

DARING TO DREAM

A Handbook for Hope in the Time of Trump
(Critical Thinking for Challenging Times)

Teacher's Resource

Angelo Bolotta

Guernica

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Part One: Overview

The Benefits of Citizenship Education in Canadian Schools

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

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



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

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

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

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

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

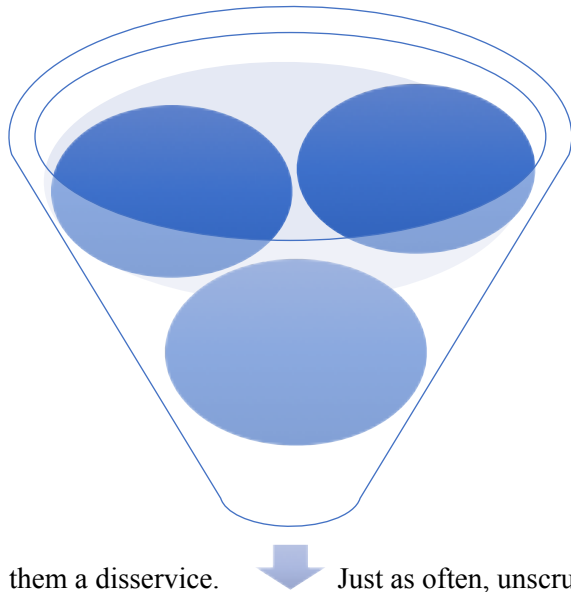
- ❑ discipline-specific **knowledge** to construct meaning and to build historical, geographic, civic, sociological and economic perspective;
- ❑ inquiry, interpersonal and critical thinking **skills** to enable informed decision making as well as the free and honest sharing of ideas required for effective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

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

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

It is essential that Canadians understand the immigrant experience. Canada was founded on this spirit, and fuelled by this irrepressible spirit, Canada has evolved into the nation it is today. 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. Canada’s future prospects continue to be influenced

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



them a disservice.

Just as often, unscrupulous politicians have used fear mongering to turn

REQUIRES RESPONSIBLE

unemployment created by the outsourcing of manufacturing jobs to developing nations, where labour costs are substantially lower. Trump is just one of the political leaders using these problems to further a personal agenda. Outsourcing, illegal immigration and border security are serious problems requiring coordinated and sustained global effort. Problems of this magnitude are often best dealt with at the problem's source. That way, the causes can be addressed instead of simply treating the symptoms.

In our rapidly expanding digital information age, the scope of *citizenship education* must be expanded to include digital citizenship enlightened by digital literacy and greater discernment. Without the requisite ethical standards being recognized and supported, this digital citizenship is increasingly more vulnerable to exploitation. The mining of Facebook information to target specific audiences with customized messaging to affect personal decision making should not surprise anyone today. In fact, digital manipulation of media messaging has been confirmed to have influenced the outcomes of Britain's controversial Brexit vote and America's controversial presidential election of 2016. If you were one of the many residents of Ontario receiving a text message from the leader of Her Majesty's Loyal Opposition, on the eve of the imposition of a federal carbon tax on retail gasoline sales, then you too were a target of digital messaging intended to solicit political support.

What is clearly needed is:

- ❑ a growing sense of responsible stewardship for what is considered ethical practice relative to digital communications

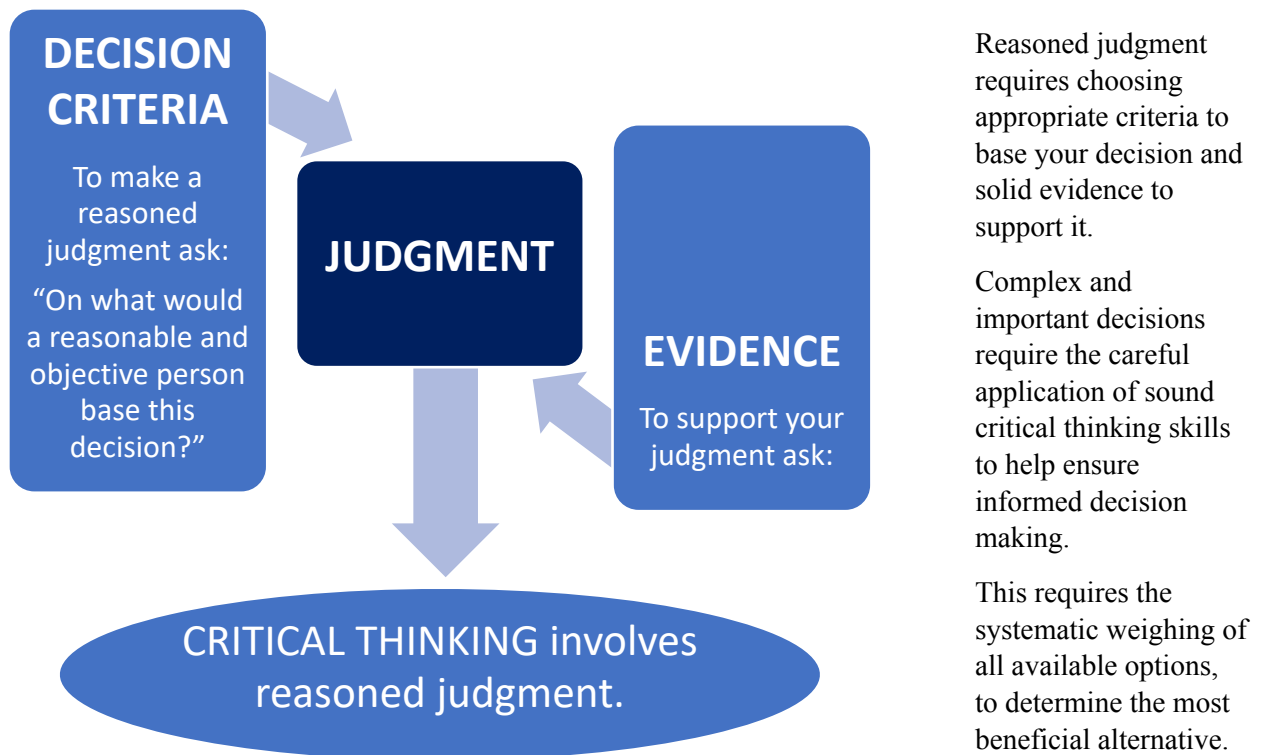
As much as human progress requires democracy, it is equally essential for economic, ecological and social justice to prevail under the auspices of freedom. Responsible citizens must be seen to seek justice locally, regionally (provincially), nationally, and globally. Current practices have often failed to provide this requisite justice for all stakeholders. Environments have been contaminated in the quest for greater profits. Vulnerable people have been disadvantaged by power and privilege.

Given political tensions across the globe, many liberal democracies are currently under attack from disillusioned citizens. Led by political opportunists, these citizens have been led to conclude that while promising empowerment, liberalism has effectively done many of these disillusioned voters is the domestic

- ❑ a concerted international process to hold abusers and manipulators accountable for their exploitative trolling
- ❑ increased digital literacy to empower citizens, consumers and voters to be more discerning recipients and transmitters of digital messaging.

This informed digital citizenship will require improved digital literacy, to sort through the avalanche of digital messaging citizens will need to process critically.

Critical Thinking, Reasoned Judgment and Informed Decision Making



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

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

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

Given the nature of these many important goals, engagement in *citizenship education* can be effectively used by classroom teachers to address mandated learning expectations for many secondary school program areas and courses. The following listing represents four effective entry points:

Canadian and World Studies

- ❑ Grade 11 American History
- ❑ Grade 12 Canadian and International Politics
- ❑ Grade 12 Canada: History, Identity, and Culture
- ❑ Grade 12 Adventures in World History
- ❑ Grade 12 World History Since the 15th Century
- ❑ Grade 12 Analysing Current Economic Issues
- ❑ Grade 12 World Issues: A Geographic Analysis

Social Sciences

- ❑ Grade 11 Introduction to Anthropology, Psychology, and Sociology
- ❑ Grade 12 Challenge and Change in Society
- ❑ Grade 12 Equity and Social Justice

The Arts

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

Language Arts

- ❑ Grade 11 Media Studies
- ❑ Grade 11 English
- ❑ Grade 12 English
- ❑ Grade 12 English, Writer's Craft

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

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

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

Teachers should investigate special calendar opportunities that can be used to showcase and celebrate the results of student investigations, analysis and creative expressions of active citizenship. Public display/performance opportunities include ‘open house’ evenings, multicultural nights, and Education Week celebrations.

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 citizenship, political trends 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.

Daring to Dream: A Handbook for Hope in the Time of Trump uses the Trump experience to underscore the increasing importance of critical thinking, media literacy and digital literacy in contemporary society. Instead of dictating WHAT to think, this book outlines HOW readers can think for themselves to become discerning citizens, voters and consumers of the truth. It is intended to help readers process digital, media and political messaging to find truth and significance in an age of growing nonsense and orchestrated distraction. Until people recognize how easily their minds can be manipulated, they will remain the puppets of somebody else’s power game.

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 Handbook Contents

Chapter (Pages)	Theme and Contents
1 (1 – 13)	<p>One Circus Dies, A New Circus Begins – Long Live ‘The Greatest Show on Earth’</p> <p>The Trump mandate begins within a circus atmosphere. A silly conflict is orchestrated about inauguration crowd size to discredit and displace reputable news reporting with convenient fabrication, and to drown out and frustrate the voices of discernment and reason. A personal experience is recounted about the convenient fabrication of ‘truth’. This experience involves a person who avoided military conscription and war by behaving as a lunatic. This experience is compared to Trump’s avoidance of military service during the Vietnam War. The chapter closes with a parable about a self-absorbed circus impresario, most adept at hogging the spotlight.</p>
2 (15 – 29)	<p>Connecting Dreams, Reality, Truth, and ‘Alternative Facts’</p> <p>The importance of dreams in the advancement of human civilization is reflected upon by comparing American and Canadian dreams of independence and nationhood. The Trump <i>Twitter storm</i> is discussed as a messaging machine intended to confuse truth and reality with ‘alternative facts’ previously considered as falsehoods. A personal experience is recounted about a quick demonstration (first experienced in pre-service teacher training) confirming how the human mind is prone to inference, assumption and conjecture. The reader is invited to take this test and to link its significance to the Trump <i>Twitter storm</i>. The chapter closes with a parable about a wealthy misogynist, most adept at confusing what is legal with what is moral.</p>
3 (31 – 51)	<p>When Bullshit Baffles Brains, Nonsense Trumps Truth</p> <p>The belief that truth and justice prevail in liberal democracies is assessed by revisiting the O.J. Simpson murder trial (1995) and the persuasive power of the multimillion dollar advertising industry. Improved media literacy is presented as a tool to minimize manipulation and mind control. Voter apathy, ignorance and disillusionment are seen as counter to democratic ideals, along with candidate arrogance and negativity. Ethical obligation, transparency and accountability are identified as three anchor principles safeguarding functional democracy. A personal experience during a professional development program for teachers is used to distinguish between statements of fact and self-serving accusations and exaggerations aimed at putting another person on the defensive, another Trump tactic. The chapter closes with a parable about a wealthy misogynist, most adept at buying material happiness at the cost of personal wholeness.</p>
4 (53 – 81)	<p>Leadership by Conviction Convenience: When Self Interest Trumps Public Service</p> <p>Traditional leadership, measured by the growth affected in others, is compared to a more convenient and self-serving leadership evident in current times. The antics of Italy’s Silvio Berlusconi are compared to the quality of leadership practiced by Trump. A ‘report card’ on political leadership is presented for discerning voters, outlining the following leadership criteria: integrity, commitment to service, humility, ability, emotional intelligence, flexibility, transparency, fairness and growth mindedness. The Charlottesville Riots are revisited as a failure to exercise leadership by conviction. A personal experience in growth-building servant leadership, as a high school principal, is recounted in contrast to Trump’s self-serving and divisive leadership style. The chapter closes with a parable about a vain emperor, most adept at revealing his shortcomings.</p>

5 (83 – 103)	<p>The Myth of Populism</p> <p>Populism is investigated as a popular emotional reaction often asking the right political questions but accepting simplistic answers for complex problems. The effects of populist movements are assessed to identify both positive and negative outcomes, including Italy’s experiment with fascism. A personal experience during and after Italy’s fascist era (under Benito Mussolini) is recounted to reflect on the effects of relentless government propaganda and misinformation. The reader is invited to reflect on the dangers inherent in Trump’s use of populist rhetoric and proto-fascist inclinations. The chapter closes with a parable about an unpopular populist, most adept at negativity, distraction and fearmongering to keep his subjects fighting among themselves.</p>
Chapter (Pages)	Theme and Contents
6 (105 – 125)	<p>When Mean Spirit Trumps Fair Play</p> <p>A review of Trump’s track record as an entrepreneur reveals a decidedly mean spirited, winner-take-all approach based on meticulous ‘golden boy’ branding to cover up questionable business practices leading to over 3,500 lawsuits. The use of “fall guys” to blame in the event of any failures helps keep the brand golden, while his actual economic performance is assessed to be mediocre. Instead of division and confrontation, the need for America to come together into a more civil society is recognized, including along racial lines. A personal reflection about the importance of winning (as a high school coach) is used to reflect on Trump’s notion of winning at all costs and his abrupt distancing from anyone or anything associated with losing. The chapter closes with a parable about a pushy tycoon, with a big chip on his fragile shoulder, who becomes most adept at negativity.</p>
7 (127 – 149)	<p>When Extremism and Polarization Trump Moderation and Dialogue</p> <p>This chapter investigates how the mean-spirited Trump uses political polarization and extremist rhetoric to further his personal political agenda and vilify his opponents. The dysfunctional partisan impasse evident in American politics today is seen as a golden opportunity for unscrupulous politicians to exploit the resulting paralysis. The threat of government shut down is seen as one such manipulation. The need for more critical thinking is recognized to enable the making of reasoned judgements based on reasonable criteria and supported by sound evidence. A personal experience about how a successful community festival was effectively truncated by party politics is used to focus reflection on the paralysis inflicted by bitter partisan politics. The chapter closes with a parable about a paranoid leader, most adept at labelling critics as “enemies of the state.”</p>
8 (151 – 177)	<p>Globalization in the Golden Age of the Transnational Corporation</p> <p>The increasing power of corporate America is investigated as a tool for a globalization driven by free trade and profit maximization. With increased profits from marketplace manipulation, corporate America has chosen to invest millions in lobbying government to solicit favourable legislation. By 2015, Americans started to spend more annually on lobbying than on the actual operation of the House of Representatives and the Senate. The tactics used by these successful lobbyists are outlined and specific cases are cited from the pharmaceutical industry and the National Rifle Association. The course of globalization is assessed to confirm the need for economic, social and ecological justice to prevail, to enable fair trade rather than free trade. <i>Socially responsible corporate citizenship</i> is defined and a sample pledge is offered as a possible benchmark. A personal experience is used to recognize the importance placed by entrepreneurs in giving back to the communities that supported their successful businesses. This <i>socially responsible corporate citizenship</i> is contrasted to Trump’s socially irresponsible ‘winner-take-all, let others assume all the risk, pay minimal taxes’ business model. The chapter closes with a parable about an ‘infallible’ dealmaker, most adept at doing whatever it takes to come out looking like a winner. The fallacy of trickle-down economics is also exposed.</p>

