use of contents to creatively construct an informed narrative			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Thinking/Inquiry Skills	Final product demonstrates synthesis of research findings	Quality and quantity of synthesis limited; little research is evident		Quality and quantity of synthesis is good; some research is evident		Quality and quantity of synthesis very good; good research is evident		Quality and quantity of synthesis is excellent; excellent research is evident			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Information and content offer insight into the human condition		Limited information and content offer insight into humanity		Some good information and content offer some insight into humanity		Very good information and content present to provide good insight into humanity		Excellent information and content present to provide rich/deep insight into humanity			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Communication	Message is present and appropriate for selected media and audience	Limited message but not considerate of the media or audience		Some selected media appropriate for message and audience; some are awkward		Clear, interesting, and media appropriate message		Strong and clear message; excellent use of all media to present message			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Effective use of creative process to communicate important ideas		Limited use of the creative process to communicate ideas		Good use of the creative process to communicate some ideas		Very good use of the creative process to communicate most ideas		Excellent use of the creative process to communicate all ideas			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Application	Quality, appearance and effectiveness of final product	Little evidence of attention to finishing touches; product appearance is below class standard		Evidence of attention to some finishing touches; appearance of the product approaches class standard		Evidence of attention to finishing touches; appearance of the product meets class standard		Evidence of careful attention to finishing touches; product appearance exceeds class standard			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Effective use of the production process		Produces an initial and final product with assistance		Produces an initial and final product with prompting		Produces an initial and final product independently		Produces an initial product independently; uses feedback on this initial product to refine the final product			
		5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Strengths and Suggestions for Improvement:										Final Mark	

RM 3 Placemat for an Investigation into Socialization

Name: Focus: HOMELESS PERSPECTIVE

Name: Focus: AGGRESSOR'S PERSPECTIVE

Name: Focus: AFFLUENT PERSPECTIVE

Name: Focus: IMMIGRANT PERSPECTIVE

Group Consensus:

RM 4 Focus for Fact Finding

Name: _____ Course: _____ Date: _____

Use the following organizer to record the facts of this tragic story as reported by news media.

Victim	
Who was Paul Crutch?	What was his age and background?
How did he come to be homeless?	What did he do to become the target of hate?

Witness	
Who is Valerie Valen?	What was her age and background?
How did she come to be on site?	What did she do to become a target of hate?

The Three Criminals		
Jeffery Hall	Brian Deganis	Mountaz Ibrahim
Personal Background	Personal Background	Personal Background
Wrongful Actions	Wrongful Actions	Wrongful Actions
Motivation	Motivation	Motivation
Mitigating Circumstances	Mitigating Circumstances	Mitigating Circumstances
Convicted of __	Convicted of __	Convicted of __
Punishment	Punishment	Punishment

In what way was civil society also a victim? Was justice done in this case?

RM 5 Teacher-Student Conference Sheet: Project Ideas

Student Name: _____ Date: _____

My best idea is:

Questions or problems I will try to solve:

Information/objects I gathered for my product include:

Artwork I will create to add to my display/installation include:

Other things I need to consider:

Student Signature

Teacher Signature

RM 6 Civility Matters: Final Proposal and Plan

Student: _____ Conference Date: _____ Time: _____

My best idea is:	
Components of my artwork:	Sketch of proposed artwork: (attach copies from sketchbook as needed)
What I want my art to say:	What I want my audience to feel and think:
What I need to do: 1. 2. 3. 4. 5.	
Things to consider (Teacher Feedback):	

