

Face to Face in the Classroom

Activities for Grades 9–10

Quebec: Secondary 3 and 4

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*



Activity – Seeing Stars

Grades 9–10.



Teacher Notes

Students decide on inductees into a Canadian Hall of Fame, using varied criteria.

What to Do

Photocopy the student sheet for this activity (**Sheet 5: Great Canadians**) and have it ready for distribution.

Explain the scenario to students:

- What makes a “great” Canadian?
- What are some of the problems related to defining a great Canadian?

Ask if students have visited any type of hall of fame. Ask them about the rules for inclusion or exclusion. Explain that the students will vote on inductees for **Face to Face: The Canadian Personalities Hall** at the Canadian Museum of Civilization. They can select five names from the list on **Sheet 5: Great Canadians**.

Distribute **Sheet 5: Great Canadians** and have students read it over and make their selections.

Collect the forms, and have two students tabulate the results. While students do this, assign individuals from **Sheet 5: Great Canadians** to your students.

Discuss the voting:

- Which names were chosen?
- Why do students think these were the “winners”?
- How great a role does name recognition play (e.g., if you are famous, does that mean you are “great”)?
- Who seems to be missing from this list?
- What names would students add?



What You’ll Need

- Two 45-minute periods
- Time for library research or homework
- Internet access
- Student copies of **Sheet 5: Great Canadians**



Learning Objectives

Students will:

- be introduced to various famous Canadians in **Face to Face: The Canadian Personalities Hall**;
- use multimedia skills to explore and define vocabulary, and
- analyze the selection and impact of the Canadians featured in **Face to Face: The Canadian Personalities Hall**.

Activity – Seeing Stars (continuation)

Using the library and the Canadian Museum of Civilization’s Web site, have students research their assigned personality and answer the question: “Should this person be in a Canadian Hall of Fame?” Students should present their arguments for and against, including the person’s impact on individuals, society, and history. Students should be prepared to make a short (2–3 minute) presentation on the person assigned to them.

After the class has made its presentations, have students brainstorm about the criteria for inclusion in the Canadian Museum of Civilization’s **Face to Face: The Canadian Personalities Hall**



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 Canadians.
- There had to be artifacts relating to them.
- There had to be a critical mass of documented information about them.



The Canadian Museum of Civilization has created an exhibition about influential and important Canadians. From the list below, choose five that you think best represent “great Canadians”.

- Brother André (1845–1937) — cleric.**
Founded Saint Joseph’s Oratory in Montreal: one of the world’s great Catholic sanctuaries.
- Mary Brant (ca. 1736–1796) and Joseph Brant (1742/43–1807) — Aboriginal leaders.**
Played a major political and diplomatic role between the Iroquois people and the British military during the War of American Independence.
- Pierre Bourgeois (1934–2003) — Communicator.**
A colourful non-conformist and co-founder of, and spokesman for, the Rassemblement pour l’indépendance nationale.
- Samuel de Champlain (ca. 1570–1635) — explorer and administrator.**
Founded the city of Quebec: the first permanent European settlement in Canada, and one of the oldest in the Americas.
- Alphonse Desjardins (1854–1920) — Founder of the caisses populaires.**
Founded the credit union system in North America: an alternative to big banks.
- Tommy Douglas (1904–1986) — Premier of Saskatchewan and Leader of the New Democratic Party**
Pioneer of many innovative social programs, most notably universal healthcare.
- Timothy Eaton (1834–1907) — retailer.**
Founded the Eaton’s department stores: a chain that merchandised coast-to-coast through catalogue sales.
- James B. Harkin (1875–1955) — public servant.**
Architect of the National Parks system in Canada (and its first commissioner), who used his energy to preserve and protect Canada’s natural legacy.
- Lotta Hitschmanova (1909–1990) — humanitarian.**
Founded the Unitarian Service Committee of Canada, which helped thousands of refugees from war-torn countries find aid.
- Adelaide Hoodless (1857–1910) — educator and reformer.**
Founded the Women’s Institute to teach women about motherhood and household management.
- Herman Smith “Jackrabbit” Johannsen (1875–1987) — Cross-country skier.**
Founded numerous ski clubs and programs to encourage people to become, and remain, physically active well into old age.
- Arthur Lismer (1885–1969) — educator and artist.**
Member of the Group of Seven, and instrumental in educating a generation of young people about art.

