



The Mathieu Da Costa Challenge

Unity in Diversity

Historica's Educator's Guide

www.mathieudacosta.gc.ca



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All the proposed documents in this guide are graciously provided for educators or any other person(s) working with youth.

We acknowledge the collaboration of the Multiculturalism Program, a program of the Department of Canadian Heritage.



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The Historica Foundation

The Historica Foundation of Canada is a not-for-profit organization created in 1999 whose mandate is to promote the education, awareness and appreciation of Canadian history among Canadians, specifically youth. Historica carries out its mission by encouraging the best in Canadian history education, and by providing or supporting programs and resources that inspire Canadians to explore their history. Discover **Your Place In History** with the Historica Foundation's Programs and Resources.

- **histori.ca**
The online home of Historica is the gateway to authoritative resources such as The Canadian Encyclopedia, *The Encyclopedia of Music in Canada*, and the Black History Canada portal, as well as teaching strategies, learning modules, forums, games and quizzes. These resources are bilingual and free for all to enjoy.
- **Access.ca**
Access.ca is a gateway site to resources of particular use to Canadian social studies and history teachers. With Access.ca, teachers can focus their search for resources, rather than use broad web searches. They can select for particular subjects, resource types and formats and look for resources that are geared to their teaching level and provincial curricula.
- **Historica Fairs**
This educational initiative provides an opportunity for students in Grades 4 to 9 to explore aspects of Canadian heritage by creating dynamic history projects for public presentation. Students use the medium of their choice to tell stories and share information about Canadian heroes and legends, milestones and achievements.
- **Historica Encounters with Canada**
Historica Encounters with Canada is the largest youth forum in Canada, and is aimed at students aged 14 to 17 who are enrolled in an educational institution recognized by their provincial/territorial Ministry of Education. Encounters with Canada, a program about citizenship awareness and leadership skills, is a series of one-week workshops in the National Capital Region and is an experience of a lifetime! Visit www.ewc-rdc.ca for more information.
- **Television and Radio Programs**
The acclaimed *Historica Minutes*, the *Footprints* series about Canadian sports history, and the *Historica Radio Minutes* help bring Canada's history into homes and schools across the country.



www.HISTORI.ca

This guide was prepared by Barbara Brockmann.



A Brief Introduction to the Department of Canadian Heritage and the Multiculturalism Program

In 1971, the first official Multiculturalism Policy was enunciated and, in 1988, the *Canadian Multiculturalism Act* was proclaimed, outlining the Multiculturalism Policy and its implementation. The Policy recognizes multiculturalism as a fundamental characteristic of Canadian society. It encourages a vision of Canada based on equality and mutual respect with regard to race, national or ethnic origin, colour and religion. The goals of the Policy are civic participation, identity and social justice.

The outreach and promotion component of the Multiculturalism Program encompasses initiatives that raise awareness and understanding and informed public dialogue about multiculturalism. In collaboration with public and private partners in the educational sector as well as community groups, this component produces and disseminates educational materials and organizes events and activities geared toward combating racism and strengthening cross-cultural understanding. It reaches out to youth through activities such as the *Racism. Stop It! National Video Competition and the Mathieu Da Costa Challenge*, and to youth and the general public through culturally diverse initiatives such as Black History Month and Asian Heritage Month.

For more information about the Multiculturalism Program or the *Mathieu Da Costa Challenge*, visit our website at www.mathieudacosta.gc.ca or call our toll free line at 1-888-77MULTI / 1-888-776-8584.



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Who was Mathieu Da Costa?

Mathieu Da Costa was a free man of African descent whose skills as a translator and interpreter were highly useful in the Atlantic world he travelled in the late 1500s and early 1600s. In 1608, he was contracted to work with Samuel de Champlain and Pierre Dugua de Monts, the French entrepreneur who initiated French settlement and trade in the area of the New World which later became Eastern Canada. It is possible that Mathieu Da Costa may have been employed before 1605 with Pierre Dugua de Monts on his previous expeditions to Nova Scotia and Quebec. Several publications state that he was at the Port Royal Habitation on the north shore of the Annapolis Basin in the winter of 1605.

The tradition of Europeans employing black interpreters was more than a century old by Mathieu Da Costa's time. It began with voyages off the African coast and continued as Europeans and Africans came across to the Americas. Mathieu Da Costa probably sailed on many voyages, travelling up the St. Lawrence River and all along the coast of what is now Atlantic Canada.

Mathieu Da Costa likely gained his linguistic skills from an upbringing in the trade communities along the west coast of Africa, where Europeans and Africans had been trading and mixing for some time. It is likely that he spoke French, Dutch and a language derived from Portuguese, which was used especially for trade around the rim of the Atlantic Ocean. It was developed along the west coast of Africa and also used along the east coast of North America for a century before French settlement. If he was a return visitor to North America, it is possible that he spoke one or more of the languages of North America's Native peoples as well. It is known that Mathieu Da Costa was considered a valuable employee with well-honed skills, sought after by the French and the Dutch to help in their trading with Aboriginal people.

Who was Mathieu Da Costa? While we know the community he came from, we don't know when he was born, what his personality was like, or if his hopes and dreams were realized. It is tempting to imagine him with Samuel de Champlain and Pierre Dugua de Monts at Port Royal, getting through the first winter of the new settlement as a member of the "Order of Good Cheer." What we do know is that he was free, talented, and helped cultures communicate. We know he made Canada a diverse place right from its start.



What is the Mathieu Da Costa Challenge?

The Mathieu Da Costa Challenge is an annual original piece of writing and artwork contest that invites young Canadians to learn more—and share what they learn—about the contributions that Canadians of Aboriginal, African and other backgrounds have made in building our country.

The Mathieu Da Costa Challenge has encouraged thousands of young Canadians to embark on their own personal voyage of discovery. It also increases their awareness and knowledge of the important role that pluralism plays in Canadian society.

How does it work?

The contest is open to individuals who are a permanent resident or citizen of Canada between the ages of 9 and 18. Participants submit an original piece of writing (e.g., short story, poem, song, play, illustrated story, essay, etc.) or artwork, including computer generated artwork that illustrates how specific individuals from Canada's Aboriginal, African and other backgrounds have contributed to the development of Canada.

Winning entries are selected from three age groups (9–12, 13–15 and 16–18) in each of the following categories:

- original piece of writing in English;
- original piece of writing in French; and
- original piece of artwork, including computer generated artwork.

This year, we have partnered once again with the Parks Canada Agency to create the Mathieu Da Costa Parks Canada Award. Submit an original piece of artwork or writing in English or French celebrating the contribution made by a National Historic Person of Aboriginal, African or other background to the building of Canada. National Historic Persons are those who made an outstanding and lasting contribution to Canadian History – as designated by the Historic Sites and Monuments Board of Canada. Please visit the Parks Canada Agency's Web site for more information: www.pc.gc.ca/mathieudacosta.

Rules and Criteria

Original piece of writing <ul style="list-style-type: none"> • Title (Text must include title) • Good understanding of the theme • Originality, clarity of expression and creativity • Evidence of critical thinking • Typing or legible writing, double spaced • Max. of 500 words (ages 9–12) • Max. of 800 words (ages 13–15) • Max. of 1,000 words (ages 16–18) 	Original piece of Artwork <ul style="list-style-type: none"> • Title (Artwork must include title) • Originality, creativity and visual presentation • Clear presentation of the theme • Min. of 28 cm x 43 cm (11" x 17") • Max. of 38 cm x 50 cm (15" x 20") • – If you are between 9 and 12, you are permitted to use sizes 21.5 cm x 28 cm (8.5" x 11")
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National writing and artwork contest

The **Mathieu Da Costa** Challenge

PARTICIPANT'S ENTRY FORM

Please duplicate this form for all entries.

