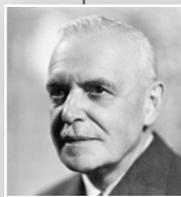
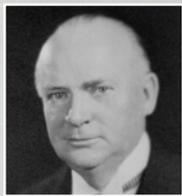


The Prime Ministers of Canada

The Prime Minister in Canadian Life and Politics



www.collectionscanada.gc.ca/primeministers/



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The Prime Ministers of Canada Education Kit

This kit includes:

- Education activities
- Biography cards and quick facts for each prime minister
- Poster
- CD of archival documents, plus entire kit content

Acknowledgements

Library and Archives Canada gratefully acknowledges the collaboration of the Library of Parliament, the Curatorial Services of the House of Commons, CPAC (Cable Public Affairs Channel) and the National Capital Commission. In addition, the Critical Thinking Consortium is credited for the development of the Critical Thinking Challenges that were used in this education kit.

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Library and Archives Canada Cataloguing in Publication

The prime ministers of Canada [kit] : the prime minister in Canadian life and politics.

Consists of a resource guide, CD-ROM and 22 biographical cards.

Text in English and French on inverted pages.

ISBN 978-0-662-06566-1

Cat. no.: SB4-9/2009

1. Prime ministers--Study and teaching (Secondary)--Canada.
 2. Canada--Politics and government--Study and teaching (Secondary).
 3. Canada--History--Study and teaching (Secondary).
 4. Prime ministers--Canada--Problems, exercises, etc.
 5. Canada--Politics and government--Problems, exercises, etc.
 6. Canada--History--Problems, exercises, etc.
- I. Library and Archives Canada
 - II. Title: Prime minister in Canadian life and politics.
 - III. Title: Premiers ministres du Canada : le premier ministre dans la vie et la politique au Canada.

Introduction

This education kit explores the lives and times of the prime ministers of Canada as featured on the Library and Archives Canada website:

First Among Equals: The Prime Minister in Canadian Life and Politics

www.collectionscanada.gc.ca/primeministers/

This education kit reflects the mission of Library and Archives Canada, which includes “...to be a source of enduring knowledge accessible to all, contributing to the cultural, social and economic advancement of Canada.”

To reflect this, the teaching activities will:

- Connect with provincial and territorial curricula across Canada for students ages 14 to 18;

- Explore the role, responsibilities and lives of the prime ministers of Canada as reflected in the archival documents provided; and
- Reflect the role of Library and Archives Canada as a source of documentary heritage and knowledge to Canadians.

Education Kit Overview

The teaching activities in this kit are comprised of five Critical Challenges for students from Grades 9 to 12 (Secondary cycles 1 and 2 in Quebec) in Canadian history, social studies, civics or other Canadian studies courses. In each Critical Challenge students will explore various aspects of the lives and careers of the prime ministers of Canada. They will use archival documents for research and express their learning through multi-sensory activities to create a final product for each challenge.

Each challenge can be used separately or consecutively with others. Completing a combination of challenges will enhance students’ depth and breadth of understanding of the topics. Each challenge can span from 3 to 10 full classes, depending on the level of detail the instructor chooses to use. The challenges may be shortened or lengthened depending on the instructor’s preference.

The Critical Challenges include:

- A curriculum connections chart to indicate links with provincial and territorial curricula
- Detailed step-by-step teacher instructions and student handouts
- Creative extensions and modifications for various learner abilities
- Evaluative rubrics for assessment of student research and final products
- Suggested Web and archival resources for student research

A brief overview of each challenge

Critical Challenge A **A Prime Ministerial Crest**

Students investigate the life and times of one of the prime ministers, then design a suitable crest exemplifying the five events they judge to be the most historically significant of their selected leader's tenure.

Critical Challenge B **Responding to Issues**

After researching, students individually take on the role of one of the prime ministers. In a talk show format, students respond to a contemporary issue in the manner they judge their chosen prime minister would.

Critical Challenge C **The Monumental Canadian Award**

Based on anecdotal research, students judge a Canadian prime minister's worthiness to receive the fictitious Monumental Canadian Award.

Critical Challenge D **Cartooning Leadership**

Students study a prime minister looking for key events from the leader's time in office. Then, using a positive-negative bar graph, students judge the events to determine the extent to which the event is a high or low point in the prime minister's term. Finally, students convey their understanding by drawing two political cartoons.

Critical Challenge E **Counterfactually Speaking**

After researching a Canadian event involving one or more prime ministers, students consider how that event, or parts thereof, might have been different if one of the factors had been altered. Students create parallel mind webs then share their most plausible conclusions by proposing their story be included in the fictitious anthology *Counterfactual Histories of Canadian Politics*.

Resource Summary

Below you will find a summary of the documents and activities included in this education kit on the prime ministers of Canada.

Curriculum Connections Chart

A table outlining links to provincial and territorial curricula

Activity Resources

A list of websites that can be used to help complete any of the Critical Challenges.

Critical Challenge A A Prime Ministerial Crest

Activities

Activity A1	Warm-up: Brainstorming Significance
Activity A2	Understanding Historical Significance
Activity A3	Finding Historically Significant Events for Prime Ministers
Activity A4	Exploring Personal Crests
Activity A5	Ranking Historical Significance
Activity A6	Creating a Prime Ministerial Coat of Arms

Handouts

Handout A1	Related Archival Material
Handout A2	Related Web Material
Handout A3	Criteria for Judging Historical Significance
Handout A4	Judging the Historical Significance of Events
Handout A5	Evaluation Rubrics

Critical Challenge B Responding to Issues

Activities

Activity B1	Deconstructing Photos Using Inference
Activity B2	Examining Interviews for Inference
Activity B3	Making Inferences about Specific Characters
Activity B4	Making Inferences about Prime Ministers

Activity B5	Setting up the Prime Minister's Talk Show
Activity B6	Performing the Prime Minister's Talk Show

Handouts

Handout B1	Related Archival Material
Handout B2	Related Web Material
Handout B3	Making Inferences about Prime Ministers...
Handout B4	Possible Issues or Topics for a Talk Show
Handout B5	Planning Valid Responses
Handout B6	Evaluation Rubrics

Critical Challenge C The Monumental Canadian Award

Activities

Activity C1	Creating Criteria for a Monument
Activity C2	Selecting a Prime Minister for a Monument
Activity C3	Creating a Prime Minister's Monument

Handouts

Handout C1	Related Archival Material
Handout C2	Related Web Material
Handout C3	Taking Notes and Rating a Monumental Canadian
Handout C4	And the winner is....
Handout C5	Evaluation Rubrics

Critical Challenge D

Cartooning Leadership

Activities

Activity D1	Introduction to Political Cartoons
Activity D2	Understanding “Point of View” and “Perspective”
Activity D3	Researching the Prime Ministers
Activity D4	High and Low Points in a Prime Minister’s Career
Activity D5	Creating Political Cartoons

Handouts

Handout D1	Related Archival Material
Handout D2	Related Web Material
Handout D3	Decoding Cartoons
Handout D4	Understanding Historical Perspective
Handout D5	Judging High and Low Points
Handout D6	Justifying My Bar Graphs
Handout D7	Evaluation Rubrics

Critical Challenge E

Counterfactually Speaking

Activities

Activity E1	Introduction to Counterfactual History
Activity E2	Researching Counterfactual History
Activity E3	Writing Counterfactual History
Activity E4	Justifying Counterfactual History

Handouts

Handout E1	Related Archival Material
Handout E2	Related Web and Print Material
Handout E3	Guidelines for Using Counterfactual History
Handout E4	Researching Events of Canadian History
Handout E5	How believable is your counterfactual scenario?
Handout E6	Evaluation Rubrics

Curriculum Connections Chart

Below is a table outlining where the activities in this educational resource match provincial and territorial curricula. The table headings are Province/Territory, Grade/Level, and Curriculum Strand.

PROVINCE/ TERRITORY	GRADE/ LEVEL	CURRICULUM STRAND
Alberta	9	Social Studies: Canada: Opportunities and Challenges
	10	Social Studies: Perspective on Globalization and Living in a Globalizing World
	10	Social Studies: Perspective on Nationalism in Canada and the World
British Columbia, Yukon	10	History: Canada : History 1815–1914
	11	Social Studies: Canada in the 20th Century
	11	Social Studies: Civics
Manitoba	Senior 1	Social Studies: Canada and the Contemporary World
	Senior 3	History: Canada: A Social and Political History
New Brunswick	11	History: Canadian History
	12	History: Canadian 19th- and 20th-Century History
Newfoundland, Labrador	10	Social Studies: Canadian Issues
Northwest Territories, Nunavut	9	Social Studies: The Growth of Canada
	10	Social Studies: Canada in the Modern World
Nova Scotia	8	Social Studies: 19th- and 20th-Century Canada
	11	History: Canadian History
Ontario	8	History: Confederation, History of Western Canada, Changing Society
	10	History: Canadian History in the 20th Century
	10	Social Studies: Civics
	11	History: Canadian History since 1945
	11	History: American, Canadian
	11	History: 20th-Century History
	11	Social Studies: Politics
	12	Social Studies: Politics
Prince Edward Island	8	History: Canadian History 1814–1900
	10	Social Studies: Canadian History and Social Studies
Quebec	Sec. cycle 2	History: History of Quebec and Canada
Saskatchewan	12	Social Studies: Canadian Issues

Activity Resources

Below is a list of websites that can be used to help complete any of the Critical Challenges.

