

Face to Face in the Classroom

Activities for Grades 6–8

Quebec: Cycle 3 (Year 2) to Secondary 2

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 social studies 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.

Making Connections across Subject Areas

Face to Face activities are designed to encourage student learning in Canadian history and geography, 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 may be highlighted: Health and Science, Politics and Government, Sports and Physical Fitness, Business and Economy, and Music.



Notes

Activity – Seeing Stars

Grades 6–8.



Teacher Notes

Students use activity sheets to define “celebrity” versus “important person”, as well as to explore the online exhibition, **Face to Face: The Canadian Personalities Hall**.

What to Do

Photocopy the student sheets for this activity. **Sheet 1: Seeing Stars** is for classroom use. **Sheet 2: Canadian Personalities** can be done in the computer lab, or as homework. Have all sheets ready before you start.

Write the word “celebrity” on the board. Ask students to come up with definitions. Example: “A widely-recognized person who commands a high degree of public and media attention.”

Once you have a working definition, ask students to suggest a list of celebrities and what they are famous for (e.g., Wayne Gretzky, hockey player), and write these on the board.

After a few minutes, ask students how many of their suggested celebrities are Canadian. Note which ones are Canadian on the board. Do the students see any groupings (e.g., musicians, athletes, politicians)?

Hand out **Sheet 1: Seeing Stars**, and have students work on it for a few minutes. On this sheet, students will be asked to differentiate between “famous” and “important” figures. When they have finished filling in their sheets, they will have identified one famous Canadian and one important Canadian.

Once the students are finished filling in **Sheet 1: Seeing Stars**, ask them to write the name of their “famous” Canadian and their “important” Canadian on two pieces of paper (or nametag stickers).

Begin by having students identify themselves as their “famous” Canadian. Ask them to divide into groups based on the categories already suggested above (i.e., musicians, athletes, politicians, etc.). Which category is the largest? Why do students think this might be? Are there any other differences, such as male versus female celebrities, regional differences, language differences, or ethnic diversity?



What You’ll Need

- About 45 minutes of classroom time, plus homework time or time in the computer lab
- Student copies of **Sheet 1: Seeing Stars** and **Sheet 2: Canadian Personalities**
- Pieces of paper or nametag stickers
- Internet access



Learning Objectives

Students will:

- be introduced to various famous Canadians featured in the online exhibition;
- use multimedia skills to explore and define vocabulary, and
- use study skills and research to categorize the achievements of famous Canadians.

Activity – Seeing Stars (continuation)



Repeat the process with their “important” Canadians. Do the students feel that anyone is missing from their groupings (e.g., women, visible minorities, etc.)?

Ask students how many of their Canadians are living or dead. Ask all students representing living Canadians to sit down. Are there many dead Canadians? Why, or why not? (Note: You may wish at this point to explore how students find out about celebrities and famous people — television, Internet, word of mouth, news media, textbooks, movies, etc. — then ask if they find it harder or easier to learn out about Canadians who lived a long time ago, such as Samuel de Champlain or Sir John A. Macdonald.)

Explain that the Canadian Museum of Civilization has created a special exhibition to celebrate important Canadians. Give the students **Sheet 2: Canadian Personalities**. Do any of them match the people selected by your students? Ask students if they can guess the selection criteria for choosing these personalities (see sidebar “Selecting Canadians for Face to Face: The Canadian Personalities Hall” for more information). Assign each student one of the Canadians from the sheet. They can complete this sheet as homework, or in the computer lab.



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/her lasting impact could be more accurately assessed.
- The individual had to have made a significant and lasting contribution to Canada or to Canadians.
- There had to be artifacts relating to them.
- There had to be a critical mass of documented information about them.

Seeing Stars

What is the difference between a famous person and someone who is important?

Student Sheet

1



Fill in the blanks below.

Name five **FAMOUS** Canadians.

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

Name five **IMPORTANT** Canadians.

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

Pick one name from each list and think about the following questions.

FAMOUS Canadian

How do you know about this Canadian? _____

Why is this person *famous*? _____

Would you call this person a celebrity? _____

Do you admire this person? Why or why not?

IMPORTANT Canadian

How do you know about this Canadian? _____

Why is this person *important*? _____

Would you call this person a celebrity? _____

Do you admire this person? Why or why not?

