

*identifying voices and perspectives that should be considered when learning about local histories*

**Objectives:**

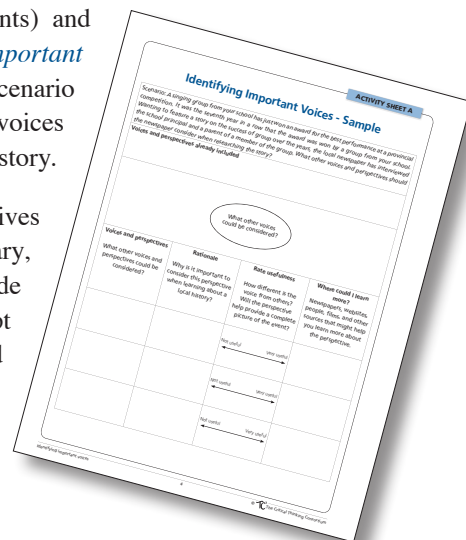
- understand how to identify voices and perspectives that should be considered when learning about a historically important person, event, place, or idea
- understand the value of listening to a range of voices and perspectives when learning about local histories
- understand how to use criteria to rate the potential usefulness of voices and perspectives when learning about local histories

**What sources might be most useful? What voices should be considered?**

### Use the following activities to develop the strategy

### Introduce the strategy

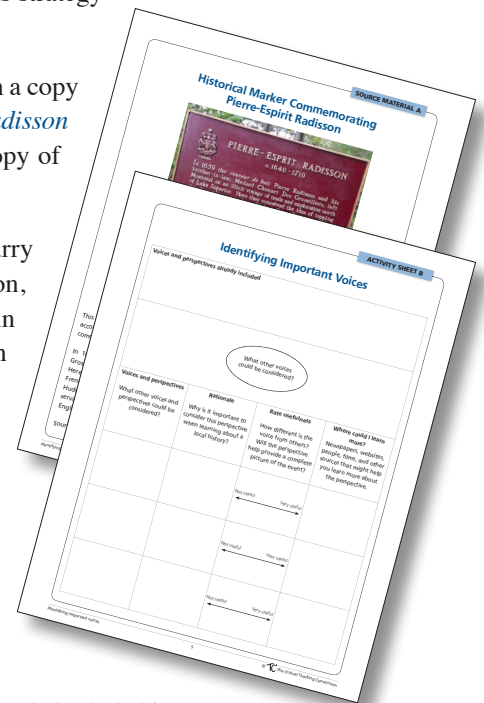
- Organize students into small groups (3-4 students) and provide each group with a copy of *Identifying Important Voices - Sample (Activity sheet A)*. Read aloud the scenario and explain that the first task is to identify what voices and perspectives are being considered for the news story.
- Ask students to identify the voices and perspectives already considered by the news story. If necessary, share the definition of perspective: a particular attitude towards or way of regarding something. Prompt students to note their ideas in the space provided near the top of the activity sheet. Invite students to share their ideas with the class. Student responses should include the school principal and a parent of a member of the group.
- Invite students to suggest what voices were not included or considered by the newspaper. Prompt them to suggest other voices and perspectives that might be added to the news story to provide a more complete account.
- Prompt students to use their ideas to create a web in space provided in middle of the activity sheet.
- Invite students to share their ideas with the class. Student responses might include a current member of the singing group, the director of the group, a former member of the singing group, a music expert, and news reports from competitions in previous years.
- As students share their ideas, invite them to suggest what each voice and perspective might add to the news story. Guide students in discussing the importance of considering and including a range of voices and perspectives when learning about an event.



- Prompt groups to note in the left-hand column of the activity sheet the voices that would help provide a more complete account of the success of the choir. Encourage students to note a rationale or reason for why each voice should be included. If students need help developing supporting reasons, consider using the Tools for Thought lesson *Explaining the Significance of Events*.
- Ask students to suggest what might make a voice or perspective useful when attempting to learn about an event. As students share their ideas, co-develop or present criteria for rating the usefulness of a voice or perspective:
  - *Diverse*: How different is the voice from others that have already been included and considered?
  - *Revealing*: Will the perspective help provide the most complete picture of the event?
- Direct students to use the scales provided on the activity sheet to rate the usefulness of each of the voices and perspectives. Invite students to share their ratings and thinking with the class.
- Guide students' attention to the right-hand column of the activity sheet. Encourage students to list sources that might provide more information about each of voices and perspectives. Invite students to share their ideas and thinking with the class.
- Inform students that the goal of this lesson is to discover how to identify voices and perspectives that should be considered when learning about a historically important person, event, place, or idea. Invite students to suggest situations where this strategy might be useful.