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- **Nellie McClung (1873–1951) — feminist.**
Fought for a woman’s right to vote and run for office, and was one of the Famous Five who fought to have women recognized as “persons” under the law.
- **John A. Macdonald (1815–1891) — first Prime Minister of Canadian Confederation.**
Principal author of the Canadian Constitution; unified the country by spearheading the construction of a transcontinental railway.
- **Thomas D’Arcy McGee (1825–1868) — journalist and politician.**
A founder of Confederation, advocate of Irish rights; later assassinated.
- **Louis-Joseph, Marquis de Montcalm (1712–1759) and James Wolfe (1727–1759) — soldiers.**
Fought on the Plains of Abraham for possession of the country by either France or Great Britain. Both men died of wounds they received on the battlefield.
- **Peter Pitseolak (1902–1973) — photographer and artist.**
Captured his Inuit culture through photography and painting at a time of rapid transition in the Canadian North.
- **Francis Rattenbury (1867–1935) — architect.**
Colourful architect whose work dominates the cityscapes of British Columbia.
- **Mordecai Richler (1931–2001) — writer.**
Prolific and humorous writer who captured the complex Jewish culture of Montreal.
- **Gabrielle Roy (1909–1983) — writer.**
Inspired by the miseries of urban life, she wrote many novels which have become Canadian classics.
- **Jeanne Sauvé (1922–1993) — Speaker of the House of Commons and Governor General of Canada.**
Pioneered women’s roles in politics; first Quebec woman elected to federal parliament; first woman to become Speaker of the House of Commons and first female Governor General.
- **Joey Smallwood (1900–1991) — Premier of Newfoundland.**
Responsible for bringing Newfoundland into Confederation.
- **David Thompson (1770–1857) — mapmaker.**
Explored and mapped vast areas of the Canadian West.
- **Jules R. Timmins (1889–1971) — mining entrepreneur.**
Founder of many mining operations on the Ungava Peninsula; responsible for the creation of many northern communities.
- **Pierre E. Trudeau (1919–2000) — Prime Minister of Canada.**
Responsible for repatriating the Canadian constitution and instituting official bilingualism.

Activity – Making an Impact

Grades 9–10.



Teacher Notes

During this activity, students will research a Canadian through his or her speeches or interviews. Using primary and secondary research methods, students will “hear” the voices of Canadians who have had an impact on society.

What to Do

Make enough copies of **Sheet 6: In My Words** for all students, and have them ready.

Brainstorm with your students about what issues are important to them (e.g., the environment, racism, global warming, violence, etc.). Ask students to choose one of these issues, then select a Canadian who is addressing this issue (past or present).

Tell students that they are going to create a poster which presents their choice, using an actual quotation from or about the famous person. Research resources can include Internet sites (the CBC’s archives have many interviews with famous Canadians), newspaper or magazine articles, or biographies.

Visual images can be in collage form, hand-drawn, or computer-assisted. The images should be as compelling as possible.



What You’ll Need

- 45 minutes class time and/or homework time
- Internet or library access
- Student copies of **Sheet 6: In My Words**



Learning Objectives

Students will:

- define and explain issues that are important to them;
- use multimedia skills to explore an issue and identify a Canadian who has made, or is making, a difference in a chosen field, and
- make a persuasive presentation about their selected Canadian.

Activity – Making an Impact (continuation)



Distribute **Sheet 6: In My Words**. Allow students class time, or assign the research for homework. When students have completed this task, display their posters in the classroom.