Make sure that the form is **fully completed**.

Entries submitted without the participant's entry form will be disqualified. Please print clearly.

Participant's First Name (please print)

Gender: ☐ Male ☐ Female

Participant's Last Name (please print)

Age Category: ☐ 9-12 ☐ 13-15 ☐ 16-18

Parent's/Guardian's First Name (please print)

Parent's/Guardian's Last Name (please print)

Parent's/Guardian's Home Number (include area code)

Parent's/Guardian's Work Number (include area code)

Category: ☐ Writing ☐ Artwork ☐ Mathieu Da Costa Parks Canada Award

Language of Submission: ☐ English ☐ French

Title of Entry: _____

Name of School/Organization: _____

School/Organization Address, City, Province, Postal Code

Phone Number: () _____ Adult Advisor Name: _____

Adult Advisor E-mail: _____ ☐ Teacher ☐ Other (please specify): _____

How did you hear about the Mathieu Da Costa Challenge? _____

The undersigned participant, or his/her parent/guardian, hereby consents and agrees that, in consideration of being allowed to participate, the entry submitted shall become the property of the Department of Canadian Heritage. The participant, or his/her parent/guardian releases all rights therein for all legal purposes to the Department of Canadian Heritage. **No submissions will be returned.**

I release and forever discharge Her Majesty in Right of Canada, the Minister of Canadian Heritage, and their officers, employees and representatives, and the Parks Canada Agency and its officers, employees and representatives, from all liability for any damages, losses or claims arising from my participation in the competition or resulting from the conferral, acceptance or use of the award obtained and for the above-mentioned disclosures or uses.

I accept that Canadian Heritage or its representatives communicate with me regarding a follow-up or evaluation of the Mathieu Da Costa Challenge.

Date: _____

Signature of Participant
(if age of majority)

Signature of Parent or Guardian
(if participant is not of age of majority)

The following statement must be signed by an Adult Advisor.

I certify that the accompanying piece of writing or artwork is the original work of

(Participant's Name)

Signature of Adult Advisor

Date



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To teachers/educators

a) General benefits of participating

- It fits into your curriculum: Language Arts (in either official language!), History and Social Studies, Visual Arts, French or English as a Second Language, Civics and Government, Religion, or Computer science.
- It helps you meet the curricular and instructional goals of your program across grade levels and subject areas.
- It allows for integration of subject material and instructional needs.
- It easily complements a variety of thematic units, including but not limited to: early settlements, heroes, First Nations, modern-day communities, government, business or labour studies, social or political history, human rights, immigration, the arts, inventors and innovators, local communities, national events.
- Whatever subject or theme explores the Canadian context—this is the project for your class! And it can suit your need for a local, regional OR national focus. It also provides a Canadian focus to units like “heroes” or “human rights,” where educators may look globally because they are unfamiliar with the struggles and accomplishments of Canadian historical heroes.
- It builds on non-fiction literacy skills by providing a meaningful context in which to read and record information, then lets students reframe the knowledge gained in the creative manner that best suits their learning and expressive style!
- Students acquire knowledge directly related to Canada’s cultural diversity. It allows students to discover new heroes by uncovering the experiences and contributions of those little known individuals or groups that have gone before us.
- It also prepares them for responsible citizenship by informing them more accurately about the roots of Canada’s cultural diversity, along with the contributions and experiences of various groups or individuals. This can tie in with a school improvement or character education plan.
- It allows students to develop critical thinking and literacy skills as they examine an (historical) event or experience from multiple perspectives not usually represented in texts. As students learn about the context of those events or experiences, they are also led to think about power in relationships between and among people.
- It is an authentic learning activity during Black History Month in February—or any month of the year! (But don’t forget the deadline—Friday, February 20, 2009!)
- It fosters an interest in history by encouraging students to explore the experience of diversity.
- The national writing and artwork contest aspect is a built-in motivator!
- Submit an original piece of artwork or writing in English or French celebrating the contribution made by a National Historic Person and be eligible for the Mathieu Da Costa Parks Canada Award.

OTHER THINGS TO THINK ABOUT:

In 1964, 12% of all secondary school courses were History. Students are now required to take only 1 or 2 compulsory History courses (depending on the province).

Canadian kids watch an average of 13.5 hours of television a week—much of it American programming. (2004, Statistics Canada)

Due to this, Canadian children know little of their history, and have difficulty understanding the context of current events.

School culture frequently tends to be global in orientation. Schools don't get to share and celebrate the contributions and challenges of fellow Canadians beyond Remembrance Day and the Terry Fox Run.

Multicultural orientation in schools tends to be globally focused: learning about diverse religions or special events. But multicultural is “here” and both “now” and “in the past!”

TAKE THE MATHIEU DA COSTA CHALLENGE, UNCOVER WHO AND WHAT HAS ALWAYS BEEN HERE, AND LEARN ABOUT **US**!

b) Subject specific curriculum opportunities

The Mathieu Da Costa Challenge is a project which is well placed to be widely used in Canadian schools. It fits into curriculum across grade levels and across the country in the following ways:

Language Arts:

- Builds on non-fiction literacy skills by providing a meaningful context in which to read, record and reframe information.
- Develops critical thinking and literacy skills, as students examine an (historical) event or experience from multiple perspectives not usually represented in texts. As students learn about the context of those events or experiences, they are also led to think about power in relationships between and among people.
- Easily complements a variety of thematic units found in Language Arts classes, including but not limited to: early settlements, heroes, First Nations, modern-day communities, government, business or labour studies, social or political history, human rights, immigration, the arts, professional sports and athletics, inventors and innovators, local communities, and national events.
- Lends itself to independent research projects that encourage students with a love of a particular subject or activity to find out about Canadians of diverse backgrounds in this field who have made an impact. For example, hockey-loving students can research Willie O'Ree (first Black Canadian in the NHL) or Jordan Tootoo (first Inuit in the NHL). In this way, their personal connection to an interest, hobby or talent develops both a Canadian and multicultural dimension.

- Allows for integration of historical data into Language Arts classes.
- Provides a Canadian focus to units (ex. “Heroes” or “Human Rights”), where educators may look globally because they are unfamiliar with the struggles and accomplishments of Canadian historical heroes.
- Projects may be submitted in either language.

French or English as a Second Language

- As projects can be submitted in either official language, students can use research materials and produce an entry in either language.
- New Canadians will have to research Canadian cultural diversity, affirming that as newcomers, they are now part of a long tradition. They will also have to gather accurate data about the struggles and accomplishments of particular individuals or groups.

