

LEARNING FROM LABOUR



LESSON PLANS FOR INTERMEDIATE LEARNING
BASED ON THE ONTARIO CURRICULUM

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ETFO STATEMENT OF DEFINITION AND EQUITY

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity and foster respect and dignity for all.



PRESIDENT'S MESSAGE

The Supreme Court of Canada has recognized that, “The right to bargain collectively with an employer enhances the human dignity, liberty and autonomy of workers by giving them the opportunity to influence the establishment of workplace rules and thereby gain some control over a major aspect of their lives, namely their work.”

Chief Justice McLachlin wrote those words in 2007, but workers have been asserting their dignity, liberty and autonomy for generations.

How did we get to a point where workers’ rights are constitutionalized and considered in terms of human rights? Workers in Canada did not simply respond to historical events. They made decisions and took action to shape that history.

But we know workers had, and continue to have, vastly different experiences in Canada. The geography had an impact on the kind of work done in rural or urban communities. Women have struggled to win equal pay for equal work. Immigrant workers from all over the world have faced particular challenges of under-employment and racism.

The common thread is the agency and action of workers to improve and control their working lives.

I hope you find this labour-supportive resource helpful in the classroom and that it will strengthen and broaden teachers’ and students’ understanding of the extensive priorities and contributions of the labour movement – past, present and future.

In solidarity,

Sam Hammond, President
Elementary Teachers’ Federation of Ontario

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“The roles and responsibilities of unions have come under renewed scrutiny ... with government hostility ... heated rhetoric and legislative trial balloons ... Much of this is facilitated by the current economic insecurity which reinforces individualistic attitudes and often results in resentment directed at those who have it less bad (specifically as a result of union membership and the benefits that go along with it); a general lack of awareness of how much, exactly, society owes to the victories that labour unions have won for all workers and their families (like workplace safety standards, maternity leave, overtime vacations, child labour laws, etc.) - not to mention a lack of understanding of the rules by which unions operate; and those in positions of power growing evermore eager to use the tools at their disposal (corporate or legislative) to challenge the rights of unions to freely engage in the collective bargaining process to improve the lot of the workers they represent ... (There is a) role unions - specifically teacher unions - have played and continue to play in fighting for social progress and the protection and expansion of basic rights that are now often taken for granted ... classrooms and school communities are (also) implicated in these struggles to make the world fairer, more equitable and more just.

Erika Shaker. (2013). On the Front Lines: Teachers, Unions and Social Progress. Our Schools/Our Selves.

INTRODUCTION



Learning from Labour: Lesson Plans for Intermediate Learning based on the Ontario Curriculum has been written by ETFO members to support student learning about the agency and actions of workers in Canada.

This 125 page document, available as a free download from the ETFO website, features an overview unit plan and a series of nine lesson plans based on overall expectations of the Ontario Grade Seven or Eight Ontario History or Language Arts curriculum. Student worksheets in French and English are also included.

Lessons from *Learning from Labour* will engage students in learning about the work of the labour movement to improve working conditions from various perspectives.

Depending on the lesson(s) selected, students will examine labour events and issues through the lens of human rights, child labour, urban and rural labour, labour day, labour standards and immigration and racialization.

The lessons can be used individually or as a unit of study. The lessons are based on 45 minute instructional periods and are designed to be flexible; they can be extended and adapted to meet the needs of learners and the time available.

We hope that you find *Learning from Labour* a valuable resource for your History program!





UNIT PLAN

“Teacher unions were built on the idea that one united voice is much more powerful than a single whisper.”

Derrick Meador

“The art of teaching is the art of assisting discovery.”

Mark Van Doren



UNIT PLAN

LESSON DESCRIPTION	
<p>These series of lessons are designed to be flexible.</p> <p>While the timing in these lessons is based on a 45 minute period, the stages can easily be extended and adapted to the needs of your learners and to the time available.</p> <p>These lessons can be used individually or in conjunction with the Grade 7 or 8 Ontario History or Language Arts Curriculum.</p>	
ISSUE/GENERATIVE TOPIC	NOTES TO TEACHER(S)
<p>The Labour Movement in Canada</p> <p>Labour Standards (Employment Standards/Health and Safety Regulations)</p> <p>Labour Day</p> <p>Organized Labour (Unions)</p> <p>Child Labour</p> <p>Urban vs. Rural Labour</p> <p>Women and Labour</p> <p>Immigration and the Racialization of Work</p> <p>Human Rights as Workers Rights</p> <p>The Future of the Labour Movement</p>	<p>The Ontario Social Studies History Geography curriculum states that “the four concepts of historical thinking – historical significance, cause and consequence, continuity and change, historical perspective – underpin all thinking and learning in history” (p. 130).</p> <p>Historical Significance:</p> <p>Why are these people, events or developments still important today? How did they make an impact at the time and for how long did that impact last?</p> <p>Continuity and Change:</p> <p>To what extent did these people, events or developments influence our history? Did they have a positive or negative impact for different individuals and groups? How did things change (and to what degree) and how did they stay the same?</p> <p>Cause and Consequence:</p> <p>Why did the events or developments occur? What was the personal agency exhibited by people to make the events occur? Were the consequences intended or unintended? Who had power at the time and who did not? Who took action and who did not?</p> <p>Historical Perspective:</p> <p>Why is an idea or belief that was accepted in the past not appropriate today? How did different individuals or groups see and react to events at the time? Why is that different from today? Analyze the tension between conflicting past and present day viewpoints about historic events.</p> <p><i>Adapted from http://www.ohhfa.ca/media/Steps_to_Creation_of_a_Heritage_Fair_Project_Revised.pdf</i></p>

ESSENTIAL QUESTIONS AND RATIONALE	INTEGRATED SUBJECTS
<p>How have the struggles of the labour movement shaped our society today?</p> <p><i>We are the face of our union!</i></p> <p>As proud ETFO members, we have a meaningful story to share with our students about the progress that we, the teacher labour movement, have made over the last 150 years.</p> <p>This series of lessons will provide students with a background on the labour movement.</p> <p>By looking at labour from various perspectives, students gain an appreciation for how the struggles of diverse groups of working people, both in the past and the present, shape our society.</p> <p>They also have an opportunity to reflect on their family's experiences and how they themselves, in the future, can demonstrate agency.</p>	<p>History</p> <p>Language Arts</p> <p>Drama</p>
CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><i>What do you want the students to know?</i></p> <p>Students will learn about 'labour' from various perspectives.</p> <p>Depending on the lesson(s) selected, students will learn about significant events of the labour movement which fit specifically into the eras of the history curriculum; or examine labour events and issues through the lens of human rights, child labour, urban and rural labour, women, labour day, labour standards and immigration and racialization.</p>	<p><i>What do you want the students to do?</i></p> <p>Students will engage in inquiry, use disciplinary thinking, examine primary and secondary source documents, collect oral history, use and develop their reading, writing, listening, speaking and media skills.</p>
CURRICULUM/OVERALL EXPECTATIONS	
HISTORY	LANGUAGE
<p>Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments and/or issues that affected Canada and/or Canadians.</p> <p>Describe various significant events, developments and people in Canada between key dates indicated and explain their impact.</p> <p>Analyze key similarities and differences between Canada in the key dates indicated and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives.</p>	<p>Identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies.</p> <p>Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning.</p> <p>Generate, gather and organize ideas and information to write for an intended purpose and audience.</p> <p>Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.</p>

<p>Understanding Historical Context:</p> <p>Describe various significant events, developments and people in Canada between the key dates indicated and explain their impact.</p> <p>DRAMA</p> <p>Creating and Presenting:</p> <p>Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas and multiple perspectives.</p>	<p>GEOGRAPHY</p> <p>Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.</p>
<p>FRONTLOADING</p>	<p>LINKS TO PRIOR KNOWLEDGE</p>
<p>Students will access prior knowledge around concepts and experiences of labour.</p> <p>Each individual lesson provides the introductory information required.</p>	<p>These lessons are adaptable in that they can be used within the history or language arts curriculums.</p>
<p>CULMINATING TASK(S)</p>	<p>ASSESSMENT FOR THE CULMINATING TASK</p>
<p>The culminating lesson has students reflect on what's next for the labour movement, based on the issues that have been discussed throughout the eight lessons.</p> <p>However, there are multiple opportunities indicated for summative tasks throughout the series of lessons.</p>	

LESSON OVERVIEW

LESSON #	LESSON TITLE/DESCRIPTION
1	<p>THE RIGHTS AND RESPONSIBILITIES OF WORKERS AND EMPLOYERS</p> <p>This lesson examines the rights/responsibilities of workers and employers in Canada. Students will make predictions of how these have changed throughout history.</p>
2	<p>EVERY DAY IS LABOUR DAY!</p> <p>Students will select and explore one of three aspects of 'Labour' which positively impact our society yet are taken for granted: Labour Day and the labour movement, current Employment Standards and Health and Safety Regulations in Ontario and Organized Labour. Students will make connections as to how unions have impacted past and present society.</p>
3	<p>THE LABOUR DAY CRITICAL DESIGN CHALLENGE</p> <p>Students will be challenged to design a revitalized Labour Day celebration, making specific reference to the history and efforts of workers and the labour movement.</p>
4	<p>CHILD LABOUR</p> <p>Students will formulate questions from encounters with images of Canadian child labour at the turn of the 20th century and identify the factors that were due to the rise of the Industrial Revolution.</p>
5	<p>HUMAN RIGHTS AS WORKERS RIGHTS</p> <p>Students will study the relationship between human rights and workers' rights by analyzing the events of the 1872 Toronto Printers Strike and comparing contemporary standards of human rights to the rights of working people in the 19th century.</p>
6	<p>IMMIGRATION AND THE RACIALIZATION OF WORK</p> <p>Students will examine ways in which the prevailing societal racist view of immigrants from non-British backgrounds affected both their living and working conditions during the pre- and post-Confederation era.</p>
7	<p>IMMIGRATION AND RURALIZATION: URBAN VS. RURAL</p> <p>Students will develop an understanding of the importance of labour and immigration in urban settings vs.. rural settings at the end of the 19th and beginning of the 20th century in Canada. This lesson examines the human geography of Canada and how and where resources are used (i.e., the cyclical nature of urban/rural work).</p>
8	<p>WOMEN AND LABOUR</p> <p>Students will examine a variety of historical texts in order to dramatize the experiences, struggles and triumphs of Canadian women workers.</p>
9	<p>WHAT'S NEXT FOR THE LABOUR MOVEMENT?: EXAMINING UNION WEBSITES TO DETERMINE NEXT STEPS</p> <p>Students will review their learning from the unit and make connections to the labour movement today. Students will also make predictions about which rights the next labour movement will fight for.</p>

VOCABULARY


TERM	Take a 'language moment' to reflect on vocabulary in context. What does a word (labour, union, agency) mean to you? Where have you heard the word and used it before? What are some other ways to use that vocabulary? What does it mean in this context?
AGENCY	Agency is the capacity of individuals to act independently and to make their own free choices.
LABOUR	Labour can refer to trade unions, to the group of people who perform manual work or who work for wages, or to the act of working itself.
LABOUR STANDARDS	Labour Standards refer to Employment Standards and Health and Safety Regulations. These are laws which govern the minimum standards and practices for all workers and work environments in the province of Ontario. These Standards have evolved over time, often in response to gains made for workers by unions.
ORGANIZED LABOUR	Organized refers to organized labour, another term for a union..
UNION	A union is a democratic organization of workers which gives collective voice to workers, notably when dealing with their employer.





THE RIGHTS AND RESPONSIBILITIES OF WORKERS AND EMPLOYERS

LESSON 1



“Unions are about fairness: workplace fairness; economic fairness; opportunity fairness; political fairness; and democratic fairness. Unions promote fairness, not just for their members, but for all Canadians.”

James Clancy, National President, National Union of Public and General Employees

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Brooks Adams

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

Helen Caldicott

THE RIGHTS AND RESPONSIBILITIES OF WORKERS AND EMPLOYERS

LESSON PLAN



CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
The Rights and Responsibilities of Workers and Employers	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
This lesson examines the rights/responsibilities of workers and employers in Canada. Students will make predictions of how these have changed throughout history.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
<p>History</p> <p>Formulate questions to guide investigations into perspective of different groups on significant events, developments and/or issues that affected Canada and/or Canadians in the era under study.</p> <p>Identify key political and legal changes that occurred in and/or affected Canada during this period.</p> <p>Identify key social and economic changes that occurred in and/or affected Canada during this period.</p>	<p>BIG IDEAS</p> <p>Workers and employers have different responsibilities and rights within the workplace.</p> <p>Workers have not always had the rights that they do today and their workplaces have not always been safe. (Continuity and Change)</p> <p>FRAMING QUESTIONS</p> <p>What are the rights/responsibilities of workers and employers? How have these have changed since 1850?</p>	
READING	ACCOMMODATIONS/MODIFICATIONS	
	<p>Reduce number of questions required for “Inquiry Question” handout.</p> <p>Allow opportunities for students to present “Time Period Overview” handout orally.</p> <p>See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.</p>	

MATERIALS

<p>Chart paper or online brainstorming webtool (Today’s Meet, Padlet, etc.)</p> <p><i>Independent Inquiry Questions</i> handout</p> <p><i>Time Period Overview</i> handout</p>
--

LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)

I understand that workers and employers have different responsibilities and rights in the workplace.

I have an understanding of some of the important historical people, events and developments that played a part in the labour movement in Canada.

I can write questions that will help me find answers and guide my thinking throughout this unit.

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
BEFORE <i>(Activation/Review)</i> 15 minutes	SMALL GROUP DISCUSSION Break the students into groups of four or five. Have the group select one student to record the thoughts that come up during their discussion. Write the following questions on a whiteboard, chart paper or index cards for each group so students may refer to them easily. <ul style="list-style-type: none"> • What does it mean to be a worker? • What are their rights and responsibilities? • What does it mean to be an employer? What are their rights and responsibilities? • In the workplace, who has the most power and how is power distributed? In what ways may it be equal or unequal? LARGE GROUP DEBRIEF Review each question and ask the groups to share their ideas. This will help you identify the various lenses that students bring to the discussion and to determine whether any students have personal experiences of the labour movement.	ASSESSMENT FOR LEARNING During the discussion and brainstorming, assess the amount of knowledge the students have about the rights and responsibilities of workers/ employers today.	As students discuss, take note of their current knowledge and experiences. This will help guide you throughout the unit.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
DURING <i>(Working on it)</i> 5 minutes	<p>Explain to students that throughout the unit they will be examining and comparing the rights and responsibilities of workers and employers from 1850 to 1915 with workers' rights today.</p> <p>As a class, make predictions about the rights and responsibilities of each group in 1850.</p> <p>Record these predications on an anchor chart (titled "Predictions" or "Our Predictions").</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> • What do you think is similar/different? • How was the workforce similar/different? • How might the working conditions have been different? • What kinds of jobs might have been available during this time? • Who would have the most power at this time? 	ASSESSMENT FOR LEARNING During the discussion and brainstorming, assess the amount of knowledge the students have about the rights and responsibilities of workers/employers during this time period.	Assess during the discussion if further instruction is required around this time period. The extension activity at the conclusion of this lesson could be used to further develop student knowledge before continuing with the unit.
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 10 minutes	<p>Review how to write "thick" questions to help guide inquiry on a topic. ("Thick" questions cannot be answered by yes/no, may have more than one possible answer and may prompt additional questions, etc.)</p> <p>Collaboratively develop criteria for these questions to post on an anchor chart for use in the next step.</p> <p>Model "thick" questions by creating some of your own and explaining your thinking.</p>	ASSESSMENT FOR LEARNING Based on student responses, assess how much review is needed on how to write "thick" questions. Since these questions will frame the students' thinking throughout the unit, it is important to ensure that students understand how to write good research questions. ASSESSMENT AS LEARNING Collaboratively develop criteria that they can use in self-assessment of questions.	Take time to describe the concept of "thick" questions and how they can assist in guiding research. "Thick" questions will help avoid yes/no answers and will create rich discussion along the way. Examples of "thick" questions could be: "In what ways has the labour movement improved the quality of life for Canadian workers?" or "Which groups of people(s) have benefited from the labour movement?"

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i> 15 minutes	On the “Inquiry Questions” handout, have the students write five questions to guide their thinking throughout this unit.	ASSESSMENT OF LEARNING Formulating questions for research. Consider how well the students achieved the goal of creating open-ended, critical thinking questions that could guide a research project.	As students write, circulate to check-in with students and direct their attention to the “thick” questions anchor chart if needed.
	Once they have finished, have the students share with a partner and improve their questions to better meet the criteria. Throughout the unit, students can add details to this organizer as they find answers.	ASSESSMENT AS LEARNING In pairs, students will self-assess their questions and make improvements based on the set criteria.	
DIFFERENTIATION <i>(Modifications/Extensions)</i>	Rather than discussing power issues as a group, students may use newspapers or online sources to explore current labour situations. Use these articles to discuss how power is distributed. Allow students to create their five questions orally. Extension: To assist student understanding, use student textbooks or internet resources (included on the handout) to complete the <i>Time Period Overview</i> document. Before distributing the worksheet, review with students the types of features they would list under Political, Social, Economic and Technological categories.	ASSESSMENT OF LEARNING These differentiation and extension opportunities allow students to further develop their understanding of workers and employers throughout various time periods.	The extension activity is an opportunity for students to further develop their background knowledge of this time period.
REFLECTION	In their reflective journal, have students consider why it may benefit workers to have power in their workplace. Ask them to give three to five reasons and to explain their thinking.		

