

THE FOUR ROADS HOTEL

A revealing narrative of oppression
(prohibitions and censures) at the heart of
familial relationships in rural Quebec during the
1950s and the 1960s

by France Théoret
(Translated by Luise von Flotow)

Teacher's Resource

Angelo Bolotta

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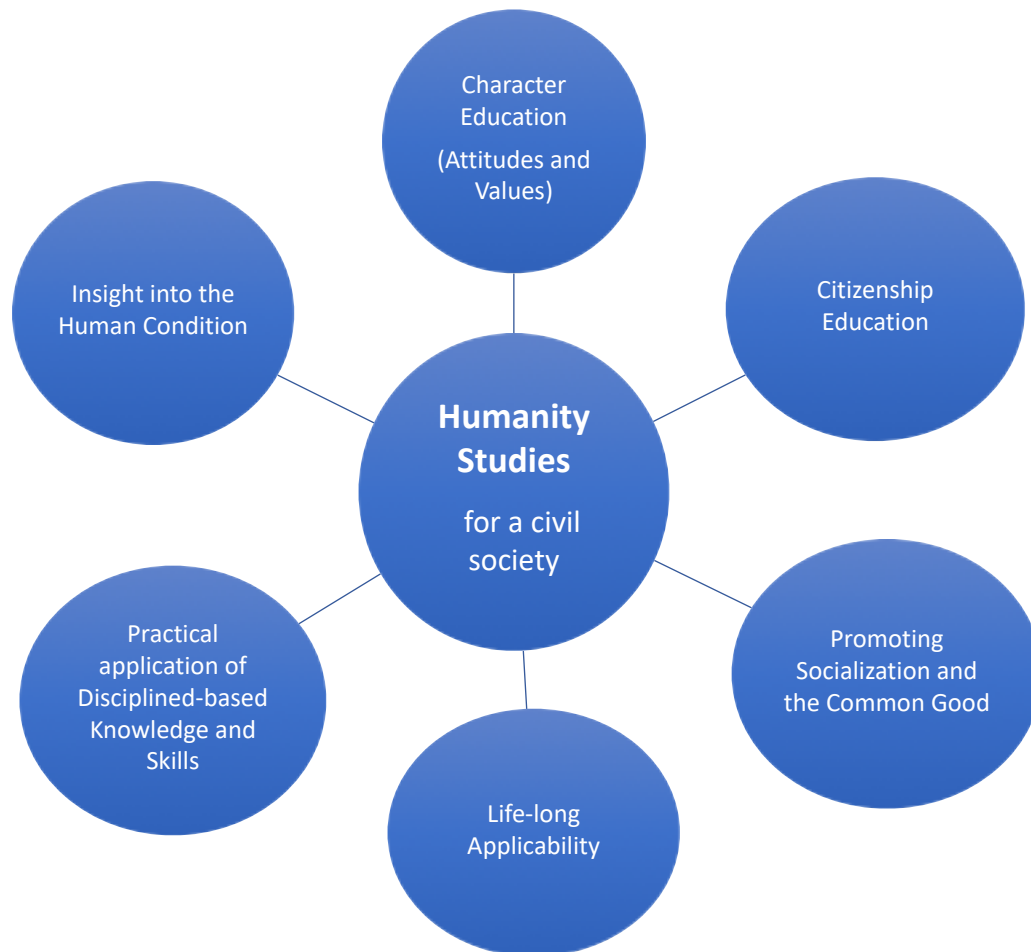
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Part One: Overview

The Benefits of Investigating the Human Condition in Canadian Schools

Whenever school activities enable students to gain insight into humanity, human nature and the human condition valuable life-long knowledge, skills and attitudes are being developed. Such *humanity studies* nurture and promote both character education and citizenship education.



Whether presented to students as integrated social studies, discipline specific courses in history, geography, and politics, or as discrete social sciences like sociology, family studies and psychology, the fundamental purpose of this mandated curriculum is the promotion and preservation of a civil or caring 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, this *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.

Many courses in language arts, visual arts and dramatic arts can also be used to explore humanity and human nature and to reflect on our human condition. History courses can be used to learn from past experiences so as to better inform contemporary decision-making.

The 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. *Citizenship*

education must equip students with the knowledge, skills and values to become responsible stewards of a fragile planet and menders of 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;
- ❑ learn from the experiences of others to inform their own life choices;
- ❑ celebrate human diversity, while recognizing and valuing the defining commonalities within this apparent diversity.

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

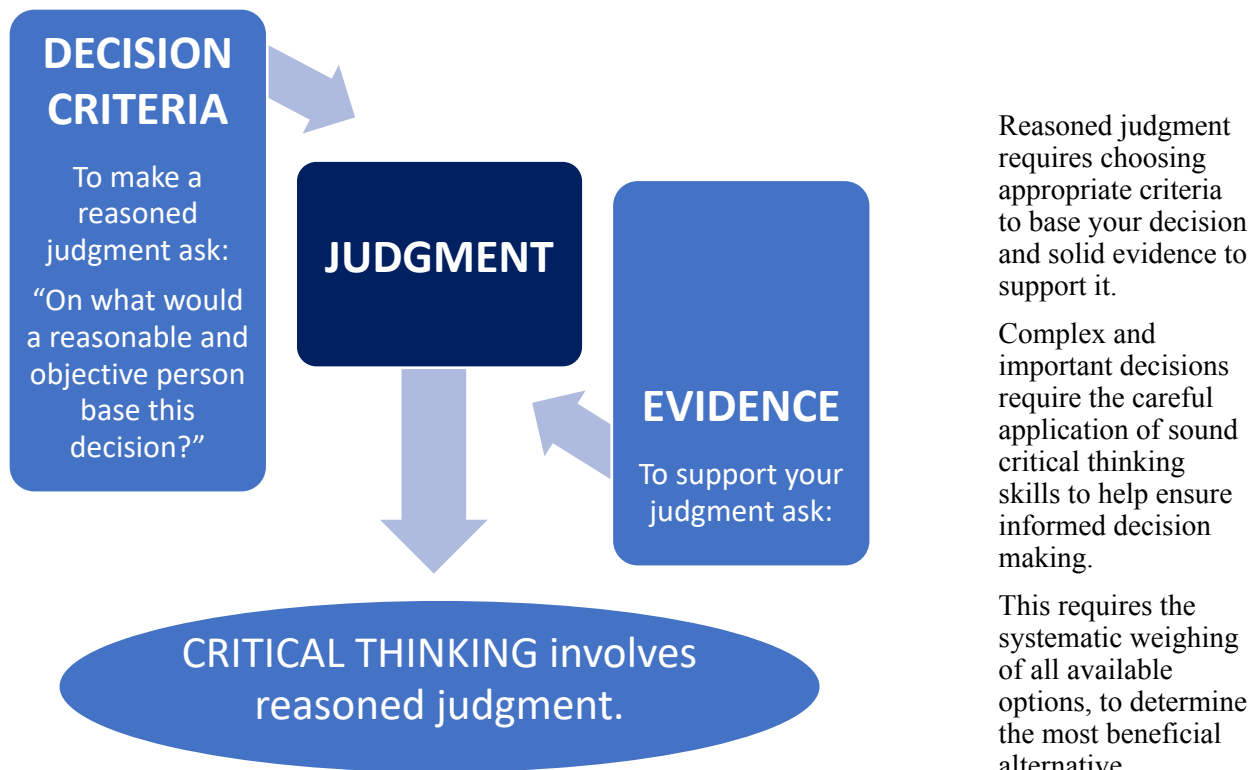
- ❑ discipline-specific **knowledge** to construct meaning and to build historical, geographic, civic, sociological, political and economic perspective;
- ❑ inquiry, interpersonal and critical thinking **skills** to enable informed decision making as well as the free and honest sharing of ideas required 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 personal 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 virtues of service and cooperation. This would enable the responsible treatment of all things (including the environment and other life-sustaining natural resources) entrusted to human care. *Humanity studies* seek to honour the dignity of all people.

In today's multicultural Canada, reflecting on the experiences of different groups 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. The French were among the first to immigrate to Canada in significant numbers and became one of the three "founding nations" along with British and Indigenous peoples. With the advent of numerous Anglophone immigrants, French-Canadians have worked hard to preserve their language and culture, both in urban and rural communities.

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. A civil society is an essential component of this Canadian approach to nation building. Any insight gained into humanity, human nature and our collective human condition (warts and all) is bound to prepare our students for the challenging decisions that await them.

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, 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. Citizenship education can be effectively used to reveal and reflect on the freedoms and basic human rights that we often take for granted. Humanity studies can help to reveal how in spite of the many physical challenges of post-modern life, humans have the capacity both to alleviate and exacerbate these challenges through their chosen behaviour. The impact of parental influence on the maturation of children and their self-esteem and ability to maintain healthy adult relationships is explored by the case study presented in *The Four Roads Hotel*. Set in rural Quebec, during the changing times reflected by the 1950s and 1960s, this

account of declining familial relationships is based on the personal experiences of France Théoret, recognized as an important Quebec feminist writer.

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

Social Sciences

- ❑ Grade 11 Introduction to Anthropology, Psychology, and Sociology
- ❑ Grade 11 Dynamics of Human Relationships
- ❑ Grade 12 Challenge and Change in Society
- ❑ Grade 12 Human Development Throughout the Lifespan

Canadian and World Studies

- ❑ Grade 10 Canadian History Since World War One, Academic
- ❑ Grade 10 Canadian History Since World War One, Applied
- ❑ Grade 12 Canada: History, Identity, and Culture

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, related activities can be effectively adapted 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, *humanity studies* and *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 overloaded 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 *humanity studies* and *citizenship education* transcend ethnic manifestations of culture and tradition, it is important for teachers to profile 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 humanity, human nature, 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.

