



IGNITE MY FUTURE

LESSON TITLE

Rewriting History

Guiding Question: How does perspective change our understanding?

SUBJECTS

Social Studies
English Language Arts

COMPUTATIONAL THINKING PRACTICE

Collaborating Around
Computing

COMPUTATIONAL THINKING STRATEGIES

Collecting Data
Finding Patterns

MATERIALS

[Heritage Minute Analysis](#) handout

[Presentation Outline](#) student
capture sheet

[Presentation Feedback Form](#)

Computers with access to the
Internet (optional)

Ignite Curiosity

- How will future generations remember us? Will they understand the society in which we grew up?
- How much do we change history when we tell stories about it?
- How realistic are the historical videos we see and the books we read?
- How closely does history reflect what life was in the past?

In this lesson, students will collect data and find patterns to develop an accurate understanding of the Canadian historical events, compare and contrast them to contemporary representations. In **THINK**, students will review the importance of using primary and secondary sources when trying to accurately tell a story about the past. In **SOLVE** students will select a heritage minute to analyze historical accuracy. In **CREATE** each student will present their minute and analysis to their classmates in a presentation of their choice. The class will then analyze the patterns that they saw emerging for the various videos and presentations shared in the class. In **CONNECT**, students identify how accurately historical representations connect to careers and problems of tomorrow.

Students will be able to:

- **Evaluate** the characteristics of primary and secondary sources,
- **Analyze** data to make valid inferences, and
- **Create** a visual representation of data analysis and patterns.



1 Read the following scenario to students:

Imagine that you are a film critic hired by the Canadian government to review the historical accuracy of the Heritage Minute series. You want the minutes to depict society of the period as accurately as possible. However, you suspect that not all representations of the era that we see today are true to history. Your reputation as an artist is at stake and depends on how well you can collect data and find patterns. Can you think like a computer to solve this problem?

Allow the students to examine the [‘think like a historian’ resource](#) about the battle of Vimy Ridge as a class. Encourage them to discuss the primary sources and how can they use these sources to depict past events accurately. Be sure to pay particular focus to the primary source pyramid handout in the collection.

Alternative or Extension: You can choose a different [‘think like a historical’ module](#) (Halifax explosion, The liberation of the Netherlands, [Residential Schools in Canada](#), etc.) to share with the students.

2 Students should understand that primary and secondary sources can also be referred to as data. Since there is so much data or information, we must use criteria (like the [primary source pyramid](#)) to look for patterns that will help us tell a cohesive story using the media of our choice.

3 Lead the students to consider the importance of accurate historical representation using the following guiding questions:

- How can we decide what is and isn’t important when there is so much data or information that we can access (Use a research question, limit your search to specific, reliable resources, etc.)?
- How can we share an historical event accurately after we finish our research? (Look for facts that repeat themselves in different sources). These patterns will allow us to establish a more ‘accurate’ version of history in order to be sure we are telling a story that is historically sound.
- What resources are available to help researchers find out what an era was actually like?
- How can we determine what beliefs were common at a particular historical moment?
- What is the difference between a primary source and a secondary source?
- Why is it important to be able to tell a primary source from a secondary source?



Students will work in pairs and select a Heritage Minute to analyze historical accuracy.

Note to educators: if you wish to explore the history and heritage of residential schools, please use the following [lesson and heritage minute](#).

- 1 Divide** students into pairs and share the [Heritage Minute Website](#) with students and support them in selecting a Heritage Minute.
- 2 Students** will complete the 5-step process described in the [Heritage Minute Analysis](#) handout to record their observations:
 - Students will create a pair and select a [Heritage Minute from the online collection](#).
 - Students will watch the Heritage Minute three times. Each time, they will each note a different element and take notes on it in the handout (Who, What, Where, When, Why, How?)
 - Students will conduct data collections by selecting one primary and/or one secondary source about the event using the [Canadian Encyclopedia](#) and [other suggested sources](#). They will critically analyze the source for content, reliability, and connection to their topic.
 - Students will complete a Venn Diagram to compare their research notes and the notes they took on the Heritage Minutes. They will attempt to find patterns of facts that are common from both sets of information.
 - Students will justify if their Heritage Minute is historically accurate based on their (limited) research.



Students will share their Heritage minute and analysis of historical accuracy in pairs.

- 1 Students will create** a three minutes presentation using a mode of their choice (paper-based, digital, or both) to share their Heritage Minute and historical accuracy analysis. Students can use the [Presentation Outline](#) student capture sheet to put their work together.
- 2 Students will share** their presentations with classmates, who in turn can provide feedback using the [Presentation Feedback Form](#).



