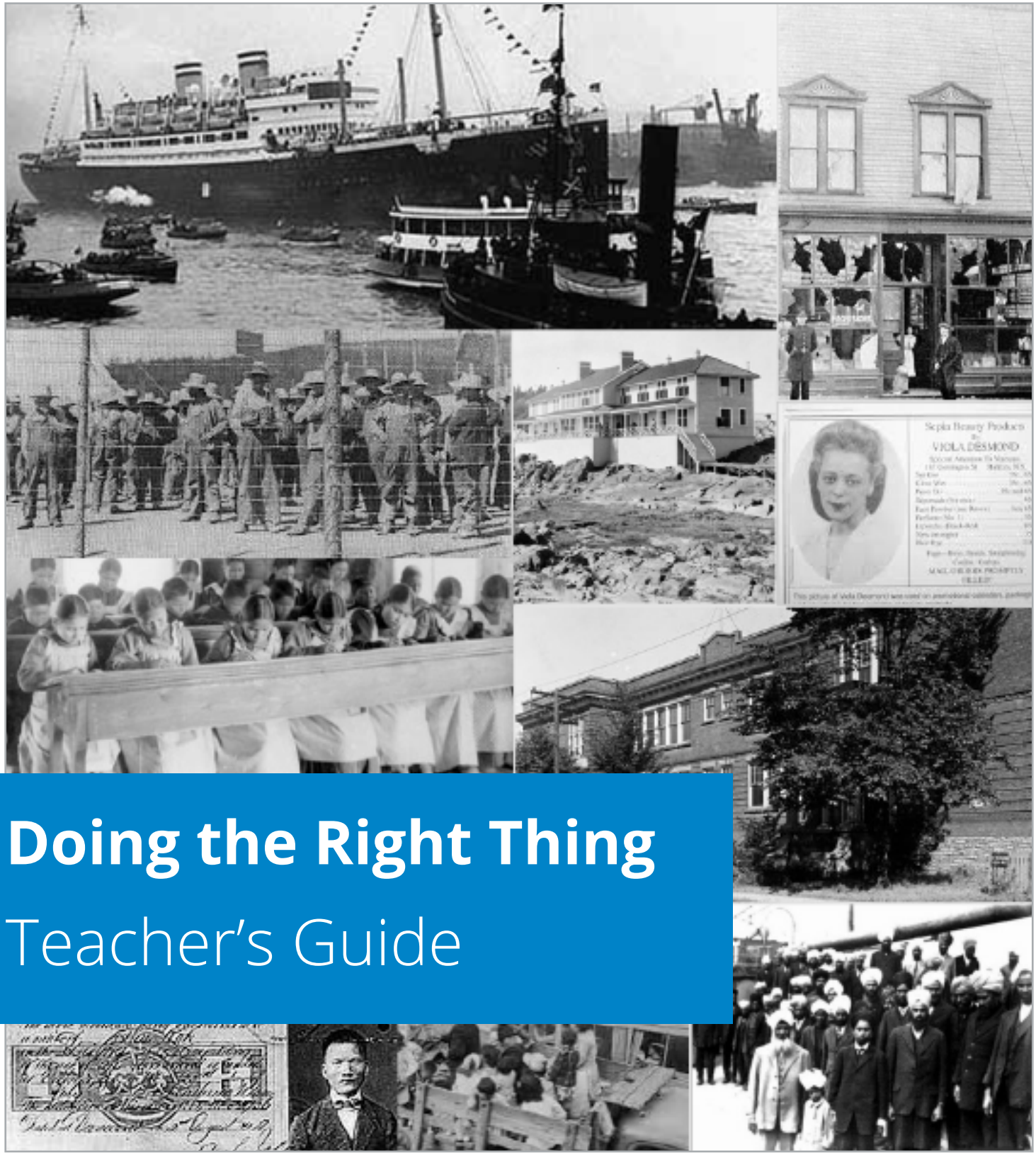

Doing the Right Thing

Teacher's Guide

Canadian Race Relations Foundation
Fondation canadienne des relations raciales
CRRF FCRR

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Our Canada Project: Exploring Canadian Values through Culture, Faith and Identity

The Canadian Race Relations Foundation (CRRF) developed ***Our Canada*** as a 3-year initiative to realize a national framework for understanding Canadian diversity, and heightening awareness, understanding of and respect for Canadian values and traditions. We thank the many people across the country who contributed their expertise, ideas and vision for Canada. **Doing the Right Thing** is a major component of that initiative.

Doing the Right Thing

We have moved into an era when the traditional narratives of history have been called into question and yesterday's heroes risk becoming today's villains. We hear calls from different sectors of the population to remove statues and erase plaques. As Mark Antony said so eloquently in his funeral oration for Julius Caesar: "The evil that men do lives after them; The good is oft interred with their bones:" When we look back upon our history, we have much to celebrate, but also much to cause us to reconsider whether we have done the right thing. How should teachers and students respond to this reconceptualization of history?

Doing the Right Thing is a federally-funded curriculum resource designed to help students think deeply about things that we all experience as Canadians, and introduces complex issues around recognizing our past mistakes and trying, or not, to make up for them - as individuals, as communities, and as Canadians. The case studies present numerous examples on both a macro and a personal level, supported by examples from literature and history, for students to consider, discuss, explore, debate and reflect upon, as they explore the range of possibilities to learn from the lessons of the past.

The following people contributed to the writing and editing of this Resource:

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Canada

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Doing the Right Thing

Teacher's Guide

Part 1: Introduction

Note to Teacher*: Doing the Right Thing* refers to the title of this resource.
'Doing the right thing' refers to the process of learning lessons from the past.

Why *Doing the Right Thing*?

Canada's 150th anniversary, like all anniversaries, is a time to celebrate our achievements. We have done many things well. One of the areas in which we have a positive relationship both within and outside of Canada is our success at working togther despite, or perhaps because of, the many diverse elements that comprise our nation.

But as a country, just like as individuals, we are not perfect. We make mistakes and fall short from time to time. Thus, anniversaries are also a time for reflection.

- "What if we had done 'x' instead of 'y'?"
- "How can we/I make up for our mistakes?"
- "Should we try to make things right, or are we better off moving forward with the goal of doing things right the next time?"
- "Of what value is it to dwell on things in the past for which we have no personal responsibility?"
- How should the past be remembered publicly?

Recent events in Canada involving Indigenous Peoples' experiences in residential schools led to an apology by the Government of Canada and the establishment of and a report by the Truth and Reconciliation Commission, with its *Calls to Action* to ensure that the recommendations are implemented. These events serve as a focus for many discussions and debates about issues such as those related to:

- multiculturalism and diversities (there is more than one)
- race relations and immigration history and policy
- human rights and issues of prejudice and discrimination
- promoting, through education, diversity, acceptance and respect in Canadian society for the present and future
- the importance and degree of "integration into Canadian society"
- the meaning of "being Canadian"
- how we should report the past - warts and all

Over the past decade, a number of projects by a number of organizations, some sponsored by the federal government, have looked at these issues.

Doing the Right Thing aims to enhance this body of work by focusing on events related to questions such as:

- What is the role of the ethical dimension in Canadian history and current affairs?
- How does an historical perspective influence our judgment of past events?
- How should we judge historical agents who did things in the past that were permitted or acceptable or expected then, but are not deemed acceptable now? Were their actions "justifiable" at the time?
- Should we recognize our shared flaws as part of the human condition?
- Should these recognitions go further as "apologies", "reconciliations", "restitutions" and "compensations" for the "sins" of the past?
- Should we apologize for the sins committed by our predecessors many decades ago?
- What sins or flaws or misdeeds qualify for restitution or apology?
- Should such apologies be "organic" and not formalized, or should they be made by organizations and political institutions?
- What forms should such recognitions and apologies take:
  - plaques and monuments in appropriate places?
  - financial payments to victims and their families?
  - inclusion of said events in school curricula?
  - removal of names, monuments and memorials representing historical figures who have "sinned" against others?
- How do such actions affect our national identity?

This guide is designed to help you and your students explore issues from Canada's past and present, both in celebrating our successes as well as striving to correct our mistakes and "do the right thing" in the future.

Background to the Project

Although education is a provincial responsibility, the federal government and national organizations from both government and private sectors such as the CBC, the National Film Board, and Statistics Canada, are producing curricula for use in all of Canada's provinces and Territories. This particular project enhances and augments resources and offers the benefit of a "pan-Canadian" approach that is flexible enough to fit existing and varied provincial and Territorial curricula.

What Is the SR Designed To Do?

Doing the Right Thing is a "student resource" (SR), since "text" implies a core book approved at the provincial level for a specific course. The SR is designed to, among other things:

- present Canada's past and present to students through a set of events illustrating themes related to both celebration and reflection
- ask readers personally and directly to examine the issues raised; a study of literature and the impact of media in shaping our thinking is a key feature
- encourage students to research further to see how issues, past and present, in reality and in literature, are resolved, or not, and
- help readers to decide where they stand on the varied issues raised.

The terms "student" and "reader" are deliberately interchangeable since teachers are encouraged and need to be involved in their own reflections and in learning along with their students.

What Is the SR Not Designed To Do?

Many of the events are examined more thoroughly in some provincial and Territorial curricula. We introduce a representative sample of events in order for the themes to be introduced and initial judgments made. Depending on curricula and student/teacher interest, further examination and more detailed investigations can occur so that the initial judgments may be revisited and, when necessary, revised.

We have also introduced events that are not in the SR but are in this Teacher's Resource Guide (TRG) for you to consider based on the issues raised. We also offer additional resources such as key books, articles and online sources.

