



3a: Communities

First Nations Communities & Canadian History

This module is about Canadian communities in the past and present. Through a variety of activities in the core and project tasks, learners will come to understand more about Canada's First Nations communities and histories. They will also study key historical Canadian events.

Track 3a is adapted from ELSA 6 Unit 7: Aboriginal Communities and ELSA 7 Unit 9: Canadian History & Geography.

Learning Outcomes

Content Outcomes

Learners will do the following:

- increase their understanding of First Nations communities and history in BC and Canada.
- analyze and express opinions about Canadian historical events.
- improve study and test-taking skills.
- write about an historical event or individual of historical significance.

Target CLB 8 Outcomes

8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of or responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field.

8-IV Sharing Information

Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 to 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Target CLB 7 Outcomes

7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

7-IV Comprehending Information

Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.

7-IV Sharing Information

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

Write 2 to 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners listen to features, news broadcasts, or documentaries on an historical person, event, or issue related to First Nations people, British Columbia, or Canada.

Core Task 2

Learners participate in a class discussion about the issues or events from Core Task 1: presenting opinions and indicating opposition, support, or reservations about current government policies, attitudes and actions related to the past.

Core Task 3

Learners listen to interactions, official statements, and first person accounts in response to personal experiences or historical events. Learners identify complex emotions such as satisfaction, dissatisfaction, empathy, sympathy, regret, and hope.

Overview and Outcomes

Learners analyze extended readings (textbooks, feature articles, etc.) about historic events and issues, and research and write a profile, essay, or report about a topic related to First Nations, British Columbia, or Canadian history.

Community Project

Learners create and present a profile of an historical or First Nations community through researching its history.

Workplace Project

Learners create and present a profile of a local industry or company through researching its history.

Study Project

Learners research and write an essay about an issue related to Canadian history.

3a: First Nations & Canadian History At a Glance

Possible Topics for the Core Tasks

First Nations Communities

- the anti-potlatch policy and legislation
- the reserve system
- the classification system in the Indian Act
- the residential school system
- the “60’s Scoop” of First Nations and Métis children for foster placement or adoption
- the Treaty process

Canadian History

- the Chinese head tax
- Japanese internment
- the BC gold rush
- prohibition
- the building of the Canadian Pacific Railroad
- the Dominion of Canada
- The Fur Trade

Core Task 1

Overview

Learners listen to or watch a documentary, presentation, or broadcast feature on historical issues related to local First Nations people, British Columbia, or Canada.

Target CLB Outcome: 8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.

Modify to CLB 7-IV Comprehending Information

Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.


Description

In this core task learners will listen to extended semi-formal monologues or presentations (e.g., videos from CBC archives, podcasts, documentaries, etc.) on historical topics. Instructors may also choose current events (i.e., the Idle No More movement) that are rooted in historic events. In small groups, pairs, or individually instruct learners to access a documentary or news feature about a historic topic of personal interest. Learners will take notes and answer comprehension questions to do the following:

- identify implied main ideas and supporting details.
- identify phrases and sentences that mark topic introductions, topic development, topic shift, and topic conclusion.
- identify rhetorical discourse markers, patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

With a partner, students should orally summarize the audio or video text to clarify understanding.

Formative Assessment

See the Score/Record Sheet, *Formative Assessment Toolkit* (CLB  8-IV), p. 110. Find this on Tutela.ca

3a: First Nations & Canadian History Core Tasks

Skill Building Tasks for Core Task 1

Distinguishing Fact from Opinion

As a class, discuss differing points of view/purpose of types of listening texts (e.g., a news report vs. a personal account in a documentary). The BBC Skillswise website provides four short factsheets and follow-up activities about distinguishing fact from opinion: <http://www.bbc.co.uk/skillswise/topic/fact-or-opinion/resources/l1>.

Documentaries

It's worth pointing out to students that Canada has a rich documentary film tradition. There are also many documentaries about historical topics that might be shown in this module.