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
NEXT STEPS	<p>Contact a local labour leader or labour historian to provide an overview of the lives of early workers in Canada. This conversation could take place in person or via Skype.</p> <p>Show episodes from <i>Canada: A People's History</i> related to the time period of 1850-1915 and ask students to watch for how working people are portrayed. Who are the workers? What are they doing? Is there any mention of their treatment or how much they are paid? How are they shown to be contributing to Canada during the episodes?</p>		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

REFERENCE BIBLIOGRAPHY

Civilization.ca. *Canadian labour history, 1850-1999*. (n.d.). Retrieved June 5, 2015 from <http://www.historymuseum.ca/cmc/exhibitions/hist/labour/labore.shtml>

Phillips, P. (2009, September 4). *Highlights in Canadian labour history*. Retrieved June 5, 2015 from <http://www.cbc.ca/news/canada/highlights-in-canadian-labour-history-1.850282>

INDEPENDENT INQUIRY QUESTIONS WORKSHEET

INQUIRY QUESTIONS	ANSWERS
1.	
2.	
3.	
4.	
5.	

INTERNET RESOURCES

Canada in the Making. https://web.archive.org/web/20141105222708/http://www.canadiana.ca/citm/themes/constitution/constitution12_e.html

Canadian History Timeline. <http://www.canadahistory.com/timeline.asp>

The Canadian Encyclopedia, The Province of Canada. <http://www.thecanadianencyclopedia.ca/en/article/province-of-canada-1841-67/>

ERA AND LOCATION	POLITICAL <i>(How people governed themselves - who has and doesn't have a voice.)</i>	SOCIAL <i>(How people lived in groups and met their social need.)</i>	ECONOMIC <i>(How people met their physical needs.)</i>	TECHNOLOGICAL <i>(What technology was available and how did it evolve.)</i>

FORMULAIRE DE QUESTIONS POUR ENQUÊTE INDÉPENDANTE

QUESTIONS POUR L'ENQUÊTE	RÉPONSES
1.	
2.	
3.	
4.	
5.	

INTERNET RESOURCES

Canada in the Making. https://web.archive.org/web/20141105222708/http://www.canadiana.ca/citm/themes/constitution/constitution12_e.html

Canadian History Timeline. <http://www.canadahistory.com/timeline.asp>

The Canadian Encyclopedia, The Province of Canada. <http://www.thecanadianencyclopedia.ca/en/article/province-of-canada-1841-67/>


L'ÉPOQUE ET LE LIEU	POLITIQUE (Comment les gens étaient gouvernés et qui avait une voix et qui n'en avait pas.)	SOCIAL (Comment les gens vivaient en groupes et répondaient à leurs besoins sociaux.)	ÉCONOMIQUE (Comment les gens subvenaient à leurs besoins physiques.)	TECHNOLOGIQUE (Quelle technologie était disponible et comment a-t-elle évolué.)





EVERY DAY IS LABOUR DAY!

LESSON 2



“Who built Thebes of the seven gates?
In the books you will find the name of kings.
Did the kings haul up the lumps of rock?
And Babylon, many times demolished.
Who raised it up so many times? In what houses
of gold-glittering Lima did the builders live?
Where, the evening that the Wall of China was finished
did the masons go?”

*Excerpt from the poem
Questions From a Worker Who Reads by Bertolt Brecht, 1935*

EVERY DAY IS LABOUR DAY!

LESSON PLAN

CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Every Day is Labour Day!	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will select and explore one of three aspects of 'Labour' which positively impact our society yet are taken for granted: Labour Day and the labour movement, current Employment Standards and Health and Safety Regulations in Ontario and Organized Labour. Students will make connections as to how unions have impacted past and present society.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
HISTORY <p>Use the historical inquiry process to investigate perspectives of different groups on some of the significant events, developments and/or issues that affected Canada and/or Canadians.</p> <p>Describe various significant events, developments and people in Canada between key dates indicated and explain their impact.</p> <p>Analyze key similarities and differences between Canada in the key dates indicated and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives.</p>	THE BIG IDEAS <p>The benefits and rights we enjoy as citizens are the result of the struggles of others. Their actions in the past are significant because they impact me today. (Historical Significance)</p> <p>There are ways that we collectively recognize and celebrate those efforts in statutory holidays and festivals. (Cause and Consequence)</p> <p>Our families are part of this history as we are all part of labour in some way. (Continuity and Change)</p> THE FRAMING QUESTIONS <p>In what ways are Canadian human rights and labour standards a result of the struggles of people in the past? How do these past events impact upon me today?</p> <p>What are the accomplishments and how are they recognized? How have those accomplishments changed over time?</p> <p>What can we learn from the ways in which people met challenges in the past? What agency can we demonstrate in the future when faced with similar challenges?</p> <p>(Extension: Collecting Oral History: What have your family experiences 'labouring' been?)</p>	
READING	ACCOMMODATIONS/MODIFICATIONS	
THE ORIGINS OF LABOUR DAY AND THE LABOUR MOVEMENT <p>Dawson, J. (2015) <i>The First Labour Day</i>. Retrieved June 21, 2015 from http://www.canadashistory.ca/Magazine/Online-Exclusive/Articles/The-First-Labour-Day</p> <p>Frank, D. (2014, August 30). <i>Frank: Labour day belongs to us all</i>. Retrieved May 29, 2015 from http://ottawacitizen.com/news/national/frank-labour-day-belongs-to-us-all</p>	<p>Arrange students in mixed ability groupings.</p> <p>Select the website to be read.</p> <p>See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.</p>	

READING	ACCOMMODATIONS/MODIFICATIONS
<p>Frank, D., T. McCallum, B. D. Palmer, J. Rouillard (last edited 03/04/15) <i>Working Class History</i>. Retrieved July 12, 2015 from http://www.thecanadianencyclopedia.ca/en/article/working-class-history/</p> <p>Civilization.ca. <i>Canadian labour history, 1850-1999</i>. (n.d.). Retrieved May 15, 2015 from http://www.historymuseum.ca/cmc/exhibitions/hist/labour/labo1e.shtml</p> <p>Marsh, J. A. (2015, April 3). <i>Origins of Labour Day</i>. Retrieved, July 1, 2015 from http://thecanadianencyclopedia.com/en/article/origins-of-labour-day-feature/</p> <p>EMPLOYMENT STANDARDS AND HEALTH AND SAFETY REGULATIONS: ONTARIO MINISTRY OF LABOUR</p> <p>Ontario Ministry of Labour. <i>Employment Standards</i>. http://www.labour.gov.on.ca/english/es/pdf/poster.pdf</p> <p>Ontario Ministry of Labour. <i>Health and Safety Standards</i>. http://www.labour.gov.on.ca/english/hs/pdf/poster_prevention.pdf</p> <p>THE ROLE OF ORGANIZED LABOUR</p> <p>Canadian Foundation for Labour Rights. <i>Unions have always been a positive force in society</i>. Retrieved July 2, 2012 from http://www.labourrights.ca/research-publications/unions-have-always-been-positive-force-society</p> <p>Huang, J. (2013, October 10). <i>How have unions helped us?</i> This high school presentation is a Prezi which contains Youtube clips and is about unions, union members and how unions have helped shape society for the better. Retrieved June 21, 2015 from https://prezi.com/tiktce8ct3dc/how-have-unions-helped-us/</p> <p>Toronto and York Region Labour Council. <i>About Unions</i>. Retrieved June 12, 2015 from http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/about_unions.pdf</p> <p>EXTENSION</p> <p>Contact Regional District Labour Council for local tours: i.e. Labour Council: Toronto and York Region. <i>19th Century Toronto: Labour History Walking Tours</i>. http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/labourhistorymap.pdf</p>	

LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)

I can understand the ways some Canadian rights and freedoms are a result of the struggles of people in the past. I can understand how their actions impact upon me today.

I can learn from the ways in which people met challenges in the past. I can learn what individual and collective agency people (individuals, groups and family members) had to demonstrate to meet their needs. I can think of ways I can meet similar challenges in the future.

I can learn how we as citizens celebrate our accomplishments and how this may change over time.

MATERIALS

Technology to share various websites Chart paper to post Big Ideas and Framing Questions Chart paper, markers and post-it notes for student brainstorming activity	Online resources with access to technology or materials photocopied in advance <i>Every Day is Labour Day Worksheet</i>
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IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
BEFORE (Activation/Review) 10 minutes	<p>Ask students to consider that we benefit everyday from the labour of others: the buildings we inhabit, the good food we eat; the teacher who teaches us!</p> <ul style="list-style-type: none"> What do you think about when you hear the word 'labour'? What do we know about the different aspects of labour which have shaped our society? <p>Post the following three series of questions on anchor charts around the classroom. Invite students to select the chart with the topic that intrigues them the most. They may choose a topic of which they already have some knowledge, or one which is new to them.</p>	<p>ASSESSMENT FOR LEARNING</p> <p>These initial reflections allow students to access their prior knowledge and experience.</p> <p>These reflections will also reveal what students know and how they think about the way 'labour' is viewed in our society.</p>	<p>Labour Day is a statutory holiday that many enjoy.</p> <p>'Labouring' is a goal all students aim for! Organized labour has positively shaped our society.</p> <p>This lesson brings to light perceptions, and prompts questions, about developments which we now often take for granted: Labour Day, Labour Standards and the general role of collective union action.</p> <p>The lesson concludes by encouraging students to make connections between the past, the present and the role of organized labour in effecting change.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	<p>Students respond to one of the topics on a post-it note. This topic will become their inquiry focus for the next part of the lesson. Students gather at that anchor chart to post their answers and discuss.</p> <p>Chart 1: The Origin of Labour Day and the Labour Movement</p> <ul style="list-style-type: none"> • How do you generally spend Labour Day? What do you know about why we celebrate Labour Day? What do you know about the labour movement? <p>Chart 2: Labour Standards Today</p> <ul style="list-style-type: none"> • What do you know about minimum Employment Standards and Health and Safety regulations in Ontario today? (If you got a part-time job tomorrow, what would you need to know? What are the minimum employment and health and safety standards your parents work under and are protected by?) <p>Chart 3: The Role of Organized Labour</p> <ul style="list-style-type: none"> • What actions do you think people took individually and collectively to achieve the labour standards we have today? • How do you think labour standards have evolved over time? • Where is there evidence of this? 		<p>Take a 'language moment' to reflect on vocabulary in context.</p> <ul style="list-style-type: none"> • What does a word (labour, union, agency) mean to you? • Where have you heard the word? • When have you used it before? • What are some other ways to use this vocabulary? What does it mean in this context?

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
DURING <i>(Working on it)</i> 15 minutes	Use those three areas of interest (Labour Day and Movement, Employment Standards and Organized Labour) to divide the class into three groups. Within each group, pairs of students will be responsible for reading one of the websites and summarizing the information, making critical selections to answer: <ul style="list-style-type: none"> What people or organizations, events or developments are significant for us to know about this aspect of 'Labour'? How does it impact us today? 	ASSESSMENT AS LEARNING Students should be able to read, summarize and draw out the key information to record on the worksheet. Answers will depend on the structure of the section they read. For example, notes about Labour Day might be organized in cause and effect format while the Organized Labour notes might contain a list of important processes like collective bargaining and the gains which have come out of that.	The focus of the activity doesn't require one 'correct' answer. However, there will be answers that indicate a more nuanced or complex understanding.
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 15 minutes	Groups gather to briefly discuss their discoveries and identify the key points to communicate to the class. Students may choose to write these key points on an anchor chart for visual support. Each group then presents their findings to the class. Students will complete the worksheet as their peers present. The completed worksheet will act as a support when students look for connections in the concluding part of the lesson.	ASSESSMENT FOR LEARNING Teachers can highlight or shape the discussion to reflect ideas found in the framing questions and big ideas.	Once the lesson is complete, you may ask the students to affix their initial post-it note onto their handout, using this as an opportunity to compare what students knew at the beginning of the lesson with what they have learned by the end. (Self-reflection)
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i> 5 minutes	Post the following task for students to consider: <ul style="list-style-type: none"> What connections do you see between Labour Day, Organized Labour and the Labour Standards we have now? List as many as you can, referring to specific details where possible OR make a cause and effect graphic which illustrates this understanding. 	ASSESSMENT OF LEARNING Look for the depth and quality of connections students make, as well as their ability to add specific details.	

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
DIFFERENTIATION <i>(Modifications/ Extensions)</i>	MODIFICATION Match students in supportive pairings. Provide students with hard copies of the text. Allow for oral response.		
	Extension: Collecting Oral History In order to place their families in the historical/ social context of 'labour' and expand their perspective, students could interview a family member about one of their work experiences. Brainstorm a list of questions, which may include general questions such as, 'Tell me about your first job'; or specific questions such as, 'What was your most interesting/challenging/difficult/rewarding/dangerous/boring job? What were the conditions that made it that way? What did you learn?' Teach general interviewing tips beforehand, as well as journalistic strategies to probe and probe again! Encourage students to ask about, and record, specific details. Further Extensions: Students can use the writing process to develop their collecting oral history story and apply historical thinking to the raw data of the interviews. What does the family member's labour experience reveal about continuity and change, or about any of the labour concepts presented throughout the unit?	ASSESSMENT OF LEARNING Students will enrich what they have learned in class about 'labouring' by exploring the experiences of a family member. Look for references to, or awareness of, the impact of Labour Day, Labour Standards and Organized Labour.	Collecting Oral History is a pedagogical tool which democratizes learning in many ways. It makes history more inclusive as it allows students to connect the lived experiences of someone - a family member in this case - with the context of what they are learning in class. Students are encouraged to take notes during the interview, either by writing or recording the responses. As well, students should be prepared to expect that while some people stick to answering questions, others veer off on tangents, revealing unexpected but relevant information. Share the stories among classmates. Discuss what the stories reveal specifically about human experience and generally about our society. This is an important way to contextualize and personalize the ideas presented in the unit.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	Extension: Role play: Students take on different roles to explore viewpoints, illustrate experiences or gain insight into the thoughts and feelings of the people who lived the labour situations discussed this lesson.		See <i>Revised ETFO Arts</i> , p. 28
REFLECTION	In a reflective journal, students can be asked to respond to the following: “Since every day is a labour day, choose the most significant ideas, persons, events or developments from this lesson that have had an impact on the society in which you live and the working life of your family. Justify why you chose those three.”		
NEXT STEPS	Using their knowledge of the historical, organized labour or standards aspects of ‘labour,’ students may create media texts to participate in national contests. 1. The <i>One Minute Message Contest</i> held by the Canadian Labour Congress has educational and entertaining videos. These can serve as models for students’ own submissions. https://www.youtube.com/user/canadianlabour 2. The annual <i>Kayak Kids Illustrated History Challenge</i> invites Canadian children between the ages of 7 and 14 to create an illustrated story or comic strip based on any element of Canada’s past they find of interest. http://www.canadashistory.ca/Kids/Contests/Kayak-Illustrated-History-Challenge		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

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- Elementary Teachers’ Federation of Ontario (ETFO). (2014). *Revised ETFO Arts*. Toronto, ON: ETFO.
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EVERY DAY IS LABOUR DAY! WORKSHEET

Labour is word that has many meanings. Labour Day is a statutory holiday which many people may enjoy. A goal of our education is to prepare us for labouring. Organized Labour has shaped the society in which we live. This lesson brings out perceptions and prompts questions about events and developments that we often take for granted, such as Labour Day and the Labour Movement, Labour Standards and the general role of organized labour. Let's see you make connections between the three!