Best Curriculum Fit

This project for Secondary Schools links PAST and PRESENT issues to support courses in many curriculum areas including English, Social Studies, History, Geography, Civics, Law and the Arts.

The wide range of curricula across Canada can pose some implementation challenges in Secondary School settings, and so it is essential to find entry points in curriculum areas. For example, entry points **IN ONTARIO** may include the following:

Grades 9 -12: English

Grade 10: Canadian History and Civics (both core)

Grades 11-12: Social Sciences (optional)

Grade 12: Law (a highly popular option)

Grade 12: Canada: History, Identity and Culture

Grade 11: locally developed, interdisciplinary courses based on Holocaust

Studies, Native Studies, Genocide Studies, African Studies, and Equity Studies courses

English literature in all its forms is particularly important in bringing to life feelings and perspectives, which textbook accounts cannot do. In a social studies class, literature can bring

emotions and historical perspectives to light. In an English class, looking at the era in which the author or her/his work is situated can provide useful context. From time to time, controversy over certain works of literature, e.g. *The Merchant of Venice* or *The Adventures of Huckleberry Finn*, happens when students do not have a deep understanding of the era depicted. It is important that teachers take the time to provide the necessary context for works such as these.

Issues in Canada's past allow students to develop a more sophisticated understanding of people, events and ideas from the past as well as a more sophisticated view of current issues and events, as well as key concepts in thinking historically in order to form a future world view.

In this guide, we also note the importance of media literacy since much of what we learn about past and current issues originates there. This includes social media. In the Student Resource we note the intersections between Canada and the United States as well as the wider global community. This is done to add to the context when examining Canadian issues and events.

How the SR Is Organized

The Student Resource is divided into three parts.

Part 1: Introduces a range of possible responses to events of the past, beginning with a personal story that leads students into considering their own actions. This is followed by five case studies illustrating a variety of events and their consequences including, in one case, no apology or commemoration.

Part 2: Offers a chronology of representative examples throughout Canadian history. It begins with pre-Confederation (as does the TRG in **Part 1**). As students explore the examples, we provide fewer "answers" and encourage them to make tentative judgments, investigate, and revise their conclusions based on evidence. As we explore the examples, fewer and fewer clues are given as to their resolution, so we ask students to:

- make a tentative judgment
- investigate further
- revise their judgment if necessary, and justify their stance.

The assessment section offers an introduction to Visible Thinking routines which reveal to both students and teachers their thinking and feeling about issues they are exploring.

Part 3: Presents both local and personal perspectives enhanced through literature and the arts.

The SR is designed to directly challenge students to think about the peopre, events, concepts and issues in the text. Questions and activities are interspersed with specific student readings. The Teacher's Guide offers more inclusive strategies to be applied throughout the work based on what parts/sections/events/ideas/issues classes wish to explore, as well as additional resources for exploration of specific themes and ideas.

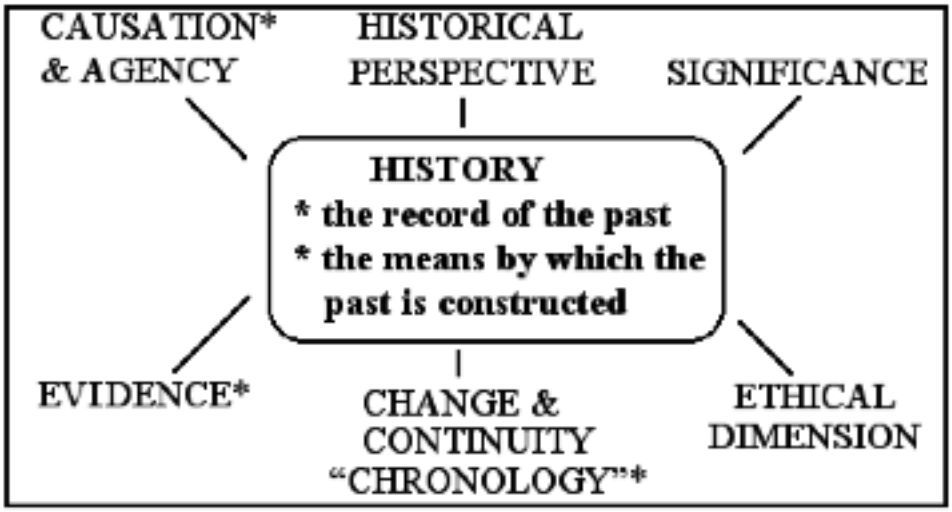
Since the main curricular area is history, we promote historical thinking that has emerged as key drivers of curriculum reform across Canada.

Historical Thinking Concepts in the SR

The following diagram offers a conception of history consistent wih recent curriculum developments in Canada that stress disciplinary thinking. It offers a view of what history is and the ways it works.

HOW?

DESCRIPTION / STORY / NARRATIVE



WHY?

EXPLANATION / INVESTIGATION / INQUIRY

* Scholars agree on the centrality of these "second order" concepts, making history the discipline that it is. While the six above are a major focus of Canadian work, other concepts deemed important include "progress and regress", "identity", "empathy", "moral judgment" and "interpretation".

Among the sources for these ideas in the diagram are the Historical Association (UK) and in Canada, *The Big Six: Historical Thinking Concepts.* (2013). By Dr. Peter Seixas and Tom Morton, Toronto: Nelson.

Let's then examine how the themes of apology and commemoration are examined through historical thinking.

Taking an **historical perspective** means understanding the social, cultural, intellectual and emotional settings that shaped people's lives and actions in the past. At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is a key to historical perspective-taking. As the writer L.P. Hartley said to open his story *The Go-Between* (1953), "The past is a foreign country; they do things differently there."

Questions to raise when looking at our efforts to “do the right thing” that allow students to explore the past include:

How did people in the past view their world?

How did their worldview affect their choices and actions?

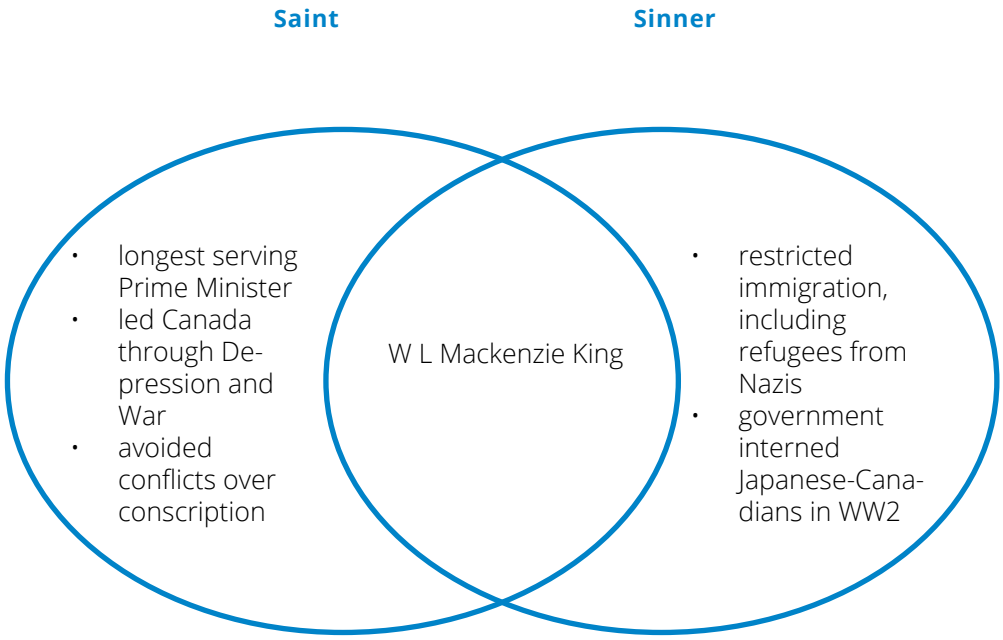
What values, skills and forms of knowledge did people need to succeed in the period under discussion?

Exploring historical perspective helps us when we use an **ethical dimension** to make judgments about the significance of the actions of a person. Was he or she a “saint” or a “sinner”? a “hero(ine)” or a “villain(ess)”?

Are such judgments fair to the people at the time?

If we argue that we all have acted or are capable of acting well or badly, we can use a graphic organizer such as the familiar Venn diagram. If you take someone likely to be examined, praised or condemned in our history - e.g. Louis Riel, Sir John A. Macdonald - the diagram can be completed with examples illustrating actions we regard as positive or negative. Historical perspective may help us see where ideas and behaviours overlap.

