

# National Unity

## Topic Development Ideas

### *Classes might want to learn more about...*

- distinct societies in Canada
- federal-provincial relationships
- history of Quebec in Confederation
- independence movements in different parts of Canada (e.g., Quebec, Western Canada)
- independence movements in other countries
- movement for Aboriginal self-government
- origins of bilingualism in Canada
- regional inequalities (economic and demographic)
- the effect of Canada's constitution on Quebec and Aboriginal nations
- unique culture and language of Aboriginal and French Canadians

## Strategies for Learners

### *Learners find it useful to...*

- develop strategies for vocabulary learning, such as grouping content words into categories and guessing word meaning from context in newspaper articles
- learn strategies for debating an issue (holding the floor, changing the topic, continuing after an interruption)
- paraphrase and repeat to confirm understanding
- practice taking notes when someone is speaking
- request clarification and repetition or explanation
- use unilingual learner's dictionary for unfamiliar words

## Resources for Developing and Teaching Topic

- 📖 *Amazing! Interviews and Conversations*: Chapter 12, "French and English Canada"
- 📖 *Gateway to Canada*: "The Mosaic of Canada," "Challenges for Canadians"
- 📖 *Ontario Reader 1999*: "Quebec Referendum"
- 📖 *Ontario Reader 2001*: "Canada's constitution"
- 📖 *The Sweater*
- 🌐 CBC News Online Indepth Unity Debate: <http://www.newsworld.cbc.ca/news/indepth/unity/index.html>
- 🌐 Council for Canadian Unity: <http://www.ccu-cuc.ca>
- 🌐 First Nations Governance: <http://www.fng-gpn.gc.ca>
- 🌐 Uni: <http://www.uni.ca>
- 🔑 **unity, national unity Canada**

# National Unity

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- 🗣️ predict consequences of Quebec separation
- 🗣️ give a summary of the main points of a presentation
- 🗣️ express feelings, opinions; qualify own opinion in a group discussion on national unity
- 👂 identify mood and attitude of speakers in a listening text
- 👂 understand factual details and some implied meanings in a 10- to 15-minute presentation, group discussion, report, or narration when events are not in sequence
- 👂 identify rhetorical signs of chronological order, comparison and contrast, cause and effect
- 📖 understand a one-page moderately complex report, interview, news item, or story about national unity
- 📖 find information through a table of contents, index, or glossary
- ✍️ write a one- or two-paragraph report to narrate a sequence of events, make a comparison, or give a detailed description

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*sovereignty, governance, Québécois, anglophone, francophone, bilingual, distinct society, federalism, separatism, nationalism*)
- expressions for giving and qualifying opinions (*I think that, It's important to remember that, and that is because, for these reasons*)
- expressions for feelings (*I am not happy about, I feel very strongly about, I am saddened by*)
- conditional sentences: real, unreal
- passive voice
- questions: tag, embedded
- pronunciation: English words that originate from French (*debut, soufflé, faux, résumé, bureau, sauté, tête-à-tête*)

## Sample Tasks

1. Interview two Canadians about their views on national unity and share their opinions with the class.
2. Watch a short news report on an issue affecting Aboriginal or French-speaking Canadians. Summarize the main points presented. Compare your group's list with the others in the class.
3. Read two simplified texts about national unity from opposing viewpoints and identify biases in both texts. Answer questions and discuss in small groups. (See [http://alphaplus.ca/linc/unity\\_computer\\_task.htm](http://alphaplus.ca/linc/unity_computer_task.htm) for a sample activity.)
4. Write a report to compare the three largest distinct societies in Canada: English-speaking, French-speaking, and Aboriginal. Read information provided by the instructor and give brief information on the following points: geographic location, uniqueness, one or two current issues.
  - 📖 **Novice:** Work in pairs to create and show a presentation using your reports from Language Task 4. Create a slide for each point. Show your presentation to the class.
  - Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation

# Social Issues

## Topic Development Ideas

*Classes might want to learn more about...*


- community resources for dealing with homelessness, teen pregnancy, poverty, unemployment, etc.
- government agencies (e.g., Ministry of Community and Social Services) that deal with specific social problems
- legal aspects of social issues (e.g., domestic violence)
- responsibilities of levels of government
- social advocacy groups and their work

## Strategies for Learners

*Learners find it useful to...*


- practice calling community agencies to ask for information about social problems
- read for the gist without using a dictionary when they encounter unfamiliar words or phrases in newspaper articles
- scan the Blue Pages of the telephone directory for the names and addresses of MPPs
- volunteer with a social advocacy group


## Resources for Developing and Teaching Topic

 *Amazing! Interviews and Conversations*: Chapter 14, “People with Disabilities”

 *Read On Canada*: Chapter 4, “Wronged and Rights”


 *Words We Use*: Unit 18, “Legal Rights”


 local community information centres


 representatives from community agencies and advocacy groups to explain services offered (e.g., food bank, shelter)

 Canadian Council on Social Development: <http://www.ccsd.ca>

 Settlement.org: <http://www.settlement.org> (Organizations Database, Social Services)

 The Centre for Social Justice: <http://www.socialjustice.org>

 Web networks community: <http://community.web.net>

 **social issues**, enter a specific issue (e.g., **poverty**)

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- ☞ maintain a conversation by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption
- ☞ predict consequences of action or inaction regarding a social issue
- ☞ express feelings, opinions, qualify own opinion; express reservations, approval, disapproval in a small group discussion
- 🔗 understand factual details and some implied meanings in a 10- to 15-minute presentation, report or narration
- 🔗 identify rhetorical signals of chronological order, comparison and contrast, cause and effect in an oral discourse
- 📖 find information in a directory (e.g., telephone directory) to locate agencies that deal with specific social issues
- 📖 understand a one-page moderately complex news item or story
- ✍ write a one- to two-paragraph report

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*illiteracy, poverty, domestic violence, homelessness, hostel, shelter, substance addiction*)
- expressions for maintaining conversations (*So what you're saying is...; Excuse me, I'd like to finish my point; As I was saying...; Anyway, going back to what you said...; That reminds me of...*)
- expressions for giving opinions (*I think that..., In my opinion...*)
- adjectives: comparative, superlative (*better, worse, more serious, more dangerous, the poorest, the most disadvantaged*)
- conditional sentences: real and unreal
- transition words (*however, on the other hand, in addition, nevertheless, yet*)
- pronunciation: stress on information words (*What I'm **most** worried about is **homelessness***)

## Sample Tasks

1. Discuss a social issue in Canada from different perspectives (e.g., teen pregnancy from the perspectives of the parents, the teenager, a teacher, and a doctor).
  - ☞ **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Conversing – Express Opinions, Give and Accept Opinion.
  - Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills
2. Listen to a news story involving a social issue. Check off the words used to indicate chronological order, comparison and contrast, cause and effect on a worksheet. Retell the story to a partner.
3. Use the White and Yellow Pages to complete a table with the names of local agencies that deal with specific social issues (e.g., homelessness, abused women, mental health).
4. Write a report describing a social issue.
  - 📖 **Novice:** Word-process the report in Language Task 4.
  - 📖 **Experienced:** Add a title to Novice Task document by inserting WordArt. Follow instructions to edit or format the WordArt.
  - Skills:** Keyboarding, Insert/Format WordArt, Save As, Print Preview, Print

# What is Canadian?

## Topic Development Ideas

### *Classes might want to learn more about...*

- Canadian cuisine
- Canadian heroes, writers, musicians, artists, athletes
- common topics of conversation (e.g., weather, sports)
- effect of climate, changing seasons, and geography on Canadian culture
- how Canadian culture varies from region to region
- influence of Aboriginal Peoples, English, French, and subsequent immigrant groups
- influence of American culture on Canada
- nationalism and Canadian identity
- symbols of Canada and the history and values they represent
- values that are important to Canadians