THE ORIGINS OF LABOUR DAY AND THE LABOUR MOVEMENT	EMPLOYMENT STANDARDS AND HEALTH AND SAFETY REGULATIONS TODAY: ONTARIO MINISTRY OF LABOUR	THE ROLE OF ORGANIZED LABOUR
<p>PRIOR KNOWLEDGE</p> <p>How do you generally spend Labour Day? What do you specifically know about why we celebrate Labour Day? What do you know about the labour movement?</p>	<p>PRIOR KNOWLEDGE</p> <p>What do you know about minimum Employment Standards and Health and Safety regulations in Ontario today?</p> <p>(If you got a part-time job tomorrow, what would you need to know? What are the minimum employment and health and safety standards your parents work under and are protected by?)</p>	<p>PRIOR KNOWLEDGE</p> <p>What actions do you think people took individually and collectively to achieve the Labour Standards we have today? How do you think Labour Standards have evolved over time? Where can you see evidence of this evolution?</p>
<p>CHOOSE ONE SOURCE</p> <p>Dawson, J. (2015) <i>The First Labour Day</i>. Retrieved June 21, 2015 from http://www.canadashistory.ca/Magazine/Online-Exclusive/Articles/The-First-Labour-Day</p> <p>Frank, D. (2014, August 30). <i>Frank: Labour day belongs to us all</i>. Retrieved May 29, 2015 from http://ottawacitizen.com/news/national/frank-labour-day-belongs-to-us-all</p> <p>Frank, D., T. McCallum, B. D. Palmer, J. Rouillard (last edited 03/04/15) <i>Working Class History</i>. Retrieved July 12, 2015 from http://www.thecanadianencyclopedia.ca/en/article/working-class-history/</p> <p>Civilization.ca. <i>Canadian labour history, 1850-1999</i>. (n.d.). Retrieved May 15, 2015 from http://www.historymuseum.ca/cmhc/exhibitions/hist/labour/labore.shtml</p> <p>Marsh, J. A. (2015, April 3). <i>Origins of Labour Day</i>. Retrieved, July 1, 2015, from http://thecanadianencyclopedia.com/en/article/origins-of-labour-day-feature/</p>	<p>CHOOSE ONE SOURCE</p> <p>Ontario Ministry of Labour. <i>Employment Standards</i>. http://www.labour.gov.on.ca/english/es/pdf/poster.pdf</p> <p>Ontario Ministry of Labour. <i>Health and Safety Standards</i>. http://www.labour.gov.on.ca/english/hs/pdf/poster_prevention.pdf</p>	<p>CHOOSE ONE SOURCE</p> <p>Huang, J. (2013, October 10) <i>How have unions helped us?</i> Retrieved June 21, 2015 from https://prezi.com/tiktce8ct3dc/how-have-unions-helped-us/</p> <p>Toronto and York Region Labour Council. <i>About Unions</i>. Retrieved June 12, 2015 . http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/about_unions.pdf</p> <p>Canadian Foundation for Labour Rights. <i>Unions have always been a positive force in society</i>. Retrieved July 2, 2012. http://www.labourrights.ca/research-publications/unions-have-always-been-positive-force-society</p>

THE ORIGINS OF LABOUR DAY AND THE LABOUR MOVEMENT	EMPLOYMENT STANDARDS AND HEALTH AND SAFETY REGULATIONS TODAY: ONTARIO MINISTRY OF LABOUR	THE ROLE OF ORGANIZED LABOUR
<p>DURING READING, CONSIDER</p> <p>When considering this aspect of Labour, what people or organizations, events, or developments are significant for us to know about? How do these impact us today?</p>	<p>DURING READING, CONSIDER</p> <p>What aspects of the Labour Standards (Employment Standards and Health and Safety Regulations) are significant for us to know about? How do these aspects impact us today?</p>	<p>DURING READING, CONSIDER</p> <p>When considering this aspect of Labour, what people or organizations, events or developments or processes are significant for us to know about? How do these impact us today?</p>
<p>AFTER PRESENTATIONS</p> <p>What connections do you see between Labour Day, the role of organized labour and the Labour Standards we have now?</p> <p>List as many as you can, referring to specific details where possible OR make a cause and effect graphic which illustrates this understanding.</p>		

CHAQUE JOUR EST LA FÊTE DU TRAVAIL! FEUILLE DE TRAVAIL

Le travail est un mot qui a plusieurs sens. La Fête du travail est un jour férié dont plusieurs personnes peuvent jouir. Un des buts de notre éducation est de nous préparer à travailler. Les syndicats ont façonné la société dans laquelle nous vivons. Cette leçon fait ressortir les perceptions et soulève des questions à propos d'événements et de développements que nous prenons souvent pour acquis tels la Fête du travail et le mouvement syndical, les normes du travail et le rôle joué en général par les syndicats. Voyons si vous pouvez établir des relations entre les trois!

LES ORIGINES DE LA FÊTE DU TRAVAIL ET DU MOUVEMENT SYNDICAL	LES NORMES D'EMPLOI ET LES RÈGLEMENTS SUR LA SANTÉ ET LA SÉCURITÉ AUJOURD'HUI: MINISTÈRE DU TRAVAIL DE L'ONTARIO	LE RÔLE DES SYNDICATS
<p>CONNAISSANCE PRÉALABLE</p> <p>Que faites-vous généralement lors de la Fête du travail? Que savez-vous spécifiquement de la raison pour laquelle nous célébrons la Fête du travail? Que savez-vous du mouvement syndical?</p>	<p>CONNAISSANCE PRÉALABLE</p> <p>Que savez-vous concernant les normes minimales d'emploi et les règlements relatifs à la santé et à la sécurité dans l'Ontario d'aujourd'hui? (Si vous obteniez un emploi à temps partiel demain, qu'auriez-vous besoin de savoir? Quelles sont les normes minimales d'emploi et les standards de santé et de sécurité sous lesquels vos parents travaillent et sont protégés par?)</p>	<p>CONNAISSANCE PRÉALABLE</p> <p>Quelles actions croyiez-vous que les gens individuellement et collectivement ont prises pour atteindre les standards de travail que nous avons aujourd'hui? Comment pensez-vous que les standards de travail ont évolués au cours des années? Où pouvez-vous constater l'évidence de cette évolution?</p>
<p>CHOISIR UNE SOURCE</p> <p>Dawson, J. (2015) <i>The First Labour Day</i>. Retrieved June 21, 2015 from http://www.canadashistory.ca/Magazine/Online-Exclusive/Articles/The-First-Labour-Day</p> <p>Frank, D. (2014, August 30). <i>Frank: Labour day belongs to us all</i>. Retrieved May 29, 2015 from http://ottawacitizen.com/news/national/frank-labour-day-belongs-to-us-all</p> <p>Frank, D., T. McCallum, B. D. Palmer, J. Rouillard (last edited 03/04/15) <i>Working Class History</i>. Retrieved July 12, 2015 from http://www.thecanadianencyclopedia.ca/en/article/working-class-history/</p> <p>Civilization.ca. <i>Canadian labour history, 1850-1999</i>. (n.d.). Retrieved May 15, 2015 from http://www.historymuseum.ca/cmc/exhibitions/hist/labour/laboie.shtml</p> <p>Marsh, J. A. (2015, April 3). <i>Origins of Labour Day</i>. Retrieved, July 1, 2015, from http://thecanadianencyclopedia.com/en/article/origins-of-labour-day-feature/</p>	<p>CHOISIR UNE SOURCE</p> <p>Ontario Ministry of Labour. <i>Employment Standards</i>. http://www.labour.gov.on.ca/english/es/pdf/poster.pdf</p> <p>Ontario Ministry of Labour. <i>Health and Safety Standards</i>. http://www.labour.gov.on.ca/english/hs/pdf/poster_prevention.pdf</p>	<p>CHOISIR UNE SOURCE</p> <p>Huang, J. (2013, October 10) <i>How have unions helped us?</i> Retrieved June 21, 2015 from https://prezi.com/tiktce8ct3dc/how-have-unions-helped-us/</p> <p>Toronto and York Region Labour Council. <i>About Unions</i>. Retrieved June 12, 2015 . http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/about_unions.pdf</p> <p>Canadian Foundation for Labour Rights. <i>Unions have always been a positive force in society</i>. Retrieved July 2, 2012. http://www.labourrights.ca/research-publications/unions-have-always-been-positive-force-society</p>

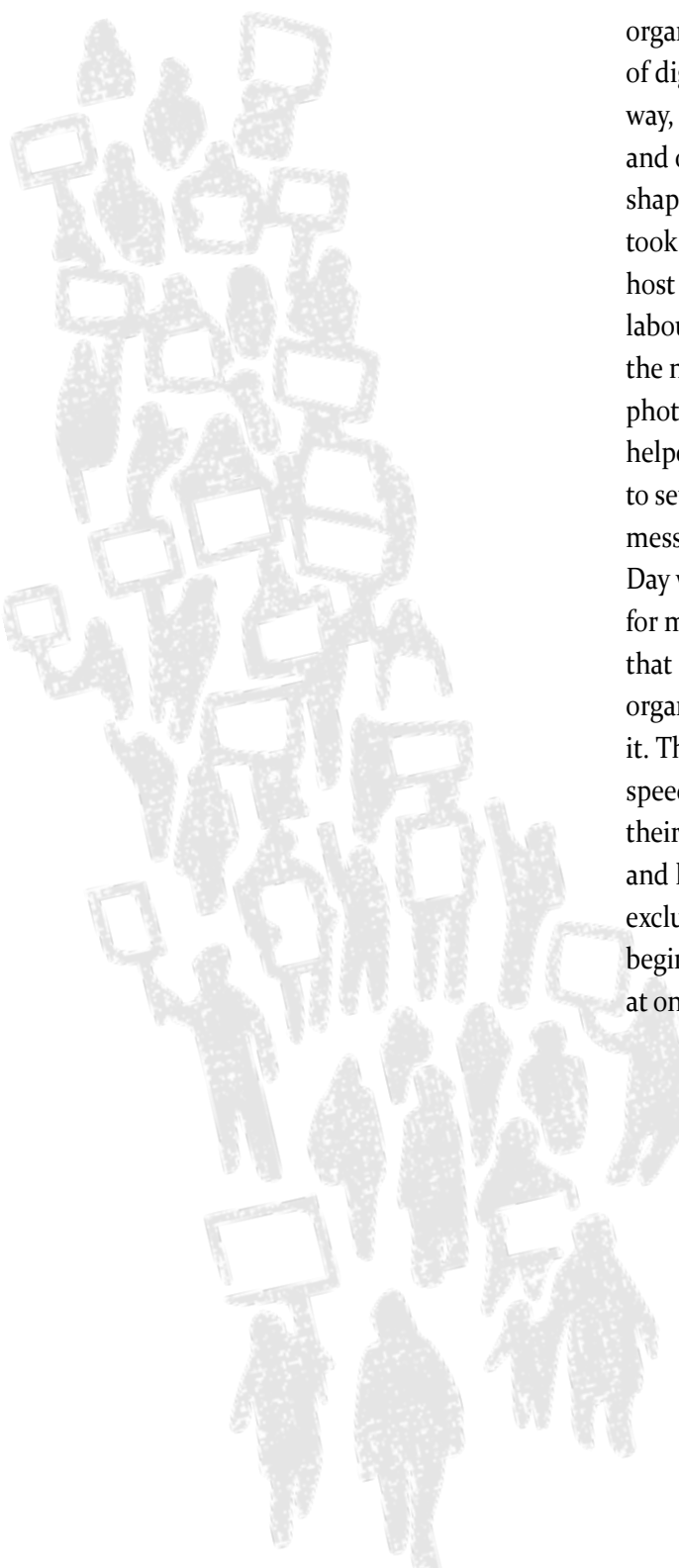
LES ORIGINES DE LA FÊTE DU TRAVAIL ET DU MOUVEMENT SYNDICAL	LES NORMES D'EMPLOI ET LES RÈGLEMENTS SUR LA SANTÉ ET LA SÉCURITÉ AUJOURD'HUI : MINISTÈRE DU TRAVAIL DE L'ONTARIO	LE RÔLE DES SYNDICATS
<p>À CONSIDÉRER LORS DE LA LECTURE</p> <p>Quand on considère cet aspect du travail, quelles personnes ou quels organismes, événements ou développements devrions-nous connaître car ils sont pour nous importants? Comment ceux-ci influent sur nos vies?</p>	<p>À CONSIDÉRER LORS DE LA LECTURE</p> <p>Quels aspects des standards du travail (Les normes d'emploi et les règlements sur la santé et la sécurité) devrions-nous connaître car ils sont pour nous importants? Comment ces aspects influent sur nos vies aujourd'hui?</p>	<p>À CONSIDÉRER LORS DE LA LECTURE</p> <p>Quand on considère cet aspect du travail, quelles personnes ou quels organismes, événements ou développements devrions-nous connaître car ils sont pour nous importants? Comment ceux-ci influent sur nos vies?</p>
<p>APRÈS LES PRÉSENTATIONS</p> <p>Quelles relations pouvez-vous établir entre la Fête du travail, le rôle du mouvement syndical et les standards de travail que nous avons maintenant?</p> <p>En nommer autant que vous pouvez en vous référant à des détails spécifiques lorsque possible OU faire un graphique de cause à effet qui illustre ceci.</p>		





LESSON 3

THE LABOUR DAY CRITICAL DESIGN CHALLENGE



“Creating a public holiday was never just a question of marching down the street in a straight line. While organized labour used parades to proclaim their sense of dignity and self-worth in a direct and immediate way, journalists, photographers, priests, illustrators and others put their own particular skills to the task of shaping and interpreting the day. Each year these groups took Labour Day as an opportunity to reflect on a whole host of issues: the condition of workers, the place of labour in society, the state of human progress and even the nature of the public good. In the newspaper, in the photograph, at the podium or in the pulpit, these groups helped to create Labour Day; to guide interpretations, to set boundaries on meaning of events and to shape the messages of the worker’ festival. In this sense, Labour Day was not so much an event as a touchstone, a chance for many social groups to imagine the kind of society that Canadians ought to create. Thus, while Labour Day organizers could invent a holiday, they could not control it. They could define a form for its celebration - a parade, speeches, a picnic, respectable amusement - and get their holiday recognized through municipal declaration and later federal statute, but Labour Day was not the exclusive property of the working class at all. From the beginning, it was the product of many groups speaking at once, never forming a single, unified voice.”

*Craig Heron and Steve Penfold,
The Workers’ Festival: A History of Labour Day in Canada.*

THE LABOUR DAY CRITICAL DESIGN CHALLENGE

LESSON PLAN



CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) IMELINE:
The Labour Day Critical Design Challenge	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will be challenged to design a revitalized Labour Day celebration, making specific reference to the history and efforts of workers and the labour movement.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
<p>HISTORY</p> <p>Use the historical inquiry process to investigate perspectives of different groups on some significant events developments and/or issues that affected Canada and/or Canadians.</p> <p>Describe various significant events, developments and people in Canada between key dates indicated and explain their impact.</p> <p>Analyze key similarities and differences between Canada in the key dates indicated and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives.</p>	<p>THE BIG IDEAS</p> <p>The benefits and rights we enjoy as citizens are the result of the struggles of others. Their actions in the past are significant because they impact me today. (Historical Significance)</p> <p>There are ways that we collectively recognize and celebrate those efforts in statutory holidays and festivals. (Cause and Consequence)</p> <p>As we are all part of labour in some way, our families are part of this history. (Continuity and Change)</p> <p>THE FRAMING QUESTIONS</p> <p>In what ways are Canadian human rights and Labour Standards a result of the struggles of people in the past?</p> <p>What is the impact of these past events on my life today?</p> <p>What are the accomplishments and how are they recognized? How have those accomplishments changed over time?</p> <p>What can we learn from the ways in which people met challenges in the past?</p> <p>What agency can we demonstrate in the future when faced with similar challenges?</p> <p>What are the industrial, agricultural, business or union history and occupations my community has been known for currently and in the past? (Extension: Collecting Oral History)</p>	

READING	ACCOMMODATIONS/MODIFICATIONS
<p>THE ORIGIN OF LABOUR DAY</p> <p>Dawson, J. (2015). <i>The First Labour Day</i>. Retrieved June 21, 2015 from http://www.canadashistory.ca/Magazine/Online-Exclusive/Articles/The-First-Labour-Day</p> <p>Frank, D. (2014, August 30). <i>Frank: Labour day belongs to us all</i>. Retrieved May 29, 2015 from http://ottawacitizen.com/news/national/frank-labour-day-belongs-to-us-all</p> <p>Marsh, J. A. (2015, April 3). <i>Origins of Labour Day</i>. Retrieved, July 1, 2015 from http://thecanadianencyclopedia.com/en/article/origins-of-labour-day-feature/</p>	<p>Arrange students in mixed ability groupings.</p> <p>Select the website to be read.</p> <p>See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.</p>
READING	ACCOMMODATIONS/MODIFICATIONS
<p>Ontario Ministry of Labour. <i>Employment Standards in Ontario</i>. Employment Standards and Health and Safety Regulations: Ontario Ministry of Labour. http://www.labour.gov.on.ca/english/es/pdf/poster.pdf</p> <p>Ontario Ministry of Labour. <i>Health and Safety at Work</i>. http://www.labour.gov.on.ca/english/hs/pdf/poster_prevention.pdf</p> <p>THE ROLE OF ORGANIZED LABOUR</p> <p>Huang, J. (2013, October 10) <i>How have unions helped us?</i> This high school presentation is a Prezi which contains Youtube clips and is about unions, union members and how unions have helped shape society for the better. Retrieved June 21, 2015 from https://prezi.com/tiktce8ct3dc/how-have-unions-helped-us/</p> <p>Toronto and York Region Labour Council. <i>About Unions</i>. Retrieved June 12, 2015 from http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/about_unions.pdf</p> <p>Canadian Foundation for Labour Rights. <i>Unions have always been a positive force in society</i>. Retrieved July 2, 2012 from http://www.labourrights.ca/research-publications/unions-have-always-been-positive-force-society</p> <p>ADDITIONAL HISTORICAL OR LOCAL PERSPECTIVE</p> <p>For the 4th component, teachers can select from a list of workers encountered in the class's history studies thus far OR from their community's industrial, union, agricultural or business history or occupations.</p> <p>Palmer, B. D., Frank, D., McCallum, T., & Rouillard, J. (2006). (Published 02/07/06, Last edited 03/04/15). <i>Working Class History</i>. Retrieved July 5, 2015 from http://www.thecanadianencyclopedia.ca/en/article/working-class-history/</p> <p><i>Aboriginal Iron Workers</i>. Retrieved July 13, 2015 from http://www.aboriginalironworkers.ca/</p>	

LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)

I can understand the ways some Canadian rights and freedoms are a result of the struggles of people in the past.

I can learn from the ways in which people met challenges in the past. I can learn what individual and collective agency people (individuals, groups and family members) had to demonstrate to meet their needs. I can think of ways I can meet similar challenges in the future.

I can learn how we as citizens recognize and celebrate our accomplishments and how this may change over time.

