

Learning Activity:

Learning About BC's Pioneers of Democracy and creating a monologue for a chosen pioneer

Grade level: Socials 9/10

Big Idea: World views lead to different perspectives and ideas about developments in Canadian society.

Provide a short description of the activity you want learners to engage in:

- Students will read biographies and conduct additional supplemental research of prominent British Columbians.
- Students could participate in a jigsaw activity to share summaries of their individual.
- Students will create a 2-minute script outlining the important context of their individual.
- As a group, students could create a poster, or infographic summarizing their individual as a resource for the class.
- Students will present their script in a theatrical format
- Students will reflect on their learning.

Curricular Competencies

- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at times and places, and from group to group (significance)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

Core Competencies:

- Students combine their efforts with those of others to effectively accomplish learning and tasks.
- Students communicate by receiving and presenting information.
- Students think critically to develop ideas.

First Peoples Principles of Learning

- Learning is embedded in memory, history, and story.

Overview of the learning opportunity:

Through collaborative research, experiential learning, and a focus on First People's Principles of learning and inquiry, students will uncover key figures from British Columbia's political and social founding. The focus is to showcase and research the social, political, and cultural aspects of all people that are representative of British Columbia. Students (individually or in groups) will write and act a monologue/dramatic presentation of their chosen person, which weaves in the most significant aspects of that person's life and contribution to British Columbia.

The lesson will take approximately 5-7 days (inclusive of student collaboration and research). It will be front-loaded and teacher-modeled (where, as a class, we will identify the most significant aspects; culturally, socially, politically, of a monologue delivered by [Thomas Uphill](#) (BC's Longest Serving MLA) . From there, the students will begin their inquiry projects.

Suggestions for challenge-based or inquiry and cross-curricular integration

This activity could integrate Drama (the performance), English (the script writing), Art (to create any backgrounds or images), and/or Sewing and Textiles (to create costumes if needed). Students will also be asked to accurately cite their sources.

Learner self-reflection questions

- What did you learn about BC's democracy?
- What individuals/events would you like to learn more about?
- What questions remain for you?

Resources:

Resource List of Prominent British Columbians:

- <https://libguides.sd44.ca/famouscanadiansbc>,
- <https://www.communitystories.ca/v2/bc-black-pioneers-les-pionniers-noirs-de-la-cb/>,
- <https://www.thecanadianencyclopedia.ca/en/article/politics-in-british-columbia>
- <https://vancouverisland.ctvnews.ca/historians-unearth-untold-stories-of-influential-vancouver-island-women-1.5165011>, <https://www.labourheritagecentre.ca/18-historic-milestones-and-incredible-women-in-bc-labour/>
- <https://www.ubcic.bc.ca/timeline>
- https://en.wikipedia.org/wiki/Category:Indigenous_leaders_in_British_Columbia

Student Handouts:

Step One: Which pioneer of democracy will you choose? Using the resources above, research 5 different people and then choose the one who most interests you for their contributions to BC history and parliamentary democracy.

Brainstorming: 5 main people:

Person 1: _____

What interests me? :

Person 2: _____

What interests me? :

Person 3: _____

What interests me? :

Person 4: _____

What interests me? :

Person 5: _____

What interests me? :

I choose: _____ Why: _____

Step Two:

Research the background of the person – answering as many of the following questions as you can to help develop your script

- *Who were their parents - if you can find it
- *Which social class were they a part of [how do you know]
- *What was their religion (does it matter?)
- *What were they like as a person (How can you find out?)
- *What major events/changes were they a part of?
- *What primary evidence have I used (P-E requires primary evidence)?
- *What was the bias of the evidence/person who created the evidence?

Further details for your script – background material
Choose 5 of the following 10 prompts to address in your project

- *Find/create a map that illustrates where they grew up and moved around to (be creative)
- *What were the most historically significant events they were a part of? What role did they play in those events?
- *What were the social factors that influenced your character?
- *What were the political factors influencing your character?
- *Where did they grow up/live geographically – did that influence your character?
- *What was their economic background – grow up or live in wealth or poverty? How do you know?
- *Did they practice a faith that had an impact on who they were?

Step Three:

Using the information, you have found in your research, create a short monologue (2-3 minutes) to share with class. This can be presented 'live' in class with props, as an audio clip with sound effects and time appropriate music, a video or – how else could you share the history of your BC pioneer of democracy?

Assessment Ideas

Group Members:

| Category | Extending | Proficient | Developing | Emerging |
|---------------------|--|---|---|---|
| Cooperation | Students worked cooperatively with the group in <i>all</i> aspects of the project and shared all responsibilities and ideas well | Students worked cooperatively with group in <i>most</i> aspects of the project and shared most responsibilities and ideas | Students worked cooperatively with group in some aspects of | Students did not work cooperatively together and did not share responsibilities |
| On-Task | High level of active, on-task participation from all group members | Majority of group members on-task and actively participating | Moderate level of on-task work or few of the group members actively participating | Low level of active participation from majority of group members |
| Knowledge | Research is well done and clearly answers the background questions effectively | Research is sufficient and answers most of the background questions | Research shows an attempt at answering the background questions | Research is insufficient |
| Handout | Handout communicates relevant information appropriately & effectively | Handout communicates relevant information appropriately | Handout communicates some irrelevant information, or communicates it poorly | Handout communicates irrelevant information & communicates it poorly |
| Presentation | Speech and tone of voice are engaging | Speech is loud enough to hear and tone of voice is present during parts | Somewhat clear, but not throughout | Unclear, difficult to hear |

**Pioneers of BC Democracy
Self-Assessment**

What did our group's chosen individual contribute to the development of democracy in BC?

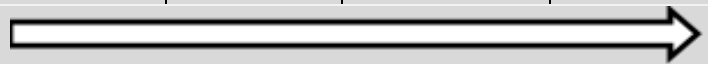
What were three (3) important facts about the development of democracy in BC, which I learned from another group?

Did learning through theatre contribute to your understanding of the people discussed? How?

What individual(s) would you like to learn more about? What more would you like to know?

| Emerging | Developing | Proficient | Extending |
|---------------------------------------|-------------------------------------|--|------------------------------|
| <i>Displaying basic comprehension</i> | <i>Displaying effort to improve</i> | <i>Displaying strong effort consistently</i> | <i>Displaying excellence</i> |

How did our group work collaboratively? Did I contribute to the group in an equitable way?



Did we complete a detailed, helpful, and creative poster/infographic?



Did we provide the class with as much detail about our individual as possible?



Did I provide leadership within my group?



(Taking initiative, communication, listening, my collaborating,)

Submitted by:

Scott McInnis - Selkirk Secondary, SD 6 Rocky Mountain School District.

Mike Thomas – Pitt Meadows Secondary, SD 42, Maple Ridge-Pitt Meadows School District

Allison McLeod – Dover Bay Secondary, SD 68, Nanaimo-Ladysmith School District

Michele Sutherland – Mount Elizabeth Middle Secondary, SD 82, Coast Mountains

April Xiao – Burnaby Central Secondary/Alpha Secondary, SD 41 Burnaby School District