Related Library and Archives Canada websites

A Real Companion and Friend, "The Diary of William Lyon Mackenzie King"

www.collectionscanada.gc.ca/king/index-e.html

Building a Just Society, "A Retrospective of Canadian Rights and Freedoms"

www.collectionscanada.gc.ca/rights-and-freedoms/index-e.html

By Executive Decree

Website gives information about the role of the prime minister and the executive branch of government

www.collectionscanada.gc.ca/executive-decree/index-e.html

Canada By Design, "Parliament Hill, Ottawa"

www.collectionscanada.gc.ca/structures/parliament/index-e.html

The Canadian State, "Documents and Dialogue"

www.collectionscanada.gc.ca/canadian-state/index-e.html

Confederation for Kids

www.collectionscanada.gc.ca/confederation/kids/index-e.html

The EvidenceWeb

Select 'Browse Themes' then select the 'Politics and Government' theme to browse primary sources

www.collectionscanada.gc.ca/education/sources/index-e.html

The EvidenceWeb

Select 'EvidenceWeb Educational Resources' to learn about using primary sources.

www.collectionscanada.gc.ca/education/sources/index-e.html

Laurier House

www.collectionscanada.gc.ca/laurier-house/index-e.html

The Learning Centre, "Toolkits"

Guides on how to use primary sources, how to analyze political cartoons, how to conduct oral interviews, how to decode photographs

www.collectionscanada.gc.ca/education/008-3000-e.html

Library and Archives Canada (LAC) Forum on Canadian Democracy

www.collectionscanada.gc.ca/democracy/index-e.html

Sir John A. Macdonald: Canada's Patriot Statesman

www.collectionscanada.gc.ca/sir-john-a-macdonald/index-e.html

Other Helpful Websites

The opinions expressed in external websites do not necessarily reflect the opinions of Library and Archives Canada.

Cable Public Affairs Channel (CPAC)

www.cpac.ca/classroom

Canada Online, "The Prime Minister of Canada"

Biographies as well as information about the role of prime ministers in Canada
(English only)

canadaonline.about.com/od/primeminister/a/primeminister.htm

CBC Digital Archives, "Politics"

Video, print and radio clips about prime ministers, issues, political parties, etc. Use search bar to locate specific topics
archives.cbc.ca/politics/

Dictionary of Canadian Biography Online

Use search bar to access detailed biographies of specific prime ministers.

www.biographi.ca/index-e.html

The Globe and Mail, "Canada's Prime Ministers"

(English Only)

Campbell on Pearson

www.theglobeandmail.com/series/primeministers/stories/lbp-20020201.html

Mulroney on Borden

www.theglobeandmail.com/series/primeministers/stories/rb-20020126.html

Clark on Diefenbaker

www.theglobeandmail.com/series/primeministers/stories/jd-20020119.html

Turner on Macdonald

www.theglobeandmail.com/series/primeministers/stories/jam-20020112-1.html

Historica, "A History of the Prime Ministers of Canada"

(English only)

www.histori.ca/fairs/studentProject.do?id=10967

National Capital Commission

www.canadacapital.gc.ca/education/

Parks Canada

Use the Search field in the top right-hand corner to locate information about specific prime ministers.

Use the prime ministers' names as keywords.

www.pc.gc.ca/

Parks Canada. Gravesites of Canadian Prime Ministers

Includes brief biographical information

www.pc.gc.ca/clmhc-hsmbc/pm/pdf/pm_e.pdf

Parks Canada. *Teacher's Resource Centre, "Canada's Prime Ministers"*

www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/htm/pm_e.asp

Parliament of Canada. *Prime Ministers of Canada*

Abbreviated biographical information in chart form

www2.parl.gc.ca/Parlinfo/Compilations/FederalGovernment/PrimeMinisters/Biographical.aspx?Language=E

Websites to find unique archival documents and information

Images Canada, "Picturing Canadian Culture"

An easy to use, keyword searchable database of historic Canadian images

www.imagescanada.ca/index-e.html

Library and Archives Canada. Archives Search

An archival research tool used to find online images.

- Enter keyword and choose 'Type of material'
- Select 'yes' beside the word 'Online'
- Select 'all' beside 'Source'
- Click on the image of the item to get a larger version
- Check the copyright status to ensure it is public domain

www.collectionscanada.gc.ca/lac-bac/search-recherche/arch.php?Language=eng

Library and Archives Canada. Website Search

Search by keyword

www.collectionscanada.gc.ca/lac-bac/search-recherche/web.php?Language=eng

Critical Challenge A

A Prime Ministerial Crest

Synopsis

Students research one prime minister, looking for key events, issues and situations they encountered during their time in office. Students then create a coat of arms symbolic of the five most significant events of their selected leader's tenure.

Expected Learning Outcomes

Students will:

- examine the life and times of a prime minister
- identify major events of that prime minister's tenure
- determine events which were/are most significant to Canada
- communicate understanding by creating a personal coat of arms or crest for the prime minister

Materials

- Access to website *First Among Equals: The Prime Minister in Canadian Life and Politics*
- Access to website *CBC Archives*, “For Teachers” site, see **Activity Resources** on page 8.
- Access to visuals and explanations of existing coats of arms, see **Handout A2**.
- **Handout A1**—Related Archival Material
- **Handout A2**—Related Web Material
- **Handout A3**—Criteria for Judging Historical Significance
- **Handout A4**—Judging the Historical Significance of Events
- **Handout A5**—Evaluation Rubrics

Activities

- **Activity A1**—Warm-up: Brainstorming Significance
- **Activity A2**—Understanding Historical Significance
- **Activity A3**—Finding Historically Significant Events for Prime Ministers
- **Activity A4**—Exploring Personal Crests
- **Activity A5**—Ranking Historical Significance
- **Activity A6**—Creating a Prime Ministerial Coat of Arms

Activity A1

Warm-up: Brainstorming Significance

1. Invite students, individually, to brainstorm a short list of events, decisions or situations they view as being significant in their own lives.
2. Ask them to describe in paragraph or point form why those events are significant. If students are struggling, invite them to consider this example “What is the difference between losing a notebook and a grandparent passing away? While both are losses, what makes one more significant than another?”
3. In the course of conversation about their own examples, students should be able to identify the qualities of a significant event. Does the event have a deep and lasting impact? Does it affect many people? Is the event important or trivial?

4. Encourage students to apply these ideas to their written notes about why certain events are significant to them. Ask them how significant is their event in light of the qualities discussed. Be sure to explain that an event could be either positive or negative and still be significant.

Activity A2

Understanding Historical Significance

1. Introduce the students to the criteria for determining historical significance by distributing **Handout A3**.
2. Carefully read through each criterion and ask the students to compare them with their own thinking about significance from **Activity A1**.

Ask:

- a. How are your conclusions about significance similar to the criteria in this handout?
 - b. How are your conclusions different?
 - c. How is judging “historical significance” different from simply judging “significance”?
3. Through this line of questioning help students to understand that determining “historical significance” has some important differences from simply determining “significance” itself.
 4. Have students compare “significance” to “historical significance.” Ask them what makes judging historical significance different. Student responses might include: more complex, incorporates the ideas of that era, considers the views of a larger group rather than one person, etc. Use these answers as new criteria to judge significance.
 5. With this new set of criteria as a reference, ask students to review the significant events they brainstormed in **Activity A1**. If they used the new criteria, would their personal events be considered historically significant? Would they add or delete some events?

Activity A3

Finding Historically Significant Events for Prime Ministers

1. Provide students with:
 - A list of the prime ministers or direct them to the “Profiles” section of the *First Among Equals* website www.collectionscanada.gc.ca/primeministers/h4-3000-e.html

- Or, print copies of the prime ministers' biographies from some of the sources listed in **Activity Resources** on page 8.
 - Or, refer to **Handout A1**.
2. Instruct students to select one of the prime ministers to study and direct them to record information on specific events, decisions, situations, issues and circumstances that seem to stand out in the leader's time in office. They may wish to work in groups.
 3. It may be useful to select prime ministers who have had the longest terms in office, or are most recent, to find more material.
 4. Suggestions to start with: Sir John A. Macdonald, Wilfrid Laurier, Robert Borden, William Lyon Mackenzie King, John Diefenbaker, Pierre Trudeau, Brian Mulroney, Jean Chrétien, or Paul Martin.
 5. Students list the events in the first column of **Handout A4**.

Activity A4

Exploring Personal Crests

1. Encourage students to ask at home if any crests or symbols have been created to represent their family name. Some students may learn that their family has heraldry in it (they have an emblem or insignia to represent them). Invite students who have a family crest or emblem to learn more about it and share its meaning and history with the rest of the class.
2. Show the present **governor general's coat of arms**, see **Handout A2** and read through the explanation of symbols that accompanies it.
3. Explain that every time a new governor general is selected, a personal coat of arms is created for him or her that is representative of who they are and what they bring to the position. These coats of arms are found in Rideau Hall, the official residence of every governor general since the first, Sir Charles Stanley Monck, in 1867.
4. Using **former governor general's crests**, the **Canadian crest**, or **provincial/territorial crests** (see **Handout A2**) invite the students to explore, compare and contrast the varying symbols, images and compositions.

5. In discussion about Canada's coat of arms, ask the students if they think it represents Canada appropriately. Does the coat of arms of the province/territory they live in reflect its identity effectively? What would they change? What would they keep the same?
6. Discuss unique symbolism noting various examples, such as Governor General Michaëlle Jean's sand dollar. Ask students to think about what symbols they might include in a coat of arms for themselves. What elements of their identity would they want to ensure was recognized?

Activity A5

Ranking Historical Significance

1. Review the criteria for judging historical significance as explored in **Activity A2**.
2. Using **Handout A4**, students rank the historical significance of the events they collected in **Activity A3**, they then justify each ranking by explaining how the event does meet or does not meet the criteria. Students may need to make use of the space between the rankings in order to ensure they can identify the five most significant. Student justification for each ranking should be explained in the rationale column.