Learners should be aware that some documentaries are more objective than others and so they will need to evaluate videos carefully for the director's purpose and bias.

The teacher resources at www.hotdocs.ca

<http://www.hotdocslibrary.ca/en/playlist.cfm?communityId=3>, highlights differences between documentaries and fictive cinema, and also reveal how editing, music, imagery, and the choice of sources interviewed all contribute to a film's portrayal of an event or issue.

Listening Techniques (Main Ideas and Supporting Details)

Review listening techniques. Have learners employ these techniques to take notes on the most important parts of the listening texts. The content in the listening texts should be related to the task. See **LINC Vol. 1, 35 36** for more information.

Note-taking

As a class, review how to use abbreviations, symbols, and phrases in note-taking. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

Narrative Sequencers

When playing first person accounts and stories about history in the classroom, have learners take note of the use of chronological connectors in the narratives. Use a transcript from the audio or video with sequencers omitted to create a cloze activity. See <http://esl.about.com/od/grammarintermediate/a/sequence.htm> or **LINC Vol.1, 64** for support.

Core Task 2

Overview

Learners participate in a class discussion in response to the viewing or listening from Core Task 1.

Target CLB Outcome: 🗣️ 8-IV Sharing Information

Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

Modify to 🗣️ 7-IV Sharing Information

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

Description

This task asks learners to contribute to a class discussion on the issues raised in Core Task 1. Some topics of discussion might include perspectives on current attitudes about society's responsibility for historic wrongs, official apologies and acts of restitution, First Nations Treaty claims and challenges, etc. Assign different issues to different groups in a jigsaw model activity and allow time for groups to become familiar with their topics. Follow this up with a class discussion wherein various topics are presented and debated. Learners should practice the following:

- express and qualify opinions, feelings, doubts, and concerns using diplomatic language.
- ask relevant questions to gather, share, analyze, and compare information.
- summarize information and use clarification techniques to expand understanding.
- hold the floor, share the floor, draw others out, and thank them for their contribution and information.
- participate effectively in interactions.

While learners are engaged in conversation, the instructor could walk around the room with a stack of cards listing different functions for discussing opinions. Hand out these cards to random students instructing the student to, for example, "disagree with someone now," or "politely interrupt the conversation now." Alternatively, have two groups participate in a discussion while another group assesses learners for different conversational skills. For example, listeners check off a box if they hear the speakers "draw someone in," "present a solution," etc.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit* (CLB 🗣️7-IV), p. 91. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Modals for Opinions and Degrees of Certainty

Have learners practice using past modals for speculating about conditions in the past (e.g., “It must have been terrible,”) or providing one’s opinion in the present, (e.g., *They should pay them restitution; we shouldn’t have to pay for the sins of the past*). Type sentences with modals that express regret and criticism on half a set of cards, and sentences that contain modals for the function of speculating. Have learners separate the cards into appropriate categories. See the following for more information: <http://allswell.fr/gramref/modalso4.html>.

Adverbs of Degree

Provide learners with adverb cards for modifying verbs, adjectives, other adverbs, or whole sentences, and have them make sentences related to the topics of study this module. (E.g., *It’s really tragic how they were treated; Hopefully, they’ll settle their land claim soon; Obviously, the government had no intention of treating them fairly.*) See the following resources for more information: <http://www.oxforddictionaries.com/words/adverbs>
<http://www.englishclub.com/vocabulary/adverbs-degree.htm>

Emphasis (pronunciation)

Follow up the previous activity with some pronunciation practice. Learners can practice using a rising intonation pattern when pronouncing “attitude” words, to signal stronger opinions, or to contradict a previous speaker, (e.g., *Actually ↗, they didn’t sign a treaty.*) See **English Pronunciation in Use: Advanced, 106** for more information.

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision. Encourage learners to apply the strategies during the conversation. See **LINC Vol. 1, 378** for more information.

