



Canada C3 Digital Classroom Learning Module

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Name of school board/district: Canterbury High School, Ottawa-Carleton District Board of Education

Learning module title: Our national treasures

Grade(s)/teaching division(s): Grade 10

Subject(s)/course(s): Civics (CHV20)

Time: 3-4 class periods (60-75 min. each)

Learning module topic and description

Students have a chance to explore the unique characteristics of our geography, environment and culture both nationally and locally.

Essential question(s)

- What are some of areas of national significance or protected environments along the Canada C3 journey?
- Why are they of national significance and why are they important to protect?
- What areas/locations of significance can we find in our own local community and what can we do to protect/promote them?

Canada C3 central theme(s) addressed

- Youth Engagement
- The Environment

Learning objective(s)/goals

- Students explore the diversity of Canada geographically, environmentally and culturally through locations of relevance both nationally and locally.
- Students learn about locations of historical/environmental relevance along the Canada C3 route and criteria for their importance.
- Students put their civic engagement into practice by developing a tool to educate others.

Essential Concepts/Knowledge/Skills to be Learned/Applied

- Inquiring into Canada's national treasures (protected environments and historical sites on the C3 route).
- Designing criteria for a national treasure and applying that criterion in a communication piece.
- Engaging in civic action through a promotional product.

Curriculum connections/big Ideas

Civics and citizenship, grade 10 Ontario (GHV 20) strand: civic engagement and action

- C1. Civic contributions: analyse a variety of civic contributions and ways in which people can contribute to the common good (focus on: political significance; stability and change)
- C2. Inclusion and participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs and values are recognized and represented in communities in Canada (focus on: political significance; political perspective)
- C3. Personal action on civic issues: analyse a civic issue of personal interest and develop a plan of action to address it (focus on: political significance; objectives and results)

Teacher goals

- To ensure that all students gain the knowledge and skills to understand and communicate about Canada's treasured sites.
- To facilitate students practicing civic engagement in promoting Canada's treasured sites.

Student groupings

(e.g., whole class, small groups, pairs, independent work):

- Whole class for introduction (hook)
- Brainstorming in small groups
- Research and show results individually or in small groups

Materials/resources

(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):

- Internet access
- Equipment to show results (electronic presentation/display/charts, etc.)
- Images of places of importance in Canada

Instructional strategies

(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):

- Game or contest for the hook
- Inquiry model for selection of locations to showcase
- Variety of options to show results (presentation, video, display, etc.)

Considerations

(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations or safety concerns):

- Print off Parks Canada pamphlets for information
- Use history books for places of significance

Accommodations and differentiation strategy *(to address different needs and preferences of students)*

- Consider providing criteria of locations of significance instead of asking students to select/brainstorm.
- Consider providing specific locations for students to choose from for their products, instead of having them research to select.
- Give students an option to present their product orally instead of developing a promotional product.
- Consider narrowing the focus of the activity to only important locations in their neighborhood.
- Pair up students with different abilities and/or work in small groups (instead of individually) for local treasure promotional product.

Assessment for learning, checking for understanding, success criteria and feedback

- Communication piece on national treasure
 - Peer feedback (written or verbal)
 - Teacher evaluation of promotional product
- Community engagement for local treasure
 - Teacher-student conference or evaluation rubric for promotional product

Motivational hook (process for acquiring and focusing students' attention), time (10-20 minutes):

- Students identify sites of historical significance in Canada, "Our National Treasures", using one of the options below:
 - Option 1 – Show pictures (electronic presentation) of famous places in Canada and challenge them to see how many they can identify (small groupings or individually).
 - Option 2 – Use a Kahoot (or other online game) to challenge students on what they know about Canada's sites of historical significance.
 - Option 3 – Students play charades using a list of Canada's sites of historical significance (small groupings).