<p>9 (179 – 195)</p>	<p>The Spectre of Sustainability The reader is reminded that every time they spend a dollar they are casting a vote for the kind of world they want. Sustainability is rooted in economy, ecology and equity. The moral imperative of responsible stewardship is weighed against the need for profit maximization to dispel Trump’s unfounded claim that global warming is a Chinese hoax to render American industry uncompetitive. The conversion to green energy is long overdue and requires government support to develop cost effective technologies. A personal experience intended to raise student awareness of Great Lakes water pollution and to promote responsible stewardship of our fragile environment is used to recognize the need for similar critical thinking and activism in Trump’s America. The chapter closes with a parable about an unscrupulous leader, most adept at denying the obvious to avoid recognizing the consequences of global warming, right to the bitter end.</p>
<p>Chapter (Pages)</p>	<p>Theme and Contents</p>
<p>10 (197 – 225)</p>	<p>The Smokescreen of Orchestrated Distraction and Misdirection This chapter reflects on how post-modern life has become all about distraction in our digital information age. The classic professional wrestling routine, involving a hidden foreign object that everyone can see except for the distracted referee, is used as a morality play to illustrate how villains can get away with cheating via distraction. This is compared to the sleight of hand trickery used effectively by magicians to create the illusion of magic. The strategies used by politicians to distract and misdirect voters are outlined and compared to the strategies used by paid lobbyists to influence government. Trump’s mastery of these strategies is also outlined. A personal experience while teaching a teaching methodology course in university is used to reflect further on orchestrated distraction as manipulation. The chapter closes with a parable about an unscrupulous leader, most adept at distraction so as to exploit the same political swamp he long promised to drain.</p>
<p>11 (227 – 257)</p>	<p>Future Prospects: The Saving Grace of Cautious Optimism It is argued that guided by cautious optimism, the continued evolution of the human positivist spirit can affect continued movement toward enlightened and sustainable decision-making. Such decision-making must be fuelled by critical and progressive thinking. Negativity and cynicism are recognized as elements that can only diminish human potential. Since only shared prosperity is sustainable, putting America first must be interpreted to mean putting all Americans first and not just ‘first class’ Americans. Internationally, putting America first must not be interpreted to mean putting all other nations last. The public and private spheres of the political world are examined and the power bestowed by political privilege is recognized as one form of elitism that must be addressed to improve the process of democratic (collective) decision-making. Scenarios of the Trump experience are processed and potential outcomes are examined. The lessons learned from each thematic chapter are concisely articulated to provide an executive summary for dreamers to help refocus and revitalize their personal dreams of future fulfilment. A personal experience as a photographic arts teacher is recounted to emphasize the importance of teaching students to ask and answer the “<i>So what?</i>” question to determine the personal significance of what is being learned, so as to be able to put new learnings to effective use. This too is an example of critical thinking and reasoned judgment. The chapter and book closes with a parable about a slick psychic, most adept at predicting the past, including a return to “the golden age of laundromat democracy” where whites and coloureds were “kept apart to avoid staining the fabric.”</p>

Making Connections to Handbook Contents

Chapter	Historical/Geographic Connections	Connections to Responsible Citizenship
1	Presidential inauguration ceremonies (2009 and 2017) and the peaceful transfer of power; Avoiding military service during wartime; World War Two (1939 – 1945); American role in Vietnam War (1959 – 1975)	Recognizing the self-serving manipulation of media messaging to fabricate convenient ‘truth’; Truth as a fabrication or construct, rather than an objective reality
2	The American Dream; Canadian Dream and Nationhood; The Introduction of ‘alternative facts’ into the American lexicon (2017)	Recognizing the use of ‘alternative facts’ to confuse truth and reality; Separating fact from opinion, assumption and conjecture
3	Canadian and American legal systems; O. J. Simpson Murder Trial and Riots (1995); Anchor principles of functional democracy (ethics, transparency and accountability)	Persuasive power of the advertising industry; Media literacy; Effects of voter apathy, ignorance and disillusionment
4	American politics and leadership; Silvio Berlusconi as Italian Prime Minister; Charlottesville Riots and White Supremacy (2017)	Critical judgement based on reasoned criteria and supporting evidence; Assessing the qualities of effective leaders
5	Populism in International Politics; Populism in Canada and the United States; Fascism in Italy under Benito Mussolini	Recognizing the limitations of populist rhetoric; Use of propaganda and misinformation; The ‘Great Man’ mythology
6	Comparing Trump’s brand/public image to his actual track record as an entrepreneur;	Civility and the value of a civil society; Racial inequality and social justice; Winning and losing in perspective
7	Effects of polarization and extremist rhetoric on American democracy (government shutdown); Racism/white privilege as America’s original sin; Using polarization to exploit the political process	Critical judgement based on reasoned criteria and supporting evidence; Accountability for exploitation and misdirection
8	Growing corporate power in America; Effects of globalization; Lobbyists in America (Big Pharma and NRA) Trickle-down economics	Defining socially responsible corporate citizenship; Recognizing shared prosperity as the only sustainable prosperity
9	Sustainability requires economic, ecological and social justice; Clean coal technology; Global warming and responsible stewardship	‘Green’ thinking for environmental protection; Critical judgement based on reasoned criteria and supporting evidence;

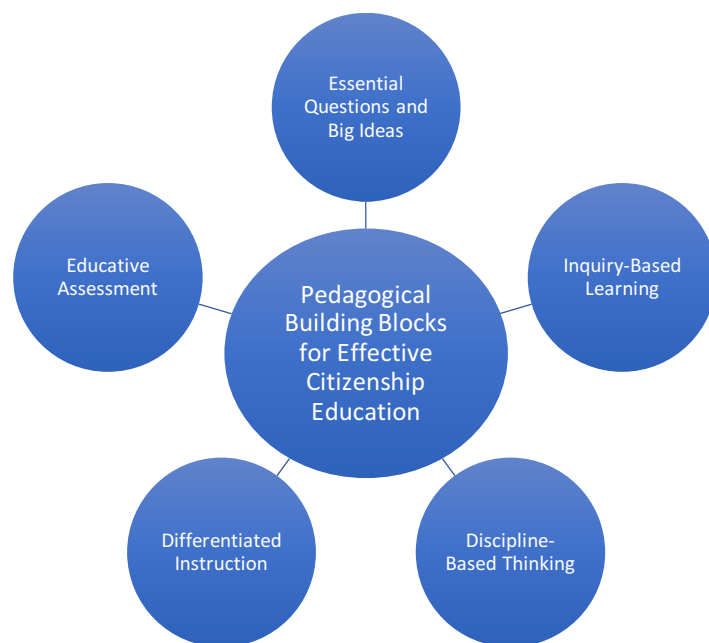
10	American and International politics; American history	Voter manipulation through distraction and misdirection; Critical thinking to avoid manipulation
11	American and International politics; World issues affecting human progress	Cautious optimism, discernment and positivity Critical thinking, media and digital literacy

Part Two: Learning Activity Planning

How Can I Effectively Use the Contents of this Handbook?

The following cross-curricular strategies can be effectively used by teachers to help ensure a pedagogically sound learning experience for their students. Even though critical thinking skills should be developed in all secondary school grades, given the crude language and adult nature of some content, this book is best saved for classes in Grades 11 and 12. Teachers are encouraged to carefully preview contents to ensure that language and subject matter are appropriate for their school community.

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



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

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

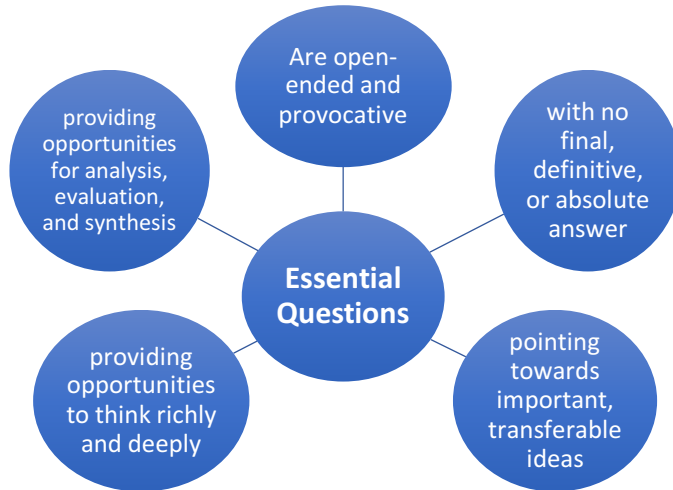
As a useful reference point/organizer, this resource has been designed around the policy documents published by the Ontario Ministry of Education. Teachers in other jurisdictions will have to adapt the suggestions and classroom activities to comply with local policy requirements.

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

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

Essential Questions and Big Ideas

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



Sample Essential Questions:

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

What are the qualities demonstrated by effective and admirable leaders?

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

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

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



Sample Big Ideas:

Citizenship is about more than where you were born.

Positive thinking is progressive and transformational. Negativity achieves the opposite results.

Humans sometimes attempt to rationalize behaviours they cannot justify.

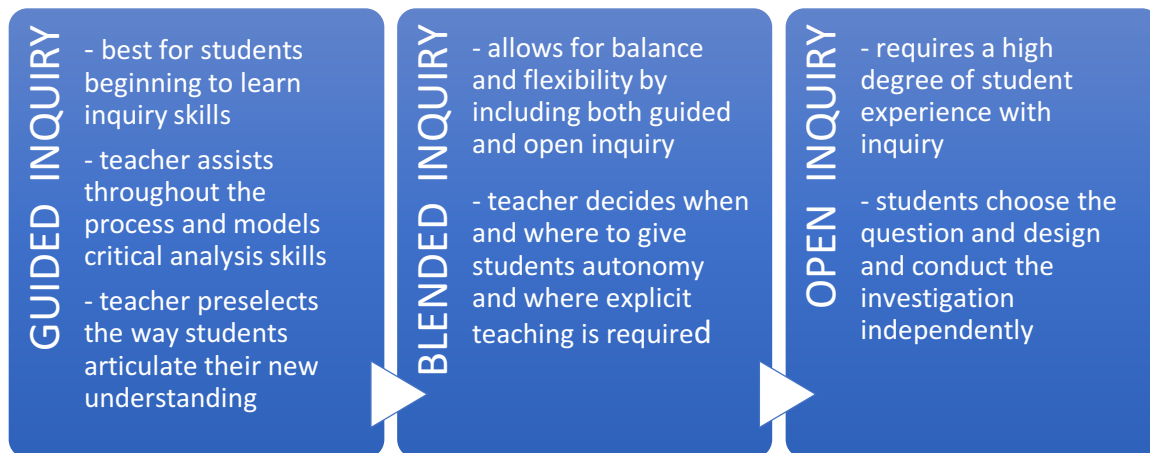
Inquiry-Based Learning

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

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

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

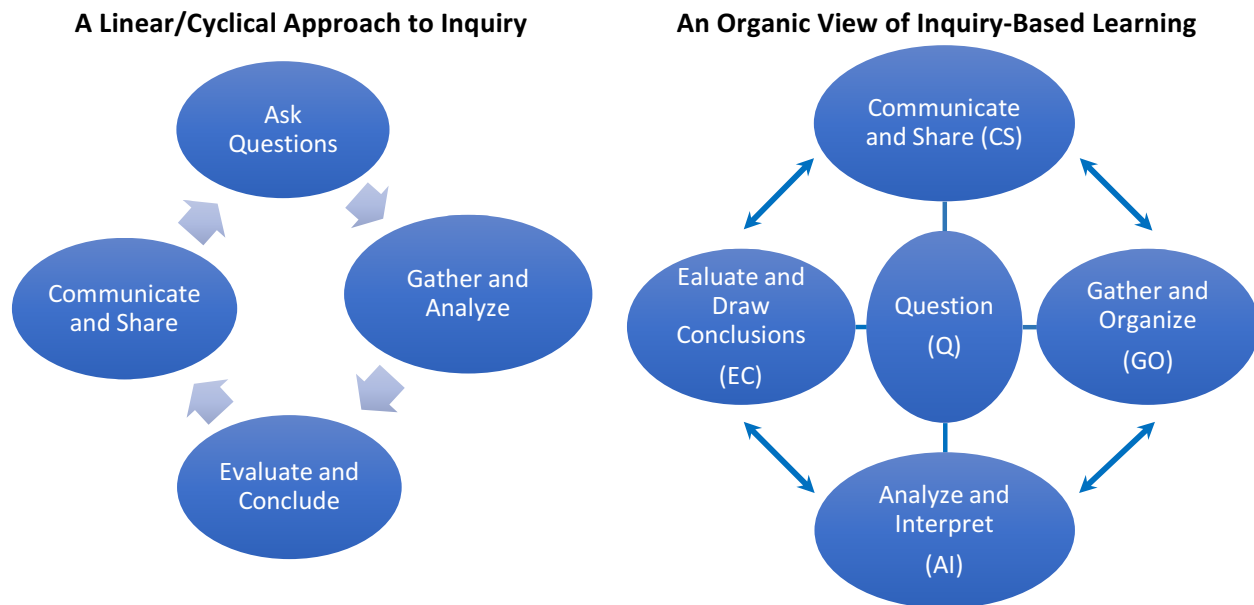
Some inquiry opportunities will arise naturally from classroom activities and the *Essential Questions* posed in class. Essential Questions often trigger a series of additional questions suitable to direct a focused investigation into a problem, challenge, or dilemma. The following graphic provides some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



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

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

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



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

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

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

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

Discipline-Based Thinking

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

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

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



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

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

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

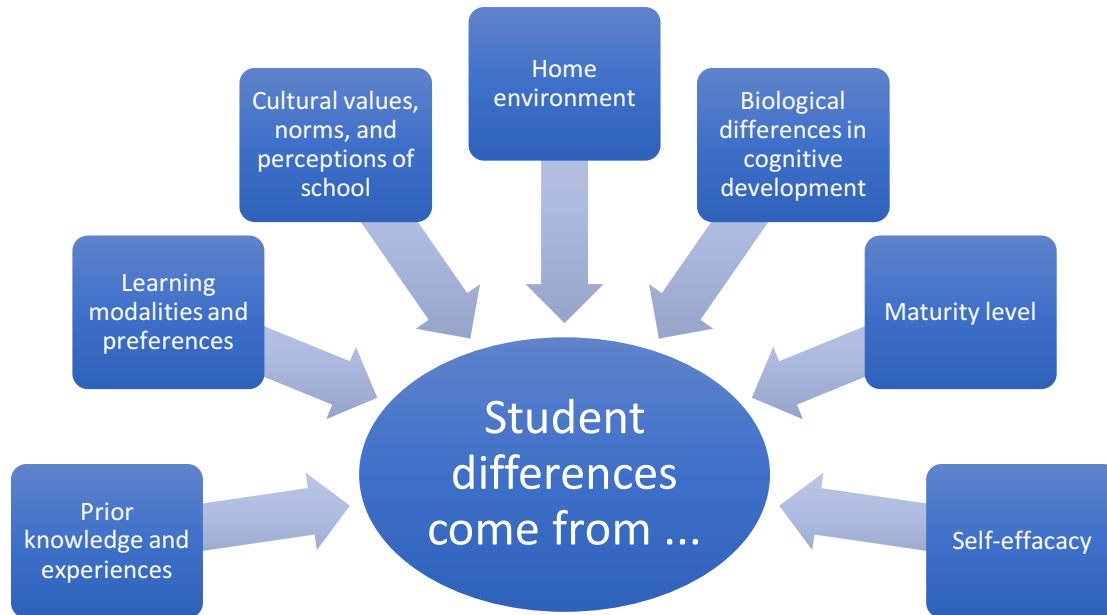
In particular, the thought provoking contents of this handbook lend themselves to both historical analysis and contemporary comparisons. In this way students are challenged to use the past to better assess and understand current realities. It is important to learn from the past, not to judge the actions of those who came before us, but to gain insight into the course of human progress and to identify that which individually or collectively can lead to progress, enlightenment, regression or entrenchment. The Trump experience is used to reveal and discuss the impact of political practices intended to distract and misdirect thinking to promote a favourable agenda and vilify the voices of criticism. Historical and contemporary analyses are used to focus critical thinking about political, social, economic and ecologically sustainable decision making.

