

### Overview

The study of a country's history and evolution requires more than the memorization of dates, names and facts. Historians need to develop a deep understanding of the confounding circumstances of events, including people, places, cultures, politics, and many other factors. Coming to know why things happened the way they did is as important as knowing what happened and when. As Jill Lepore said, “The study of our history requires investigation, imagination, empathy and respect,” (The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History, 2010).

When we take the opportunity to learn about Canada's history, we can begin to understand and appreciate the struggles of the people who helped to shape Canada's identity today. As Frederick Douglass said, “Without a struggle, there can be no progress” (1857).

### Design Rationale

Canada has a reputation of being a compassionate and caring country. We have a history of being global peace keepers, and our 14th prime minister, Lester B. Pearson, won the Nobel Peace Prize in 1957 for his efforts.

In the recent humanitarian crisis in Syria, Canadians have stepped up to welcome refugees and incorporate them into our communities. Canadians pride themselves in the inclusion of others. We respect diversity as a society and through our legal systems. However, we do not have an unblemished history, especially in our treatment and inclusion of Aboriginal Peoples (Retrieved July 2016, <https://www.naho.ca/retracing-aboriginal-history/>).

### Problem Scenario

Your team has been selected by the Canadian Arts and Heritage organization to design an interactive, 3-dimensional depiction of a historical event that involved an injustice to Aboriginal Peoples. This depiction should help viewers to understand the what, where, when, and why of the event. Further, it should help them to gain empathy for those impacted by the event.

Your depiction must:

- be a scale model that captures the feelings and thoughts of one of the people or groups of people involved in an historical event
- communicate clearly this perspective to an audience
- have some degree of interaction
- demonstrate your knowledge of the historical event and the context in which it occurred

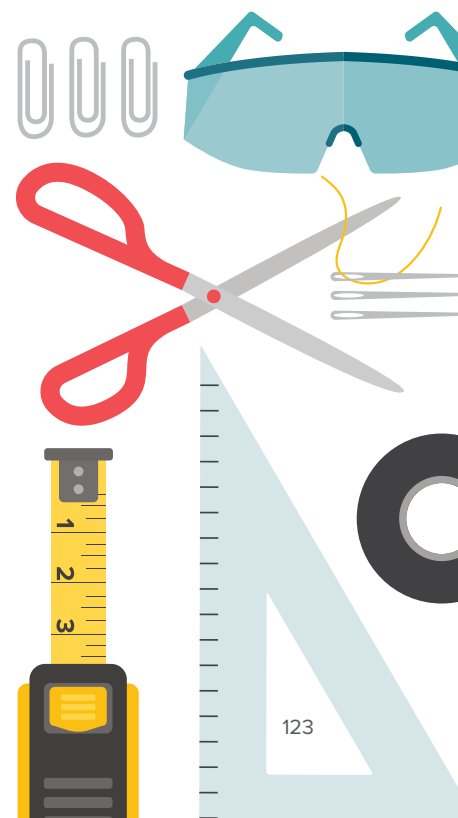


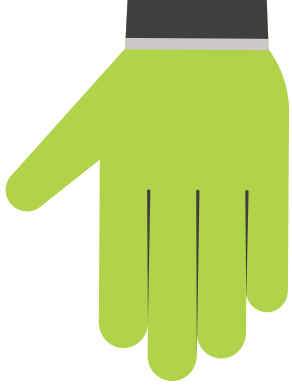
### Suggested Grade Level

- Elementary through to secondary school
- Possibly primary grades with adult assistance

### Suggested Subject Area

- Citizenship—including school culture/community
- Social Studies





## Success Determinants

Success will be determined by:

- Ability of your depiction to capture the perspective (thoughts & feelings) of the group impacted by the historical event
- Alignment of your depiction with the design sketch
- Degree to which the event is represented in detail
- Degree to which your depiction is visually appealing (craftsmanship, attention to detail) to warrant the placement in a museum
- Purposeful use of colour/general aesthetics to capture mood and feeling
- Uniqueness and accuracy of your depiction and the degree to which it portrays a historical event



## Parameters

- You may use the tools provided to you in the classroom pantry.
- You must prepare a group display which includes:
  - A monument plaque that explains the connections between the represented perspective and the historical event
  - Your team names
  - Reflection on the design process that you and your team has just completed
  - Your design thinking sketches
- You must use some of all of the items in the participant group kit in some way.