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 Book Contents

Page	Chapter Title and Events
1	<p>1. Service, In-Service, Servile</p> <p>We are introduced to the servant existence of children in a French-Canadian family, whose father (Remi) operates a snack bar/grocery store in Montreal. Eva, the mother, acquiesces to the father's constant demands for obedience and tolerates his bad behaviour. She serves as a buffer, protecting her children from even more excessive paternal treatment. For the children, this existence is void of privacy, personal space and identity. They are forced to work in the family store from an early age. They were taught to be polite to customers but to watch them carefully to prevent theft, which Eva considered the greatest crime of all.</p>
13	<p>2. My Mother's Principles</p> <p>At their paternal grand-parents' house to celebrate Christmas, Eva enjoys being a guest and being pampered by her in-laws. The children had been warned ahead of time to behave properly so as to make a good impression. Eva shares her life principles with her interested hosts. She professes education to be most important for children. The author laments that her mother was never affectionate towards her children. Expressions of tenderness were considered harmful. Eva used severity to prepare her children to face the difficulties of life (cold parenting for a cold world). She believed that bad-mannered children disrespected their parents and brought dishonour to their families. Parents were masters, using corporal punishment to control their children. School books taught that "Those who cannot obey cannot lead." As the mother rebukes her adolescent daughter's need to address her changing body, the author confesses to feeling alone and deprived of love.</p>
21	<p>3. Leaving the City</p> <p>Eager for a life change, Remi sells his successful business. He roams the streets of Montreal selling trinkets out of his truck. Parents agree to start a grocery store (with meat counter) in a poor part of the city. When the business fails, Remi moves his family to an isolated village (St. Colomban) to operate an old, run-down hotel. The family's encyclopedia for the young is thrown out by the mother as unnecessary and the author is chastised for being too interested in books. The children were required to work in the family business every day. The author becomes aware of chauvinistic tendencies in society, where wives and children are seen to be treated as chattels. In one instance a man traded his wife for a cow. Such experiences fuel the growing feminist spirit of the author.</p>
27	<p>4. The Photo Novel</p> <p>Starved of reading material and meaningful social contact, the author becomes fascinated by the romance stories in photo novels she finds in the hotel. Eva did not read. She believed reading was for those with nothing to do. The author's modest expectations for a husband, family and home became complicated by the experiences of the beautiful and successful heroines in the novels. Now true love becomes a reasonable expectation as the author lives vicariously through romance novels. These novels also provide insight into femininity and female feelings. (searching for a good husband to love and obey; flirtation; rivalry over a male suitor).</p>

37	<p>5. Reading</p> <p>Younger sister Lorraine advises the author (Evelyne) to stop reading and being seen with books for fear of ending up with the nuns. Books were considered as impediments to love and marriage, repulsing perspective suitors. As Evelyne continues to read to address her fears, Eva accuses her of grandstanding. Evelyne reveals a growing sense of alienation and powerlessness as she continues to be suffocated by her family’s censorship. She decides to continue her studies. Lorraine gets married and the sisters begin to drift apart. At the wedding reception, Remi embarrasses Evelyne on the dance floor because her younger sister was first to marry.</p>
Page	Chapter Title and Events
45	<p>6. The Guy</p> <p>Evelyne meets a poor young man but Remi does not approve claiming that he has a bad reputation. She wants to break up with the young suitor but does not want to upset him. She confides her interest in completing her education to become a writer. After confiding this to him she felt “I was his because I exposed my secrets to him.” He confides how important it is for her to remain a virgin. She has recurring nightmares about this relationship failing.</p>
55	<p>7. I Turn the Other Cheek</p> <p>Evelyne is upset when she runs out of money with three months to go in her academic year. Her parents refuse to help her financially. Remi suggests she see an uncle who is a loan shark and the father demands that she work for him for three weeks in May, while the mother is away. Evelyne obediently agrees to help. For Evelyne, this marks a return to childhood servitude in a seedy hotel in a remote area. She jeopardizes her studies (with exam time approaching) to obey her father’s wishes. Remi is relieved he did not have to pay for hired help because of his in-service daughter.</p>
63	<p>8. Remi’s Discourse 1</p> <p>During the mother’s trip to Europe to attend a bartending course, she is insulted by other hotel owners because of the hotel’s bad reputation. In her defence she uses her husband’s argument “We make money.” Fearing competition, Remi insults a local developer who used to be a good customer. The developer then informs police of the hotel’s various infractions and police decide to visit the hotel on weekends. A spinster aunt, who is holding down two jobs (seamstress and nurse), comes to visit to invest her income in real estate. Remi is critical of her working too hard and insists that one good business is better than two salaries.</p>
73	<p>9. At the Doors of the College</p> <p>Evelyne decides to leave college because the nuns were just prolonging her subjugation. Her mother comes to visit one day in great distress. She is upset at Remi and wants to leave him to live free from his faults and misdeeds. She is upset when the daughter tells her to leave him. Evelyne decides to go to university and the mother buys her a work dress. Evelyne is upset that at her age, her mother must buy her a new dress.</p>
81	<p>10. Remi’s Discourse 2</p> <p>Pontificating his ignorant views, Remi refers to the university educated as the over-educated unemployed of the future. He promoted the politics of the conservative Creditiste Party and continued his repetitious rants against education. Remi bans all men with beards from his hotel as beards were seen as an ultimate sign of rebellion. The daughter is forced to suffer silently as most comments about wasted higher education were directed at her. She tells her bearded university friends to leave the hotel for her father’s sake. Remi recognizes a cousin’s job as an airline stewardess as a superior position to anything Evelyne can aspire to achieve through her education.</p>

11. You Stole the Spaghetti

At the age of 34, childless and separated, Evelyne rents a secluded cottage to finally write her uncensored thoughts. Her mother is now a widow with limited ambition and personal desire, even though her great preventer has passed away. Evelyne invites her mother to the cottage for the mother-daughter bonding she badly craves. She even prepares to address her mother informally for the first time. When her mother asks if Evelyne had ever stolen money from the cash register, Evelyne admits to once stealing some packs of spaghetti when she was broke, back in college in 1965. The mother sees theft as a major crime for a business and bestows another guilt trip on her fragile daughter. As the disapproving mother leaves, the daughter is left speechless and suffers from writer's block. After an intense internal struggle, the words finally come.

Making Connections to Book Contents

Chapter	Historical/Geographic Connections	Connections to Human Nature
1	Life in Quebec during the 1950s and 1960s; The Duplessis Years in Quebec (1944-59)	Familial relationships in a conservative culture centred on family and the Catholic Church; Obedient and respectful behaviour of children; Bond between mother and child
2	Life in Quebec during the 1950s and 1960s; Traditional family values in Quebec during the Duplessis Years (1944-59)	Extended family celebrations; Gender roles in Quebecois families; Cold parenting for a cold world; Effects of being deprived of parental love
3	Urban and rural life in Quebec during the 1950s and 1960s; Economic opportunities in Quebec during the Duplessis Years (1944-59); Feminism during the progressive 1960s	Obligations of children to parents (servitude); Obligations of parents to children (protection); Effects of loneliness and isolation on human development; Chauvinism and other social norms
4	Life in remote areas of Quebec during the Duplessis Years (1944-59)	Importance of social contact; Reading as a passport to the world; Romantic and realistic notions of life; Portrayal of women in romance novels
5	Life and social norms in remote areas of Quebec during the Duplessis Years (1944-59)	Gender roles and double standards; Social norms and expectations; Father/daughter relationships
6	Quebec during the Duplessis Years (1944-59); The Quiet Revolution in Quebec (1960-70)	Importance of education; Social norms and expectations; Effects of childhood trauma on adult relationships
7	Quebec during the Duplessis Years (1944-59); The Quiet Revolution in Quebec (1960-70)	Parental expectations, guilt and obedience; Embarrassment of dependence; Effects of oppression on human development
8	The Quiet Revolution in Quebec (1960-70)	Positive and negative adult relationships; Effect of anti-social behaviour on relationships; Effect of work and income on self-esteem
9	The Quiet Revolution in Quebec (1960-70)	Influence of religion (and religious institutions) on human development; Stigma of separation and divorce; Parental perception of adult children
10	The Quiet Revolution in Quebec (1960-70) The Creditiste Movement in Quebec (1970-78)	Importance of education; Youth activism to promote social change

11	The Quiet Revolution in Quebec (1960-70) The Creditiste Movement in Quebec (1970-78) The Bourassa Years (1970-76)	Bond between mother and child; Effect of guilt on self-esteem; Effects of childhood trauma on adult relationships
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Part Two: Learning Activity Planning

How Can I Effectively Use the Contents of this Family Story?

The following cross-curricular strategies can be effectively used by teachers to help ensure a pedagogically sound learning experience for their students. Teachers are encouraged to carefully preview story 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 this 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, *humanity studies* are a core element of all provincial curricula.

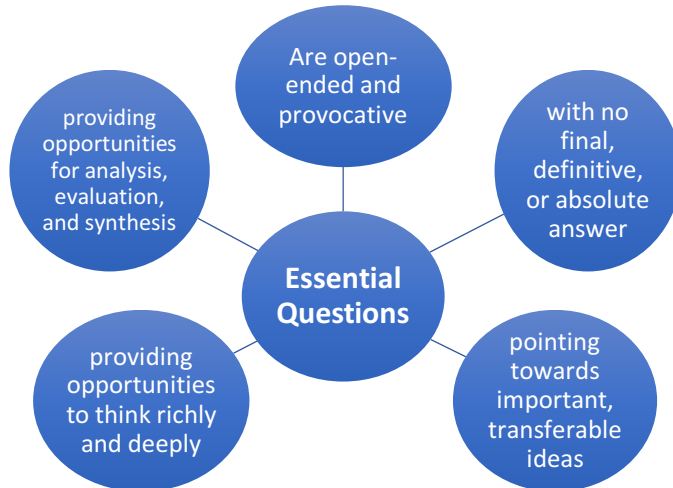
As a useful reference point/organizer, this resource has been designed around the policy documents published by the Ontario Ministry of Education. Teachers in other jurisdictions will have to adapt the suggestions and classroom activities to comply with local policy requirements.