## Strategies for Learners

### *Learners find it useful to...*

- attend local holiday and multicultural celebrations
- match symbols with provinces (e.g., wheat sheaves and Saskatchewan, mountains and Alberta)
- practice small talk by referring to weather or sports
- read community newspapers to learn about local concerns
- read editorials in major newspapers to learn about attitudes, concerns, and values important to Canadians
- visit museums, art galleries, and other cultural locations to build a personal understanding of Canadian identity

## Resources for Developing and Teaching Topic

- 📖 *Being Canadian, Language for Citizenship*: Chapter 10, “Who Are These Canadians?”; Chapter 11, “What is Typically Canadian?”
- 📖 *Canada From Eh to Zed*
- 📖 *Canadian Concepts 6, Second Edition*: Unit 2, “Being Canadian, Slices of Life”
- 📖 *Symbols of Canada*
- 📄 Canada: A Cultural Profile
- 🌐 Explore Canada – History
- 🌐 Canadian Heroes: <http://www.nlc-bnc.ca/2/6/index-e.html>
- 🌐 Ceremonial and Canadian Symbols Promotion: <http://www.pch.gc.ca/ceremonial-symb/english/index.html>
- 🌐 Communication Canada – Fact Sheets – Canada and the World: [http://www.communication.gc.ca/facts/index\\_e.html](http://www.communication.gc.ca/facts/index_e.html)
- 🌐 Oh Canada!: <http://www.ualberta.ca/~bleeck/canada>
- 🌐 Well-Known People Who Happen To Be Canadian: <http://schwinger.harvard.edu/~terning/Canadians/main.html>
- 🔑 Canada symbols, Canadian culture

# What is Canadian?

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- 🗣️ tell a detailed story of own impressions of Canadian culture, giving reasons
- 🗣️ describe, compare, and contrast an aspect of culture in Canada and own country
- 🗣️ express feelings, opinions; qualify own opinion in a small group discussion
- 👂 understand factual details and some implied meanings in a 10- to 15-minute presentation
- 📖 find information in a brochure or directory about a local cultural event
- 📖 find and compare two to three pieces of information in a CD-ROM
- 📞 take a phone message or information from a pre-recorded message with five to seven details about local cultural attractions and events
- ✍️ write a one- to two-paragraph report about an aspect of Canadian culture

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*cultural, identity, belief, standard of living, bilingual, values, multicultural, heritage, impression*)
- phrases for expressing and qualifying opinions (*I think, I feel, I believe, What I meant was, What I'm trying to say is*)
- adjective clauses
- adverb clauses with *after, before, when*
- conditional sentences: real, unreal
- logical connectors (*and, so, but, because, therefore, on the other hand, however*)
- noun clauses
- prepositions of purpose (*Canadians use humour to lighten a tense situation*)
- verb tenses: simple past and past perfect
- pronunciation: /v/ (*value, voice*) and /f/ (*famous, future*)

## Sample Tasks

1. Give a presentation about an aspect of Canadian culture that differs from your own (e.g., attitude toward work and family, friendships, business relationships) and answer questions.
  - 📖 **Novice:** Work in groups to create and show presentations for Language Task 1.  
**Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation
2. Watch a video about a region of Canada. Answer questions from a class brainstorming exercise prior to the viewing.
3. Refer to brochures or an on-line web site with information about upcoming local cultural events. Find events you would be interested in attending during each weekend of the coming month. Write the details (location, time, price of admission) beside the dates and why you'd like to attend.
4. Write about the topic "My Impressions of Canada."
  - 📖 **Novice:** Word-process Language Task 4.
  - 📖 **Experienced:** Add appropriate Clip Art and a page border to the Novice Task.  
**Skills:** Keyboarding, Insert Picture (Clip Art), Page Border, Save As, Print Preview, Print