Canadian Personalities

Explore the people in *Face to Face: The Canadian Personalities Hall* at the Canadian Museum of Civilization.

Student Sheet

2



Face to Face: The Canadian Personalities Hall celebrates the impacts and achievements of Canadians, both familiar and less well-known. In selecting these individuals, Museum staff identified several types of achievement, which ultimately became the five themes of this exhibition. Because there are so many Canadians worthy of mention, the Museum is planning to introduce new personalities over time.

Here are the first Canadians to be included in the exhibition. Do you recognize any of the names?

Group 1: We Governed

- John A. Macdonald
- Tommy Douglas
- Joey Smallwood
- Pierre Elliott Trudeau
- Jeanne Sauvé

• _____

Group 2: We Built

- Jules R. Timmins
- Samuel de Champlain
- David Thompson
- Francis Rattenbury
- James B. Harkin

• _____

Group 3: We Fought

- Louis-Joseph, Marquis de Montcalm and James Wolfe
- Joseph and Mary Brant
- Thomas D'Arcy McGee
- Pierre Bourgault
- Nellie McClung

• _____

Group 4: We Founded

- Timothy Eaton
- Alphonse Desjardins
- Adelaide Hunter Hoodless
- Brother André
- Lotta Hitschmanova

• _____

Group 5: We Inspired

- Arthur Lismer
- Peter Pitseolak
- Herman Smith "Jackrabbit" Johannsen
- Gabrielle Roy
- Mordecai Richler

• _____

In order to be included in **Face to Face: The Canadian Personalities Hall**, the person had to:

- be Canadian, or have made a significant contribution to Canada;
- have been dead for more than five years (so that the lasting impact of the individual could be more accurately assessed), and
- fit into one of the categories ("we built", "we inspired", etc.).

Browse the Canadian Museum of Civilization Web site for this exhibition at www.civilization.ca/facetoface and find out more about some of the names you don't recognize.

Assignment: Add one more name to each group. For this exercise, make sure that the person you suggest is Canadian, and that he or she has been dead for at least five years.

Activity – Making an Impact

Grades 6–8.



Teacher Notes

Students use activity sheets to make a “player card” featuring a famous Canadian.

What to Do

Photocopy **Sheet 3: High-Impact Players** for your class. Have the sheets ready before you start.

Review with your students what a “celebrity” is, especially if you haven’t done the **Seeing Stars** activity from this resource. Ask your students if there is a difference between a “celebrity” and an “important person”. You can use two different examples, such as a singer and a well-known politician. What sorts of things do your students know about these people (e.g., information such as age, marital status, most famous songs/speeches/legislation, etc.)?

Discuss the term “impact”. What does it mean? Do important people have an impact on students? Do celebrities? See if your students can come up with a verbal list of people who have an impact on their daily lives (teachers, parents, coaches, etc). Can people you don’t know have an impact on your life?

Distribute the sample cards you have collected. Ask students what sorts of cards they’ve received (this works especially well if you have a variety of card types). What is the purpose of these cards (trading, learning information about a player or character, etc.). What kind of information is found on the card? Put students’ answers up on the board in bullet form. Introduce the term “impact”, and try to find some examples from the cards (a hockey player who was crucial to winning a particular tournament, for example).

Tell students that they are going to design a card for a famous Canadian, highlighting this individual’s impact on Canada and Canadians.

Distribute **Sheet 3: High-Impact Players**. Assign one Canadian featured in **Face to Face: The Canadian Personalities** Hall to each student. Alternative: if you have done the **Seeing Stars** activity, students could also use one of the Canadians they identified in that activity.



What You’ll Need

- About 45 minutes of class time and some homework time
- Student copies of **Sheet 3: High-Impact Players**
- Card examples: hockey cards, baseball cards, other collector cards
- Internet access



Learning Objectives

Students will:

- become familiar with the term “impact” and will identify Canadians who have influenced our society;
- use multimedia skills to research salient information about a famous Canadian, and
- use presentation skills to make a persuasive argument.



Here is a list of the Canadians featured in Face to Face: The Canadian Personalities Hall at the Canadian Museum of Civilization. They are divided into different groups or “teams”.

