

Face to Face in the Classroom

Activities for Grades 11–12

Quebec: Secondary 5

Face to Face

The Canadian Personalities Hall

*Thompson Champlain Timmins Harkin Rattenbury
Macdonald Douglas Smallwood Trudeau Sauvé
Eaton André Hitschmanova Desjardins Hoodless
Montcalm Wolfe Brant Bourgault D'Arcy McGee
Roy Richler Lismer Pitseolak Johannsen*



General



Introduction

The following activities explore three themes: celebrity, impact, and citizenship. They encourage students to view Canadian personalities and events from multiple perspectives. Each activity contains a lesson plan and blackline masters suitable for photocopying.

Connected to Your Curriculum

The activities in this section mesh well with history and civics curricula across the country. Through Face to Face activities, students are encouraged to think critically, assess primary and secondary resources, build presentation and media literacy skills, and develop a working knowledge of Canadian history within a meaningful context.

Making Connections across Subject Areas

Face to Face activities are designed to encourage student learning in Canadian history and civics, language and visual arts, and media literacy through group work and social interactions, both in the classroom and within the community. Depending on student selections in individual activities, other curriculum areas could be highlighted, such as Health and Science, Politics and Government, Sports and Physical Fitness, Business and Economy, and Music.



Notes

Activity – Seeing Stars

Grades 11–12.



Teacher Notes

In this activity, students will deconstruct the Canadian Museum of Civilization’s Face to Face: The Canadian Personalities Hall, offer alternative selection criteria, and suggest other personalities for inclusion.

What to Do

Begin with a short discussion about what makes a Canadian “great”. Is it different than being “famous”? Ask students to name some “great Canadians”?

Hand out **Sheet 8: What Makes a Great Canadian?** Have students fill out the sheet, either in class or as homework. They will need Internet access to do their research.

After they have finished, go through their sheets as a class. Discussion questions could include:

- Do you agree with the choices?
- What do you think the selection criteria were? (Note: see sidebar for the Canadian Museum of Civilization’s selection criteria.)
- If the criteria had been changed to include living Canadians, who else might have been included?
- Why do you think that the Museum included the rule that “personalities” had to be “deceased for five or more years”?



What You’ll Need

- One 45-minute period of class or homework time
- Student copies of **Sheet 8: What Makes a Great Canadian?**
- Internet access
- Extension activity — **Sheet 9: Top Americans**



Learning Objectives

Students will:

- identify and critique the achievements of the Canadians in the online **Face to Face: The Canadian Personalities Hall** exhibition;
- use multimedia skills to explore and define vocabulary, and
- identify the limitations of criteria on a selection process, using **Face to Face: The Canadian Personalities Hall** as an example.

Activity – Seeing Stars (continuation)



Extend this Activity

Ask your students if they think Americans would do this differently. Hand out **Sheet 9: Top Americans** and give the students a few minutes to fill it out. Discuss their answers.



Selecting Canadians for Face to Face: The Canadian Personalities Hall

Criteria:

- The individual had to have been dead for at least five years, so that his or her lasting impact could be more accurately assessed.
- The individual had to have made a significant and lasting contribution to Canada or Canadians.
- There had to be artifacts relating to them.
- There had to be a critical mass of documented information about them.

What Makes a Great Canadian?

Student Sheet

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The Canadian Museum of Civilization (CMC) chose 25 “personalities” to include in its newest permanent exhibition, **Face to Face: The Canadian Personalities Hall**. Choosing which Canadians to include was difficult, so the CMC had to introduce selection criteria.

Selecting Canadians for Face to Face: The Canadian Personalities Hall

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- The individual had to have made a significant and lasting contribution to Canada or Canadians.
- There had to be artifacts relating to them.
- There had to be a critical mass of documented information about them.

Using the Internet as a resource (www.civilization.ca/facetoface), fill in the information for all of the names below, using the first example as a guide.

NAME	DESCRIPTION/TITLE	DATES	ACHIEVEMENT
Example: Brother André	Cleric	1845–1937	Founded Saint Joseph’s Oratory in Montreal: one of the world’s great Catholic sanctuaries.
Joseph and Mary Brant			
Pierre Bourgault			
Samuel de Champlain			

(continuation)



NAME	DESCRIPTION/TITLE	DATES	ACHIEVEMENT
Alphonse Desjardins			
Tommy Douglas			
Timothy Eaton			
James B. Harkin			
Lotta Hitschmanova			
Adelaide Hunter Hoodless			
Herman Smith "Jackrabbit" Johanssen			
Arthur Lismer			
John A. Macdonald			
Nellie McClung			
Thomas D'Arcy McGee			

(continuation)



NAME	DESCRIPTION/TITLE	DATES	ACHIEVEMENT
Louis-Joseph, Marquis de Montcalm and James Wolfe			
Peter Pitseolak			
Francis Rattenbury			
Mordecai Richler			
Gabrielle Roy			
Jeanne Sauvé			
Joey Smallwood			
David Thompson			
Jules R. Timmins			
Pierre Elliott Trudeau			

(continuation)



*Do you agree with the CMC's selection criteria?
If not, what criteria would you have used instead?*

*Compare these Canadians to the list finalized during the CBC's "Greatest Canadian" contest (www.cbc.ca/greatest/top_ten).
Are there similarities? What are the differences?*

Why do you think these differences occurred?

