

## Additional Activities

### Women of Colour

<b>Title of Activity</b>	Portrait Series & Dinner Party
<b>Type of Activity</b>	Kinesthetic, possibly multi-grade
<b>Suggested Subjects / Courses</b>	History, Photography, Drama, English, Anthropology, Sociology
<b>Description of activity</b>	<p>Artists have represented subjects in portraits for thousands of years, capturing historical figures as well as individuals from everyday life. These images prompt us to ask questions about who these people are and why they have had their image captured for others to critique, admire and remember.</p> <p>Explore portraiture with your class and discover ways to engage your students in the investigation and creation of portraits. Designed for elementary and secondary teachers, these materials prompt discussion and activities about portraits. Look at different mediums for students to showcase women of colour.</p> <p>Here is a link from the national gallery of canada to start your ideas:</p> <p><a href="#">Three Portraits: Stories of Three Women</a></p> <p>You will pick one of these important Canadians to research. You will then be hosting dinner parties in class during which your conversations with other characters will be evaluated as you tackle some of the pressing issues that faced these women during the time period. You will be "in character" using the historical thinking concept <i>Historical Perspective</i> to create a plausible portrayal of your character and provide their perspective during the time they were making a change in Canadian History.</p>

I can ground my interpretation of my historical character in evidence by using the inquiry process to research the historical conditions of the time period so that my portrayal of this person is accurate and plausible.

I can provide arguments supported by evidence to answer a critical question about Canada in the time period between 1945-1982.

I can write my own critical questions that will stimulate and guide the conversation.

I can demonstrate an understanding of the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in this time period.

I can select costumes and props that are culturally sensitive to my character, and avoid stereotypes (no racially inappropriate costumes, accents, or distinctive mannerisms).

I can use organizers to guide my research and organize my arguments for a conversation.

I can use properly formatted MLA sources and works cited.

## SUCCESS CRITERIA

What is the historical perspective? *Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking.*

### Step One: Create a Biographical Profile

You will select a woman who is from Canada to start your inquiry. Who was this person and what factors had an impact on them and their view of the world? You will want to make sure you find multiple perspectives about your person - both their successes and failures and personal challenges. It should be a "warts and all" biographical profile.

### Step Two: Plan your Dinner Conversation

You will connect with 4 students to plan a "dinner party." You will each portray your person "in character" during the dinner and, as a group of accomplished Canadians, your conversation will tackle a critical issue facing Canada during the period of your choosing.

Each group will draw a critical question from the list below about an issue in Canada during this time period that will be the topic of conversation.

You will complete a place mat organizer to help you research and plan responses to the critical question based on the perspective of your character. This will be in front of you during the conversation evaluation and handed in after.

	<p>On the day of the party, you will take the perspective of the person that you researched and you will participate in a "dinner party" <b>in character</b> with the other students in your group. You will take turns interviewing each other in character, and have a conversation about the experiences of each of the people.</p> <p>You must also prepare 5 specific, open-ended critical questions to ask your fellow table guests about the topic.</p> <p><b>Step Three: The Dinner Party</b></p> <p>Bring your place mat with you to reference your ideas and notes. Discussions should be approximately 20 minutes in total, with each person contributing about 5 minutes of conversation.</p> <p>Be creative! You can dress up and use props to help identify your character .</p> <p><b>Step Four: After the Dinner Party</b></p> <p>You will complete the role-play reflection activity on the back of the place mat. You will have class time to do this once you have finished your conversations.</p>
<p><b>Notes</b></p>	<p>Think about these questions:</p> <p>I am thinking about...</p> <p>This shows me that...</p> <p>I've made a connection between...</p>