Select one of the strategies listed below to help students answer these questions:

- How do this problem and solution connect to me?
- How do this problem and solution connect to real-world careers?
- How do this problem and solution connect to our world?

- 1 Write** these three questions on PowerPoint or flip chart slides and invite students to share out responses.
- 2 Display** pieces of chart paper around the room, each with one question written on it. Ask students to write down their ideas on each sheet.
- 3 Assign** one of the questions to three different student groups to brainstorm or research, and then share out responses.
- 4 Direct** students to write down responses to each question on a sticky note, and collect them to create an affinity diagram of ideas.

How does this connect to students?

Many popular television shows, films, and books that students enjoy use the recent past as a setting. Students will learn to challenge contemporary assumptions and values that have made their way into these historical depictions while evaluating texts.

How does this connect to careers?

Social Scientists need a clear understanding of past attitudes and beliefs in order to understand the present.

Artists representing the past in everything from set design to novels benefit from a realistic understanding of history.

Researchers of all kinds need to avoid bias and be able to identify bias when they encounter it in sources. By understanding historical events and analyzing context, researchers are better able to distinguish fact from opinion.

How does this connect to our world?

References to history and historical scenarios are present throughout contemporary society. Often, contemporary representations of the past romanticize social conditions surrounding events or even the events themselves, providing an inaccurate view of history that can prevent a full understanding of cause and effect.

Curriculum Connections



“For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and **people like you.**”
—The United Nations

“The Sustainable Development Goals are the blueprint for a better future. And together we can reach them. By following the Good Life Goals, we can all help make tomorrow better than today. Let’s do this! #GoodLifeGoals”



LEARN AND TEACH
Actions

4

1 **Keep learning throughout life**

4 **Support teachers and keep schools open**

2 **Teach kids kindness**

5 **Defend everyone’s right to an education**

3 **Help girls and boys stay in school**



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SUSTAINABLE DEVELOPMENT GOALS

Source:

[The Good Life Goals by Futerra Sustainability Communications Ltd and 10-Year Framework of Programmes on Sustainable Lifestyles and Education Programme is licenced under CC BY-ND 4.0.](#)

Find more easy-to-implement resources to integrate computational thinking practices into your classroom by visiting ignitemyfutureinschool.ca

Global Competencies

CMEC (Council of Ministers of Education, Canada) Pan-Canadian Global Competencies Descriptions

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
Collaboration	Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.	<p>Students participate in teams by establishing positive and respectful relationships, developing trust and acting co-operatively and with integrity.</p> <p>Students learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.</p> <p>Students assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.</p> <p>Students network with a variety of communities/groups and use an array of technology appropriately to work with others.</p>
Communication	Communication involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital footprint.	<p>Students communicate effectively in different contexts in oral and written form in French and/or English through a variety of media.</p> <p>Students communicate using the appropriate digital tools and create a positive digital footprint.</p> <p>Students ask effective questions to acquire knowledge, listen to understand all points of view, voice their own opinions, and advocate for ideas.</p> <p>Students gain knowledge about a variety of languages and understand the cultural importance of language.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
Global Citizenship and Sustainability	Global citizenship and sustainability involve reflecting on diverse worldviews and perspectives and understanding and addressing ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required for an ethos of engaged citizenship, with an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.	<p>Students understand the ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries.</p> <p>Students take actions and responsible decisions that support quality of life for all, now and in the future.</p> <p>Students recognize discrimination and promote principles of equity, human rights, and democratic participation.</p> <p>Students understand Indigenous traditions and knowledge and its place in Canada, learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations.</p> <p>Students engage in local, national, and global initiatives to make a positive difference.</p> <p>Students contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.</p> <p>Students as citizens participate in networks in a safe and socially responsible manner.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
Critical Thinking and Problem Solving	Critical thinking and problem solving involve addressing complex issues and problems by acquiring, processing, analysing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, authentic experiences.	<p>Students will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.</p> <p>Students will engage in an inquiry process to solve problems as well as acquire, process, interpret, synthesize, and critically analyse information to make informed decisions (i.e., critical and digital literacy).</p> <p>Students will see patterns, make connections, and transfer what they have learned from one situation to another, including in real world applications.</p> <p>Students will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.</p> <p>Students will analyze the functions and interconnections of social, economic, and ecological systems.</p>
Innovation, Creativity and Entrepreneurship	Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to- the-world solutions to complex economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking and experimenting with new strategies, techniques, or perspectives, through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.	<p>Students formulate and express insightful questions and opinions to generate novel ideas.</p> <p>Students contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including; enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, making discoveries through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.</p> <p>Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
<p>Learning to learn and to be self-directed and self-aware</p>	<p>Learning to learn and to be self-directed and self-aware, means: becoming aware and demonstrating agency in one's process of learning, including the development of dispositions that support motivation, perseverance, resilience, and self-regulation. Belief in one's ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one's past, present, and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world.</p>	<p>Students learn the process of learning (metacognition) (e.g., independence, goal-setting, motivation) and believe in their ability to learn and grow (growth mindset).</p> <p>Students self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.</p> <p>Students develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.</p> <p>Students develop personal, educational, and career goals and persevere to overcome challenges to reach these goals. They adapt to change and show resilience to adversity.</p> <p>Students manage various aspects of their lives: physical, emotional (relationships, self-awareness), spiritual, and mental well-being.</p>