MATERIALS

Technology to share various websites	Chart paper and markers for anchor charts OR technology for Prezi or PowerPoint
Chart paper to post Big Ideas and Framing Questions	A selection of current and historical images of Canadian Labour Day from Google Images
Chart paper, markers and post-it notes for student brainstorming activity	The <i>Labour Day Critical Design Challenge Assignment</i>
Online resources with access to technology or materials photocopied in advance	The <i>Labour Day Critical Design Challenge Rubric</i>

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
BEFORE (Activation/Review) 5 minutes	<p>Invite students to reflect on their prior experience of a variety of community festivals (i.e., Pow Wow, Halloween, Gay Pride, International Women's Day, Caribana) and statutory holidays such as Remembrance Day or Thanksgiving. Ask:</p> <ul style="list-style-type: none"> What are the different reasons for community celebrations? What are the activities or participation that make a community celebration successful? <p>Focus in on Labour Day. Reflect:</p> <ul style="list-style-type: none"> How do you generally spend Labour Day? What happens in your community on Labour Day? What do you know about why we celebrate Labour Day? 	<p>ASSESSMENT FOR LEARNING</p> <p>These initial reflections allow students to access their prior knowledge and experience.</p> <p>The reflections also develop critical references for the reasons and practices around community festivals.</p>	<p>Use the public commemoration and celebration practices from other statutory holidays, such as Remembrance Day and Canada Day as examples.</p> <p>However, do not limit the ideas only to those holidays. Develop an expanded list of activities and reasons for community celebrations, which might include education, entertainment, social control or fellowship, seasonal celebration, religious or historical commemoration, social justice, current protest or a combination of several of the above.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	<p>Share a selection of images found under 'Canada Labour Day'. What do they suggest Canadians have done historically and currently?</p> <p>Introduce <i>The Labour Day Critical Design Challenge</i> to the whole class.</p>		A critical challenge invites reasoned judgment and allows students to select what they think is the most important criteria from a range available to them. Students then shape a response, which is neither right nor wrong, but strong or weak depending on their evidence and explanations.
<p>DURING</p> <p>(Working on it)</p> <p>20 minutes</p>	<p>Organize students into groups of 4-6 participants.</p> <p>These groups will be known as the Historical and Current Events Planning Groups. Groups should give themselves an appropriate name.</p> <p>Examples include Time Travelers Incorporated or Blast from the Past Consultants.</p> <p>Read through the Proposal Planner section of <i>The Labour Day Critical Design Challenge</i>.</p> <p>Individual or pairs of students within groups may select the specific topic that interests them, or chose an additional category, such as 'workers' history' or the workers of the historical era under study, such as Rideau Canal labourers in the 1830s or railroad labourers.</p> <p>Students read the text and decide on the most significant aspects to recognize.</p>	<p>ASSESSMENT FOR LEARNING</p> <p>Students are assessed to determine their ability to read and synthesize the information and to identify significant people and events. Critical and creative thinking are assessed as students transform the selections from acknowledgements to action.</p>	<p>While this lesson is presented as a group activity, a teacher may choose to make it an individual task where each student reads all materials and selects the criteria for their individual proposal.</p> <p>A variation on this involves having student groups focus on only one of the four elements from the readings and design a Labour Day Proposal that is based on that single aspect.</p> <p>Teachers may also widen or change the focus according to interests or to the historical curriculum focus under study .</p> <p>Students will select aspects of labour to acknowledge, transform them into action and present proposals according the criteria they think are most important.</p> <p>The range of possible answers are limited only by the number of students!</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	<p>Follow the stages of the Proposal Planner in order to:</p> <ul style="list-style-type: none"> • A) Identify your Target Audience • B) Develop your knowledge by reading from the selected websites and make selections of the most significant aspects, people, events and developments of labour to be acknowledged in four categories. • C) Present your knowledge to your audience. Be sure to explain the connections and rationale of your vision. 		<p>Following are some examples:</p> <ul style="list-style-type: none"> • Group A decides that to acknowledge the long hours for labourers in the 1870s, events will only begin after noon to allow citizens to get more sleep and rest. • Group B decides to hold a re-enactment parade to educate citizens about the effectiveness of the working men's demonstrations in the parades of April 15, 1872 in Toronto and September 3, 1872 in Ottawa. • This would involve a parade of workers and marching bands (as per the Toronto demonstration) yet take place at night by torchlight, carrying the Prime Minister from his house to the steps of City Hall (as per the Ottawa parade)! <p>There, the Prime Minister will make a statement that legislation will be introduced to support workers, as Sir John A. Macdonald did on the night that is being commemorated.</p> <p>Group C has focused their reading and research on the dangerous working conditions in the past and the work that unions have done to ensure the Labour standards of Health and Safety regulations today.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
			<p>Their Labour Day has a serious tone, like Remembrance Day, to commemorate workers who died as a result of their jobs and to educate others about their protections.</p> <p>Group D decides to take a local focus on the industrial and agricultural history of their community.</p> <p>Groups of students will research and dramatize historical scenes so that the public can interact within these simulations.</p>
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 15 minutes	Part D) Each group orally presents their revitalized <i>Labour Day Critical Design Challenge</i> proposal to the class, with visual supports such as an anchor chart. If time allows, students may make a Prezi or PowerPoint presentation. Students must include the rationale for each activity of commemoration or celebration, identifying historical and current references.	ASSESSMENT OF LEARNING Use the Labour Day Critical Design Challenge Rubric to assess the proposal.	Rubric: Answers are marked on their strength or weakness in connecting proposed activities to specific historical references, current labour developments and institutions that support labour.
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i> 5 minutes	After completion of the oral reports, 'reassign' roles so students take the role of Municipal Councillor. In this capacity students might argue the merits (in writing or orally) of different proposals. In effect, once the students have heard all proposals, they may choose from a selection to create their version of a meaningful Labour Day.		Look for strong answers that clearly articulate the connection between labour knowledge in terms of current issues, historical events and organized labour. Share examples with the class.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	<p>Make a shortlist of the 3 best overall proposals or 3 best specific activities.</p> <p>What makes them 'best'? You decide and explain the rationale for your selection.</p>		
DIFFERENTIATION (Modifications/ Extensions)	<p>MODIFICATION</p> <p>Match students in supportive pairings.</p> <p>Provide students with hard copies of the text.</p> <p>Allow for oral response.</p> <p>Modify the number of expectations: instead of a full day of activities, plan for only the morning for families; instead of eight key events, choose only four; instead of a range of possible readings, limit them.</p>		
	<p>Extension: Collecting Oral History:</p> <p>In order to place their communities in the historical/ social context of 'labour' and expand their perspective, students could interview a family or community member about the industrial, agricultural, business or union history or specializations in their community.</p> <p>Brainstorm a list of interview questions.</p> <p>These may include such general questions as, 'What are the key industries (or other) in our community and how were you involved with these?' and more specific questions such as, "How did that industry (or other) impact our community?"</p>	<p>ASSESSMENT OF LEARNING</p> <p>Students will enrich what they have learned in class about 'labouring' by exploring their community's current or historical industrial, agricultural, business or union experiences.</p>	<p>Collecting Oral History is a pedagogical tool which democratizes learning in many ways. It makes history more inclusive as it allows students to connect the lived experiences of a family or community member with the context of what they are learning in class.</p> <p>Students are encouraged to take notes during the interview, either by writing or recording the responses.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
	<p>How did you get started in it? What were your experiences? What was the most interesting/ challenging/ difficult/ rewarding/ dangerous/ boring experience you had with it so far? What were the conditions that made it that way?</p> <p>Teach general interviewing tips beforehand, as well as journalistic strategies to probe and probe again! Encourage students to ask about and record specific details.</p> <p>Further Extensions:</p> <p>Students can use the writing process to collect oral history stories and can apply historical thinking to the raw data of the interviews:</p> <ul style="list-style-type: none"> • What does their community's industrial, agricultural, business or union history or specialization reveal about continuity and change, or about any of the 'labour' concepts presented throughout the unit? 		<p>As well, students should be prepared to expect that some people stick to answering questions, while others veer off on tangents, revealing unexpected but relevant information.</p> <p>Share the stories among classmates afterwards. Discuss what the stories reveal specifically about human experience and generally about our society.</p> <p>This is an important way to contextualize and personalize the ideas presented in the unit.</p>
REFLECTION	<p>Identify three significant ideas, people, organizations, events or developments that you will NOW think about on the next Labour Day. Explain why you choose those three.</p> <p>How has your thinking evolved from what you usually think about on Labour Day?</p>		
NEXT STEPS	<p>Send or present your Revitalized Labour Day Proposal to a local official (Municipal Heritage Office, Labour Organization or Community Centre, District Labour Council) who plans Labour Day events and could actually make your vision happen!</p> <p>Create a meaningful Labour Day within your school environment and put on a 'Labour Day Fair' for the Junior or Primary classes.</p> <p>Use the spark of inquiry about workers' history in Canada to generate ideas for a future Heritage Fair project.</p> <p>(New to <i>Heritage Fairs</i>? Check out this website for information about this fantastic national project! http://www.ohhfa.ca/Home_Page.php)</p>		

POST-LESSON TEACHER REFLECTION

* Please jot down notes throughout the observation.

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THE LABOUR DAY CRITICAL DESIGN CHALLENGE

Your municipality is asking for proposals to revitalize 'Labour Day' and honour the efforts of workers today and in the past. You or your team hope to be hired as the Historical and Current Events Planning Group to lead this effort! Submit a one-to-two page report OR provide an oral presentation with visual supports (anchor chart, Prezi or slideshow) which outlines your vision.

PART A: PROPOSAL PLANNER

Identify your target audience. Which group of citizens are you trying to reach and engage? (You might have more than one target audience.) What do those citizens like? What do they need? What do they need to know?

PART B: DEVELOP YOUR KNOWLEDGE AND MAKE SELECTIONS

TOGETHER, YOUR TEAM HAS THE REQUIRED BACKGROUND KNOWLEDGE ABOUT ...	IDENTIFY TWO TO THREE OF THE MOST SIGNIFICANT ASPECTS, PEOPLE, ORGANIZATIONS, EVENTS OR DEVELOPMENTS IN EACH CATEGORY
Labour Day origin and practices	
Employment Standards and Health and Safety Regulations Today	
Organized Labour	
Additional historical or local perspectives	

PART C: TRANSFORM YOUR KNOWLEDGE

From the Part B: List: Select the eight most significant aspects, events, people or organizations, or developments of 'labour' you want to acknowledge. Identify the criteria for selection.	Part C: Action: What activities or actions will you create to recognize your choice of significant aspects? (For example: Parades, speeches, dramatic re-enactments, simulations, arts performances of all kinds, contests, commemorations, etc.)	What will the purpose of this activity be? (i.e., educate, entertain, commemorate, celebrate, protest, strengthen community and/or support social justice?)
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		

PART D: PRESENTING YOUR PROPOSAL

YOUR PROPOSAL	NOTES
<p>Explain your vision of a revitalized Labour Day.</p> <p>Which significant ideas, aspects, events, people, organizations or developments are being recognized?</p> <p>How will these be acknowledged through activities or actions?</p> <p>Will the focus be to educate, entertain, commemorate, celebrate, protest, strengthen community or support social justice?</p> <p>Make sure your rationale for your proposal clearly explains what your focus is, why you have chosen it and how your planned activities and actions will demonstrate it.</p> <p>Your evaluation and selection by the Municipal Council depends on it!</p> <p>Use visual supports like anchor charts, Prezi or a PowerPoint to outline your vision.</p>	

Be enthusiastic! Remember that you and your team want to plan a Labour Day that everyone will remember!

THE LABOUR DAY CRITICAL DESIGN CHALLENGE RUBRIC

_____ Self-Evaluation _____ Teacher Evaluation

CRITERIA	LEVEL 1: LIMITED PROPOSAL	LEVEL 2: GENERAL PROPOSAL	LEVEL 3: SUBSTANTIAL PROPOSAL	LEVEL 4: POWERFUL PROPOSAL
CRITICAL AND CREATIVE THINKING				
Proposal includes a rich and detailed array of relevant criteria based on specific aspects, events, people, organizations or developments of 'labour'.	Student refers to a limited array of relevant criteria.	Student refers to a general array of relevant criteria.	Student refers to an array of relevant criteria.	Student refers to a rich array of relevant criteria.
Criteria for judgment includes sound rationale, evidence and historical detail.	Student provides limited rationale, evidence and historical or current detail as support for proposed choices and activities.	Student provides general rationale, evidence or inferred historical and current detail as support for proposed choices and activities.	Student provides substantial rationale, evidence and historical and current detail as support for proposed choices and activities.	Student provides a thorough rationale, evidence and specific historical and current detail as support for proposed choices and activities.
ORGANIZATION OF IDEAS				
	Proposal has a haphazard organization.	Proposal has inconsistent organization.	Proposal has a logical organization.	Proposal has a clear and logical organization.
USE OF LANGUAGE				
Student communicates clearly.	Student communicates with minimum clarity whether in oral or written language.	Student communicates somewhat clearly whether in oral or written language.	Student communicates clearly whether in oral or written language.	Student communicates clearly and precisely whether in oral or written language.
Student demonstrates effective and appropriate language use in written and/or oral expression.	In written language student uses minimal paragraphs, ideas without elaboration and functional vocabulary.	In written language student uses some paragraphs, brief elaborations and functional but appropriate vocabulary.	In written language student uses paragraphs, elaborates ideas and descriptive, functional and appropriate vocabulary.	In written language student uses paragraphs, elaborates ideas and has a rich use of vocabulary.
	In oral language, student speaks with limited effectiveness and eye contact.	In oral language, student speaks with a generally effective voice and eye contact.	In oral language, student speaks coherently, with a projected voice and effective eye contact.	In oral language, student speaks clearly and coherently, with an enthusiastic voice and natural eye contact.

LE DÉFI D'UN DESIGN CRUCIAL POUR LA FÊTE DU TRAVAIL

Votre municipalité demande des propositions pour revitaliser « la Fête du travail » et honorer les efforts des travailleuses et des travailleurs d'aujourd'hui et du passé. Vous ou votre équipe espèrent être embauchés comme Groupe de planification des événements historiques et actuels pour mener cet effort ! Soumettre un rapport d'une à deux pages ou produire une présentation orale avec des supports visuels (tableau d'ancrage, Prezi ou diaporama) qui décrit votre vision.

PARTIE A : PLANIFICATEUR DE PROPOSITION

Identifiez votre public cible. Quel groupe de citoyens essayez-vous d'atteindre et d'attirer ? (Vous pouvez avoir plus d'un public cible.)
Qu'est-ce que ces citoyens aiment ? De quoi ont-ils besoin ? Qu'est-ce qu'ils ont besoin de savoir ?

PARTIE B : DÉVELOPPER VOS CONNAISSANCES ET FAIRE DES SÉLECTIONS

ENSEMBLE, VOTRE ÉQUIPE A LES CONNAISSANCES DE BASE NÉCESSAIRES À PROPOS DE ...	IDENTIFIER DEUX OU TROIS DES PLUS IMPORTANTS ASPECTS, LES PERSONNES, LES ORGANISATIONS, LES ÉVÉNEMENTS OU LES DÉVELOPPEMENTS DANS CHAQUE CATÉGORIE
L'origine de la Fête du travail et les coutumes reliées à celui-ci	
Les normes d'emploi et les règlements sur la santé et la sécurité aujourd'hui	
Les syndicats	
Perspectives historiques et locales additionnelles	

PARTIE C : TRANSFORMER VOTRE SAVOIR

De la partie B: Énumérer: Sélectionnez les huit plus importants aspects des événements, des personnes ou des organisations ou des développements de «travail» que vous voulez reconnaître. Identifier les critères de sélection.	Partie C : Actions : Quelles sont les activités ou actions allez-vous créer pour reconnaître votre choix des aspects importants ? (Par exemple : défilés, discours, des reconstitutions dramatiques, des simulations, spectacles de toutes sortes d'arts des concours, des commémorations, etc.)	Quel sera le but de cette activité ? (par exemple : éduquer, divertir, commémorer, célébrer, protester, renforcer la communauté et / ou soutenir la justice sociale ?)
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		

PARTIE D : PRÉSENTER VOTRE PROPOSITION

VOTRE PROPOSITION	NOTES
<p>Expliquer votre vision d'une Fête du travail revitalisée.</p> <p>Quels aspects, idées, évènements, personnes ou organisations ou développements seront reconnus?</p> <p>Par quelles activités ou actions seront-ils reconnus ?</p> <p>Que sera l'objectif : d'éduquer, de divertir, de commémorer, de célébrer, de protester, de renforcer le soutien communautaire ou la justice sociale ?</p> <p>Assurez-vous que le raisonnement de votre proposition explique clairement quel est votre objectif est et pourquoi vous l'avez choisi et comment vos activités et les actions prévues vont le démontrer.</p> <p>Votre évaluation et sélection par le Conseil municipal en dépend!</p> <p>Utiliser des supports visuels comme des tableaux d'ancrage, Prezi ou diaporama pour décrire votre vision..</p>	

Soyez enthousiaste ! Rappelez-vous que vous et votre équipe souhaitez planifier une Fête du Travail dont tout le monde se souviendra!