Spotlight on Canadian Identity, Culture and Civility Since 1945

Grade 12 Canada: History, Identity and Culture (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. use the concepts of historical thinking when analysing, evaluating evidence about and formulating conclusions or judgements regarding historical issues, events and/or developments in Canadian history (A1.6) 2. communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (A1.8) 3. analyse key social trends and developments, including changes in social attitudes/values (E1.1) 4. analyse some significant instances of social and political conflict during this period and assess their impact on Canadian identity (E2.2) 5. analyse how postwar immigration policies and settlement patterns have helped shape identity and culture in Canada (E3.5) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ Social and economic reforms reflect changing attitudes about the disadvantaged, minority groups and newcomers. ❑ Throughout history differences have been a source of conflict. In multicultural Canada diversity is now seen as a source of strength. This experiment in nation building will require careful attention. ❑ If we spent more time learning from our differences, than using them to divide and marginalize, our society would become more civil. Civil society is enabled by education and dialogue. ❑ The Canadian identity is a work in progress. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Building community ❑ Serving the common or greater good ❑ Empathy for those enduring hardship and unfair treatment due to bias and marginalization
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes towards diversity and social norms in Canada since 1945 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations, historical research, historical thinking and cooperative group skills (collaboration, accountability, compromise) 3. Teacher evaluation of performance task products as a demonstration of learning expectation achievement 	
<p>Teaching/Learning Strategies</p> <p>DAY 1</p> <ol style="list-style-type: none"> 1. Introduce the topic by asking students to recall a social, cultural or economic incident that caused them to question Canadians as accepting, inclusive and caring citizens of a multicultural society. Use a think-pair-share strategy to allow pairs of students to initiate the discussion. Use class discussion to share student observations and to differentiate between individual and group behaviours consistent with and deviating from social norms. Write the three words CIVILITY, CIVILIZATION and MARGINALIZATION on the board and build a consensus understanding of each term through dialogue. [30 minutes] 2. Distribute RM 1 <i>Critical Thinking Template</i> to introduce students to the dilemma they will be investigating and applying for the next assignment. Review with students the importance of critical thinking (reasoned judgment based on appropriate criteria and supporting evidence) in enabling citizens to make the difficult decisions that await them. Civility results from informed, responsible and caring decision making by engaged citizens. Use class discussion to consolidate thinking regarding how to ensure civility triumphs over its opposite. [40 minutes] <p>DAY 2</p> <ol style="list-style-type: none"> 3. Consider booking the school library to allow students access to the Internet to research the historical facts of the Paul Crouch story. He was a homeless person who was brutally killed in Toronto's Moss Park in 2005, by three army reservists. Use a <i>buddy study</i> strategy to have pairs of students find news reports to complete RM 2 	

Focus for Fact Finding. Save the last 20 minutes of the class to discuss what student research has uncovered about our civil society. For homework, have students read the poem *Where The Sun Shines Best* by acclaimed Canadian writer Austin Clarke (1934-2016), a social commentary based on the Crutch murder. [70 minutes]

DAY 3

- Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. For this *jigsaw* activity, organize students into mixed ability home groups. Consider using a short challenge or puzzle as a home group bonding activity. Then explain the four expert group stations and arrange for home groups to send one representative to each expert group to gather useful information for the home group task that must be completed cooperatively, using all expert group findings. Provide one copy of the appropriate resource master to each expert group member.

#	Focus	Task
1	Understanding Civility	Use RM 3 to fine-tune the definition of civility, spell out citizen roles and assess the degree to which Canadian society meets and can work toward this standard.
2	Social Conflict	Use RM 4 to identify groups in conflict (both current and historical) to gain insight into human nature and to identify ethical considerations.
3	Factors Affecting Civility	Use RM 5 to identify factors leading to mistreatment and to assess their significance while drawing a clear distinction between social norms and deviant behaviour.
4	Perspective	Use Rm 6 to investigate the effect of perspective on socialization by probing more deeply into the tragedy being used as a case study.

- Use the rest of the period for expert groups to complete their assigned tasks. Visit working groups to support learning and help move the conversation forward. Remind students to integrate information about the case study and social commentary with additional information from their textbook and course work. [70 minutes]

DAY 4

- Have students return to home groups. Explain the two parts of today's home group task to students. Provide each group a clean copy of RM 1 to reprise the critical thinking process using the new information obtained through expert group work. Have students take turns reporting (8 minutes) expert group observations. Then ask home groups to compare their revised conclusions to original critical thinking results. [45 minutes]
- Next, ask groups to identify the most significant forces and events contributing to and detracting from the establishment of a civil society in Canada. Each group must prepare a short oral report (8 minutes) to present in class the next day. Visit working groups to facilitate the learning process and to identify groups and students in need of additional direction or support. [25 minutes]

DAY 5

- Outline the advocacy/activism performance task students must now complete by distributing and explaining RM 7 *Civility Project* and RM 8 *Rubric for a Social Activism Pamphlet* to students. Use these resources to highlight success criteria with students. Provide students with RM 9 *Promoting Social Change* to help identify home group information useful to complete the task. Reinforce for students the importance of critical thinking, historical significance and perspective, causation and ethical considerations in advocating for social change.
- Have home groups take turns presenting their reports, then brainstorm ideas for their communication piece. Discuss format possibilities and identify students with similar interests for possible grouping. [70 minutes]

DAY 6 (after students have had sufficient time to prepare working drafts)

- Arrange students into feedback groups. Each feedback group should have four communication pieces to review. Have students take turns presenting and explaining their creations. Use RM 8 for self, peer and teacher assessment of working drafts. [70 minutes]

DAY 7 (after students have had sufficient time to finalize their products)

- Collect final products from students for evaluation by the teacher.

