



What Would They Have Said? A Role Playing and Interview Activity

An activity for use with the *Canada in the Making* site

Teacher Guide

This activity will give students the opportunity to study Canadian constitutional documents and historical figures. Students will play an historical figure in an interview. They will be required to answer questions about the events and documents in which they played a role.

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| Subject/Grade Level | Social Studies/History Ages 14 and up |
| Overview | <p>This is a group project in which students work on understanding different perspectives on the events surrounding various events and documents in Canadian constitutional history. The main portion of the activity should take two to four hour-long sessions online.</p> <p><i>Note that the sources used in ECO can be printed from the browser and then photocopied.</i></p> |
| Outcomes (WCP, APEF) Expectations (ON) Objectives (QC) | See the table and the summaries for each province. |
| Materials/Resources Required | Computers with Internet access. Materials for a presentation: <ul style="list-style-type: none">• Traditional print materials (card, paper, markers) or• Multimedia tools (PowerPoint, overheads) Student Work Sheet Suggested Assessment Criteria Extension Work Sheet |
| Links | Early Canadiana Online: <i>Canada in The Making</i> URL: http://www.canadiana.org/citm/ Other links can be found in the Student Work Sheets. |
| Previous Knowledge | Students will need <ul style="list-style-type: none">• An understanding of Web navigation symbols, tools and terminology, particularly the tools used in ECO.• Familiarity with research and interview skills.• An understanding of the events leading to the 1837 and 1838 rebellions. |

Lesson Opener

Ask about contentious constitutional issues facing Canadian today. Some examples include:

- Division of federal and provincial powers
- Quebec's right to separate unilaterally
- Individual rights vs. collective rights

Ask about different viewpoints on these issues. Are there any historical or cultural roots to these views? Do students understand where their own attitudes come from?

Procedure

Step 1

Hand out Student Work Sheets and introduce students to the *ECO Canada In the Making* Web site. Read the assignment and discuss.

Step 2

Assign pairs/groups. Each group is to research one significant constitutional document and the events and people surrounding it.

Step 3

One person in the pair/group is to act as the interviewer and he or she must develop meaningful questions about the issues surrounding the historical document. The other student(s) are to act as a real or fictional historical figure and must research the life of the individual in order to represent that person's viewpoint and personality well. In groups, students may represent different historical views/personalities (eg.: William Lyon Mackenzie and Lieutenant Governor Sir Francis Bond Head).

Step 4

When research has been completed, students should practice their interviews. You may choose to pre-record the interviews for presentation to the class. Recordings may also be reviewed for self-assessment purposes. Students may be invited to develop a rubric and participate in evaluation.

Summary

Discuss: Which of the groups and individuals above achieved their goals, and to what extent? Who was the short and long-term "winner"?

Evaluation

See the rubric.

Homework/Extension

Prepare materials for a timeline of documents. Students can summarize their document, comment on key figures, and note the points of contention for each document. See the extension

worksheet for details.



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Student Work Sheet

This activity will give you the opportunity to study Canadian constitutional documents and historical figures. You will play an historical figure in an interview and will answer questions about the events and documents in which they played a role.

Step 1:

In your group, examine one of the following documents and prepare a role play/interview for your class. These documents are available through the *Canada in the Making* site:

1. The **Articles of Capitulation**, Montreal, 1760
URL: http://www.canadiana.org/citm/themes/constitution/constitution5_e.html
2. The **Royal Proclamation, 1763**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution6_e.html
3. The **Quebec Act, 1774**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution7_e.html
4. The **Constitutional Act, 1791**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution8_e.html
5. The **Union Act, 1840**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution11_e.html
6. The **British North America Act, 1867**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution13_e.html
7. The **Statute of Westminster, 1931**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution15_e.html
8. The **Constitution Act, 1982**:
URL: http://www.canadiana.org/citm/themes/constitution/constitution16_e.html
9. The **Meech Lake Accord** of 1987 and the **Charlottetown Accord** of 1992:
URL: http://www.canadiana.org/citm/themes/constitution/constitution16_e.html

Identify/research the following:

- The key events that led to the document.
- The key people in favour and opposed to the document.
- The long-term consequences of the document.

Step 2:

One person in your group is to act as the interviewer and must develop meaningful questions about the issues surrounding the historical document.

The other student(s) are to act as a real or fictional historical figure. Research the life of the individual in order to represent that person's viewpoint and personality well. You may choose a format with one interviewer and two or more historical figures. For example:

- William Lyon Mackenzie and Lieutenant Governor Sir Francis Bond Head (*Act of Union, 1840*)
- Governor James Murray, a British merchant and a French Canadian habitant (*Quebec Act, 1774*)
- Sir John A. Macdonald and Joseph Howe (*British North America Act, 1867*)

Step 3:

Practice your questions and answers before recording or presenting your interview. Use props and try to play the characters true to historical fact.