Activity A6

Creating a Prime Ministerial Coat of Arms

1. Students create a coat of arms for the prime minister they studied. The coat of arms should reflect the five events they determined were most historically significant.
2. The following criteria should guide students' creation of the coat of arms:

A good coat of arms:

 - effectively uses symbols to represent the various events
 - clearly shows students' ranking of the five most significant events
 - is visually appealing
3. Students should give an oral presentation (in person or recorded) or include a written explanation of all parts of their coats of arms with their graphic submission.

Extensions/Modifications:

- For advanced learners, students can reflect the nuances of their rankings within the coat of arms. This could be done using size, clarity, colour, saturation, etc.
- For visual and/or kinesthetic learners, instead of pencil and paper, students use various forms of technology or artistic media (i.e., paint, collage) to create their coats of arms.
- Encourage students with special needs to work with partners to minimize workload and increase opportunity for peer discussion.
- To extend the activity for deeper understanding or to vary activity style, combine students into groups who then create an “era” coat of arms. For example, early prime ministers could be grouped and one coat of arms made for that portion of time including the most significant events from all the prime ministers of that era.
- To extend the activity for linguistic and interpersonal learners involve family, other classes and/or the larger community, by conducting a “Coat of Arms Fair” where students host a booth, dressed as or acting the part of their prime minister, and explain their crest to special visitors.

Handout A1

Name: _____

Related Archival Material

Related archival material is available on the CD included in this kit under the folder **Handout A1**.

By making these archival documents available on CD, ready to print, Library and Archives Canada is doing its part to save paper.

Handout A2

Related Web Material

The opinions expressed in external websites do not necessarily reflect the opinions of Library and Archives Canada. Refer to **Activity Resources** on page 8 in addition to:

The Canadian Encyclopedia. "Emblems, Provincial and Territorial"

www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002591

Canadian Heritage. "The arms of Canada"

www.pch.gc.ca/pgm/ceem-cced/symbbl/arm1-eng.cfm

Governor General of Canada. *Heraldry*, "Personal Coat of Arms of the Governor General"

www.gg.ca/heraldry/emb/03/index_e.asp

Governor General of Canada. *Heraldry*, "Symbols of Past Governors General"

www.gg.ca/heraldry/emb/05/index_e.asp

Governor General of Canada. *Heraldry*, "Teacher's Kit"

www.gg.ca/heraldry/info/index_e.asp

The Royal Heraldry Society of Canada. "The Coat of Arms of Canada - A Short History"

(English Only)

www.heraldry.ca/misc/coatArmsCanada.htm

Handout A3

Name: _____

Criteria for Judging Historical Significance

Judging historical significance means to determine the overall importance of an event. Use the following criteria to determine the historical significance of events.

Importance at the time

One part of judging historical significance is determining how important the event was to people at the time it occurred. Here are some more specific ideas about how to judge importance:

- Speed of recognition: Was it noticed at the time as being important? (e.g., Did people respond to it immediately or did it take a while for people to recognize it? Was it ignored or not noticed at all?)
- Duration: How long did it exist or operate?

Consequences

A very common part of judging historical significance is looking at the impact the event has on the events that follow it. Here are some more specific ideas about how to judge consequences:

- Size of impact: How deeply felt was the impact? (e.g., Did it result in large or small changes?)
- Extent of impact: How widespread was the impact? (e.g., Were many people or geographical areas affected? Did it reach across many aspects of life or only a few?)
- Lasting nature of impact: How long lasting were the effects? (e.g., Were the effects short lived? Did the event change the direction of events that followed it?)

Profile in history

A less common but essential part of judging historical significance is looking at the importance the event has played in the records of oral and written history. Here are some more specific ideas about how to judge profile:

- Remembered: Has it been memorialized? (e.g., Has it become a myth or a historical event well known to many people? Are there monuments to it? Is it mentioned often in conversations about history? Is it in books? Is it studied in schools, etc.?)
- Revealing: Does it help us understand history? (e.g., Does it represent a certain situation or period of time in history?)

Adapted from: Seixas, Peter and Penney Clark. (2006). *Teaching about Historical Thinking*. Vancouver, BC: The Critical Thinking Consortium.

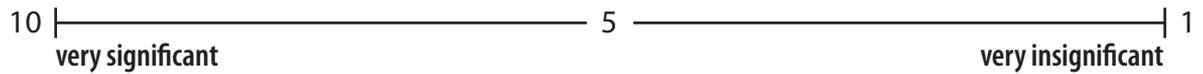
Handout A4

Name: _____

Judging the Historical Significance of Events

Criteria for determining a historically significant event:

- importance at the time (speed of recognition; duration)
- consequences (size; extent; lasting nature)
- profile (remembered; revealing)



Event, issue, situation, decision, circumstance	Level of Significance	Explanation / Reasons why

Handout A5

Name: _____

Evaluation Rubric 1—Assessing the Ratings

	Well developed	Competent	Underdeveloped
Completeness of chart	A rating for every criterion is provided and most ratings are accompanied by two or more pieces of relevant, specific evidence.	Ratings for most criteria are provided and most ratings are accompanied by one piece of relevant evidence.	Many ratings may be missing and/or are not accompanied by evidence that is relevant to the criteria.
Reasonableness of the ratings	In all cases, the rationale clearly supports the assigned rating.	In most cases, the rationale supports the assigned rating.	In very few cases the rationale supports the assigned rating.

Evaluation Rubric 2—Assessing the Coat of Arms

	Well developed	Competent	Underdeveloped
Use of symbols	Symbols are creative and used effectively.	Symbols are appropriate though sometimes simplistic or only adequately effective.	Symbols are often missing, ineffective or show a vague or confused understanding of their purpose.
Inclusion of five most significant events	All five events are included in the drawing.	Only three or four events are evident in the drawing.	Only one or two events are included in the drawing.
Visual appeal (space, size, neatness and organization)	Excellent use of visual elements; effective presentation; a superior and attractive product.	Adequate use of visual elements; helpful in presenting an appropriate and competent product.	Non-existent, improper or careless use of visual elements; a sloppy, simple and/or incomplete product.

Teacher Comments: _____

Critical Challenge B

Responding to Issues

Synopsis

Through reading speeches, students make inferences about a prime minister's values, views and beliefs. Students thoughtfully take on the role of the prime minister they studied and, using the inferred values, views and beliefs to guide them, respond to a current issue in a talk show format.

Expected Learning Outcomes

Students will:

- examine the speeches of a prime minister
- identify key views, beliefs and values of the prime minister as inferred from the speeches
- apply learning by imagining the prime minister's response to a current issue
- communicate understanding by role playing a prime minister being interviewed in a talk show

Materials

- Access to “Speeches” section from *First Among Equals: The Prime Minister in Canadian Life and Politics* website
- Online option: Access to the Internet for additional research about prime ministers, see **Activity Resources** on page 8.
- Print option: Copies of “Speeches” section from *First Among Equals* website
- **Handout B1**—Related Archival Material
- **Handout B2**—Related Web Material
- **Handout B3**—Making Inferences about Prime Ministers...
- **Handout B4**—Possible Issues or Topics for a Talk Show
- **Handout B5**—Planning Valid Responses
- **Handout B6**—Evaluation Rubrics

Activities

- **Activity B1**—Deconstructing Photos Using Inference
- **Activity B2**—Examining Interviews for Inference
- **Activity B3**—Making Inferences about Specific Characters
- **Activity B4**—Making Inferences about Prime Ministers
- **Activity B5**—Setting up the Prime Minister’s Talk Show
- **Activity B6**—Performing the Prime Minister’s Talk Show

Activity B1

Deconstructing Photos Using Inference

1. Describe the following scenario to students: A young girl brings a bouquet of flowers to an older woman. Show them the following image, but do not show them the title or description. It may be useful to photocopy this onto a transparency, or make copies for the students to discuss in groups.



Joyce Evens, daughter of the City Clerk of Port Arthur, Ontario, presents a bouquet to Queen Elizabeth, watched by Rt. Hon. W.L. Mackenzie King, Hon. C.D. Howe and Mayor C.W. Cox.

May 23, 1939

Photographer unknown, National Film Board of Canada

Library and Archives Canada, 3592674

2. Ask students why do they think the young girl is there? Why do they think the older woman is there? As a class, discuss responses paying particular attention to possible versus impossible ideas.
3. Ask students if illogical or impossible responses are useful for understanding the scenario? Reinforce the idea that logical or possible responses are supported by clues or evidence which helps us decode the picture and understand it. What clues are evident in the photo?

- Next introduce the word inference by explaining its definition: a plausible (believable) conclusion, based on evidence. Explain to students that their guesses about what the girl and older woman were doing are inferences if they are possible (plausible) and supported by evidence.
 - For example, does it make sense to infer that the girl in the scenario is ready to play football?
 - Is it possible that she is there to offer flowers for Mother's Day?
 - What evidence leads us to believe one of these inferences is more possible (plausible) than the other?
 - Which of their own inferences could the students eliminate because they were not plausible?
 - Which of the remaining ones is most plausible??
- Explain that if students are making thoughtful, plausible guesses based on evidence they are making inferences. Encourage students to carefully infer in the following activities and, when doing so, to look for the most reasonable inferences – the ones best and most-consistently supported by evidence.

Activity B2

Examining Interviews for Inference

- Show students one or two sample interviews. The *CBC Archives Collection* has many excellent interviews to choose from. See **Handout B2** for Web addresses. Some that may be of particular interest to students are:
 - Mark Messier; Margaret Atwood; Jim Carrey; Greg Joy
- Alternatively, you may wish to record and show clips from talk shows such as “The Oprah Winfrey Show”, “Canada AM” with Beverly Thomson and Seamus O’Regan, “The Hour” with George Stroumboulopoulos or “Larry King Live.” See **Handout B2** for Web addresses.
- While students watch, invite them to look for ways the guests reveal their beliefs, values and key views in their responses.
- Ask students: From the guests’ responses, what can you infer about what they value or believe in? Though they may not always be saying it aloud, what underlying feelings or sentiments are implied? What evidence supports these inferences?
- If video or Internet is unavailable, distribute copies of the photos found on the CD under folder **Handout B1**. Students can practice inferring the beliefs, values and key ideas of the people in the photos.