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

Differentiated Instruction

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

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



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

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

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

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

Assessment for Learning

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

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

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

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

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

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

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

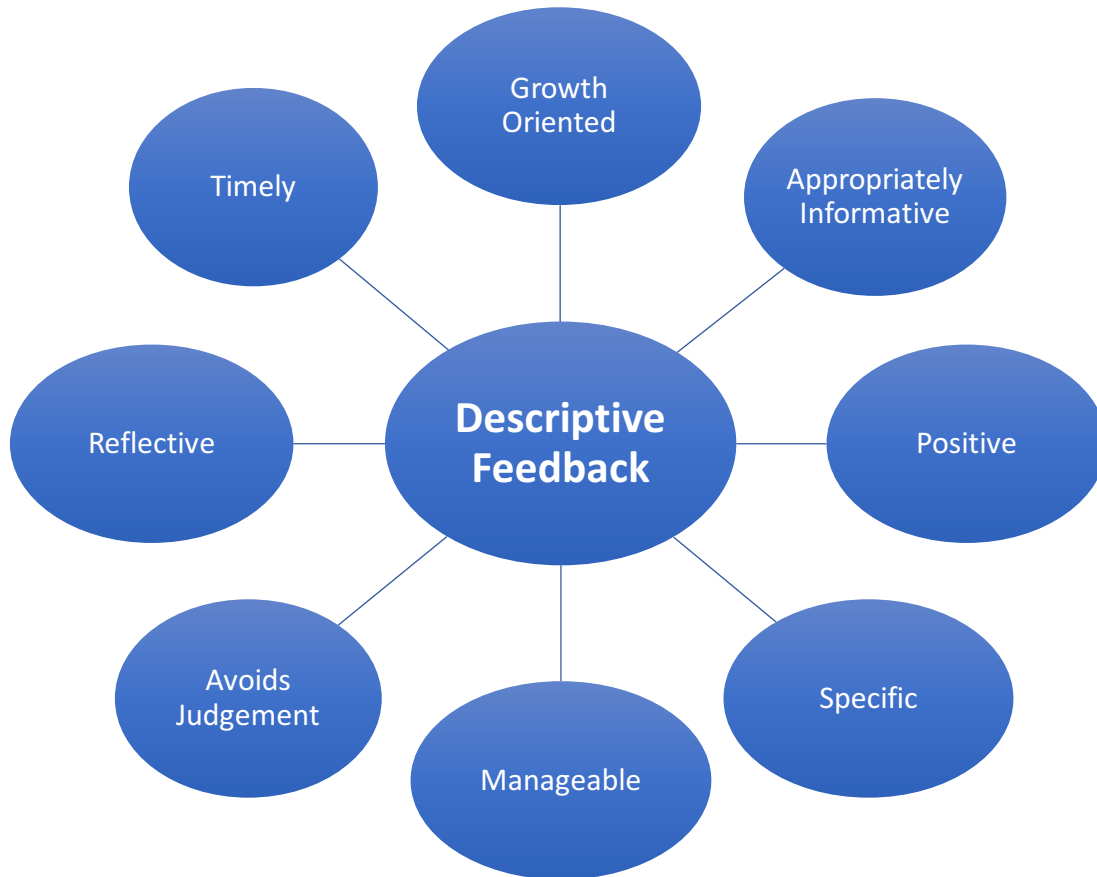
Recent education research, including work done by John Hattie (2008), Dylan Wiliam (2011), and Grant Wiggins (2012) confirms the importance of formative assessment, and specifically descriptive feedback, in increasing student learning. In this sense, *assessment for learning* is a key building block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

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

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

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

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



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

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

Sample Learning Strategies for Handbook Contents

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

Chapter 1: One Circus Dies, A New Circus Begins (pages 1 to 13)

Chapter Synopsis	Big Ideas
<p>The Trump mandate begins within a circus atmosphere. A silly conflict is orchestrated about inauguration crowd size to discredit and displace reputable news reporting with convenient fabrication, and to drown out and frustrate the voices of discernment and reason.</p> <p>A personal experience is recounted about the convenient fabrication of ‘truth’. This experience involves a person who avoided military conscription and war by behaving as a lunatic. This experience is compared to Trump’s avoidance of military service during the Vietnam War.</p> <p>The chapter closes with a parable about a self-absorbed circus impresario, most adept at hogging the spotlight.</p>	<p>One of democracy’s greatest assets is the peaceful transfer of power.</p> <p>War is an inevitable reality of our competitive human existence. Should individual citizens be forced to serve as soldiers during times of war. Should those refusing to serve be considered unpatriotic?</p> <p>Media messaging can be used to fabricate convenient ‘truth’ and manipulate the gullible.</p> <p>Without critical thinking, truth is a fabrication or construct, rather than an objective reality.</p> <p>We live in an age where it is becoming increasingly more difficult to believe our own eyes and ears.</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 11 Media Studies; Grade 12 Challenge and Change in Society; Grade 12 Adventures in World History; Grade 12 Canadian and International Politics</p>	<p>Have students examine photos of the inauguration crowd in 2009 and 2017 to determine the largest crowd.</p> <p>Have students observe the White House press secretary’s announcement of the largest crowd ever to assess his comfort level in making the public statement to determine effect on credibility.</p>
<p>Grade 11/12 English; Grade 12 Writer’s Craft</p>	<p>Have students assess and adapt the author’s storytelling style to create an original and moving narrative about contemporary society citizen engagement in the democratic process, and the human condition.</p> <p>Using the parables in this handbook as models, invite students to create and illustrate their own parables to offer insight into the democratic/political process and the human condition.</p>
<p>Grade 11/12 Dramatic Arts</p>	<p>Have students use their art form to effectively communicate the feelings associated with the Trump camp’s views of American democracy and the voting public.</p>

Chapter 2: Connecting Dreams, Reality, Truth, and ‘Alternative Facts’ (pages 15 to 29)

Chapter Synopsis	Big Ideas
<p>The importance of dreams in the advancement of human civilization is reflected upon by comparing American and Canadian dreams of independence and nationhood. The Trump <i>Twitter storm</i> is discussed as a messaging machine intended to confuse truth and reality with ‘alternative facts’ previously considered as falsehoods.</p> <p>A personal experience is recounted about a quick demonstration (first experienced in pre-service teacher training) confirming how the human mind is prone to inference, assumption and conjecture. The reader is invited to take this test and to link its significance to the Trump <i>Twitter storm</i>.</p> <p>The chapter closes with a parable about a wealthy misogynist, most adept at confusing what is legal with what is moral.</p>	<p>Throughout history, dreams have been instrumental in advance human potential.</p> <p>Great nations were built on noble dreams.</p> <p>The American Dream is based on the individual pursuit of happiness through hard work, justice and liberty.</p> <p>The Canadian Dream reflects a more collectivist spirit based on the common good and the protection of minority rights.</p> <p>What happens to political accountability when controversy comes and goes so quickly?</p> <p>Will Trump’s propensity to misrepresent facts and conveniently manufacture ‘alternative facts’ have a positive or negative effect on the office of the President of the United States and on American society?</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 Canada: History, Identity, and Culture; Grade 12 Adventures in World History; Grade 12 Canadian and International Politics</p>	<p>Have students investigate voter influence by foreign agents during the American presidential elections of 2016 to assess political outcomes and whether similar strategies can be used to successfully influence/manipulate Canadian voters.</p> <p>Have students reflect on both the importance and the difficulty of separating objective fact from opinion, assumption and conjecture.</p> <p>Use the following inquiry question to focus student research and critical thinking: Will Trump’s propensity to misrepresent facts and conveniently manufacture ‘alternative facts’ have a positive or negative effect on the office of the President of the United States and on American society?</p>
<p>Grade 11 Introduction to Anthropology, Psychology and Sociology; Grade 11 Media Literacy; Grade 12 Challenge and Change in Society</p>	<p>Have students investigate the power of media messaging to inform and shape public opinion.</p> <p>Have students investigate the need for informed citizenship with well-developed critical thinking and media/digital literacy.</p> <p>Have students reflect on both the importance and the difficulty of separating objective fact from opinion, assumption and conjecture.</p>
<p>Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts</p>	<p>Have students use their preferred art form to explore the nature of American nationhood (and the American Dream).</p> <p>Have students use their preferred art form to explore the nature of Canadian nationhood (and the Canadian Dream).</p>
<p>Grade 12 English; Grade 12 Writer’s Craft</p>	<p>Have students analyze the author’s use of historical narrative, personal experience, and humour to effectively tell a moving story while holding a mirror to the human condition or the political process.</p>

Chapter 3: When Bullshit Baffles Brains, Nonsense Trumps Truth (pages 31 to 51)

Chapter Synopsis	Big Ideas
<p>The belief that truth and justice prevail in liberal democracies is assessed by revisiting the O.J. Simpson murder trial (1995) and the persuasive power of the multimillion dollar advertising industry. Improved media literacy is presented as a tool to minimize manipulation and mind control. Voter apathy, ignorance and disillusionment are seen as counter to democratic ideals, along with candidate arrogance and negativity. Ethical obligation, transparency and accountability are identified as three anchor principles safeguarding functional democracy.</p> <p>A personal experience during a professional development program for teachers is used to distinguish between statements of fact and self-serving accusations and exaggerations aimed at putting another person on the defensive, another Trump tactic.</p> <p>The chapter closes with a parable about a wealthy misogynist, most adept at buying material happiness at the cost of personal wholeness.</p>	<p>Can any judicial system assure justice for all?</p> <p>The multimillion dollar advertising industry has great power to influence consumers.</p> <p>Voters are consumers, consumers of the “truth”.</p> <p>Voter apathy, ignorance and disillusionment can help to render any democracy dysfunctional.</p> <p>Candidate arrogance, negativity, and divisiveness can be harmful to the long-term health of any democracy.</p> <p>Ethical obligation, transparency and accountability are three anchor principles safeguarding functional democracy.</p> <p>How can the common good be defined from diverse stakeholder interests?</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 World History Since the 15th Century</p>	<p>Have students investigate the evolution of democracy to its current state and to assess its future as a mechanism for collective decision making to address the common or greater good.</p> <p>Ask students to assess the value of critical thinking, media literacy and digital literacy in a functional democracy.</p>
<p>Grade 12 Challenge and Change in Society; Grade 12 Canada: History, Identity and Culture</p>	<p>Ask students to assess the challenges inherent in multiculturalism and what Canadians must do to rise above them.</p> <p>Ask students to assess the value of critical thinking, media literacy and digital literacy in a functional democracy.</p>
<p>Grade 12 Dramatic Arts; Grade 12 Visual Arts</p>	<p>Have students use their preferred art form to depict and reveal their personal insights into the effect of the political process on human relationships and societal norms in Canada and the United States.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft</p>	<p>Have students reflect on and write about the changing nature of politics in America and around the world, and its effect on civil society.</p> <p>Using the parables in this handbook as models, invite students to create and illustrate their own parables to offer insight into the democratic/political process, social norms, and human nature.</p>
<p>Grade 12 Equity and Social Justice</p>	<p>Have students conduct a case study of the O. J. Simpson murder trial to identify causes and consequences. Ask students to determine what it reveals about American society.</p>

Chapter 4: Leadership by Conviction Convenience (pages 53 to 81)

Chapter Synopsis	Big Ideas
<p>Traditional leadership, measured by the growth affected in others, is compared to a more convenient and self-serving leadership evident in current times. The antics of Italy’s Silvio Berlusconi are compared to the quality of leadership practiced by Trump.</p> <p>A ‘report card’ on political leadership is presented for discerning voters, outlining the following leadership criteria: integrity, commitment to service, humility, ability, emotional intelligence, flexibility, transparency, fairness and growth mindedness. The Charlottesville Riots are revisited as a failure to exercise leadership by conviction.</p> <p>A personal experience in growth-building servant leadership, as a high school principal, is recounted in contrast to Trump’s self-serving and divisive leadership style. The chapter closes with a parable about a vain emperor, most adept at revealing his shortcomings.</p>	<p>Human beings are capable of great deeds – great in their humanity as well as in their inhumanity.</p> <p><i>“It is amazing what you can accomplish if you do not care who gets the credit.”</i> Harry S. Truman</p> <p><i>“There are two great forces in human nature: self-interest and caring for others.”</i> Bill Gates</p> <p><i>“Those who do not remember the past are condemned to repeat it.”</i> George Santayana</p> <p><i>“If your actions inspire others to dream more, learn more and become more, you are a leader.”</i> John Quincy Adams</p> <p>What can we rightfully expect from our political leaders? How can we objectively assess their effectiveness/impact?</p> <p>Any civil society must define the moral high ground, and its leaders must be seen to stake and nurture this morality.</p>
Course/Subject Area	Strategy
<p>Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice; Grade 12 Canadian and International Politics</p>	<p>Have students research the Charlottesville Riots to identify causes and consequences. Ask students to consider what makes racial intolerance so difficult to reverse in American society and how the political landscape can contribute to intolerance.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts; Grade 12 Visual Arts</p>	<p>Have students reflect on and write about the social, cultural and economic effects intolerance and racial bigotry. Have dramatic arts students re-enact the human dynamic. Have visual arts students create art pieces reflecting the impact of intolerance and bigotry on the human condition.</p> <p>Using the parables in this handbook as models, invite students to create and illustrate their own parables to offer insight into the political arena, leadership and human nature.</p>
<p>Grade 11 American History; Grade 12 Canada: History, Identity and Culture; Grade 12 Canadian and International Politics; Grade 12 World History Since the 15th Century</p>	<p>Have students apply critical thinking to prepare a report card for an important leader they have studied to outline strengths, limitations, and overall effectiveness. Ask students to compare this historical leader to a current leader.</p>
<p>Grade 12 Canadian and International Politics</p>	<p>Have students compare the behaviour and political leadership of Italy’s Berlusconi and America’s Trump.</p> <p>Have students assess the “Ten Key Questions Facilitating Discernment” (pages 63 to 64) as a tool to determine leadership skill and candidate potential.</p>
<p>Grade 12 Equity and Social Justice;</p>	<p>Have students conduct a case study of the Charlottesville Riots to identify causes and consequences. Ask students to determine what it reveals about American society.</p>

Chapter 5: The Myth of Populism (pages 83 to 103)