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 *humanity studies* 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 *humanity studies* 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 family member?

What effects do traumatic experiences have on childhood?

When does a child become an autonomous adult?

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:

Family is about more than blood and genetics.

Traumatic experiences during childhood can affect a person's ability to maintain healthy adult relationships.

Adolescence is a conflicted existence.

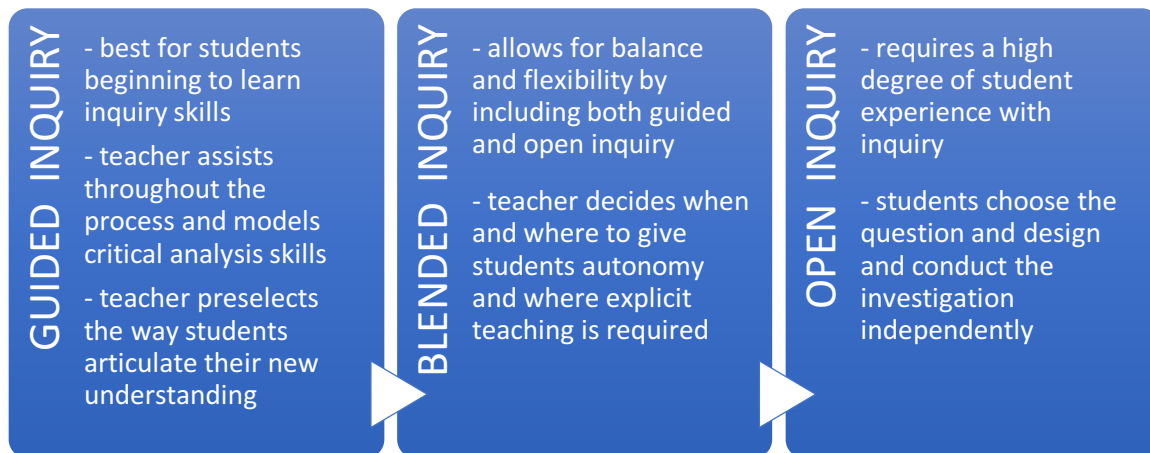
Inquiry-Based Learning

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 immigrant experiences related to more directly to personal interests. Class discussion can then be used to help recognize particular and universal themes in the accounts of different immigrant 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.

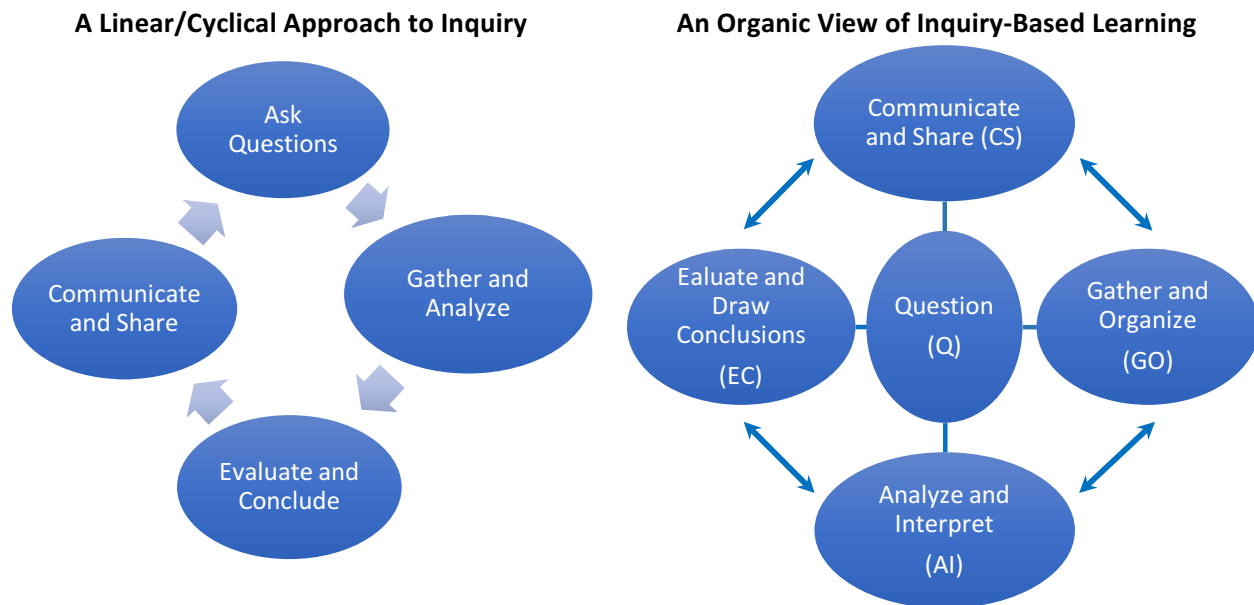
Some inquiry opportunities will arise naturally from classroom activities and the *Essential Questions* posed in class. Essential Questions often trigger a series of additional questions suitable to direct a focused investigation into a problem, challenge, or dilemma. The following graphic provides some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

Humanity studies provide a valuable opportunity for students to discover and investigate global, regional, and local realities relevant to the lives of all Canadians. Beyond citizenship education, *humanity 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 depicting aspects of human nature and our collective humanity 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 human condition, to a particular audience.

In classes focused on Canadian and world studies, social studies, citizenship education, 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).

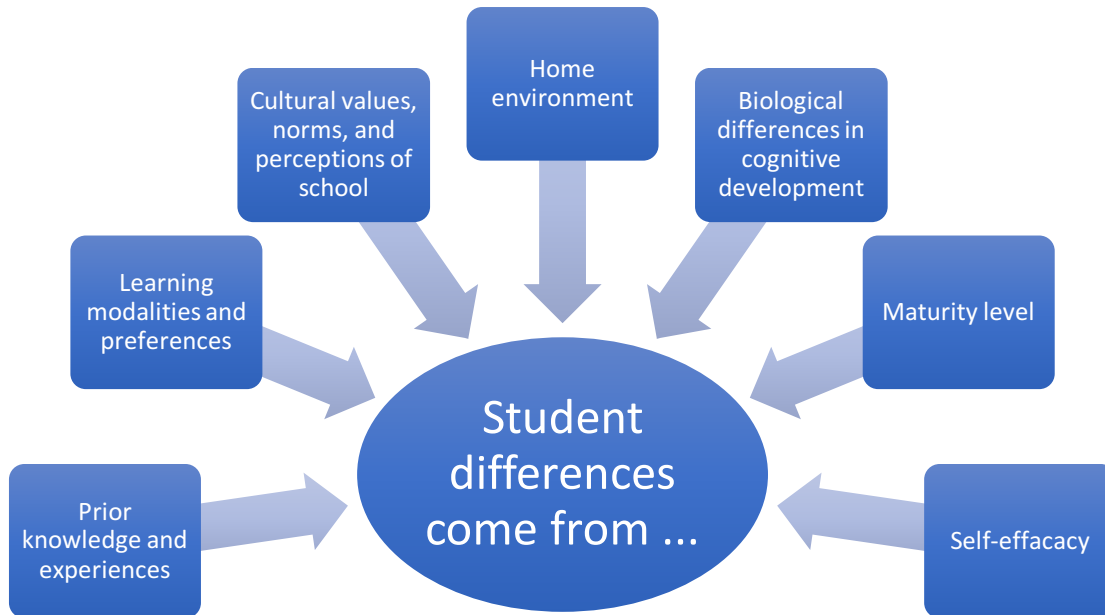
These will serve as a useful benchmark for self-assessment, as well as the assessment of the decisions or indecisions of others. *Humanity studies* provide numerous opportunities to apply disciplined thinking skills to relevant, timely and critical subject matter. In particular, the contents of this personal reflection on family life (set in Quebec during the Duplessis years and the Quiet Revolution that followed) 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 practices. 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.

At the end of Part One, a summary table was provided to help connect saga contents to significant historical and humanistic realities. Teachers are invited to recognize and add additional learning opportunities possible from the exploration and analysis of story contents by applying discipline specific thinking to address the historical and human realities being described in this personal narrative about oppression and alienation.

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.