Core Task 3

Overview

Learners listen to formal and informal interactions related to events from Canadian and First Nations' history

Target CLB Outcome: 🎧 8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

Modify to 🎧 7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

Description

In this core task, learners will watch videos or listen to audio clips of first-hand accounts, interviews, or conversations that are influenced by historic events. These excerpts may feature reactions to the issues discussed in Core Tasks 1 and 2, but should represent both formal and informal interactions so students are exposed to a variety of language structures and registers. For instance, examples of public interactions could include apologies from prime ministers or premiers for historic wrongs, first-hand narrative accounts of historic events, or an official welcome to a First Nations ceremony. Examples of private interactions might include conversations between individuals in response to current social conditions. Listen to the audio text. While listening, take notes to do the following:

- identify implied meanings and stated and unspecified details.
- identify situations and relationships between participants.
- identify speakers' purpose and intent.
- identify emotional states and attitude from tone and intonation.
- interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval.
- identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations.
- understand the intent of expressions and responses.
- identify some nuances in attitude, emotional tone and register.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools on Tutela.ca

Skill Building Tasks for Core Task 3

Identifying Emotions in Conversations

Teach learners some vocabulary for identifying emotions in social interactions and review the pronunciation. **LINC Vol. 1, 267**, provides a good list, and some listening activities. Watch other clips and videos from news broadcasts, movies, TV shows, historical dramas, and have learners identify the emotion and attitude of the speakers.

Formal and Informal Apologies

Locate clips and dialogues of authentic public apologies, or private apologies (most likely these will not be authentic, but strive to find language as natural as possible). The following website has a detailed list of apologies, and regrets, <http://www.english-online.org.uk/adv3/sorry1a3.htm> in addition to expressions used to receive apologies. See the resource list at the end of this module for links to lessons about recent public apologies.

Expressing Shock and Disbelief

This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues. After the learners practice these structures, have them listen for similar expressions in documentaries or interviews related to first-hand accounts of global tragedies. **Learning English With the CBC: Where Have all the Children Gone? 14** is a great resource for this task.

Project Overview

Write an Essay, Report, or Profile about an Historic Issue, People, Industry, or Individual

Description

Learners analyze longer readings, conduct research, and write an essay related to an historic topic of personal interest. In this project, learners will do the following:

Pre-task As a class, identify historical individuals, events, issues, resources, or communities (including First Nations communities) of interest.

During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of two resources and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

Task 1 Read and analyze typical elements of extended descriptions, feature articles, reports, or narrations on historical topics.

Task 2 Choose one topic from the brainstorming session, and conduct research from online resources.

Task 3 Write a report, essay, or profile about the chosen topic.

3a: First Nations & Canadian History Project Tasks

Content Outcomes

Learners will do the following:

- research, understand and explore the development of a workplace or industry, or an historical or First Nations community or individual, or analyze an historical issue of personal interest.
- develop good organizational and academic skills such as note-taking, outlining, and techniques for time-management and test-taking.
- present the information in a well-organized profile, report, or essay.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate an historic event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

Possible Topics

Community

- First Nations in or near the community
- the history of the learner's local community
- a profile of a local pioneer or founding people (such as the Sikhs in Squamish or logging towns on Vancouver island).
- a profile of a pioneering local in the community

Workplace

- a local BC traditional resource industry (fishing, mining, pulp and paper, agriculture)
- a heritage company such as BC or CN Rail, BC Hydro
- the local roots of the fur trade as seen in many of the "Fort" towns

Study

- a First Nations issue
- an issue in Canadian history (e.g. Racial Intolerance and Discriminatory Policies, Canada and Quebec, etc.)
- an historic Canadian event (Canada's role in the world wars, The FLO Crisis, etc.)
- a profile of a famous Canadian

Project Task 1

Overview

Learners read features and textbook excerpts about events in Canadian history.