Some suggestions:

- The environment: David Suzuki, Elizabeth May, Bob Hunter, James B. Harkin, various politicians and Prime Ministers.
- Racial tolerance: Michaëlle Jean, Oscar Peterson, various musical artists.
- Child labour/children's issues: Craig Kielburger.
- Education: Arthur Lismer.
- Provincial personalities who relate to specific aspects of provincial curricula could include Louis Riel in Manitoba, Joey Smallwood in Newfoundland, and Sir James Douglas in British Columbia.



Alternate Activities

- Discuss with your students the possibility of presenting a Canadian who is affecting an issue in a way with which they disagree (e.g., a politician who promoted racial intolerance).
- If students have the technological expertise, have them create a PowerPoint presentation about their "spokesperson".



Choose an issue that is important to you (e.g., the environment, poverty, racism, children's rights, etc.). Choose a spokesperson: a Canadian who has made a difference in this area, in either a positive or negative way.

What have they said?

Your spokesperson has probably said a lot about your issue. Read or listen to interviews with your spokesperson. Choose a quotation that sums up their beliefs or their impact.

My research sources:

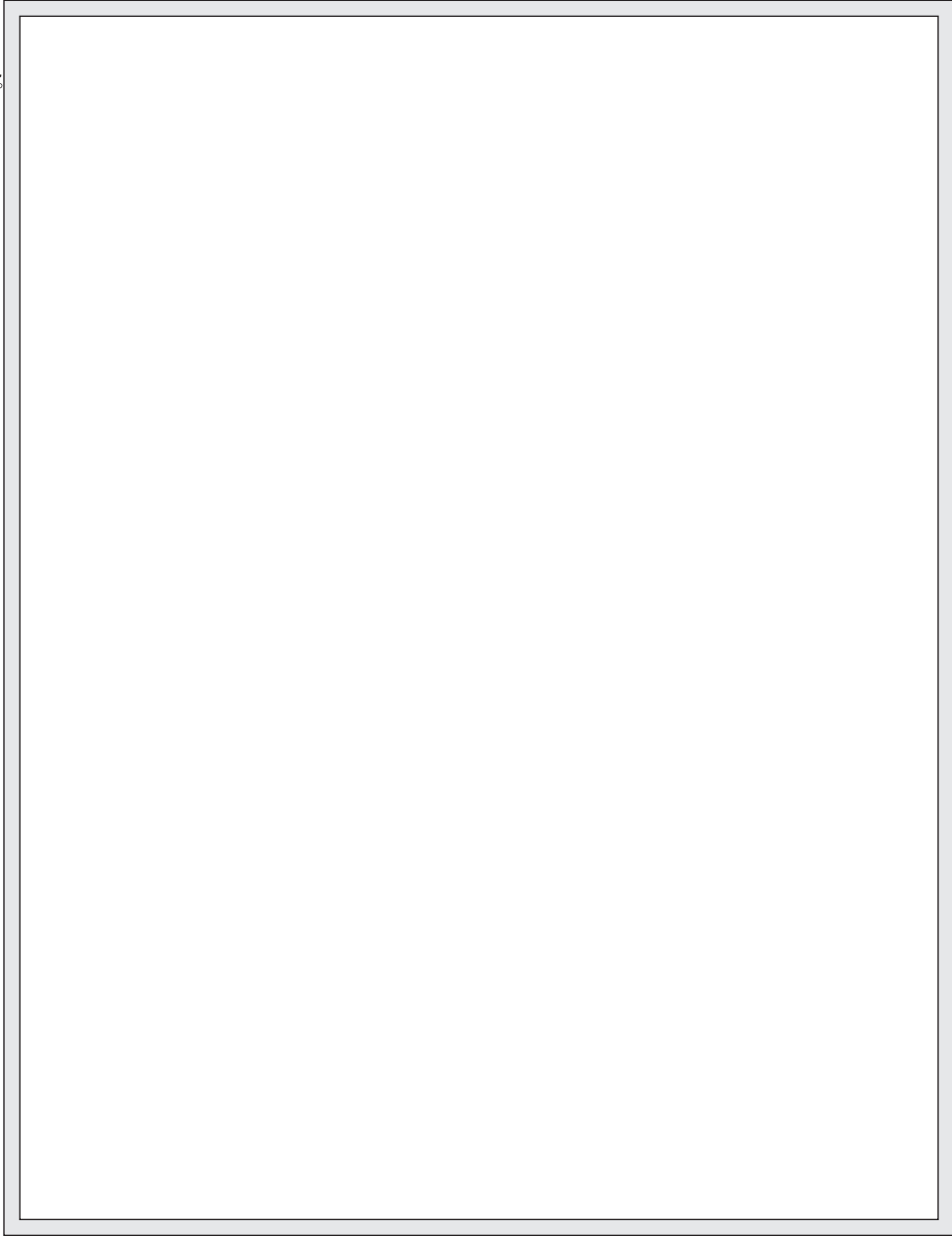
Possible quotes:

Create a poster with a picture of your spokesperson, an image (or images) that represent the issue, and a quotation that sums up your issue.

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Your poster



Activity – Being Canadian

Grades 9–10.



Teacher Notes

In this activity, students are encouraged to think beyond traditional concepts which imply that “famous” is the same as “important”. Students will research local personalities and present them to their classmates, based on impact and influence.

What to Do

Begin with a discussion about the terms “famous” and “great”, with questions such as these:

- What is fame?
- What is a celebrity?
- What makes a person “great”?
- Can you name a local celebrity?
- Can you name a local person who is making a difference?
- Why is this person important?

The answers to these questions can be quite subjective; there is no single right answer. As the students come up with names, list them on the board. Prompt the discussion with questions such as:

- Who has had a direct impact on your life?
- Who makes a difference?
- Are they politicians? Coaches? People who run local charities or businesses?
- Parents? Elders?

Ask students to choose one local great Canadian. Hand out **Sheet 7: Interview a Local Great Canadian**. Students should interview their personality and write a short paper based on their findings. Discuss the concepts of “negative impact” and “reverse impact” (i.e., the impact had the local “great” person NOT done what they did).



What You’ll Need

- One class period, plus research time
- Student copies of **Sheet 7: Interview a Local Great Canadian**



Learning Objectives

Students will:

- develop their interview techniques;
- interact with local citizens who are making a difference at a grassroots level, and
- become aware of multiple perspectives on an issue of interest.



Alternate activity

- have your students make a display or give an oral presentation on how their selected “local great Canadian” is having an impact.

Interview a Local Great Canadian

Student Sheet

7



Interviewer: _____

Interviewee: _____

Description of Local Great Canadian (e.g., coach, mother, teacher, etc.):

Setting up the Interview

Ask your potential interviewee if you can have ten minutes of their time. Explain to them that you're working on a school project about local great Canadians, and that you will be writing a short paper about them. Make sure you offer to make a copy of your paper for your interviewee (it's only polite!).

Once you have decided on a time and a place, make sure you bring paper and a writing implement. Use the questions below, and come up with some additional questions of your own. Don't be afraid to follow up a question with another question. Take notes (you'll be surprised at how much you forget!). If you have access to a voice recorder, you can always record the interview. Make sure you ask the person's permission before recording.

Interviewing Techniques

Be polite and respectful, even if you don't fully agree with the person's point of view. Ask open-ended questions (questions that don't have a "yes" or "no" answer). If you don't understand the answer, or want the person to give you more details, prompt for more information (for example, ask something like "Could you tell me more about that?" or repeat the last thing they said, turning it into a question: "You left your home when you were 12?")

(continuation)



Interview Questions

What kind of childhood did you have?

Answer: _____

Who were your influences?

Answer: _____

Tell me about your neighbourhood.

Answer: _____

What's important to you?

Answer: _____

How do you make a difference?

Answer: _____

How would you like people to remember you?

Answer: _____

Additional questions