Chapter Synopsis	Big Ideas
<p>Populism is investigated as a popular emotional reaction often asking the right political questions but accepting simplistic answers for complex problems. The effects of populist movements are assessed to identify both positive and negative outcomes, including Italy’s experiment with fascism.</p> <p>A personal experience during and after Italy’s fascist era (under Benito Mussolini) is recounted to reflect on the effects of relentless government propaganda and misinformation. The reader is invited to reflect on the dangers inherent in Trump’s use of populist rhetoric and proto-fascist inclinations.</p> <p>The chapter closes with a parable about an unpopular populist, most adept at negativity, distraction and fearmongering to keep his subjects fighting among themselves.</p>	<p>Human beings are capable of great deeds – great in their humanity as well as in their inhumanity.</p> <p>Personal experience is supposed to help us make wise decisions, but often intervening factors cloud our judgment.</p> <p>Human history reveals a continuous class struggle; rich versus poor, exploiter versus exploited, immigrant versus native, etc. Our contemporary society reflects this struggle.</p> <p><i>“A politician divides mankind into two classes; tools and enemies.”</i> Friedrich Nietzsche</p> <p><i>“The demagogue is one who preaches doctrines he knows to be untrue to men he knows to be idiots.”</i> H. L. Mencken</p> <p>“Prejudices are what fools use for reason.” Francois Voltaire</p> <p>“Populists often ask the right questions but give the wrong answers.” Cas Mudde</p>
Course/Subject Area	Strategy
<p>Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 12 Canadian History, Identity and Culture; Grade 12 Canadian and International Politics</p>	<p>Have students investigate populist movements in Canada, the United States and globally to assess their impact on society and on the democratic process.</p> <p>Have students investigate recent populist movements in different countries influenced by negative sentiments about liberal democracy, globalization and immigration.</p>
<p>Grade 12 Canadian History, Identity and Culture; Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students assess the degree to which Canadian society has evolved into a civil society since 1945 and identify specific areas for improvement. Assess the evolving nature of politics in Canada to determine its impact on social norms and civility.</p> <p>Organize a class debate to facilitate a structured and evidence based argument (driven by critical thinking) to determine whether liberal democracy has failed or succeeded in delivering on its main promises to the electorate.</p>
<p>Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History</p>	<p>Have students investigate the causes and consequences of fascist governments in Italy, Germany, and Spain and to assess the role of populism and propaganda in the promotion of the great leader mythology.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story to stimulate serious reflection into our human condition, contemporary society, or the evolving political process so as to “hold up a mirror to humanity.”</p>
<p>Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students investigate class and cultural differences in contemporary society to assess their impact on social norms. Ask students to determine the principle elements of social progress needed to make the Canadian experiment into multiculturalism a sustainable reality and the Canadian approach to democracy viable.</p>
<p>Grade 11 American History; Grade 12 Canadian and International Politics</p>	<p>Have students research and apply critical analysis to their findings to answer or debate the following inquiry question: Will Trump’s flirtations with proto-fascist ideas, leaders, and styles of government harm or help American democracy in the long run?</p>

Chapter 6: When Mean Spirit Trumps Fair Play (pages 105 to 125)

Chapter Synopsis	Big Ideas
<p>A review of Trump’s track record as an entrepreneur reveals a decidedly mean spirited, winner-take-all approach based on meticulous ‘golden boy’ branding to cover up questionable business practices leading to over 3,500 lawsuits. The use of “fall guys” to blame in the event of any failures helps keep the brand golden, while his actual economic performance is assessed to be mediocre.</p> <p>Instead of division and confrontation, the need for America to come together into a more civil society is recognized, including along racial lines. A personal reflection about the importance of winning (as a high school coach) is used to reflect on Trump’s notion of winning at all costs and his abrupt distancing from anyone or anything associated with losing. The chapter closes with a parable about a pushy tycoon, with a big chip on his fragile shoulder, who becomes most adept at negativity and divisiveness.</p>	<p>Personal experience is supposed to help us make wise decisions, but often intervening factors cloud our judgment.</p> <p><i>“A politician divides mankind into two classes; tools and enemies.”</i> Friedrich Nietzsche</p> <p><i>“Prejudices are what fools use for reason.”</i> Francois Voltaire</p> <p><i>“Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.”</i> Buddha</p> <p>The realization of lasting change requires a sustained process not an event. Positive social change is evolutionary not revolutionary.</p> <p>Leopards cannot change their spots, nor can people radically change their personality.</p> <p><i>“Every person must live their life as a model for others.”</i> Rosa Parks</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students assess the value of civility and a civil society for any functional democracy to address diverse perspectives and conflicting interests. Have students compare American and Canadian models of civility and social practices to assess the evolving nature of politics in Canada (or America) and determine its impact on social norms and civility.</p> <p>Have students investigate and compare racial inequality and social justice in America and Canada.</p>
<p>Grade 11 American History; Grade 12 Adventures in History; Grade 12 Canadian and International Politics; Grade 12 Equity and Social Justice</p>	<p>Have students compare Trump’s meticulous branding, or building of a public image, to his actual track record as an entrepreneur and leader.</p> <p>Have students assess the effects of mean spirited and divisive leadership on the American political landscape and on American society (racial equality and social justice).</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the effects of mean spirit, self-centeredness and divisiveness on human relations and contemporary society, so as to “hold up a mirror to humanity.”</p> <p>Using the author’s reflection as a model, have students write or dramatize a compelling story (from personal experience) about winning and losing.</p>
<p>Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society</p>	<p>Have students assess the “Critical Questions for Discerning Minds” (pages 120 to 121) proposed by the author as a tool to determine the value of positive spirit and fair treatment in business and politics.</p>
<p>Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics; Grade 12 Equity and Social Justice</p>	<p>Have students investigate class and cultural differences in contemporary society to assess their impact on social norms and civility. Ask students assess the social progress being made towards a more civil society.</p>

Chapter 7: When Extremism and Polarization Trump Moderation and Dialogue

(pages 127 to 149)

Chapter Synopsis	Big Ideas
<p>This chapter investigates how the mean-spirited Trump uses political polarization and extremist rhetoric to further his personal political agenda and vilify his opponents. The dysfunctional partisan impasse evident in American politics today is seen as a golden opportunity for unscrupulous politicians to exploit the resulting paralysis. The threat of government shut down is seen as one such manipulation. The need for more critical thinking is recognized to enable the making of reasoned judgements based on reasonable criteria and supported by sound evidence.</p> <p>A personal experience about how a successful community festival was effectively truncated by party politics is used to focus reflection on the paralysis inflicted by bitter partisan politics. The chapter closes with a parable about a paranoid leader, most adept at labelling critics as “enemies of the state.”</p>	<p>Politics, the art and science of persuasion and compromise, is an essential element of most human interactions in any civil society.</p> <p><i>“Every person must live their life as a model for others.”</i> Rosa Parks</p> <p><i>“A politician divides mankind into two classes; tools and enemies.”</i> Friedrich Nietzsche</p> <p><i>“Political extremism involves two prime ingredients: an excessively simple diagnosis of the world’s ills, and a conviction that there are identifiable villains back of it all.”</i> John W. Gardner</p> <p><i>“The sad truth is that most evil is done by people who never make up their minds to be good or evil.”</i> Hannah Arendt</p> <p><i>“It is unfair to ask of others what you are unwilling to do yourself.”</i> Eleanor Roosevelt</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society</p>	<p>Have students analyze their research findings and apply critical thinking in response to the following inquiry question: Has the Trump mandate descended into a battle for America’s soul?</p> <p>Have students assess the impact of the use of prolonged government shutdowns as a tactic to exploit political extremism and polarization in America.</p> <p>Have students assess or debate whether the current state of American democracy is functional or dysfunctional.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the effects of escalating extremism and polarization on human relations and civil dialogue in contemporary society, so as to “hold up a mirror to humanity.”</p> <p>Using the author’s reflection as a model, have students write or dramatize a compelling story (from personal experience) about the pervasiveness of politics in the human dynamic.</p>
<p>Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society</p>	<p>Have students assess the “Critical Questions for Discerning Minds” (pages 142 to 143) proposed by the author as a tool to deal constructively with political polarization.</p> <p>Have students investigate and assess the ten problems proposed by the author as being created by the current extremely partisan politics in America.</p>

Chapter 8: Globalization in the Golden Age of the Transnational Corporation

(pages 151 to 177)

Chapter Synopsis	Big Ideas
<p>The increasing power of corporate America is investigated as a tool for a globalization driven by free trade and profit maximization. With increased profits from marketplace manipulation, corporate America has chosen to invest millions in lobbying government to solicit favourable legislation. By 2015, Americans started to spend more annually on lobbying than on the actual operation of the House of Representatives and the Senate. The tactics used by these successful lobbyists are outlined and specific cases are cited from the pharmaceutical industry and the National Rifle Association. The course of globalization is assessed to confirm the need for economic, social and ecological justice to prevail, to enable fair trade over free trade.</p> <p><i>Socially responsible corporate citizenship</i> is defined and a sample pledge is offered as a possible benchmark. A personal experience is used to recognize the importance placed by entrepreneurs in giving back to the communities that supported their successful businesses. This <i>socially responsible corporate citizenship</i> is contrasted to Trump’s socially irresponsible ‘winner-take-all, let others assume all the risk, pay minimal taxes’ business model. The chapter closes with a parable about an ‘infallible’ dealmaker, most adept at doing whatever it takes to come out looking like a winner. The fallacy of trickle-down economics is also exposed.</p>	<p>The realization of lasting change requires a sustained process not an event. Positive social change is evolutionary not revolutionary.</p> <p><i>“Every time you spend money, you’re casting a vote for the kind of world you want.”</i> Anna Lappé</p> <p><i>“When buying and selling is controlled by legislation, the first things to be bought and sold are legislators.”</i> P. J. O’Rourke</p> <p><i>“Trickle-down economics is a fraud. Giving tax breaks to the rich and large corporations does not create jobs. It simply makes the rich richer, enlarges the deficit and increases income and wealth inequality. We need economic policies which benefit working class families, not the billionaire class.”</i> Bernie Sanders</p> <p><i>“Globalization has gone wrong, as it has no rules. Multinationals are almost above the law ... they are bigger than governments.”</i> Dick Smith</p> <p><i>“What we’ve seen is a kind of backlash to liberal democracy. Masses of people feel they have not been properly represented in liberal democracy.”</i> Amandine Crespy</p> <p><i>“Many people in Europe and the United States have not benefitted much from overall economic growth over the past few decades.... But the solution is not to throw out the liberal order. It is to compliment it with government policies that allow people to share in the benefits.”</i> Douglas W. Elmendorf</p>
Course/Subject Area	Strategy
<p>Grade 11 Media Studies; Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students explore and assess the effectiveness of the six tactics used by professional lobbyists to influence elected politicians.</p> <p>Have students determine and debate the ultimate effect of professional lobbyists and special interest groups on government.</p>
<p>Grade 12 World Issues: A Geographic Analysis; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society; Grade 12 Analysing Current Economic Issues</p>	<p>Have students use chapter contents to define <i>socially responsible corporate citizenship</i> and to determine how discerning consumers can help to ensure its existence.</p> <p>Have students assess the “Critical Questions for Discerning Minds” (pages 169 to 170) proposed by the author as a tool to deal constructively with globalization, trade, and corporate power.</p>
<p>Grade 12 World Issues: A Geographic Analysis; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society</p>	<p>Have students analyze the current course of globalization to determine where it has succeeded in promoting greater prosperity and where it has served to exploit the weak and vulnerable. Ask students to discuss and debate the obligations a civil society should have relative to its most marginalized and vulnerable members.</p> <p>Have students distinguish between free trade and fair trade to identify what is most required to re-direct the current course of globalization. Ask students to assess the importance of economic justice, ecological justice and social justice in the determination of sustainable practices and responsible choices.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the effects of globalization and increasing corporate power on their local community, to identify clear winners and losers.</p>

Chapter 9: The Spectre of Sustainability (pages 179 to 195)

Chapter Synopsis	Big Ideas
<p>The reader is reminded that every time they spend a dollar they are casting a vote for the kind of world they want. Sustainability is rooted in economy, ecology and equity. The moral imperative of responsible stewardship is weighed against the need for profit maximization to dispel Trump’s unfounded claim that global warming is a Chinese hoax to render American industry uncompetitive. The conversion to green energy is long overdue and requires government support to develop cost effective technologies.</p> <p>A personal experience intended to raise student awareness of Great Lakes water pollution and to promote responsible stewardship of our fragile environment is used to recognize the need for similar critical thinking and activism in Trump’s America. The chapter closes with a parable about an unscrupulous leader, most adept at denying the obvious to avoid recognizing the consequences of global warming, right to the bitter end.</p>	<p>The realization of lasting change requires a sustained process not an event. Positive social change is evolutionary not revolutionary.</p> <p><i>“Every time you spend money, you’re casting a vote for the kind of world you want.”</i> Anna Lappé</p> <p><i>“We are living on this planet as if we had another one to go to.”</i> Terri Swearingen</p> <p><i>“Our personal consumer choices have ecological, social, and spiritual consequences. It is time to re-examine some of our deeply held notions that underlie our lifestyles.”</i> David Suzuki</p> <p><i>“The only true and sustainable prosperity is shared prosperity.”</i> Joseph E. Stiglitz</p> <p><i>“You have to hold yourself accountable for your actions, and that’s how we’re going to protect the Earth.”</i> Julia Butterfly Hill</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students explore the dangers of ignoring global warming and climate change as a high and immediate political priority and to determine what can be done to influence the political decision making process as well as their own behaviour.</p> <p>Have students determine and debate the ultimate effect of Trump’s denial of climate change on American, Canadian and International politics.</p>
<p>Grade 12 World Issues: A Geographic Analysis; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society; Grade 12 Analysing Current Economic Issues</p>	<p>Have students use chapter contents to define <i>sustainability</i> and to determine how discerning consumers, political leaders and socially responsible business leaders can help to ensure its existence.</p> <p>Have students reflect on and prepare personal responses to the following critical question: <i>Fully understanding the importance of living in the now, what do I want my ultimate legacy to be? What am I prepared to do about it?</i></p> <p>Ask students to recognize appropriate and problematic responses from political and business leaders.</p> <p>Have students analyze current economic practices to assess their sustainability. Have students assess the importance of economic justice, ecological justice and social justice in the determination of sustainable practices and responsible choices.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the sustainability of current practices and the expected consequences of further inaction.</p>
<p>Grade 12 Writer’s Craft; Grade 12 Visual Arts</p>	<p>Have students write and illustrate a children’s book or a parable about the sustainability of current practices and the expected consequences of further inaction.</p> <p>Have students use their creativity to produce an original work of art causing serious reflection about the sustainability of current practices and the expected consequences of further inaction.</p>

Chapter 10: The Smoke Screen of Orchestrated Distraction and Misdirection

(pages 197 to 225)

