



Rethinking Our Past

Mapping Perspectives

Overview

Your students can explore perspectives of other students across the country on whether they believe diverse cultures, stories and perspectives are accurately represented in the history taught in schools. Each student can choose one area of the country (province/city/town) to investigate, then through their analysis, identify one or two dominant themes they've found discussed on WorldVuze from this region of the country.

Objective

The goal of this activity is to have students learn how to identify key messages / or dominant themes from a story, artwork, movie or other medium. In this case, they will be investigating student perspectives shared on The Next 150 questions on WorldVuze. As with every Next 150 activity, students will be learning from a diversity of other student perspectives across Canada to broaden their scope of understanding.

Lesson

Step 1 (15 minutes - in class or at home)

Ask your students to answer the Next 150 question online on WorldVuze **"In the next 150 years, do you think diverse stories and perspectives of people in Canada need to be better represented in the history taught in schools?"**.

Class Time: 75 min -
2.25 hours

Subject Areas:

- Identity (Canadian, Local, Personal Identity)
- Culture (Multiculturalism and Diversity)
- Language
- Community
- Power and Authority
- Representation

Curriculum

Connections:

Social Studies

curriculum connections

(see details below including links across Canadian Provinces and Territories)

French curriculum

connections - Writing and communication

English curriculum

connections - writing and communication



Your students will be prompted to provide a written answer to explain “why” they answered the way they did.

Criteria for “balanced” history:

- Multiple perspectives represented
- Recognition of impact of past colonial practices and attitudes
- Balanced representation in text and images

Step 2 (60 minutes - in class or at home)

At a later date (at least one week later), ask your students to go back to WorldVuze to examine the views shared by students across Canada on the same question **“In the next 150 years, do you think diverse stories and perspectives of people in Canada need to be better represented in the history taught in schools?”**

- Ask each of your students individually or in small groups of 2 or 3 to choose perspectives from one area of Canada (i.e. a province, city or town) to investigate.
*Make sure they are choosing an area where students have responded to this question already. Also, make sure that as a class different areas of the country are represented.

Resources

- WorldVuze.com (including filters - see below)
- Regional Perspectives table
- Map of Canada - [link to printable maps](#)
- A Kids’ Guide to Canada

Thank you to Our Partner



These activities were drafted using the [Critical Thinking Consortium \(TC2\)](#) framework, and are designed to help students build critical thinking, creativity, and collaborative thinking.



- Ask students to use the WorldVuze location filter (see how under below resources) to read through student responses from this area of the country they choose on how Canada's history is taught in schools. Use the pie chart to identify the most common answer (i.e. no or yes)
- Read through the answers to identify one or two "dominant themes" from perspectives students are sharing. Record these dominant themes in the table provided below.

Step 3 (30 minutes)

As a class, use a map of Canada to represent these dominant themes by region. Print off a map (such as provided in the resource links) and use sticky notes to showcase the dominant themes students identified from The Next 150 conversations on WorldVuze from different regions across Canada.

Step 4 (30 minutes)

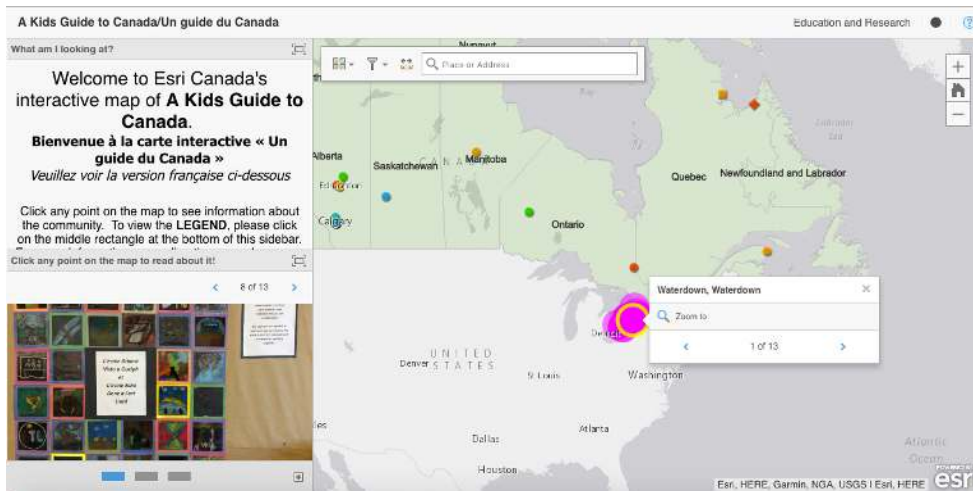
Discuss as a class the findings on your map.