LA RUBRIQUE DU DÉFI POUR UN DESIGN CRUCIAL POUR LA FÊTE DU TRAVAIL

_____ Auto-évaluation _____ Évaluation par l'enseignante ou l'enseignant


CRITÈRES	NIVEAU 1 : PROPOSITION LIMITÉE	NIVEAU 2 : PROPOSITION GÉNÉRALE	NIVEAU 3 : PROPOSITION SUBSTANTIELLE	NIVEAU 4 : PROPOSITION PUISSANTE
PENSÉE CRITIQUE ET CRÉATIVE				
La proposition comprend une gamme riche et détaillée de critères pertinents basés sur des aspects spécifiques, des événements, des personnes, des organisations ou des développements de «travail.	L'élève se réfère à un ensemble limité de critères pertinents.	L'élève se réfère à un ensemble général de critères pertinents.	L'élève se réfère à une gamme de critères pertinents.	L'élève se réfère à une gamme importante de critères pertinents.
Les critères de jugement comprennent un raisonnement solide, des preuves et des détails historiques.	L'élève fournit un raisonnement, des preuves et des détails historiques ou actuels limités comme support pour les activités et les choix proposés.	L'élève fournit un raisonnement général, une preuve ou un détail historique et actuel déduit comme support pour les choix et les activités proposés.	L'élève fournit un raisonnement, des preuves et des détails historiques et actuels substantiels à l'appui des choix et les activités proposés	L'élève fournit un raisonnement approfondi, des preuves et des détails historiques et courants spécifiques à l'appui des choix et les activités proposés.
ORGANISATION DES IDÉES				
	La proposition a une piètre organisation.	La proposition a une organisation incohérente.	La proposition a une organisation logique.	La proposition a une organisation logique et claire.
UTILISATION DU LANGAGE				
L'élève communique clairement.	L'élève communique avec un minimum de clarté tant à l'oral qu'à l'écrit.	L'élève communique peu clairement tant à l'oral qu'à l'écrit.	L'élève communique clairement tant à l'oral qu'à l'écrit.	L'élève communique clairement et précisément tant à l'oral qu'à l'écrit.
L'élève démontre une utilisation efficace et appropriée de la langue dans l'expression écrite et / ou orale.	Dans la langue écrite l'élève utilise un minimum de paragraphes, des idées peu précises et un vocabulaire fonctionnel.	Dans la langue écrite l'élève utilise quelques paragraphes, de brèves élaborations et le vocabulaire est fonctionnel, mais approprié.	Dans la langue écrite l'élève utilise des paragraphes, émet des idées et le vocabulaire est descriptif, fonctionnel et approprié.	Dans la langue écrite l'élève utilise des paragraphes, émet des idées et a un riche vocabulaire.
	Dans le langage oral, l'élève parle avec une efficacité limitée et peu de contact visuel.	Dans le langage oral, l'élève parle avec une voix et un contact visuel généralement efficaces.	Dans le langage oral, l'élève parle de façon cohérente, avec une voix projetée et un contact visuel efficace.	Dans le langage oral, l'élève parle clairement et de manière cohérente, d'une voix enthousiaste et contact visuel naturel.





CHILD LABOUR

LESSON 4



“Child labour perpetuates poverty,
unemployment, illiteracy, population
growth and other social problems.”

Kailash Satyarthi

“Child labour and poverty are inevitably
bound together and if you continue to use
the labour of children as the treatment
for the social disease of poverty, you will
have both poverty and child labour to the
end of time.”

Grace Abbott

“Females and children may be counted
upon to work for small wages, to submit
to petty exasperating exactions and to
work uncomplainingly for long hours.”

*Royal Commission on the Relations of Labour
and Capital, 1889*

CHILD LABOUR

LESSON PLAN

CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Child Labour	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will formulate questions from encounters with images of Canadian child labour at the turn of the 20th century and recognize factors in the rise of the Industrial Revolution in Canada.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning. Generate, gather and organize ideas and information to write for an intended purpose and audience.	BIG IDEAS Analyze key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives. FRAMING QUESTIONS What were the labour rights of children in early Canadian history? What has changed in the labour movement?	
READING	ACCOMMODATIONS/MODIFICATIONS	
<i>The New Book of Knowledge</i> . Grolier Online. Web. July 10, 2015.	See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.	

MATERIALS

Chart Paper Markers Interactive Whiteboard	Photographs and Handout Template (see below) Computer access to technology
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)
Develop an understanding of the importance of historical inquiry. Understand that economic, political and social history are connected. Evaluate primary resources for a greater understanding of the Canadian past. Formulating questions from encounters with the Canadian child labour images. Recognize the factors in the rise of the Industrial Revolution in Canada.

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
BEFORE (Activation/Review) 5 minutes	Review the meaning of “child labour” and “Industrial Revolution” to discover what the students already know (i.e., word web / mind map).	ASSESSMENT FOR LEARNING Determine the understanding level of the individual student.	This is an opportunity for teachers to assess student knowledge of the concepts and meanings of terms discussed and reviewed in class.
DURING (Working on it) 25 minutes	Introduce the photographs. (Use images from “For the Price of a Song”) to the class on the Interactive Whiteboard. Divide the class into small groups. Use the handout template (see below).	ASSESSMENT OF LEARNING Based on the results of the students’ investigation, assess their ability to use secondary resource material (child labour photographs) as a source of information.	Circulate among groups to observe their conversation and keep students focussed.
AFTER (Reflecting/Connecting/ Consolidating) 10 minutes	Review answers. (Answers may be reviewed in a variety of ways, such as orally, written on chart paper or by using the Interactive Whiteboard.) Create a chart to capture similar and different answers.	ASSESSMENT OF LEARNING Based on the results of the students’ investigation, assess their ability to use primary material (union websites) as a source of information.	Be mindful of the scope and breath of the answers.
INDIVIDUAL PRACTICE (A question for extension that students can do independently to assess understanding of the concept(s).)	Discuss what the photos tell us about immigration and urban vs.. rural settings during the Industrial Revolution. Keep track of where students’ families came from when discussing immigration in Ontario.	ASSESSMENT OF LEARNING This reflection is an opportunity for students to communicate their thinking and show their understanding of the learning throughout this unit.	(Cross-reference other “big ideas” to see where the students will take their work.
DIFFERENTIATION (Modifications/ Extensions)	Read aloud: <i>The New Book of Knowledge</i> . Grolier Online. July 10, 2015.	ASSESSMENT AS LEARNING Students show their general and specific knowledge of the topic of child labour practices in Canada and how these relate to the rest of the world.	Participate in the group read aloud. Use text to speech software for those who would benefit from this as indicated on their IEP.
REFLECTION	In their history journal, have students reflect on their perception of what life was like for those who were involved in early-Canadian child labour while making connections and predictions.		
NEXT STEPS	Create a poster or brochure which highlights the most important information about Child Labour in Canada.		

* Please jot down notes throughout the observation.

POST-LESSON TEACHER REFLECTION

REFERENCE BIBLIOGRAPHY

Fried, M. (Rev.). (2014). *Child Labour*. The New Book of Knowledge.

LeBlanc, A. (2006). *For the Price of a Song: A Century of Child Labour 1850-1950*. Montreal, PQ: Smith, Bonappetit & Son.

Pedersen, A.M., et al. (2011). *Child Labour*. The Canadian Encyclopedia Online. Retrieved May 21, 2015 from <http://www.thecanadianencyclopedia.ca/en/article/child-labour/>

CHILD LABOUR WORKSHEET

	DIRECTLY OBSERVABLE <i>(What I can see in the image.)</i>	INFERENCES <i>(Conclusions I can draw.)</i>	INSIGHTS INTO THE TOPIC OF THE IMAGE
ATTENDING TO DETAIL Describe: <ul style="list-style-type: none"> • The people • Actions taking place • The setting • The objects 			
GEOGRAPHIC DATA <ul style="list-style-type: none"> • What is the foreground? • Background? • Setting of the image • Evident seasonal or temporal aspects 			
HISTORICAL DATA <ul style="list-style-type: none"> • What era is the image set in? • What technological or clothing-related cues give insight into the historical era? • What questions would you ask the people in the image? 			
SOCIOLOGICAL DATA <ul style="list-style-type: none"> • What is the relationship between people in the image? • What position in society do the people in the image hold? 			

	DIRECTLY OBSERVABLE <i>(What I can see in the image.)</i>	INFERENCES <i>(Conclusions I can draw.)</i>	INSIGHTS INTO THE TOPIC OF THE IMAGE
AESTHETIC QUALITIES <ul style="list-style-type: none"> • How is light and shading used in the image? • What is the purpose of their use? • What are some ways the artist has made the image visually appealing? 			
ARTIST'S PERSPECTIVE AND PURPOSE <ul style="list-style-type: none"> • Do you think the artist had a positive or negative feeling about the characters and their subject matter? • Why do you think the author chose to portray the characters and subject matter as they did? 			
ASSESSMENT OF THE IMAGE AS A HISTORICAL SOURCE <ul style="list-style-type: none"> • Summarize your insights into what this image reveals • How much insight does the image provide about its topic? (Consider such aspects as class, gender and world view when examining the image.) <ul style="list-style-type: none"> • Vital • Helpful • Limited 			

Adapted from Clarke, P. (2008). *Training the Eye of the Beholder: Using Visual Sources Thoughtfully in Roland Case and Penney Clarke*. The Canadian Anthology of Social Studies. Pacific Educational Press. p.290-322.

LE TRAVAIL DES ENFANTS FEUILLE DE TRAVAIL

	DIRECTEMENT OBSERVABLE <i>(Ce que je peux voir dans l'image)</i>	INFÉRENCES <i>(Conclusions que je peux tirer.) Idées sur le sujet de l'image</i>	IDÉES SUR LE SUJET DE L'IMAGE
L'ATTENTION AUX DÉTAILS Décrire: <ul style="list-style-type: none"> • Les personnes • Actions qui ont lieu • L'endroit • Les objets 			
DONNÉES GÉOGRAPHIQUES <ul style="list-style-type: none"> • Qui a-t-il à l'avant-plan? • L'arrière-plan? • Réglage de l'image • Aspects temporels et évidents de la saison 			
DONNÉES HISTORIQUES <ul style="list-style-type: none"> • L'image se situe à quelle époque? • Quels indices technologiques ou vestimentaires donnent un aperçu de la période historique? • Quelles questions demanderiez-vous aux personnes dans l'image? 			
DONNÉES SOCIOLOGIQUES <ul style="list-style-type: none"> • Quelle est la relation entre les personnes dans l'image? • Les gens dans l'image détiennent quelles positions dans la société? 			

	DIRECTEMENT OBSERVABLE (Ce que je peux voir dans l'image)	INFÉRENCES (Conclusions que je peux tirer.) Idées sur le sujet de l'image	IDÉES SUR LE SUJET DE L'IMAGE
QUALITÉS ESTHÉTIQUES <ul style="list-style-type: none"> • Comment sont utilisés les jeux de lumière et d'ombre dans l'image? • Quel est le but de cette utilisation? • De quelles façons l'artiste a rendu l'image intéressante? 			
PERSPECTIVES DE L'ARTISTE ET DE SES RAISONS <ul style="list-style-type: none"> • Pensez-vous que l'artiste avait un sentiment positif ou négatif envers les personnages et leur sujet? • Pourquoi pensez-vous que l'auteur a choisi de dépeindre les personnages et le sujet comme il l'a fait? 			
ÉVALUATION DE L'IMAGE COMME SOURCE HISTORIQUE <ul style="list-style-type: none"> • Résumez vos idées sur ce que cette image révèle • Cette image vous offre-t-elle de bonnes idées concernant le sujet? (Pensez à des aspects tels que la classe, le sexe et la vision du monde lors de l'examen de l'image.) <ul style="list-style-type: none"> • Vital • Utile • Limité 			

Adapté de Clarke, P. (2008). *Training the Eye of the Beholder: Using Visual Sources Thoughtfully in Roland Case and Penney Clarke*. The Canadian Anthology of Social Studies. Pacific Educational Press. p.290-322.





HUMAN RIGHTS AS WORKERS RIGHTS

LESSON 5

“Canada’s reputation as an international champion of human rights falls appallingly short when it comes to the question of workers’ rights. While we are among the first nations to sign international labour conventions, too often we break them when they prove inconvenient at home.”

Ed Broadbent, Former leader of the New Democratic Party of Canada



HUMAN RIGHTS AS WORKERS RIGHTS

LESSON PLAN



CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Human Rights as Workers Rights	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will study the relationship between human rights and workers' rights by analyzing the events of the 1872 Toronto Printers Strike, as well as by comparing our contemporary standards of human rights to the rights of working people in the 19th century.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
HISTORY <p>Assess the impact of some key social, economic and political factors, including social, economic and/or political inequality, in Canada during different eras.</p> <p>Describe various significant events, developments and people in Canada during the era under study and explain their impact.</p>	BIG IDEAS <p>All human beings enjoy certain fundamental rights.</p> <p>All workers have certain rights that are protected by human rights legislation.</p> <p>Workers in the past did not have the same rights that we have today. These rights were earned through protest and struggle. The events of the Toronto Printers Strike of 1872 provide an example of this struggle. (Historical Perspective)</p> FRAMING QUESTIONS <p>What are some of the fundamental rights that all human beings share?</p> <p>How do human rights and workers' rights intersect?</p> <p>How did the actions undertaken by the workers in the past help to secure better working conditions for present day workers?</p>	
READING	ACCOMMODATIONS/MODIFICATIONS	
<p>Bradburn, J. <i>Printers Demand a Nine Hour Day</i>. Toronto In Time. http://citiesintime.ca/toronto/story/printers-dem/</p> <p>You Tube video: <i>Heritage Moment: The 1872 Toronto Printers Strike</i>. https://www.youtube.com/watch?v=aGEng8BFX5g</p> <p>Simplified version of the <i>United Nations Declaration of Human Rights</i> from the Youth for Human Rights. http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html</p> <p>ETFO Educating For Global Citizenship e-resource. http://www.etfo.ca/Resources/ForTeachers/Documents/Educating%20for%20Global%20Citizenship%20-%20An%20ETFO%20Curriculum%20Development%20%20Inquiry%20Initiative.pdf</p>	<p>Allow students of various abilities to work on completion of the Know/What to know/Want to Learn (KWL) chart in pairs or in small groups rather than individually.</p> <p>Permit some students to complete their response to the individual practice question using point form notes rather than prose.</p> <p>See <i>ETFO Special Education Handbook</i> to address additional areas of need.</p>	

For Next Steps Activity: Video : <i>The Story of Human Rights</i> from the Youth for Human Rights. http://www.youthforhumanrights.org/what-are-human-rights.html	
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MATERIALS

Computer, with projector (for viewing the Youtube video) and related websites KWL chart	Handout of simplified version of United Nations Declaration of Human Rights. Handout of the article entitled “Printers Demand a Nine Hour Day” by Jamie Bradburn from Toronto In Time website.
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)
<p>I understand that there are certain fundamental rights that all human beings enjoy.</p> <p>I understand the important relationship between human rights and workers’ rights.</p> <p>I am aware of how the events and outcomes of the Printers Strike of 1872 helped to improve the working conditions of both past and present day workers.</p>

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
BEFORE <i>(Activation/Review)</i> 10 minutes	<p>Write or display the following questions on the board:</p> <ul style="list-style-type: none"> What are some of the rights that we have as humans? What are some of the rights that we have as workers? <p>Have students complete the “K” and portions of their KWL chart to record what they already know about human rights and workers’ rights.</p> <p>Once students have had a chance to record their thoughts into the first column (“K”) if time permits, they can be invited to share and orally discuss what they have written.</p>	<p>ASSESSMENT FOR LEARNING</p> <p>Most students should be able to demonstrate and articulate some basic ideas about human rights, however, some students may require some prompting.</p> <p>For example, you may prompt students by asking a question about human rights such as:</p> <ul style="list-style-type: none"> “Does a person have the legal right to deny you an apartment because of your race, sexual orientation, gender or nationality?” 	<p>The teacher should take an oral scan of the room to ensure that students are synthesizing their prior knowledge with their new knowledge by completing the “K” section of the KWL chart.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
	Some students may have difficulty understanding the concept of workers' rights and may require some prompting.	For example, you may prompt the students by asking a question such as, "Does an employer or boss have the right to make you work without any compensation or pay?" or "Does an employer have the right to make you work for the entire day?" These questions should help prompt some discussion/response on the subject of workers' rights. Or "Does an employer have the right to make you work for the entire day?" These questions should help to prompt some discussion/response on the subject of worker's rights.	
DURING (Working on it) 20 minutes	Next, distribute and read the short article entitled <i>Printers Demand a Nine Hour Day</i> by Jamie Bradburn from Toronto In Time website: http://citiesintime.ca/toronto/story/printers-dem/ Follow this with a viewing of the You Tube video entitled, <i>The 1872 Toronto Printers Strike</i> , website: https://www.youtube.com/watch?v=aGEng8BFX5g Next, as a whole class activity, guide students in completing the second column (Wonder) section of the KWL chart.	ASSESSMENT AS LEARNING During this portion of the lesson, students should be able to formulate rich questions about the events of the Printers Strike and its significance for the modern day trade union movement and workers' rights in general.	The teacher should take an oral scan of the room to ensure that students are synthesizing their prior knowledge with their new knowledge by completing the "W" section of the KWL chart.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 10 minutes	Hand out or display the Simplified version of the <i>United Nations Declaration of Human Rights</i> found on the Youth for Human Rights website: http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.htm .	ASSESSMENT OF LEARNING Student responses in the third portion “L” of the KWL chart should indicate a solid understanding of the relationship between human rights and workers’ rights.	Point out that Human Right #23 deals specifically with workers’ rights and the right to belong to a union.
	Ask students to fill out the “L” portion of the chart, outlining their new knowledge acquired from the video, website and class discussions.	The information gathered in this portion of the KWL chart will form the bulk of their response to the individual practice question.	As you circulate the room, encourage students to spend the most time and effort in thoroughly completing the “L” of the KWL chart. You may consider having a whole class discussion where you record the findings of the class on a chart at the front of the room so that students can refer back to it as they write their responses.
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i>	Have students answer the following question in their history journal/notebook: <ul style="list-style-type: none"> • “How did the events and outcomes of the 1872 Toronto Printers Strike and the Trade Union Act have an impact on the lives of working people in Canada?” 	ASSESSMENT OF LEARNING Evaluate how well students used the information gathered on the KWL chart to clearly articulate an answer to the individual practice question.	
DIFFERENTIATION <i>(Modifications/Extensions)</i>	Students may be permitted to respond to their questions in the form of a poster or illustration instead of in writing.		
REFLECTION	Ask students to reflect on the following question in their journal: How has your understanding of human rights changed after viewing the various videos and reading the simplified version of the United Nations Declaration of Human Rights?		
NEXT STEPS	As a follow up activity, students can view the video: “The Story of Human Rights” from the Youth for Human Rights website: http://www.youthforhumanrights.org/what-are-human-rights.htm and then draft their own “Declaration of Worker’s Rights.” Working in groups of two or three, students will draft a 10 item list of rights that all workers should be guaranteed and present their findings to the class.		

