

Famous Canadians

Topic Development Ideas

Classes might want to learn more about...

- annual events related to famous Canadians (e.g., Terry Fox Run)
- Canadian entertainers and artists
- Canadian heroes
- Canadian scientists and inventors
- famous French Canadians (e.g., Céline Dion, Jacques Villeneuve, René Levesque)
- famous Native Canadians (e.g., Susan Aglukark, Norval Morrisseau, Douglas Cardinal)
- historical figures (e.g., prime ministers, folk heroes such as Laura Secord)
- qualities that Canadians admire

Strategies for Learners

Learners find it useful to...

- learn about people represented on Canadian money and stamps
- listen to contemporary songs by Canadian artists
- read excerpts from Canadian poems or stories
- talk to Canadians about who they consider to be a hero
- visit art galleries and museums

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 6, Second Edition*: Unit 2, “Being Canadian: Slices of Life”
- 📖 *Canadian Encyclopedia*
- 📖 *English for Living and Working in Canada*: Unit 2, “Canada”
- 📖 *Famous People with Connections to Canada*
- 📖 *Gateway to Canada*: “Significant Canadians”
- 📖 *Ontario Reader 1998*: “McCrea medals come home”
- 📖 *Ontario Reader 2001*: “Pierre Trudeau”
- 🌐 Explore Canada – History
- 🌐 Famous Canadians: http://home.oise.utoronto.ca/~tbailey/famous_canadians.htm
- 🌐 Find a Museum: http://www.virtualmuseum.ca/English/Museum/index_flash.html
- 🌐 Maclean’s Online Cover Index: <http://205.150.121.181/xta-doc/2000/09/04/Cover/index.shtml> (Canadians Who Inspired the World)
- 🌐 Well-Known People Who Happen To Be Canadian: <http://schwinger.harvard.edu/~terning/Canadians/main.html>
- 🔍 **biography, famous Canadians**, or name of famous person

Famous Canadians

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- tell a detailed story about a famous Canadian, including reasons and consequences
- give a summary of the main points of a presentation
- understand facts and some implied meanings in a 10- to 15-minute presentation about a famous Canadian
- understand a one-page moderately complex interview, news item, or story
- find and compare two to three pieces of information in a CD-ROM
- take notes from a 10- to 15-minute presentation or a single page of written information
- write a one- or two-paragraph story about a famous Canadian

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and expressions to describe characteristics (*courageous, ambitious, intelligent, persistent, energetic, discouraged, don't give up, to be ahead of one's time*)
- adjectives: comparative, superlative
- logical connectors: conjunctions, transition words
- pronunciation: non-final and final intonation in two-clause sentences (*When he was 16 years old, he went to work in a factory*)

Sample Tasks

1. Information gap: In a group, combine information about a famous Canadian to create a story. Present the story to the class.
2. Listen to a song by a current Canadian singer. Answer questions and do a cloze exercise based on the lyrics.
3. Read a text about a famous Canadian of the past or present. Sequence a list of sentences about the person's life in chronological order.
4. Watch a video about a famous Canadian, take notes, and write a one- or two-paragraph summary.
 - **Novice:** Create a table with the following headings: Athletes, Writers, Musicians, Artists, Scientists, Politicians, and Actors. Ask classmates, instructors, and Canadians outside the classroom for the names of famous Canadians and complete the chart with the appropriate information. Format table according to directions. Preview and print.
 - **Skills:** Insert/Format Table, Resize Row/Column, Borders and Shading, Print Preview, Print

Immigration History

Topic Development Ideas

Classes might want to learn more about...

- Canadian attitudes toward immigrants
- contributions made by immigrants
- discriminatory practices against Asians in the past (e.g., Chinese poll tax, continuous journey stipulation that discriminated against people from India)
- events that have influenced immigration (e.g., American Revolution, building of railways, wars)
- history of French and British immigration
- immigration patterns in Canadian history
- pioneer life
- struggles of immigrants to establish themselves
- why immigrant groups settled in certain regions of Canada

Strategies for Learners


Learners find it useful to...


- read Canadian history texts from “Youth” section of library
- research background of own ethnic group in local area
- use repetition and rephrasing to verify understanding of spoken instructions, directions
- visit a historic house or museum for first-hand experience of life in early Canada
- watch short videos about historic events

Resources for Developing and Teaching Topic


 *A Grab Bag of History*


 *Amazing! Interviews and Conversations*: Chapter 4, “Immigration”


 *Being Canadian: Language for Citizenship*: Chapter 3, “Our English and French Heritage”; Chapter 5, “Tying the Nation Together”; Chapter 6, “Canada Today: A Multicultural Society”

 *Gateway to Canada*: “Canada: Early Beginnings”


 *Ontario Reader 1998*: “Rediscovering Newfoundland”

 *Ontario Reader 1999*: “Immigration: Who gets in?” “Refugees”

 *Canada: A Cultural Profile*


 *Canada: A People’s History*

 *Speaking of Canada*

 Canada’s History: http://www.infocan.gc.ca/facts/history_e.html

 Historica: <http://www.histori.ca>

 Pier 21 – Halifax, Canada: <http://www.ednet.ns.ca/educ/heritage/pier21/index.html>