Team 1: We Governed

- John A. Macdonald
- Tommy Douglas
- Joey Smallwood
- Pierre Elliott Trudeau
- Jeanne Sauvé

Team 4: We Founded

- Timothy Eaton
- Alphonse Desjardins
- Adelaide Hunter Hoodless
- Brother André
- Lotta Hitschmanova

Team 2: We Built

- Jules R. Timmins
- Samuel de Champlain
- David Thompson
- Francis Rattenbury
- James B. Harkin

Team 5: We Inspired

- Arthur Lismer
- Peter Pitseolak
- Herman Smith “Jackrabbit” Johannsen
- Gabrielle Roy
- Mordecai Richler

Team 3: We Fought


- Louis-Joseph, Marquis de Montcalm and James Wolfe
- Joseph and Mary Brant
- Thomas D’Arcy McGee
- Pierre Bourgault
- Nellie McClung

Choose one of these Canadians and make a player card for them. Go to www.civilization.ca/facetoface to find out more about your famous Canadian.

(continuation)




Your Player card

 Find a picture from a magazine, use an online printout, or draw it freehand, and stick it here!

PLAYER'S NAME _____

TEAM NAME _____

Draw a logo and stick it here!

 DATE OF BIRTH _____

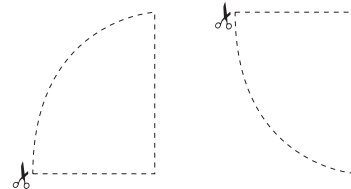
DATE OF DEATH _____

SIGNIFICANT IMPACT _____

ACHIEVEMENTS _____

PERSONAL DETAILS _____

Draw a logo and stick it here!



Activity – Being Canadian

Grades 6–8.



Teacher Notes

As a class, students will create a “Canadian Hall of Fame” and nominate their first inductees.

What to Do

If you haven’t already done one of the other activities, it will be important to discuss the concepts of “celebrity”, “fame”, “importance” and “impact” with your students. Ask them to name some famous people; list these names on the board and try to determine how many of them are Canadians. Encourage students to articulate if and how any of these people have had an impact on their lives.

Ask students to think about other halls of fame (baseball hall of fame, hockey hall of fame, etc.). What kinds of rules determine who will be inducted into a hall of fame?

Explore with your students the difficulty of choosing Canadians for a Canadian Hall of Fame. What are some of the criteria that students might use for creating their own Canadian Hall of Fame?

As your students come up with ideas, record these on the board. Ask students to determine (by vote) which criteria are the most important. Ask students if it is important to show diversity (regional, linguistic, ethnic, gender, etc.).

Using their criteria, have students brainstorm Canadians who “fit the bill”. Students then must decide on the Canadian for whom they want to produce a nomination to their own Canadian Hall of Fame. Make sure that there are no duplications.
Note: students should be familiar with the Canadian they choose.

Distribute **Sheet 4: Nomination Form**. Students must fill out the information using the Internet, the library and other sources of information.

When students have completed this exercise, post their Nomination Forms on a bulletin board. Have students make a very short presentation on their candidate. Tell the students that, as a class, they can only induct five Canadians into the Hall of Fame this year. Which five will they choose? Hold a vote to see who makes it in!



What You’ll Need

- Two 45-minute sessions of class time
- Homework time
- Student copies of **Sheet 4: Nomination Form**.



Learning Objectives

Students will:

- become aware of “selection criteria” as an important factor in determining the famous Canadians included in the exhibition;
- reflect on contributions made by influential Canadians, and
- make a persuasive argument for their own Hall of Fame candidate.

Nomination Form

Student Sheet



4

Nominate someone for your Canadian Hall of Fame!

Name of Nominee: _____

Nominator: _____

Relationship to Nominee (if any): _____

How long have you known the Nominee? _____

Birth and/or death dates of Nominee: _____

How does the Nominee fit your Canadian Hall of Fame criteria?

Accomplishments and awards: _____

Important milestones: _____

Impact on Canadian society: _____

Personal impact (if any): _____

The Canadian Hall of Fame would like to display one or two objects representing your nominee. Please make suggestions for these items (a pair of skates for a famous hockey player, for example). Tell us why you think these items are important.