POST-LESSON TEACHER REFLECTION

* Please jot down notes throughout the observation.

REFERENCE BIBLIOGRAPHY

Heron, C. (2012). *The Canadian Labour Movement: A Short History*. Third Edition. Toronto, ON: Lorimer Press.

JOURNAL RESPONSE RUBRIC

QUESTION

How did the events of the 1872 Printers Strike and the Trade Union Act have an impact on the lives of working people in Canada?

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Inclusion of historical events and details of the 1872 Printers Strike.	Student includes very few references of historical events and details of the 1872 Printers Strike.	Student includes only a few references of historical events and details of the 1872 Printers Strike.	Student includes references of historical events and details of the 1872 Printers Strike.	Student accurately includes relevant references of historical events and details of the 1872 Printers Strike.
Understanding of the relationship between the results of the Printers Strike and present day workers' rights.	Student demonstrates a beginning understanding of the relationship between the results of the Printers Strike and present day worker's rights.	Student demonstrates some understanding of the relationship between the results of the Printers Strike and present day worker's rights.	Student demonstrates an understanding of the relationship between the results of the Printers Strike and present day worker's rights.	Student demonstrates an excellent and thorough understanding of the relationship between the results of the Printers Strike and present day workers' rights.
Ability to express ideas in clear and concise language following the conventions of grammar, spelling and punctuation.	Student is able to express only a few of their ideas in clear and concise language following the conventions of grammar, spelling and punctuation.	Student is somewhat able to express their ideas in clear and concise language following the conventions of grammar, spelling and punctuation.	Student is able to express their ideas in clear and concise language following the conventions of grammar, spelling and punctuation.	Student is consistently able to express their ideas in clear and concise language following the conventions of grammar, spelling and punctuation.

FEEDBACK:

JOURNAL RÉPONSE RUBRIQUE

QUESTION

Comment les événements de la Loi sur les syndicats et de la grève des imprimeurs de 1872 ont eu un impact sur la vie des gens qui travaillent au Canada?

CRITÈRES	NIVEAU 1	NIVEAU 2	NIVEAU 3	NIVEAU 4
Inclusion des événements historiques et les détails de la grève des imprimeurs de 1872.	L'élève inclut très peu de références des événements historiques et des détails de la grève des imprimeurs de 1872.	L'élève inclut seulement quelques références des événements historiques et des détails de la grève des imprimeurs de 1872.	L'élève inclut des références des événements historiques et des détails de la grève des imprimeurs de 1872.	L'élève inclut avec précision des références pertinentes des événements historiques et des détails de la grève des imprimeurs de 1872.
Compréhension de la relation entre les résultats de la grève des imprimeurs et les droits des travailleurs présents à la journée.	L'élève démontre un début de compréhension de la relation entre les résultats de la grève des imprimeurs et les droits des travailleuses et des travailleurs aujourd'hui.	L'élève démontre une certaine compréhension de la relation entre les résultats de la grève des imprimeurs et les droits des travailleuses et des travailleurs aujourd'hui.	L'élève démontre une compréhension de la relation entre les résultats de la grève des imprimeurs et les droits des travailleuses et des travailleurs aujourd'hui.	L'élève démontre une excellente et complète compréhension de la relation entre les résultats de la grève des imprimeurs et les droits des travailleuses et des travailleurs aujourd'hui.
Capacité à exprimer des idées dans un langage clair et concis respectant les conventions de la grammaire, de l'orthographe et de la ponctuation.	L'élève n'est capable d'exprimer que quelques idées dans un langage clair et concis en respectant les conventions de grammaire, d'orthographe et de ponctuation.	L'élève est quelque peu capable d'exprimer des idées dans un langage clair et concis en respectant les conventions de grammaire, d'orthographe et de ponctuation.	L'élève est capable d'exprimer des idées dans un langage clair et concis en respectant les conventions de grammaire, d'orthographe et de ponctuation.	L'élève est capable de façon continue d'exprimer des idées dans un langage clair et concis en respectant les conventions de grammaire, d'orthographe et de ponctuation.

COMMENTAIRES :





IMMIGRATION AND THE RACIALIZATION OF WORK

LESSON 6

“Workplace Rights are Human Rights.”

Eleanor Roosevelt

“There are folks out there who say, ‘it doesn’t impact me, I’m not a union guy, I’m not a teacher, I’m not a civil servant.’ Let me tell you how it does matter to you. Wages are going down in this country for everybody. When you destroy unions there will be no standard at all, nobody left to negotiate decent jobs for the middle class.”

Sen. Bernie Sanders

“The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth.”

Dan Rather



IMMIGRATION AND THE RACIALIZATION OF WORK

LESSON PLAN

CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Immigration and the Racialization of Work	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will examine ways in which the prevailing societal racist view of immigrants from non-British backgrounds affected both their living and working conditions during the pre- and post-Confederation era.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
HISTORY Analyze some of the actions taken by various groups and/or individuals in Canada during the era under study to improve their lives. Formulate questions to guide investigations into perspectives of different groups on some significant events, developments and/or issues that affected Canadians during this period.	BIG IDEAS Many immigrants and racial minorities in Canada experienced harsh treatment and racist attitudes in both their working and everyday lives. This legacy of racism and discrimination continues to be felt in our present day society. (Continuity and Change) Many Canadians of British ancestry held deeply racist attitudes toward Black, Chinese and Irish workers. As a result, these groups were typically treated unfairly and unjustly at work. (Cause and Consequence) The belief that certain groups were better suited for certain types of work was widespread. As a result, racial minorities and immigrants were often relegated to the lowest paid, often dangerous, unskilled labour. (Historical Perspective) FRAMING QUESTIONS What was the prevailing view of racialized and immigrant workers during this time? How did these views negatively impact the lives of these people? How did racist and discriminatory attitudes towards certain groups negatively impact their working conditions? What kinds of work were Chinese, Black and Irish people engaged in?	
READING	ACCOMMODATIONS/MODIFICATIONS	
IMMIGRANTS AND LABOUR Historica Canada. <i>Immigrant Labour</i> Retrieved June 6, 2015 from http://www.thecanadianencyclopedia.ca/en/article/immigrant-labour/ Exporail. <i>Chinese Railroad Workers in B.C: Railways and Immigration to Canada</i> . Retrieved June 6 from http://histoire.duraillhistory.ca/immigration_en.html	Students can be put into mixed ability groups or pairs to research one of the three ethnic groups rather than working individually. Students can be provided with a copy of the notes outlining the information on the remaining two ethnic groups for the jigsaw activity rather than taking their own notes. See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners..	

<p>Multicultural History Society of Ontario. <i>The Ties that Bind</i>. Retrieved. Retrieved June 6 from http://www.mhso.ca/tiesthatbind/ChineseRailWorkers.php</p> <p>B.C. archives: Chinese Restrictions Source: Canada (1885). Select Committee on Chinese Restrictions. Report of Select Committee on Chinese Restrictions. Chapter 39. http://archives.leg.bc.ca/EPLibraries/leg_arc/document/ID/LibraryTest/1639230236</p> <p>IRISH WORKERS ON THE RIDEAU CANAL:</p> <p>Watson, K. W. (2003). <i>Those Who Laboured</i>. Retrieved June 6, 2015 from http://www.rideau-info.com/canal/articles/laboured.html</p> <p>Kingston Irish Folk Club. <i>Rideau Canal</i>. Retrieved June 6, 2015 https://kingstonirish.wordpress.com/irish-history-2/rideau-canal/</p> <p>BLACK LOYALISTS:</p> <p>Government of Canada. http://www.cic.gc.ca/english/multiculturalism/black/history.asp</p> <p>Black Loyalists Digital Collections. <i>Equal Pay?</i> Retrieved June 6, 2015 http://blackloyalist.com/cdc/story/prejudice/pay.htm</p> <p>Black Loyalist Digital Collections. <i>Shelburne Riot</i>. Retrieved June 6, 2015 http://blackloyalist.com/cdc/story/prejudice/riot.htm</p>	
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)
<p>I have an understanding of how racist attitudes and discriminatory practices negatively impacted immigrants and minorities during this time.</p> <p>I understand how the legacy of racism and discrimination continues to harm people in present day society.</p> <p>I can read and analyze both primary and secondary source historical sources to find information about the working and living conditions of Black, Irish and Chinese workers.</p>

MATERIALS

<p>Computer and projector to display various websites (optional).</p> <p>Individual computers for students/ alternatively teacher can print out information from one or two of the websites for each of the immigrant groups: Irish workers on the Rideau Canal, Chinese railroad workers in B.C., Black Loyalist Workers.</p>	<p>Chart paper and markers</p> <p>Post it notes for student brainstorming activity</p> <p>Lives of the Immigrant Worker comparison worksheet</p> <p>Workplace Improvements graphic organizer</p>
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IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
BEFORE <i>(Activation/Review)</i> 5 minutes	<p>Display three anchor charts at the front of the class with the following terms written on each chart:</p> <ul style="list-style-type: none"> • Immigration • Stereotype • Discrimination <p>Invite students to write a few words to describe their understanding of the concept/or an example related to the concept on their post-it note and affix it to the appropriate chart paper. Read the class responses aloud to stimulate discussion about the relationship between these three ideas.</p>	<p>ASSESSMENT FOR LEARNING</p> <p>Most students will have a basic understanding of the terms immigration, discrimination and stereotype in contemporary contexts; however, they may be unfamiliar with how these concepts relate to the pre- and post-Confederation era.</p> <p>While the racialization of work will most likely be a new expression for most students, the notion that certain ethnic or racial groups were suitable or unsuitable for certain types of work was widespread in Canada during this period in history.</p> <p>As a result immigrants were relegated to lowest status jobs and faced the harshest conditions.</p>	<p>The anchor charts help stimulate and engage student thinking on the four major themes of the lesson and help the teacher assess the students' prior knowledge and understanding of the key themes.</p> <p>When evaluating the individual practice assignment, the teacher can refer back to the anchor charts to assess if there has been an increase in student understanding of the four themes presented in the lesson.</p>
DURING <i>(Working on it)</i> 20 minutes	<p>Divide students into groups of three; each person in the group will be responsible for researching the working conditions, struggles and discrimination experienced by Chinese, Irish and Black workers by visiting one or two website links in the readings section and completing one third of the Lives of the Immigrant Worker worksheet.</p> <p>Students will then assist group members in completing the remaining two sections of the comparison worksheet by discussing their research.</p>	<p>ASSESSMENT AS LEARNING</p> <p>Most of the students should be able to fill in their own section of the comparison sheet by looking at one or more of the websites in the readings section.</p> <p>Students should then be able to share their findings with the other two members of their team in order to help each other to complete the two remaining sections (jigsaw activity).</p>	<p>Circulate to help students locate online resources, clarify information on the websites and facilitate information exchanges within groups.</p> <p>Some students may need extra support with explaining some of the key concepts to the other members of their group.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 10 minutes	Ask some of the students to give an oral report on their findings by answering the following questions: <ul style="list-style-type: none"> What were some of the working conditions faced by the workers that you researched? How did racist and discriminatory attitudes towards /Chinese/Irish/ Blacks affect the working conditions of those groups during the mid-late 1800s? 	Student responses should reflect an understanding of the unequal and unfair ways in which Irish, Black and Chinese workers were treated by employers. Student responses may include examples such as unequal pay, exposure to disease, crowded living conditions, etc.	Students may be unaware of the tensions that existed between white working class workers and racialized workers due to competition for employment and wages. Black, Irish, Chinese and other immigrant workers could often be paid less money to do the same work as a white Canadian of British ancestry. As a result, many Canadians feared that people belonging to these groups would create unfair competition for scarce jobs. The events of the Shelbourne riots are an example of tensions between members of the working class exploding in a dramatic fashion.
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i> 10 minutes	Assign the following question: Imagine that you are a worker belonging to one of the groups from our class research (a Black Loyalist, a Chinese railroad worker, an Irish worker on the Rideau Canal). Using the “Immigrant Worker’s List of Improvements” graphic organizer, write a list of problems or concerns that you are experiencing as a worker in the first column. In the second column, write a corresponding improvement that you would like to see put in place for the future.	ASSESSMENT OF LEARNING Students should be able complete the first column of the graphic organizer by listing examples of discriminatory working conditions of at least one of the featured groups of workers. They should be able to synthesize this knowledge with their own previously held knowledge to compose a corresponding list of worker improvements in the second column of the graphic organizer.	Circulate to ensure that students have an adequate grasp of what constitutes discriminatory or unfair working conditions.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
DIFFERENTIATION (Modifications/ Extensions)	During Groups of three can all be assigned the same immigrant group instead of working on separate groups. Students in these modified groupings would therefore only be responsible for completing a third of the Life of the Immigrant Worker comparison worksheet. Individual Practice Students can be asked to write a limited number of workplace concerns and corresponding workplace improvements.. Alternatively, they can be prompted by the teacher to formulate demands in specific categories: (i.e. housing, health benefits, pay, etc.)		
REFLECTION	Ask students to answer the following questions in their journals: “Is there evidence that the racialization of work still exists in present-day Canadian workplaces?” and “Are some ethnic and racial groups still over- or under-represented in some types of work?” The racialization of work will most likely be a new expression for most students, however the notion that certain ethnic or racial groups were suitable or unsuitable for certain types of work was widespread in Canada during this period in history. As a result immigrants were relegated to lowest status jobs and faced the harshest conditions.		
NEXT STEPS	Research the work that unions are doing today to combat racism and discrimination by visiting websites such as The Coalition of Black Trade Unionists: http://cbtu.ca/ or the Aboriginal Iron Workers website: http://www.aboriginalironworkers.ca/ .		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

WORKPLACE IMPROVEMENTS WORKSHEET

STEP 1

Imagine that you are a Chinese, Black or Irish worker in the 1860s. Complete column A by listing the unfair/unsafe/discriminatory working conditions to which you are subjected.

STEP 2

For each “complaint” make a corresponding list of workplace demands that will address the problem.

I am a _____ worker in _____.

EXAMPLES OF WORKPLACE DISCRIMINATION/COMPLAINTS <i>(List examples of unfair treatment or poor working conditions.)</i>	CORRESPONDING DEMANDS <i>(How can these concerns be addressed in the future?)</i>

LIFE OF THE IMMIGRANT WORKER JIGSAW COMPARISON CHART

INSTRUCTIONS

STEP 1

Choose one of the following immigrant groups in pre- and post-Confederation era Canada; Irish workers on the Rideau Canal, Black Loyalists in Nova Scotia, Chinese railroad workers in B.C. Each person in the group should choose a different ethnic/racial group to research.

STEP 2

Using one or two of the websites provided by your teacher, complete the chart outlining the living/working conditions of that group.

STEP 3

Share your findings with the other two members of your group in order to help each other to complete the information about the remaining two ethnic/racial groups.

STEP 4

Be prepared to report your findings to the class by answering the question, “How did discrimination and racist attitudes towards the Chinese, Irish and Blacks affect the working conditions of those groups during the mid-late 1800s?”

WEBSITES

B.C. Archives: Chinese Restrictions. Source: Canada (1885). Select Committee on Chinese Restrictions. *Report of Select Committee on Chinese Restrictions*. Chapter 39. http://archives.leg.bc.ca/EPLibraries/leg_arc/document/ID/LibraryTest/1639230236

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Explorail. *Chinese Railroad Workers in British Columbia: Railways and Immigration to Canada*. http://histoire.durailhistory.ca/immigration_en.html

Government of Canada. *Black Loyalist workers in Nova Scotia: Government of Canada*. <http://www.cic.gc.ca/english/multiculturalism/black/history.asp>

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Rideau Canal the Kingston Irish Folk Club. *Rideau Canal*. <https://kingstonirish.wordpress.com/irish-history-2/rideau-canal/>

Watson, K. W. (2003). *Irish workers on the Rideau Canal: Those Who Laboured*. Rideau Canal. <http://www.rideau-info.com/canal/articles/laboured.html>

LIFE OF THE IMMIGRANT WORKER WORKSHEET

IMMIGRANT GROUP	TYPES OF WORK	WORKING/LIVING CONDITIONS	EXAMPLES OF DISCRIMINATION UNFAIR TREATMENT
Irish Workers	-	-	-
	-	-	-
	-	-	-
	-	-	-
Chinese Workers	-	-	-
	-	-	-
	-	-	-
	-	-	-
Black Loyalists	-	-	-
	-	-	-
	-	-	-
	-	-	-

WORKPLACE DEMANDS RUBRIC

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student list of workplace demands demonstrates an understanding of the barriers/discrimination faced by their chosen immigrant group.	Student list of workplace improvements demonstrates a limited understanding of the barriers/discrimination faced by their chosen immigrant group.	Student list of workplace improvements demonstrates some understanding of the barriers/discrimination faced by their chosen immigrant group.	Student list of workplace improvements demonstrates an understanding of the barriers/discrimination faced by their chosen immigrant group.	Student list of workplace improvements demonstrates an extensive understanding of the barriers/discrimination faced by their chosen immigrant group.
Student list of workplace demands demonstrates an understanding of the relationship between social justice and workers' rights.	Student list of workplace improvements demonstrates a limited and superficial understanding of the relationship between social justice and workers' rights.	Student list of workplace improvements demonstrates an emerging understanding of the relationship between social justice and workers' rights.	Student list of workplace improvements demonstrates an understanding of the relationship between social justice and workers' rights.	Student list of workplace improvements demonstrates a thorough understanding of the relationship between social justice and workers' rights.
Student demonstrates the ability to communicate their understanding of historical facts and events using clear, accurate and concise language. The sentences are written following the conventions of spelling, punctuation and grammar.	Student demonstrates a beginning ability to communicate their understanding of historical facts and events using clear, accurate and concise language. The sentences are written following few of the conventions of spelling, punctuation and grammar.	Student demonstrates some ability to communicate their understanding of historical facts and events using clear, accurate and concise language. The sentences are written following some of the conventions of spelling, punctuation and grammar.	Student demonstrates the ability to communicate their understanding of historical facts and events using clear, accurate and concise language. The sentences are written following most of the conventions of spelling, punctuation and grammar.	Student demonstrates an extensive ability to communicate their understanding of historical facts and events using clear, accurate and concise language. The sentences are written following almost all of the conventions of spelling, punctuation and grammar.