Heritage Minute Analysis Handout

Historians must think like computers if they want to research and represent past events' accuracy.

- 1 Research is the process of data collection. The more information a human or a computer has to work with, the deeper and more interesting the work.
- 2 Finding patterns within a lot of research or data is a challenge for both humans and machines. Patterns tell a story because they show repetition. They provide evidence that a person, place, thing, or event happened in a particular manner.

Follow the steps below to analyze history like a computer:

Step 1: Select a Heritage Minute from the Historical Canada Collection that appeals to you and your partner. The title of your Heritage minute is _____.

Step 2: Watch the Heritage minute three times. You and your partner should take notes on the most important elements you see. During each viewing, focus on 2 of the 5W's and 1H (Who, What, Where, When, Why, How?). Each partner should focus on one of the two elements.

Viewing #1—Focus on where and when are the events taking place?		Viewing #2—Focus on who are the main characters and what is happening to them?		Viewing #3—Focus on why the event is happening and how it is happening?	
Where?	When?	Who?	What?	Why?	How?

Heritage Minute Analysis Handout

Step 3: Conduct research using primary and secondary sources. Use the [Canadian Encyclopedia](#) as a starting point and other [relevant source](#) to continue your research. Each partner should look at one unique primary source and one unique secondary source (four sources altogether). Note the findings in the handouts below:

Partner 1 name: _____

Primary source name: _____

Name of source:

Part A: Summarize the main ideas of the source (Who, What, Where, When, How, and Why?)	Part B: Is the source reliable? How do you know? (Who is the author, what institution published it, etc.?)	Part C: How does the source relate to your Heritage Minute? (same topic, characters, time period, etc.)

Secondary source name: _____

Name of source:

Part A: Summarize the main ideas of the source (Who, What, Where, When, How, and Why?)	Part B: Is the source reliable? How do you know? (Who is the author, what institution published it, etc.?)	Part C: How does the source relate to your Heritage Minute? (same topic, characters, time period, etc.)

Heritage Minute Analysis Handout

Partner 2 name: _____

Primary source name: _____

Name of source:

Part A: Summarize the main ideas of the source (Who, What, Where, When, How, and Why?)	Part B: Is the source reliable? How do you know? (Who is the author, what institution published it, etc.?)	Part C: How does the source relate to your Heritage Minute? (same topic, characters, time period, etc.)

Secondary source name: _____

Name of source:

Part A: Summarize the main ideas of the source (Who, What, Where, When, How, and Why?)	Part B: Is the source reliable? How do you know? (Who is the author, what institution published it, etc.?)	Part C: How does the source relate to your Heritage Minute? (same topic, characters, time period, etc.)

