# “History of Canada” and “Welcome to Daca” Simulation Activity Lesson Plans

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## Subject: History/ Social Studies/ Native Studies

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## Grade Level: 10/20/30

## Time Duration: Depends upon context. (20- 25 minutes in class)

# Overview of Lesson:

# “History of Canada” Simulation Activity: Students will be expected to simulate the History of Canada through a ten minute introduction activity. These students can either be selected for a specific role or pick at random their task. Students will be given role cards, and after initially showing how resources (gummy bears or candy) have been distributed in Canada since pre-contact to now, students will be expected to play their role based on what is occurring in Canada today. In our lesson, we made the character cards and assigned each of the roles to a specific person. This is a good opportunity to bring in critical media literacy, critical thinking towards government, and how environment impacts human development (and vise versa). This activity may work better with grades 11 to 12.

“Welcome to Daca” Simulation activity: Students will be expected to simulate the “Welcome to Daca” activity, where they are supposed to make decisions based on their role play cards. Students will be expected to create a sustainable place to live. Resources (candy and gummy bears) are needed for the task. Students are to fill out a questionnaire at the end. This is a good opportunity to bring in critical media literacy, critical thinking towards power and authority, how a society is made, and how environment impacts human development (and vice versa). This activity may work better with grades 9 to 10.

**Professional Growth Guide Goal(s):**

# Outcomes:

*Social Studies 20*

* Know that effective problem solving requires the ability to define and understand problems clearly and accurately
* Know that the power of technology affects both the natural and social environments and has consequences attached to its use
* Know that sociotechnology is a social process in which knowledge created by science and technology is put at the disposal of people who may not understand these knowledge bases and may use them for narrow personal purposes
* Know that resources are those parts of the environment considered valuable because they meet human needs

*History 20*

* Value objective—that controversy exists over the relationship between humans and the environment and how best to safeguard the long-term well-being of both humanity and the environment
* Unit five examines Global issues, specifically how technology has given humans the power to change the world’s environment significantly and how the impact of the growing world population, with increasing demands on the environment, is raising many concerns; also how the nature of the relationship between humans and their environment could define the nature and quality of human life in the future
* Know that some challenges or issues are global in nature because they affect the entire earth and will require global involvement to find solutions
* Know that the mere presence of humans affects the environment
* Know that the acquisition and utilization of technological and scientific knowledge has given humans the power to change the world’s environment significantly
* Value: “what criteria should be utilized to determine how the earth’s resources and species should be used”
* Value: “discuss whether the interests of humans and of nature have to be in conflict

*Social Studies 10/ History 10*

* Understand that humans establish various kinds of organizations as a means of systematically meeting their needs and wants
* Understand that industrial societies are based on a complex system of political and economic organizations, which makes possible the production of goods and services (could work?)

*Social Studies 9*

* IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education
* IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society
* DR 9.3 Assess the relationship of the natural environment in the development of a society
* DR 9.4 determine the influence of societies of the past on contemporary life in Canada
* PA 9.1 examine concepts of power and authority in the governance of societies studided
* PA 9.2: analyze the impact of empire-building and territorial expansion on indigenous populations and other groups
* RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the society

History 30

* Unit Two: every society has to develop decision making processes that secure the social and economic well-being of its members. Students will learn that competition exists within society for control of decision making processes, that not all interest groups possess the necessary power to significantly influence societal decision making…
* The unity and well-being of a society is significantly influenced by its ability to create a political and social climate that permits individual citizens and groups to “perceive” that their interests and well-being are addressed
* Know that a worldview is a comprehensive viewpoint that explains the nature of reality, creates expectations, and provides meaning and purpose for people’s lives
* Know that every society will evolve a worldview that includes assumptions an dpractices that surround certain key societal relationships, such as peoples and the land
* Know that both FN and European societies had evolved paradigms and assumptions that surrounded those key relationships which formed their respective societal worldviews
* Know that Europeans viewed North America as being a vast reservoir of resources to be utilized by those willing to extend the effort and expend the costs of acquiring those resources
* Know that societies are composed of competeing interest groups each with a power base (resources… ) and each desiring decisions that satisfy it needs and wants
* Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships

*Native Studies 30*

* … Aboriginal people were independent, autonomous, self-governing nations. This unit (2) explores structures of governance in Canada with a focus upon the Aboriginal peoples… which helps in understanding current issues and challenges
* Unit three explores how cultural factors and worldviews influence people’s relationship to the land and to the environment.
* The utilization of natural resources is examined as it relates to Aboriginal rights, land claims, self-government, and worldview… the influence of cultural factors relating to the environment and economic development will be explored… also relate to contemporary issues

*Social Studies 30*

* “the central theme of this unit (2) is economic development. There has been a significant relationship between the people of Canada, the geography, and the people’s standard of living. Students will elarn that the environment and society act as systems and that people create models in order to understand and control these sytems
* Globalization: students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interest and domestic interests