Activity B3

Making Inferences about Specific Characters

- To better prepare students for the next segment of this activity, select a person or character students would be very familiar with such as a cartoon character, a parent or a movie star.
- Ask students to list qualities about the person. For example, if “James Bond” were selected, students might say he is charming, daring, intelligent, always does the right thing and always gets the bad guys. Ask students to provide some evidence for these conclusions from movies they have seen.
- Next, based on the students’ conclusions, ask them to hypothesize how James Bond might react to:
 - An international crisis (i.e., a war)
 - a disagreement in town about where to build the dump
 - the rise in fuel oil prices
- Ask how Bond’s charm, daring, right-mindedness and quest to “get the bad guys” might come through if applied to this new topic. For example, given the issue of a rise in fuel oil prices, a possible hypothesis might be: Bond would fearlessly try to track down the “mastermind of such a sinister plot against innocent people.” In his hunt, he would risk his life so that that the wrong of unfair fuel pricing would be righted.

Activity B4

Making Inferences about Prime Ministers

- Provide students with a list of the prime ministers or direct them to the “Profiles” section from the *First Among Equals* website so that they can choose a leader to study. See **Handout B2** for Web address.
- Direct students to the “Speeches” section of the *First Among Equals* website where they can look for speeches delivered by their selected prime minister. See **Handout B2** for Web address. Alternatively, provide students with print copies of selected speeches from that site.
- As they read the speeches, students should make inferences about the prime minister’s beliefs, values, and perceptions. They should list these and support them with evidence using **Handout B3**.

Activity B5

Setting up the Prime Ministers' Talk Show

1. Read through, and if desired, modify or add to the list of issues given in **Handout B4**.
2. Through brief verbal explanation, provide students with some general background on each issue or direct students to discuss the issues with parents or family members to gather background information.
3. Divide the class into groups of four (ensure that all group members have studied different prime ministers) and allow each group to select one issue to be the focus of their talk show.
4. It's important that students are coached about the choice of issue as some issues will not be appropriate given the mix of prime ministers present.

For example, those who have made inferences about the beliefs, values and ideas of relatively contemporary prime ministers may easily speak to global warming or the War on Terror. On the other hand, those who made inferences about early prime ministers may find speaking to these issues very difficult.

5. Groups should select an issue carefully, one that each of their prime ministers would either be familiar with or where their experience with a similar topic would inform them.
6. In order to compile a set of five to eight questions for their prime ministers to respond to in a talk show format, have each group research their issue. They may use the Internet (see **Activity Resources** on page 8, library resources or through oral interviews with family, teachers or other individuals informed about the topic.
7. Individual students in the group should then prepare answers to the questions from the perspective of the values, beliefs and key views they inferred about their prime ministers. Some students may wish to conduct additional research to more effectively respond to the selected issue.
8. Students may incorporate elements of the prime minister's personality and reputation into their responses and should be encouraged to "dress the part" for the talk show. Remember, effective role taking:
 - a. is plausible (discussions could actually happen in real life; not random or illogical; supported by evidence)

- b. is realistic (clearly reflects the prime minister's values, views and beliefs)
- c. is informative (suggests who the prime minister was and what he/she stood/stands for)

9. Using **Handout B5**, students justify their responses in relation to the above criteria.

Activity B6

Performing the Prime Ministers' Talk Show

1. Before the presentation of each group's talk show begins, ask students to suggest examples of good talk shows and bad ones.
 - What qualities does a good talk show have?
 - What occurs in a poor talk show?

To clarify further, perhaps explore the difference between talk shows such as "The Hour" which can be controversial but informative and relatively civil and those such as "Jerry Springer" which, while they can be entertaining, may use offensive material and be unsuitable for some viewers.

2. Encourage students to share parts of their favourite and worst talk show episodes in order to come to some agreement about the qualities of an effective talk show.

Student ideas might include: some level of decorum; not so structured that it is boring; informative; debate is encouraged; not fair when one person dominates the discussion; want to hear what participants have to say; guests are knowledgeable and convincing; etc.

3. Ultimately, gear students toward adopting criteria such as the following to guide the presentation of their talk shows:

Effective talk shows:

- are credible (participants are convincing)
 - are informative
 - are interesting/entertaining
 - are sensible
4. Conduct the talk shows as a class activity. If possible, invite the principal or another guest to be the talk show host who asks the students the questions agreed upon by the group.

Extensions/Modifications:

- For advanced learners, conduct a summit between individual prime ministers on a class-selected issue.
- For learners with special needs, minimize student research by:
 - Selecting an issue and presenting a summary to the class. Also, select an appropriate set of prime ministers suitable for responding to the issue topic.
 - Organize groups rather than individuals to research a prime minister and participate together in a class talk show on a familiar issue.
- Increase or decrease the complexity of the issues or the number of questions to respond to in the talk show to differentiate learner needs.
- For students with physical disabilities that may impede speech or affect participation in a talk show, consider recording responses to anticipated questions and playing them at key points during the talk show.

Handout B1

Name: _____

Related Archival Material

Related archival material is available on the CD included in this kit under the folder **Handout B1**.

By making these archival documents available on CD, ready to print, Library and Archives Canada is doing its part to save paper.

Handout B2

Related Web Material

Refer to **Activity Resources** on page 8 in addition to:

Links to Talk Shows and Interviews:

Library and Archives Canada. *First Among Equals*, "Speeches"

archives.cbc.ca/dossier.asp?page=1&IDLan=1&cs=entrevue

Library and Archives Canada. *First Among Equals*, "Profiles"

www.collectionscanada.gc.ca/primeministers/h4-3000-e.html

Library and Archives Canada. *Learning Centre*, "Oral Interviews"

www.collectionscanada.gc.ca/education/008-3130-e.html

External websites

The opinions expressed in external websites do not necessarily reflect the opinions of Library and Archives Canada.

CBC Digital Archives, *Great Interviews*

archives.cbc.ca/dossier.asp?page=1&IDLan=1&cs=entrevue

"Canada AM"

www.ctv.ca/canadaam

"The Oprah Winfrey Show"

www.oprah.com/tows

"Larry King Live"

www.cnn.com/CNN/Programs/larry.king.live/

"The Hour" with George Stroumboulopoulos

www.cbc.ca/thehour/videos.html?id=727491215

Handout B3

Name: _____

Making Inferences about Prime Ministers, their Beliefs and Key Views

Prime Minister: _____

Inferred Value, View or Belief	Evidence from Speeches

Handout B4

Name: _____

Possible Issues or Topics for a Talk Show (Topics subject to teacher's discretion)

arctic sovereignty child labour child soldiers cloning death penalty discrimination drinking age driving age environmental damage First Nations government fuel prices gambling	gang violence human rights civil rights global warming gun control immigration limits inflation legalization of abortion natural resource exploitation migrant workers poverty Quebec sovereignty	senate reform space exploration forced labour taxes war on terror tuition rate hikes unequal food distribution use of pesticides voting age war water consumption welfare
--	--	--

Local issues: _____

Other: _____

Handout B5

Name: _____

Planning Valid Responses

Issue: _____

Interview Question	My Prime Minister's Response	Criteria and Justification (for why the prime minister would respond that way)
		<input type="checkbox"/> possible <input type="checkbox"/> realistic <input type="checkbox"/> informative
		<input type="checkbox"/> possible <input type="checkbox"/> realistic <input type="checkbox"/> informative
		<input type="checkbox"/> possible <input type="checkbox"/> realistic <input type="checkbox"/> informative
		<input type="checkbox"/> possible <input type="checkbox"/> realistic <input type="checkbox"/> informative

Handout B6

Name: _____

Evaluation Rubric 1—Assessing Inferences and Evidence

	Sophisticated Understanding	Basic Understanding	Underdeveloped Understanding
Distinguishes inferences from evidence	Correctly distinguishes many examples of evidence and inferences.	Correctly distinguishes very obvious examples of evidence and inference.	Does not understand the difference between an inference and evidence.
Recognizes evidence and draws conclusions	Locates a range of obvious and less obvious evidence to support insightful and/or multiple inferences.	Locates the most obvious evidence to support an obvious inference.	Does not understand what it means to use evidence to support an inference.

Evaluation Rubric 2—Assessing the Validations

	Well developed	Competent	Underdeveloped
Prime Minister's responses	Responses are intuitive, informative thoughtful and detailed.	Responses are adequate and provide some detail and evidence of thought.	Responses are vague, confusing or incomplete and/or lack detail.
Validations	Validations clearly connect responses to criteria and are effectively supported with well-researched evidence.	Validations adequately connect responses to criteria and are somewhat supported with evidence.	Validations do not connect responses to criteria and/or are minimally supported with evidence if at all.

Evaluation Rubric 3—Assessing the Talk Shows

	Well developed	Competent	Underdeveloped
Fair	Participant always allowed for other's views to be heard and always acknowledged the validity of other's views.	Participant sometimes allowed for other's views to be heard and sometimes acknowledged the validity of other's views	Participant rarely allowed for other's views to be heard and rarely acknowledged the validity of other's views
Respectful	Participant was always polite and displayed well-mannered behaviour throughout.	Participant was usually polite and displayed mostly well-mannered behaviour.	Participant was frequently rude and displayed ill-mannered behaviour.
Interesting/entertaining	Participant was lively and engaging and contributed to conversation freely and appropriately.	Participant was somewhat active but participation in the conversation was sometimes strained.	Participant's effort was lacklustre and involvement in conversation was infrequent.
Informative	Discussion was enlightening and clearly contributed to a greater understanding of the issue.	Discussion was occasionally helpful and sometimes contributed to a greater understanding of the issue.	Discussion was rarely helpful and infrequently or never contributed to a greater understanding of the issue.