Target CLB Outcome: 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

Modify to CLB 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

Description

In this task, students will work in jigsaw groups or as a class. They will read a topical feature story related to a historical event, individual, or issue in Canada. Texts should be continuous and four to five pages long. Learners read to do the following:

- identify the organization of the texts and links between paragraphs.
- follow sequences of narrations.
- distinguish facts from opinions.
- evaluate the ideas in the texts, draw conclusions, and express their own opinion about the texts.
- identify supporting details, implied meanings, and the writers' bias and opinion.
- locate and integrate relevant information across paragraphs or sections of the text.

Learners will summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. Compare the results in groups or as a class. As a follow up, learners will choose a new article about a topic of their choice related to a Canadian historic event to read and analyze.

Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit*, (CLB  8-IV), p. 113. Find this on Tutela.ca.

3a: First Nations & Canadian History Project Tasks

Skill Building Tasks for Project Task 1

Relative Clauses

Review relative clauses by scanning a text related to the task. Have learners identify relative clauses and relative pronouns. As a class, discuss the difference in the use of defining and non-defining relative clauses. See **LINC Vol.2, 149** for more information.

Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing) as in **LINC Vol. 2, 171**. Encourage learners to employ these techniques while reading to find information suitable for their needs

Phrasal Verbs

Review separable and non-separable phrasal verbs. Use **EFW 15, 26, 31** and the worksheets in the appendix as an aid. Encourage learners to find and underline examples in a text with content related to the task

Note-taking While Reading

Elicit ideas from students about taking notes and other study strategies (such as highlighting) while reading. See **LINC Vol. 1, 34** for more information.

Project Task 2

Overview

Learners use good academic skills, such as note-taking and paraphrasing, to research a topic related to Canadian history on the internet.

Target CLB Outcome: 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

Modify to CLB 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

Description

In this task, learners will develop their research skills in order to access several pieces of information from online sources. Learners may choose to continue to research the historical topic started in Project Task 1. After completing a lesson on efficient internet searches, learners work in pairs to come up with good search terms for their topics.

Students access several pieces of information from different online reference sources. In the course of their research students will do the following:

- access information using effective search strategies.
- compare, evaluate, and integrate the information accessed.
- obtain relevant and current information.
- take organized and accurate notes, and cite sources.

Have students summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. They should integrate and convey the essential information to others in pairs or groups.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-ALL), p. 62. Find this on Tutela.ca.

3a: First Nations & Canadian History Project Tasks

Skill Building Tasks for Project Task 2

Efficient Internet Searches

Some learners at this level will need to learn how to perform effective Internet searches. As a warm-up to the reading, suggest a series of possible essay topics, and have learners write down two or three suitable Internet search terms. Compare the results first in pairs, and then hand out the reading. As a follow up ask learners how they would change their search terms in light of the new information. See this resource for help:

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/2439/>

K-W-L Charts

K-W-L Charts, or “Know, Want to Know, and Learned” charts help focus the learner’s research and reading. Conduct a K-W-L session with the class before the learners go off on their own. See this resource for more information:

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

Note-taking

As a class, review how to use abbreviations, symbols, and phrases in note-taking. Have learners take notes using abbreviations or symbols See **LINC Vol. 1, 37 & 39** for more information.

Citations

Learners planning to continue on to academic studies should begin to learn the basics of citing resources. A simple graphic organizer for four resources can be found on the [Read Write Think website](#).

Project Task 3

Overview

Learners integrate the information they sourced in their research, develop an outline, and write an essay, report, or profile.

Target CLB Outcome ✍️ 8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic

Modify to CLB ✍️ 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

Description

In this activity, learners will complete lessons about writing an essay or profile about the topic they researched in the earlier project tasks.

Topics of instruction should include the following:

- brainstorming and outlining
- topic sentences
- main ideas and supporting details
- connectors and cohesive devices
- introductions and conclusions

The finished product should also do the following:

- address the purpose of the task.
- provide accurate and detailed descriptions, explanations, and accounts of events in a clear sequence.
- Present text as a coherent, connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Rating Scale, *Formative Assessment Toolkit* (CLB ✍️ 8-IV), p. 118. Find this on Tutela.ca.

3a: First Nations & Canadian History Project Tasks

Skill Building Tasks for Project Task 3

Introduction to Essay Writing

The introduction to the 6/7 essay-writing chapter begins with a breakdown of the main components of the essay (in a handout), as well as a sample essay about urban sprawl. See **LINC Vol. 1, 69-71** for more information.

Relative Clauses

Learners should review the worksheet about relative clauses from the Core Tasks and incorporate some adjective clauses into their own writing. Encourage students to add at least five of these to their first draft. Learners can peer edit one another's work. See **LINC Vol. 2, 149** for more information.

Pre Writing

Pre-writing tasks are featured on [Everyday Life-Global Post](#) website, and cover strategies such as free-writing, brainstorming and outlining. Also discussed is the importance of reviewing the rhetorical mode of the essay assignment, so that learners don't get too far off track in the research stage.

Supporting Details

Students learn to add details to their essays to make them more substantive, while at the same time they are cutting out sentences that are redundant and off topic. See **LINC Vol. 1 59-60** for more information.

Thesis Statement

Learners should be familiar with topic sentences from their experiences writing paragraphs. The lesson in **LINC Vol. 1, 72** introduces the thesis statement. Be sure that learners understand they must still write topic sentences for the body and concluding paragraphs.

Cohesion

Review adverbs of sequence, signaling phrases, and transitional devices. Have learners write a sequence of connected paragraphs that integrates information collected from the texts, focusing on cohesive devices such as adverbs of sequence, signaling phrases, and transitional devices. See **LINC Vol. 1, 61-62** for more information.

Pronoun Reference

Learners should review their drafts, or their peers' draft, checking particularly for clear pronoun references. See **LINC Vol. 2, 149** for more information.

First Nations & Canadian History Resources

[Aboriginal Affairs and Northern Development Canada](#)

This is the official Government of Canada website for AANDC that offers information on many topics including the following: Aboriginal Peoples and communities, arts, culture and heritage, benefits and rights and acts, agreements, and land claims.

[British Columbia Treaty Commission](#)

This website has an education component that includes videos and teacher resources.

[British Columbia Ministry of Aboriginal Relations and Reconciliation](#)

This website provides information about First Nations and Métis people in BC with links to programs and services on lands and natural resources, negotiations, education, housing, health, arts, economic development, and justice.

[British Columbia Assembly of First Nations](#)

The BCAFN represents the 203 First Nations In BC as the regional arm of the National Assembly of First Nations.

[Culture and Conflict. Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict](#)

The summary slide show included herein would make a good focus for cross-cultural conflict and communication studies. Also, the Case Studies section (via the navigation menu) includes two cases from Canada's Truth and Reconciliation Commission process.

[Origins Canada](#)

Origins Canada is a non-profit organization concerned with aboriginal and adoption issues. The website offers information, resources, photos, and historical timelines regarding the "60's Scoop."

[Canada History](#)

This website includes information on culture and politics and has maps, timelines, and documents including articles on different eras in Canadian history.

[Canadiana](#)

This is a website that contains sources on Canada's constitutional history and Aboriginal treaties and relations as well as pioneers and immigrants. It includes a section with teachers' resources and lesson plans.

[Canadian Encyclopedia](#)

Learners can use this online encyclopedia to research specific events in Canadian and BC history.

First Nations & Canadian History Resources, Continued

[CBC Archives](#)

This website includes a number of videos to use as listening texts on Canadian historical issues.

[CBC Learning](#)

This website offers teacher resources and episodes of history told through the eyes of people who lived through them.

[CBC Legends Project \(Aboriginal\)](#)

This website contains several audio texts which are a compilation of traditional oral stories, legends, and histories of Canada's Inuit and First Nations.