Chapter Synopsis	Big Ideas
<p>This chapter reflects on how post-modern life has become all about distraction in our digital information age. The classic professional wrestling routine, involving a hidden foreign object that everyone can see except for the distracted referee, is used as a morality play to illustrate how villains can get away with cheating via distraction. This is compared to the sleight of hand trickery used effectively by magicians to create the illusion of magic. The strategies used by politicians to distract and misdirect voters are outlined and compared to the strategies used by paid lobbyists to influence government. Trump’s mastery of these strategies is also outlined.</p> <p>A personal experience while teaching a teaching methodology course in university is used to reflect further on orchestrated distraction as manipulation. The chapter closes with a parable about an unscrupulous leader, most adept at distraction so as to exploit the same political swamp he long promised to drain.</p>	<p>“Every time you spend money, you’re casting a vote for the kind of world you want.” Anna Lappé</p> <p>“When buying and selling is controlled by legislation, the first things to be bought and sold are legislators.” P. J. O’Rourke</p> <p>“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.” Alvin Toffler</p> <p>“Our normal human tendencies are distraction and dissipation. We begin one task, then get seduced by some other option, and lose our focus. We drift away from what is difficult and what we know to be true, to what is comfortable and socially condoned.” Daniel Pinchbeck</p> <p>“We live in such an age of chatter and distraction. Everything is a challenge for the ears and eyes.” Rebecca Pidgeon</p> <p>“Until you realize how easily it is for your mind to be manipulated, you remain the puppet of someone else’s game.” Evita Ochel</p>
Course/Subject Area	Strategy
<p>Grade 11 Media Studies; Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Challenge and Change in Society; Grade 12 Canadian and International Politics</p>	<p>Have students explore and assess the effectiveness of the six tactics used by professional lobbyists to influence elected politicians.</p> <p>Have students determine and debate the ultimate effect of professional lobbyists and special interest groups on government.</p>
<p>Grade 11 Media Studies; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society; Grade 12 Analysing Current Economic Issues</p>	<p>Have students use the following quote to investigate <i>the manipulation of wants</i> by the advertising industry and to determine how discerning consumers can best deal with this these tactics.</p> <p>“The advertising industry’s prime task is to ensure that uninformed consumers make irrational choices, thus undermining market theories that are based on just the opposite.” Noam Chomsky</p>
<p>Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Canadian and International Politics</p>	<p>Ask students to consider whether voters can be seen as “consumers of the truth” as the author suggests. Investigate the tactics used by political leaders (past and present) to influence voters and assess the impact of these practices.</p> <p>Have students assess the “Critical Questions for Discerning Minds” (page 219) proposed by the author as a tool to deal constructively with distraction and misdirection.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the effects of manipulation and distraction in contemporary society. As students to include a moral for their story.</p>
<p>Grade 12 Writer’s Craft; Grade 12 Visual Arts</p>	<p>Have students write and illustrate a children’s book, citizen’s guide or a parable about manipulation and distraction in contemporary society. As students to include a moral for their story.</p> <p>Have students use their creativity to produce an original work of art causing serious reflection about the manipulation, misdirection and distraction of consumers and voters in contemporary society.</p>

Chapter 11: Future Prospects: The Saving Grace of Cautious Optimism (pages 227 to 257)

Chapter Synopsis	Big Ideas
<p>It is argued that guided by cautious optimism, the continued evolution of the human positivist spirit can affect continued movement toward enlightened and sustainable decision-making. Such decision-making must be fuelled by critical and progressive thinking. Negativity and cynicism are recognized as elements that can only diminish human potential. Since only shared prosperity is sustainable, putting America first must be interpreted to mean putting all Americans first and not just ‘first class’ Americans. Internationally, putting America first must not be interpreted to mean putting all other nations last.</p> <p>The public and private spheres of the political world are examined and the power bestowed by political privilege is recognized as one form of elitism that must be addressed to improve the process of democratic (collective) decision-making. Scenarios of the Trump experience are processed and potential outcomes are examined. The lessons learned from each thematic chapter are concisely articulated to provide an executive summary for dreamers to help refocus and revitalize their personal dreams of future fulfilment.</p> <p>A personal experience as a photographic arts teacher is recounted to emphasize the importance of teaching students to ask and answer the “<i>So what?</i>” question to determine the personal significance of what is being learned, so as to be able to put new learnings to effective use. This too is an example of critical thinking and reasoned judgment. The chapter and book closes with a parable about a slick psychic, most adept at predicting the past, including a return to “the golden age of laundromat democracy” where whites and coloureds were “kept apart to avoid staining the fabric.”</p>	<p><i>“Until you realize how easily it is for your mind to be manipulated, you remain the puppet of someone else’s game.”</i> Evita Ochel</p> <p><i>“Every time you spend money, you’re casting a vote for the kind of world you want.”</i> Anna Lappé</p> <p><i>“When buying and selling is controlled by legislation, the first things to be bought and sold are legislators.”</i> P. J. O’Rourke</p> <p><i>“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”</i> Alvin Toffler</p> <p><i>“I try to encourage people to think for themselves, to question standard assumptions Don’t take assumptions for granted. Begin by taking a skeptical attitude toward anything that is conventional wisdom. Make it justify itself. It usually can’t. Be willing to ask questions about what is taken for granted. Try to think things through for yourself.”</i> Noam Chomsky</p> <p><i>“The positive thinker sees the invisible, feels the intangible, and achieves the impossible.”</i> Winston Churchill</p> <p><i>“The greatness of a community is most accurately measured by the compassionate actions by its members.”</i> Coretta Scott King</p> <p><i>“Non-violence leads to the highest ethics, which is the goal of all evolution. Until we stop harming all other living beings, we are still savages.”</i> Thomas A. Edison</p> <p><i>“Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.”</i> Margaret Mead</p> <p><i>“We are all faced with a series of great opportunities, cleverly disguised as insoluble problems.”</i> John W. Gardner</p>
Course/Subject Area	Strategy
<p>Grade 11 American History; Grade 12 Canadian History, Identity and Culture; Grade 12 Canadian and International Politics; Grade 12 Challenge and Change in Society</p>	<p>Have students use the following inquiry question to determine and defend their assessment of the net effects of the Trump experience in America and abroad.</p> <p><i>Assessing the Trump experience as both a helpful and a harmful influence on American politics, and American society, what will Trump’s ultimate legacy be?</i></p> <p>Have students assess the summative critical questions posed by the author (pages 242 to 245) to facilitate discernment and cautious optimism in our challenging times.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students write about or dramatize a compelling story about the revitalization of personal dreams through discernment, critical thinking, and the questioning of “conventional” wisdom.</p>
<p>Grade 12 Writer’s Craft; Grade 12 Visual Arts</p>	<p>Have students use their creativity to produce an original work of art inspiring serious reflection about the importance of dream revitalization, critical thinking, digital literacy and media literacy in our challenging times.</p>

Part Three: Sample Learning Activities

Classroom Ready Citizenship Education for Busy Teachers

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

Each sample plan incorporates contents from *Daring to Dream: A Handbook for Hope in the Time of Trump* as key learning materials. This handbook and its historical/political contents can be used in the classroom to focus research, reflection and discussion relative to the changing face of liberal democracies and International politics. Such reflection will require insight into the human condition and honest assessment of social norms, and leadership qualities, associated with collective decision making intended to serve the common or greater good. These plans present an approach to *citizenship education* that is timely and relevant, but less than a major unit of study and 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	The Changing Face of International Politics Pages 37 – 48	Grade 12 Canadian and International Politics (University Preparation)

#	Title	Course
2	The Power of Story Telling for Insight into Humanity Pages 49 – 56	Grade 12 English, The Writer’s Craft (University Preparation)

#	Title	Course
3	Changing Politics and Civility Through Discerning Eyes Pages 57 – 64	Grade 12 Dramatic Arts (University/College Preparation)

#	Title	Course
4	Media, Digital, and Critical Literacy for Challenging Times Pages 65 – 72	Grade 11 Media Studies (Open)

The Changing Face of International Politics

Grade 12 Canadian and International Politics (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of national and international political importance (A1) 2. analyse the concept of nationalism and how nationalist ideologies have affected and continue to affect politics in Canada and other countries (B1.3) 3. explain key challenges relating to some specific issues of national and global political importance (D2.1) 4. assess the influence of communication and information technologies, including social media, on politics in Canada and other countries (E2.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ Voter ignorance, apathy and disillusionment can render a democracy dysfunctional/exploitable. ❑ Partisan extremism and political polarization can feed negativity and divisiveness, changing the nature and civility of the democratic process. ❑ Globally, liberal democracies are under attack from citizens who believe their interests have not been respected or protected. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Building community by valuing honest dialogue ❑ Serving the common or greater good ❑ Valuing inclusion over exclusion (respecting cultural diversity)
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes towards recent populist reactions against liberal democracy 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations, research, political thinking and cooperative group skills (collaboration, accountability, compromise) 3. Evaluation of performance task products as a demonstration of learning expectation achievement 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> 1. Introduce the topic of good government by asking student pairs to solve an ancient Roman puzzle. Use RM1 <i>An Ancient Roman Puzzle: The Dilemma of Good Government</i> to challenge students to manage available assets wisely. Consider duplicating this master on transparency film to allow volunteer students to manipulate the assets on an overhead projector so classmates can track their progress and offer suggestions. <div data-bbox="256 1367 1357 1570" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Solution First the lamb is taken across the river. The wolf will not harm the grapes. The servant then returns to take the wolf across the river. The wolf is left and the lamb is taken back to the first side of the river. The lamb is left on the first side and the grapes are taken across the river to the other side. The grapes are left with the wolf while the servant goes across to retrieve the lamb, thus uniting all assets safely on the opposite side of the river.</p> </div> <p style="text-align: right;">[15 minutes]</p> 2. Use class discussion and the questions on RM 1 to consolidate student thinking about the political process and the complexities of good government, where certain matters must be kept safely apart. Use class discussion to identify factors complicating contemporary politics and to recognize the important roles of social media, leadership, populism, bitter partisan polarization, the collapse of honest dialogue, and orchestrated distraction and misdirection as key factors affecting the nature of contemporary politics. [25 minutes] 3. Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. For this <i>jigsaw</i> activity, organize students into mixed ability home groups. Explain the four expert group stations and arrange for home groups to send one 	

representative to each expert group to gather useful information for the home group task that must be completed cooperatively, using expert group findings. Review the benefits of shared specialization over requiring each student to process all materials individually.

4. Explain to students that for this task, each expert group will cooperatively complete a reading task using assigned sections from *Daring to Dream: A Handbook for Hope in the Time of Trump*. Distribute expert group task sheets to students. Have students meet as expert groups to review reading materials and their group task in preparation for the next class. For large classes, consider forming two expert groups for each topic. [30 minutes]

Group	Resources	Expert Group Topic and Task
1	Chapter 4 (pages 53-81 and 44)	Leadership (RM 2) Read the assigned chapter and complete RM 2 to assess and summarize the effects of current political leadership on politics in Canada and internationally.
2	Chapter 5 (pages 83-103)	Populism (RM 3) Read the assigned chapter and complete RM 3 to assess and summarize the effects of populism on politics in America, Canada and internationally.
3	Chapter 7 (pages 127-149)	Extremism and Polarization (RM 4) Read the assigned chapter and use RM 4 to assess and summarize the effects of extremism and polarization on politics in America, Canada and internationally.
4	Chapter 10 (pages 197-225)	Orchestrated Distraction and Misdirection (RM 5) Read the assigned chapter and complete RM 5 to assess and summarize the effects of social media, orchestrated distraction and misinformation on politics in America, Canada and internationally.

DAY 2

5. Consider using the school library or computer lab to facilitate expert group research into the effects of their assigned topic on Canadian and international politics. Visit with expert groups to facilitate learning and successful task completion. Remind students that work completed by expert groups will be useful for the home group task to be completed later. [70 minutes]

DAY 3

6. Have students return to home groups to take turns presenting their expert research and conclusions. [45 minutes]
7. Once expert group findings have been shared, ask home groups to assess the political significance (nationally and internationally) of the factors complicating contemporary politics. Use class discussion to consolidate and affirm home group conclusions. [25 minutes]

DAY 4

8. Instruct each home group to use the knowledge of politics acquired to assess the long-term legacy of the Trump experience on politics in the United States, Canada and internationally. Have home group members collaborate to map out and produce a *Citizen's Guide to Politics in the Digital Information Age*. Each home group member is required to contribute one spread (two adjacent pages) to the guide. Supply each student with a personal copy of RM 6 as a coaching and grading rubric for the citizen's guide. [70 minutes]

DAY 5 (after providing sufficient completion time in and out of class)

9. Have student home groups take turns presenting and explaining their creations. Allow each home group a maximum of ten minutes to present their citizen's guide. Ask classmates to use RM 7 for peer assessment and constructive feedback. Use RM 8 for student self assessment. Collect guides for teacher assessment, using RM 6. [70 minutes]

<p>Learning Materials</p> <p>RM 1 <i>An Ancient Roman Puzzle</i> RM 2 <i>Leadership and Politics: Expert Group Task</i> RM 3 <i>Populism and Politics: Expert Group Task</i> RM 4 <i>Extreme Polarization in Politics: Expert Group Task</i> RM 5 <i>Misdirection in Politics: Expert Group Task</i> RM 6 <i>Rubric for A Citizen's Guide to Politics</i> RM 7 <i>Seven Things About Your Work: Peer Assessment</i> RM 8 <i>Student Self Reflection: Thinking About My Work</i></p>	<p>Elements of 21st Century Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration <input type="checkbox"/> Critical thinking <input type="checkbox"/> Media and digital literacy <input type="checkbox"/> Effective communication
<p>Resources</p> <p>The Trump Effect: How President Trump is Disrupting American Politics and Government. NBC News https://www.nbcnews.com/trump-effect</p> <p>Trump: Causes and Consequences. Cambridge University Press https://www.cambridge.org/core/journals/perspectives-on-politics/information/trump-causes-and-consequences</p> <p>The Trump Effect in Canada. Testing how we react to racism and intolerance. CBC Marketplace, January 20, 2017 https://www.youtube.com/watch?v=kBHK4WWDdq4</p>	
<p>Adapting this Activity to Support Learning</p> <ol style="list-style-type: none"> 1. Allow students to work independently based on personal preference or previous experience with cooperative learning groups. 2. Allow students to adapt the final task to integrate personal interests and abilities. For example, visual arts students could be allowed to create a set of political cartoons to communicate their findings and recommendations. 3. Consider using this home group activity as an evaluation opportunity in place of another assignment. Allow students the option of selecting this assignment as a demonstration of learning for summative evaluation. 4. Consider adding a peer feedback process, before citizen's guides are completed, for formative feedback to improve final products. 	
<p>Teaching Notes</p> <ol style="list-style-type: none"> 1. Book the school library or computer lab for expert group activities and research. 2. Reproduce copies of the selected worksheets ahead of time. Use a paper cutter to prepare individual feedback sheets from RM 7. Make sure that all feedback sheets are signed by the student providing feedback. 3. To showcase student work, consider posting citizen's guides as part of the program during Education Week, Multicultural Night, History Fair, etcetera. Consider producing a digitized copy of all guides as a student keepsake. 4. This learning activity can be adapted to address learning expectations dealing with the evolving political process in the United States (Grade 12 American History), Canada (Grade 12 Canada: History, Identity and Culture), and internationally (World History Since the 15th Century). 	

RM 1 An Ancient Roman Puzzle: The Dilemma of Good Government

Name: _____ Course: _____ Date: _____

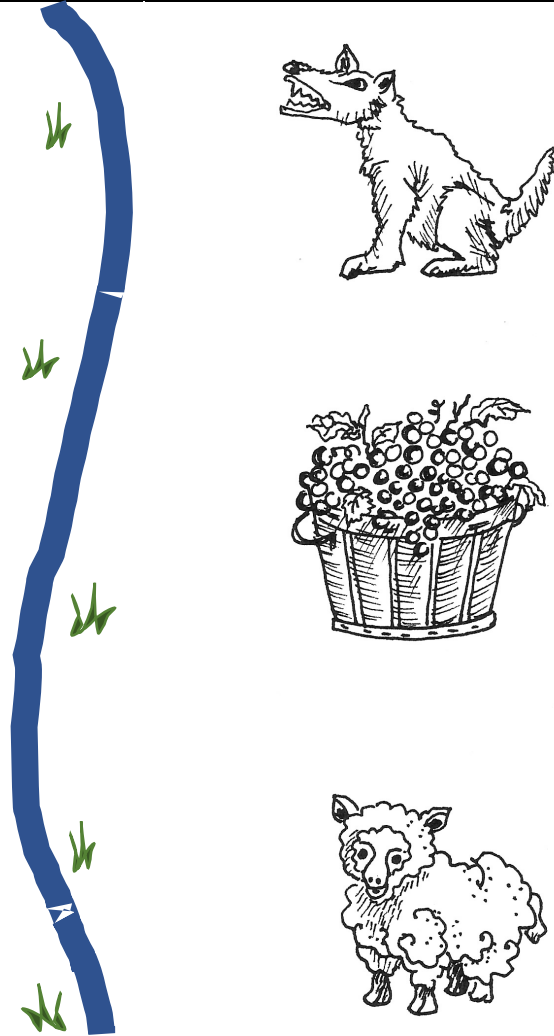
Welcome to Ancient Rome. You are a civil servant entrusted, by the Emperor, to the care of four important assets: a row boat, a lamb, a wolf, and a bushel of grapes. These items are very symbolic in Roman culture.