Teacher Comments: _____

Critical Challenge C

The Monumental Canadian Award

Synopsis

Based on anecdotal research, students judge a Canadian prime minister's worthiness to receive the fictitious Monumental Canadian Award. They will design a monument for their selected prime minister. They will present the justification of their monuments to their classmates. Then, together as a class, the students will determine the single prime minister most deserving of the honour.

Expected Learning Outcomes

Students will:

- examine anecdotes about prime ministers
- rank the prime ministers in order of worthiness to have a monument
- communicate thinking by creating a monument reflective of the character and actions of the most worthy prime minister

Materials

- Access the website *First Among Equals: The Prime Minister in Canadian Life and Politics* or print copies of the “Anecdotes” section for each prime minister, see **Handout C2**.
- **Handout C1**—Related Archival Material
- **Handout C2**—Related Web Material
- **Handout C3**—Taking Notes and Rating a Monumental Canadian
- **Handout C4**—And the winner is....
- **Handout C5**—Evaluation Rubrics

Activities

- **Activity C1**—Creating Criteria for Monuments
- **Activity C2**—Selecting a Prime Minister for a Monument
- **Activity C3**—Creating a Prime Minister’s Monument

Activity C1

Creating Criteria for Monuments

1. Present students with pictures of various monuments around Canada, see **Handout C2**. For example, show a picture of Maurice Richard’s monument (in **Handout C2**) which stands in the National Capital Region. Explain that it was created to commemorate Richard’s greatness as a hockey player in the NHL and as a symbol to his incredible achievement.
2. Other monuments such as the one to Peter Fiddler (**Handout C2**) in Elk Point, Alberta show that little stories about people sometimes also warrant monuments. Fiddler was a fur trader. It was said that his boat sprung a leak which he then repaired with oil-filled mud from the river bed.
3. Ask students why they believe both of these monuments were built? While it seems one person achieved a great deal more than the other, both have sizeable monuments and are visited by many people every year. Why does this occur despite the difference in the achievements? Most cities and towns across Canada require permits and approvals before monuments are erected. Who would they consider important enough to construct a monument for?

4. Ask students to brainstorm what guidelines or criteria they think should be met before a monument to someone can be built. Lead students to develop a short list of characteristics or criteria for determining whether a person merits the building of a monument. Ultimately, gear students toward adopting criteria such as the following:

Criteria for determining whether a monument should be built:

- the person/action is interesting
- the person/action is important (locally or beyond)
- the person/action is admirable
- the story has potential to last
- people identify with the person/action

Activity C2

Selecting a Prime Minister for a Monument

1. Direct students to the “Anecdotes” section from the *First Among Equals* website or provide print copies of the prime minister’s anecdotes, see **Handout C2**.
2. Instruct students to read the anecdotes looking for evidence that supports or refutes a prime minister’s worthiness for a monument. For example, in the anecdote about Diefenbaker, evidence to support his admirable character can be seen in his action to save the horses. At the same time, there is evidence to refute his admirableness since he may have saved the horses just to avoid looking bad in the eyes of the public.
3. Using **Handout C3**, instruct students to record their thinking by rating the anecdotes. How well do the prime ministers’ stories meet the qualifications for a monument? What evidence supports the rating?
4. Once students have completed their ratings, instruct them to list the prime ministers in order from most worthy of a monument to least worthy. Their scores will help them with this although students may find they have to look closer at several in order to determine which leader is more deserving of a monument than another.

Activity C3

Creating a Prime Minister's Monument

1. Students will create a monument, for the prime minister they judged most worthy, to be submitted as a prototype and nomination for the “Monumental Canadian Award.”
2. The monument plan could be of any type (stamp, new coin, statue, commemorative plaque, building, etc.) but must reflect in some way the judgment given. For example, if the prime minister rated poor on several of the criteria the monument should reflect this, either in size (somewhat small) or prominence of location (not in a prime location such as Parliament Hill).
3. Encourage students to select mode of submission suitable to their learning style such as a sketch, model, digital representation or written/oral description.
4. To culminate their thinking, students justify their choice and explain the elements of their monument in a short presentation to the class. They can prepare for this presentation using **Handout C4**.

Extensions/Modifications:

- To modify the above activity for at-risk learners, invite students to research an *existing* Canadian monument and use the criteria to determine its worthiness.
- To modify the workload for students with special needs, consider assigning research to small groups rather than individuals.
- Visual and/or kinesthetic learners could design several monument prototypes/models and determine the one most apt in reflecting one prime minister's contribution to Canada.
- Instead of presentations in front of the class, invite oral and interpersonal learners to stand in a row and talk individually to each other about their choice for most worthy prime minister. This continues until everyone has determined their prime minister's location on a line from least to most worthy.

Handout C1

Name: _____

Related Archival Material

Related archival material is available on the CD included in this kit under the folder **Handout C1**.

By making these archival documents available on CD, ready to print, Library and Archives Canada is doing its part to save paper.

Handout C2

Related Web Material

Refer to **Activity Resources** on page 8 in addition to:

Library and Archives Canada. *First Among Equals, "Profiles"*

For each anecdote, select a prime minister and then, select their "Anecdote."
www.collectionscanada.gc.ca/primeministers/h4-3000-e.html

Big Things. *The Monuments of Canada*

Sources for pictures of existing Canadian monuments
(English only)
www.bigthings.ca/

Big Things

Photo of Peter Fiddler monument
www.bigthings.ca/alberta/pictures/peter1.jpg

National Capital Commission. *Monuments*

www.canadascapital.gc.ca/bins/ncc_web_content_page.asp?cid=16297-24563-24548&lang=1

Historic Sites and Monuments Board of Canada

Criteria for national historic significance
www.pc.gc.ca/clmhc-hsmbc/crit/crit1_e.asp

National Capital Commission

Photo and explanation of Maurice Richard's monument
www.canadascapital.gc.ca/bins/ncc_web_content_page.asp?cid=16297-24563-24548-29047&lang=1

Handout C4

Name: _____

And the winner is....

In my opinion _____ is the most worthy candidate for the Monumental Canadian Award.

I believe this because: (Justify your choice)

Other candidates such as _____ are also impressive in the following ways (Provide justification):

But I believe that these other candidates are not as impressive as the one I have chosen because (Provide justification):

The elements in my monument prototype that reflect why this prime minister was the most worthy are:

Handout C5

Name: _____

Evaluation Rubric 1—Assessing Recording of Evidence

	Expert	Competent	Underdeveloped
Relevance of evidence to the criteria	All ideas are related to the indicated criteria.	Many ideas are relevant to the indicated criteria.	Few ideas are related to the indicated criteria.
Provides specific information	Provides much detailed information.	Some of the information is vague.	Much of the information is vague.

Evaluation Rubric 2—Assessing the Monument

	Expert	Competent	Underdeveloped
Monument display	Monument is detailed, original, effective and very appealing.	Monument has some detail and is commonplace, appropriate and likeable.	Monument lacks detail and is confusing, incomplete and/or unappealing.
Reflection of ratings	Ratings are clearly reflected in the monument.	Ratings are adequately reflected in the monument.	Ratings are minimally (if at all) reflected in the monument.
Justification of ratings	Explanations are clear, logical and based on strong, supportive evidence.	Explanations are adequate and sometimes based on evidence.	Explanations are incomplete and/or illogical and are not always supported by evidence.
Class presentation	Speech: clear and articulate Knowledge: confident and well-informed	Speech: adequate and relatively clear Knowledge: adequate information; some uncertainty	Speech: awkward; sometimes confusing Knowledge: limited; lacks confidence

Evaluation Rubric 3—Assessing Justification of Decision

	Expert	Competent	Underdeveloped
Offers plausible reasons for decision	Provides several reasons which seem very plausible.	Provides at most two reasons which seem plausible.	Provides no plausible reasons for decision.
Recognizes impressiveness of other choices	Identifies several impressive features of the other choices.	Identifies at most two impressive features of the other choices.	Identifies no impressive features of the other choices.
Provides specific evidence	Refers extensively to specific evidence.	Refers in a few cases to specific evidence.	Makes no reference to specific evidence.

Teacher Comments: _____

Critical Challenge D

Cartooning Leadership

Synopsis

Students study a prime minister looking for key events from the leader's time in office. Then, using a positive-negative bar graph, students judge the events to determine the extent to which the event is a high or low point in the prime minister's term. Finally, students convey their understanding by drawing two political cartoons showing the highest and lowest points of the leader's career.

Expected Learning Outcomes

Students will:

- examine the life and times of a prime minister
- identify major events of that prime minister's tenure
- determine the extent to which the events were either a high or low point
- communicate understanding by creating two cartoons showing the highest and lowest points of the leader's career.

Materials

- Access to website *First Among Equals: The Prime Minister in Canadian Life and Politics* (See **Handout D2**)
- Access to (or copies of) Library and Archives Canada site “Decoding Political Cartoons” (See **Handout D2**)
- **Handout D1**—Related Archival Material
- **Handout D2**—Related Web Material
- **Handout D3**—Decoding Cartoons
- **Handout D4**—Understanding Historical Perspective
- **Handout D5**—Judging High and Low Points
- **Handout D6**—Justifying My Bar Graphs
- **Handout D7**—Evaluation Rubrics

Activities

- **Activity D1**—Introduction to Political Cartoons
- **Activity D2**—Understanding “Point of View” and “Perspective”
- **Activity D3**—Researching the Prime Ministers
- **Activity D4**—High and Low Points in a Prime Minister’s Career
- **Activity D5**—Creating Political Cartoons

Activity D1

Introduction to Political Cartoons

1. Introduce cartooning to students by showing a recent political cartoon. Refer to **Handout D1**.
2. Ask students for their initial responses to the cartoon. Is it funny? Is it clever? Do they feel an emotional response like anger, happiness, frustration or joy?
3. Next, ask students to try to identify the main point(s) the artist is trying to convey. What message is intended? What commentary is being made about the event, issue or topic addressed? Record their initial thoughts on the board.
4. In order to thoroughly analyze the cartoonist’s message beyond the initial guesses above, it is important to decipher all of the cartoon’s parts. Using “Decoding Political Cartoons” (see **Handout D2** for Web address), walk students through the steps to deciphering cartoons.

