

GRADE 10 SOCIAL STUDIES: “Measuring” Change

Summary of Learning Opportunity

Inquiry questions: *How have things changed for marginalized and/or racialized groups in Canada? How have these changes contributed or taken away from Canada’s culturally diverse identity?*

Students conducted research into the historical daily life experiences, factors, and conditions of a chosen marginalized and/or racialized group in Canada and compared this information to the experiences of the same group today. After conducting research, students presented and defended their responses to the inquiry questions in a Talking Circle focused on constructing understanding of Canadian identity.

Curricular Competencies	Social Studies 10	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (<i>significance</i>) Compare and contrast continuities and changes for different groups at particular times and places (<i>continuity and change</i>) Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (<i>perspective</i>)
Content		<ul style="list-style-type: none"> Canadian identities (First Peoples identities; immigration and multiculturalism) Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments

Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
LITERACY: Comprehends Texts — Analyzes texts	1. Students did contextual research in the historical identity and contributions of a group in Canada. They developed a list of conditions/customs to be used to research experiences and factors, and to ‘measure’ change.	Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (<i>significance</i>)
LITERACY: Applies Understanding — Curates texts, Extracts ideas and information, Synthesizes ideas and information	2. The students researched and gathered information and data from various historical and contemporary sources. The teacher provided optional graphic organizer tools to support students in extracting key information. The teacher also encouraged think-pair-share and small group discussions during the research period to assist students in curating texts and synthesizing information.	Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (<i>significance</i>)
NUMERACY OPPORTUNITY: Communicates—Represents processes and solution	3. Students can also visualize the historical to contemporary changes by quantifying the factors and presenting the data in a graph or table. This presents an additional opportunity to practice and demonstrate numerate thinking skills to aid in further development of Social Studies curricular competencies.	Compare and contrast continuities and changes for different groups at particular times and places (<i>continuity and change</i>)

LITERACY: Communicates Ideas & Information — Expresses Ideas & Information; Justifies & Defends Decisions and/or Ideas

4. The teacher presented information and opinions of Canada's reputation and identity as a "multicultural country" (i.e., *The Multiculturalism Act, 1971*). Students then engaged in a Talking Circle to discuss their research process, findings, and their significance as well as collaboratively respond to the second inquiry question.

The teacher assessed students' competency and content development by observing students during the research process and through the class discussion.

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (*perspective*)

Proficient Student Learning, Teacher Assessment, and Reflection

Partial Transcript of In-Class Discussion

Teacher: *Canada has been known as a 'cultural mosaic' – especially since the introduction of the Multiculturalism Act in 1971. What have been your thoughts on this as part of Canada's identity through your research?*

Student: *I think one of Canada's strengths is the diversity through our country. I think we need to make sure to learn more about all the cultures and their perspectives within Canada.*

Teacher: *Do you feel positive changes have been made with the group you researched?*

Student: *Not recently. There was so much discrimination and racism like the building of the railway, the Head Tax, Anti-Asian Riots and the Exclusion Act. There's been some political apologies but some of the same Anti-Asian discrimination through Covid has been scary to see history repeating itself. I don't know if our wider society has changed. I think to be multicultural we need to see the number of racist government policies and racist events in society go down.*

Teacher Observations and Assessment

Proficient: The student extracted and organized relevant historical information of the experiences and policies affecting Chinese Canadians. They made connections necessary to investigate and understand the contemporary context. I observed them using proper academic sources (both primary and secondary sources). The student engaged and participated in the Talking Circle offering perspective and defended their analysis about the past, present, and future of Canada's identity as a multicultural country.

Key Considerations

Culturally Sensitive Resources & Topics:

- Students will be learning about discriminatory practices and events conducted by the Canadian government and within Canadian society.
- Efforts should be made to inform students that information they hear, see and read through research and discussion may be upsetting.

First Peoples Principles of Learning:

- The *Talking Circle* – a distinctive element of some Indigenous communities and councils in North America – will be used to conduct and assess the learning of information and realities of past and present experiences/ realities for marginalized and/or racialized groups.
- This approach will be used to discuss and debate how Canada has/has not, can, and should maintain a positive multicultural identity.