Your challenge is to cross the Tiber River (also very important in Roman history) with all four assets. The problem is that the row boat can only carry you and one additional item each time. How do you plan to govern all four assets responsibly so as to move them all safely to the other side of the river?

There is a catch! If you leave the lamb and the grapes unattended, the lamb will eat the grapes. If you leave the wolf and the lamb unattended, the wolf will eat the lamb. If you try to take an extra item across the boat will sink. If you do not get all four assets safely across the river, your boss, the Emperor, will order your execution!

How will you govern these assets responsibly? Good luck.

Feel free to cut out or tear away the three assets pictured to move them physically across the line representing the Tiber River.



Questions

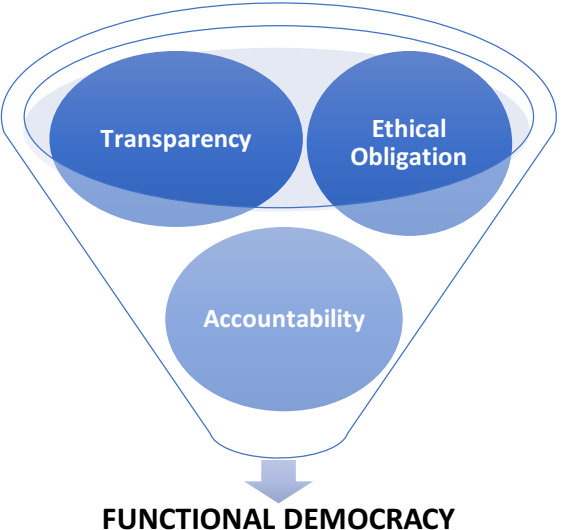
1. What does this puzzle reveal about the dilemma of good government?
2. It has been often stated that, in politics, it is sometimes necessary to take a big step back before you can safely take a bold step forward. How does this puzzle illustrate this point?
3. What does this puzzle reveal about complimentary and conflicting assets, responsible stewardship and sustainability?
4. Did working in a group help you to come up with the solution? Explain.

RM 2 Leadership and Politics: Expert Group Task

Name: _____ Course: _____ Date: _____
Expert Group Members: _____

1. A Closer Look at Politics in a Functional Democracy

Briefly explain how each of the following serves as a safeguard for functional democracy.

 <p>Figure 3.2: Three anchor principles safeguarding functional democracy. (See page 44.)</p>	<p>Ethical Obligation</p> <p>Transparency</p> <p>Accountability</p>
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2. Assessment Criteria for Leadership

Use the criteria proposed by the author (pages 66 to 72) to compare two leaders.

Historical Leader: _____	Contemporary Leader: _____
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3. Facilitating Voter Discernment Regarding Leadership

Assess the appropriateness of the key leadership questions suggested by the author (pages 63 to 64) and revise as needed.

RM 3 Populism and Politics: Expert Group Task

Name: _____ Course: _____ Date: _____

Expert Group Members: _____

1. A Closer Look at the Effects of Populism on Democracy

Briefly explain populism from a political, social and emotional perspective.

Populism as Political Reaction	Populism as Social Activism	Populism as Fear Mongering

2. As a political strategy or movement intended to champion the common people, can populism lead to authoritarianism or dictatorship?

Historically	Recently

3. What arguments does the author use to expose the mythology of populism? (pages 92 to 96)

The Myth	In Reality
1.	
2.	
3.	
4.	
5.	
6.	

4. Facilitating Voter Discernment Regarding Populist Rhetoric

Assess the political value of the questions suggested by the author (pages 96 to 97) and revise as needed.

RM 4 Extreme Polarization in Politics: Expert Group Task

Name: _____ Course: _____ Date: _____

Expert Group Members: _____

1. A Closer Look at the Effects of Political Extremism and Polarization on Democracy in America

Briefly explain the effects of extremism and polarization on dialogue, negotiation, and compromise in contemporary American politics.

“Political extremism involves two prime ingredients: an excessively simple diagnosis of the world’s ills, and a conviction that there are identifiable villains in back of it.”
John W. Gardner

2. A Closer Look at the Effects of Political Extremism and Polarization on Race Relations

Briefly explain how white privilege and racism contribute to political extremism in America.

“Trump’s election provides both a great danger and a real opportunity to finally deal with race in America.”
James E. Wallis

3. What problems does the author associate with current partisan impasses? (pages 134 to 137)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

4. Facilitating Voter Discernment Regarding a Constructive Approach to Dealing with Polarization

Assess the political value of the questions suggested by the author (pages 142 to 143) and revise as needed.

RM 5 Misdirection in Politics: Expert Group Task

Name: _____ Course: _____ Date: _____

Expert Group Members: _____

1. A Closer Look at the Effects of Distraction and Misdirection on Democracy in America

Briefly explain the effects of distraction and misdirection on ethics, accountability, and transparency in contemporary American politics.

"Distraction leaches the authenticity out of our communications."

Marian Deegan

"America is addicted to wars of distraction."

Barbara Ehrenreich

"We drift away from what is difficult and we know to be true, to what is comfortable and socially condoned."

Daniel Pinchbeck

2. Outline how distraction and misdirection can be used to influence voters. (pages 200 to 202)

1.
2.
3.
4.
5.
6.

3. Facilitating Voter Discernment Regarding How to Deal with Distraction and Misdirection

Assess the political value of the questions suggested by the author (page 219) and revise as needed.

RM 6 Rubric for a Citizen's Guide to Politics

Name: _____ Course: _____ Date: _____

Topic/Issue:

Home Group Members:

Assessed by (check one):

- Self
 Peer _____
 Teacher

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of relevant political facts, terms, concepts, ideas, and principles for active citizens	Demonstrates limited but passable understanding of relevant political facts, terms, concepts, ideas and principles	Demonstrates good understanding of some relevant political facts, terms, concepts, ideas, and principles for active citizens	Demonstrates very good understanding of most relevant political facts, terms, concepts, ideas, and principles for active citizens	Demonstrates excellent understanding of all relevant political facts, terms, concepts, ideas, and principles for active citizens
	Accuracy of information presented builds credibility	Minimal/limited amount of relevant information is presented accurately; limited credibility has been built	Most important information is accurately presented; some key important information is inaccurate; somewhat credible	All important information is accurately presented; sound credibility	All information is very accurately presented; outstanding credibility
Thinking	Evidence of research, thought, and planning to build a strong political message for active citizens	Limited evidence of research, thought, and planning; political message is weak or limited	Some evidence of good research, thought, and planning; political message is somewhat strong and tenable	Clear evidence of solid research, thought, and planning; most contents reflect strong and tenable messaging	Extensive evidence of thorough research, deep thought and meticulous planning; message is very strong and tenable
	Use of facts to identify cause-and-effect relationships and to connect political objectives and results to the problems/issues being addressed	Limited success in recognizing cause-effect relationships in found information; limited political analysis evident to support thinking	Good ability to recognize cause-effect relationships in found information; political analysis somewhat supportable	Very good use of cause-effect relationships in processing found information; political analysis supportable for the most part	Excellent use of cause-effect relationships in processing found information; political analysis highly supportable in all parts
Communication	Appropriate use of language (grammar, spelling, sentence structure, and syntax) to express ideas clearly	Language convention use provides limited clarity in expressing important ideas	Main ideas and arguments somewhat clearly expressed; some language errors reduce comprehension	Main ideas and arguments very clearly expressed; no language errors	All ideas and arguments expressed with excellent clarity and great authority; excellent use of language
	Logical presentation of information and visuals to support message being communicated	Limited logical flow in presentation; limited use of visuals to support communication	Somewhat effective flow in presentation contents; some visuals used to support communication	Very good flow in presentation contents; very good use of visuals to support communication	Excellent logical flow in presentation contents; excellent use of visuals to support communication
Application	Interesting, relevant, and practical presentation of message for the intended audience	Message of limited interest and relevance for the intended audience	Message somewhat interesting and relevant for the intended audience	Message very interesting and relevant for the most part	Excellent content for intended audience; highly relevant and interesting throughout
	Effective use of available space to communicate and support message	Limited use of available space to communicate message and support recommendations made	Good use of available space to communicate message and support recommendations made	Very good use of available space to communicate message and support recommendations made	Excellent use of available space to communicate message and support recommendations made

Strengths / Recommendations for improvement / Next steps:

RM 7 Seven Things About Your Work: Peer Assessment

Name: _____

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

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

Assessed by: _____

Name: _____

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

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

Assessed by: _____

Name: _____

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

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

Assessed by: _____

Name: _____

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

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

Assessed by: _____

RM 8 Student Self Reflection: Thinking About My Work

Name: _____ Course: _____ Date: _____

What were you trying to do in this project?

What do you think went well?

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

What would you do differently next time?

What help do you need?

The Power of Story Telling for Insight Into 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 give meaning and order to life. ❑ Humour can be used to analyse serious subject matter and to promote reflection. ❑ Hardships and challenging circumstances (both historical and contemporary) help build character, insight, and perseverance. ❑ Symbols and parables are powerful storytelling tools. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Valuing the democratic process, collective decision making and civil society ❑ Developing appreciation for the experience gained from hardships endured
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes toward story writing and collective decision making through an open political process 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 same rubric students were given as a coaching tool 	
<p>Teaching/Learning Strategies Day 1</p> <ol style="list-style-type: none"> 1. Write the question: “Why are stories important?” on the board and brainstorm answers with the students. Use the following quote from American film critic and journalist Roger Ebert (1942-2013) to help focus and affirm student thinking: “It is said that literature and poetry and drama hold up a mirror to humanity.” [10 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. [15 minutes] 3. After students have read <i>Daring to Dream</i>, use the following questions to generate some ideas for the students’ own story writing: <ul style="list-style-type: none"> ❑ What types of readers and audiences are served by this type of publication? ❑ What writing techniques does the writer use to support his narrative accounts? ❑ If you were interviewing this writer, what questions would you want to ask about the process involved in writing this piece? ❑ How does the writer use cause and effect to make his narrative more interesting and persuasive? [15 minutes] 	

Hand out RM 2 *Understanding the Human Condition* and instruct student pairs to answer the questions posed. Take up the questions with students to help generate personal story ideas. Hand out RM 5 *Rubric for a Short Story* for students to use as a coaching tool. Review contents with students to establish success criteria for their writing task. [30 minutes]

DAY 2

4. Allow students the full period to work on their own short stories. Use RM3 *Building My Short Story* as an idea organizer for individual students. Discuss the importance of each element highlighted in RM 3 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 (RM3) to the next class. [70 minutes]

DAY 3

5. 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.
6. Allowing sufficient time for the development of a quality draft, instruct students to write their working draft story and bring four copies to a specified class later in the week. [70 minutes]

DAY 4

7. Put the students in peer feedback groups of 4. Provide each student with a copy of RM 4 *Peer Assessment Feedback Sheets* and ask students to carefully fold and tear the page into four separate feedback sheets. Have students sign each one in the ‘Assessed by’ space.
8. Provide each group with 15 minutes to read, assess and comment on each story. Instruct peer feedback groups to read the story and write their descriptive comments and corrections neatly and silently on the story sheet using a coloured pen. After about 10 minutes, instruct student groups to provide the author oral feedback suggesting both strengths and areas for improvement in the existing story. For longer stories, a second day of feedback sharing may be required to allow one half hour of time for each story.
9. 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. Require students to assess their own story. [70 minutes]

DAY 5

10. 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 5.

Learning Materials

RM 1 *The Power of Story Telling*
 RM 2 *Understanding the Human Condition*
 RM 3 *Building My Short Story*
 RM 4 *Peer Assessment Feedback Sheets*
 RM 5 *Rubric for a Short Story*

Elements of 21st Century Learning

- Creativity
- Critical thinking
- Collaboration
- Self-direction
- Media and digital literacy

Resources

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

Adapting this Activity to Support Learning

1. Have students focus their writing on experiences or human relationships they have personally witnessed to integrate insight into both human nature and their own humanity.
2. Consider writing options that connect directly to other courses currently being studied by the writers in your class. Examples may include history, world issues, social sciences, humanities, and the arts. For example, a dramatic arts student might create a short play or monologue, while a sociology student might focus on a more in depth study of human relations in a racially and culturally diverse democratic society.
3. Consider asking students to write the next chapter of this handbook based on recent political events in America, Canada, or internationally.

Teaching Notes

1. Consider using this learning activity and writing assignment in place of another piece for your course evaluation plan, giving students the option of selecting this assignment as a summative exercise.
2. Consider using a paper cutter to cut RM 4 into the required four feedback sheets before class.
3. 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. Parables are equally effective for adults.

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.

What story can you tell to shed light on our human condition or to explore social norms intended to promote civility and further civilization?

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

RM 2 Understanding the Human Condition

Name: _____ Course: _____ Date: _____

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

Symbolism combines with the characters and the environment in the story, to help construct the world or reality that the writer is trying to recreate and communicate to the reader. The more this reality appears relevant and personally interesting to the reader, the more the reader is attracted to read on and to reflect personally on the implications of the story being told. In a sense, story telling is all about making meaningful connections to our common humanity.

The author of *Daring to Dream* uses several writing tools to communicate his message and to inspire deep thinking about our human condition and collective humanity. Historical events are used to explain cause-and-effect relationships in the evolution of nationhood and the requisite social norms of community building. Political and economic outcomes are discussed to provide context and sequence. Ethical considerations are explored to focus thinking on social justice and the democratic principle of civility. Economic activities are explored to focus reader thinking on economic justice, reflected by the progress and prosperity achieved through the wise use of available resources. Ecological justice is examined through the lens of responsible stewardship. Economic, ecological and social justice are recognized as the key requirements for sustainability and shared prosperity.

To build human interest, the author also incorporates direct personal experiences to help support the conclusions being reached about our challenging times. By reflecting on the significance of the everyday experiences of ordinary people, the discussion is made more accessible and personal to readers. The use of parables and political cartoons is also incorporated to provide a humorous look at moral implications.

After reading through the handbook, answer the following questions in the space provided:

1. What is the significance of the title's reference to dreams and dreaming? Explain the symbolism.
2. Which chapter theme speaks most to you and your personal concerns about our challenging times?
3. How can you tell that the writer is passionate about this subject?
4. Which elements of this theme remind you of a person, place or experience in your life? Explain.
5. What subject could you write about with similar passion? Which techniques can be incorporated into your story?

RM 3 Building My Short Story

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.

Learning from Professional Writers:

The author brings together many short stories into a comprehensive handbook for concerned citizens.

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 have I done to help the reader connect on a personal/emotional level?	What is the moral of my story?