In short, students will:

- a. understand the topic the cartoon is addressing by gathering background knowledge;
 - b. examine all of the various techniques of cartooning the cartoonist uses (caricature, analogy, words, facial expressions and body language); and
 - c. interpret or make sense of the cartoon as a whole and, ultimately, the artist’s message.
5. As a class, practice completing these steps in some of the sample cartoons. Students should use **Handout D3** to record their thoughts.

Activity D2

Understanding “Point of View” and “Perspective”

1. Ask students what they think about the Olympic Games.
 - Do they like watching them?
 - Do they, personally, think it is an important event to have every four years?
 - Would they like to compete in the Olympic Games themselves?
2. Explain to students that by answering these questions they have expressed their point of view about a topic. Point of view is individual, from where one person, on their own, sees things. Point of view is from a single vantage point: the opinion, preference or thinking is personal and individual.
3. Next, ask students what athletes might think about the Olympic Games.
 - Would they be more or less excited than a non-athlete about the games?
 - Would they be more or less concerned than non-athletes about course conditions, fair judging and preparation?
 - What makes the students think athletes would have those thoughts?
4. Try to get students to see that, in answering these questions, they have started to identify a perspective, the athletes’ perspective. A perspective is different than a point of view because it stems from a group or collective (e.g., feminist, francophone, sports enthusiast, etc.) and those who belong to the group or feel connected to it can have similar beliefs, experiences, ideas and goals.

5. Understanding a perspective takes thoughtful and careful exploration of a group's experiences, views, needs and goals. Despite best efforts, there are many things that can get in the way of understanding a perspective, particularly a historical one. Read through **Handout D4** with students in order to ensure they are carefully mindful of historical perspectives as they complete the upcoming tasks.

Activity D3

Researching the Prime Ministers

1. Invite students to select a prime minister to study. Direct students to the *First Among Equals* website, see **Handout D2** or distribute print copies of the respective biographies online, or use the archival material in **Handout D1**.
2. Explain that the purpose of the students' research is to create a list (and record evidence) of the events, decisions and issues made or dealt with by the leader during their time in office. For example, Confederation and the Northwest Rebellion would be necessary inclusions in a list about Prime Minister John A. Macdonald.
3. If students have access to the Internet, invite them to research further using the "Leading Canada" section of the *First Among Equals* website, or the sources available in the **Activity Resources**, see page 8. Students should look for extended impacts of the event, decision or issue, Canadians' views at the time, and more contemporary views about the topic.

Activity D4

High and Low Points in a Prime Minister's Career

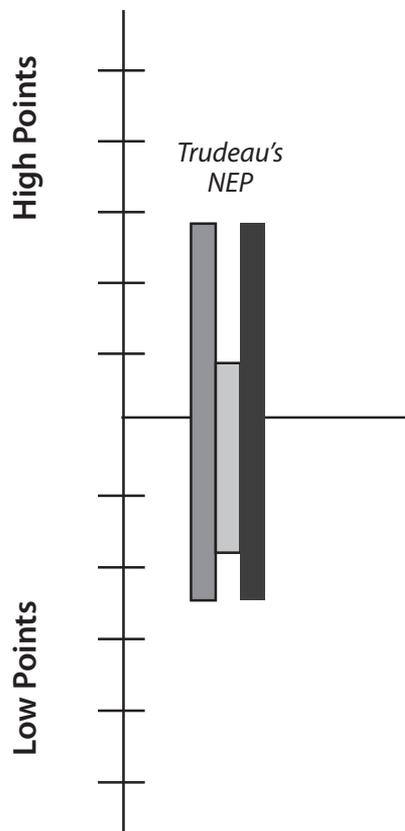
1. Explain that throughout our lives we all encounter highs and lows, but in a prime minister's life highs and lows are remembered for a long time and dictate the support they received at the time as well as the honour they receive in the future.
2. In attempting to judge whether an event in a prime minister's life was a high point or a low point, explain the following criteria to students:
 - Events in a prime minister's career might be considered high points if they:
 - were/are respected by most or a large group of Canadians (either at the time or in looking back)
 - remained popular and important for many years to come
 - created positive change for Canada

3. Using **Handout D5**, students create a set of bar graphs for each event recorded in their research. Students justify their high and low assessments by completing **Handout D6**. (See samples of D5 and D6 on next page).
4. Students analyze their graphs to find two outstanding events:
 - High point: the event which has extreme highs but few if any lows
 - Low point: the event which has extreme lows but few if any highs

SAMPLE handout D5

Key

	respected by Canadians (either or at the time or looking back in retrospect)
	remain prominent for many years to come
	created positive change for Canada



SAMPLE handout D6

Event	Relevant Evidence	Main reasons for the way I drew my bar graphs
NEP	<ul style="list-style-type: none"> a policy devised to deal with rising oil prices and economic instability in Canada in the 1980s called for some of the "have" provinces to pitch in to help the "have-nots" and others in need, ride through the crisis 	<ul style="list-style-type: none"> the medium grey is half and half because while some Canadians were happy at the time others were furious - some still are today the light grey is more low but a little high because though there is no NEP today, some people, especially those in the west, still talk about it and with oil prices today it might be considered again the black is half and half because while it helped the problem then, it was such a controversial issue and seemed to create a bit of a split between east and west Canada that lingers yet today

Activity D5

Creating Political Cartoons

1. Once students have selected a high-point event and a low-point event for their prime minister, they can begin drawing one cartoon for the high point and one for the low point.
2. Remind students to use their understanding from **Activity D1** and **Activity D2** to create effective, perspective-sensitive cartoons. Each cartoon should communicate a clear message about the event being a high or low point.
3. Encourage students to review the criteria they used in **Activity D4** to help them make decisions on what to include in their cartoon. For example, in drawing a cartoon about Trudeau's NEP, the opinions of eastern and western Canadians could be put at odds to show different perspectives on the decision. A clock or calendar could be included as well to show that the issue still remains as flare-ups between eastern and western Canadians still arise today.
4. Students should use several of the cartooning techniques explored in **Activity D1**. To encourage the best work possible, students should keep the following list in mind as they draw:

Criteria for effective cartoons:

- immediate impact
- originality or freshness
- clarity of the message (relative to perspective)
- ironic, satiric or humorous effect

Extensions/Modifications:

- To address varied learner styles and abilities, allow for varied assignment submissions including a position paragraph, story, poem or recorded message describing the high and low points in the prime minister's career.
- Invite spatial and kinesthetic learners to consider creating their cartoon using appropriate computer software.
- To extend the activity, invite advanced learners to create a set of cartoons along the positive-negative graph. The cartoons sit at carefully judged positions on the graph and each should give clever commentary to the respective high or low points from the prime minister's career.
- To modify the activity for at-risk students, select *one* prime minister and assign small groups to research one of the events in their career. Groups create cartoons that give commentary about their researched event and plot each cartoon on a class positive-negative graph.
- To vary the activity, invite students to locate four to six cartoons on one issue in a prime minister's tenure. Using the criteria for effective cartoons, students order the cartoons as to how well they comment on the prime minister's role in the event.

Handout D1

Name: _____

Related Archival Material

Related archival material is available on the CD included in this kit under the folder **Handout D1**.

By making these archival documents available on CD, ready to print, Library and Archives Canada is doing its part to save paper.

Handout D2

Related Web Material

The opinions expressed in external websites do not necessarily reflect the opinions of Library and Archives Canada. Refer to **Activity Resources** on page 8 in addition to:

Canadian Confederation, "Political Cartoons"

www.collectionscanada.gc.ca/confederation/023001-4000-e.html

Images Canada, "Political Cartoons"

www.imagescanada.ca/r1-115-e.php?sk=30&kwq=prime+minister&kwf=TRUE&interval=6

Learning Centre, "Decoding political cartoons"

www.collectionscanada.gc.ca/education/008-3050-e.html

The Library of Congress, "Analyzing Political Cartoons"

(English Only)

memory.loc.gov/learn/features/political_cartoon/index.html

Maple Leaf Web, "Political Cartoons"

www.mapleleafweb.com/political-cartoons

Media Awareness Network, "Political cartoons"

www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/political_cartoons.cfm

Sir John A. Macdonald, "Gallery of Art"

www.collectionscanada.gc.ca/sir-john-a-macdonald/023013-7040.2-e.html

Handout D3

Name: _____

Decoding Cartoons

Cartoon: _____

Gather background knowledge about the cartoon topic	
Cartooning technique	Find evidence of the technique in the cartoon
Caricature: (distorted, oversimplified or exaggerated representation of a figure)	
Analogy: (one event is represented by another)	
Words: (titles, captions, speech balloons, etc., which help communicate the message)	
Facial Expression and Body Language: (features given to individuals in the cartoon which help communicate the message)	
Interpret the overall message of the cartoon	

Handout D4

Name: _____

Understanding Historical Perspective

There are many things to consider when understanding historical perspective. The following points will help you more carefully understand the perspective from which a comment, idea, value or judgment is given.

