

| <p style="text-align: center;">ELA A30 Unit 1: Canadian Perspectives Celebrating the Glorious and Acknowledging the Scandalous Ms. Shayna Zubko</p> | |
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| Outcomes Addressed in this Unit: | |
| <ul style="list-style-type: none"> • CR A30.2 View and evaluate critically information from Canadian visual and multimedia texts • CR A30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts • CR A30.4 Read and apply knowledge from informational texts and literary texts from Canadian authors as a basis for understanding self and the multiplicity of perspectives that make up Canadian culture • CC A30.3 Present and express a range of ideas and information in formal and informal situations for differing audiences and purposes • CC A30.4 Create a variety of informational and literary texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining • AR A30.1 Assess own work for precision, clarity and artistry • AR A30.2 Reflect on personal growth and successes | |
| Big Ideas | Essential Understandings |
| <ul style="list-style-type: none"> • What does it mean to be Canadian and what is our Canadian identity? • What contributions have Canadian individuals made to the character of the Canadian community? Identity? • Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life? • What is the basis of Canadian national pride? • How can we ensure that all perspectives and voices in Canada are seen, listened to, read, and celebrated? • How are multicultural perspectives in Canada captured and represented by its artists and authors? • How do we honour the histories of the many peoples who live in Canada while we forge landscapes that are contemporary and emerging? | <ul style="list-style-type: none"> • Canadian identity – who are we as a nation? Community? Individuals? • The past and present intertwined – a sense of the collective histories and the contemporary • The importance of acknowledging past wrongs to better the future • Sense of community • Glory vs Scandal – what events represent these and how have they shaped the perspectives and landscape of Canada and Canadians? • National pride and nationalism • Multiculturalism • Canada’s societal issues |

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| <ul style="list-style-type: none"> What societal issues concern Canadians? How have societal issues changed over the course of our nationhood? | |
| Knowledge | Skills |
| Historical events – Canada’s history Writing techniques – Editorial, Persuasive, Expository Reading for Understanding and Analysis Symbolism and Imagery | Comprehend and respond Analysis and Critiquing Interpretations Research and Inquiry Discussion – Guide and Participant |
| Assessments | |
| <ul style="list-style-type: none"> Expository Writing Persuasive Writing Analysis/Critique Research Panel Discussion The Editorial Voice (choice) | |
| Instructional Plan | |
| <ol style="list-style-type: none"> Brainstorming: What are the glorious and scandalous moments that we know already in Canada’s history? Menti <ul style="list-style-type: none"> What are the definitions of glorious and scandalous? Does this change your brainstorming? Initial response (via Google Classroom): How do the events of the past reflect the country we have become today? Scandals of Canada’s Past - Introduction <ul style="list-style-type: none"> The Poor choices and embarrassing moments of Canada: Olympic scandals, October Crisis, Tainted Blood, Residential Schools, Colonization, 60s Scoop View videos and respond: Is the event a fleeting moment of national embarrassment or is it a scar on the nation’s soul? “Inconvenient Skin” by Shane Koyczan <ul style="list-style-type: none"> Listen to/Read and respond/discuss via Quizzizz Analysis of lines – Have students work in pairs or small groups to infer/predict/analyze what historical events the author is referring to throughout the poem Students will choose a line/stanza to analyze in Padlet Why is acknowledgment of the scandalous difficult yet necessary? Panel Discussion – Research Assignment The Glorious – Introduction <ul style="list-style-type: none"> Pride in our achievements: Military successes, achievements in sport, universal healthcare, multiculturalism, vast and varied landscape (from coast to coast) Representing Canada through visual <ul style="list-style-type: none"> Canadian Art – glorious and scandalous “Pretendians” – how is the landscape of Canada changing? The Editorial Voice – Formats: cartoon, written, rant, satire | |

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| <ul style="list-style-type: none"> • What positives, if any, have come out of the dark history of Canada? • How are Canadians working on seeking the truth in order to work towards reconciliation? <p>8. <i>Wenjack</i> by Joseph Boyden – Teacher Directed Novel Study</p> <ul style="list-style-type: none"> • What should we be reading/learning/trying to appreciate and gain understanding? |
| <p style="text-align: center;">Key Resources</p> <ul style="list-style-type: none"> • “The Secret Path” – Gord Downie • <i>Wenjack</i> by Joseph Boyden • “Inconvenient Skin” – Shane Koyczan (book and YouTube) • “How Residential School trauma of previous generations continues to tear through Indigenous Families” – CBC article • Editorials – Rick Mercer, Murray Mandryk, Political Cartoons (Mackay), etc. • “Pretendians” CBC Canada – Drew Hayden Taylor |