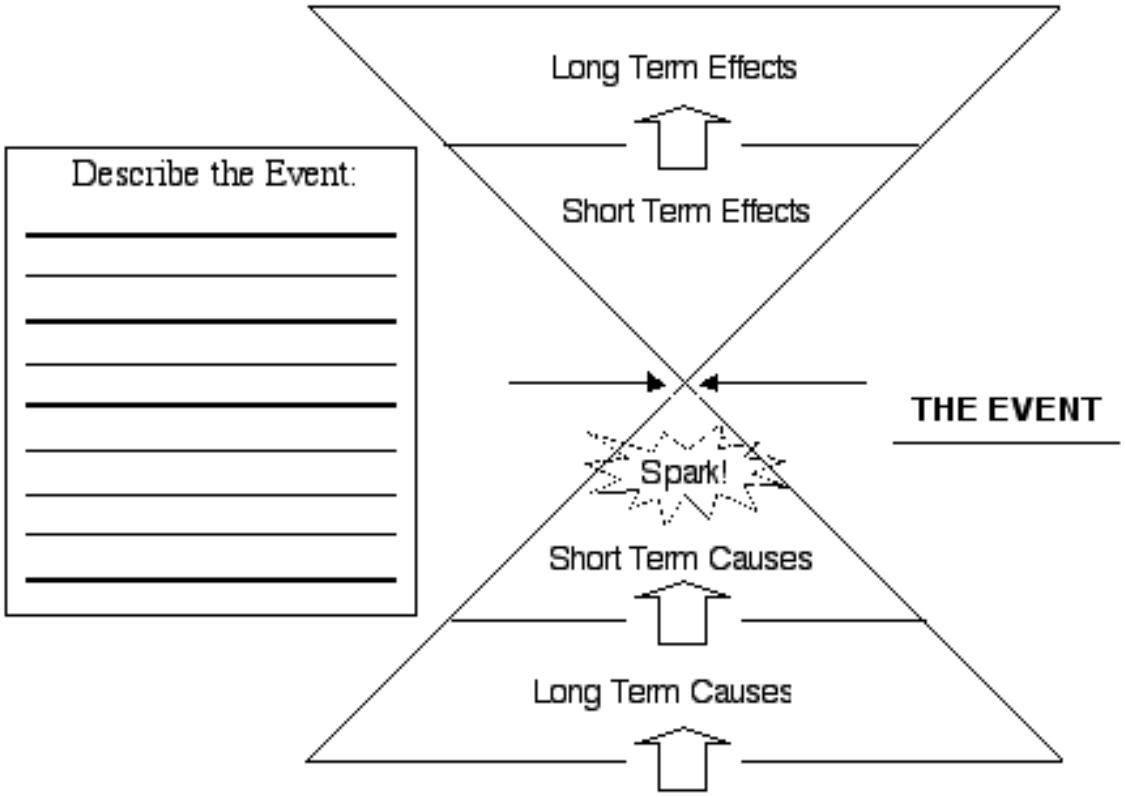
Controversies surrounding honouring or condemning a Canadian from the past can be explored in this way:



Making such judgments as part of ***Doing the Right Thing*** may be influenced by other components of historical thinking. For example, understanding the **causes and consequences** of an event can be examined in two ways.

The following diagram is in the SR so that readers can link it to every case and every event presented. In many cases the event may be the actual apology or the commemoration, or it can be the original event which we recognized as something or someone to be honoured, or something that we later chose to “do right by”.

For example, looking at the Anti-Asiatic Riots of 1907, or the St. Louis event in the 1930s, students can fill in the diagram in the SR.



Sources for this include:

Fung, F. (2008). Personal communication.

Hawking, S.W. (1988). *A Brief History of Time: From the Big Bang to Black Holes.* New York: Bantam Books

Hundey, I. (2007). *9 Habits for Success in Teaching History.* Toronto: Emond Montgomery

A second approach is aimed specifically at the lives of and decisions made by historical figures. In this case students try to reach a consensus as to whether the historical figure alone, as part of an organization, or as a passive agent of external forces, played the greatest role in each of the life events described. Based on their decision, students place the number of each event in the appropriate place in the triangle. For example, if a group agreed that Confederation was largely the result of John A. Macdonald's actions, it would place the number close to "on their own" in the triangle.

Here are some examples of events in Macdonald's time:

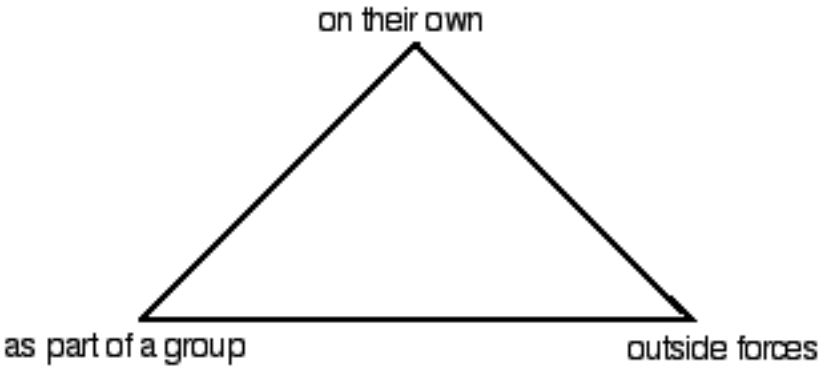
1. Macdonald was born in Scotland but came to Canada at an early age.
2. He became a prominent lawyer in Kingston.
3. He was elected to the colonial legislature of the United Province of Canada.
4. He accepted a proposal by his political rival, George Brown, for a "Great Coalition" to seek political reform and a larger federation.

5. In 1867 Macdonald became Canada's first Prime Minister.
6. Macdonald promoted the idea of a national railroad to extend from east to west.
7. He allied with George-Étienne Cartier to link Anglophone and Francophone communities in the early decades of the new country.
8. His government was responsible for the hanging of Louis Riel.
9. Macdonald's government also passed the *Chinese Head Tax* legislation.

In one sense, the placement of the number is not as important as the discussion students have to determine how Macdonald influenced Canadian history. For each event, students must provide reasons to justify their placement.

Did the events in Macdonald's career as noted in the statements above come from his own personal efforts, were they in concert with others, or were some the result of outside forces over which he had no control?

Once they have completed their triangles, have students draw conclusions and write a report interpreting the significance of the person in history.



The triangle can be a useful tool when we make judgments on the past. For example, Macdonald has been criticized for his policies towards our Indigenous and Métis populations. How would our judgment be influenced if his actions were part of a common attitude held by many, if not most, non-Indigenous Canadians? Do we let him off the hook? These are questions we still ask, not only of Macdonald but of all of us.

Historical Significance asks us to weigh people, events and ideas for their impact on Canadians as a whole, often over a period of time. Might some of the events we look at in the SR be "turning points" that reshape our society and ourselves? For example, did the events leading to the Holocaust reshape Canadian immigration policy so that our direction was changed? Will the Truth and Reconciliation Report become a turning point when we look back at our accomplishments when we celebrate our bicentennary?

The interpretations triangle above can also help students to examine what is significant in history if they, rather than the teacher, identify key events in the life of an historical figure.

Change and Continuity asks us to take a longer view of Canadian history. Have we in Canada gotten better at "doing the right thing", or at least in recognizing when to make amends?

Evidence is key to understanding how the past intersects with the present. The SR and the strategies suggested in the TRG aim to get students to look at the evidence and make their connections and judgments based on it.

The media (as noted in a following section) is a key resource, especially as relevant issues or anniversaries are featured as "news". Depending on the jurisdiction, textbooks may do major features on some of our examples, or even identify examples, to explore areas that are not in the SR. Examples of additional resources for students to identify and explore issues is located near the end of the TRG.

The following section offers a variety of teaching strategies in addition to those suggested in the SR, to help students make sense of the issues introduced.

Teaching Approaches

Introduction: Teaching Is Not Telling: Told is Not Taught

For too long the history of teaching has been a history of untested assumptions. Some of these have been confirmed and reinforced by decades of research, synthesizing key principles of how we learn. Other assumptions are either unproven or plain wrong.

Some principles based on decades of research include:

1) Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.

2) To develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.

3) A "metacognitive" approach to instruction can help students take control of their own learning by defining learning goals and monitoring their progress in achieving them (M.S. Donovan and J.D. Bransford (2005). Introduction. M.S. Donovan and J.D. Bransford, Editors. *How Students Learn: History, Mathematics, and Science in the Classroom.* Committee on *How People Learn*, Washington, DC: The National Academies. p 1-2).

Survey courses at best give students a casual acquaintance with knowledge. The conventional textbook approach treats history as a chronicle with an unending parade of facts, names, dates and events. Without purpose or context, these discrete bits of knowledge are inert, they can be parroted back on a quiz, but if they are not used, they are soon forgotten.

Making sense of the past and the present comes from linking facts to larger concepts, and linking knowledge with understanding. How can we help students make these links? ***Doing the Right Thing*** is designed to explore an important theme throughout history.

Here are some strategies for use throughout the SR. In the chapter Notes and Ideas, specific references and applications of these strategies will be made.

Examining the Media with a Clipping Thesis

Much of what we know or learn about our past and present, and the role governments and citizens can play, comes from the media. So it is important to learn how to analyze media treatment of any issue. A thesis is a statement about an issue supported by evidence and based on clear criteria. This can be made a component of the culminating end-of-unit task to be displayed or handed in or used separately, if there is a current event that has attracted the class's interest.

1. Students either individually, in small groups, or as a whole class select a problem or issue in Canada today that they wish to explore (see Snowball technique below).

2. They collect stories, pictures or information, about the topic over a three-or four-week period from the local newspaper or other media, including appropriate and online sources approved by you, national newspapers, news magazines, television and radio. Some of the websites linked to the federal government such as Parks Canada, Statistic Canada and the National Archives may also serve as media to investigate.

3. They prepare an analysis which might include such aspects as the following:

    - historical background to the issue (as reported in the newspaper and in the text),
    - the perspective(s) taken by the newspaper or other media examined,
    - a weighting of the different perspectives in order to arrive at a defensible conclusion on the issue in question.

The following are just some of the topics and questions that students may use for developing theses about issues of race relations, citizenship, democracy, immigration, integration, etc., based on readings from their local paper and other media sources:

Topic	Critical Question
Good news / bad news	Do media tend to report on news showing us at our best or at our worst?
Anniversaries of famous Canadians or events in Canadian history	Are these reported as one-dimensional tales of triumph or are underlying complexities noted ?
Commemoration	What forms are reported in stories or shown in pictures?
Apologies	Are we too quick to apologize for actions taken before we were born? What makes an apology "real" or meaningful?
Analyzing Current Race Relations Issues in the News	Is the reporting positive or negative about the issue? Does the reporting change over time? If so, how?
Public opinion	What does the public in your community/province/Territory think of these issues as reported in the media?
Role of Government	How do our local, provincial and federal governments commemorate the past?
Real or fake news?	How does the media police itself so that standards of journalism and reporting meet the standards your teacher sets for marking your essays and research projects? How should you check on media reports and opinions?
Arts in the news	How do features on music, art, film, theatre and literature connect to real events?