RM 4 Peer Assessment Feedback Sheets

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

RM 5 Rubric for a Short Story

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
	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 viewer/reader consumer/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:

Changing Politics and Civility Through Discerning Eyes

Grade 12 Dramatic Arts (University/College Preparation)

<p>Learning Expectations/Outcomes</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. select and use a variety of drama forms to present original drama works (e.g., combine forms such as dance drama, mime, and reader’s theatre to dramatize or comment on a social issue) (A1.2) 2. use the elements of drama to achieve specific purposes in drama works (e.g., use <i>character, setting, relationship, and focus to present a distinct perspective on events or issues</i>) (A2.1) 3. use different acting approaches to explore and depict character in a variety of situations (A3.2) 4. demonstrate an understanding of how drama questions social and cultural conditions (B2.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for the Activity)</p> <ul style="list-style-type: none"> ❑ Racism is a learned behaviour that seeks to target and dehumanize people with obvious differences. ❑ Civility is a requisite for the advancement of human progress and civilization. ❑ Citizenship can be a conflicted existence in democratic society. Collective decision making can be challenging in a diverse society. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Adaptability and perseverance ❑ Empathy for the struggles of immigrants ❑ Respecting cultural differences
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes toward the political process and collective decision making in democratic society 2. Formative assessment and confidential feedback regarding character development and dramatization skills 3. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and learning skills (group process) 4. Evaluation of final performance by teacher 	
<p>Teaching/Learning Strategies</p> <p>DAY 1</p> <ol style="list-style-type: none"> 1. Begin by handing out the assignment sheet RM 1 <i>The Human Condition Through Discerning Eyes</i> and go through project requirements and group process to be used. Hand out RM 5 <i>Dramatic Performance Rubric</i> to outline assessment criteria. Instruct students to use RM5 as a coaching tool. [20 minutes] 2. Use excerpts from the handbook as research material for student triads to investigate how experiences, emotions, and conflicts have been effectively used as the focal point for critical thinking about the changing political landscape in many liberal democracies. Use small group and class discussion to expose students to different implications of political changes and to assess the effect on civil society. Use RM 2 <i>Political Experience Concept Map</i> to summarize thinking and emerging ideas. Post the following quotes around the classroom to provide additional food for thought. <p>“I know for sure that what you dwell on is who you become.” Oprah Winfrey</p> <p>“In any given moment, we have two options; to step forward into growth or to step backward into safety.” Abraham Maslow</p> <p>“It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.” Charles Darwin</p> <p>“Every person must live their life as a model for others.” Rosa Parks</p> <p>“I am not the product of my circumstances. I am the product of my decisions.” Stephen R. Covey</p>	

"It is said that literature and poetry and drama hold up a mirror to humanity." Roger Ebert

"Racism is taught in our society, it is not automatic. It is learned behavior toward persons with dissimilar physical characteristics." Alex Haley

"Political extremism involves two prime ingredients: an excessively simple diagnosis of the world's ills, and a conviction that there are identifiable villains in back of it." John W. Gardner

"What we've seen is a kind of backlash to liberal democracy. Masses of people feel they have not been properly represented in liberal democracy." Amandine Crespy

3. Ask focus questions like the following to guide student critical thinking about changing politics and the impact on civil society. Discuss how comedy can be born from pain and drama, and how a bad experience can be illuminating and life changing:
 - What personal experiences may have been painful at first, but in time, you learned to laugh at them?
 - What recent political changes (at home or abroad) most concern you?
 - What effect have and will these changes have on civil society?
 - What do these changes and trends reveal about human nature?
 - What message, moral, or insight is worth sharing?
 - How can this encounter, interaction or moral dilemma be dramatized for greater impact and effect?
 - How can humour, irony and symbolism be used to help make the point?
4. Have students use RM 3 *From Concept to Completion: The Pitch Sheet* to brainstorm storyline possibilities and central characters for their own dramatization focused on the human condition as seen through the discerning eyes of a concerned citizen. For homework, have students complete their pitch sheet and be prepared to **sell** their ideas/plans to the rest of their work group/triad next class. [50 minutes]

DAY 2

5. Have student triads listen to all three script pitches before selecting one to produce together. Composite scripts are sometimes workable. Circulate among working groups to facilitate the decision making process.
6. To help the students develop their script and performance, you can ask focus questions like:
 - What techniques could you use to create a history for your character(s)?
 - Why might creating a history for a character help you portray that character more effectively?
 - What social, economic or political issue might you use as the basis for your performance?
 - What would be your goal in presenting this issue?
 - How do you expect the audience to react? How can you work with this reaction?
7. By the end of this second day, each triad should have a workable prototype to expand on in subsequent classes. Final scripts should take no more than 15 minutes to present to the class. [70 minutes]

DAYS 3 and 4

8. Use these two days as rehearsal periods. Interact with working groups to assess the quality of student scripts and the progress being made. Circulate as students continue their creative process to see what costumes, props, lighting, or audio devices they will require for their performance. Groups with similar lighting and sound needs should be scheduled to perform on the same day. [70 minutes X 2]

DAY 5 (Consider allowing a few days of germination/development time before implementing this next step.)

9. After the rehearsal periods organize a *Dress Rehearsal Day*. Place triads into groups of three to create a peer feedback opportunity. Have triads take turns presenting as the other two triads use RM 4 to organize their descriptive feedback. Allow a maximum of 15 minutes for each performance. With setup and feedback time this process will take up this entire period. Make sure that feedback sheets are signed and exchanged. To allow triads to process feedback, let some planning time pass before final presentations. [70 minutes]

DAYS 6+

10. Create a performance schedule to allow each triad to perform their final production before the rest of the class. Allow 5 minutes of set up/tear down time between performances. Arrange the order of presentations to minimize time between performances. Record performances and count on 4 performances per class.
11. Evaluate student progress towards mandated learning expectations using RM 5 *Dramatic Performance Rubric*. Consider using the same rubric as a peer and self assessment tool.

Learning Materials

RM 1 *The Human Condition Through Discerning Eyes*
 RM 2 *Political Experience Concept Map*
 RM 3 *From Concept to Completion: The Pitch Sheet*
 RM 4 *Seven Things About Your Performance: Peer Feedback*
 RM 5 *Dramatic Performance Rubric*

Elements of 21st Century Learning

- Creativity
- Critical thinking
- Self-direction and collaboration
- Problem solving and decision making
- Media and digital literacy

Adapting this Activity to Support Learning

1. Allow students to integrate work from other courses to create a product that might be a useful teaching tool for those other courses.
2. Allow students to adapt the dramatic performance to simultaneously be useful as a demonstration of learning expectations for courses in history, sociology, politics, media studies, and English or to allow for the performance strengths and technical abilities of the production team/triad.
3. Consider triad grouping that allows students to pursue and integrate specialized personal interests and skills into the final product. For example, a group of students with a background in media studies and visual art might be allowed to create an animated cartoon instead of a live stage performance.
4. To add an element of variety to this project, solo performances and televised performances should be allowed when circumstances warrant these adaptations.
5. Consider extending this activity by including a public performance, such as a festival of short plays.

Teaching Notes

1. Make sure a video camera, computer and projector (for RM 2) are available in the drama room.
2. Copy the rubric on the back of the assignment sheet to encourage students to refer to it while working.
3. Allow students to elect to include this project work as a major or minor piece for their performance portfolio.
4. Consider recording each performance on a DVD. Use this for formative feedback and distribute it to all students as a memento. Share with the yearbook and/or graduation committees as appropriate.

RM 1 The Human Condition Through Discerning Eyes

Grade 12 Dramatic Arts Project

Name: _____ Course: _____ Date: _____

Use the accounts presented in the handbook *Daring to Dream* to explore the human condition as seen through the eyes of participants in liberal democracy. Consider the accounts of disillusionment, voter ignorance and exploitation, as well as the overt bigotry toward growing visible minorities in societies that profess themselves to be progressive and humanitarian. Compare these accounts to the experiences of citizens closer to home. Interview elders in your own family and community for their observations.



Your task will be to use contents from the handbook and your interviews to dramatically explore the effects on society and civility of the changing face of politics and political leadership locally, nationally and internationally. There is considerable drama and humour in the often-conflicted lives of citizens in liberal democracies. It is often said that all comedy is born out of pain. Our challenging times provide both opportunity for growth and for retrenchment and backward thinking. The choices we make, collectively and individually will shape the political process for years to come. The choices we make and the interactions we experience will also provide great insight into our collective humanity.

For this project, you will be working in groups of three (triads) to create, rehearse and perform a dramatic story about human nature revealed through recent political experiences. As there will be different characters within your stories (i.e. helpful people, people making matters worse, etc.), your short dramatization will require a narrator, as well as actors assuming these character roles within the unfolding story.

Elements that your group dramatization should include:

- An introduction that establishes the main character(s) and where they are from;
- Accounts of the conflicts, difficulties, or challenges they have endured or must endure;
- The impact of changing social norms in politics and their effect on civil society;
- Human interactions revealing humanity at its best and at its worst;

Be sure to consider costume, props, set pieces, and music or sound effects to enhance the story and performance.

You will be given 4 class periods to create and rework your story. On the 5th day, you will go through a formal dress rehearsal with two other triads to provide each other constructive feedback and to make final adjustments before your final performance for the entire class. Students will use RM 4 *Seven Things About Your Performance* to provide descriptive feedback to peer groups.

Use RM 5 *Dramatic Performance Rubric* as a coaching tool to work towards established success criteria and to produce a high-quality performance. Each member of the triad will be evaluated separately.

All performances will be video recorded during the final performance to allow additional formative feedback and to build student performance portfolios. Discuss options to adapt this project with your teacher and production team.

Production Team Members:

Rehearsal Dates:

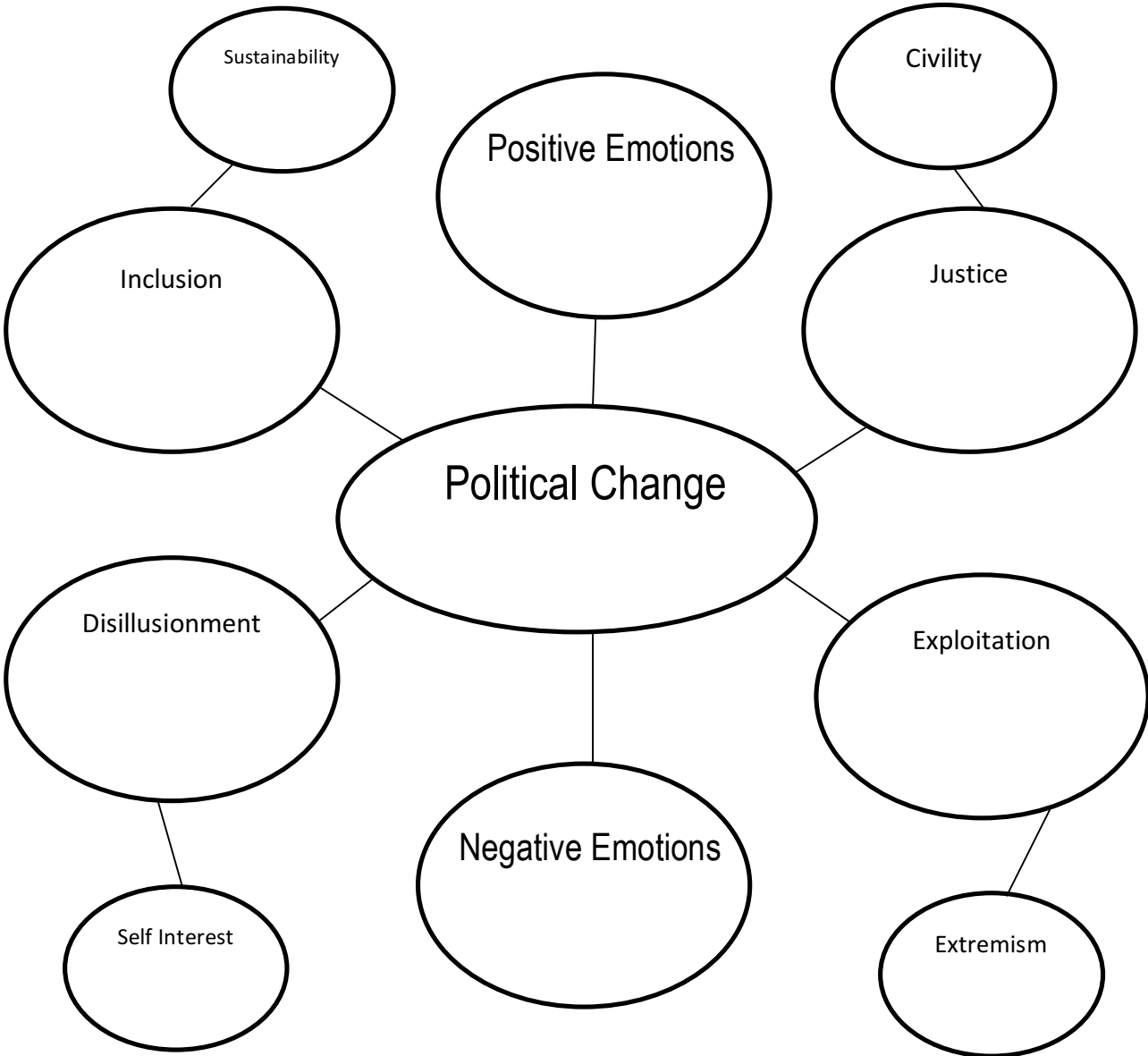
Dress Rehearsal Day:

Final Performance Date:

RM 2 Political Experience Concept Map

Name: _____

Date: _____



Images and ideas to represent physical, economic, social, and emotional stimuli and resulting changes:

Positive	Negative

RM 3 From Concept to Completion: The Pitch Sheet

Name: _____ Class: _____ Date: _____

Original Idea:	Inspired by:
Experiences and Emotions to be Included:	
Dramatic Techniques Used to Tell Story:	
Set, Props, Sound Effects, and Other Tools:	Responsibilities of group members: 1- 2- 3-
Characters and Characterizations:	Roles of individual group members: 1- 2- 3-
Daily Tasks and Person in Charge Day 1- Day 2- Day 3- Day 4-	
Intended Audience Impact:	Moral of the Story: What does my story reveal about human nature?