FEEDBACK:

AMÉLIORATIONS DU LIEU DE TRAVAIL FEUILLE DE TRAVAIL

ÉTAPE 1

Imaginez que vous êtes un ouvrier chinois, noir, ou irlandais dans les années 1860. Compléter la colonne A en énumérant les conditions injustes / dangereuses / discriminatoires auxquelles vous êtes soumis au travail.

ÉTAPE 2

Pour chaque «plainte» faire une liste correspondante de demande au lieu de travail qui traitera du problème.

Je suis un _____ travailleur dans _____.

EXEMPLES DE DISCRIMINATION OU DE PLAINTE DANS LE LIEU DE TRAVAIL <i>(Énumérer des exemples de traitement injuste ou de mauvaises conditions de travail.)</i>	DEMANDES CORRESPONDANTES <i>(Comment ces préoccupations peuvent être adressées à l'avenir?)</i>

TABLEAU COMPARATIF JIGSAW DE LA VIE D'UN TRAVAILLEUR IMMIGRANT

INSTRUCTIONS

ÉTAPE 1

Choisissez l'un des groupes d'immigrants suivants d'avant et d'après l'époque de la Confédération canadienne ; Travailleurs irlandais sur le canal Rideau les Loyalistes noirs de la Nouvelle-Écosse. les travailleurs des chemins de fer chinois en Colombie-Britannique. Chaque personne dans le groupe doit choisir un groupe ethnique / racial différent pour sa recherche.

ÉTAPE 2

En utilisant un ou deux des sites Web fournis par votre enseignante ou enseignant, compléter le tableau décrivant les conditions de vie et de travail ce groupe.

ÉTAPE 3

Partagez vos résultats avec les deux autres membres de votre groupe afin de vous entraider pour compléter l'information au sujet des deux autres groupes raciaux / ethniques.

ÉTAPE 4

Soyez prêt à présenter vos conclusions à la classe en répondant à la question «Comment la discrimination et les attitudes racistes envers les

Chinois, les Irlandais et les Noirs ont eu une incidence sur les conditions de travail de ces groupes de la mi à la fin des années 1800 ? “

SITES WEB

B.C. Archives: Chinese Restrictions. Source: Canada (1885). Select Committee on Chinese Restrictions. *Report of Select Committee on Chinese Restrictions*. Chapter 39. http://archives.leg.bc.ca/EPLibraries/leg_arc/document/ID/LibraryTest/1639230236

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LA VIE D'UN TRAVAILLEUR IMMIGRANT FEUILLE DE TRAVAIL

GROUPE D'IMMIGRANTS	TYPE DE TRAVAIL	CONDITIONS DE VIE \ TRAVAIL	EXEMPLES DE DISCRIMINATION TRAITEMENT INJUSTE
Travailleurs irlandais	- - - -	- - - -	- - - -
Travailleurs chinois	- - - -	- - - -	- - - -
Loyalistes noirs	- - - -	- - - -	- - - -

WORKPLACE DEMANDS RUBRIC

CRITÈRES	NIVEAU 1	NIVEAU 2	NIVEAU 3	NIVEAU 4
La liste des demandes dans le lieu de travail de l'élève démontre une compréhension des obstacles / de la discrimination subie par le groupe d'immigrants choisi.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension limitée des obstacles / de la discrimination subie par le groupe d'immigrants choisi.	La liste des demandes dans le lieu de travail de l'élève démontre une certaine compréhension des obstacles / de la discrimination subie par le groupe d'immigrants choisi.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension des obstacles / de la discrimination subie par le groupe d'immigrants choisi.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension profonde des obstacles / de la discrimination subie par le groupe d'immigrants choisi.
La liste des demandes dans le lieu de travail de l'élève démontre une compréhension de la relation entre la justice sociale et les droits des travailleuses et des travailleurs.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension limitée et superficielle de la relation entre la justice sociale et les droits des travailleuses et des travailleurs.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension émergente de la relation entre la justice sociale et les droits des travailleuses et des travailleurs.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension de la relation entre la justice sociale et les droits des travailleuses et des travailleurs.	La liste des demandes dans le lieu de travail de l'élève démontre une compréhension complète de la relation entre la justice sociale et les droits des travailleuses et des travailleurs.
L'élève démontre la capacité de communiquer sa compréhension des faits et des événements historiques en utilisant un langage clair, précis et concis. Les phrases sont écrites en respectant les conventions d'orthographe, de grammaire et de ponctuation.	L'élève démontre un début de capacité de communiquer sa compréhension des faits et des événements historiques en utilisant un langage clair, précis et concis. Les phrases sont écrites en respectant les conventions d'orthographe, de grammaire et de ponctuation.	L'élève démontre une certaine capacité de communiquer sa compréhension des faits et des événements historiques en utilisant un langage clair, précis et concis. Les phrases sont écrites en respectant les conventions d'orthographe, de grammaire et de ponctuation.	L'élève démontre la capacité de communiquer sa compréhension des faits et des événements historiques en utilisant un langage clair, précis et concis. Les phrases sont écrites en respectant les conventions d'orthographe, de grammaire et de ponctuation.	L'élève démontre une capacité extensive de communiquer sa compréhension des faits et des événements historiques en utilisant un langage clair, précis et concis. Les phrases sont écrites en respectant presque toutes les conventions d'orthographe, de grammaire et de ponctuation.

COMMENTAIRES :





LESSON 7

IMMIGRATION AND RURALIZATION: URBAN VS. RURAL

“It’s the Industrial Revolution and the growth of urban concentrations that led to a sense of anonymity.”

Vint Cerf

“It is only through labor and painful effort, by grim energy and resolute courage, that we move on to better things.”

Theodore Roosevelt



IMMIGRATION AND RURALIZATION: URBAN VS. RURAL

LESSON PLAN



CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Urban vs. Rural	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will develop an understanding of the importance of labour and immigration in urban settings vs. rural settings at the end of the 19 th and beginning of the 20 th century in Canada. This lesson examines the human geography of Canada, as well as how and where resources are used (i.e., the cyclical nature of urban/rural work).		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
GEOGRAPHY Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective. Use a variety of geographic resources and tools to gather, process and communicate geographic information.	BIG IDEAS Students will have a better understanding of wage earners in cities (urban areas) who want land (rural areas). FRAMING QUESTIONS What are the reasons someone would move from an urban setting to a rural setting for work?	
READING	ACCOMMODATIONS/MODIFICATIONS	
	See <i>ETFO Special Education Handbook</i> to address additional areas of need.	

MATERIALS

Interactive Whiteboard, Chart Paper, Markers	Computer - Google Earth
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)
I can compare land use in urban and rural settings. I will be able to compare and contrast urban and rural communities. I am going to use written notes, drawings, tables, charts, maps and graphs to communicate information about urban and rural communities, (e.g., comparison of various features in communities that would lead to people staying or leaving to take up life elsewhere).

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
BEFORE <i>(Activation/Review)</i> 5 minutes	SMALL GROUP DISCUSSION Break the students into groups of four and five and have them select one person to record the thoughts throughout their discussion. Define “urban” and “rural”	ASSESSMENT FOR LEARNING During the discussion and brainstorming, assess the amount of knowledge the students have about urban and rural labour forces.	Keep students on track with their thoughts of urban labourers and rural labourers.
	and different labour jobs that occur in each geographic environment (i.e., Urban – Factory worker; Rural – Farmer). LARGE GROUP DEBRIEF Have one student report back to the larger group – Teacher can highlight main ideas on chart paper on an interactive White Board.		
DURING <i>(Working on it)</i> 25 minutes	Brainstorm and facilitate a full group discussion: “Why would labourers live and work in an urban versus rural setting?” (For examples, reasons may include close to U.S. border, water source, open space, clean air, being first to start something in the area, or a specific need for labourers to build homes and facilities, unions, sole proprietorships, etc.) Refer to maps of specific geographic locations in Canada. (i.e., Southwestern Ontario, Northern Ontario Metropolitan Toronto etc.)	ASSESSMENT FOR LEARNING During the discussion and brainstorming, assess the amount of knowledge the students have about why labourers would live and work in different areas and reasons they may move from an urban centre to a rural centre.	Provide initial ideas to the class and allow them to engage in the process of brainstorming.
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 10 minutes	Students reflect and make connections to the types of jobs that currently exist in their vicinity. They may also discuss the type of labour that was in demand in their area historically. (For example, labour for mills, mines, railroads, farms, fishing, etc.)	ASSESSMENT AS LEARNING Collaboratively develop criteria that they can use in self-assessment of questions.	Post success criteria for a reflective writing exercise.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i>	In a Venn Diagram format, have students individually work on the question: “Canadian people would work in a urban area because ... ? In a rural area because ...?” In the center of the diagram, list reasons that are the same for both urban and rural settings.	ASSESSMENT AS LEARNING In pairs, students will self-assess their questions and make improvements based on the set criteria	Circulate to observe and assist students.
DIFFERENTIATION <i>(Modifications/ Extensions)</i>	Invite a labour leader to speak to the class about the current, and possibly historic, nature of their work. (For example, what changes have been made at the factory over the past decades?)	ASSESSMENT OF LEARNING These differentiation and extension opportunities allow students to further develop their understanding of workers and employers throughout various time periods.	The extension activity is an opportunity for students to further develop their background knowledge of this time period.
REFLECTION	In their reflective history journal, ask students, “If you could move from an urban setting to a rural setting, or vice versa, would you and why? Provide three to five reasons and explain your thinking.”		
NEXT STEPS	Arrange for students to explore the United Nations website on Child Labour by going to http://www.un.org/en/globalissues/briefingpapers/childlabour/ . Have students review the website and report back to the class (individually or in small groups) about one of the topics covered.		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

REFERENCE BIBLIOGRAPHY

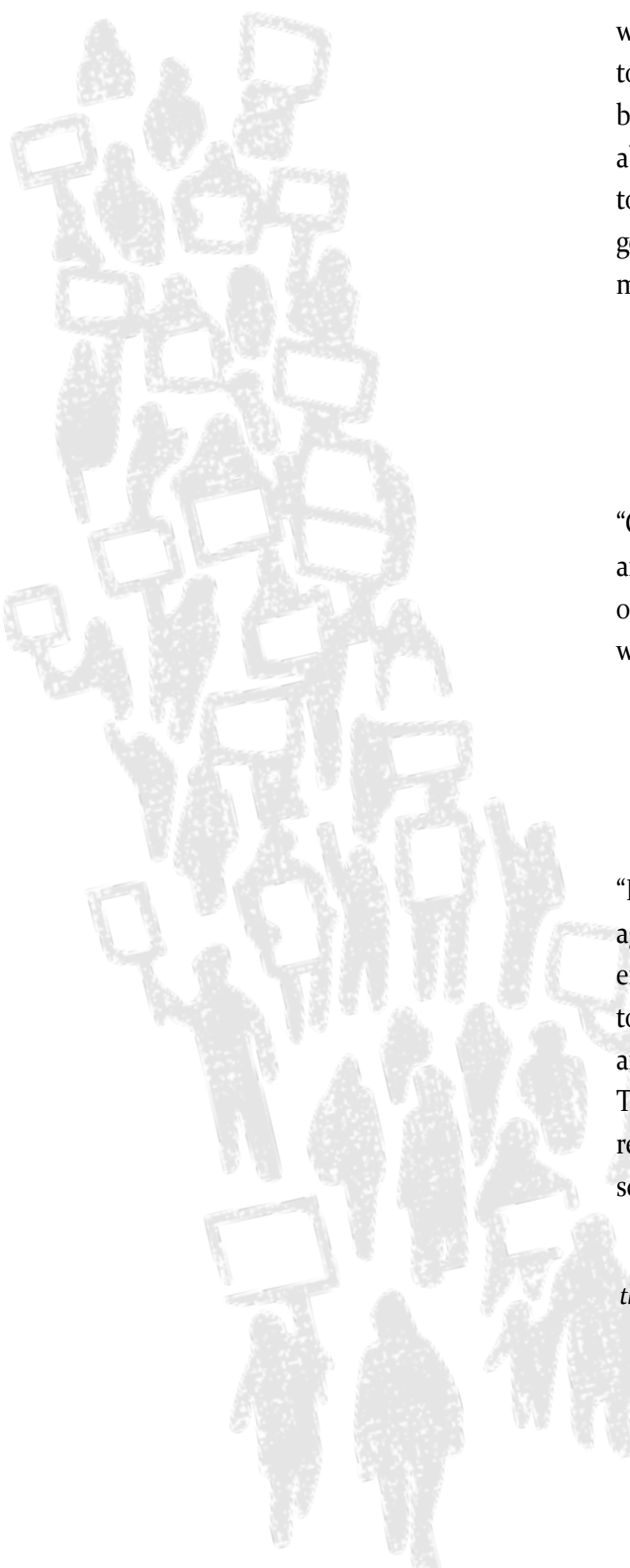
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- Pedersen, A. M., et al. (2011). *Child Labour*. The Canadian Encyclopedia Online. Retrieved May 21, 2015 from <http://www.thecanadianencyclopedia.ca/en/article/child-labour/>





WOMEN AND LABOUR

LESSON 8



“Take nothing for granted. History can unfold in many different ways. The women who came before us forced it to unfold in a way that is assumed to be normal, but remember nothing, absolutely nothing, has ever been ‘given’ to women. We have fought hard through generations for the gains that we have made.”

*Ontario Federation of Labour. (2007).
1900-2000: A Century of Women and Work*

“Generally speaking women wage earners are not convinced that the principle of higher pay to men as bread-winners works out justly.”

*Report of Ontario Commission on
Unemployment*

“Even today, there still exists a prejudice against women working. Strangely enough this prejudice does not extend to occupations which are badly paid and where men do not want to work. These are nursing, waiting on tables in restaurants, clerical work and primary school teaching.”

*OFL submission to the Royal Commission on
the Status of Women in Canada, February 1968*

WOMEN AND LABOUR

LESSON PLAN

CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADE	TEACHER(S) TIMELINE:
Women and Labour	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will examine a variety of historical texts in order to dramatize the experiences, struggles and triumphs of Canadian women workers.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
<p>HISTORY</p> <p>Use the historical inquiry process to investigate perspectives of different groups on some significant events developments and/or issues that affected Canada and/or Canadians.</p> <p>Describe various significant events, developments and people in Canada between key dates indicated and explain their impact.</p> <p>Analyze key similarities and differences between Canada in the key dates indicated and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives.</p> <p>DRAMA</p> <p>Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes and relationships from a wide variety of sources and diverse communities</p>	<p>THE BIG IDEAS</p> <p>The benefits and rights female citizens enjoy are the result of the struggles of others. Their actions in the past are significant because they impact me today. (Historical Significance)</p> <p>There are ways that we collectively recognize and celebrate those efforts in statutory holidays and festivals. (Cause and Consequence)</p> <p>Our families, because we all have female members who laboured in some way under varying conditions, are part of this history. (Continuity and Change)</p> <p>THE FRAMING QUESTIONS</p> <p>In what ways are Canadian human rights and labour standards a result of the struggles of women in the past? How do these past events impact me today?</p> <p>What are the accomplishments and how are they recognized?</p> <p>How have those accomplishments changed over time?</p> <p>What can we learn from the ways in which women met challenges in the past?</p> <p>What agency can we demonstrate in the future when faced with similar challenges?</p>	
READING	ACCOMMODATIONS/MODIFICATIONS	
<p>PROFILES OF HISTORICALLY SIGNIFICANT WOMEN IN CANADIAN HISTORY</p> <p>Historica Canada. https://www.historicacanada.ca/content/heritage-minutes/mona-parsons-o?media_type=&media_category=39</p> <p>Famous Canadian Women's Historical Timeline. http://famouscanadianwomen.com/timeline/timeline1800-1849.htm</p>	<p>Arrange students in mixed ability groupings.</p> <p>Select the website to be read.</p> <p>See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.</p>	

HISTORY OF WOMEN IN EDUCATION

Historica Canada. <http://www.thecanadianencyclopedia.ca/en/article/women-and-education/>. International Women's Day. <http://rabble.ca/toolkit/on-this-day/international-womens-day>

Profile of Mary Ann Shadd. Retrieved July 11, 2015 from Historica Canada. <http://blackhistorycanada.ca/profiles.php?themeid=20&id=5>

Women in the Labour Force. Retrieved July 13, 2015 from <http://www.thecanadianencyclopedia.ca/en/article/women-in-the-labour-force/>. This address provides additional perspectives and links to women and work in Canada.

International Women's Day. Retrieved July 13, 2015 <http://rabble.ca/toolkit/on-this-day/international-womens-day>

MATERIALS

Chart paper and sticky notes for Think Pair Share activity	Access to a computer for viewing websites
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)

I can understand the ways some Canadian rights and freedoms are a result of the struggles of women in the past. I can understand how their actions impact me today.

I can learn from the ways in which women met challenges in the past. I can learn what individual and collective agency women (individuals, groups and family members) had to demonstrate to meet their needs. I can think of ways I can meet similar challenges in the future.