The clippings can be included as a portfolio or cited in an essay on the topic and question.

Some school libraries have signed on to databases of various news media, including newspapers, magazines, television and cable news sources. Some are free of charge, such as:

- http://www.onlinenewspapers.com, and
- http://www.thepaperboy.com.

The clipping thesis helps students go beyond the headline to trace the story. If the news story is the first draft of history, it will not be the last.

Speaking of headlines, students can compare front page coverage from a dozen Canadian newspapers, and hundreds from more than 50 countries by checking http://www.newseum.org/todaysfrontpages daily from Washington's Newseum.

Online selection can be part of a "media file" to develop the clipping thesis. Here you might begin by working with your students to develop:

- search techniques, in addition to just "googling"
- questions for any online investigation or webquest
- criteria for evaluating the usefulness of the website itself.

If you have in mind a more specific examination of media treament of a special event or an anniversary, you can use the Target Day strategy.

Target Day is a skills-based current affairs lesson using newspapers and/or the Internet. The approach and skills are applicable to a variety of subject areas. It works as follows:

1. Set a Target Day. It could be a day at random or one around a specific event such as an anniversary of an important event or person introduced in the SR. Some examples could be:

    - news of a new exhibit honouring a person or event in Canadian history
    - the publication of a movie or book highlighting a person or event
    - public recognition of a person or group such as a stamp, a park, a building or memorial plaque; for example, the picture of Viola Desmond on our new $10 bill scheduled for 2018 release.

    The on-line version of Target Day assumes that students have access to computers and the skills to search for specific information on the web. The on-line version of this activity, including the research, can be completed in one seventy-five-minute class.

Note: Some on-line editions of newspapers are free, some are free with registration, and some charge for registration.

Be sure to check the internet before giving an on-line assignment (this advice goes for ALL on-line work).

If the assignment is based on headlines only, even papers requiring a paid subscription display headlines and selected articles. The Newseum website noted earlier is a great resource for both Target Day and Clipping Thesis tasks looking at the news and issues in Canada and beyond. http://www.newseum.org/todaysfrontpages.

2. The teacher organizes the class into equal-sized groups of three or four.

3. Students draw randomly for on-line versions of one of the following media: (these are examples of Canadian on-line media whose websites are substantial; there are many others.)

- Vancouver Sun
- Calgary Herald
- Regina Leader-Post
- Winnipeg Free Press
- Ottawa Citizen
- Montreal Gazette
- Québec Le Soleil
- Fredericton Gleaner
- The Guardian (Charlottetown)
- Halifax Chronicle-Herald
- St. John's Telegram
- National Post
- Globe and Mail
- Toronto Star
- Macleans
- CBC
- CTV
- etc.

4. Students locate the home page of their on-line media and skim it.

5. Students answer questions about their media's home page, such as the following:

- What relevant stories related to their search topic are featured?
- How is the chosen story reported?
- How much coverage was given?
- How do different sources treat the same story, looking at amount of coverage, bias, etc.?

6. As a whole class, students generate a set of categories for comparing the media before discussing their answers for #5. Then, on a scale of 1 (totally different) to 10 (identical), students predict the degree of comparison among the media across the country. Students must justify or explain their predictions. Finally, they put their answers for #5 either on chart paper or on the board so that the class as a whole can compare media based on the contents of the on-line home page editions.

7. Student groups compare and contrast their findings for all of the media using the categories they identified. These should include:

    - similarities
    - differences, and
    - regional or local "bias" of the stories.

8. Students judge the degree of comparison among media on the 1-10 scale, compare this to their original predictions, explain why their predictions were correct or incorrect, and account for any differences.

Teachers can conduct their assessments through observation and feedback on such criteria as:

- group-generated criteria for comparing media
- group summaries (on charts or the board), and
- quality of student analysis and reasoning.

Apologies and Commemorations in the News: the Newspaper Scavenger Hunt

The newspaper scavenger hunt is an excellent way to:

- introduce the newspaper and all its complexity and variety
- teach location and reading skills using the newspaper or other print materials
- provide motivation for studying a particular topic
- test understanding of concepts
- teach group and/or problem-solving skills, and
- diagnose student difficulties in reading, locating, and comprehending information through observing students at work.

Suggestions for Doing Scavenger Hunts

1. Groups of three or four per paper would be ideal.
2. Items for any scavenger hunt should require students to look in all sections of the paper.
3. Items may involve various levels of difficulty, from vocabulary searches and conceptual understandings, to making inferences and determining cause-effect relationships.
4. The hunt should take no longer than ten to fifteen minutes. Include from 10-20 items depending on the group.
5. Those who finish first should be encouraged to make up additional questions.
6. Discussion after the hunt should focus on the techniques used by the groups to complete their tasks.

7. Formative evaluation criteria in the form of teacher feedback and group self-evaluation can include:

   - ease and speed at getting to the task
   - methods of organizing to complete the task, and
   - roles assumed (leader, recorder, organizer, encourager).

8. Although students may get caught up in the competitive aspect of the hunt, it is important for them to recognize that co-operation within each group is the key to success.

9. Scavenger Hunts may be used several times throughout a course with newspapers, book chapters or an entire textbook. Data can be collected using sheets such as the sample provided.

Sample Scavenger Hunt

Look through the newspaper and locate the following items. Circle them with a pen or pencil. Be sure to indicate below, the page on which each item is found. When you are finished, fold the paper back into its original form so that the teacher knows you are finished.

1. the word “apology” or a synonym ___

2. a story honouring someone in Canada for “doing the right thing” ____

3. an article showing people shaking hands ___

4. a headline, article, or picture about a park or building or street named after someone___

5. an example of doing the right thing in the comics section___

6. an example of someone doing the wrong thing in the sports section ___

7. a story of a “hero(ine)” in history ___

8. a “villain(ess)” in the entertainment section (play or movie) ___

9. an editorial or letter to the editor praising a government policy ___

10. a story about someone who deserves to be recognized as a Canadian hero(ine) ___

FINISHED QUICKLY? _____WHAT STRATEGY DID YOU USE?_____

_____

MAKE UP 3 MORE QUESTIONS. _____

Some other possibilities include:

- candidates for a wall of fame ____
- candidates for a wall of shame ___
- headline or picture intended to evoke an emotional response ___

Part 2:

Examples through Canada's History

The Importance of Powerful Questions

Theses and good research come from powerful critical questions. Asking good questions is an important skill for any citizen. For both teachers and students, they help prioritize what needs to be learned as seen in the earlier section on shaping and organization content. Here is a strategy for teaching students how to do this. These questions should:

- be engaging
- not lead to obvious yes or no answers but require further investigation
- be connected to important curriculum goals, and
- require an informed, reasoned answer based on evidence and clear criteria for making a judgment.

Here is one way to help your students develop good questions to use when developing their clipping theses:

Snowball

The class is discussing the issue of recognizing the abuses of the residential school system as a part of a unit (geography, science, social studies etc.). They are going to use ***Doing the Right Thing*** as well as the Truth and Reconciliation Commission's *Calls to Action (http://reconciliationcanada.ca/?gclid=CKub9_WUn9ICFYO4wAod3SkCBw)* and other print and online sources to set up an inquiry around one or more powerful questions.

1. Individually each student writes down three questions s/he would like to answer about the history of the residential schools in Canada.
2. Students pair up and compare questions. They come to an agreement on three questions they both consider important.
3. The pairs combine with another pair. The groups of four come to a consensus on four questions they want answered.
4. The groups of four combine to make groups of eight and come to agreement on five important questions.
5. Each group puts their questions on the board or in an online class data base such as Kahoot.

6. With the teacher's help, the class comes to an agreement on 5-6 important powerful questions they want answered about residential schools. As individuals, pairs or small groups, they begin a clipping file for one of these questions, in order to develop a thesis to share with the class.

Because students developed these questions, they are more likely to be engaged in answering them, and hence more accountable.

The Use of Visual tools

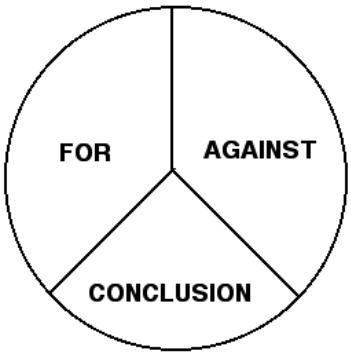
Graphic organizers and other visual tools help students focus and link their thinking to important content and concepts when they delve deeply into an issue. The use of visual tools helps all learners see patterns and relationships more clearly.

While the discussion in pairs or small groups enhances and promotes the thinking we want students to do, individual accountability can be incorporated when they precede individual writing tasks based on the discussions. These range from position papers (1-paragraph to 1-page opinion pieces supported by evidence and logic) to full research papers as tools for assessment and evaluation. We have included examples throughout the TRG.

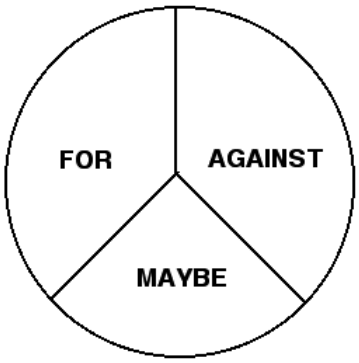
Some organizers can promote analysis of positions in other ways. The following can be used whenever there are decisions to be considered, such as to honour a local person for his or her contributions to your community. These exercises, as students can see in the SR or in the Canadian media, are done all the time.