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

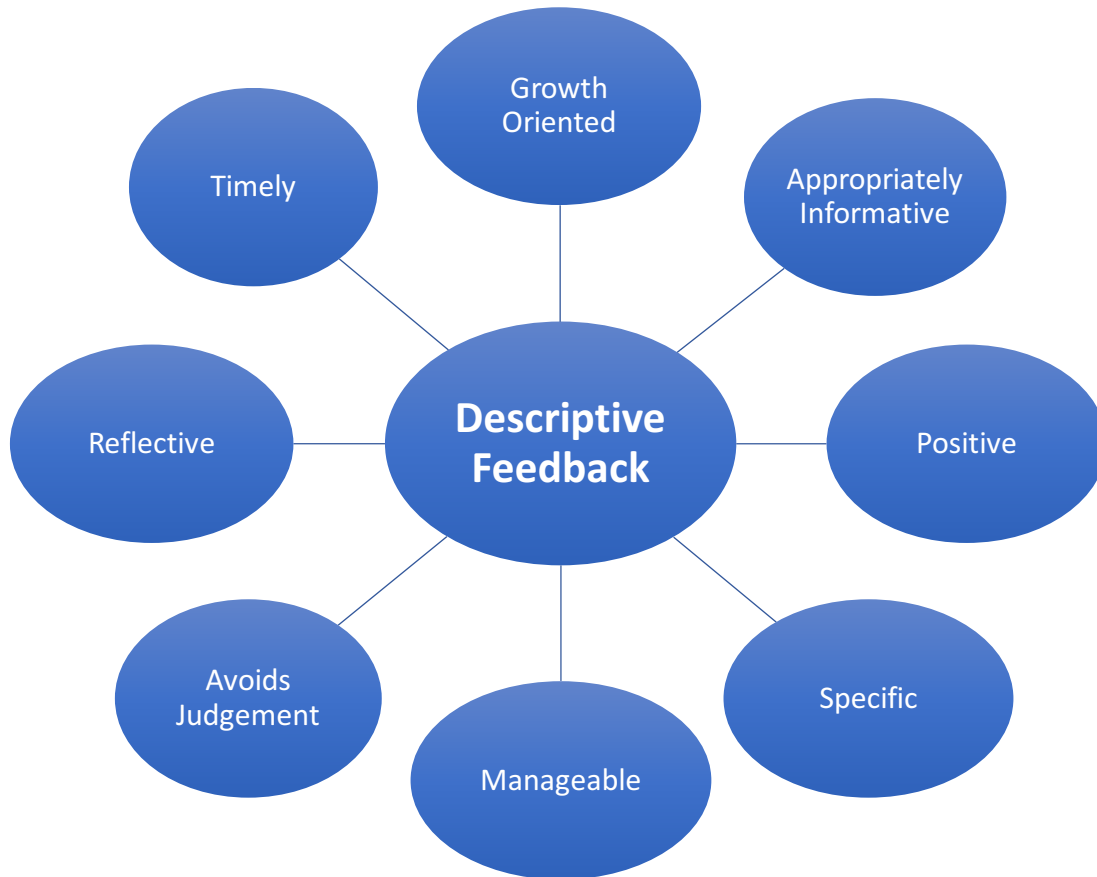
Recent education research, including work done by John Hattie (2008), Dylan Wiliam (2011), and Grant Wiggins (2012) confirms the importance of formative assessment, and specifically descriptive feedback, in increasing student learning. In this sense, *assessment for learning* is a key building block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

The following pages outline some “best fit” examples of strategies for using the contents of this personal account 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 *humanity studies* while using the experiences related in this book as a resource to learn about the human condition. In addition, some strategies can be used with several different parts of this book. They have not always been repeated to make better use of available space.

Part One: Life in Montreal (Chapters 1 and 2)

Saga Synopsis	Big Ideas
<p>Young Evelynne is forced to work in her family’s snack bar/grocery store in Montreal. Eva, her mother, acquiesces to the father’s (Remi) constant demands for strict obedience and tolerates his bad behaviour. She serves as a buffer, protecting her children from even more excessive paternal treatment. For the children, this obedient existence is void of privacy and identity. When Eva shares her life principles with her in-laws during a Christmas gathering, she professes education to be most important for children. The author laments that her mother was never affectionate towards her children. Expressions of tenderness were seen as harmful. Eva used severity to prepare her children for the difficulties of life (cold parenting for a cold world). As the mother rebukes her daughter’s need to address her changing body, the author confesses to feeling alone and deprived of love.</p>	<p>Life as a constant struggle to survive.</p> <p>Humans complicate their lives by creating additional religious, political, social, and familial conflicts.</p> <p>Parents expect obedience and respect from their children.</p> <p>Cold parenting has both positive and negative consequences.</p> <p>Each child is born with a personality that needs to be nurtured.</p> <p>Childhood innocence and self-esteem are vulnerable.</p> <p>The 1950s was a period of entrenchment for strict and conservative social values and norms often referred to as the Duplessis Era. The Catholic Church exercised great social influence and power during this period.</p>
Course/Subject Area	Strategy
<p>Grade 10 Canadian History Since World War One; Grade 12 Canadian History, Identity and Culture</p>	<p>Have students investigate the influence of the Catholic Church and family on life in conservative Quebec during the Duplessis years.</p>
<p>Grade 11 Dynamics of Human Relationships; Grade 12 Human Development Throughout the Lifespan</p>	<p>Have students use these personal family experiences to explore human relationships and the factors building and complicating human and family relations.</p> <p>Have students use these experiences to explore the impact of familial oppression on children and their ability to make healthy relationships as adults.</p>
<p>Grade 12 Writer’s Craft</p>	<p>Have students adapt the author’s storytelling style to tell an original historical or contemporary story about family, oppression and the human condition.</p>
<p>Grade 11/12 English</p>	<p>Have students analyze the author’s use of metaphor and imagery to effectively communicate human emotions and tell a moving story.</p>
<p>Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts</p>	<p>Have students use their preferred art form to effectively communicate the emotions and hardships of an oppressive upbringing.</p>

Part Two: Operating a Remote Hotel (Chapters 3, 4, 5, 6)

Saga Synopsis	Big Ideas
<p>After bankruptcy, the family moves to a remote community to operate a run-down hotel. The children are forced to work in the family business daily. Evelyne becomes increasingly aware of chauvinistic tendencies in society, where wives and children are treated as chattels. In one instance a man traded his wife for a cow. Such experiences fuel her growing feminist spirit. Starved of reading material and meaningful social contact, Evelyne becomes fascinated by the heroines in romance photo novels she finds in the hotel. These stories offer insight into femininity and female feelings. Even after her sister warns her that books are a turn-off for male suitors, Evelyne continues to read and decides to continue her education, against her family's wishes. At her younger sister's wedding reception, she is embarrassed on the dance floor by her father. Evelyne develops an awkward relationship with a poor young man who becomes interested in her. Her father does not approve.</p>	<p>Life as a constant struggle to be free and independent.</p> <p>Humans seek to build relationships with others to establish a sense of belonging and to feel that they are loved.</p> <p>Adolescence is a conflicted existence between childhood and adulthood.</p> <p>Selfishness is a deterrent to building healthy relationships.</p> <p>In the absence of parental role models, adolescents are left to find suitable role models for themselves.</p> <p>Parents cannot live vicariously through their children. Children should ultimately be responsible for their own life choices.</p> <p><i>"I am not the product of my circumstances. I am the product of my decisions."</i> Steven R. Covey</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 Human Development Throughout the Lifespan; Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology</p>	<p>Have students investigate the relationship between a youth's sense of wholeness and positive self-image and the ability to develop and sustain healthy relationships. Have students investigate how oppression and other trauma can be scarring experiences.</p>
<p>Grade 10 Canadian History Since World War One; Grade 12 Canadian History, Identity and Culture</p>	<p>Have students research social changes in Quebec during the Quiet Revolution (1960-1970) that followed the ultra-conservative and Catholic Church dominated Duplessis Era.</p>
<p>Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts</p>	<p>Have students use their preferred art form to explore the human condition by effectively communicating the fragility of self-esteem and the scarring effects of oppression and servitude.</p>
<p>Grade 12 English</p>	<p>Have students analyze the author's development of characters to effectively tell a moving story while holding a mirror to humanity.</p>
<p>Grade 12 Writer's Craft</p>	<p>Have students adapt the author's character development technique to tell an original historical or contemporary story revealing insight into the human condition.</p>

Part Three: Higher Education (Chapters 7, 8, 9, 10)

Saga Synopsis	Big Ideas
<p>Upset at running out of money three months before the end of the academic year, Evelyne asks her parents for financial help. The father refuses and demands that she work for him while his wife is away taking a bartending course in Europe. Even though it may jeopardize her school year, she agrees to help her father, returning to her servant role. The father's rude behaviour angers a customer who notifies the police about irregularities. Evelyne decides to quit college (because the nuns are prolonging her subjugation) and go to university. When her upset mother expresses an interest in leaving her abusive husband, Evelyne advises her to leave him. The father continues his abusive behaviour, banning all bearded men from the hotel as rebels. He continues to pontificate that higher education is a waste of time.</p>	<p><i>"We are not meant to be perfect. We are meant to be whole."</i> Jane Fonda</p> <p>Parents cannot live vicariously through their children. Children should ultimately be responsible for their own life choices.</p> <p><i>"I am not the product of my circumstances. I am the product of my decisions."</i> Steven R. Covey</p> <p>Selfishness is a deterrent to building healthy relationships.</p> <p>Known as the <i>Quiet Revolution</i>, the 1960s was a period of rapid social reform in Quebec as the Catholic Church slowly lost its power and influence.</p>

Course/Subject Area	Strategy
Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology; Grade 12 Human Development Throughout the Lifespan	Have students compare the process of growing up in a secure family, in a broken family and alone to investigate the impact on human development.
Grade 10 Canadian History Since World War One; Grade 12 Canadian History, Identity and Culture	Have students research social changes in Quebec during the Quiet Revolution (1960-1970) that followed the ultra-conservative and Catholic Church dominated Duplessis Era to compare historical accounts to the experiences of this author.
Grade 12 Dramatic Arts; Grade 12 Visual Arts	Have students use their preferred art form to explore the human condition by effectively communicating the fragility of self-esteem and the scarring effects of oppression and servitude.
Grade 12 English Grade 12 Writer's Craft	Have students assess the impact of personal experiences on the author's development as a leading French-Canadian feminist writer. Have students reflect on and write about the effects of oppression and servitude on the human condition.