History and Social Studies:

- Relates directly to the history or social studies curriculum!
- Allows students to develop critical thinking and literacy skills as they explore historical experiences “outside the box” of the more traditional political narrative and perspectives included in textbooks.
- May be integrated into the history curriculum in a variety of ways. If the curriculum covers a particular historical era, the Mathieu Da Costa Challenge may be used to explore diverse voices within that era. For example, if the era is the Loyalist times, students may research:
 - the experiences of individuals from the Black Loyalists (Upper Canada or Maritimes; free or enslaved); or
 - the Aboriginal Loyalists.
- If the curriculum has a local or a regional focus, students may research members of the ethnocultural communities that contributed to the development of their region. For example, if the region is the Prairies, students may research:
 - the Aboriginal communities and individuals who lived and thrived in the area, or their experiences with European contact and settlement;
 - John Ware, the black cowboy who brought longhorn cattle into Alberta;
 - the experience of the “Oklahoma Creek Negroes,” who weren’t allowed into the country in 1911, as well as those Black Canadian communities that developed before that time; or
 - the Chinese who settled as the railroad crossed the Prairies.

Visual Arts

- The research part of the Mathieu Da Costa Challenge provides meaningful content to which students need to apply their visual arts skills in order to communicate about Canada’s historical diversity. Students will develop their creativity, as well as the ability to communicate with others through visual images.
- Links and integrates the study of Visual Arts to other subject areas.

Civics and Government

- Prepares students for responsible citizenship by informing them more accurately about the roots of Canada's cultural diversity, along with the contributions and experiences of various groups and individuals.
- Allows for an exploration of the implementation and impact of laws like the Chinese Head Tax, or the Japanese Internment.
- Develops awareness of the struggles, accomplishments and contributions of diverse Canadians. As students learn about lawmakers and leaders like Rosemary Brown, they learn about the challenges faced by their communities as well as their contributions to us all.

Computer Science

- Provides meaningful and useful content to meet the instructional goals of different aspects of a computer science program like Internet-based research (finding and choosing appropriate sites; collecting Internet data; recording Internet sources properly) as well as creating Web pages with collected data as an entry.

Religion

- Develops attitudes and values founded on Catholic social teaching about the value of every human life, and acts to promote social responsibility, human solidarity and the common good.
- Promotes responsible citizenship by developing critical thinking skills and giving witness to the aspects of justice and peace in Catholic social teaching within the context of the diversity of Canadian history and society.
- Examines, evaluates and applies knowledge of interdependent systems (political, ethical, and socio-economic) for the development of a just and compassionate society.
- Builds respect and accurate understanding of the history and cultural heritage of, and the roots of pluralism in, today's contemporary society.

The Learner

- Builds on non-fiction literacy skills, and reframes the knowledge gained in the creative manner which best suits his/her learning preferences and style of expression.
- Develops critical thinking and literacy skills as he/she explores historical experiences "outside the box" of the material traditionally included in textbooks.
- Becomes a better citizen by being more accurately informed about the roots of Canada's cultural diversity, along with the contributions and experiences of various groups and individuals.



Teaching materials/Activity sheets



Stage 1: Activating Prior Knowledge

Activity 1.A: Know—Wonder—Learn Reflection

- Students use the “Know—Wonder—Learn” strategy to activate their prior knowledge about Canada’s cultural diversity and generate questions about what they would like to know. Introduce the activity by using the “Think—Pair—Share” strategy. For each of the questions, students are invited to silently “**think**” about what they know for a set period of time (one to three minutes, depending on the age and knowledge of the students). Students then write their responses on the ‘know’ section of the chart, leaving room to add partner and class information as well. Students then **pair** or share their ideas in a group of two. Groups of two then **share** their knowledge or questions with the class. The teacher can collect the class knowledge and questions on an overhead or the blackboard. This reflection sheet becomes a guide to future study. At the end of the unit, after the Mathieu Da Costa entries have been shared, students return to the Know—Wonder—Learn sheet and reflect on what they have learned and how their knowledge about their country has developed. This activity provides a useful map to meaningful learning, and a satisfactory reflection on what has been learned.



Activity 1.A: Know—Wonder—Learn Reflection (worksheet)

Date at the beginning of the Unit: _____

Date at the end of the Unit: _____

KNOW: What do you already know (in general ideas or specific facts) about the following topics? What do you know about their contributions to Canada, or their struggles? What do you know about individuals in specific, or communities in general?	WONDER: What do you wonder about these topics? What questions do you have about the contributions of these groups/ individuals to our country and the obstacles they may have faced and overcome?	LEARN: What have you learned about the following topics? What have you learned about the contributions of these groups/ individuals to our country and the struggles they may have faced and overcome?
1. Mathieu Da Costa		
2. Aboriginal Canadians		

3. Black Canadians		
4. Asian Canadians		
5. What has been your personal experience and understanding of Canada's cultural diversity?		How would you now describe your personal experience and understanding of Canada's cultural diversity?



Stage 2: Building Background Knowledge

Activity 2.A:

Exploring Mathieu Da Costa

- This activity uses the initial text ‘**Who was Mathieu Da Costa**’ in a **shared reading activity**. Students then use the subheadings on the chart to guide their reading, discussion, and recording of information. The text purposefully does not directly match the chart in order to give the student practice in gathering and recording information. Students can also do Internet research in an attempt to add additional data.

Depending on the time available, the teacher can have students **reframe the information** in a genre that suits his or her teaching purposes: a feature article, a poem, a five-paragraph essay, a rap song or a dramatization!

- European dress and ship styles from the early 1600s might be researched. Mathieu Da Costa (acted by Ricardo Keens-Douglas) can also be viewed at the beginning of the Black Canadian history film “Fields of Endless Day” (1978, National Film Board), where he makes a cameo appearance.

Activity 2.B:

National Historic Persons

- This activity involves students in a research activity into the histories of *National Historic Persons*. National Historic Persons are those who made an outstanding and lasting contribution to Canadian history. The national historic significance of people is determined by the Historic Sites and Monuments Board of Canada. Students can choose from the list of National Historic Persons and learn more about specific ones through research via the Internet, library, etc. If they choose to write about a National Historic Person of Aboriginal, African or other background for their Mathieu Da Costa Challenge entry, they are eligible to win the Mathieu Da Costa Challenge Parks Canada Award—a one-year Parks Canada Family Discovery Pass to discover and explore all of Canada’s amazing National Parks and fun National Historic Sites!
- For more information about *National Historic Persons* and the Mathieu Da Costa Parks Canada Award, please visit: www.pc.gc.ca/mathieudacosta.

Activity 2.C:

Interest survey

- Teachers and students who are making their initial forays into exploring the contributions and struggles of Canada's diverse ethnocultural populations may need help knowing who there is to know! This interest survey can help students narrow their focus through a series of questions. Teachers can also use the categories (athletics, human rights, the arts, politics, settlement communities, etc.) if they want to complement a particular curricular or theme focus. This list focuses primarily on Aboriginal, Black and Asian Canadians, and is clearly a "starter" list!



Activity 2.A:

Exploring Mathieu Da Costa and others! (worksheet)

- Before you read the “Who was Mathieu Da Costa?” text with your teacher, think about what you already know about the era of early European settlement in Canada. Try to visualize it, or find pictures of early settlements on historical websites. (Key words for websites or images: Mathieu Da Costa, Port Royal Habitation, early Canadian settlements, etc.)
- Have your teacher read the text out loud a few times, and listen carefully to his/her expression.
- Now, read the text together. Stop to discuss new vocabulary. Take the time to visualize the information, and look at a world map to see where the voyages took place.
- Then, read over the chart, noting the subheadings.
- Re-read the text, using a highlighter to underline the phrases or sections that would respond to the subheadings. With an arrow along the side of the page, write the subheading that information would fit under, so you won’t forget! If you are not sure what something means, talk about it with someone who understands, until you can put it in your own words. If no one is around and you are working on your own, talking out loud still might help!
- When you are done, start writing your information down in jot notes in your own words. Keep the jot notes brief, but with sufficient detail.
- You can also use this process and the subheadings of this chart when you are researching YOUR chosen individual or group.