**Indicators:**

# Cross Curricular Competencies:

# Materials:

* Gummy bears or candy
* Character cards
* Cups to hold gummy bears
* Current newspaper sources to influence thinking
* Any costumes (if students want to get really into it!)
* Question sheet and answers

# Activities and Procedures:

***Goals of the exercise:***

* To demonstrate the use of natural resources is related to Aboriginal rights, land claims, self-government, and worldview.
* To enhance students understanding of Canadian contemporary issues (ex. Idle No More)
* “Students will learn that environmental and economic changes are beyond the power of the individual nations to control and that difficult choices need to be made between international interests and domestic interests.”
* Distribution of resources is not always in the interest of the people despite the democratic community we live in
* Humans and government impact on environment can be very negative, and possible ways humanity can make a change in their world (privatizing natural resources, global warming, etc.)
* Balance of power—understanding that power is not always in the government’s hands, and there is a lot of pressure to make quick decisions that often disrupt this balance of power when it comes to environmental issues
* Think critically about power, environment, and role of media in both
* Predict ways in which our country could be more sustainable, and what we can learn from our past to become more responsible citizens

**Simulation Activity for History/ Social Studies/ Native Studies**

**Introduction to Activity:** You are currently finishing up History 30 class and have just finished reading Orlowski’s paper, “Oil and State”. Over the course of the year, we have been discussion the relationship between the people of Canada and how their natural environment can be controlled by the systems of power in place. We have also discussed how worldviews can influence relationships to the land and to the environment. (20 minutes to do the activity, brief discussion to follow).

Character Cards—Distribution of Natural Resources

**Activity:** Students will be split up into two groups. One group will be the control group (CG). The CG will be assigned specific roles to specific students. The second group will be given a specific scenario and left to their capabilities (SG).

*Control Group Activity*

Government Officials

You are the current Premier of Saskatchewan. Your job is to monitor resources and make decisions for your province. A couple of treaties are located in your province and you often make decisions for the betterment of all people. As a government official, you must work closely with the Prime Minister of Canada and agree/ disagree with his/her practices. Utilize media (Amanda and Chantelle) if you want. You acknowledge that the current government is not concerned with environmental sustainability, and that you’re government are under pressure from other countries to share natural resources to make a large profit.

**Goal:** You want to expand the economy by increasing capital, but you recognize the need for environmental protection.

You are the Prime Minister of Canada. Your predecessors have come to an agreement (Treaty) with the First Nations Elders. Your job is to monitor resources (as you are economically driven) and make decisions for the public. \*You must work closely with Corporate executive in relation to resources because you want to make as much money as possible. Utilize media (Amanda and Chantelle) if you want. You are not too concerned with environmental sustainability and are under pressure from other countries to share natural resources in exchange for a large profit.

**Goal:** You want to expand the economy by increasing capital. Convince your public that you are looking out for their best interests to privatize natural resources.

First Nations Elders

You are a First Nations Elder. You represent all Aboriginal communities and their worldviews (sustainability), as discussed previously in class. At the beginning you have all the resources - a mutually sustainable way of life. However, over time your resources have been taken out of your ancestor’s hands and given to the new settlers. In present day, you are currently fighting for environmental protection in the social movement, Idle No More. Utilize media (Amanda and Chantelle) if you want. (Think about the context of Idle No More—the positives and negatives).

**Goal:** You are trying to convince the government to reconsider their bills that were passed that privatize natural resources.

Executive

You are a Corporate Executive. Your main concern is having ownership over all resources (= revenue). You must convince the government to make people give you their resources so you can make money (in not necessarily a sustainable way). You can work with media if you want. \*Feel free to be conniving and manipulative!

**Goal:** Convince the government and public that privatizing natural resources is the only way to increase capital and create jobs.

Environmentalist

You are the top Canadian environmentalist. Your main concern is the environment and sustainable development. You must convince the government and public that privatizing resources is a bad decision. You can work with media if you want.

**Goal:** Convince the government and public that privatizing natural resources is bad for the environment, and convince them to become a more sustainable community.

Public

You are a representative of the multicultural citizens of Canada. You are to evaluate what you hear from the media, the executives, and the government, and you must make decisions with your resources. Although it is limited, you can influence the media. Remember, political ideology often drives public opinion.

**Goal:** be a good, civil citizen and practice your democratic rights.

 (The blue font is what the teacher will be reading out loud, showing the distribution of resources throughout Canadian history. The last part of the lesson will be dependent upon how the group plays their parts. During this section, pick students or teacher to play the media news source).