- How do perspectives on diverse representations in history from young people in the province or city/ town you chose compare to the overall feeling of young Canadians on this issue?
- Why do you think student perspectives from this area of the country might be similar or different than other areas of Canada
- What factors, other than geographic location, do you think might have influenced student perspectives on this topic?



Step 5

Share your map on [A Kids' Guide to Canada!](#) (See under "Resources" below)





RESOURCES

WorldVuze Filter

Students can filter perspectives by location on WorldVuze, then read through all of the students' written responses from that location. They can also use the pie chart to see patterns of perspectives, specific to this region (i.e. students in Ontario). See where to find the location filter and pie chart, in the images below.

The screenshot shows the WorldVuze interface for a question: "Who do you look up to as a role model? (Please say who this person is and why they are your role model.) over 3 years ago". The filter menu is open, showing "All Regions" selected, with "Ontario" and "Saskatchewan" as visible options. A red circle highlights the "All Regions" dropdown.

The screenshot shows a pie chart overlay on the question page. The legend for the pie chart is as follows:

- A: A person in my family
- D: An athlete
- C: A famous person
- H: Other
- B: A person in my life (my teacher, sports coach, etc.)
- I: I do not know
- P: An artist
- E: A politician
- G: A business person



**Regional Perspectives -Fill this Table for the Region
in Canada You're Investigating**

	No	Yes
% of respondents		
Why? Dominant Themes (i.e. What are the top 2-3 topics/issues that are being discussed?)		
-		
-		

A Kids' Guide to Canada

You can add your map to A Kids' Guide to Canada at <https://akgtcanada.com>.



The Kids' Guide to Canada project is a national teacher led initiative offering every elementary class in every school system in Canada a chance to help create the very first interactive and multilingual guide to Canada produced by kids and for kids – for Free!

[Find out more information about A Kids Guide to Canada here.](#)

[Register for A Kids Guide to Canada](#)

Curriculum Connections - Social Studies

B.C. and Yukon	Alberta	Manitoba	Sask.	Ontario	Quebec	New Brunswick, Nova Scotia, Newfd. and Labrador, PEI	Northwest Territories and Nunavut
<ul style="list-style-type: none"> Inquiry process - ask questions, gather, interpret and analyze ideas Communicate findings and decisions Explain significance make inferences Recognize cause and consequences Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events Make value judgments about events, decisions or actions and suggest lessons that can be learned <p>Core competencies (across Grades): Communication, thinking, personal & social</p>	<p>Dimensions of thinking</p> <ul style="list-style-type: none"> Critical thinking and creative thinking (determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue) Geographic thinking (interpret thematic maps) Decision making and problem solving <p>Social Participation as a Democratic Practice</p> <p>Research for Deliberative Inquiry</p> <ul style="list-style-type: none"> Research and information (reflect on changes of perspective or opinion based on information gathered) <p>Communication</p> <ul style="list-style-type: none"> Oral, written and visual literacy 	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically. 	<p>Developing Thinking</p> <ul style="list-style-type: none"> thinking and learning contextually thinking and learning creatively thinking and learning critically <p>Developing Identity and Interdependence</p> <ul style="list-style-type: none"> -understanding, valuing, and caring for oneself understanding, valuing, and caring for others understanding and valuing social, economic, and environmental interdependence and sustainability <p>Developing Literacies</p> <ul style="list-style-type: none"> constructing knowledge related to various literacies exploring and interpreting the world through various literacies expressing understanding and communicating meaning using various literacies <p>Social Responsibility</p> <ul style="list-style-type: none"> using moral reasoning engaging in communitarian thinking and dialogue taking action 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Knowledge of content Understanding of content <p>Thinking</p> <ul style="list-style-type: none"> The use of critical and creative thinking skills and/or processes Use of planning skills Use of processing skills <p>Communication</p> <ul style="list-style-type: none"> Expression and organization of ideas and information Communication for different audiences Use of conventions <p>Application</p> <ul style="list-style-type: none"> Application of knowledge and skills Transfer of knowledge and skills to new contexts Making connections within and between various contexts 	<p>Intellectual competencies</p> <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity <p>Communication related competency</p> <ul style="list-style-type: none"> Communicates appropriately <p>Methodological competences</p> <ul style="list-style-type: none"> Adopts effective work methods Uses information and communications technologies <p>Personal and Social competences</p> <ul style="list-style-type: none"> Cooperates with others 	<p>Citizenship</p> <p>Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.</p> <p>Communication</p> <p>Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.</p> <p>Personal Development</p> <p>Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.</p> <p>Problem Solving</p> <p>Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</p> <p>Technological Competence</p> <p>Graduates will be expected to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.</p>	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically.