

ELA A30
Unit 1: Canadian Perspectives
Celebrating the Glorious and Acknowledging the Scandalous
Ms. Shayna Zubko

Outcomes Addressed in this Unit:

- CR A30.1 View, listen to, read, comprehend and respond to a variety of Canadian texts
- 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 	<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

<p>that are contemporary and emerging?</p> <ul style="list-style-type: none"> • What societal issues concern Canadians? How have societal issues changed over the course of our nationhood? 	
Knowledge	Skills
<p>Historical events – Canada’s history Writing techniques – Editorial, Persuasive, Expository Reading for Understanding and Analysis Symbolism and Imagery</p>	<p>Comprehend and respond Analysis and Critiquing Interpretations Research and Inquiry Discussion – Guide and Participant</p>
Assessments	
<ul style="list-style-type: none"> • Expository Writing • Persuasive Writing • Analysis/Critique/Synthesizing • Research • Panel Discussion • The Editorial Voice (choice) 	
Instructional Plan	
<ol style="list-style-type: none"> 1. 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? 2. 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? 3. “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? 4. Panel Discussion – Research Assignment 5. 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) 6. Representing Canada through visual <ul style="list-style-type: none"> • Canadian Art – glorious and scandalous 	

- “Pretendians” – how is the landscape of Canada changing?
7. Synthesizing Information
 - Review and reflect on the glorious and scandalous of Canada in both past and present.
 - Placemat activity – respond to big questions then have individual response to develop their own editorial voice.
 - Individual response after placemat activity
 8. The Editorial Voice – Formats: cartoon, written, rant, satire
 - 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?
 9. *Wenjack* by Joseph Boyden – Teacher Directed Novel Study
 - What should we be reading/learning/trying to appreciate and gain understanding?

Key Resources

- “The Secret Path” – Gord Downie
- *Wenjack* 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