

## Inquiry Question

In what ways has education become less (or more) racist in Canada?

Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Background

By now most Canadians know about residential schools and how they show the history of racism of our educational system. Aboriginals were/are not the only people who experienced racism at school. Immigrants from Asia, Africa and South America have also experienced racism in education in Canada. Have things gotten better since the 19<sup>th</sup> and early 20<sup>th</sup> centuries? Do we still have problems with racism in Canadian schools? What has changed? What has stayed the same?

## Instructions

1. Examine the history of education in Canada through the lens of racism. In what ways has education become less (or more) racist in Canada? What has changed? What has stayed the same? You are encouraged to examine this question by looking at it through the lens of Aboriginal people in Canada, and/or the history of immigrants from non-European countries.
2. Suggested Google searches:
  - History of racism and education in Canada
  - History of aboriginal education in Canada
  - Current state of aboriginal education in Canada
  - Racism in education in Canada
3. A “Change and Continuity” chart is provided below to help you structure your notes and your observations.
4. How you structure the project is up to you: use the graphic organizers or consider presenting your thinking as a video, essay, graphic organizers, mind map, or another format or combination of formats you think would work well. You can write down your argument, and/or record yourself talking. Talk to your teacher if you have any questions.
5. Remember that unit projects make up the bulk of your assessment and should be the place you reveal your best work based on the knowledge and insights you have learned in this unit. These are big projects, not little assignments, and should show a depth of understanding and knowledge.
6. *Remember to include a list of your sources.*

*The Chart is on the following pages*

### CHANGE AND CONTINUITY CHART

#### PART A: the chart

**First Time Period Notes:** add notes that create an accurate and complete image of this event  
**Time Period:**

**Second Time Period Notes:** add notes that create an accurate and complete image of this event  
**Time Period:**

**Similarities between the two time periods (things that are the same)**

**Differences between the two time periods (things that are not the same)**

**PART B: Write a paragraph explaining to what extent the changes that occurred improved things or made them worse.**

Criteria	Applying Up to C	Developing C+ to B	Proficient B+ to -A	Extending A+
<b>Quality of Ideas</b>	Exhibits minimal ability to engage in analysis/criticism Displays some variety and precision Has limited insight into the issues Works with ongoing support	Exhibits adequate ability to engage in some analysis/criticism Displays adequate variety and precision Shows adequate insight into the issues Works with some support	Exhibits very good ability to engage in analysis/criticism Displays variety, precision &/or originality of thought Avoids irrelevance Shows proficient insight into the issues Works with increasing independence	Exhibits excellent, independent analysis/criticism Displays consistent variety, precision &/or originality Consistently relevant Shows deep insight into the issues Works independently
<b>Knowledge and Understanding of Content</b>	Limited knowledge and understanding of the content Demonstrates a partial understanding A very limited coverage of the essential information Works with ongoing support	Adequate knowledge and understanding of the content Demonstrates a partial understanding A limited or partial coverage of the essential information Works with some support	Proficient knowledge and understanding of the content Demonstrates an accurate understanding A full coverage of the essential information but missing some key pieces of information or analysis Works with increasing independence	Excellent knowledge and understanding of the content Demonstrates with new insights a thorough integrated understanding of the essential information An extensive coverage of the essential information with minimal holes in analysis Works independently
<b>Presentation and Communication of Learning</b>	It is very difficult to understand this project. Grammar, spelling and punctuation errors interfere with understanding. The presentation format is so messy and/or unorganized that it interferes with understanding and/or it does not suit the assignment.	Grammar, spelling and punctuation errors exist but only occasionally interfere with understanding. The format chosen fits well for the project and is set up so that the student's thinking can be followed	Grammar, spelling and punctuation errors are few and do not interfere with understanding. The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is well organized and neat.	There are no grammar, spelling and punctuation errors. The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is very well organized, neat and creative.

**Note that most of the assessment is weighted according to how well you present your knowledge and thinking; the presentation and communication of thinking has less weight over all. Communication and presentation is simply a vehicle to show your ideas and knowledge.**