

A Novel Approach to International Studies and the CBA's -

**Using young adult fiction to excite students in
their research of Canadian historical events.**



Canadian Studies Center
Henry M. Jackson School of International Studies

Background

- Kindra Kilgore
 - Teacher associate of K-12 Study Canada
- Teacher since 1991
 - ELL
 - Humanities Block
- Monroe School District
 - Park Place Middle & Hidden River Middle
- CBA's and what to do?

Agenda

- ❑ Look at the CBA
- ❑ Purpose of Unit
- ❑ Books
- ❑ Overview of the Unit
- ❑ Activity
- ❑ Culmination of the Unit
- ❑ GLE's
- ❑ Compare Notes

Purpose

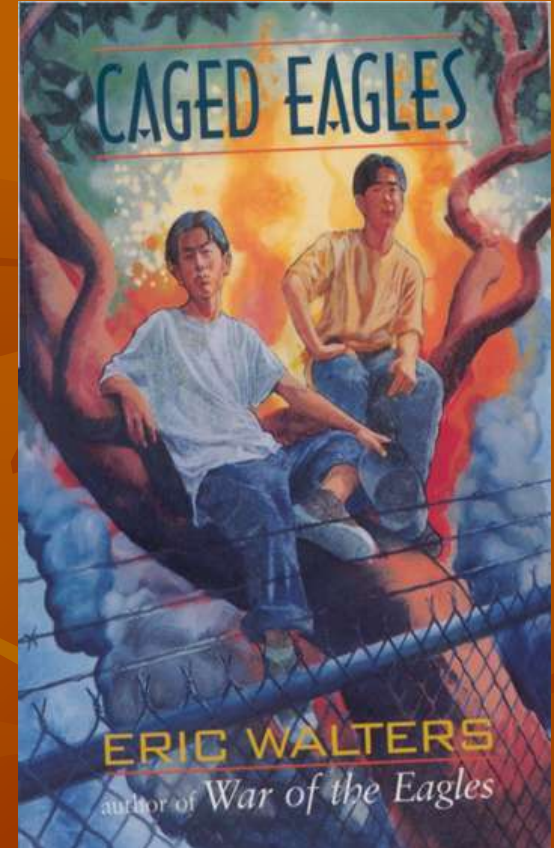
- Students will engage in learning about the history of Canada by:
 - Reading novels
 - Working in groups
 - Write an essay
 - Present their research

Novels

- Time Periods
 - 1812 – WWII
- Historical Questions
 - Primary resources
- Selection Process

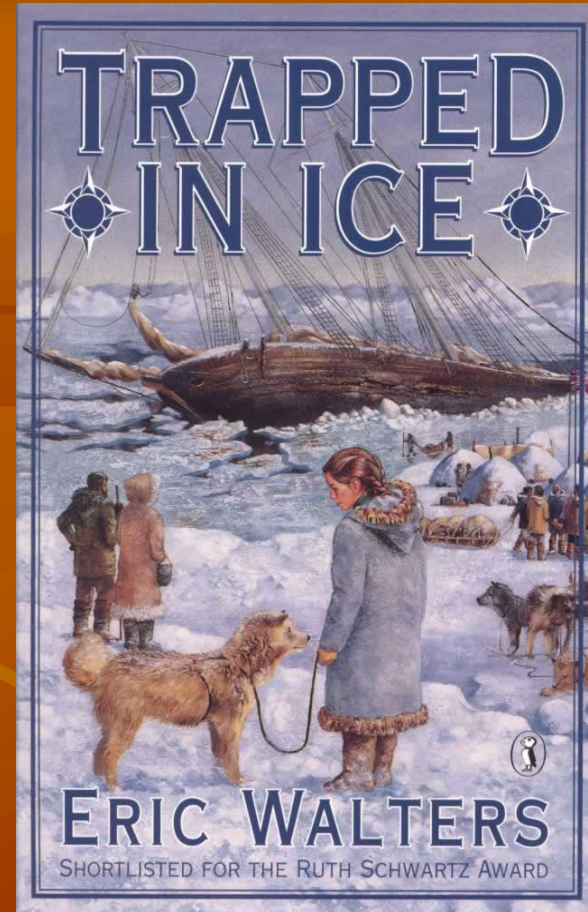
Caged Eagles by Eric Walters

- Historical Event
 - Japanese Internment
- Historical Question
 - How did WWII affect Japanese Canadians?
- Source
 - National Association of Japanese Canadians



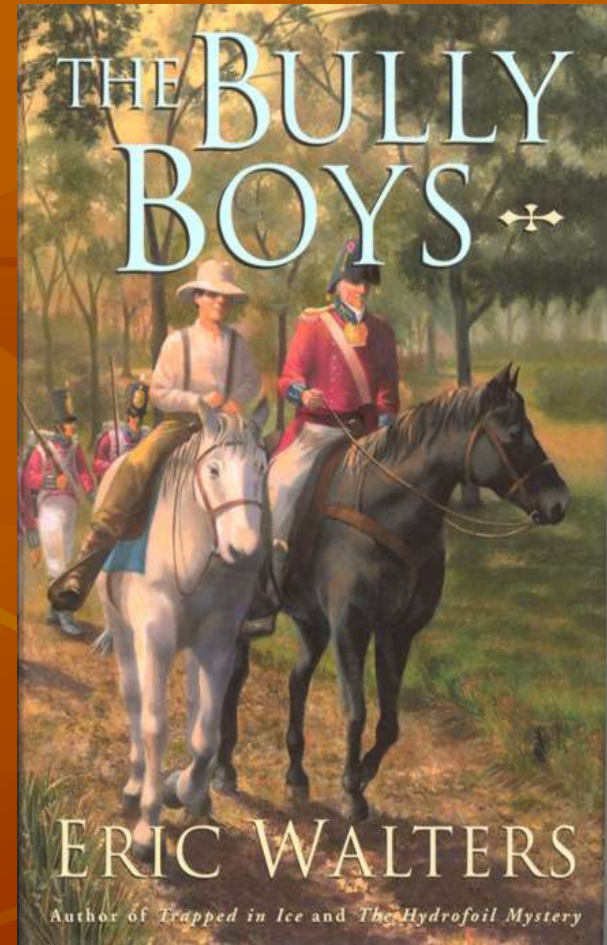
Trapped in Ice by Eric Walters

- Historical Event
 - Canadian Arctic Expedition of 1893
- Historical Question
 - Why did the Karluk sink?
- Source
 - The Last Voyage of the Karluk



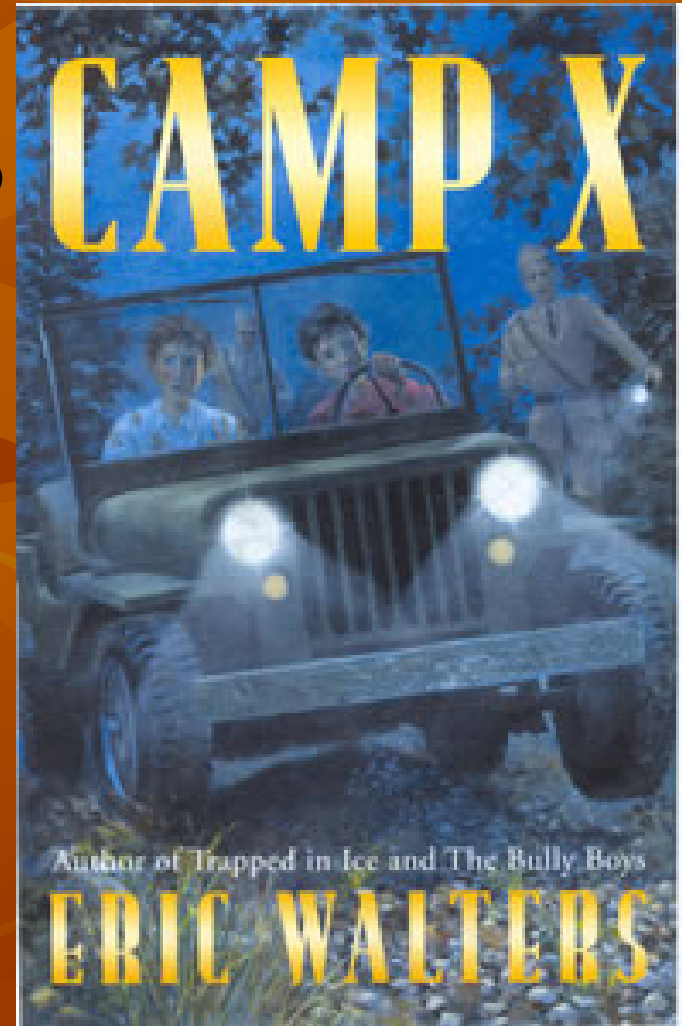
The Bully Boys by Eric Walters

- Historical Event
 - War of 1812
(Lt. James FitzGibbon)
- Historical Question
 - What were the causes of the war of 1812?
- Source
 - Archives of Ontario

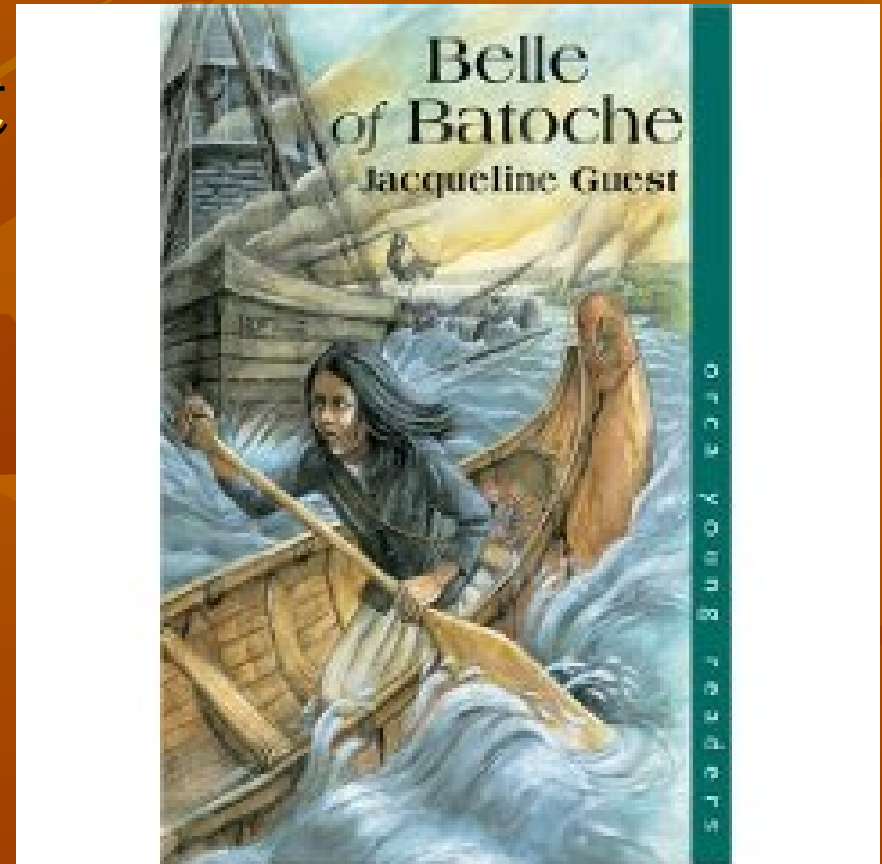


Camp X by Eric Walters

- Historical Event
 - WWII Spy Camps
 - Women's roles during WWII
- Historical Question
 - How did propaganda affect Canadian citizens during WWII?
 - How did women's roles change during WWII?
- Source
 - Propaganda Poster



Belle of Batoche by Jacqueline Guest



- Historical Event
 - Riel Rebellion
- Historical Question
 - Why did the Métis rebel?
- Sources
 - The Northwest Rebellion Primary Sources

My Name is Seepeetza by Shirley Sterling

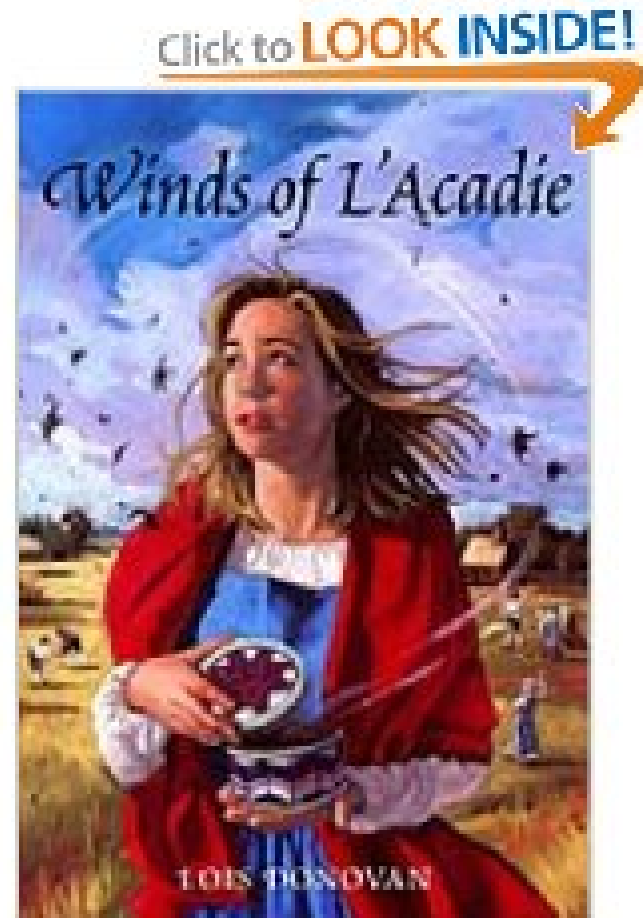
- Historical Event
 - Indian Residential Schools
- Historical Question
 - How did Indian Residential schools affect First Nation children?
- Source
 - Assembly of First Nations



