

Historical Perspectives of National Identity Critical Challenge

Specific Outcome 4.6- Examine historical perspectives of Canada as a nation

Critical Challenge- Analyze the degree to which various Canadian historical figures supported or resisted the development of a Canadian national identity and relate those historical visions to contemporary visions of a Canadian national identity.

Task 1: Choose a partner.

Task 2: Choose a pair of historical figures from the list below. Only one group per pair of historical figures.

- Louis-Hippolyte LaFontaine and Robert Baldwin
- John A. Macdonald and George-Étienne Cartier
- Louis Riel and Thomas Scott
- Catharine Parr Traill and Gabrielle Roy
- Emily Pauline Johnson and Michaëlle Jean
- Clifford Sifton and Frank Oliver
- Henri Bourassa and Wilfrid Laurier
- Brian Mulroney and Lester B. Pearson
- Chief Pitikwahanapiwiyin (Poundmaker) and Colonel William Dillon Otter
- Samuel Benfield Steele and Chief Mistahimaskwa (Big Bear)
- Ovide Mercredi and Tommy Douglas
- René Lévesque and Pierre Elliott Trudeau
- Nellie McClung and William Robson
- Yip Sang and William Cornelius Van Horne.

Task 3: Create a *Publisher* profile that answers the following questions: (Template provided)

- Who was the person? (general background and role in shaping/resisting a national identity)
- Where is the person from? (in Canada and, if applicable, before coming to Canada)
- When did the person play a role? (dates and concurrent important events)
- What were the person's driving beliefs?
- Direct or indirect evidence of the person's core beliefs about Canada.
- How the historical figure contributed or resisted the development of a Canadian National identity?
- Direct students to offer their conclusions or inferences about these beliefs and to provide supporting evidence.

Task 4- Present conclusions to the class (teacher led). Be prepared to discuss the following

- Whether the figure supported or resisted Canadian national identity
- Be able to place them on a continuum (Supported _____ Resisted)
- Justify your choice of placement on the continuum
- Can we relate any historical figures to and contemporary figures

Assessment- Rubric provided

1. Formative- Presentation on Historical Figure
2. Summative- *Publisher* Profile on Historical Figure