

Bringing Inclusivity to the Secondary 4 History Program

1. Project Description:

To create learning materials using the intellectual operations that address individuals, groups and events from Canadian history that have been excluded or underrepresented. A variety of learning materials were created ranging from questions to accompany videos, document analysis to a cross-curricular project.

Due to the evolving nature of the pandemic and multiple interruptions throughout the year because of it we were unable to address all the topics that we had initially hoped to such as the LGBTQ+ community.

What went well and what proved to be a challenge:

We were able to work well individually and as a group when required. Each member provided valuable feedback and responded well to the feedback that was given. We were also able to jump in and assist each other when necessary.

Just the general nature of the school year proved to be a challenge. Dealing with the unexpected school closure before the December break and the restriction placed on taking time off in March and April. It was difficult to get into any kind of rhythm for part of the year.

Synthesis of journal entries:

Date & Time used	What got done
October 6 0.5 days	-Discussion of how we are going to proceed. Started research for 3 different topics: Underground Railroad, Bagot Commission and creation of Indian Reserves, Women of Confederation. Adjustment of our expectations: not all topics will have an activity related to the intellectual operations as there will likely not be time.
October 28 0.5 days	We shared the materials that we created from the previous session and gave feedback on adjustments that needed to be made. Plans for what we needed to work on next were created: Working on adjusting a pre-existing project cross-curricular project on WWI, and immigration stories from 1867-1919.
November 12 0.5 days	Started working on the projects that were discussed in the previous session.
November 26 0.5 days	WWI cross curricular was completed. Continued work on the immigration stories.
February 4 1 day	Formatting and completion of the immigration stories assignment.
February 24 0.5 days	Re-evaluation of remaining topics and potential assignments.

	We also found videos and articles on the following topics: Treatment of new immigrant groups, the 60's scoop, Demolition of Africville, Idle no more movement.
March 21 0.5 days	Creation and completion of an activity on the evolution of women's rights/prominent female "change-makers" during the 20th century. Start of an activity on laws and minority rights in Quebec.
May 6 0.5 days	Start of assignments concerning WWII internment camps and the 60s Scoop. Continued work on an activity concerning recent Quebec Bills/laws.
May 11 0.5 days	We all completed our assignments that we started the previous day (May 6th).
May 19 0.5 days	We looked back to finalize the assignments that we had created throughout the project.

2. Project Goals Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

Goals met: We were able to develop several learning activities that touched upon different communities that are often excluded from the teaching of the Canadian history course. We tied many of them to the Intellectual Operations that frame the teaching of the course.

Goals partially met: We were not able to include all the voices/topics we wanted to when creating the bank of resources (ex: LGBTQ+). As a result of time constraints and how our days ended up unfolding, we simply were unable to cover as many topics as we initially had set out to.

Goals not met at all: Our initial desire was to share these resources with our Riverside School Board colleagues during the year. This sharing session was not able to take place. Our school board put a pause on all 'non-essential' substitutions for a period in the late winter/spring. As a result, much of our planning for this period had to be adjusted and there simply was no time to complete the learning activities we wished to produce and share in a meaningful way. Although it was something we couldn't do this academic year, perhaps we can have a future session with our colleagues to do so.

3. Project Outcomes: Describe/show the gains that the participating teachers achieved through this project.

Probably the biggest advantage of working on this project was that we were able to take the time to discover the enriching resources that are available for History 404. We did extensive research on various websites, looked through video libraries, accessed government archives. So many stories are absent from the course, and the more that we read, the more we learned about the underrepresented or unrepresented Canadians in our curriculum.

In December 2020, we were interviewed by a Phd candidate at The University of Sherbrooke. She was completing a research project on how the plurality of historical experiences plays out in the teaching of history in the province of Quebec. At the end of the process, we were astounded at how little time we take time to address the diversity of Quebec's population in History 404 and how little room is given to different voices in the official curriculum. While we try to make room for and recognize the diversity of experiences, all too often, we are pressed for time and our efforts to address diverse perspectives falls short. This project simply highlighted the shortcomings even more and has increased our determination to give our students the opportunity to explore multiple narratives in Canadian history.

As with any collaborative endeavor with colleagues, another big takeaway was the opportunity to brainstorm project ideas and come up with engaging learning activities for our students. We often sat together and bounced ideas off of one another, proofed each other's work, and came up with new understandings of what we teach and the way in which we teach it. For example, we had extensive discussions about internment camps in Canada and all of us learned something new about their purpose, location, and the specific groups who were affected. We did not realize that Jewish refugees from Germany were put in internment camps in Quebec.

4. Reinvestment: Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

The Sec. 4 History of Quebec & Canada course is filled with many interesting characters and stories, however in our collective experience teaching the course, many voices or perspectives are not thoroughly represented. The collection of teaching activities produced through this PDIG are aimed at shining a light on some of these, at times, less represented narratives.

The resources produced include learning activities that present the histories of Indigenous peoples, Black Canadians, Asian Canadians, women, and other immigrant and refugee groups through activities that are also meant to develop the student's historical thinking skills and the intellectual operations (IOs) as outlined by the Ministry. For teachers of Sec 4 History, the development of IO based activities is a fundamental aspect of effectively delivering the course. The end of year ministry exam requires that students have a strong competency in answering IO based questions. Therefore, having a collection of historically inclusive, IO friendly questions is something we feel could be of great benefit to students at the grade 10 level. Not only in helping them gain the thinking skills needed to navigate an

exam filled with documents, but also to give them a broader view of Canadian history that is often neglected or covered superficially.

For our colleagues in the field of education, the resources can be easily implemented into their lessons during the year. Follow-up activities can be developed for most of the resources provided and teachers can tailor them to the communities in which they teach. By no means is our work an exhaustive representation of the diverse histories and stories of Canada's past. Educators can use these activities as a starting point to build upon. Adding and improving to this collection of resources to make the Sec 4 course a more inclusive one is an ongoing goal, and we hope others will take the opportunity to join us in this journey.