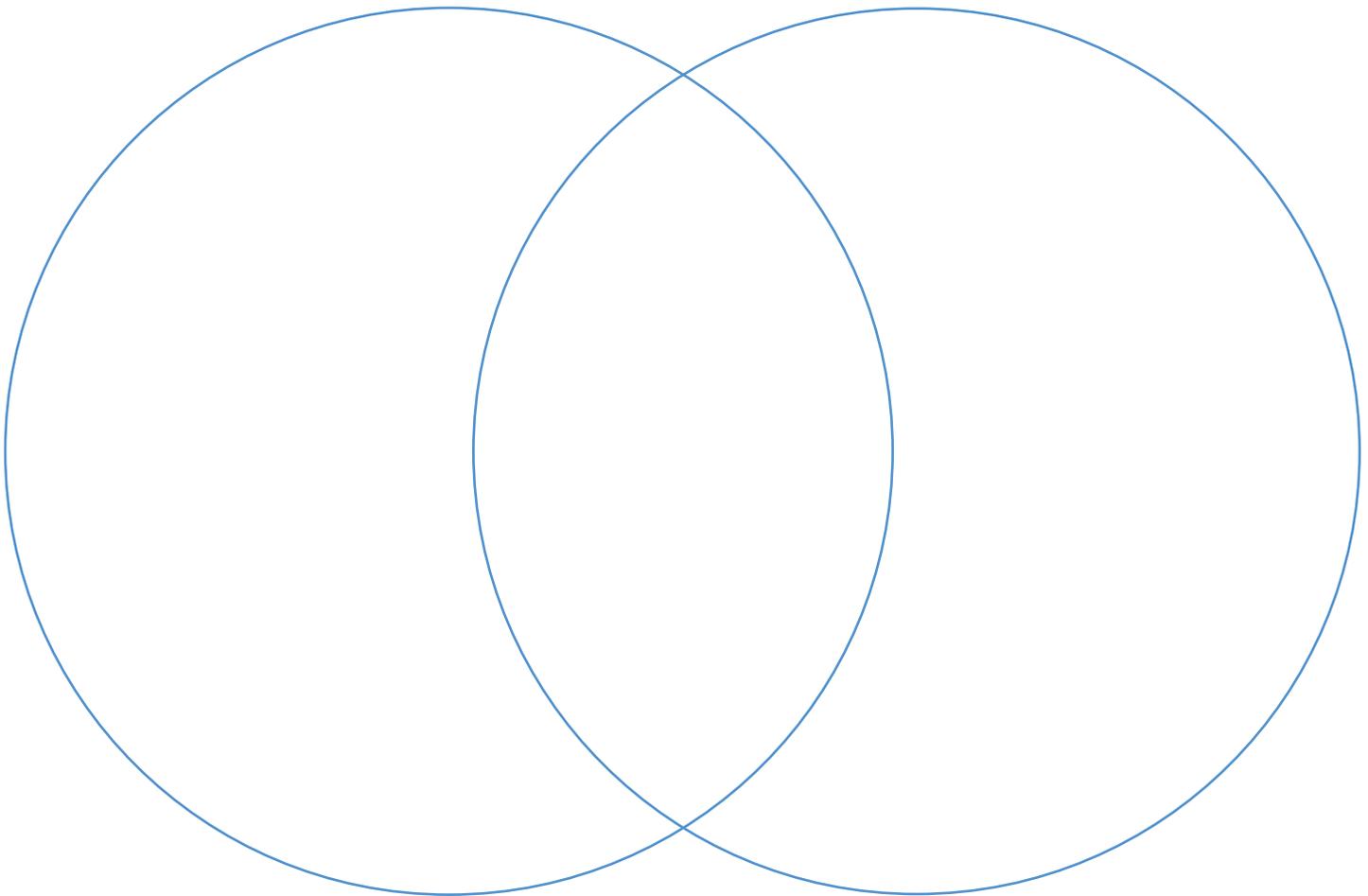
Heritage Minute Analysis Handout

Step 4: Using the Venn Diagram Below, place everything similar in the overlapping section of the two circles and everything different in the outer circles. All the data in the overlapping circles will show a pattern of correct, accurate historical information. Anything placed in the individual outer circles will show isolated sets of information that are not in agreement.

If most (or all) the facts or data is in the overlapping circles, the Heritage Minute would be historically accurate according to your (limited) research.

Heritage Minute

Primary & Secondary Research



Step 5: Is the Heritage Minute historically accurate? Why or why not? Use your Venn Diagram and your notes to justify your answer.

Presentation Outline Student Capture Sheet

Hook: Start with an unexpected introduction to hook the audience (e.g., a question, a joke, a personal story, a quote, a dance routine, etc.)

Share the Heritage Minute with your peers.

Share your Venn Diagram with the class. Discuss what was in the overlapping circles and what was in the individual outer circles.

Conclude by sharing if you believe your Heritage Minute was historically accurate. Explain why.

Presentation Feedback Form

Share feedback with the presenters by answering the prompts below:

Content—Did the speaker(s) state their points clearly and persuasively?

Data—Did the speaker(s) show the information or data they collected?

Patterns—Did the speaker(s) explain the patterns they found between their research and the Heritage Minute?