<p>Learning Materials</p> <p>RM 1 <i>Critical Thinking Template</i> RM 2 <i>Focus for Fact Finding</i> RM 3 <i>Worksheet for Expert Group 1</i> RM 4 <i>Worksheet for Expert Group 2</i> RM 5 <i>Worksheet for Expert Group 3</i> RM 6 <i>Worksheet for Expert Group 4</i> RM 7 <i>Canadian, Identity, Culture and Civility Project</i> RM 8 <i>Rubric for a Social Activism Pamphlet</i> RM 9 <i>Promoting Social Change</i></p>	<p>Elements of 21st Century Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration <input type="checkbox"/> Critical thinking <input type="checkbox"/> Application of communication skills and technology to complete an authentic advocacy task <input type="checkbox"/> Creativity and effective design
<p>Resources</p> <p>Use sample news articles like the following to note the pertinent facts of the senseless murder being investigated: https://www.theglobeandmail.com/news/national/troops-party-preceded-mans-killing-in-moss-park/article986342/ https://www.cbc.ca/news/canada/toronto/toronto-reservists-sentenced-to-15-years-total-for-beating-of-homeless-man-1.708299 https://www.thestar.com/news/gta/2008/05/01/soldiers_sorry_for_moss_park_killing.html</p> <p>Use <i>Where The Sun Shines Best</i> as the poetic lament of a social advocate/reformer as social commentary.</p>	
<p>Adapting this Activity to Support Learning</p> <ol style="list-style-type: none"> 1. Allow students to work independently or in small groups with defined individual responsibilities. 2. Allow students to adapt the final task to integrate and showcase personal interests and abilities. 3. Consider using this performance task as an evaluation opportunity in place of another assignment for the same unit of studies (Canada Since 1945). Allow students to select this work as a summative demonstration of mandated learning expectations. 	
<p>Teaching Notes</p> <ol style="list-style-type: none"> 1. Book the school library or computer lab for student research into the Crutch case and expert group activities. 2. Consider pairing English language learners with students able to communicate effectively in English to assist with complex vocabulary and historical perspective. 3. Consider incorporating student interests extrapolated from RM 1 to organize home groups. Use interests confirmed by home group process to establish working groups for the social advocacy task. 4. Allow some class time to work on draft communication piece, but product finalization should all be done outside of class time. 5. To showcase student work, consider a display as part of the program during Education Week, Multicultural Night, History Fair, etcetera. 	

RM 1 Critical Thinking Template

Name: _____ Course: _____ Date: _____

Most controversies or social issues require critical thinking, based on reasoned judgement. Reasoned judgement is necessary to make a sound decision based on facts rather than emotions or inferences. Whenever sound judgments need to be made, critical thinking informs historical analysis. Informed, responsible and caring decision making, by engaged citizens, nurtures civility. Use the following template to practice critical thinking.

Posing the Critical Question	
Has Canadian society evolved into a more civil society since 1945, or have we just gotten better at concealing our prejudices?	
My First Impression	
More civil society? YES <input type="checkbox"/> NO <input type="checkbox"/>	Better at concealing? YES <input type="checkbox"/> NO <input type="checkbox"/>
Critical Analysis	
What criteria would a reasonable person use to make a wise judgment?	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
My Decision	
More civil society? YES <input type="checkbox"/> NO <input type="checkbox"/>	Better at concealing? YES <input type="checkbox"/> NO <input type="checkbox"/>
What evidence would a reasonable person use to support this decision as sound?	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
My Conclusion	

RM 2 Focus for Fact Finding

Name: _____ Course: _____ Date: _____

Use the following organizer to record the facts of this tragic story as reported by news media.

Victim	
Who was Paul Crutch?	What was his age and background?
How did he come to be homeless?	What did he do to become the target of hate?

Witness	
Who is Valerie Valen?	What was her age and background?
How did she come to be on site?	What did she do to become a target of hate?