[Collections Canadian](#)

This page is from the Libraries and Archives Canada website and contains links to databases and archives of documents related to Canadian historical events, including "virtual exhibitions" showing photos and documents online.

[History Network Central Catalogue: Canada History](#)

This is a portal to multiple research tools and resources for history and geography.

[Historical Atlas](#)

The Historical Atlas is part of Canada's online learning project and gives access to interactive maps, text, and graphics.

[Learning English with the CBC](#)

This site offers two kinds of podcasts and ESL materials. One is a weekly news report ranging from local, national and international. They are targeted at a CLB level 4. The other is a monthly feature story, targeted at a CLB 6+ learner and considerably longer in length. These are accompanied by ESL materials that cover communicative listening, speaking, reading and writing skills. They also include vocabulary, grammar and pronunciation activities.

[Schools in Canada](#)

This website's page, "Canadian History Timeline" lists important dates in Canadian history, with a timeline from BCE 2800 to CE 2009.

[UBC Okanagan](#)

This website's page, "Important Moments in Canadian History," lists important events from prehistory to the present.

ESL and Skill Building Resources

[Manitoba EAL: Resources and Modules from Teachers](#)

This website features lesson plans contributed by instructors teaching in Manitoba's settlement English programs. It contains a lesson about official apologies by various churches and governments for the Residential School System in Canada.

[Learning English with the CBC: Where Have all the Children Gone, Lesson 51](#)

"Worksheet 6: Expressing Shock and Disbelief" contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues, but it could be adapted to practice responding to news of Canada's historic wrongs.

[Reassuring Someone: International House, Bristol](#)

This lesson provides useful expressions for giving and responding to bad news and includes a listening text.

Apologies: English-online.org.uk

The lessons below reveal all of the different functions that words we use to apologize can have. The lesson is available in two levels.

Advanced: <http://www.english-online.org.uk/adv3/sorry1a3.htm>

Intermediate: <http://www.english-online.org.uk/int3/sorry1i3.htm>

[Teaching With Technology: Determining the Credibility of Sources](#)

This website contains a good article about evaluating online resources to determine their value, bias, point of view, or purpose. The article is quite high, so it would be good for learners whom are planning on attending post-secondary classes. Lower level readers can refer to an easier, but still good reference at <http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source> .

[CBC EAL Manitoba: Lesson 47: The Pope Apologizes](#)

This lesson, about Pope Benedict's historic apology about the church's role in abuse at residential schools. It includes lessons on scanning timelines, expressing opinions, and offering and accepting apologies.

[CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audiovisual resources, as well as in-depth readings, and accompanying lesson plans. Some of the lessons that pertain to this module's themes include "The Tamil Boat People's Controversy," and "Diving for Clues in Canada's History."

ESL and Skill Building Print Resources

LEAP (Learning English for Academic Purposes): Listening & Speaking; 2nd ed. Beatty, K. Montreal: Pearson. (2012).

The first chapter of this Canadian academic preparation textbook contains a great graphic organizer that alerts learners to different layers of listening and understanding. It includes the categories: listening for basic information, connecting and combining information, understanding of purpose, and inference.

Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).

This resource was developed by the Toronto Catholic School Board and includes CLB aligned lessons for Stage II learners. The history chapter (chapter 7) includes lessons on skimming or listening for facts and details, versus reading and listening for comprehension, paraphrasing, conducting research, and delivering a presentation. *Chapter 2, "Who We Are,"* has some good activities about Canada's Aboriginal People, including a listening and note-taking activity using a flow chart template. This resource also contains many study and test-taking tips, both in the introduction to the workbook, and after each chapter.

LINC 5-7 Classroom Activities, Volumes 1 & 2. Toronto Catholic District School Board. (2010).

Volume 1, Chapter One of this curriculum contains everything your students need to know about academic paragraph and essay writing.