“Present”ism

- This is when someone tries to interpret a past event as though it occurred in the present.
- We often assume that people are always like us today, even if they lived in the past. We might also think that other people act in a certain way because they don't know any better.
- When we draw conclusions about the past, we must become informed about, and remain aware of, the values, beliefs and customs of the time.
- To avoid “present”ism, it is important to imagine what the person might have thought or felt given the surroundings and ideas of that particular situation and point in time.

Understanding the customs of the time

- When we try to interpret the actions of others, it is only partially helpful to look at a single person's point of view. What is in that person's individual heart or head as he or she makes decisions?
- What is truly important is to try to understand the customs, views, values and ways of life of the collective group at the time.
- A person's environment (including physical things as well as values, ideas, social class and experiences) shapes who they are and how they view the world. This “worldview” also shapes the decisions they make.
- We must try to appreciate people's worldview, rather than just an individual's point of view, as we work to understand historical perspective.

Many perspectives

- There isn't just one perspective operating at any given time. While some people in a certain time period might have fully agreed with an account, opinion, action or decision, many others would have rejected it, ignored it, or not have been aware of it at all.
- It is important not to assume that a written account of the past was what everyone believed or agreed with at the time.

No moral judgment

- We often judge from the outside of a person or event. However, to properly understand a perspective, we must enter into that person's situation without judging the right or wrongness of that individual's actions.
- This doesn't mean we have to agree with what that person said, did, believed in or valued but that we try to understand why he or she might have had those beliefs or did those actions.
- For example, while it may be hard for many people today to support slavery, it was not long ago that this kind of inequality was widely accepted. In understanding a historical perspective, it's very important to look at the values of the time and what they meant to those who held them rather than criticize views or actions that we see as wrong in our own eyes or according to our own beliefs.

Adapted from: Seixas, Peter and Penney Clark. (2006). *Teaching about Historical Thinking*. Vancouver, BC: The Critical Thinking Consortium.

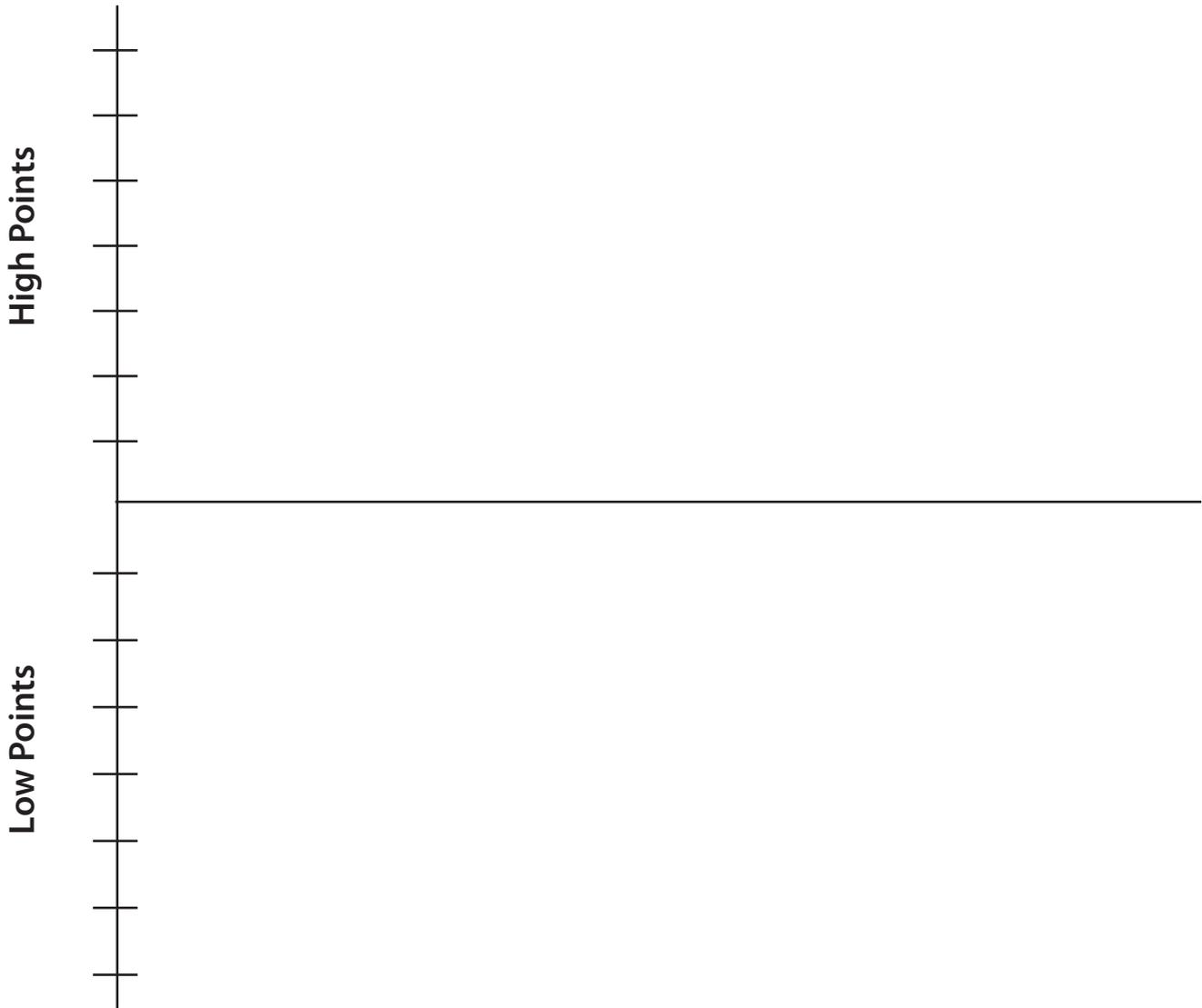
Handout D5

Name: _____

Judging High and Low Points

Prime Minister: _____

Key	
	respected by Canadians (at the time or in looking back)
	remained popular and important for many years to come
	created positive change for Canada



Handout D6

Name: _____

Justifying My Bar Graphs

Event	Relevant Evidence	Main reasons for the way I drew my bar graphs

Handout D7

Name: _____

Evaluation Rubric 1—Assessing the Justifications

	Well developed	Competent	Underdeveloped
Justifies bar graphs (for each event)	Shows thoughtful consideration of the event in light of the criteria.	Shows adequate consideration of the event in light of the criteria. Some elaboration needed.	Little or no plausible justification is given for the event in light of the criteria. Understanding is confused, vague or indiscernible.

Evaluation Rubric 2—Assessing Political Cartoons

	Well developed	Competent	Underdeveloped
Use of cartooning techniques (caption, relative size, labeling, light and dark, composition, symbolism and caricature)	Techniques are used effectively and creatively; serve to deliberately enhance main idea.	Techniques are used adequately; may or may not enhance main idea.	Techniques are used minimally or not at all; do not effectively enhance main idea.
Use of criteria for effective cartoons (immediate impact; originality or freshness; clarity of the message; ironic, satiric or humorous effect)	Criteria reflected vividly in cartoon; exemplary and creative attention given to drawing a very effective cartoon.	Criteria reflected adequately in cartoon; some attention given to qualities of effective cartooning.	Criteria minimally reflected or not reflected at all in cartoon; little attention given to qualities of effective cartooning.
Main point or commentary	Cartoon's main point is clearly evident, insightful and unambiguous.	Cartoon's main point is somewhat evident and adequate though potentially simplistic.	Cartoon's main point is difficult to discern; confusion and or oversimplification are evident.

Teacher Comments: _____

Critical Challenge E

Counterfactually Speaking

Synopsis

After researching a Canadian event involving one or more prime ministers, students consider how that event, or parts thereof, might have been different if one of the factors had been altered. Students create parallel mind webs then share their most plausible conclusions by proposing their story be included in the fictitious anthology *Counterfactual Histories of Canadian Politics*.

Expected Learning Outcomes

Students will:

- examine a Canadian event involving one or more prime ministers
- appreciate the importance of factors in determining the outcome of an event
- analyze the impact of counterfactual scenarios
- communicate understanding by creating a submission for a fictitious anthology

Materials

- Access to the Internet search tools listed in **Handout E4**
- Print option: copies of the following articles, see **Handout E2**
 - “Red River Rebellion”
 - “The Conscription Crisis”
 - “The October Crisis”
- **Handout E1**—Related Archival Material
- **Handout E2**—Related Web and Print Material
- **Handout E3**—Guidelines for Using Counterfactual History
- **Handout E4**—Researching Events of Canadian History
- **Handout E5**—How believable is your counterfactual scenario?
- **Handout E6**—Evaluation Rubrics

Activities

- **Activity E1**—Introduction to Counterfactual History
- **Activity E2**—Researching Counterfactual History
- **Activity E3**—Writing Counterfactual History
- **Activity E4**—Justifying Counterfactual History

Activity E1

Introduction to Counterfactual History

1. Ask students if they’ve ever read a “Choose Your Own Adventure (CYOA)” book. These are books where, at various points, readers are able to make choices which direct the outcome of the story. Each time the reader chooses a story option, they are brought to a different page and the plot changes.
 2. You may wish to allow students to bring in any CYOA books of their own, or select a few from the local or school library for them to browse through.
 3. Explain that the CYOA books are based on an idea very similar to what historians call counterfactual history. By working out plausible descriptions about history that “might have happened if…” historians can see how important certain elements are to the actual course of history.
4. Explain to students that they will be writing their own counterfactual histories and will need to prepare effectively. For counterfactual scenarios to be successful, they must be written carefully. Distribute **Handout E3** to students and discuss each guideline for writing counterfactual scenarios. Explain that these should be the criteria by which they judge the effectiveness of their own “what if…?” scenarios.
 5. To practice students’ use of the guidelines, ask them to imagine a big event in their lives such as a championship basketball game their team played. Now ask them to imagine one situation changing, for example, what would have happened if the best player on the team had been hurt in the first few minutes of the game? Would the outcome have been the same? Ask students to propose additional changes surrounding the event and then imagine the logical result.
 6. Next, remind students that imagining counterfactual history allows us to gauge the importance certain conditions played into events. For example, while the best player getting hurt might have changed the result of the basketball game dramatically, a change in the number of spectators may have had a different, likely smaller, impact. Again, ask students to imagine factors that would have had greater or lesser impact on the event’s outcome.
 7. Stress to students that as they write their own scenarios, it is important they select an appropriate event but, more importantly, that they imagine a plausible counterfactual. Implausible scenarios can be problematic because they not supported by evidence. For example, consider an event in Brian Mulroney’s term as prime minister such as the Meech Lake Accord.
 - Plausible considerations (evidence supports that they could have happened):
 - What if Elijah Harper had not been able to attend the key vote in 1990? (possible since he had to travel there and any number of things could have prevented him from arriving)
 - What if Robert Bourassa had not been re-elected as Quebec premier? (possible since he was running against other candidates)
 - Implausible consideration (not supported by evidence, could not have happened):
 - What might have happened if Trudeau had supported the Meech Lake Accord? (not possible since supporting it would have gone against his beliefs and values about how Canada should be governed)

8. If students need further practice imagining plausible counterfactual scenarios, select another event (9/11, Walkerton tragedy, Vimy Ridge, etc.) and invite students to imagine effective and plausible counterfactuals. Use the guidelines in **Handout E3** to guide the practice.