RM 4 Seven Things About Your Performance: Peer Feedback

<p>Name(s):</p> <p>Scale: L- Limited; G- Good; VG- Very Good; E- Excellent</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Criteria</th> <th style="width: 10%;">Check one»</th> <th style="width: 5%;">L</th> <th style="width: 5%;">G</th> <th style="width: 5%;">VG</th> <th style="width: 5%;">E</th> </tr> </thead> <tbody> <tr> <td>Knowledge- of changing politics and social consequences</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thinking- character development and characterization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication- use of words, gestures, props, symbols to tell a story</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Application- effective use of dramatic technique for audience impact</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">One thing I really liked is:</td> </tr> <tr> <td colspan="6">One thing I still have a question about is:</td> </tr> <tr> <td colspan="6">One thing I would suggest is:</td> </tr> </tbody> </table> <p>Assessed by:</p>	Criteria	Check one»	L	G	VG	E	Knowledge- of changing politics and social consequences						Thinking- character development and characterization						Communication- use of words, gestures, props, symbols to tell a story						Application- effective use of dramatic technique for audience impact						One thing I really liked is:						One thing I still have a question about is:						One thing I would suggest is:						<p>Name(s):</p> <p>Scale: L- Limited; G- Good; VG- Very Good; E- Excellent</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Criteria</th> <th style="width: 10%;">Check one»</th> <th style="width: 5%;">L</th> <th style="width: 5%;">G</th> <th style="width: 5%;">VG</th> <th style="width: 5%;">E</th> </tr> </thead> <tbody> <tr> <td>Knowledge- of changing politics and social consequences</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thinking- character development and characterization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication- use of words, gestures, props, symbols to tell a story</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Application- effective use of dramatic technique for audience impact</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">One thing I really liked is:</td> </tr> <tr> <td colspan="6">One thing I still have a question about is:</td> </tr> <tr> <td colspan="6">One thing I would suggest is:</td> </tr> </tbody> </table> <p>Assessed by:</p>	Criteria	Check one»	L	G	VG	E	Knowledge- of changing politics and social consequences						Thinking- character development and characterization						Communication- use of words, gestures, props, symbols to tell a story						Application- effective use of dramatic technique for audience impact						One thing I really liked is:						One thing I still have a question about is:						One thing I would suggest is:					
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RM 5 Dramatic Performance Rubric

Name: _____ Course: _____ Date: _____

Title/Group Members:

Learning Goal:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric can also be used to assess or evaluate monologues, tableaux, skits, or scenes.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of drama terms, facts and concepts demonstrated through performance	Dramatic action demonstrates limited but passable understanding of terms, facts and concepts	Dramatic action demonstrates adequate understanding of terms, facts and concepts; some key information used correctly	Dramatic action demonstrates good understanding of terms, facts and concepts; most key information used correctly	Dramatic action demonstrates excellent understanding of terms, facts and concepts; all information used correctly
	Accuracy of information presented	Minimal important information accurately presented	Most important information accurately presented	All important information accurately presented	All information accurately presented
Thinking	Evidence of research, thought 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
	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 very relevant
Communication	Appropriate use of image/language conventions to clearly communicate main idea(s); use of dramatic action to support main idea(s)	Language use provides limited clarity; limited dramatic action to support main idea(s)	Main idea(s) somewhat clearly expressed and somewhat supported by dramatic action	Main idea(s) clear and well supported by dramatic action	Main idea(s) very clear and well supported by effective dramatic action; no unintended language errors
	Effectiveness of rising and falling action and plot direction	Ineffective script; limited use of dramatic levels; plot unclear	Somewhat effective script; adequate use of dramatic levels; plot clear but lacks prominence	Effective script; good use of dramatic levels; plot clear and prominent	Highly effective script; excellent use of dramatic levels; plot clear, prominent and attractive
Application	Relevance of props, costumes, music or other dramatic aids	Limited relevance of dramatic aids to main idea	Most dramatic aids connect to main idea and provide some support	All dramatic aids connect well to main idea and provide good support	All dramatic aids connect very well to main idea and provide excellent support
	Effectiveness of message (impact on viewer/ consumer/ intended audience)	Limited appropriateness and effectiveness for intended audience	Message somewhat interesting and effective	Message interesting, effective and somewhat persuasive/moving	Message very interesting and effective; highly informative and persuasive/moving

Strengths / Recommendations for improvement / Next steps:

Media, Digital, and Critical Literacy for Challenging Times

Grade 11 Media Studies (Open)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> analyse how language, tone and point of view used in media texts works to influence the interpretation of messages (A2.2) analyse media representations of current social, political and cultural issues and events and explain how the representations might affect the audience’s interpretation of the issues (B1.2) analyse the representation of behaviours and attitudes in media tests and comment on how they influence the behaviours and attitudes of the audience (B1.3) analyse and evaluate the impact of media on society, relationships and global awareness (B2) create media texts or different purposes and audiences (D1.1) reflect on how their behaviours as consumers of media have changed in response to their studies of media (D3.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking is an essential skill for citizens in our digital age. <input type="checkbox"/> Media messages must be studied carefully to recognize their intent and embedded assumptions. <input type="checkbox"/> Political messages are intended to persuade and influence behaviour. <input type="checkbox"/> Until you realize how easily your mind can be manipulated you remain the puppet of somebody else’s power game. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being a contributing team member <input type="checkbox"/> Serving the common or greater good <input type="checkbox"/> Valuing honest communication <input type="checkbox"/> Respecting cultural differences
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> Diagnostic assessment of prior learning and student attitudes towards the political process to affect social, economic and ecological justice 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) Evaluation of performance task products as a demonstration of the achievement of learning expectations 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> Write or project the following quote on the board. “A politician divides mankind into two classes; tools and enemies.” Friedrich Nietzsche Introduce Nietzsche as a famous German philosopher (1844-1900) and ask student pairs to agree or disagree with his pessimistic view of the political process. Use a four corners strategy to require students to vote with their feet and stand in the corner of the room representing strong agreement, mild agreement, mild disagreement and strong disagreement with Nietzsche. Have undecided students stand in the middle of the room to hear what each group has to say to persuade them to join. Use class discussion to discover the manipulative side of politics that Nietzsche is most concerned about. Ask students how political messages can be manipulative and who might be the easiest victims to exploit? Have student volunteers share their personal insights into the political system and the political (collective) decision making process that democracies must use to pursue the common or greater good. Organize students into placemat groups of four members. Have placemat groups continue the discussion by brainstorming factors most important to functional democracy. While students are working in placemat groups, post one sheet of paper in each corner of the classroom. Each sheet will contain one of the following headings: <i>Leadership; Civility and Honest Dialogue; Sustainability; and Critical Thinking</i>. Have volunteer groups share 	

their factors to establish a short list that represents class consensus. Compare class consensus to the four factors posted by the teacher.

3. After a brief discussion, ask placemat groups to send one representative to each corner group. Have students in each corner prepare a rationale for why their factor is extremely important in the political process. Use class discussion to reinforce the ultimate importance of all four factors, and to recognize the inclusion of these four factors in the original class consensus. Instruct students to prepare for the research activity each corner group must conduct regarding their assigned factor. Direct students to some relevant pages in *Daring to Dream* and any appropriate textbook content. [70 minutes]

DAY 2

4. Consider booking the school library for this research activity to be conducted by corner groups. Have each group prepare a summary of findings to explain the importance of each factor in any functional democracy. Examples and events supporting the conclusion can be drawn from the political scene in Canada, the United States or another democracy. For large classes, consider breaking up corner groups into two working groups. Have corner groups use RM 1 *Investigating Factors Affecting Functional Democracy* to organize their research and analysis. Give students the entire class to research and summarize their findings. [70 minutes]

DAY 3

5. Return students to their original placemat groups. Distribute one enlarged copy of RM 2 *Placemat for Comparing Social and Political Effects* to each group. Have group members take turns reporting their findings while a designated scribe summarizes the information in the appropriate section of the placemat. Allow ten minutes for each report and a short discussion. [45 minutes]
6. Once individual reports have been completed instruct placemat groups to synthesise or make significant connections between individual findings to create an executive summary of the net effects of these factors (or the absence of these factors) on society, human relations and the political arena/process. Collect and post completed placemats around the class for future reference. [25 minutes]

DAYS 4 and 5

1. Provide sufficient time in and out of class for placemat groups to complete their assigned task (RM 3). Provide students with a copy of the rubric (RM 4) that will be used to assess their finished products as a tool supporting successful task completion. Visit with working groups to facilitate task completion. Use RM 5 *A Blueprint for Limiting Voter Manipulation* with placemat groups to focus pamphlet design and distribute tasks. Review the importance of media literacy, digital literacy and reasoned judgement for informed voters and ask placemat groups to assess whether their emerging pamphlets sufficiently address these components. [70 minutes]
2. As groups work on task, conference with individuals and groups to confirm or redirect pamphlet design. 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. Consider assigning one spread (two adjacent pages) to each group member to help ensure individual accountability. Require groups to prepare a well-developed working draft of the pamphlet for peer feedback during a future class. [70 minutes]

DAY 6 (after sufficient time to plan and build a draft pamphlet)

3. Organize students into feedback pods consisting of three original placemat groups. Have students take turns presenting their pamphlets and receiving constructive feedback from peers. Precut RM 6 into peer feedback sheets for students to use. Visit with different pods to model constructive descriptive feedback. Allow 10 minutes for each presentation and 5 minutes for the completion of feedback sheets. Have individual students sign each feedback sheet before giving it to the placemat group. Use the remaining class time to allow placemat groups to process the feedback received. [70 minutes]

DAY 7

4. 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.

5. 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 7

6. Collect pamphlets on the due date and use RM 4 to evaluate individual student achievement of mandated learning expectations.

Learning Materials

RM 1 *Investigating Factors Affecting Functional Democracy*

RM 2 *Placemat for Comparing Political and Social Effects*

RM 3 *Critical Thinking for Discerning Voters: Project Details*

RM 4 *Educational Pamphlet/Communication Piece Rubric*

RM 5 *A Blueprint for Limiting Voter Manipulation*

RM 6 *Seven Things About Your Pamphlet: Peer Feedback*

Elements of 21st Century Learning

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

Supporting Resources

Protecting Democracy: Safeguarding Our Elections. Government of Canada

<https://www.canada.ca/en/democratic-institutions/services/protecting-democracy.html>

Canadian Civil Liberties Association.

<https://ccla.org/our-mission-and-history/>

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 3).

Teaching Notes

1. Enlarge copies of RM 1 to ledger paper size (11 x17) to make them more useful for the placemat activity.
2. Copy the rubric (RM 4) on the back of the project details sheet (RM 3) to encourage students to use it as a coaching tool.
3. Use a paper cutter to neatly precut RM 6 into individual feedback sheets for students to use.
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.
5. This activity can be adapted to work in other senior secondary school courses promoting citizenship education, by integrating a focused study of media literacy and critical thinking into the mandated curriculum. Some examples include:
 - Grade 11 American History;
 - Grade 12 Challenge and Change in Society;
 - Grade 12 Canada: History, Identity, and Culture
 - Grade 12 Canadian and International Politics
 - Grade 12 Equity and Social Justice

RM 1 Investigating Factors Affecting Functional Democracy

Name: _____ Course: _____ Date: _____

Use the following information organizer to prepare a summary note for your placemat group.

Factor being Investigated: _____

Benefits Provided by this Factor	Problems Created by this Factor
Effect on the Political Process and Decision Making	
Effect on Society and Human Relations	
Lessons Learned from Previous Experience	
What happened?	What was learned?

RM 2 Placemat for Comparing Political and Social Effects

Name: _____ Factor: LEADERSHIP

Name: _____ Factor: CRITICAL THINKING

Name: _____ Factor: SUSTAINABILITY

Name: _____ Factor: CIVILITY/HONEST DIALOGUE

Group Consensus:

RM 3 Critical Thinking for Discerning Voters: Project Details

Name: _____ Course: _____ Date: _____

Team Members: _____

Task:

Your creative team has been hired by the *Canadian Civil Liberties Association* to create a public information pamphlet (in either hard copy or e-version) to help educate Canadian teenagers (as first time voters) about the need for media literacy, digital literacy and critical thinking to process political information so as to use their vote wisely. Your product must be designed to communicate on its own, without additional explanations, handouts or introductions.

Task Steps and Requirements:

1. Complete the research that you have already started. Expand your research to investigate a focused question arising from this initial research and the placemat 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 (placemat 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 make this project a success. Assign one spread (two adjacent pages) to each group member. 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 pamphlets produced by professionals to get some 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 for teacher evaluation.

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 format with your teacher. Keep the media product appropriate for a Grade 11 audience. Share your design ideas with your teacher, classmates and parents or guardians for useful feedback.

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 11 audience preparing to vote for the first time.

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

Due Date(s): Draft _____

Final Product _____

RM 4 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		
0		2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Communication Effective use of language conventions and chosen delivery medium	Use of language and/or medium not passable for this grade			Limited use of proper spelling, grammar and sentence structure; awkward use of medium		Adequate use of medium, spelling, grammar and sentence structure; weak at times		Spelling and grammar used well; sentence structure awkward at times; solid use of medium		Spelling, grammar, sentence structure and medium all used very effectively throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Application Presentation of information is interesting and audience appropriate	Presentation is boring and inappropriate			Audience appropriateness and interest generated is limited		Information is somewhat interesting and audience appropriate		Information is interesting and audience appropriate in most parts		Information is very interesting and audience appropriate in all parts			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Application Effective synthesis of the important research sources and findings	Not passable (superficial or non-existent)			Research used to limited effect in presentation		Presentation makes adequate use of some research; more sources needed		Presentation makes effective use of good sources and research findings		Presentation makes excellent use of all research; research is very well synthesized		
0		2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Application Visuals are appropriate and well placed	Visuals are poorly placed, few, and inappropriate			Too few visuals are used and to limited effect		Some good visuals are used; placement somewhat effective		Sound choice and placement of visuals throughout		Excellent choice and placement of visuals throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Strengths / Suggestions for Improvement / Next Steps:										Final Mark		%	

RM 4 A Blueprint for Limiting Voter Manipulation

Name: _____ Course: _____ Date: _____

Team Members: _____

Use the following tool to map out the contents and messages to be included in your pamphlet for first time voters.

Fact Checking		
<p>Focus</p> <ul style="list-style-type: none"> - accuracy of information reported - clear separation of fact from opinion - 	<p>Research Findings</p> <p>What probing questions should discerning voters ask?</p>	<p>Effective Communication</p> <p>How will our pamphlet address this topic and who will look after this task?</p>

Source Checking		
<p>Focus</p> <ul style="list-style-type: none"> - bias and frame of reference - built in assumptions and intentions - 	<p>Research Findings</p> <p>What probing questions should discerning voters ask?</p>	<p>Effective Communication</p> <p>How will our pamphlet address this topic and who will look after this task?</p>

Message Checking		
<p>Focus</p> <ul style="list-style-type: none"> - what is being advocated or “sold” - how my thinking is being influenced - 	<p>Research Findings</p> <p>What probing questions should discerning voters ask?</p>	<p>Effective Communication</p> <p>How will our pamphlet address this topic and who will look after this task?</p>

Decision Checking		
<p>Focus</p> <ul style="list-style-type: none"> - criteria used to base judgement/choice - evidence used to support decision - 	<p>Research Findings</p> <p>What probing questions should discerning voters ask?</p>	<p>Effective Communication</p> <p>How will our pamphlet address this topic and who will look after this task?</p>

RM 6 Seven Things About Your Pamphlet: Peer Assessment

Name: _____

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

Criteria	Check one»	L	G	VG	E
Knowledge-	understanding of political and media terms and processes				
Thinking-	interpretation and analysis of information in your pamphlet				
Communication-	clarity and flow of information being presented				
Application-	interest level and usefulness of pamphlet				
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

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

Criteria	Check one»	L	G	VG	E
Knowledge-	understanding of political and media terms and processes				
Thinking-	interpretation and analysis of information in your pamphlet				
Communication-	clarity and flow of information being presented				
Application-	interest level and usefulness of pamphlet				
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

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

Criteria	Check one»	L	G	VG	E
Knowledge-	understanding of political and media terms and processes				
Thinking-	interpretation and analysis of information in your pamphlet				
Communication-	clarity and flow of information being presented				
Application-	interest level and usefulness of pamphlet				
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name: _____

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

Criteria	Check one»	L	G	VG	E
Knowledge-	understanding of political and media terms and processes				
Thinking-	interpretation and analysis of information in your pamphlet				
Communication-	clarity and flow of information being presented				
Application-	interest level and usefulness of pamphlet				
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____