Activity 2.A:

Exploring Mathieu Da Costa and others! (worksheet)

Name or Group	Mathieu Da Costa	Your chosen individual or group
Important date(s) or era of event		
Significant achievement and skills		
Early life		
Mid-life		

Later life		
Challenges faced/Adversity overcome		
Additional interesting facts		
Importance of contribution(s) to the development of Canada		

Activity 2.B:

National Historic Persons (worksheet)

The Mathieu Da Costa Challenge is about celebrating diversity and multiculturalism in Canada, but it's also about exploring our country's rich history, and the lives and deeds of great Canadians who made it what it is today.

A *National Historic Person* is a person who made a definite, positive, or undeniable contribution to Canadian life. The national historic significance of people is determined by the Historic Sites and Monuments Board of Canada.

Consult the list of National Historic Persons below, and spend a little time researching one or more. You may be surprised at what you didn't know about the historical figures who shaped Canada!

You can choose to draw or write about a National Historic Person of Aboriginal, African or other background for your entry in the Mathieu Da Costa Challenge. If you do, you will be eligible to win the Mathieu Da Costa Challenge Parks Canada Award—a one-year Parks Canada Family Discovery Pass to discover and explore all of Canada's amazing National Parks and fun National Historic Sites!

For more information about *National Historic Persons* and the Mathieu Da Costa Parks Canada Award, please visit: www.pc.gc.ca/mathieudacosta.

Alberta

Isapo-Muxika (Crowfoot)
Red Crow
Stephan G. Stephansson

British Columbia

William Beynon (Gusgai'in)
Mokwina
Tahayren (Edenshaw, Charles)

Manitoba

Cuthbert Grant
Matonabee
John Norquay
Louis Riel
Thanadelthur
Cyril Genik
William Hespeler
Josef Oleskow
Vilhjalmur Stefansson

Newfoundland and Labrador

Demasduit
Mattie Mitchell
Shanawdithit
Joe Sylvester

New Brunswick

Gabriel 'Gabe' Acquin

Northwest Territories

François Beaulieu II

Nova Scotia

Membertou (Anli-Maopeltoog)
Sam Langford
Rev. Richard Preston
Portia White

Nunavut

Peter Pitseolak
Ipirvik and Taqulittuq

Ontario

Molly Brant
Pauline Johnson
Kahkewaquonaby (Reverend Peter Jones)
Tom Longboat
Oronhyatekha
Tecumseh
Thayendanega (Joseph Brant)
Thornton and Lucie Blackburn
Henson, Rev. Josiah
Blackburn, Thornton and Lucie
Wilson, Hon. Cairine Reay Mackay
Rev. William King
Mary Ann Shadd
Mary and Henry Bibb
Hon. Cairine Reay Mackay Wilson
Harriet Tubman
Edward Sapir
Fanny 'Bobby' Rosenfeld
Otto Julius Klotz
Rev. William King
Rev. Josiah Henson
Theodor August Heintzman
Sir Casimir Stanislaus Gzowski

Prince Edward Island

Schurman, Jacob Gould

Québec

Emmanuel Briffa
Nincheri Guido
Donnacona
Kondiaronk
Nescambiouit
Tessouat and leBorgne
Ignace-Nicolas Vincent Tsawenhohi
Sir Frederick Haldimand
Cornelius Krieghoff
Hirsch Wolofsky
Abraham Moses Klein
Dr Hans Selye
Howie Morenz
Cornelius Krieghoff
Samuel Johannes Holland
Ezekiel Hart

Saskatchewan

Gabriel Dumont
James Isbister
Misto-ha-a-Musqua (Big Bear)
Neekaneet (Foremost Man)
Piapot
Pitikwahnapiwiwin (Poundmaker)
Louis Riel
John George Diefenbaker

Yukon

Jim Boss
James Skookum
Jim (Kèsh) Mason



Activity 2.C:

Mathieu Da Costa Challenge: Interest survey (worksheet)

Looking for someone new to learn about, but not sure where to start? Take the following interest survey to lead you to research possibilities. You might find a name or group in several different categories. That's because lives are multi-faceted, and we Canadians are multi-talented! Remember, this is just a starter list. When you send in an entry on a subject or person not listed here, we'll add it to the starter list for next year.

If you've checked off this category, you might research and submit an entry...	...on a subject in THIS category!
<ul style="list-style-type: none"> • Are you an athlete or a keen follower of those who participate in your favourite sport? Do you wonder about those who were the first in their ethnocultural group to make it in their field or who were just generally outstanding, bringing Canada pride and glory in national or international competitions? 	Jordin Tootoo Willie O'Ree Donovan Bailey Bruny Surin Daniel Igali Jarome Iginla Sylvia Sweeney Normie Kwong Larry Kwong Lori Fung
<ul style="list-style-type: none"> • Do you like things to be fair? Do you stand up and speak out against what you think is unjust? Are you interested in those who fought for their rights, or the rights of others? Are you interested in issues of racism that you think were inadequately addressed? 	Elijah Harper Mary Two-Axe Early Viola Desmond Dan Hill Slavery in early Canada Marie Joseph Angelique Stanley Grizzle and the Canadian Brotherhood of Sleeping Car Porters Union The Underground Railroad Josiah Henson Donald Moore Kay Livingstone Chinese Head Tax, Exclusion Act, and the Movement for Redress

	<p>Japanese Canadian Internment during WWII</p> <p>Art Miki</p> <p>The A.M.E. Nazrey Church, Amherstburg</p> <p>The St. Catharines BME Church & Salem Chapel, Chatham</p> <p>St. Andrews United Church, North Buxton</p> <p>The R. Nathaniel Dett Church, Niagara Falls</p> <p>The Sandwich First Baptist Church, Windsor</p> <p>Union United Church, Montréal</p>
<ul style="list-style-type: none"> • Performance makes the world go round, especially yours. These musicians might be singing your tune! It's also possible these actors or directors might be playing a role that suits you! 	<p>Susan Aglukark</p> <p>John Kim Bell</p> <p>Kashtin</p> <p>Charles Biddle</p> <p>Oliver Jones</p> <p>Nathaniel Dett</p> <p>Robbie Robertson</p> <p>Shania Twain</p> <p>Oscar Peterson</p> <p>John Alleyne</p> <p>Deborah Cox</p> <p>Sandra Oh</p> <p>Sylvia D. Hamilton</p> <p>Anthony Sherwood</p> <p>Tantoo Cardinal</p> <p>Tom Jackson</p> <p>Tina Keeper</p> <p>Alexina Louie</p> <p>Sook-Yin Lee</p>
<ul style="list-style-type: none"> • Do you like tales of adventurous people, risk takers, or those who blaze a trail of opportunity for others to follow? 	<p>John Ware</p> <p>Mathew Henson</p> <p>Sylvia Stark</p> <p>Chinese Cariboo gold miners</p>
<ul style="list-style-type: none"> • Are you interested in battles, and those who fight them? Do you think about what your actions might have been if you had to face a conflict, and a choice? You might be keen to find out about those who played a role in Canada's military history throughout the years. 	<p>Reverend William White</p> <p>William Hall</p> <p>Coloured Corps of 1837</p> <p>Francis Pegahmagabow</p> <p>Edith Anderson</p> <p>No. 2 Construction Battalion (1916–1920)</p> <p>Tommy Prince</p> <p>Henry Fung and others from the Special Operations Unit (S.O.U.) which served with British WWII operations in South-East Asia</p>