Activity E2

Researching Counterfactual History

1. Provide students with computer access to the search tools listed on **Handout E4**. From the list in the handout, invite students to select one event to study.
2. If no Internet access is available in the classroom, print out and distribute print copies of “Red River Rebellion,” “The Conscription Crisis,” and “The October Crisis,” see **Handout E2**.
3. Instruct students to gather information using the provided search tools in order to write a brief, point-form summary of the selected event. The summary should include:
 - factors leading up to the event
 - details about the event itself
 - the impact of the event afterwards

Activity E3

Writing Counterfactual History

1. Before students begin writing their counterfactual scenario, it is important they gauge its strength in light of the criteria. To do this, instruct students to create two parallel mind maps (Gini-Newman, 2004). A mind map is when the main event is written in the centre of the page. Lines are drawn branching out to those involved, and possible causes, and results. People and events that are related are joined by lines. It is a technique to help understand the causes surrounding an event or concept. The first mind map the students will create follows the details surrounding the actual event. The second mind map will follow the results of the counterfactual event.
2. Once the parallel mind maps are complete, students use **Handout E5** to judge the soundness of their “what if” scenario.

Activity E4

Justifying the Counterfactual History

1. Students culminate their learning by writing a letter to the publishing company and attempting to persuade the editor that their scenario should be included in the anthology.
2. Many other applicants will want their scenario (likely for the same event) to be included in the book, so students will need to include two elements in their correspondence with the editor-in-chief:
 - a realistic and comprehensive paragraph summarizing the “what if” scenario
 - a short persuasive letter outlining the reasons the editor should select the student’s counterfactual scenario over any other submitted on the same topic. Careful attention to the criteria from **Handout E3** is essential here!

Extensions/Modifications:

- For at-risk learners, select events students can easily create counterfactuals from.
- Advanced learners could create counterfactuals for two events which occurred in one prime minister’s term in order to determine the multiplicative and potentially intertwining impacts.
- Advanced learners could also extend a counterfactual from one prime minister’s career to consider the effects on his or her successor.
- For students with special needs, consider assigning small groups to study one event and then write the counterfactual together.
- To address diverse learner styles and abilities, allow for varied assignment submissions including a visual display, poem, story or recorded message describing a counterfactual scenario of the event.

Handout E1

Name: _____

Related Archival Material

Related archival material is available on the CD included in this kit under the folder **Handout E1**. By making these archival documents available on CD, ready to print, Library and Archives Canada is doing its part to save paper.

Handout E2

Related Web and Print Material

Refer to **Activity Resources** on page 8 in addition to:

AlternateHistory.com

(English only)

A website forum dedicated to inventing and sharing counterfactual scenarios on a variety of topics

www.alternatehistory.com

***Canadian Illustrated News*, "Red River Rebellion"**

www.collectionscanada.gc.ca/databases/cin/001065-2040-e.html#a

Gini-Newman, Garfield, (2004). "Counterfactual history: Good teaching, bad history? Part II"

In *Rapport: Journal of the Ontario History and Social Science Teachers' Association*, Winter 2004.

(English only)

***Historica*, "The Conscription Crisis of 1917"**

www.histori.ca/peace/page.do?pageID=278

***Historica*, "The October Crisis"**

www.histori.ca/peace/page.do?pageID=342

***New Scientist*, "What if? Exploring Alternative Scientific Pasts"**

(English only)

An interesting article describing, and providing examples of, counterfactual scenarios

www.newscientist.com/article/mg18725131.500-what-if-exploring-alternative-scientific-pasts.html?full=true

Handout E3

Name: _____

Guidelines for Using Counterfactual History

1. Use events which could have easily gone the other way.

- Counterfactual scenarios work best when the event occurred quickly or where key decisions or events happened which could have just as easily happened another way.

2. Counterfactuals must be possible (plausible).

- The scenarios must be believable and based on historical evidence. For example, to write a counterfactual scenario where the Nazis were overtaken by aliens is useless. There is no evidence to support the scenario so it is unlikely and not believable. BUT, if the scenario suggested that Adolph Hitler died before his actual suicide in April 1945, evidence of numerous murder attempts could support the alternate history and make it believable.

3. Counterfactual scenarios should not require a series of changes.

- Counterfactual scenarios work best when a decision, event or factor can be identified which was important in the course of historical events. When many changes need to occur for the alternate history to play out, the counterfactual scenario becomes poorer. Instead, simply look to make one change and begin imagining from there.

4. Avoid beginning with a view of history as you would like it to have been.

- For counterfactual history to be useful, scenarios must not be created that try to fit our

own desires. It is difficult to start with an idea about how we would *like* history to turn out and then try to change the facts to make it that way. As stated above, make a simple change and then imagine the logical sequence of events surrounding it.

5. Be careful not to reach incorrect conclusions based on bad reasoning.

- For counterfactual history to be convincing, it must be done by carefully analyzing the available historical evidence. There are many pitfalls and assumptions that result from poor research and careless analysis so writers must be careful to collect as much information as they can and from varied sources so that the most reasonable and logical scenario can be developed.

6. Consequences must be based on sound reasoning and historical evidence.

- Above all, the results imagined after altering an event must be logical and based on evidence. Always look to support the new scenario with existing evidence.

7. Remember, counterfactual history is a valuable tool which can help us look deeper at existing historical assumptions and conclusions BUT it can never lead to a real or true alternate history. It can only suggest what might have been.

Excerpted with permission from: Gini-Newman, Garfield, (2004). "Counterfactual history: Good teaching, bad history? Part II" In *Rapport: Journal of the Ontario History and Social Science Teachers' Association*. Winter, 2004.

Handout E4

Name: _____

Researching Events of Canadian History

Library and Archives Canada, Website Search

Please also refer to the “Websites to find unique archival documents and information” section of the **Activity Resources** on page 8.

Search by keyword

<http://www.collectionscanada.gc.ca/lac-bac/search-recherche/web.php?Language=eng>

- Confederation 1867
- Red River Rebellion 1870
- Creation of the North West Mounted Police 1873
- Pacific Scandal 1873
- The Indian Act 1876
- Treaty 7 1877
- Northwest Rebellion 1885
- Manitoba Schools Question 1895–96
- Alaska Boundary Dispute 1903
- War Measures Act 1914
- Conscription Crisis 1917
- Wartime Elections Act 1917
- Franchise extended to women 1918
- Paris Peace Conference 1919
- Winnipeg General Strike 1919
- The Great Depression 1930s
- Japanese Internment 1942
- National Plebiscite on Conscription 1942
- Conscription Crisis 1944
- Franchise extended to all Aboriginal peoples 1960
- Royal Commission on Bilingualism and Biculturalism 1963
- New National Flag 1965
- Official Languages Act 1969
- October Crisis 1970
- Quebec Referendum on Sovereignty-Association 1980
- Constitution Act 1982
- Meech Lake Accord 1987
- Charlottetown Agreement 1992

Handout E5

Name: _____

How believable is your counterfactual scenario?

Criteria	Rating 3 – clearly meets criterion 2 – adequately meets criterion 1 – minimally meets criterion 0 – does not meet criterion	Evidence (In what ways has the counterfactual met or not met the criterion?)
Use scenarios which could have easily gone the other way.		
Make sure counterfactuals are possible (plausible).		
Don't write counterfactual scenarios which require a series of changes.		
Avoid trying to make history turn out like you wish it could have.		
Be sure to carefully analyze evidence and make reasonable conclusions.		
Ensure scenarios are based on historical evidence.		
Counterfactual history is not real — it can simply suggest what might have been.		

Handout E6

Name: _____

Evaluation Rubric 1—Assessing the Ratings

	Excellent	Competent	Underdeveloped
Ratings	In all cases, the evidence clearly supports the assigned rating.	In most cases, the evidence supports the assigned rating.	The evidence supports the assigned rating in only a very few cases.

Evaluation Rubric 2—Assessing the Summary and Letter

	Excellent	Competent	Underdeveloped
Summary	Summary is exceptionally realistic, original, thoughtful and comprehensive.	Summary is adequately realistic, original, thoughtful and comprehensive.	Summary is minimally realistic, original, thoughtful and comprehensive, if at all.
Letter	Letter is exceptionally persuasive and clearly connects their scenario to the criteria.	Letter is somewhat persuasive and at times connects the scenario to the criteria.	Letter is minimally persuasive and rarely, if at all, connects the scenario to the criteria.

Teacher Comments: _____