Some Helpful Questions for Researching Your Historical Figure:

Describe the person.

- To which social class did they belong??
- What was their economic status?
- What was their historical position in Canada?
- How were they related to other groups?
- What was their relationship with other groups/individuals?
- Did they have any strong personality traits?

What were their interests?

- Did they support the status quo? Why?
- What were their grievances (with the government or other groups)?
- What did they see as a reasonable solution to the problems of the time?

What was the impact of the document?

- What aspects of the document had the most impact on this group?
- Did this group contribute to the creation/promotion of this document? If so, how?
- Did this group approve of the document? Why or why not?

Role Playing Evaluation Criteria

You may be invited to assess another group's performance using some or all of the following criteria:

| | Group 1 Rating | Group 2 Rating |
|--|-----------------------|-----------------------|
| Were the questions organized logically? | | |
| Do the respondents support their arguments with evidence? | | |
| Are their facts accurate and did they stay on topic? | | |
| Did they stay on topic? | | |
| Did they stay in character? | | |
| Was the characterization credible and accurate? | | |
| Do they speak clearly and appropriately (varying tone, pitch, etc., without distracting from the arguments)? | | |
| Did they maintain good eye contact, posture, etc.? | | |
| | | |
| | | |

You may discuss and decide how to rate the debate (points, percent, win/lose, etc.) amongst yourselves, with your teacher, or with the class. You may also add criteria.

Note on Sources

Primary sources

Primary sources represent the most authentic resources that historians can draw upon. The documents that you will be using below may be digitized, but are still considered primary sources. Try to use the sources available on the “Canada’s Constitutional History” portion of the *Canada in the Making* Web site to strengthen your arguments.

For tips on how to use primary sources, go to the “Using Primary Sources in Your Work” page.

URL: http://www.canadian.org/citm/guide/essay_e.html

Secondary sources

Secondary sources are works that interpret or analyze an historical event or phenomenon. Generally the author is at least one step removed from the event. Although not as authentic as primary sources, secondary sources are still valuable.

Possible Sources of Information Online

Note: It is important to choose sources that are produced by reputable institutions or individuals. Such information is more likely to give you a balanced, neutral view and be prepared or reviewed by experts.

General

Canada in the Making: Canada’s Constitutional History

URL: http://www.canadiana.org/citm/themes/constitution1_e.html

The Canadian Encyclopedia

URL: <http://www.thecanadianencyclopedia.com>

National Archives of Canada: *Canada’s Constitutional Evolution*

URL: http://www.archives.ca/05/051103_f.html (French)

URL: http://www.archives.ca/05/051103_e.html (English)

National Library of Canada: *Towards Confederation: Lower Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2002-e.html>

National Library of Canada: *Towards Confederation: Upper Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2001-e.html>

Solon Law Archives: *Canadian Constitutional Documents*

URL: <http://www.solon.org/Constitutions/Canada/>



What Would They Have Said? A Role Playing and Interview Activity Suggested Assessment Criteria

Program Area: Social Studies, History, Canadian Studies

Criterion: Understanding Concepts

Attainment Descriptors:

- Prepared information for presentation demonstrates understanding of the different perspectives surrounding events around the document in question.
- Prepared information for the interview demonstrates an understanding of the implications of the events and documents on the governance of Canada.
- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on different groups.

Program Area: Social Studies, History, Canadian Studies

Criterion: Research Methods

Attainment Descriptor:

- Locates, gathers and organizes research materials from the *Canada in the Making* Web site and other sources.
- Arguments expressed in the presentation are supported by clearly communicated evidence from the *Canada in the Making* Web site and other sources.

Program Area: Language

Criterion: Reading

Attainment Descriptor:

- Reads and demonstrates an understanding of texts from various time periods.
- Analyzes and assesses ideas, themes, concepts and arguments.

Program Area: Language

Criterion: Oral and visual communication

Attainment Descriptor:

- Speaks clearly and uses appropriate variety in volume, rate, tone and pitch, pause, stress and emphasis, inflection, fluency.
- Uses a variety of presentation methods in order to make the presentation engaging (e.g.: costumes, props).

Program Area: General

Criterion: Cooperative Group Work

Attainment Descriptor:

- Contributes to group work; works well with others.
- Listens attentively to organize and classify information and to clarify thinking.



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Extension Work Sheet

Prepare materials for a timeline of documents. Include the following information:

- A summary of the constitutional document you researched.
- A list of key figures, with short biographies.
- The points of contention for this document. What do you think were/are the long-term consequences?

| | |
|---------------------------------------|-----------------------------|
| Summary of the Document: _____ | |
| | |
| Key Figures | Points of Contention |
| | |
| Long Term Consequences | |
| | |