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
BEFORE <i>(Activation/Review)</i> 15 minutes	Ask students to reflect on the expectations that they have for themselves in terms of their future career paths and educational goals. Is there a difference between what the boys and the girls in the class expect to do?	ASSESSMENT FOR LEARNING During the Activation/Review activity, most students should be able to clearly articulate a few of the plans that they have for their future in terms of career and education. Some students may have difficulty thinking about how gender roles often shape, and sometimes limit, our future choices.	It is easy for children and youth to assume that progress always moves 'up'; or that the rights and working expectations female citizens enjoy today have been in place for a long time. But neither are true. Sometimes progress does not follow a linear progression.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
	<p>Ask students to consider and reflect on the following questions with a partner:</p> <ul style="list-style-type: none"> • “How do gender roles shape both our expectations and society’s expectations of ourselves?” <p>Students may complete this portion of the activity using a Think Pair Share strategy.</p> <p>Once students have had an opportunity to think of at least one or two future expectations, they may pair up with a seat partner and share their thoughts.</p>		<p>Ask students to reflect on the following:</p> <ul style="list-style-type: none"> • When did the rights and expectations for female citizens change in Canada? What were the different societal conditions that prompted change? • How has it been for women In other countries? • What kind of evidence do you see for this?
<p>DURING</p> <p><i>(Working on it)</i></p> <p>5 minutes</p>	<p>In groups of three to five, students will explore the working challenges and conditions of women during the era under study, using selected websites and/or texts.</p> <p>Students will work as a team to select aspects to dramatize.</p> <p>They will construct a tableau based on the information they have explored, as well as their own inferences on what life in general, and working life in specific, might have been like.</p> <p>After choosing characters, aspects of experience, attitudes and an overall setting, students will have some time to interact to bring their tableau to life.</p>	<p>ASSESSMENT AS LEARNING</p> <p>Students will work collaboratively to use drama conventions of mime, characterization and tableau.</p> <p>The ‘Living Tableau’ will become animated in the presence of an audience as characters discuss and live through the issues which face them.</p> <p>The tableau can also answer questions from the audience.</p>	<p>‘Mantle of the Expert’ is a drama methodology created by Dorothy Heathcote.</p> <p>Students dramatically explore a problem under investigation through inquiry and imagined experience.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
AFTER <i>(Reflecting/Connecting/Consolidating)</i> 15 minutes	<p>The performance piece occurs after students have had the time to consolidate their tableaux.</p> <p>Next, the groups assemble as a theatre-in-the-round and travel from one station to another.</p> <p>Each group will become animated and will live through the issues which face them in the presence of an audience.</p> <p>The living tableau can also answer questions from the audience.</p>	ASSESSMENT OF LEARNING <p>Students can be evaluated on their drama skills, but also on the sensitivity and insight they bring to transforming and exploring the human dimension of these factual aspects.</p> <p>They may also be assessed on the types of questions they pose.</p>	<p>Historical Perspective is the thinking skill relevant to this activity.</p> <p>Have students reflect:</p> <ul style="list-style-type: none"> • Why is an idea or belief accepted in the past not appropriate today? • How did different individuals or groups see and react to events at the time? • Why is that different from today? <p>Analyze the tension between conflicting past and present day viewpoints about historic events.</p>
INDIVIDUAL PRACTICE <i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i>	<p>Write a reflection of your tableau/ performance. Be sure to answer the following questions in your reflection:</p> <ul style="list-style-type: none"> • What/Who was the subject of the performance? • What experiences was the group trying to convey? • What elements of drama did your group use to convey this message? • What is the historical significance of those who lived through those times? • What agency would you say your character was trying to exhibit? • How did you feel while you were in the role of that person living in those conditions/ during that time? 		

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
DIFFERENTIATION (Modifications/ Extensions) 10 minutes	Extension: Collecting Oral History In order to place their families in the historical/social context of 'labour' and expand their perspective, students could interview a female family member about their work experiences. Brainstorm a list of questions, which may include: <ul style="list-style-type: none"> • What were your employment experiences like? • How were your work experiences shaped by the fact of being female? • Were males and females treated the same? • Did males and females have similar or different opportunities for work, benefits and advancement? • Did males and females received the same pay? • What were the conditions that made it that way? • What did you learn? Teach general interviewing tips beforehand, as well as journalistic strategies to probe and probe again! Encourage students to ask about and record specific details. 	ASSESSMENT OF LEARNING Students will enrich what they have learned in class about women and labour by exploring a family member's experiences. Look for references to, or awareness of, the impact of gender.	Collecting Oral History is a pedagogical tool which democratizes learning in many ways. It makes history more inclusive as it allows students to connect the lived experiences of someone - a family member in this case - with the context of what they are learning in class. Students are encouraged to take notes during the interview either by writing or recording the responses.

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
	Further Extensions: Students can use the writing process to develop their collecting oral history story and apply historical thinking to the raw data of the interviews: what does the family member’s labour experience reveal about continuity and change, or about any of the labour concepts presented throughout the unit?		<p>Prepare students for the possibility that while some people may answer questions directly, others may veer off on tangents, revealing unexpected but relevant information.</p> <p>Share the stories among classmates afterwards.</p> <p>Discuss what the stories reveal specifically about human experience and generally about our society.</p> <p>This is an important way to contextualize and personalize the ideas presented in the unit.</p>
REFLECTION	For their Reflective History Journal, ask students: “Which Living Tableau do you feel had the most impact on our society? Which other Living Tableau had the most impact on you personally? For both of these Living Tableaus: (1) justify your selection; and (2) explain what challenges these women faced and what agency they had to demonstrate to meet these challenges.”		
NEXT STEPS	<p>Ask students to use one or more of the websites to research the working conditions of early Canadian teachers.</p> <p>Next, have the students interview one of the female teachers in your school.</p> <p>Have students consider the following questions in their report:</p> <ol style="list-style-type: none">1. What are some of the challenges of teaching in present day schools?2. How have the working conditions of Canadian teachers improved over time?		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

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LESSON 9

WHAT'S NEXT FOR THE LABOUR MOVEMENT?

EXAMINING UNION WEBSITES TO DETERMINE NEXT STEPS

“The gains that union members make at the bargaining table spill over into creating healthier and more prosperous communities for everyone. Union members can be good ambassadors in a campaign for greater fairness for all Canadians.”

*Ken Georgetti, Past-President, Canadian
Labour Congress*



WHAT'S NEXT FOR THE LABOUR MOVEMENT? EXAMINING UNION WEBSITES TO DETERMINE NEXT STEPS

LESSON PLAN



CURRICULUM EXPECTATION(S) AND BIG IDEAS AND CONCEPTS

UNIT	GRADES	TEACHER(S) TIMELINE:
What's Next for the Labour Movement? Examining Union Websites to Determine Next Steps	Grade 7 and 8	45 minute lesson
LESSON DESCRIPTION		
Students will review their learning from the unit and make connections to the labour movement today. Furthermore, they will make predictions about which rights will be fought for next by the labour movement.		
CURRICULUM EXPECTATIONS(S)	BIG IDEAS AND CONCEPTS	
Identify key political and legal changes that occurred in and/or affected Canada during the time period under study. Identify key social and economic changes that occurred in and/or affected Canada during the time period under study. Assess the impact that differences in the distribution of rights and privileges on various groups and individuals in Canada during the time period under study. Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.	BIG IDEAS The labour movement continues to fight for the rights of workers (unionized and nonunionized alike). Working conditions have improved greatly since 1850 but inequity, discrimination and unsafe conditions continue to be a concern of the labour movement. FRAMING QUESTIONS What are some rights that the labour movement continues to fight for? Where does the labour movement go from here?	
	ACCOMMODATIONS/MODIFICATIONS	
	Print out <i>Canadian Labour Congress' Together Fairness Works</i> campaign material for students who are unable to navigate websites. Provide students opportunities to share the results of their website exploration orally or independently rather than working in groups. See <i>ETFO Special Education Handbook</i> for suggestions on how to meet the needs of all learners.	

MATERIALS

Chart paper and writing tools Access to technology <i>Labour Movement Today Links</i> handout	Poster paper (for optional extension activities) Art supplies (for optional extension activities)
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LEARNING GOAL(S)

THE LEARNING GOALS ARE THE OVERALL/SPECIFIC EXPECTATIONS WRITTEN IN STUDENT FRIENDLY LANGUAGE FOR STUDENTS TO ACCESS (POST ONTO CHART PAPER AND REVIEW WITH STUDENTS)

Using my knowledge of the labour movement and the rights of workers, I am able to make predictions and argue which rights workers must continue to fight for today.

I know and have an understanding of the various rights that the labour movement has fought for since 1850.

IMPLEMENTATION

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
<p>BEFORE</p> <p>(Activation/Review)</p> <p>15 minutes</p>	<p>Ask students to reflect over the last few lessons and answer the question: "What rights have workers fought and won since 1850?"</p> <p>As students contribute, have them write their answers on a post-it note and stick it on an anchor chart with "Workers' Rights" at the top.</p> <p>Once complete, ask the students to consider the rights that have been achieved and whether they think all workplaces today are free from discrimination and safe for every person.</p> <p>Inform the students that the labour movement continues to fight for better workplaces and they will be doing research to learn what various labour groups are advocating for today.</p> <p>Ask student if they know any unions that exist presently and which groups of workers to they represent?</p> <p>Distribute the <i>The Labour Movement Today</i> handout and assign each student one website from the document (feel free to add your own as well).</p>	<p>ASSESSMENT OF LEARNING</p> <p>During the initial discussion, students should be able to communicate some of the rights that workers have fought for in the labour movement since 1850.</p> <p>ASSESSMENT FOR LEARNING</p> <p>Observations and anecdotal of the Think-Pair-Share activity.</p>	<p>This is an opportunity for teachers to assess student knowledge of the concepts covered during this unit.</p> <p>As students work independently and in groups, note which websites they are using and help guide them to further resources based on their needs.</p> <p>As students discuss which unions exist in present day, explain that many teachers in Ontario are members of a union and consider self-identifying as a union member.</p> <p>This may also be an opportunity to discuss the difference between public sector and private sector labour groups.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
	<p>Students will visit the website (on a device or computer) and look for evidence to answer the question:</p> <ul style="list-style-type: none"> Which rights is the labour movement continuing to fight for? <p>Have students work independently first for 5 minutes and then with a partner for another 5 minutes.</p>		
<p>DURING</p> <p><i>(Working on it)</i></p> <p>5 minutes</p>	<p>Once all partners have developed a list, have them join two other partners to compare their lists. Have them consider:</p> <ul style="list-style-type: none"> Which of your answers were similar? Which were different? Which rights that are common across all groups are the most important? Which rights are the least important? 	<p>ASSESSMENT OF LEARNING</p> <p>Based on the results of the students' investigation, assess their ability to use primary material (union websites) as a source of information.</p>	<p>Pay close attention to the conversations that are taking place and assess how well the students achieved the goals for this activity. This will help guide the following discussion.</p>
<p>AFTER</p> <p><i>(Reflecting/Connecting/Consolidating)</i></p> <p>15 minutes</p>	<p>As a class, discuss the results and write some of the rights highlighted by the groups on chart paper labelled "Struggles."</p> <p>Have the class consider ways that workers continue to fight for these rights today, (work action, public relations campaigns, lobbying).</p>	<p>ASSESSMENT OF LEARNING</p> <p>Based on the results of the students' investigation, assess their ability to use primary material (union websites) as a source of information.</p>	<p>It is highly probable that the groups will have themes in common. Across Canada, most unions are members of the Canadian Labour Congress and therefore share common goals.</p>
<p>INDIVIDUAL PRACTICE</p> <p><i>(A question for extension that students can do independently to assess understanding of the concept(s).)</i></p>	<p>Ask the following questions for students to independently respond:</p> <p>"The Canadian labour movement and the rights of workers have come a long way since 1850. Do you think that workers should continue fighting for further rights or should they be satisfied with what they have? Are there some rights some that are more important than others? Explain your thinking"</p>	<p>ASSESSMENT OF LEARNING</p> <p>This reflection is an opportunity for students to communicate their thinking and show their understanding of the learning throughout this unit.</p>	<p>Allow ample time for students to complete these questions and encourage them to use their notebook to reflect back on the learning in the previous lessons.</p>

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS LOOK FORs	NOTES FOR TEACHERS*
DIFFERENTIATION <i>(Modifications/ Extensions)</i> 10 minutes	Provide students with electronic or hard copies of the handout. Allow students opportunities to work in groups. Provide opportunities to create questions orally.		
REFLECTION	In their history journal, have the students reflect back on the inquiry questions that they developed at the beginning of the series of lessons. Ask them to self-evaluate the questions they wrote and what improvements they could make in writing questions for the future. Also, if there were any unanswered questions, what were they and how could they seek out the answer independently?		
NEXT STEPS	Using the list of rights that the labour movement continues to fight for on behalf of workers, create a poster, radio commercial or other media text that could be used by a union in a public relations campaign. Provide students with various posters, radio commercials or other media texts, have student deconstruct the media conventions used and discuss who the target audiences for each might be. Create a website or brochure which highlights the most important events in labour movement history.		
POST-LESSON TEACHER REFLECTION			

* Please jot down notes throughout the observation.

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THE LABOUR MOVEMENT TODAY

QUESTION: FOR WHICH RIGHTS IS THE LABOUR MOVEMENT CONTINUING TO FIGHT?

Links (each pair will have 1 or 2 websites to examine):

<http://www.unifor.org/en/take-action/campaigns>

<http://cupe.ca/campaigns>

<http://www.ufcw.ca> - select "Issues" from the menu

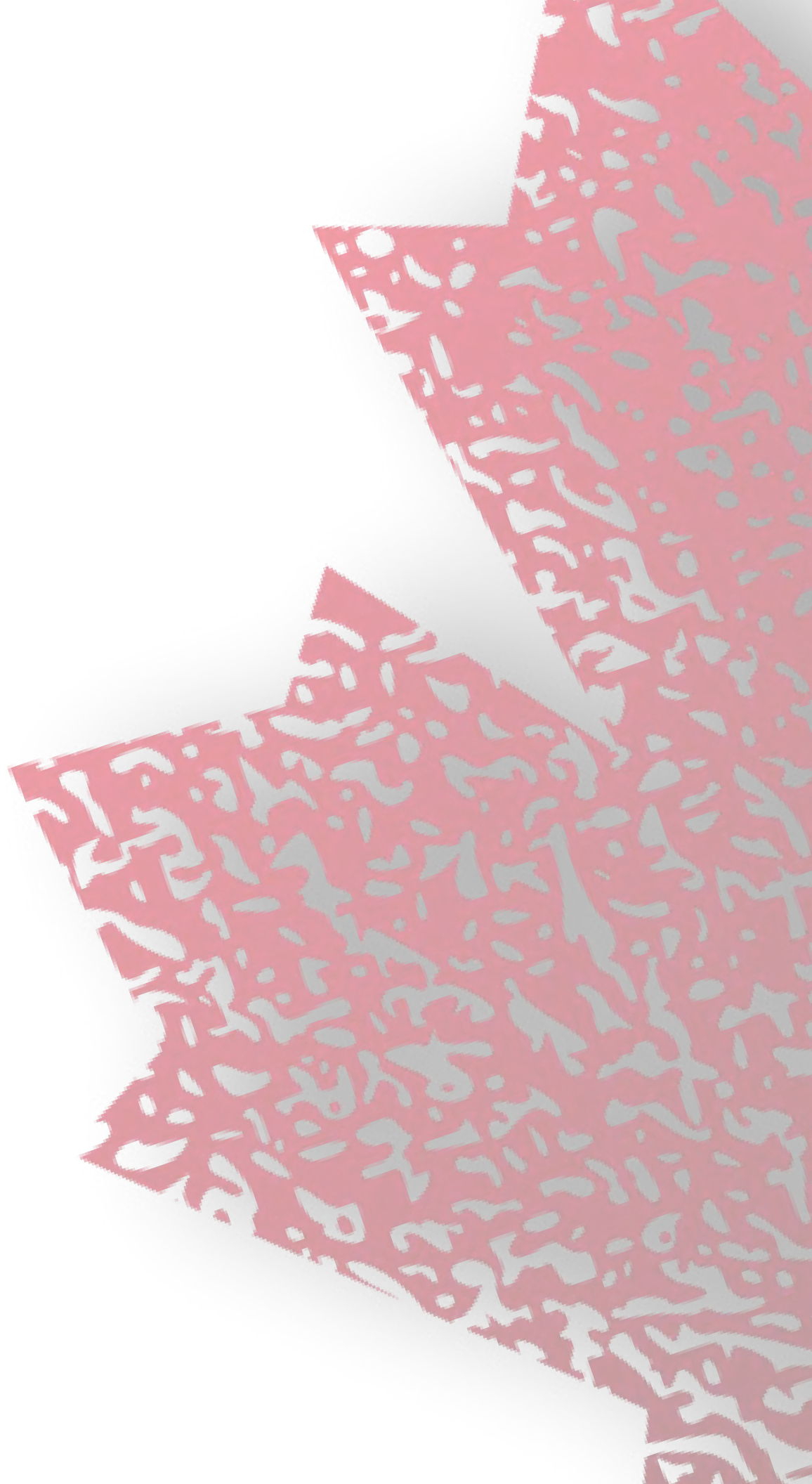
<http://canadianlabour.ca/campaigns>

<http://www.etfo.ca/> - select "Advocacy & Action"

<http://www.cupw.ca/en/campaigns-and-issues>

<https://nursesunions.ca/campaigns>

<http://www.usw.ca/> - select "Work Action" or "Community Action"





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