Part Four: Reaching Out (Chapter 11)

Saga Synopsis	Big Ideas
At the age of 34, childless and separated, Evelyne rents a secluded cottage to write about her experiences. Her widowed mother now has limited ambition and personal desire. Evelyne invites her mother to the cottage for the mother-daughter bonding she badly craves. When Evelyne admits to stealing some packs of spaghetti when she was a broke college student, the mother chastises her criminal behaviour. The daughter is left speechless and suffers from writer's block. After an intense internal struggle, the words finally come.	<p><i>"We are not meant to be perfect. We are meant to be whole."</i> Jane Fonda</p> <p>Children crave their mother's love and approval.</p> <p>Repeating a vicious cycle, broken children become broken adults who may have broken children of their own.</p>
Course/Subject Area	Strategy
Grade 10 Canadian History Since World War One; Grade 12 Canadian History, Identity and Culture	<p>Have students reflect on the effect of changing social times on human relationships and family life in Quebec (1950-1970).</p> <p>Have students examine the effects of the declining influence of the Catholic Church on families and community life after the ultra-conservative Duplessis era (1950-1960).</p> <p>Have students explore the effect of oppression as reflected in this story on the feminist movement during and after Quebec's Silent Revolution (1960-1970).</p>
Grade 12 Human Development Throughout the Lifespan; Grade 11 Dynamics of Human Relationships	To investigate the impact on human development, have students compare the experience of growing up in a healthy (secure) family, in a broken or poor family, and alone.
Grade 12 English; Grade 12 Writer's Craft	Have students reflect on and write about the effects of religious and cultural changes on social norms.
Grade 12 Dramatic Arts; Grade 12 Visual Arts	<p>Have dramatic arts students re-enact the human dynamic between a daughter starving for affection and a mother incapable of showing affection.</p> <p>Have visual arts students explore parent-child relationships to use their artwork to provide insight into the human condition.</p>

Part Three: Sample Learning Activities

Classroom Ready Humanity Studies for Busy Teachers

In the last part of this resource, four sample learning activities are planned out for teachers to integrate *humanity studies* 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 key content from *The Four Roads Hotel* and the personal reflections of the author, presented as the experiences of her principal character (Evelyne) in this haunting account of isolation, alienation and an oppressive family upbringing. These plans present an approach to *humanity studies* 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	Holding a Mirror to Humanity Pages 28 – 34	Grade 12 English, Writer's Craft (University Preparation)

#	Title	Course
2	Social Norms, Personal Identity and Human Relationships Pages 35 – 43	Grade 12 Visual Arts (University/College Preparation)

#	Title	Course
3	Spotlight on Identity, Culture and Change Since 1945 Pages 44 – 51	Grade 12 Canada: History, Identity and Culture (University Preparation)

#	Title	Course
4	Reflections on Human Relationships and Personal Identity Pages 52 – 59	Grade 11 Dynamics of Human Relationships (Open)

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. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Valuing healthy relationships ❑ Empathy for the oppressed and marginalized ❑ Introspection and self-reflection
<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 about human relationships and their effect on personal development 2. 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 the coaching/grading rubric supplied to students) 	
<p>Teaching/Learning Strategies</p> <p>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 France Théoret (born 1942) as an award winning feminist, author, poet and teacher from Quebec. Ask students if they have read any or are familiar with her works. Use class discussion to consolidate her biography then introduce <i>The Four Roads Hotel</i> as a work of fiction, closely based on her own experiences growing up in Quebec during the 1950s and 1960s. 4. Have students research the Duplessis Era (1950 – 1960) and the Quiet Revolution (1960 – 1970) for historical context before reading the book. Ask students what they expect the story to be about given this historical research. [35 minutes] <p>DAY 2</p> <ol style="list-style-type: none"> 5. After students have read the story, use small group discussion followed by class discussion to generate a summary of contents, including the storyline, characters and symbolism used by the author. 	

6. Use a *think-write-pair-share* strategy to have students determine evidence that the author is writing about personal experiences from her own life. Use the passion and depth of emotion being portrayed as possible evidence. [70 minutes]

DAY 3

7. Use a *think-write-pair-share* strategy to note and discuss student thoughts about what the story reveals about human relationships and human nature. Visit working pairs to find suitable volunteer to contribute to class discussion. Use class discussion to generate a summary list of factors leading to both healthy and unhealthy relationships in this dysfunctional family. During the conversation, ask students to make connections to the concepts, ideas and processes being talked about in other courses studying the human condition. After the conversation, ask students to think about a personal, family or community experience providing similar or different insight into human nature, suitable for telling their own story holding up a mirror to humanity. [70 minutes]

DAY 4

8. 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 her characters?
 - What do these metaphors reveal about the author's emotional attachment to the story?
 - 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 herself into her story?
 - How does the writer use cause and effect to make her story interesting and persuasive?
 - Which elements of this story remind you of a person, place or experience in your life? Explain.
 - What subject could you write about with similar passion? [40 minutes]

Hand out RM 4 *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 2 *Building My Short Story* as a planning tool. Ask students to use this tool to prepare for the next class. [30 minutes]

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

9. Allow students the full period to work on their stories. Discuss the importance of each element highlighted in RM 2 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 storylines. Instruct students to bring completed copies of their building plan (RM 2) and their working draft to the next class. [70 minutes]

DAY 6

10. 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.
11. 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

12. Put the students in peer feedback groups of 4. Provide each student with a copy of RM 3 *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.

13. 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 to process each story.
14. 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

15. 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 4.

Learning Materials

- RM 1 *The Power of Story Telling*
- RM 2 *Building My Short Story or Poem*
- RM 3 *Peer Assessment Feedback Sheets*
- RM 4 *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

Adapting this Activity to Support Learning

1. Have students focus their writing on 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, 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 3 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 everyday, 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 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 3 Peer Assessment Feedback Sheets

<p>Title:</p> <p>3 things I really like about your story</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2 things I would like to know more about</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1 thing I would suggest for the future</p> <p><input type="checkbox"/></p> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2 things I would like to know more about</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1 thing I would suggest for the future</p> <p><input type="checkbox"/></p> <p>Assessed by:</p>
<p>Title:</p> <p>3 things I really like about your story</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2 things I would like to know more about</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1 thing I would suggest for the future</p> <p><input type="checkbox"/></p> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2 things I would like to know more about</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1 thing I would suggest for the future</p> <p><input type="checkbox"/></p> <p>Assessed by:</p>

RM 4 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:

Social Norms, Personal Identity and Human Relationships

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"/> Civil society and progressive social norms help empower individuals to reach their full potential. Oppressive norms can stifle this growth process. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empathy for others <input type="checkbox"/> Valuing healthy relationships <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 social norms, personal identity and human relationships 2. Peer and teacher assessment to provide descriptive feedback intended to support learning and growth 3. Teacher evaluation of the artistic expression and design principles reflected in student creations, using the same rubric students were given as a coaching tool 	
<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 norms 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? <p>To consolidate student thinking ask students to reflect on and discuss how art can be an effective tool to stimulate reflection on personal identity, human nature and human relationships. [30 minutes]</p> 2. Introduce students to the <i>Shedding Light</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 in contemporary Canada. 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 the effect of social issues on personal development. [10 minutes] <p>Ask students to read <i>The Four Roads Hotel</i>, by award-winning Canadian feminist writer France Théoret, to focus discussion about her use of a fictitious character (Evelyne) to write about the effects of an oppressive</p>	

family, strict social norms and a remote community on personal development and human relationships. Have each student pick out three passages found to be revealing/insightful.

DAY 2

4. Organize students into placemat groups of four to explore the humanity exposed by the author. Explain to students the fine line between fact and fiction in this fictionalized personal account. Use an enlarged copy (11 x 17) of RM 3 *Placemat for an Investigation into Socialization* to allow students explore the human psyche and to make connections and comparisons to present day realities. Use the four quotes found on RM 4 *Some Food for Thought* to help focus student thinking. Be sensitive to the discomfort some students may have in talking about their own difficult experiences. Use the experiences of Evelyne as a less stressful way to explore the human condition.
5. Require each person in the placemat group to focus on one of the four quotes. Ask students to use their assigned quote to reflect on Evelyne's development as an adult and her ability to build healthy relationships. Note the objects, symbolism and imagery used by the author to convey human emotions and to reach her audience and to comment on human nature. Invite students to include other experiences shedding light on the human condition. Give students sufficient time to record and then take turns sharing their observations within their placemat group. [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. Use volunteers and class discussion to consolidate, extend and affirm group conclusions. Discuss how these insights into humanity could be used as focal points for the artistic expression of students. [30 minutes]

DAY 3

7. Return students to their placemat groups to determine whether the author's accounts of life in Quebec, some fifty years ago, are still relevant in current times. Instruct each group to appoint a scribe to record what the group has concluded about the human condition in the unused centre of their placemat. Have the group's also note any issues or recurring questions. Invite students to formulate inquiry questions focusing research into our human condition and to explore the effects of socialization on human development.
8. Ask student groups to assess whether a similar experience could happen in their own community today. 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.
9. 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 4

10. Have students return to their placemat groups to discuss emerging ideas about artistic creations that would complete the assigned task effectively. Ask students to share emerging ideas (from RM 5 notes) with group members to help extend their thinking. [40 minutes]
11. 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.
12. 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]

DAYS 5 - 7

13. 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 gallery for professional display ideas.

DAY 8

14. Once students have completed their art pieces, installations or displays, 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 *Using Art to Shed Light on the Human Condition*
- RM 2 *Rubric for the Shedding Light Project*
- RM 3 *Placemat for an Investigation into Human Development*
- RM 4 *Some Food for Thought*
- RM 5 *Teacher-Student Conference Sheet: Project Ideas*
- RM 6 *Shedding Light Project: Final Proposal and Plan*

Elements of 21st Century Learning

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

Resources

The Four Roads Hotel

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, and social sciences. For example, a history student might focus on the creation of installation art reflecting the strict social norms during the Duplessis Era (1950-1960) in Quebec and the social reforms of the following decade.
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 the cafeteria, gym or other suitable space for a gallery 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 the 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 as holding a mirror to humanity.
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 Using Art to Shed Light on the Human Condition

Many factors influence how we see ourselves and how we see the world around us. External forces like family, peers, local community and workplace all contribute to our sense of self-image and personal identity. Yet, who we are, what we become and how we relate to others is very much driven by internal forces. The artist has an important role in holding up a mirror to humanity to stimulate personal reflection.