Decision-Making Pie Charts

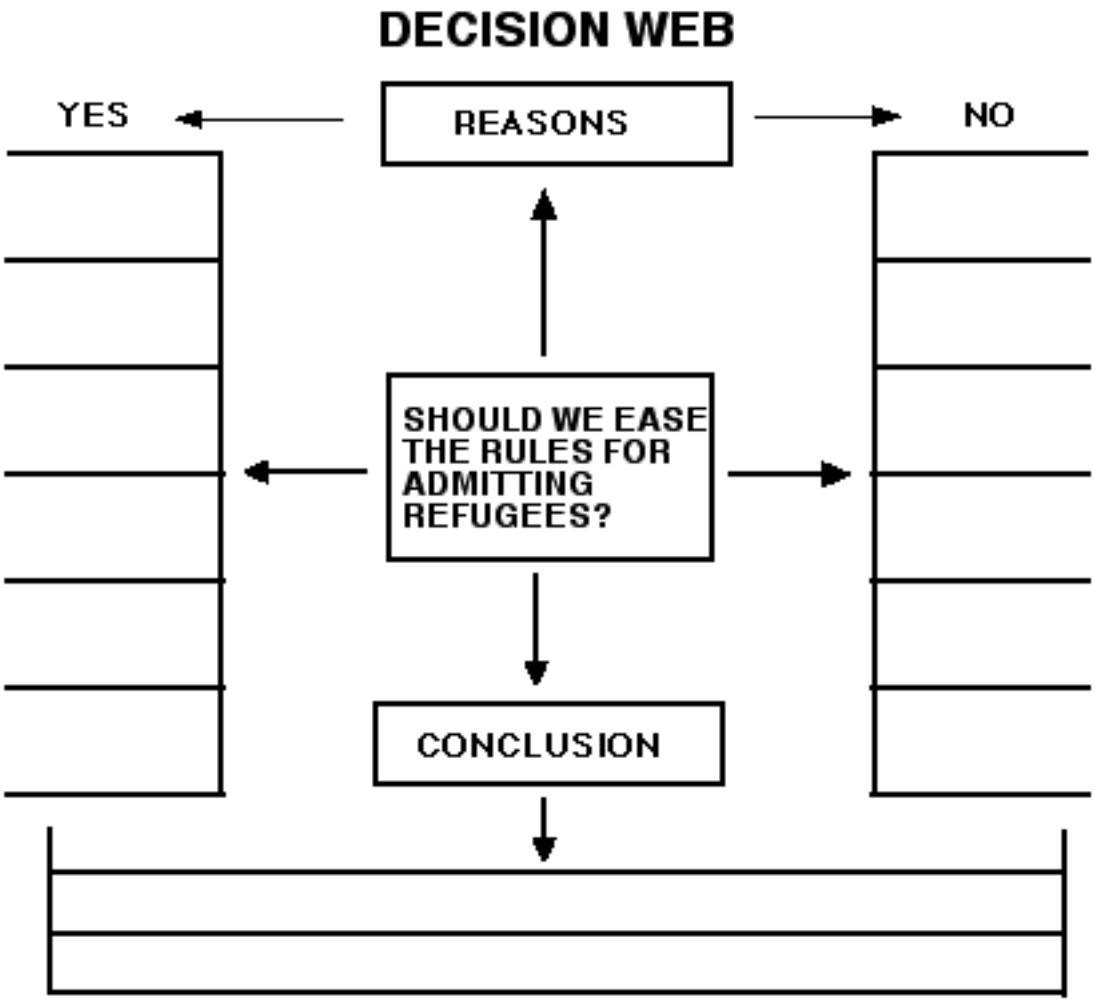
Example 1



Example 2 adds a level of complexity



There are many possibilities for organizers promoting reasoned decision-making. This example can be used as a model for a position paper or a formal essay.

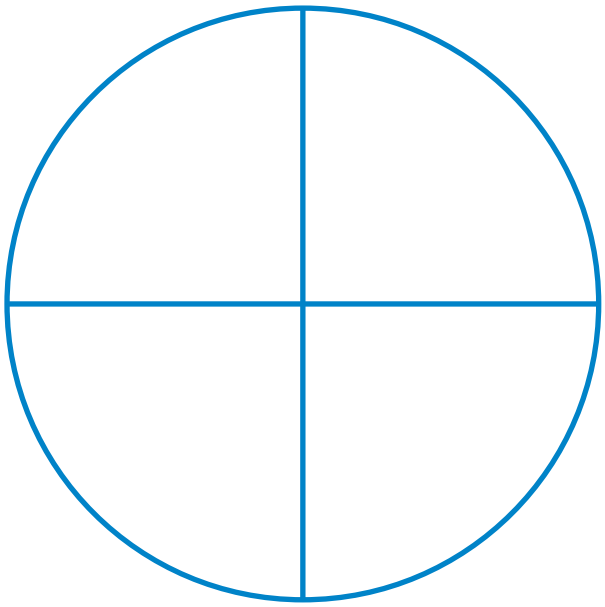


More Specific Teaching/Learning Strategies

Here are strategies linked to ***Doing the Right Thing***. These can be used in any of the sections of the SR.

Reaction Wheel

1. Form groups of 3-5 (the sample is for a group of 4) and give each group a wheel on an 8 1/2 x 11 sheet of paper.
2. Each member in the group of four picks a quadrant. Make sure all group members sit so they can write in their quadrant simultaneously.
3. Tell the students "Write down your IMMEDIATE REACTION to the word I give you in your quadrant. You will have only a few seconds to do this, so write quickly. You have ten seconds after I give the prompt."
4. Give students a prompt in the form of a word or phrase after the instructions in #3.
5. When time is up, have groups take a minute to share and compare reactions prior to a general class discussion.



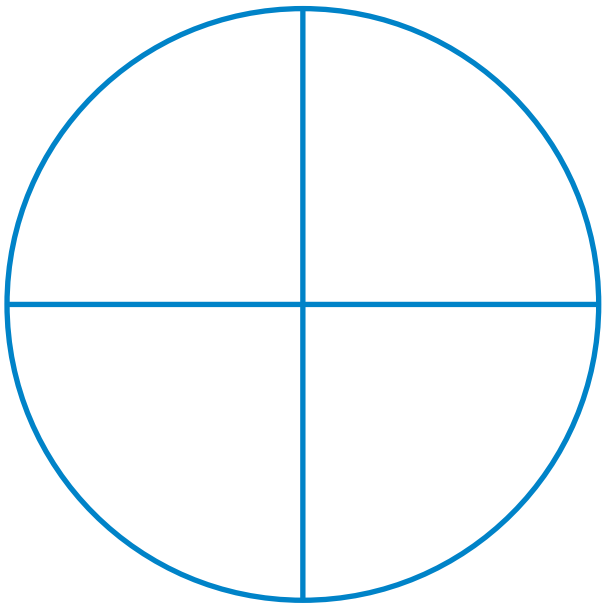
The word/picture we had to react to was _____

Our reactions had the following in common _____

What does this tell us about our **attitudes/feelings** about the word or phrase mentioned?

Variation: Give 30 seconds to view and react to a picture or visual cue.

Version 2: Each student has her/his own wheel.



Instructions

Within 30 seconds, write a word or phrase in each of the quadrants below so that all quadrants contain a different reaction. These reactions should represent the first four things that come to your mind when you react to what you are about to hear.

WHAT DO THE REACTIONS HAVE IN COMMON?

Form a pair with the person sitting beside you and exchange wheels. Each pair discusses their reactions in their wheels before joining another pair. Exchange wheels with another pair and repeat the process.

An Assessment Bonus!

The Reaction Wheel is a quick way to find out what students are thinking about a particular issue, or what background knowledge they might have about a topic to be explored in your curriculum. You can also use this as a pre- and post-test to see changes in their attitudes or perspectives on an issue as a result of the learning. Thus it is a tool for both formative (diagnostic) and summative assessment. It can provide you with data about the effectiveness of your own teaching.

While "Residential School" or "apology" might be a useful first use of the wheel, you might also use "Canada's reputation" as a pre-test. Use the same phrase as a post-test after the study of events in ***Doing the Right Thing*** to see if people changed their minds as a result of their study.

Round Table for Generating Data

Either before or after the Caldwell/Rosen story that introduces the SR, ask students to compile a list of ways to apologize. One way to generate a lot of data in a minute or two is through a co-operative learning tactic called **Round Table.**

Round Table is a co-operative learning activity in which small groups of students take turns contributing solutions to an open-ended problem. It promotes talking and listening to facilitate problem-solving, and helps to build a positive classroom atmosphere. The problems themselves can be as simple or as complex as you wish, depending on the level of your students. In recent years it has been popularized by Spencer Kagan, a researcher and advocate of co-operative learning from California.

You provide hidden structure by seating 4 to 6 students face-to-face to ensure eye contact. All solutions should be written on the same large sheet of paper so that everyone has ownership in the task. Individual accountability is seen when each participant writes with a different colour marker. One person writes at a time, but encourages other group members to assist with ideas and solutions. This activity values what the group knows and can take from 1-3 minutes, depending on your objectives.

An alternative method of conducting this activity is to limit the group to one pen or marker. This is passed around the table as each group member in turn contributes an idea. Group members who are stuck may pass or ask for help from the rest of the group. In beginning this activity with students, ensure that the problem is such that all can contribute.

Round Table is useful for generating ideas and for finding out the knowledge and/or misconceptions about an idea or concept students bring to your class. The data can be classified and worked with in order to come up with topics for further investigation. Or students might develop an hypothesis they can test throughout the unit/course. Such hypotheses might include the following:

- Apologies are only good if the person who apologizes actually does something to show s/he is sorry. Words are not enough.
- After a certain time there is no need to apologize since the people involved are no longer alive.
- Statues erected or plaques, buildings, parks, streets, etc. named to honour people from the past who are found to have done "bad things", e.g. Edward Cornwallis in Halifax, should be removed.