Open (process for introducing/framing module and agenda), Time (30 minutes):

- Using the examples from the motivational hook, ask students to brainstorm reasons as to why they are important/of national significance (best in small groups).
- From the brainstorming, have students select three criteria for identifying a location as a 'national treasure'.
- Share with the class and develop a unified criteria for making something a 'national treasure' – aim for two-four criteria.
- Introduce Parks Canada (<http://www.pc.gc.ca/>) and show areas of national significance – map provided on Parks Canada website (<http://www.pc.gc.ca/eng/voyage-travel/region.aspx>).
 - National parks
 - National historic sites (not exclusively under the jurisdiction of Canada)
 - National marine conservation areas
 - National landmarks
- Explain that "we are going to have the chance to examine some of these Parks Canada areas of national significance to find out why they are important," then students will examine their own communities or an area not identified by Parks Canada to make a case for recognizing its importance.

Body (main instructional and learning processes to build understanding, skills, attitudes) time (210 minutes):

1. Introduce the Canada C3 journey (20 minutes)
 - Show promo video (<https://CanadaC3.ca/>).
 - Show map of route (<http://CanadaC3.ca/>).
 - Highlight stops along the route.
2. Research National Parks, historic sites, and conservation areas along the route (use Parks Canada website www.pc.gc.ca) (90 minutes)
 - Students select a site/location along the route and showcase in a communication piece why it is a "national treasure". (Note: Consider assigning different regions of the country to students/group to demonstrate Canada's diverse environment).
 - In their communication piece students must emphasize why their site/location is significant in relation to the criteria the class previously created.
 - Different mediums can be available to students to present their communication piece, e.g.,
 - Electronic presentation, promotional poster, dramatized commercial, radio advertisement, video advertisement, Animoto, etc.
 - Students share their completed work to the class – present to whole class or within smaller groups depending on what method is chosen (opportunity for peer feedback – verbal or brief comment card).

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3. Each student (individual) focuses on their local community to select a location of significance ('local treasure') to promote using the criteria created to determine its significance (90 minutes).
- Promoting the location can include the following:
 - Article written for local newspaper
 - Poster to advertise visiting the site or promoting an event at the site
 - Letter to local politician about options to protect it (if it doesn't already have that designation)
 - Interview someone involved with the location
 - Alternatively, students could choose a stop/site on the Canada C3 route (instead of a local site) to promote that is not on the Parks Canada website.

Consolidation (*processes for application and practice of knowledge, skills, attitudes*) **time (30 minutes):**

- Students (groups) present their chosen 'national treasure' along the Canada C3 route
 - Electronic presentation, promotional poster, dramatized commercial, radio advertisement, video advertisement, Animoto, etc.
- Students (individually) submit their chosen 'local treasure' (in their community)
 - Newspaper article, advertising poster, letter to local politician, interview, etc.
 - Student work can be evaluated in a student-teacher conference, evaluated solely by the teacher and/or shared to the whole class in a trade fair/small group environment.

Closure (*processes for recapping, looking ahead*) **time (10 minutes):**

- Students vote on which location along the Canada C3 route they would like to visit the most from the presentations.

Student reflection on learning (*i.e., critical thinking questions to extend the learning*) **time (15 minutes):**

- Engage students in a discussion about civic engagement on how to promote and protect what they see as important (can be done with the whole class, small group discussions, or 1:1 teacher conference).
 - What would be the most effective way of engaging people about your 'local treasure'?
 - Why did they choose that specific 'local treasure'?
 - What is our role in protecting sites of local/national importance?

Extension ideas and additional resources

- Utilize Parks Canada Red Chair Campaign where they have red Muskoka chairs situated on Parks Canada sites throughout the country:
 - Start by showing the pictures where the red chairs are (<http://www.pc.gc.ca/eng/voyage-travel/serapprocher-connect-twitter.aspx>).
 - Have student choose where they would put the "red chair" in their own community revisiting their criteria for an important location.

Teacher reflection (*e.g., notes for next time*)

Gauge how many of the locations students knew in the hook — revise if necessary.

- Observe the use of the Parks Canada website to gauge its ease of use; consider other alternatives.
- Re-evaluate the selection options for the communication piece and the civic engagement of the local treasure for adjustments.
- Revisit the process of selecting criteria for national importance to see if more structure is needed.