<ul style="list-style-type: none"> • Is it language and poetry that makes your heart hum? Do you keep a journal or consider yourself a writer? 	<p>Thompson Highway C.J. Taylor Lenore Keeshig-Tobias Maxine Tynes Afua Cooper George Elliot Clarke Lawrence Hill Cecil Foster Joy Kogawa Paul Yee Denise Chong Evelyn Lau</p>
<ul style="list-style-type: none"> • Do you regularly follow the news? Are you interested in who our leaders are, what they say and do? Are you interested in laws and how society is organized? You might be interested in researching someone who became a community leader or was in public or elected office. 	<p>Iroquois Confederacy Crowfoot Poundmaker Jerry Potts, or Ky-Yo-Kosi James Bartleman Chief Dan George George Erasmus Phil Fontaine Tina Keeper William Hubbard Mifflin Gibbs Rosemary Brown Leonard Braithwaite Anne Cools Jean Augustine Michaelle Jean Mayann Francis, Lieutenant-Governor General of Nova Scotia Adrienne Clarkson Douglas Jung David Lam Jean Lumb</p>
<ul style="list-style-type: none"> • Is it the financial workings of our society that interest you? Have you invested your allowance, or do you have a part time job, from which you have carefully saved your earnings? You might be curious about these business people or entrepreneurs. 	<p>Rose Fortune Sylvia Sweeney Alfred Sung Kwok Yuen Ho Lucie and Thronton Blackburn Someone who runs a business in your community that you couldn't do without!</p>

<ul style="list-style-type: none"> • If you are hugely interested in science and inventions (you might even have made a few potions or inventions of your own!), consider studying about these scientists, inventors and environmentalists. 	<p>Aboriginal cultures and inventions (like the canoe, kayak and snowshoe)</p> <p>Elijah McCoy Charles Drew David Suzuki Tak Mak Lap Chee Tsui</p>
<ul style="list-style-type: none"> • Art and architecture communicate wordlessly. If you love either making art, or looking at art, these artists might speak to you. 	<p>Noval Morrisseau Douglas Cardinal Daphne Odjig Bill Reid George Littlechild Kenojuak Ashevak</p>
<ul style="list-style-type: none"> • If you have always been curious about how the pioneers lived without television or video games—much less indoor toilets or electricity!—you might like exploring the settlement communities of ethnocultural Canadians who helped build our country. 	<p>The Métis Loyalist Blacks Black communities like Dawn Settlement, Elgin Settlement, Buxton, Africville, N.S. John Ware Black Canadians on the Prairies Black pioneers in B.C. Chinese and the building of the Trans-Canada Railway</p>

How else can you find a possible subject? You can always look within your own family, neighbourhood or community. See who the leaders around you are, and consider someone who might already be your mentor. Watch for who is presently or was recently in politics, in sports, in the arts, in business or in the news doing good deeds! Talk to an elder in your community or phone up a local community organization and tell them about the Mathieu Da Costa Challenge. They might have a suggestion on who or what would make a good subject. Remember that the focus of the Mathieu Da Costa Challenge is to share the contributions which Canadians of Aboriginal, African and other backgrounds have made in building our country! You're on your way and ready to develop your understanding through research!



Stage 3: Developing Your Understanding—Exploring Research Sources

Activity 3.A:

Exploring research sources—Interviews (worksheet)

Use this sheet to guide you as you decide what information to uncover!

Name of Subject
Important Date(s)
Significant contributions to Canadian life What general contributions to Canadian life/your community are you most proud of? What are some specific examples of your contributions?
Lifetime path Can you tell me about your early upbringing? Your early work or study years? Your later years? (Where, when, what it was like?) Who or what in your upbringing influenced you the most?
Challenges faced/ Adversity overcome What were some challenges you faced? How did you deal with them? How did you overcome those difficulties? Do you think those challenges continue to face Canadians today?
Additional interesting facts or comments Do you have any advice for young Canadians today?



Activity 3.B:

Exploring research sources—Interviews (worksheet)

Using interviews as a source of information

- Prepare for your interview by thinking through your research questions ahead of time. See the table below for some ideas to get you started. Tailor the subheadings and the questions to your subject.
- Do preliminary research beforehand, so you already know something about your subject.
- Have a tape recorder, or pen and paper, to record the answers.
- Don't be shy to ask for clarification or examples of what they mean. Ask additional questions if necessary.
- Thank your interviewee when you are done. Consider sending a hand-written thank you note by mail. Of course, give them a copy of your Mathieu Da Costa entry when you are done!

Name of Subject
Important Date(s)
Significant contributions to Canadian life What general contributions to Canadian life in our community are you most proud of? What are some specific examples of your contributions?
Lifetime path Can you tell me about your early upbringing? Your early work or study years? Your later years? (Where, when, what it was like?) Who or what in your upbringing influenced you the most?
Challenges faced/Adversity overcome What were some challenges you faced? How did you deal with them? How did you overcome those difficulties? Do you think those challenges continue to face Canadians today?
Additional interesting facts or comments Do you have any advice for young Canadians today?



Activity 3.C:

Exploring research sources—Books (worksheet)

Using books as a research source

- Check out your school or local library. There are several ways you can approach this.
- Check the online catalogue under “subject” or “title.”
- Browse through the library stacks (of books) in the following areas to see what catches your eye:
 - “920.071” for collections of Canadian biographies
 - “921” for individual biographies (followed by the initial of the last name of the subject. For example, David Suzuki can be found at “921.S.”)
 - “970” is generally the area for Aboriginal Studies
 - “971” is generally the area for Canadian history
- Don’t be shy about asking a librarian for help: connecting books to keen readers is one of the best parts of a librarian’s job!
- If you are looking for an individual or a group and can’t find print information on them, this may be an indicator that your local library needs to buy some books on this topic! (Write them a letter to suggest it.) It could also mean someone needs to write and publish about them...maybe you! (Write a favourite publisher to tell them where their next market is!)
- Below, you will find a modest bibliography to get you started.

Mentor texts

Mentor texts are texts which provide good examples to prospective writers. These three mentor texts listed are fictionalized accounts of history, which demonstrate examples of how to take historical fact and make it into an imaginative retelling.