Remember the rules about passing or asking for help. The goal is quantity. Quality comes as the data from the Round Table task is sorted and analyzed revealing patterns, categories for classifying the data, similarities and differences. Brainstorming works when the Four S Rule is followed:

- *speed*
- *suspending judgment* to ensure lots of data
- *"silly" ideas* accepted in the analysis phase - they may turn out to hold surprising truths
- *synergy* so that ideas can be built upon

Variations include:

- Simultaneous Round Tables in which everyone has a sheet of paper and passes their papers simultaneously, so that four lists are being compiled at the same time.
- Round Robin - an oral version in which team members answer orally.
- Rally Table and Rally Robin in which pairs generate their lists, alternating contributions.

For the Rally variation in languages, an example that comes to mind - one person in a pair says or writes a word in English and the other pair responds with the French, German, or Latin equivalent.

Assessment Bonus!

If Round Table is done as a pre- and post-test, as suggested for the reaction wheel strategy, you can determine the effect of the study on knowledge acquisition.

In addition to the sampling of events in Canada's past in the SR, here are links to other events you might wish to explore. Have we "done the right thing" in these cases?

The Home Children

Thousands of orphans or children given up by poor families in industrial Britain in hopes for a better life, came to Canada between 1869 and 1948. The following websites offer opportunities to learn more about these "home children":

Young Immigrants to Canada

http://retirees.uwaterloo.ca/~marj/genealogy/homeadd.html,

http://www.britishhomechildren.com/

British Home Children in Canada 1869-1930 in the Ottawa, Ontario/Gatineau, Quebec Region

http://www.bytown.net/homekids.htm.

Did we do the right thing then?

Pollution at Grassy Narrows

http://www.thecanadianencyclopedia.ca/en/article/grassy-narrows/ introduces the issue which began when Reed Paper Ltd. dumped mercury from its plant at Dryden Ontario into the river system just upstream from the Indigenous community. Many of the inhabitants suffered from mercury poisoning which came to public attention in 1970. The provincial government reacted to these findings by ordering Reed to cut its disposal of mercury, which it did in November 1975.

Was the issue settled then? Why or why not?

Part 3:
Local/personal Actions

Here are two recent resources for looking at the global and the personal facets of remembering and apologizing (or not):

In Praise of Forgetting: Historical Memory and Its Ironies (2016) by David Rieff, Yale University Press, takes the conventional wisdom about historical memory summed up in George Santayana's celebrated phrase, "Those who cannot remember the past are condemned to repeat it," and asks, is this always the case? Is it always the right thing to remember and a bad thing to forget? Here is one review of Rieff's ideas to consider from *The Guardian* newspaper in the UK.

https://www.theguardian.com/education/2016/mar/02/cult-of-memory-when-history-does-more-harm-than-good

On the personal level *Why Won't You Apologize?: Healing Big Betrayals and Everyday Hurts (*2017) by Harriet Lerner, Ph.D, New York: Touchstone, offers new insights, sheds new light on the two most important words in the English language—I'm sorry—and outlines a unique perspective on the challenge of healing broken connections and restoring trust. Literature as presented in the SR adds to this. Here are a couple of interviews by the author Dr. Harriet Lerner, renowned psychologist and bestselling author of *The Dance of Anger*:

http://www.elle.com/life-love/q-and-a/a41165/why-wont-you-apologize-harriet-lerner-interview/

Assessment of Student Learning in this Project

Earlier in the TRG, we described the use of Reaction Wheel and Roundtable as pre-and post-test exercises to see what, if any, changes in learning students demonstrate as a result of looking at events in our history.

- Was our teaching effective? Have we made an impact on student learning?

A few years ago, *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for all Learners* (2011) came out of the work of Project Zero from Harvard University. It currently consists of a rich website with links to downloadable articles and videos as well as a book with its own dvd (Ritchhart, Church, Morrison).

Research has increasingly noted the importance of metacognition in promoting learning. From something as simple as adjusting the temperature of the water in a shower, human evolution has been triggered by past experiences, assuming we survive them.

It is one thing to provide feedback to students as they learn (assessment FOR learning). It is another things for students to recognize their own strengths and areas for improvement, as well as strategies they need to use to make the next step to learning (assessment AS learning).

How can we promote metacognition? How can both students and teachers see it in action so that feedback is both facilitated and implemented?

Take a look at the following video as an overview of "thinking routines". These are simple-to-use strategies that, through observations and conversations, bring the products of thinking to the surface by making them visible both to you and to your students. They often serve as a pre- and post-test with student group discussion in between, as they share ideas and perspectives. Repeated use of a few can become thinking "habits" for students that they consciously use when the occasion merits, or when you offer a prompt.

Begin with the following short video:

http://www.pz.harvard.edu/resources/thinking-routines-video.

One of the ideas it promotes is judicious use of a few of the routines so that teachers and students get very familiar with them. We do get better with practice! At this stage when they have become "routine", they can then be adapted and built upon.

The following section offers some routines to try. Some of these you may already know and use such as "think-pair-share" for active reasoning and explanation of an idea. Did you know there are more than a thousand variations to this simple structure? The website describes the routines, offers tips and ways to introduce or "launch" them, then shows them in action through an account with classroom samples of products, or a video of the routine in action.

"I used to think ... Now I think ..."

This is a routine that serves as an alternative to Reaction Wheel. Here is how one teacher introduces it: (http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm) .

"When we began this study of _____, you all had some initial ideas about it and what it was all about. In just a few sentences, I want you to write what it is that you used to think about _____. Take a minute to think back and then write down your response to " I used to think ..."

Now, I want you to think about how your ideas about _____ have changed as a result of what we've been studying/doing/discussing. Again, in just a few sentences, write down what you now think about _____. Start your sentences with, "But now, I think ..."

In many of the routines, student write as individuals in order to help them focus their thinking.

This routine can work with all of the events introduced in Part 2 of ***Doing the Right Thing***.

"What Makes You Say That?"

This is an example of a routine that questions without implying that a teacher's or student's judgment in a group discussion is right or wrong, but still requires them to justify an interpretation to a claim.

"Headlines"

Is a synthesizing routine to get students to capture the core or essence of an event, idea, topic or concept. The stress is on its essence, not coming up with a catchy headline. What would be a synthesizing headline for the events in the SR?

"Connect, Extend, Challenge"

This routine can be used for connecting new ideas to old knowledge. For example, we might use a "reaction wheel" to get students' current understandings of residential schools (**connection**). Then students read the relevent section in Part 1 of the SR and **extend** their thinking through small group discussion and class sharing about things they learned about that system that was new to them; for example, that it lasted from the 1870s to the 1990s.

Finally they can **challenge** themselves by thinking and sharing what still puzzles them about residential schools: Why did they last so long? Will the Truth and Reconciliation Commission really be enough to undo the damage? What is MY responsibility in righting the wrongs?

The work involved in making thinking visible through prompts, writing, group discussion, sharing, and revisiting initial opinions or perceptions helps students to think about their thinking and teachers to see it. The routines serve as scaffolds for students to approach learning tasks.

http://www.nap.edu/search/?term=How+people+learn+histopry&x=0&y=0

links you to a PDF download that is free with the usual copyright provisions.

Ritchhart, R., Church, M., and Morrison, K. (2011). *Making Thinking Visible: How To Promote Engagement, Understanding, and Independence for All Learners.* San Francisco: Jossey-Bass.

We conclude this section with a culminating task to help students put the issues raised in this project to the test.

Debates with Purpose and Power: Dealing with Controversy

The model of debating recommended here for discussing the issues raised in *Welcome to Canada?* is **Creative Controversy** (sometimes called Academic or Constructive Controversy). It has many elements of traditional debating.

Traditional debates are fun and many students like their competitive nature, but many other students do not fully participate because they are afraid of being put down. Creative Controversy appeals to both groups of students. Moreover, by striving for the best argument, rather than victory, Creative Controversy promotes rigorous, powerful learning and a deep understanding of important issues—key elements of citizenship in any democracy.

CREATIVE CONTROVERSY STEPS

1. PRESENTING THE CONTROVERSY

Present the controversy in an interesting manner which also provides students with needed background.

2. TEACH GUIDELINES FOR A GOOD ARGUMENT AND SOCIAL SKILLS

Introduce the guidelines and procedures students are to follow. Teach skills and habits of mind needed to work through the controversy. You may teach these skills or assess the extent to which students come to your class with these skills.

3. TEAMS ARE FORMED

Divide the class into groups of four then subdivide into pairs.

4. PAIRS PREPARE THEIR POSITIONS

5. PAIRS MEET WITH OTHERS WITH SAME POSITION

Students have a chance in groups of four (or six) to share points and refine opening arguments. Strong students might try to anticipate opposing arguments.

6. PAIRS RETURN TO THEIR ORIGINAL TEAMS TO PRESENT THEIR POSITIONS

Each pair, perhaps in round-robin style, presents their position in an opening statement (e.g., 1 pro, 1 con, 2 pro, 3 con). The opposing pair does not critique yet, but can ask questions for clarification.

You may wish to skip this step and move to step 7.

7. TEAMS ADVOCATE AND REFUTE ARGUMENTS

After reminding students that their ultimate goal is to reach the best position for a group report, invite them to argue forcefully for their position, keeping in mind sound debating techniques. Monitor the groups to check on how well they follow guidelines for good arguments.