 Statistics Canada: <http://www.statcan.ca>

 **history Canada**

Immigration History

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- give clear directions to a local museum
- tell a detailed story about immigration, including reasons and consequences
- give a summary of the main points of a presentation
- understand a simple taped phone message about a historic site (e.g., hours of operation, location, cost)
- understand directions on the phone
- understand a moderately complex timeline, diagram, map, or basic graph about immigration
- find and compare two to three pieces of information in a CD-ROM
- write a one- to two-paragraph story or report about immigration

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for countries, nationalities, reasons for migrating (*famine, persecution, flee, religious freedom, opportunity*)
- logical connectors: conjunctions, transition words, adverbial clause words
- questions: embedded, wh-
- sentences: compound, complex
- sequence markers
- verb tenses: simple past, past necessity (*had to*)
- pronunciation: identify patterns of word stress in names of countries, nationalities, and languages

Sample Tasks

1. Interview classmates about the immigration patterns of people from their country of origin.
2. Listen to a recorded message from a museum and take notes of details such as hours of operation, major attractions, special programs, and admission prices.
3. Information gap: Read brief texts about immigration waves in Canada. Create timelines with dates and important information in groups. (See <http://alphaplus.ca/linc/topic12.htm> for a sample activity).
 - **Novice:** Open a file containing texts about immigration to Canada. Cut and paste phrases and dates to create a simple historical timeline. Preview and print.
Skills: Open, Cut, Paste, Drag and Drop, Insert Bullets and Numbering, Save As, Print Preview, Print.
4. Write a story about the struggles and hardships of immigrants in the past.

Additional Tasks

- **All Levels:** Explore Canada – **History – Canada Today – Page 1 (Levels 1 & 2)**. Do Exercise.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Tutorial

Rights & Freedoms

Topic Development Ideas

Classes might want to learn more about...


- Canada's Charter of Rights and Freedoms
- Canadian Human Rights Commission
- children's rights
- common situations where newcomers are often unaware of their rights (e.g., landlord/tenant, employment standards)
- community services and agencies that can provide information and advice
- Ontario Human Rights Code (and Commission)
- rights related to specific areas, such as employment, housing, family law, language
- women's rights


Strategies for Learners

Learners find it useful to...


- access education sites about rights on the Internet that are geared to school children
- develop listening skills by listening to recorded telephone messages about rights
- listen for main ideas and identify keywords
- seek out advice and information from agencies in own ethnic community
- talk to an expert (e.g., legal counsellor) about problem before taking any action


Resources for Developing and Teaching Topic


 *Words We Use*: Chapter 4, "Protecting and Providing"


 *It's Your Right*

 *Teaching Human Rights in Canada*

 Canadian Human Rights Commission: <http://www.chrc-ccdp.ca>

 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>

 Department of Justice Canada: <http://canada.justice.gc.ca>

 Government of Canada Site: http://www.canada.gc.ca/main_e.html (Canadians, Newcomers to Canada, Government and legal system), (Justice and the Law, Canadian Charter of Rights)

 Ontario Human Rights Commission: <http://www.ohrc.on.ca>

 Settlement.org: <http://www.settlement.org> (Legal Services, Human Rights)

 **human rights, rights and freedoms Canada**

Rights & Freedoms

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- avoid answering questions in situations where rights may be violated
- make simple and extended suggestions about action to take when rights are violated
- express and qualify own opinion in a small group discussion about rights and freedoms
- understand details in a spoken exchange that involves a suggestion, advice, a request, order, or plea
- understand factual details and some implied meanings in a 10- to 15-minute report
- understand a one-page moderately complex text on rights and freedoms
- reduce a single page of information to a list of seven to 10 points
- write a one- or two-paragraph report to compare rights and freedoms in Canada and own country

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and expressions (*Charter of Rights and Freedoms, constitution, violate, equal pay, harassment, privacy, freedom of thought, belief, opinion, expression, free speech, legal rights*)
- expressions for giving and responding to opinions (*in my opinion, I feel that, I'm sure that, I agree with, good point*)
- adjectives: equative, non-equative
- modals: obligation, necessity, suggestions
- phrasal verbs (*face up to, have to do with, give up on, believe in, stand up for*)
- rejoinders (*so do I, me too, neither do I*)
- pronunciation: /tʃ/ (*choice, change, match*) and /ʃ/ (*should, action, discrimination*)

Sample Tasks

1. Brainstorm a list of basic rights all people should have and compare to Canada's Charter of Rights and Freedoms.
2. Listen to an oral report about a legal issue and answer questions.
3. Read about a situation involving rights or freedoms from conflicting points of view (e.g., freedom of speech). Re-enact the situation in a group and debate the issue.
4. Write a paragraph comparing rights and freedoms guaranteed by law in Canada and another country
 - **Novice:** Word-process a letter to a friend in another country describing rights and freedoms in Canada and give personal opinion.

Skills: Keyboarding, Insert Date and Time, Save As, Print Preview, Print

Additional Tasks

- **All Levels:** Explore Canada – **Index – Rights, Constitution, and Laws – History, Canada Grows, page 13.** Find information on women's rights in Canada and summarize in a list of seven to 10 points.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Tutorial