The Three Criminals		
Jeffery Hall	Brian Deganis	Mountaz Ibrahim
Personal Background	Personal Background	Personal Background
Wrongful Actions	Wrongful Actions	Wrongful Actions
Motivation	Motivation	Motivation
Mitigating Circumstances	Mitigating Circumstances	Mitigating Circumstances
Convicted of __	Convicted of __	Convicted of __
Punishment	Punishment	Punishment

In what way was civil society also a victim? Was justice done in this case?

RM 3 Worksheet for Expert Group 1

Name: _____ Date: _____ Home Group:

Defining Civility and the Qualities of a Civil Society

Use expert group discussion and the clues provided to complete the following comparison table. Refer to textbook contents, research findings and the reflections of social critics/activists to determine the defining qualities of a civil society and to assess the extent to which Canadian society is an example.

Civility	Incivility
<input type="checkbox"/> Requires treating others with dignity and respect	<input type="checkbox"/> Involves treating others with _____
<input type="checkbox"/> Based on the rule of law	<input type="checkbox"/> Based on _____
<input type="checkbox"/> Welcomes _____	<input type="checkbox"/> Prefers sameness
<input type="checkbox"/> Evident in social norms of _____	<input type="checkbox"/> Evident in social norms of domination, marginalization and competition
<input type="checkbox"/> Uses armed forces for _____	<input type="checkbox"/> Uses armed forces for invasion and conquest
<input type="checkbox"/> Promotes bridge building	<input type="checkbox"/> Promotes _____ building
<input type="checkbox"/> Other Quality (be specific):	<input type="checkbox"/> Other Quality (be specific):
<input type="checkbox"/> Other Quality (be specific):	<input type="checkbox"/> Other Quality (be specific):

Use the following terms to complete the comparison table above:

survival of the fittest wall acceptance, coexistence and cooperation
 indifference and contempt diversity national security and defence

What qualities must citizens possess to help build a civil society?

How close does Canadian society come to this standard of civility? What can be done to improve?

RM 4 Worksheet for Expert Group 2

Name: _____ Date: _____ Home Group: _____

An Investigation into Social Conflict

Discuss textbook information, news reports, literature from social activists and personal experiences to identify specific **group conflicts** (both historical and contemporary) impacting on Canadian society. Complete the following organizer based on expert group observations. This will be important information for the task ahead. Some examples have been provided as conversation starters.

Identifying Specific Conflicts Between Groups Leading to Mistreatment

Source	Historical	Contemporary
Textbook	Residential schools to assimilate Indigenous children	Immigrants seen as competing for the same jobs as established Canadians
News Reports	Canadian soldiers play a key role in D-Day and the Battle of Normandy	Canadian soldiers (reservists) kill a helpless homeless person
Social Commentary Through Literature (Austin Clarke)	Exploitation (slave trade) as a source of cheap labour and an outcome of imperialist domination	Affluence and poverty existing in the same community but not without class conflict.
Personal Experience		

Significance Relative to Human Nature	Ethical Considerations Involved
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RM 5 Worksheet for Expert Group 3

Name: _____ Date: _____ Home Group:

The Road to Incivility

Discuss textbook information, news reports, literature from social critics and personal experiences to identify specific **factors** leading to mistreatment and injustice in Canadian society today. Complete the following organizer based on expert group observations. Be sure to distinguish clearly between societal **norms** and **deviant** behaviour. This will be important information for the task ahead. Some examples have been provided as conversation starters.

Identifying Social Norms That Can Lead to Mistreatment of Other Canadians

Category	Specific Occurrence	Significance/Impact on Society
Emotions	Fear of strangers (xenophobia) causes some people to exclude or demean others	Identifiable groups keep to themselves instead of interacting (learning from differences) and adapting
Beliefs and Attitudes	Cultural diversity is (or is not) an asset	National identity and social norms greatly affected by multiculturalism (respect for diversity)
Acts and Omissions	Pay inequities based on gender or ethnicity may not necessarily reflect productivity	Single parent households led by women are more likely to experience relative poverty
Government Policy	Residential schools program to assimilate Indigenous children into mainstream society	Many former students experience a lifelong struggle with self-esteem, alcoholism and social adjustment

Identify the Most Significant Contributing Factors	Differentiating Norms from Deviant Behaviour
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RM 6 Worksheet for Expert Group 4

Name: _____ Date: _____ Home Group:

One Great Tragedy, Many Different Perspectives

Compare information from news reports to the emotional poetry of Austin Clarke, reflecting on a senseless killing that took place in his neighbourhood. Complete the following organizer based on expert group observations. Summarize the perspective of each different stakeholder group to gain a better understanding of this tragedy and its social significance for Canadians. This will be important information for the task ahead. Some examples are provided.