8. TEAMS REVERSE THEIR PERSPECTIVES

At this point, teams are asked to reverse roles and positions. To facilitate this, you might have teams switch places and notes and give them a couple of minutes to prepare.

9. TEAMS TRY TO REACH A DECISION

Students are asked to drop all advocacy and strive to reach a common decision that each member can agree with and defend. The resulting report can be in written, oral, or graphic form. If a team cannot agree on one position, they must prepare a report which outlines, explains and defends the positions taken. Minority reports are acceptable, provided they meet the criteria set for the majority reports, such as:

- identifying the issue over which there is disagreement
- identifying the positions taken on the issue and the reasoning behind each position
- presenting a final position on the issue:
    - supporting that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate and important
    - considering ideas from both original positions
    - offering sound reasons for supporting some arguments and rejecting others
    - concluding with a restatement of the final position.

10. TEAMS REPORT TO CLASS

Students report to the class and you lead a whole class discussion to compare and summarize findings.

11. TEAMS REFLECT ON GROUP PROCESS

Students reflect on their group process through individual and group processing.

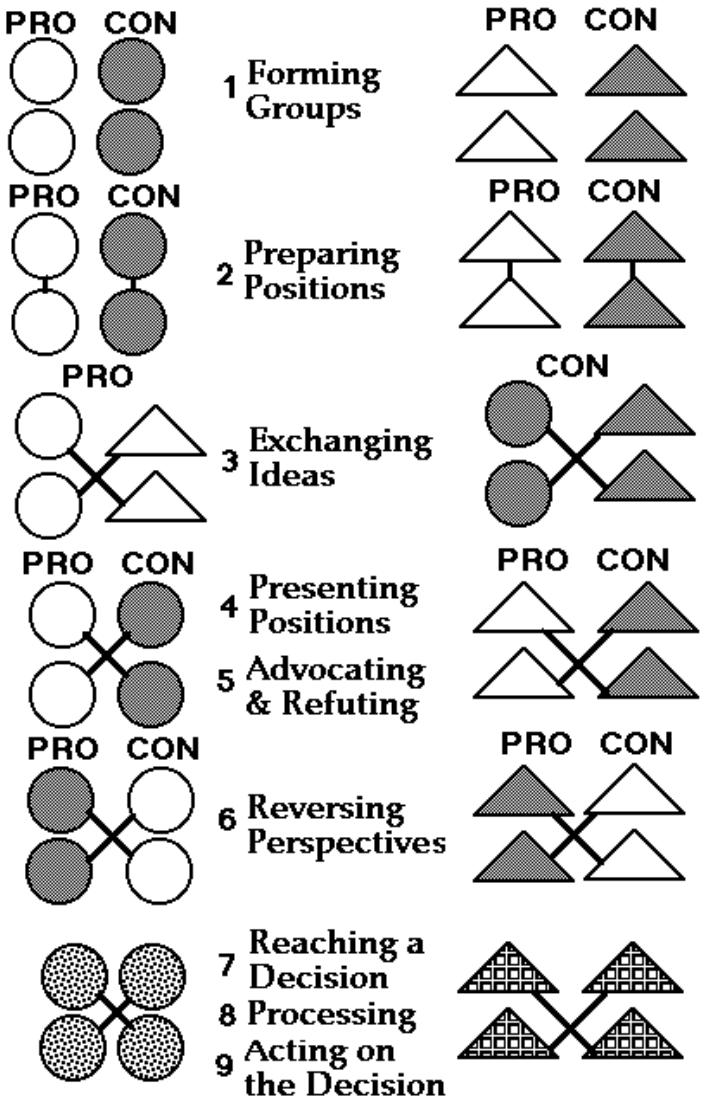
12. STUDENTS AND TEACHER EVALUATE THINKING AND KNOWLEDGE

In addition to the group reports, students should also demonstrate their individual understandings.

13. STUDENTS DECIDE ON ACTION TO BE TAKEN AS A RESULT OF INQUIRY

Many controversies have a real-life or authentic aspect. If we really want to prepare students to be citizens in a democracy, then creative controversies need not be just an “academic” exercise. Students may want to go further if they feel strongly about an issue. For example, they may decide to write a letter to the editor of a newspaper, invite a member of city council, their provincial legislature or local Member of Parliament to hear their concerns, or launch a serious campaign to change a law.

Here is how the process looks visually (note modifications to number of steps above):



Here is a controversy to give students practice:

"Should there be a statute of limitations after which we need not apologize for the wrongs done in our past?"

Two position are offered:

First Position

"Yes we should have a time limit after which we need not apologize nor compensate for the wrongs of history. For example, if none of the original perpetrators or victims are alive, why should we continue to feel remorse or regret? Why can't we just 'move on' and strive to do better?

How can we be proud of our country when we beat ourselves over the head with every mistake we make? We are not perfect, but Canada and Canadians have done a good job most of the time.

If we included every mistake in the history or social studies curriculum what useful and important ideas would we have to leave out?

Why would people immigrate to Canada if we are always putting ourselves down?"

Second Position

"We always need to balance the good we have done and will continue to do, while recognizing where we have fallen short. If we think everything is perfect, we can become smug and even arrogant about our place in the world.

And unfortunately, some things we have done are so serious that we should never forget. We are human beings, not infallible gods.

Besides, we recognize our achievements all the time in schools and in celebrations throughout Canada. Recognizing our faults and our successes is the right thing, and will encourage us to do more of the latter.

History is based on evidence and reality and recognizing our mistakes is real."

As an alternative to providing PRO and CON positions, students can use the decision web organizer to gather evidence for arguments on both sides from textbooks, media and other sources.

Using the Clipping Thesis and powerful questions approaches, debatable topics will arise and can be explored more deeply using this technique for getting the best solution rather than a "win-lose" situation.

Here is another place for using Academic Controversy to work through a complex ethical issue:

Have students read Rumkowski's *Address at the Time of the Deportation of the Children from the Lodz Ghetto*, September 4, 1942.

(http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205375.pdf).

Ask the class the following:

Who was Chaim Rumkowksi? What were the circumstances surrounding his Address? Did he do the right thing? Why or why not?

Students can either prepare their own PRO and CON agruments or you can provide them with position papers as in the above example.

Following are some "how to's" for making the steps of the controversy debate procedure work more effectively:

Creative Controversy: Forming Teams

Set up teams of four from which pairs will be formed. The contending pairs should be of roughly equal academic achievement levels so that the debates are not one-sided.

What if my class does not divide evenly into fours?

If the class does not divide evenly, then match a twosome with a threesome.

What if someone is away for the debate portion of Creative Controversy?

If you have attendance concerns, form pairs and only combine for groups of four at the beginning of the debate phase. In these circumstances, you can have students responsible for understanding both positions from the outset. Assign teams of four and initial positions for advocacy— pro or con— at the beginning of the debating period. If the preparation and debate steps occur in the same class, attendance should not be an issue.

Teaching Debate/Discussion Skills

We often mistakenly assume that students know how to work together. But this may not always be so. Some of the important skills and behaviours students need in order to participate fully are (from Wideman, Clarke, & Eadie, *(*1990) *Together We Learn*. Scarborough: Prentice Hall):

Task Skills

- asking questions
- asking for clarification
- checking for others' understanding
- elaborating on others' ideas
- following directions
- getting the group back to work
- keeping track of time
- listening actively
- sharing information and ideas
- staying on task
- summarizing for understanding
- paraphrasing

Working Relationship Skills

- acknowledging contributions
- checking for agreement
- disagreeing in an agreeable way
- encouraging others
- expressing support
- inviting others to talk
- keeping things calm/reducing tension
- mediating
- responding to ideas
- sharing feelings
- showing appreciation

Both kinds of skills are necessary. In order for groups to do the task, they need to attend to those things that will help people get along while working together. Working with others is intense. Teacher impatience with what seems to be off-task behaviour can result in premature intervention preventing group members from solving their own problems. You will need to use your judgment on this one.

Here are eight rules for debating (Johnson and Johnson, 1995):

1. I am critical of ideas, not people.

2. We are all in this together.

3. Everyone is encouraged to participate.

4. I listen ... even if I disagree.

5. If I don't understand, I'll ask for a restatement.

6. I try to understand all sides of an issue.

7. I must have good reasons for changing a position.

8. First, all ideas are brought out ... and then I put them together.

Here are additional suggestions for preparing students for serious debate and discussion of the issues raised in *Welcome to Canada?*

You can use a direct instruction approach in which group norms or behaviours are defined, modeled and practiced. Some teachers take time at the beginning of the year for team-building and class-building activities in order to develop a climate for learning. Other teachers use an experiential approach emphasizing student self-reflection. In any case, behaviours should not be taught in isolation, but integrated with the content and tasks required in your lessons. After any learning experience, students should have opportunities to reflect on their learning by considering "What went well?" "How can we improve?"

Assessment and Evaluation

Here are some tips on assessment and evaluation of the work using this approach:

Criteria for Analyzing Positions on an Issue

Can students, either in a written or oral report:

- identify an issue over which there is disagreement?
- identify the positions taken on the issue and the reasoning behind each position?
- separate evidence from opinion and bias in the positions taken on an issue?

Criteria for a Sound Argument

- Can students, either in a written or oral report:
- present a final position on the issue?
- support that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate and important?
- consider ideas from both original positions?
- offer sound reasons for supporting some arguments and rejecting others?
- conclude with a restatement of the final position?

Assessing Students in Controversy Teams

One of the challenges of group work in classes is assessing the contributions and achievements of each individual in the group.

Here are some suggestions for assessing student understanding of an issue, especially when they use the Creative Controversy approach:

- Use clear criteria such as

  - identifying perspectives on issues

  - debating skills

  - sound debating

  - presenting arguments and making decisions based on evidence

- Use a combination of teacher, self and peer assessment to collect enough data to make a sound judgment.