Winds of L'Acadie by Lois Donovan

- Historical Event
 - Acadian Expulsion
- Historical Question
 - Why did the British expel the Acadians?
- Source

[Nova Scotia Archives](#)



Overview of the Unit

1. Go through first few lessons in *Canada, Northern Neighbor* from www.k12studycanada.com
 1. Complete provincial clusters activity

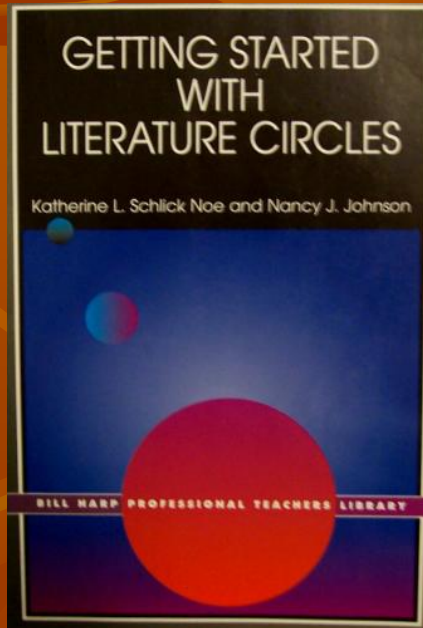
Overview of the Unit

2. Model reading strategies using picture book.

By Andrea Spalding,
Alfred Scow and
Darlene Gait.



3. Model filling out graphic organizer
4. Model literature circle discussion



**Getting Started With Literature Circles
(Bill Harp Professional Teachers Library)
Katherine L. Schlick Noe &
Nancy J. Johnson**

Overview of the Unit

5. Book talk each novel
6. Students fill out novel request form
7. Place students in literature circle groups

Lit Circle Group Activity

- Groups of 3 – 4
- Read the selection
- Fill out the graphic organizer
- Discuss as a group
- Choose one quote/higher thinking to share.

Sample Weekly Schedule

- Monday – Students read novels in class and fill out graphic organizers
- Tuesday – Students meet in library for research
- Wednesday – Students meet in literature circle groups for discussion – groups complete graphic organizers and turn in.
- Thursday - Students read novels in class and fill out graphic organizers
- Friday - Students meet in literature circle groups for discussion – groups complete graphic organizers and turn in.

Culmination of Unit

CBA Component

- Lesson on Cornell Notes
- Lesson on “Annotated Works Cited”
- Students use notes to help fill out graphic organizers.
- Students write rough drafts in class.
- Students write final drafts in computer lab.

Culmination of Unit Group Presentations

- Groups divide up different components of final presentation.
 - Map,
 - book talk,
 - timeline of event,
 - overview of research
 - primary resources
 - social studies perspectives)
- Groups give presentations to the class.

Alignment with GLE's – Social Studies

- **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
 - **3.1** Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

Alignment with GLE's – Social Studies – cont.

- **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
 - 4.1 Understands historical chronology.
 - 4.2 Understands and analyzes causal factors that have shaped major events in history.
 - 4.3 Understands that there are multiple perspectives and interpretations of historical events.
 - 4.4 Uses history to understand the present and plan for the future.

Alignment with GLE's – Social Studies – cont.

- **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.
 - 5.1 Uses critical reasoning skills to analyze and evaluate positions.
 - 5.2 Uses inquiry-based research.
 - 5.3 Deliberates public issues.
 - 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

Alignment with GLE's – Reading

EALR: 3. The student reads different materials for a variety of purposes.

Component: 3.1. Read to learn new information.

3.1.1. Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

Alignment with GLE's – Reading – cont.

EALR: 4. The student sets goals and evaluates progress to improve reading.

Component: 4.2. Develop interests and share reading experiences.

4.2.1. Evaluate books and authors to share common literary experiences.

Alignment with GLE's – Writing

EALR: 3. The student writes clearly and effectively.

Component: 3.1. Develops ideas and organizes writing.

3.1.1. Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

3.1.2. Analyzes and selects an effective organizational structure.

Alignment with GLE's – Communication

EALR: 2. The student uses communication skills and strategies to interact/work effectively with others.

Component: 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.2.2. Applies skills and strategies to contribute responsibly in a group setting.

Alignment with GLE's – Communication- cont

EALR: 3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.

Component: 3.2. Uses media and other resources to support presentations.

3.2.1. Uses available technology and resources to support or enhance a presentation.

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