Your Task

As a young artist, you are invited to participate in a major project commissioned by a Canadian art gallery to explore the self-image, anxieties and relationships of today's adolescents to provide insight into the human condition and the human life journey. This ambitious project invites adolescent youth to reflect on and artistically represent their current hopes, anxieties, and concerns. The intent is to work toward improved human relationships and improved mental well-being in today's youth. You are required to create a work of original art, or a multi-media installation, to express the physical, 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, fair treatment and happiness amid conditions forcing division, injustice, and oppression in contemporary society. You will also be required to produce a short viewer's guide, for inclusion in the booklet that gallery visitors will receive. This should briefly explain the significance of each component included in your art piece.

Task Steps

1. Use the placemat 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 6 to prepare a final proposal for your teacher's approval and feedback. Include a sketch of the installation/display you envision. Use peer and teacher feedback to improve your creation.
5. Begin to construct and assemble your art display/installation for the class 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 Shedding Light Project

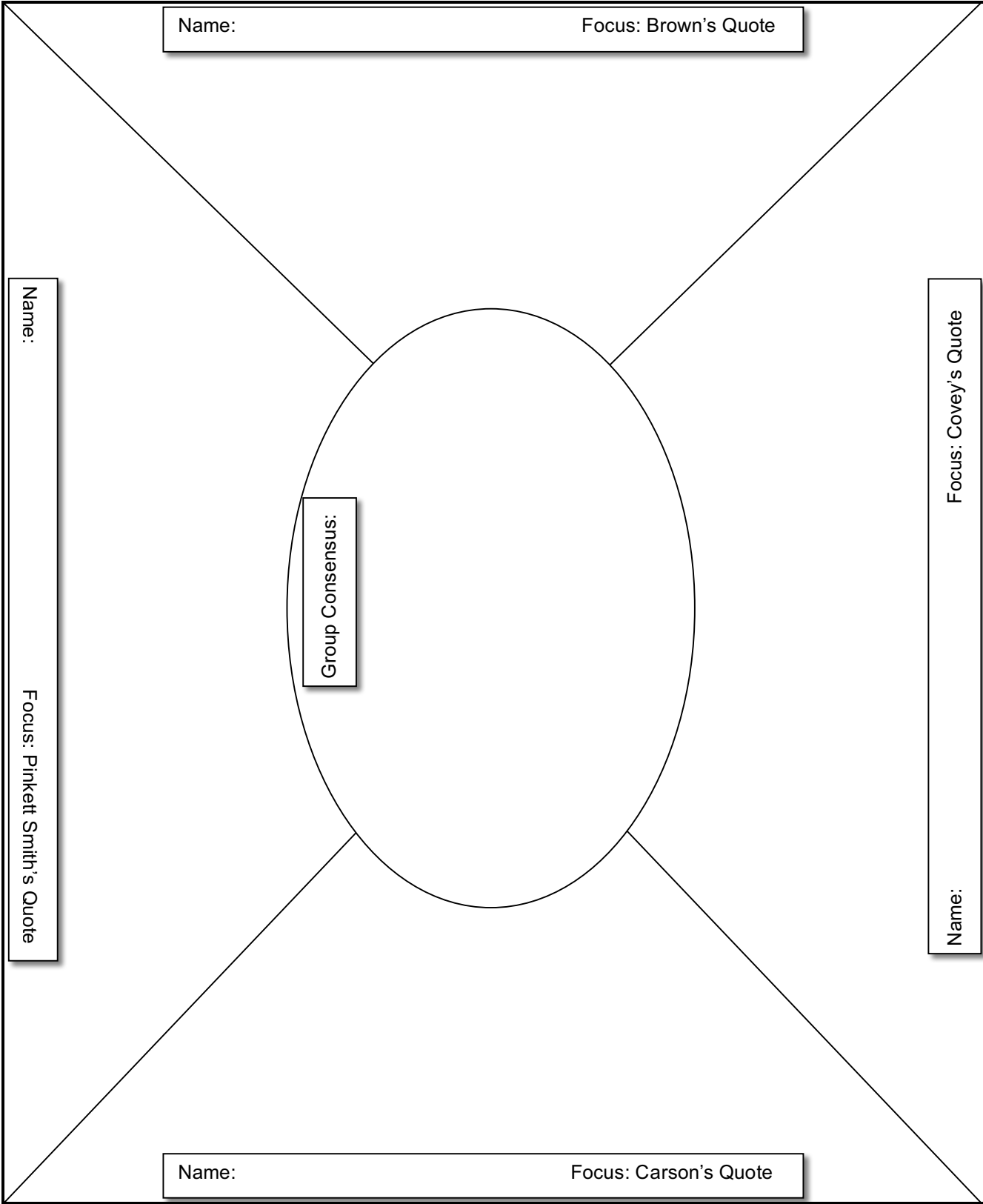
Name: _____ Date: _____

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			X	
	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10		
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			X	
	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10		
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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	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			X
		5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	

Strengths and Suggestions for Improvement:

Final Mark

RM 3 Placemat for an Investigation into Human Development



RM 4 **Some Food for Thought**

Use the following quotes to help focus thinking and sharing about the effects of family and social norms on personal development and human relationships.

“Remember that children, marriages and flower gardens reflect the kind of care they get.”

H. Jackson Brown Jr.

“Women need to attack those negative voices they have in their head.”

Jada Pinkett Smith

“I am not the product of my circumstances. I am the product of my decisions.”

Stephen R. Covey

“If you write what you yourself sincerely think and feel, the chances are very high that you will interest other people as well.”

Rachel Carson

What understandings and ideas do these quotes generate for you as an artist?

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 Shedding Light Project: 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 Identity, Culture and Social Change 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"> ❑ Changing social norms reflect greater respect for individual differences in a pluralistic society. ❑ After a decade of conservatism and church dominated social norms, Quebec society demonstrated rapid social reforms during the Quiet Revolution (1960 – 1970). ❑ Civil society is enabled by education and dialogue. Oppressive social norms can harm human development. ❑ The French-Canadian identity is a work in progress focused on cultural preservation. <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 strict social norms
<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 in general and Quebec in particular 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 using the rubric provided to students as a coaching tool 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> 1. Write the words INDIVIDUALITY and CONFORMITY on the board and build a consensus understanding of each term through class discussion. Ask students if they consider the two concepts complimentary or conflicting. Use a think-pair-share strategy to allow pairs of students to initiate this discussion. Then use class discussion to confirm the primarily conflicting nature. [20 minutes] <p>Next, ask student pairs to use what they have learned about Canadian history to date to determine which concept is most important to Canada’s cultural identity today. Pair conclusions will vary, focus discussion on the criteria used to make and support a sound judgement. Conduct a class survey to determine whether consensus is possible. Canada’s collectivist spirit should be evident in comparison to the United States. [20 minutes]</p> <ol style="list-style-type: none"> 2. Ask students to recall a social, cultural, economic or political incident that caused them to question Canadian society as progressive, open-minded and tolerant of individual differences. Use class discussion to share student observations. Focus student thinking on the 1950s and the 1960s to ask whether they believe social norms were as permissive (liberal) as today or far more confining (conservative). Use student opinions to set 	

the stage for the historical research to follow. Have students read selections from *The Four Roads Hotel* to note the author's personal observations about life in Quebec during the 50s and 60s. [30 minutes]

DAY 2

3. Introduce France Théoret as an award-winning Quebecois writer, poet, feminist and educator. Ask students to comment on what struck them most about what she was sharing about her own life through her principal character Evelyne. Ask students if they can see any connections between Evelyne's oppressive experiences and her growing feminist views. Use student contributions to return to the previous day's discussion about the Individuality/Conformity tension. [40 minutes]
4. Introduce students to *The Canadian History Textbook Project* (RM 3) and use the coaching/grading rubric to establish success criteria. Use exemplars of previous student work to further support student success.
5. Have students work in small groups to apply historical thinking relative to the 1950s and 1960s using RM 1 *Historical Thinking Template* and RM 2 *Understanding the Process of Social Change*. Use this as an opportunity to start historical research into the time period being investigated. By the end of this class each student should have initiated a research plan. Allow like-minded students to work in pairs or triads. In a triad, each partner should be responsible for a single textbook spread (two pages viewed together). [30 minutes]

DAY 3

6. Move this class to the school library or computer lab to allow students to continue their research. Visit with students to facilitate the research process and to re-direct student thinking where needed. For students working in pairs or triads, review the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. Use the rest of the class for historical research. Take up parts of RM 1 and/or RM 2 to focus and affirm student thinking. Instruct students to bring completed research to the next class. [70 minutes]

DAY 4

7. Organize students into feedback groups. Each group should consist of four different textbook samples. Have students assess research findings to identify appropriate content and themes for the textbook chapter. Visit feedback groups to model formative feedback and constructive criticism. [45 minutes]
8. Use class discussion, and volunteers you have identified during your group visits, to take up RM 1 and consolidate research findings about each decade.
9. Provide each student with three sheets of ledger paper (11 X 16) to start mapping out draft textbook contents. Instruct students to use each sheet to represent one spread of their book. [25 minutes]

DAY 5

10. Return students to feedback groups to take turns sharing proposed textbook spreads for this chapter. Visit working groups to provide descriptive feedback and re-direction as needed. By the end of this class students should be ready to create a working draft of each spread. [70 minutes]

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

11. Arrange students into feedback groups. Each feedback group should have four textbook chapters to review. Have students take turns presenting and explaining their spreads. Use RM 5 *Seven Things About Your Work: Peer Feedback Sheets* for self, peer and teacher assessment of working drafts. [70 minutes]
12. On the due date, collect final products from students for evaluation by the teacher.