If students use peer and/or self-assessment, here is a form followed by a rubric students and teachers can use.

Explain why you assigned the marks you did to each member of your group in each of the categories.

Member #1 _____

_____
_____

Member # 2 _____
_____
_____

Your Partner _____
_____
_____

Yourself _____
_____
_____

Can every member of your group explain and defend your group's report? Explain. _____
_____ _____

_____

Don't forget the individual position paper students write after the debating is done. It promotes individual accountability and allows for minority positions to be taken.

Rubric for the Debating and Negotiating Phases of Creative Controversy

The following rubric allows you to measure student performance for a group task using Creative Controversy or debate. Students can also use it to measure their own performance:

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Clear articulation of position	A clear position is stated and fully defined.	A clear position is stated.	Position is recognized, but only clarified through prompting.	Position is poorly stated.
Provides support for position	Supporting arguments for position are both reasoned and persuasively presented.	Support for initial position is clearly presented and reasoned based on evidence.	Support for initial position is incomplete.	Little support offered for position.
Effectively critiques positions	Opposing views effectively critiqued and opponents treated with sensitivity.	Opposing views are acknowledged. Opponents are treated with sensitivity.	Opposing views acknowledged but not effectively critiqued or dealt with sensitively.	Other positions ignored.
Negotiating agreement	Works with group towards a "win-win" solution. Exhibits patience, open- and fair-mindedness throughout negotiation phase of controversy.	Works with group towards a "win-win" solution. Exhibits patience, open- and fair-mindedness often in the negotiation phase of controversy.	Exhibits patience, open- and fair-mindedness sometimes in the negotiation phase of controversy, but still tries to "win" rather than strive for "best" solution.	Exhibits little patience, open- or fair-mindedness in the negotiation phase of controversy. Tries to "win" rather than strive for "best" solution.

Strengths- (teachers should also consider positives not included in rubric criteria)

_____

Suggestions- _____

Next Steps - (filled in by student) _____

While a rubric is not useful for scoring eight groups at once, students can use it to monitor their own performance prior to using the form above.

David and Roger Johnsons' *Creative Controversy: Intellectual Challenge in the Classroom.* (1995. Edina, Minnesota: Interaction) provides the most thorough treatment of this approach. The book includes a number of exercises designed to encourage perspective-taking, as well as a detailed examination of steps for using the Controversy model. There are also processing forms, a self-evaluation questionnaire, and student materials. It also contains a review of the research demonstrating its effectiveness in promoting higher levels of thinking and citizenship. Among the topics of controversies are the hunting of the timber wolf, the expulsion of the Acadians, and the virtues of James Wolfe.

Shorter introductions are provided by the Johnsons in *Reducing School Violence Through Conflict Resolution,* published in 1995 by the ASCD (Association for Supervision and Curriculum Development) and "The Pro-Con Cooperative Strategy: Structuring Academic Controversy within the Social Studies Classroom" in *Cooperative Learning in Social Studies: A Handbook for Teachers,* edited by Robert Stahl (1994. Menlo Park, California: Addison-Wesley, p. 306-331).

Tom Morton applies the controversy structure to a key episode in World War II in "Decision at Dieppe" in *The History And Social Science Teacher,* renamed *Canadian Social Studies* (1986. Number 4, Volume 21). Morton, a British Columbia teacher, and 1998 winner of the Governor-General's Award of Excellence in Canadian History Teaching, features this and other cooperative techniques in *Cooperative Learning and Social Studies: Towards Excellence and Equity*, published by Kagan Cooperative Learning (1996. San Juan Capistrano, California).

Finally, Deborah Tannen's *The Argument Culture: Moving from Debate to Dialogue,* published in 1998 by Random House argues for a more constructive approach to working through issues in society, and documents some of the harmful effects on society when we fail to do so.

Additional Resources

Here is a selection. Many are in both official languages.

http://www.pc.gc.ca/eng/index.aspx notes the many examples of historical recognition of our past through Parks Canada.

http://www.cic.gc.ca/english/multiculturalism/programs/community.asp

The Government of Canada established the Community Historical Recognition Program (CHRP) in 2008 to acknowledge and to educate Canadians about the historical experiences of ethno-cultural communities affected by wartime discriminatory measures and immigration restrictions applied in Canada. This portal leads to a number of websites exploring issues in our history.

http://www.bnaibrith.ca/welcome is a look at Canada's immigration policies past, present and future. This project was a product of CHRP. Its TRG has a number of useful websites to link and further explore the issues.

http://www.collectionscanada.gc.ca/ provides a treasure trove of documents, stories, resources for students and teachers, and lesson ideas.

http://www.heritage.nf.ca/ While many aspects of the history of Newfoundland and Labrador parallel the rest of Canada, their becoming part of Canada happened after centuries of separate existence as a colony. In the SR we note the aftermath of September 11, 2001, to highlight an example, but there are many more.

A link to every museum in Canada with a website and online features for teachers and students is Canada's Virtual Museum http://www.museevirtuel-virtualmuseum.ca.

Another online site that originated with collections from Early Canada is http://www.canadiana.org

The Museum of History, successor to the Museum of Civilization is here http://www.historymuseum.ca

https://www.historicacanada.ca/ a number of topics introduced in the SR can be introduced by an Historica Minute along with sample lessons.

http://www.globalgatheringplace.com/ The Global Gathering Place is an interactive site that lets you explore the story of immigration in Saskatchewan.

http://www.mccord-museum.qc.ca while concentrating on Québec, goes far beyond. This website is ideal for teachers and students, and many across Canada have been encouraged to contribute to the education resources.

http://www.cln.org/themes/immigration.html is a "one-stop" mall for information on immigration past and present, including features on the children of immigrants, obtaining citizenship, and links to related sites. There are also lesson plans for students in grades 5 and up.

http://www.bac-lac.gc.ca/eng/Pages/home.aspx

links to many virtual exhibits for exploration.

http://www.teachmag.com/ and http://www.canadianteachermagazine.com/ offer teaching ideas for a number of topics in this project.

For decades, *The Beaver,* now called *Canadian History* has educated the general public about history in Canada. A number of articles related to the themes in this project are cited in the resources sections of the chapters in the TRG. The new and still developing website http://www.canadashistory.ca already has sample lessons and links to relevant sites for studying immigration history. In "Peopling Canada" in the February / March 2000 issue pp.28-37, historian Donald Avery outlines Canada's immigration history. An additional advantage for using this resource is that most articles are brief (2-4 pages, including illustrations). This makes them useful for independent research study by students, even if some of the reading levels may be challenging for some.

Pier 21 in Halifax was the major gateway to Canada from Europe for much of the 20th century. You can have students examine some of this history through http://www.pier21.ca/research/research-material s/the-first-seventy-five-years.

The Atlantic Canada Virtual Archives http://atlanticportal.hil.unb.ca/acva/ have letters and accounts of Loyalist families, women, Loyalist letters and the struggles of Black Loyalists.

Joseph Brant's contributions can be seen at http://www.grandriveruel.ca/Grand_River_Brant_Monument.htm.

The Thornton and Lucie Blackburn story including the diplomatic conflict between Upper Canada and the state of Michigan are described in Karolyn Smardz Frost's *I've Got a Home in Glory Land, w*inner of a Governor General's Award for Non-Fiction and published in Canada by Thomas Allen (Toronto).

http://www.homeingloryland.com offers more information, including a timeline of events and an excerpt from the book.

http://blackhistorycanada.ca/ is a portal into a number of sites related to Black history in Canada.

https://www.historicacanada.ca/content/heritage-minutes/underground-railroad is an Historica Minute dramatizing the Underground Railroad. Don't forget to check out the sample lesson in the "Footprints" part of the website. It is one of dozen of such events https://www.historicacanada.ca/heritageminutes, many of which can be used as openers to the work in the Student Resource.

Among the many resources looking at the Irish Famine and its influence on immigration to Canada are those offered by Parks Canada and the Irish Memorial Historical Site at Grosse Île http://www.collectionscanada.gc.ca/grosse-ile includes resources for teachers and students.

http://www.grosseile.ca/quarantine-memorial-384-home.php is a bilingual site to promote learning more about Grosse Île.

The Toronto story can be explored through the Irish Famine Park and its memorial http://www.irelandparkfoundation.com.

http://www.collectionscanada.gc.ca/canada-gazette/035001-3040-e.html The SARS Crisis and Irish Potato Famine: Understanding How International Events Affect Canadian Legislation, has a unit linking past and present.

In the 1850s, many Québec families adopted Irish orphans, their parents dead from ship's fever during the Atlantic crossing. This is the subject of an Historica Minute https://www.historicacanada.ca/content/heritage-minutes/orphans

The Vancouver city archives examines the *Komagata Maru incident*

http://www.vancouverhistory.ca/archives_komagatamaru.htm

Feedback

Feedback is the engine of learning since it promotes improvement like no other assessment tool. We need your feedback and that of your students to make this project even better. Given the variations in Canada's provincial curricula, we ask you to complete the following and return it to **info@crrf-fcrr.ca**

1. What parts of ***Doing the Right Thing*** did you use? How connected were these to your curriculum?
2. What were the highlights for you personally?
3. What were the teaching highlights for you and your class?
4. What parts did your students find engaging and relevant?
5. How helpful was the Teacher's Resource Guide? What specific approaches and strategies did you use?
6. What resources would you recommend we add to this project?
7. What teaching strategies would you recommend we add?
8. What topics, case studies or examples do you think could or should be added?
9. Add any other comments you think we should consider for improving this work.

THANK YOU!

Canadian Race Relations Foundation

Fondation canadienne des relations raciales

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