1. In the beginning, First Nations groups have all the resources of their land (gummy worms), but did not have any ownership over them. The First Nations people worked in mutually supportive ways with the environment and thanked their Creator.
2. Upon contact, the fur trade with the Europeans allowed for First Nations and Europeans to work together in mutually supportive ways to share resources (water, pelts, [gummy worms] in exchange for other items [chocolate]).
	1. First Nations groups will exchange their resources for chocolate.
3. However, this trading system did not work well for long. Soon the Europeans began fighting amongst themselves over the economy and resources, which often lead to the exploitation of First Nations people. As more settlers arrived, Europeans formed systems of government that stripped the First Nations people of most of their resources (buffalo, water source). Government officials must come to an agreement called “the Treaties”.
	1. Government should take all of the First Nations resources and give half of it to their new settlers, giving some settlers more than others.
4. Now, take on the role of your cards in present day Canada. Look at the resources (oil and water) distributed at the table.
	1. **Challenges** (maybe put on pieces of paper and hand to that person directly during discussion?)—Executive sneaks in and begins to take resources from the people and the government.
	2. Government privatizes the natural resources in order to boost the economy.
	3. First Nations get involved because it is against their worldviews and against their agreement.
	4. Public agrees/ disagrees based on the media influences
	5. News sources will conveniently place newspaper articles that will influence the discussion and decisions of people

**“Welcome to Daca” Lesson Plan**

**Scenerio:** A new planet was discovered, and Earth is sending eight people to start up a new colony on this planet called Daca. The inhabitants of the land are called the Quizgnotts, and their language and culture is very foreign to the earthlings. Based on your cards, your job is to create a sustainable place to live. What would you do in this situation?

*Scenario Group*

Two Quizgnotts (Alien race)

You are a Quizgnotts, an Alien race that has resided on Daca for centuries. You represent all Alien races and their worldviews (sustainability). At the beginning you have all the resources and live in a mutually sustainable way of life.

**Goal:** Live in peaceful, cooperative way with the new settlers.

Two leaders in power

You were chosen by the current Prime Minister of Canada as one of two leaders that will govern the new planet. You will come to an agreement with the Quizgnotts. Your job is to monitor resources (as you are economically driven) and make decisions for the public. \*You must work closely with Resource executive because you want to make as much money as possible. Utilize media in any way possible. Environmental sustainability is not on the top of your agenda when creating this new planet.

**Goal:** Make as much money as possible to start and thriving economic community.

One resource executive

You are a Resource Executive. Your main concern is having ownership over all resources (= revenue). Convince the human leaders to make people give you their resources so you can make money (in not necessarily a sustainable way). You can work with media if you want. \*Feel free to be conniving and manipulative!

**Goal:** To convince the government that exploiting the land would be beneficial for a thriving economy.

Environmentalist

You are the top Canadian environmentalist. Your main concern is the environment and sustainable development. You must convince the leaders of power that exploiting resources is not the best idea because you do not want to deplete the land of all resources. You can work with media if you want.

**Goal:** Convince the government and public that exploiting resources is bad for the environment, and convince them to become a more sustainable community.

Five new citizens of Daca.

You are a representative of the multicultural citizens of Canada. You are to evaluate what you hear from the media, the executive, and the leaders in power to make decisions with your resources based on political ideology.

**Assessment:** Students will fill out a question sheet at the end of the activities as a debrief. Teachers and students will discuss their findings as a class.

“History of Canada” Simulation Activity Question

When answering these questions, you should compare the role-play activity and Paul Orlowski’s paper “Separate Oil and State: Using the media for a critical eco-pedagogy in the classroom”.

1. How does worldview affect the natural environment?
2. If sustainable development is what we want as a country, how has Canada failed so far?
3. What role does power and authority play in your scenario? Who has the power? How is power maintained and through what means?
4. Based on the Orlowski’s article, what role does the media play in environmentalism?
5. How can social movements affect the environment?
6. What are some different strategies the Canadian government could try to implement instead of privatizing natural resources?
7. Environmentalism and economy seem to be in conflict with each other in this role-play. Is there any way these two can be reconciled in the future?

“Welcome to Daca” Simulation Activity Question

When answering these questions, you should compare the role-play activity and Paul Orlowski’s paper “Separate Oil and State: Using the media for a critical eco-pedagogy in the classroom”.

1. How does different worldviews affect the natural environment?
2. If sustainable development is what we want, how did your group succeed? Fail?
3. What role did power and authority play in your scenario? Who has the power? How is power maintained and through what means?
4. What role do the media play in environmentalism?
5. How can you relate this activity to Canada?
6. Can you make predictions about where Canada should go from here?

Other options for students:

1. Write a reflection piece based on power and the relationship to the environment.
2. Create their own “History of Canada” as project or final assessment to role-play in front of the class about the role of resources, sustainability, and power in Canada. Students would have to include all aspects and complete the role-play in a fishbowl discussion. Students would be expected to complete all character cards, roles, goals, and history discussion.
3. Scaffolding activity on the first day of classes.
4. Adapt for smaller assignments or topics, such as fur trade.