Learning Materials

- RM 1 *Historical Thinking Template*
- RM 2 *Understanding the Process of Social Change*
- RM 3 *The Canadian History Textbook Project*
- RM 4 *Rubric for the Canadian History Textbook Project*
- RM 5 *Seven Things About Your Work: Peer Feedback Sheets*

Elements of 21st Century Learning

- Collaboration
- Critical thinking
- Application of communication skills and technology to complete an authentic task
- Creativity and effective design

Resources

The Four Roads Hotel by France Théoret (translated by Luise von Flotow)

Sample Grade 10 Canadian History textbooks (past and present)

Internet sources providing historically accurate information about The Maurice Duplessis Era, the Creditiste (Social Credit) Movement, Jean Lesage and the Quiet Revolution.

Adapting this Activity to Support Learning

1. Allow students to work independently or in pairs or groups of three (triads) 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.
4. As this unit of studies usually occurs late in the course, consider allowing students to create chapters for different periods of Canadian history since World War One.

Teaching Notes

1. Consider using exemplars of quality work by previous students to support successful completion of the performance task by current students.
2. Book the school library or computer lab for student research during Day 3.
3. Consider pairing English language learners with students able to communicate effectively in English to assist with complex vocabulary and historical perspective.
4. Consider using a paper cutter to cut RM 5 into four feedback sheets per student. Instruct students to use one sheet for self-evaluation. Consider asking students to attach these feedback sheets to the back of their finished product to help document improvement and growth.
5. To showcase student work, consider a student book display as part of the program during Education Week, Multicultural Night, History Fair, etcetera.

RM 1 Historical Thinking Template

Name: _____ Course: _____ Date: _____

Historical thinking can help make sense of events based on the political and social norms of the period. Some events are a logical extension of what has come before. Others represent an abrupt departure from traditional patterns. Use the following tool to organize and assess your research relative to the task you are required to complete.

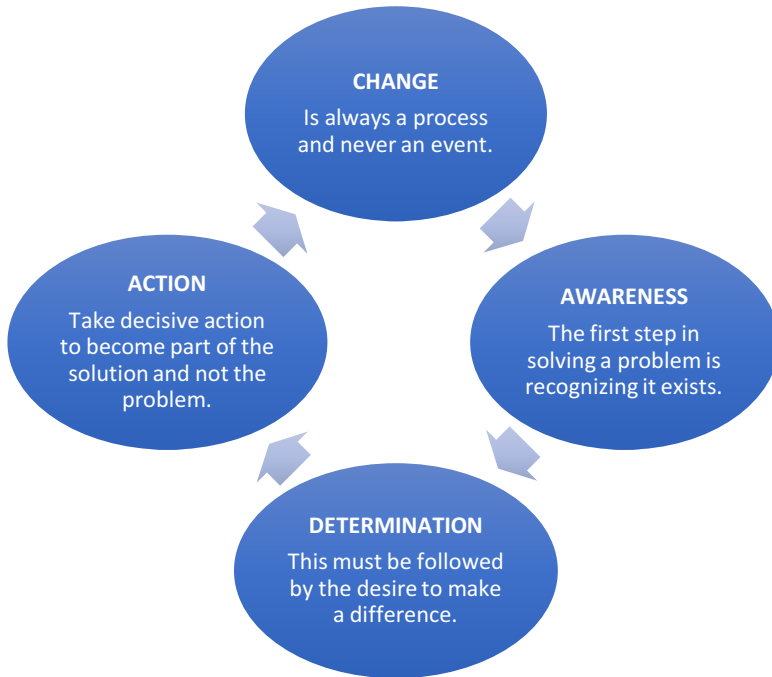
Historical Facts	1950s	1960s
Premier (and Political Party)	Maurice Duplessis (Union Nationale)	Jean Lesage (Liberal)
Time in Power	1944 – 1959	1960 – 1966
Powerful Slogan	<i>Le ciel est bleu, l'enfer est rouge</i> (Heaven is blue, Hell is red)	Maîtres chez nous (Masters of our own house)
Base of Support		
Policy Priorities		
Social Effects		
Economic Effects		

Historical Thinking	Focus Question	Notes
Significance	What important message about Canada's evolving identity is worth documenting?	
Perspective	What viewpoints and attitudes need to be included for objectivity?	
Cause and Consequence	What causation relationships need to be highlighted or explained?	
Continuity and Change	What traditions did this period protect? What progress did this period inspire?	
Ethical Considerations	What ethical considerations or values need to be recognized and addressed?	

RM 2 Understanding the Process of Social Change

Name: _____ Date: _____

Use the following diagram to review the stages involved in social change. Use the rest of this organizer to plan how students will investigate social change in your textbook.



Social advocates often hold up a mirror to humanity. On what did social advocates in Quebec focus their attention during the 1950s and the 1960s?

-
-
-
-

Use the following to focus and frame your account of people, issues and events for your textbook.

Considerations	1950s: A Period of Continuity	1960s: A Period of Change
Church Influence in Health Care and Education		
Traditional Family Values and Social Norms		
Protection of Language and Culture		
Personal Growth and Development		
Economic Growth and Shared Prosperity		
Rural/Urban Priorities		
Union Movement		

What enduring understanding or big idea do you plan to communicate through your assigned chapter?

RM 3 The Canadian History Textbook Project

Name: _____ Course: _____ Date: _____

Task:

You have been hired by a major Canadian textbook publisher to produce a chapter (six pages across three two-page spreads) for a new Grade 10 Canadian History textbook. This chapter, focused on social conditions in the province of Quebec is required to compare and connect the conservative 1950s (often referred to historically as “The Great Darkness”) to the progressive 1960s (often referred to as “The Quiet Revolution”). As a design feature, your chapter is required to include at least one photo, diagram or illustration to help support visual learners. Look through existing textbooks for other design elements that would improve learning.

Task Steps and Requirements:

1. Complete the historical research you have already started. Use inquiry questions (like the ones found on RM 1 and RM 2) to focus additional research. Collect information from a variety of reliable sources and in a variety of formats to help determine textbook design and educational contents.
2. Review samples of professionally produced Grade 10 history textbooks to determine essential elements and effective presentation formats.
3. Review research findings to identify important messages and key contents for your assigned chapter.
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 group member. Each task should have a corresponding due date.
5. Use desktop publishing software, like Word, to map out textbook contents including text, graphics and images to support visual learners. Prepare a working draft (or prototype) for descriptive feedback from peers and teacher. Use this constructive feedback to improve textbook design and contents.
6. Prepare the final product and submit it to the teacher for evaluation.

Adapting the Task:

Instead of the traditional hard copy textbook, you may choose to produce an online e-book version for students. Consider a format that will allow you to showcase your knowledge, interests and skills. Discuss the selection of an audience appropriate format for your chapter 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 content.

With your teacher’s approval, you may elect to refine the focus of this chapter based on personal interests. For example, a sociology student might choose to focus her chapter on gender equity, women’s rights issues and the rapidly declining fertility rate. A politics student may wish to focus on Anglophone-Francophone relations and emerging separatist sentiments. An economics student might prefer to focus on the assumption of more direct control of the provincial economy by Quebeckers.

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 audience appropriate product

Consult the teacher’s rubric to confirm success criteria for your history textbook.

Due Date(s): Draft _____

Final Product _____

RM 4 Rubric for the Canadian History Textbook Project

Name: _____ Date: _____

Topic/Title: _____

Learning Goal: _____

Group Members: _____

Assessed by (check one): <input type="checkbox"/> Self <input type="checkbox"/> Peer _____ <input type="checkbox"/> Teacher

This rubric can also be used for videos, websites, pamphlets 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 of 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 to explain evolving Canadian identity and social norms	Message very effective to explain evolving Canadian identity and social norms	Excellent citizenship education tool; very impactful treatment of evolving Canadian identity and social norms

Strengths / Recommendations for improvement / Next steps:

RM 5 Seven Things About Your Work: Peer Feedback Sheets

Name(s):

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

Criteria	Check one»	L	G	VG	E
Knowledge- of key events and outcomes during this period					
Thinking- recognition of historical significance, perspective and causation					
Communication- effective use of words, headings, photos and illustrations					
Application- use of pages to present information in a memorable way					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by:

Name(s):

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

Criteria	Check one»	L	G	VG	E
Knowledge- of key events and outcomes during this period					
Thinking- recognition of historical significance, perspective and causation					
Communication- effective use of words, headings, photos and illustrations					
Application- use of pages to present information in a memorable way					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by:

Name(s):

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

Criteria	Check one»	L	G	VG	E
Knowledge- of key events and outcomes during this period					
Thinking- recognition of historical significance, perspective and causation					
Communication- effective use of words, headings, photos and illustrations					
Application- use of pages to present information in a memorable way					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by:

Name(s):

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

Criteria	Check one»	L	G	VG	E
Knowledge- of key events and outcomes during this period					
Thinking- recognition of historical significance, perspective and causation					
Communication- effective use of words, headings, photos and illustrations					
Application- use of pages to present information in a memorable way					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by:

Human Relationships and Social Change

Grade 11 Dynamics of Human Relationships (Open)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. based on preliminary research, formulate a hypothesis, thesis statement, or research question, and use it to focus their research (A2.3) 2. explain the interrelationship between self-concept, self-esteem, and mental health (B2.2) 3. explain ways self-concept and self-esteem are interconnected with community and societal beliefs and values (B2.4) 4. analyse how both social awareness and physical, psychological, and emotional health affect people's relationships (B3.6) 5. describe variations in cultural customs and traditions that affect how humans interact (C3.3) 6. identify strategies for dealing with significant change and/or loss in a relationship (C4.2) 7. use an appropriate format (<i>e.g., brochure, flyer, poster, report, multimedia presentation, web page</i>) to communicate the results of their research and inquiry effectively for a specific purpose and audience (A4.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ Social change can affect human relationships both positively and negatively. ❑ Dysfunctional families adversely affect the growth and development of individual members. ❑ Conservative and oppressive social norms create political pressures to reform and liberate. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Being a contributing team member ❑ Serving the common or greater good ❑ Valuing healthy relationships ❑ Empathy for the oppressed, demeaned and marginalized ❑ Recognizing and respecting social norms and conventions
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning about the effect of strict social norms on personal development and attitudes regarding the power and benefits of healthy relationships 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and cooperative group skills (collaboration, accountability, compromise) 3. Teacher evaluation of performance task products, as a demonstration of the achievement of learning expectations, using the rubric provided to students at the start of this activity 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> 1. Write the words CONFORMITY and INDIVIDUALITY on the board. Then use a <i>think-pair-share</i> strategy to define the two terms and class discussion to consolidate understanding. Use class discussion to probe the relationship that exists between the two terms. 2. While students are working in pairs, post one sheet of paper in each corner of the classroom. Each sheet will contain one of the following labels: <i>Flexibility; Healthy Relationships; Social Norms and Expectations; and Self-Esteem</i>. Use class discussion to define each term and to discuss the effect of each term on personal growth and development. [25 minutes] 3. After a brief discussion, ask individual students to move to the corner of the classroom to stand by the sign that represents what they consider to be the most important factor in human growth and personal formation. Ask undecided students to stay in the centre of the classroom. Have students in each group prepare a rationale for why their factor is most important and ask each group to appoint a spokesperson. Ask speakers to present their group's conclusions. After this exchange, allow both undecided and other students to move to the corner now most reflecting their personal beliefs. Ideally, student groups should be of relatively equal size, as each factor is 	

significant. Use class discussion to reinforce the ultimate importance of all four factors, and to distinguish between *internal* and *external* factors. [45 minutes]

DAY 2

4. Organize students into placemat groups of four participants. Ideally each group should include one person from each of the four corner groups from the previous day's activity. Provide one enlarged copy of RM 1 *Placemat for Comparing Change Experiences* to organize and record student thinking. Each quarter of the placemat has been designated for a different factor. Have students sit in their groups based on the factor they are assigned to write about. Ask each student to neatly record the information they wish to share in the assigned space. Have students take turns sharing and discussing their information with the group. [35 minutes]
5. After this sharing process, ask each group to discuss and record what they have noticed about human nature in the consensus oval in the centre of their placemat. Have groups take turns presenting their observations about the impact of these four factors on human development. Post each placemat on a class bulletin board for future reference. Ask students to read passages from *The Four Roads Hotel* to further analyze the effects of strict social norms and abusive/dysfunctional family relationships on the personal development of the principal character Evelyne. Explain to students that this story is based on the personal experiences of France Théoret, an award-winning author, poet, educator and feminist from Quebec. [35 minutes]

DAY 3

6. Move this class to the school library to facilitate student research. Return students to their original placemat groups. Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. Use these student groups as home groups for a *jigsaw* learning activity. Explain that each home group member will participate in an expert group activity to gather useful information for the home group to use to complete a task later.
7. Organize expert group tables in the four corners of the library and have each home group send their delegate to each expert group. Assign different tasks to each expert group based on the following table. Post the expert group focus question at each corner or work station. For large classes, consider forming two expert groups for each task.

Group	Focus	Focus Questions (Investigating Human Relationships)
1	Evelyne's experiences as a child (Chapters 1-3)	What factors and family and school experiences hurt Evelyne's development as a child? What was her role in the family and how was she treated by her parents?
2	Evelyne's adolescent experiences (Chapters 4-6)	What relationships at home and school help to build Evelyne's character? What effect did difficult times have on her relationships and personal development?
3	Evelyne's adult experiences (Chapters 7-11)	What family, school and social experiences most affected her adult thinking and relationships? Are you surprised to find out that her own marriage failed?
4	Socio-Political Events in Quebec 1950-1970	What political events in Quebec during the conservative 1950s (where strict family values were considered sacred) and the liberal 1960s (where social reforms were rapidly implemented) contributed to Evelyne's experiences?

Provide sufficient time for expert groups to complete their assigned task, using RM 2. The above table illustrates one sample allocation of readings and tasks to expert groups. With reluctant readers, teachers may prefer to assign specific pages from a section rather than an entire section for students to read. [70 minutes]

DAY 4

8. Back at the home groups, have students take turns sharing what they have learned in their expert group. This will give each student a 5-minute opportunity to provide valuable information to their home group. Use a class discussion and textbook contents to consolidate student understanding. [55 minutes]
9. Assign each home group the task outlined in RM 4 and the RM 5 rubric. Have groups discuss RM 3 *Building My Investigation into Human Relationships* to support personal interests while pursuing the group task. Instruct each student to begin recording their research plan. Students must keep this plan updated as it can be requested by the teacher, at any time, for formative feedback and to assess home group progress. [15 minutes]

DAY 5 and 6

10. As groups work on task, conference with individuals and home groups to help focus and redirect research and to check for emerging consensus in pamphlet prototype planning. Check that the workload is equitably distributed and that all group members know and accept their individual roles for the successful realization of the assigned task. Help groups define deliverables for the next class. [70 minutes]
11. As groups continue working on task conference with individuals and home groups as needed to review research findings and consider appropriate pamphlet contents. Check that the workload remains equitably distributed and that all group members know and accept their individual roles in preparing the deliverable for the next class: a draft pamphlet to be presented for feedback purposes. [70 minutes]

DAY 7

12. Have each home group take 5 minutes to explain the design features of their draft pamphlet. Then allow up to 5 minutes for the class and teacher to provide constructive feedback. Model the use of the rubric as a coaching tool for student self and peer assessment.
13. Remind students of the due date for final submissions and that the rest of the work may have to be completed outside of class, if no more class time is available for this leaning activity. [70 minutes]

DAY 8

14. Collect pamphlets on the due date and use RM 5 to evaluate individual student achievement of mandated learning expectations.

Learning Materials

RM 1 *Placemat for Comparing Change Experiences*
 RM 2 *Gaining Insight from Personal Accounts: Expert Group Worksheet*
 RM 3 *Building My Investigation into Human Relationships*
 RM 4 *Human Relationships Under Stress: Project Details*
 RM 5 *Educational Pamphlet/Communication Piece Rubric*

Elements of 21st Century Learning

- Collaboration and communication
- Creativity and effective design
- Self-direction
- Problem solving and decision making
- Critical thinking

Adapting this Activity to Support Learning

1. With your permission, allow students to adapt their product to incorporate individual interests, needs and abilities, using the suggestions outlined on the task sheet (RM 4).

Teaching Notes

1. Enlarge copies of RM 1 to ledger paper size (11 x17) to make them more useful for the placemat activity.
2. Book the school library for the Day 3 activity.
3. Copy the rubric (RM 5) on the back of the project details sheet (RM 4) to encourage students to use it as a coaching tool.
4. Pair English language learners with learning partners who have a good command of English to help with difficult vocabulary and new concepts. Consider allowing some students to work independently or in pairs to complete the assigned task.

RM 1 Placemat for Comparing Change Experiences

Name: _____ Topic: SELF-ESTEEM

Name: _____ Topic: FLEXIBILITY

Name: _____ Topic: HEALTHY RELATIONSHIPS

Name: _____ Topic: SOCIAL NORMS/EXPECTATIONS

Group Consensus:

RM 2 Gaining Insight from Personal Accounts: Expert Group Worksheet

Name: _____ Course: _____ Date: _____

Answer the following questions based on the contents of your assigned readings.

1. What makes this account interesting and believable?

Interesting	Believable

2. Do you think that these experiences would generate the same responses today? Explain.

In Families?	In Communities?	In Politics and Government?

3. Briefly summarize how each of the following factors is connected to Evelyne's experience.

Flexibility/Resilience:
Healthy and Supportive Relationships:
Social Norms and Expectations:
Self-Esteem:

4. Briefly answer the two focus questions assigned to your expert group here and on the back.

5. What significant insight does this account reveal about the impact of strict social norms and family upbringing on personal development and human relationships?
6. What research questions do these accounts trigger, to help gain more insight or to confirm the universality of these difficult experiences? What sources might be helpful?

RM 3 Building My Investigation into Human Relationships

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 4 Human Relationships Under Stress: Project Details

Name: _____ Course: _____ Date: _____

Team Members: _____

Task:

Your creative team has been hired by the *Canadian Association of Social Workers* to create a public information pamphlet (in either hard copy or e-version) to help educate Canadian teenagers about the impact of traumatic experiences on the personal health, relationships, and self-image of victims. 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 human relationships 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 and in a variety of formats to help determine pamphlet design and educational contents.
2. Work closely with your creative team (home group) 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 successfully complete your task. 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. Be sure to look at some public information pamphlets produced by professionals to get ideas about your own pamphlet design.
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 5 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 Product demonstrates a functional understanding of subject matter and research findings	Command of subject matter and research findings is very superficial			Limited but passable understanding of subject matter and research findings		Some good use of research findings is evident; good understanding of some subject matter		Solid understanding of subject matter and research findings is evident for the most part		Excellent understanding of subject matter and research findings 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			X
	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			X
	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		%	