Brand, Dionne. “One Down” in, Griffiths, Rudyard and Christopher Moore (eds.) *Story of A Nation*. Toronto: Doubleday Canada. 2001. *This short story imagines the experiences of Viola Desmond.*

Bruchac, Marge. *Malian’s Song*. Vermont: The Vermont Folklife Center, 2006. *This detailed picture book is set in an Abenaki village near Montréal around 1759, highlighting the life of Malian, an Abenaki girl, before and after the burning of her village by the English.*

Yee, Paul. *The Ghost Train*. Toronto ON: Groundwood, 1996. *Choon-Yi is a talented girl artist who arrives in Canada to reunite with her beloved father, a Chinese labourer on the railroad. Sadly, he has just died as a result of an explosion. His ghost takes her on a journey through the “ghost train” in a quest to bring peace to the labourers who died building the railroad. This sophisticated picture book highlights labourers’ working conditions on the railroad.*

A Starter Bibliography

- Barnett, Donald C. *Poundmaker: Célébrités Canadiennes*. Montréal: Lidec, 1978.
- Butts, Ed. *She Dared: True Stories of Heroines, Scoundrels, and Renegades*. Toronto: Tundra Books. 2005.
- Cooper, Afua. *The Hanging of Angélique: Canada, Slavery and the Burning of Montréal*. Harper Collins. 2006.
- Hill, Daniel. *The Freedom-Seekers: Blacks in Early Canada*. Don Mills, ON: Stoddart, 1992.
- Hill, Lawrence. *Trials and Triumphs: The Story of African-Canadians*. Toronto: Umbrella Press. 1993.
- Livesey, Robert and A.G. Smith. *Black Heritage*. Markham, ON: Fitzhenry and Whiteside. 2006.
- Merritt, Susan E. *Her Story: Women from Canada's Past*. St. Catharine's, ON; Vanwell Publishing Ltd. 1993.
- Merritt, Susan E. *Her Story II: Women from Canada's Past*. St. Catharine's, ON; Vanwell Publishing Ltd. 1995.
- McDermott, Barb and Gail McKeown. *Coup d'œil sur...les gens célèbres du Canada (par province)*. Montréal: Les Éditions de la Chenelière. 2001.
- Neering, Rosemary. *Louis Riel: Célébrités Canadiennes*. Montréal: Lidec, 1984.
- Prince, Bryan. *I Came As A Stranger: The Underground Railroad*. Toronto: Tundra Books. 2004.
- Ruck, Calvin W. *The Black Battalion: 1916–1920: Canada's Best Kept Military Secret*. Halifax, NS: Nimbus Pub. 1987.
- Sadlier, Rosemary. *Leading the Way: Black Women in Canada*. Toronto ON: Umbrella Press. 1994.
- Sadlier, Rosemary. *The Kids' Book of Black Canadian History*. Toronto: Kids Can Press. 2003.
- Shadd, Adrienne L. *The Underground Railroad: Next Stop, Toronto!* Toronto, ON: Natural Heritage Books. 2002.
- Silvey, Diane. *The Kids' Book of Aboriginal Peoples in Canada*. Toronto: Kids Can Press. 2005.
- Summerby, Janice. *Native Soldiers: Foreign Battlefields*. Charlottetown, PEI: Canada Remembers Division of Veterans Affairs Canada. 1993.
- Taylor, C.J. *Peace Walker: The Legend of Hiawatha and Tekanawita*. Toronto: Tundra Books. 2004.
- Towle, Wendy. *The Real McCoy: The Life of an African-American Inventor*. New York: Scholastic Ltd. 1993.
- Trottier, Maxine. *Canadian Leaders*. Toronto: Scholastic Canada Ltd. 2004.
- Trottier, Maxime. *Vedettes de chez nous*. Toronto, ON: Scholastic Canada Ltd. 2004.
- Webb, Michael. *David Suzuki: la grande vedette de la science*. Montréal: Les Éditions de la Chenelière inc. 1991.
- Wyatt, Valerie. *The Kids' Book of Canadian Firsts*. Toronto: Kids Can Press. 2001.
- Yee, Paul. *Struggle and Hope: The Story of Chinese Canadians*. Toronto: Umbrella Press. 1997.



Activity 3.D:

Exploring research sources—Internet (worksheet)

- The Internet is a great way to gather data. In some cases, it might be where you go first. Do a web search according to the name of the person or group you are interested in. Also look for local community organizations.
- When you surf the Internet to find a good website, there are things you can look for to make sure it's reliable.

LOOK FOR.....

...RELEVANCY. Is the information relevant and accurate? Does it seem to match up to other things you already know about the topic? (No one checks the Internet for accuracy!)

...CREDIBILITY. Are the author and date of page creation cited? Is the site updated on a regular basis? Is the organization that maintains the site one you know: like a government website such as Canadian Heritage, Veterans Affairs, a national organization like Historica, or a local institution like your public library or a university?

...PURPOSE. What is the point of this website? Information? Education? Advertising? Personal opinion?

...PERSPECTIVE. What is the perspective of the website? Is a balanced viewpoint being presented, or are you looking at only one side of the story? The information may still be useful, but you may want to supplement it with something to balance out the picture.

- Get your parents or teacher's permission before you search on the Internet. If anything questionable comes up, let them know right away.
- When you gather data from the Internet, don't do a "cut and paste" job. This leads to accidental or deliberate plagiarism, which is illegal. Record where the information comes from, and give credit with "quotation marks" around the data, even in your notes. Then, when it's time to write your essay or some other piece of original writing, you'll remember to put it in your own words.
- Always keep track of your sources!

Keeping track of your sources

Source of information	Format: Notice how the comma or colon separates linked information, while the period is at the END of that type of information. In books, you will usually find this information on the second page, right after the title page.
Basic format	Last Name, First Name. <i>Name of Publication (Underlined or in italics)</i> Place of Publication: Name of Publisher, Year.
Book with One Author	Yee, Paul. <i>Struggle and Hope: The Story of Chinese Canadians</i> . Toronto ON: Umbrella Press, 1997.
Book with Two Authors	Livesey, Robert and A.J. Smith. <i>Black Heritage</i> . Markham ON: Fitzhenry and Whiteside.
Book with Editor	Bristow, Peggy (coordinator). <i>We're rooted here and they can't pull us up: essays in African Canadian women's history</i> . Toronto: University of Toronto Press, 1994.
Film or Video	Canada: A People's History. Canadian Broadcasting Corporation. Episode 1, 2000.
Government document	Ontario Ministry of Citizenship and Culture. <i>An Enduring Heritage, Black Contributions to Early Ontario</i> . Toronto: Dundurn Press, 1984.
Interview	Hill, Lawrence. Private Interview. February, 2006.
Magazine article	Meyler, Peter. "Jim Henson's journey from slave to free man (broken shackles)" in <i>The Beaver</i> . April-May 1998, vol.78, no.2. pp.38-44.
Newspaper article	Beach, Janine. "Canadian Pioneers: a New Definition of an Old Idea." In <i>The Globe and Mail</i> , September 29, 1999.
Internet sources	Walsh, Mike. "Soul on Ice: The Willie O'Ree Story" Internet. 30 September 2006. < http://www.missioncreep.com/mw/oree.html >
Try it yourself: take a book out of your desk or library, and practice in order to get it right!	