Analyzing Perspectives

Perspective	According to News Reports	According to Social Critic/Activist Austin Clarke
Reservist soldier aggressors	Alcohol intoxication is identified as a factor in the brutal assault	Senseless violence against a homeless "trespasser" amounts to a declaration of war against poverty
Homeless/poor/marginalized	Victim was a former community newspaper publisher who suffered from mental illness	Three elderly, homeless neighbours feel relieved that they were not victims
Affluent/privileged/members of Canadian establishment	Incident very upsetting to most Canadians and embarrassing to Canadian military officials	In the eyes of local clergy, the victim is a modern-day Christ figure (dying for the sins of others)
Immigrant soldier and his immigrant mother	Not an active participant in the beating but an "accessory after the fact to manslaughter"	Soldier's immigrant experience did not help him choose decency over acceptance

What do these perspectives reveal about this tragedy?	What does this tragedy reveal about Canadian society?
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RM 7 Canadian Identity, Culture and Civility Project

Name: _____ Course: _____ Date: _____

Task:

You have been hired by the *Canadian Civil Liberties Association Education Trust* to create a public information pamphlet (in either hard copy or e-version) as a “citizen’s guide for young adults” in working towards a civil society. As a tool to inform social consciousness, your work must reflect thorough historical research. As a resource for social activism your product must clarify how citizens can be part of the movement toward greater civility and inclusivity in Canadian society rather than repeating historical problems. Your product must be designed to communicate on its own, without additional explanations, handouts or introductions.

Task Steps and Requirements:

1. Complete the historical and contemporary research that you have already started. Expand your research to investigate a focused question, or area of interest, arising from both home group and expert group activities. Collect information from a variety of reliable sources and in a variety of formats to help determine pamphlet design and educational contents.
2. Review samples of professionally produced pamphlets (and other communication pieces) to determine essential elements and effective presentation formats.
3. Review research conclusions to identify important messages and key contents for your citizen’s guide.
4. Create a list of duties and tasks required to successfully complete this project. Use the rubric provided by the teacher as a coaching and self assessment tool. If working in a group, assign specific responsibilities, roles, and duties to each member of the team. Each task should have a corresponding due date.
5. Map out pamphlet contents, including text, graphics and images to support visual learners. Prepare a working draft (or prototype) for descriptive feedback from peers and teacher. Incorporate this constructive feedback to improve its design and contents.
6. Prepare the final pamphlet and present it to the class.

Adapting the Task:

You may choose to produce an alternative media product such as a website, blog, PowerPoint slide show, or video that can be communicated to the intended audience. Consider a format that will allow you to showcase your knowledge, interests and skills. Discuss the selection of an audience appropriate format for your communication piece with your teacher. Share your design ideas with your teacher, classmates and parents or guardians for useful feedback, or to test out some of your ideas and raw footage.

With your teacher’s approval, you may elect to refine the focus of this project. For example, a student might choose to focus their citizen’s guide on gender equity, Indigenous rights and land claims, or Anglophone-Francophone relations. An economics student might prefer to focus on the creation of a young consumer’s guide for the Canadian cellular phone industry, in light of historically ineffective government policy and regulation.

Assessment Criteria:

The following criteria will be used to assess your work:

- *Knowledge* – accurately presenting research findings using appropriate terminology
- *Thinking and Inquiry* – analysing and interpreting found information to address important research questions/findings
- *Communication* – organizing, interpreting and representing your information in a clear audience appropriate message
- *Application* – applying the appropriate techniques and methods for producing an informative, interesting and convincing audience appropriate product

Consult the teacher’s rubric and exemplars to confirm what successful task completion looks like.

Due Date(s): Draft _____ Final Product _____

RM 8 Rubric for a Social Activism Pamphlet

Name: _____ Date: _____

Topic/Title:

Learning Goal:

Group Members:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric is also useful for other communications including videos, blogs, websites and op/ed pieces.