Top Americans

Student Sheet



9

These are the Top 25 Americans, according to a 2005 contest held by the Discovery Channel and AOL, which allowed Americans to nominate, then vote for, their top Americans.

- Ronald Reagan
- Abraham Lincoln
- Martin Luther King
- George Washington
- Benjamin Franklin
- George W. Bush
- Bill Clinton
- Elvis Presley
- Oprah Winfrey
- Franklin D. Roosevelt
- Billy Graham
- Thomas Jefferson
- Walt Disney
- Albert Einstein
- Thomas Alva Edison
- John F. Kennedy
- Bob Hope
- Bill Gates
- Eleanor Roosevelt
- Lance Armstrong
- Muhammad Ali
- Rosa Parks
- The Wright Brothers
- Henry Ford
- Neil Alden Armstrong

How many of these names do you recognize? _____

How many of these people are still living? _____

How many are politicians? _____

How many are entertainers? _____

Who selected these Americans? _____

What impact does the selector have on the final list of those selected?

If you asked Canadians to come up with a list of "great" Americans, how do you think the list would change?

Activity – Making an Impact

Grades 11–12.



Teacher Notes

During this activity, students will reflect on the notion of “having an impact” and “leaving a legacy”. They will deconstruct a piece of journalism that reflects on the concept of “biography”, and use it as a starting point to judge their own actions and telescope into the future.

What to Do

Over the course of week or so, ask students to gather together biographical material: books, magazine articles, profiles, extended obituaries (such as those published in *The Globe and Mail*; www.theglobeandmail.com/liveslived). If possible, have a recording of a biography (www.biography.com or www.biographie.net), or something closer to the students’ lives (a MuchMusic/Musique Plus profile on a particular musician, for example), and watch it (or parts of it) with your students. Create a section in your classroom for the biographies.

Brainstorm with your students about the types of information that are usually included in a biographical piece. List these on the board. Introduce the terms “legacy”, “impact”, “negative impact”, and “reverse impact” (i.e., the impact if the person had NOT done what they did). Are photos important to a biography? Spoken word? Interviews with other people about the person being profiled?

Ask students to research and write a newspaper-type article about someone they know (not necessarily a famous person), living or dead, using **Sheet 10: Biography** to help them. Students should interview at least one person, and their profile should include a photo and information about the subject’s early life, achievements, impact, and legacy.

When the students have completed this task, post their biographies in the classroom.



What You’ll Need

- One 45-minute classroom period
- An area of your classroom to devote to “biography”
- TV and/or VCR/DVD player, if desired
- Student copies of **Sheet 10: Biography**



Learning Objectives

Students will:

- deconstruct a piece of journalism and identify its component parts, including its persuasive argument;
- reflect on their own actions and imagine future outcomes,
- identify the components of a biographical profile and use presentation skills to create a biography highlighting the concepts of “legacy” and “impact”.

Biography

Student Sheet



Name of subject: _____

Resources used: _____

Interview(s): _____

Interview questions:

Possible photos/images:

Early life:

Achievements:

Impact (positive, negative, reverse):

Legacy:

Activity – Being Canadian

Grades 11–12.



Teacher Notes

This activity asks students to personalize their own lists of “great Canadians” by working in groups to create a shortlist.

What to Do

If you haven’t done one of the other activities, take a moment to discuss the concepts of “fame”, “greatness” and “celebrity” with your students. Pose the question: If you were creating a Hall of Fame, what would some of the selection criteria be?

Ask students to divide into small groups of three or four. Assign them one of the Halls of Fame below, or ask them to come up with their own Hall of Fame. Give each group a copy of **Sheet 11: Selection Committee**. Give them time to fill it out (alternative: do this as a homework assignment). Students must select one member of their group to present their new Hall of Fame to the class.

Suggested Halls of Fame

- Living Canadians
- World Leaders in History
- Top Moneymakers
- Environmental Champions
- Canadian Musicians
- Canadian Rock Musicians
- Chinese-Canadians (or any other Canadian cultural community)
- Aboriginal Canadians

Within their groups, students should come up with their own criteria, select five inductees, fill out **Sheet 11**, and discuss display possibilities if they are creating a physical hall of fame.

When the groups have decided what their Hall of Fame looks like, and who the inductees are, have a group representative make a presentation to the rest of the class. To extend this activity, student groups could create drawings of their exhibition, or present their Hall of Fame as a PowerPoint slide show.



What You’ll Need

- Two 45-minute classroom periods, plus homework time
- Student copies of **Sheet 11: Selection Committee** — one per group



Learning Objectives

Students will:

- reflect on Canadians who have had a lasting impact on Canadian society;
- use multimedia skills to explore and define a selection criteria, and
- use study skills and research to categorize the achievements of famous Canadians.

Selection Committee

Student Sheet



11

Name of Hall: _____

Five important criteria:

1. _____
2. _____
3. _____
4. _____
5. _____

Inductees MUST be/have:

Five nominees and three (or more) reasons for selection:

Nominee 1. _____

Reasons:

Nominee 2 _____

Reasons:

(continuation)



Nominee 3 _____

Reasons:

Nominee 4 _____

Reasons:

Nominee 5 _____

Reasons:

***You are creating a Hall of Fame for others to visit.
What types of exhibitions would you like to include?
What sorts of artifacts? Suggest one artifact per inductee.***