Some useful online sources:

- Historica (www.historica.ca) is a bilingual educational website developed to promote the teaching and learning of Canadian history and heritage on behalf of the Historica Foundation of Canada. It has developed such well known programs as the TV “Historica Minutes” and **The Canadian Encyclopaedia**. It has recently opened the **Black History Canada Portal**, which is an annotated guide to online resources. Of particular interest are its **Historica Fairs**, which are also known as Heritage Fairs, and are run like traditional science fairs with a Canadian history focus.
- Canadian Heritage (www.canadianheritage.gc.ca) is responsible for promoting Canadian content, cultural participation, and strengthening connections among Canadians. Visit the youth section, where you can find more information on Mathieu Da Costa.
- For more information on the Mathieu Da Costa Challenge—National Writing and Artwork contest, visit www.mathieudacosta.gc.ca.
- For more information about *National Historic Persons* and the Mathieu Da Costa Parks Canada Award, please visit: www.pc.gc.ca/mathieudacosta.
- Canada’s National History Society is a charitable organization devoted to popularizing Canadian History. The society publishes two lively magazines devoted to Canadian history: **The Beaver** (www.historysociety.ca/bea.asp) for teenage and adult readers and **Kayak** (www.kayakmag.ca) for 9–12-year-old readers. Both these magazines have installed a feature where teachers at the elementary or secondary levels have access to lesson plans for current and past issues online.
- The Dominion Institute (www.dominion.ca) is a national charitable organization dedicated to creating active and informed citizens through greater knowledge and appreciation of the Canadian story. It has a well-maintained website, and runs programs like “The Memory Project” (www.thememoryproject.com), which brings veterans into schools to talk to students about their experiences. It has just started a similar project about immigration entitled “Passages” (www.passagestocanada.com).
- Veterans Affairs Canada (www.vac-acc.gc.ca/youth/) has a section of their site devoted entirely to educators and youth. In particular, there is a very good section on Aboriginal soldiers.
- Indian and Northern Affairs Canada is a source for information about Aboriginal culture and initiatives. (www.ainc-inac.gc.ca)
- One good source for Japanese Canadian history can be found at www.japanesecanadianhistory.net and a good site regarding Chinese Canadian history is at www.ccnc.ca/toronto/history.
- Wikipedia, the free online encyclopaedia is a fairly good source on many topics. It can be found at <http://en.wikipedia.org>.



Stage 4: Communicating Your Knowledge

Activity 4.A:

Producing your Mathieu Da Costa Challenge entry

This is it! Choose the format to help you communicate your knowledge. Perhaps your teacher will give you the type of format required in order to fit other curriculum or learning needs. Maybe you'll be able to choose your own. Here are the possibilities:

<p>An original piece of writing, such as:</p> <ul style="list-style-type: none"> • A non-fiction essay • A short story • A poem • A Web page • An illustrated book • A comic book <p>Length requirements: Max. of 500 words (ages 9–12) Max. of 800 words (ages 13–15) Max. of 1,000 words (ages 16–18)</p> <p>Criteria: Title Good understanding of the theme Originality, clarity of expression and creativity Evidence of critical thinking</p>		<p>or an original piece of artwork such as:</p> <ul style="list-style-type: none"> • A painting • A drawing • Computer-generated artwork • A poster • A collage • Your choice of medium <p>Special considerations: Min. of 28 cm x 43 cm Max. of 38 cm x 50 cm</p> <ul style="list-style-type: none"> • If you are between 9 and 12, you are permitted to use sizes 21.5 cm x 28 cm <p>Entries will not be returned.</p> <p>Criteria: Title Originality, creativity and visual presentation Evidence of critical thinking Clear presentation of the theme</p>		
Accurate information about the contributions that Canadians of Aboriginal, African and other backgrounds have made in building our country	PLUS	Insightful and inspirational reflection upon, or visualization of those facts	EQUALS	AN AWARD WINNING ENTRY!



Stage 5: Additional Teacher Tools and Extension Activities

- Teachers can assess completed entries for the Mathieu Da Costa Challenge in order to meet their curriculum expectations (See Activity 5.A: Rubrics for written text and artwork).
- But the Challenge doesn't have to stop there: now is the time to share the knowledge by using the class as an audience for each other's work!
- Share knowledge by:
 - **Doing a class “walkabout.”** Students place their essays or completed work on their desks. Armed with sticky papers, students travel the class, sit at each other's desks, and write their responses on the yellow stickies, which they leave for the creator to enjoy.
 - **Creating a class timeline using timemarkers.** Timemarkers is an activity where students illustrate and identify the date(s), and significance of any event in Canadian history. They can be used in place of a title page as a culminating activity or whenever the class comes upon a Canadian event worth noting. The timemarkers can then be posted appropriately on a semi-permanent timeline along a class or school wall, thus providing a concrete view of Canadian history explored so far. Introduce timemarkers and timelines with the Mathieu Da Costa Challenge, but keep them hanging and growing the whole year long!
 - **Dramatize the knowledge.** Each student can produce and stage a personal monologue as the person they researched.
 - **Use the knowledge to educate others!** Use the information gathered as the basis for a Heritage Fair (See www.histori.ca and look for Historica or Heritage Fairs).



Activity 5.A:

Rubric for assessment and evaluation—written text

☐ Self-evaluation (evaluation by student before teacher completion)

☐ Teacher evaluation

Name of Student: _____

Title of Text: _____

On time? ☐ yes ☐ no

Categories	Level 1	Level 2	Level 3	Level 4
Reasoning <ul style="list-style-type: none"> complex ideas: understands the big picture as well as the details accuracy, relevance and number of supporting facts explains contributions, reflects insightfully 	<ul style="list-style-type: none"> uses simple or off-topic ideas that minimally support the topic includes details, but misses the big picture many inaccurate or irrelevant facts lacks clear assessment of contributions and insightful reflections 	<ul style="list-style-type: none"> uses simple ideas that usually support the topic some view of the big picture some inaccurate or irrelevant facts, with some detail some assessment of contributions along with some insightful reflections 	<ul style="list-style-type: none"> uses developed ideas that support the topic has a view of the big picture facts are accurate and relevant, with detail assesses contributions along with insightful reflections 	<ul style="list-style-type: none"> uses well-developed ideas that effectively support the topic has a comprehensive view of the big picture facts are accurate, detailed and relevant thorough assessment of contributions along with insightful reflections
Communication <ul style="list-style-type: none"> purpose (to communicate in chosen genre with detail and accuracy) writer's own voice is distinct varied vocabulary and word choice sentence variety and clarity 	<ul style="list-style-type: none"> purpose is ineffectively met little evidence of writer's voice vocabulary is consistently simple or unclear sentences are not varied many unclear or incomplete sentences 	<ul style="list-style-type: none"> purpose is sometimes met some evidence of writer's voice vocabulary is occasionally interesting and often simple, but clear some variety of sentence structure; sentences are inconsistently clear 	<ul style="list-style-type: none"> purpose is met clear evidence of writer's voice vocabulary is frequently interesting and often creative and descriptive sentence variety is usually effective and meaning is clear 	<ul style="list-style-type: none"> purpose is very effectively met writer's voice consistently engages the reader vocabulary is interesting, creative and descriptive varied and effective sentence variety and clarity
Organization <ul style="list-style-type: none"> overall structure meets the conventions of the genre choice (linking of ideas, quality of conclusion, poetic or paragraph structure) 	<ul style="list-style-type: none"> ideas are infrequently linked; conclusion is weak or inconclusive; structure rarely meets required conventions 	<ul style="list-style-type: none"> ideas sometimes flow logically conclusion is attempted but simple or unclear structure inconsistently meets required conventions 	<ul style="list-style-type: none"> ideas usually flow logically to build to an effective conclusion structure usually meets required conventions 	<ul style="list-style-type: none"> ideas flow logically to build to an effective and insightful conclusion structure consistently meets required conventions
Conventions <ul style="list-style-type: none"> grammar, spelling, punctuation visual aspects of title, spacing, indentations bibliography 	<ul style="list-style-type: none"> several major errors or omissions major visual aspects are lacking bibliography (1 source) has errors 	<ul style="list-style-type: none"> several errors or omissions some visual aspects are present bibliography (2 sources) has errors 	<ul style="list-style-type: none"> minor errors or omissions visual aspects are mostly accurate and present bibliography (2 sources) is good 	<ul style="list-style-type: none"> practically no errors or omissions all visual aspects are accurate bibliography (3 or more sources) is appropriate