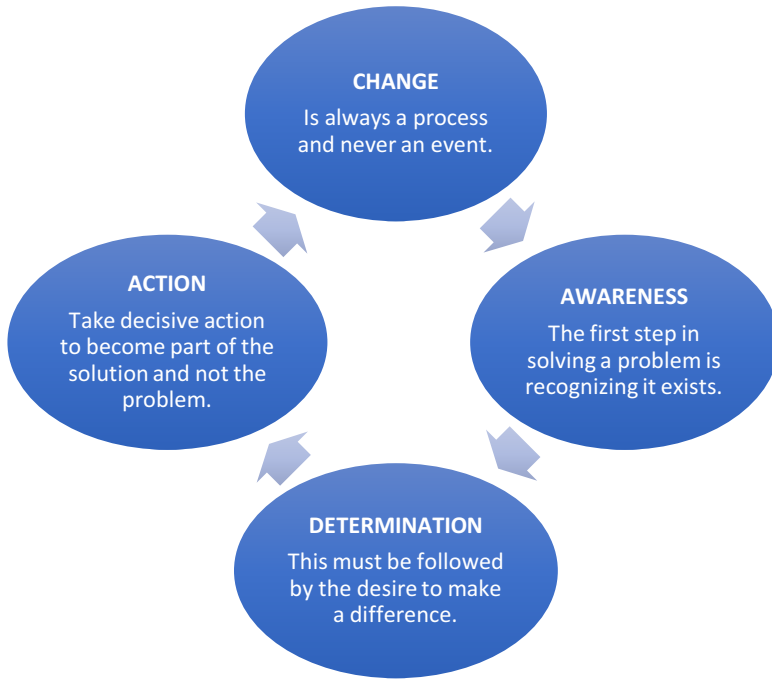
	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of subject matter (historical terms, concepts, cause-effect relationships, and events) and historical significance demonstrated through product	Product demonstrates limited but passable understanding of terms, relationships and events; missing contents reflect limited understanding	Product demonstrates adequate understanding of terms, relationships and events; missing content reflects incomplete understanding	Product demonstrates very good understanding of terms, relationships and events; most significant information included to confirm solid understanding	Product demonstrates excellent understanding of terms, relationships and events and their historical significance
	Accuracy of information presented	Little important information is accurately presented	Some important information is accurately presented	Most important information is accurately presented	All relevant information is accurately presented
Thinking	Evidence of research (from a variety of reliable sources), analysis and planning	Limited evidence of research, thought and planning	Some evidence of research, thought and planning	Clear evidence of solid research, thought and planning	Extensive evidence of thorough research, thought and planning
	Critical thinking evident in evaluation, selection and treatment of content	Limited content selection, treatment and relevance	Good content selection and treatment; some relevant content missed	Very good selection and treatment; most relevant content included	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s)	Spelling, grammar and sentence structure provide limited clarity	Some main idea(s) clearly expressed	Main idea(s) clearly expressed; very good use of language	All idea(s) very clearly expressed; excellent use of language conventions
	Effective use visuals to support main idea(s)	Limited use of visual support for main idea(s)	Somewhat effective use of visuals; some content needs more support	Very effective use of visuals; some content needs more support	Excellent use of visuals to support ideas effectively throughout
	Logical sequence of ideas to support communication; titles, headings and key words used to guide reader/audience	Awkward sequence of information; titles unclear or awkwardly placed; text illegible or awkwardly placed	Somewhat effective idea flow; title clear but lacks prominence; text somewhat legible but placement is problematic	Effective layout of ideas; titles clear and prominent; text legible and appropriately placed for the most part	Highly effective idea sequence; titles and all other useful text very legible, clear and prominently placed
Application	Presentation is interesting, informative and audience appropriate	Accomplished to a limited extent	Presentation somewhat interesting, informative and appropriate	Presentation interesting, informative and audience appropriate for the most part	Presentation highly interesting, informative and audience appropriate throughout
	Effectiveness of message as a citizenship education tool (impact on intended audience)	Message of limited appropriateness and effectiveness for intended purpose	Message somewhat effective/persuasive to promote civility in Canadian society	Message very effective/persuasive to promote civility in Canadian society	Excellent citizenship education tool; very persuasive; leaves a lasting impression

Strengths / Recommendations for improvement / Next steps:

RM 9 Promoting Social Change

Name: _____ Date: _____

Use the following diagram to review the stages involved in advocating for and affecting social change. Use the rest of this organizer to plan your advocacy.



Social advocates often hold up a mirror to humanity. On what do you intend to focus this reflection?

Use each of the following tools to help complete your task successfully.

Critical Thinking About Continuity and Change (What needs to change and what needs to be preserved?)
Historical Significance
Historical Perspective
Thinking About Causes and Consequences
Thinking About Ethical Considerations

What do you plan to accomplish through your pamphlet or communication piece?