Activity 5.A:

Rubric for assessment and evaluation—artwork

☐ Self-evaluation (evaluation by student before teacher completion)

☐ Teacher evaluation

Name of Student: _____

Title of Artwork: _____

On time? ☐ yes ☐ no

Medium: _____

Categories	Level 1	Level 2	Level 3	Level 4
Understanding of concepts <ul style="list-style-type: none"> shows understanding of the art concepts used (the elements of their design) has historical knowledge of subject on which the project is based 	<ul style="list-style-type: none"> shows little or no understanding of the art concepts used (the elements of their design) has limited historical knowledge of subject on which the project is based 	<ul style="list-style-type: none"> shows understanding of the art concepts used (the elements of their design) has some historical knowledge of subject on which the project is based 	<ul style="list-style-type: none"> shows good understanding of the art concepts used (the elements of their design) has good historical knowledge of subject on which the project is based 	<ul style="list-style-type: none"> shows exceptional understanding of the art concepts used (the elements of their design) has thorough historical knowledge of subject on which the project is based
Critical analysis and appreciation <ul style="list-style-type: none"> able to explain and justify art choices (medium, form and design) related to the subject of the work 	<ul style="list-style-type: none"> able to explain art choices related to the subject of the work only with assistance and gives little or no evidence to support them 	<ul style="list-style-type: none"> able to explain art choices related to the subject of the work and gives some evidence to support them 	<ul style="list-style-type: none"> able to explain art choices related to the subject of the work and gives sufficient evidence to support them 	<ul style="list-style-type: none"> able to completely explain art choices related to the subject of the work, and gives well-considered evidence to support them
Creative work <ul style="list-style-type: none"> applies the skills, concepts and techniques taught project is completed in unique and creative ways uses tools, equipment, and materials correctly demonstrates awareness of safety procedures 	<ul style="list-style-type: none"> applies the skills, concepts and techniques taught with assistance project is completed with minor creativity shown, or is incomplete rarely uses tools, equipment, or materials correctly rarely demonstrates awareness of safety procedures 	<ul style="list-style-type: none"> applies the skills, concepts and techniques taught with minor assistance project is completed with some creativity sometimes uses tools, equipment, and materials correctly sometimes demonstrates awareness of safety procedures 	<ul style="list-style-type: none"> applies the skills, concepts and techniques taught project is completed in creative and interesting ways usually uses tools, equipment, and materials correctly usually demonstrates awareness of safety procedures 	<ul style="list-style-type: none"> independently applies the skills, concepts and techniques taught project is completed in creative and unique ways always uses tools, equipment, materials, and instruments correctly always demonstrates awareness of safety procedures



Activity 5.B:

Creating a class timeline

Timemarker Directions



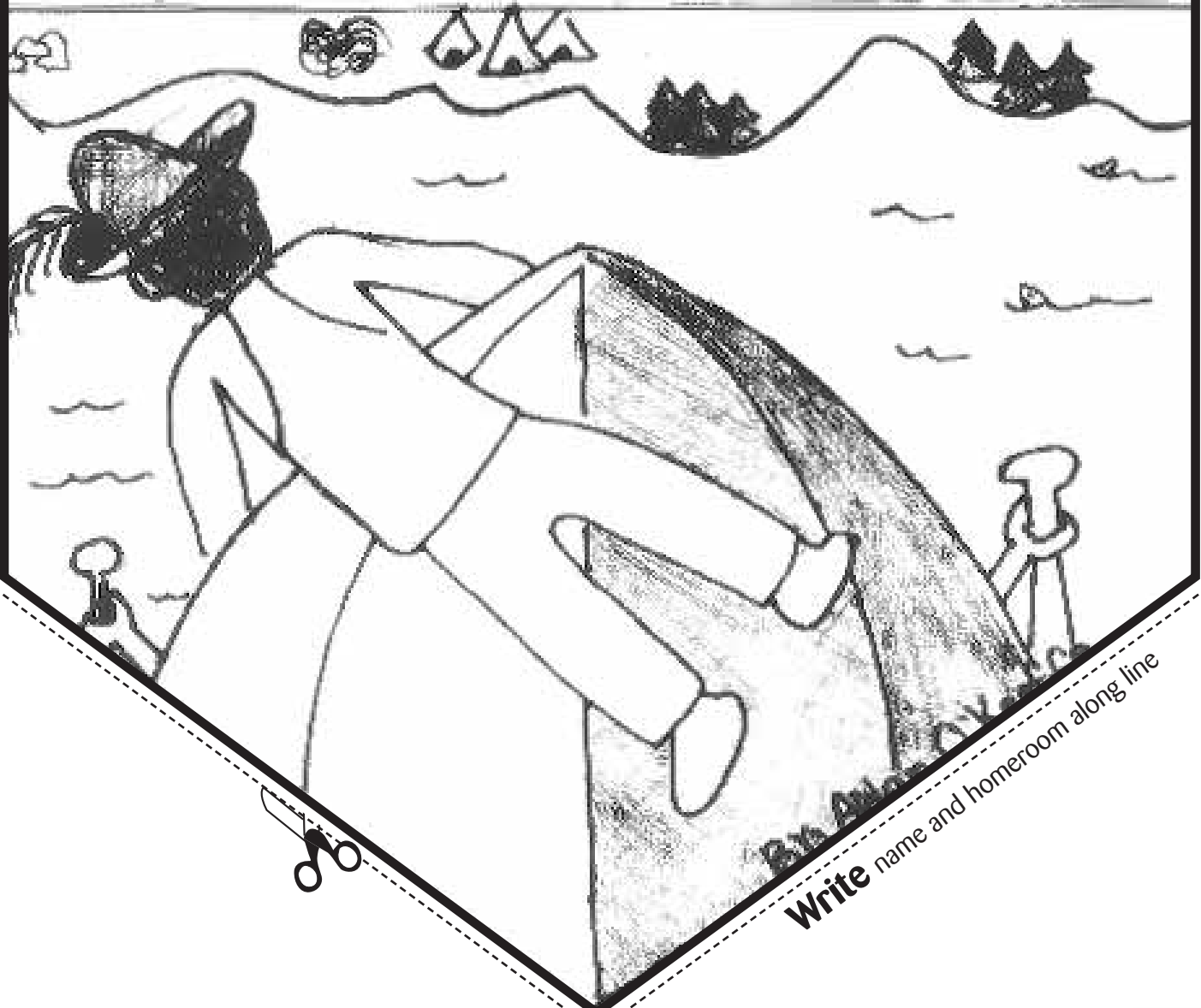
Cut the timemarker out, glue back onto coloured construction paper, trim and post along a **Timeline**.

Timemarker

1608

Mathieu Da Costa

first known African to arrive in Canada
he was multi-lingual, multicultural
he helped cultures communicate and trade



Write name and homeroom along line

Timemarker



Write name and homeroom along line



Activity 5.C:

Sharing the knowledge

Now that your students have each gained knowledge in this little known area, share the information!

Consider:

- i) Each student producing and staging a personal monologue as the person who was researched.
- ii) Students participating in a cooperative class jigsaw, where each individual shares the information in small groups and later adds a fact to a class quiz.
- iii) Using the information gathered as the basis for a Heritage Fair. (See [www.histori.ca Historica Fairs](http://www.histori.ca/Historica_Fairs))