#### Practise the strategy

- Organize students into pairs and provide each pair with a copy of *Historical Marker Commemorating Pierre-Esprit Radisson* (Source material A) and each student with a blank copy of *Identifying Important Voices* (Activity sheet B).
- Explain that this historical marker found near Parry Sound, ON, is an example of a historical commemoration, and that similar commemorations can be found in many communities across Canada. Although such commemorations were intended to celebrate important people, events, or ideas, they may not include the voices and perspectives that are needed for a complete or fair account.
- Inform students that their task is to use the strategy to identify important voices or perspectives that could be provide a more complete account of Radisson's accomplishments.
- Ask students to identify the voices and perspectives already included in the historical marker. Prompt students to note their ideas in the space provided near the top of the activity sheet. Encourage students to share their ideas with the class.
- Invite students to suggest what voices and perspectives were not included in the historical marker. Prompt students to use their ideas to create a web in space provided in middle of the activity sheet.
- Direct students to use the scales provided on the activity sheet to rate the usefulness of each of the voices and perspectives.



- Encourage students to list any sources that might provide more information about each of voices and perspectives.
- Invite students to share their ideas and ratings with the class. Guide students in discussing the importance of considering and including a range of voices and perspectives when learning about a historically important person, event, place, or idea.

#### Apply the strategy to learn more about a local history

- At appropriate times over the ensuing several weeks, provide students with a blank version of *Identifying Important Voices* (Activity sheet B) and encourage them to use the strategy in a variety of situations:
  - Suggesting changes to make a local historical commemoration more appropriate.
  - Developing a list of people who might provide a unique or helpful perspective on a historically important person, event, place, or idea.
  - Identifying voices and perspectives that have been omitted from a textbook description of a historically important person, event, place, or idea.
  - Suggesting voices or perspectives that might be included to improve the accuracy of a local museum display.

#### Assess the use of the strategy

- Encourage students to use *Assessing My Understanding: Identifying Important Voices* to self-assess their use of this strategy.
  - Allow students opportunities to apply the strategy two or three times without assessment.
  - Guide students in interpreting and using the rubric to assess their own responses.
  - Encourage students to use the rubric whenever they use this strategy.
  - To use the rubric for teacher assessment of student work, remove the first person (student) reference from each descriptor.

# Identifying Important Voices - Sample

Scenario: A singing group from your school has just won an award for the best performance at a provincial competition. It was the seventh year in a row that the award was won by a group from your school. Wanting to feature a story on the success of group over the years, the local newspaper has interviewed the school principal and a parent of a member of the group. What other voices and perspectives should the newspaper consider when researching the story?

**Voices and perspectives already included**

What other voices  
could be considered?

Voices and perspectives	Rationale	Rate usefulness	Where could I learn more?
What other voices and perspectives could be considered?	Why is it important to consider this perspective when learning about a local history?	How different is the voice from others? Will the perspective help provide a complete picture of the event?	Newspapers, websites, people, films, and other sources that might help you learn more about the perspective.
		Not useful <span style="float: right;">Very useful</span> 	
		Not useful <span style="float: right;">Very useful</span> 	
		Not useful <span style="float: right;">Very useful</span> 	

# Identifying Important Voices

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		<div>Not useful</div> <div>Very useful</div> <div>←→</div>	
		<div>Not useful</div> <div>Very useful</div> <div>←→</div>	
		<div>Not useful</div> <div>Very useful</div> <div>←→</div>	

## Historical Marker Commemorating Pierre-Espirit Radisson



This is a historical plaque near the town of Parry Sound, Ontario. It commemorates the accomplishments of two 17th century French explorers and fur traders. The text on the commemoration reads as follows:

In 1659 the *coureur de bois* Pierre Radisson and his brother-in-law, Médard Chouart Des Groseilliers, left Montréal on an illicit voyage of trade and exploration north of Lake Superior. Here they conceived the idea of tapping this fur-rich region from Hudson Bay. Failing to enlist French support for the scheme, they turned to England; the result was the founding of the Hudson's Bay Company in 1670. The next two decades saw the erratic Radisson alternately in the service of France and England, in Hudson Bay, Canada and the Caribbean. In 1687 he became an English subject, and he spent the rest of his life in London.

Source: [http://www.ontarioplaques.com/Plaques/Plaque\\_Parry13.html](http://www.ontarioplaques.com/Plaques/Plaque_Parry13.html)



## Assessing My understanding: Identifying Important Voices

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

Use the scales below to assess your understanding of the strategy for identifying important voices when learning about a local history. Include examples to show how you have met the success criteria. Remember to describe the next steps in your learning.

Success criteria	How am I doing?
<p>I understand how to identify voices and perspectives that should be considered when learning about a historically important person, event, place, or idea.</p> <p>Examples:</p>	<p>1 2 3 4 5</p> <p>← I'm still working on it I've got it! →</p> <p>Next steps (e.g., use criteria, ask for help):</p>
<p>I understand how to use criteria to rate the potential usefulness of voices and perspectives when learning about local histories.</p> <p>Examples:</p>	<p>1 2 3 4 5</p> <p>← I'm still working on it I've got it! →</p> <p>Next steps (e.g., use criteria, ask for help):</p>
<p>I understand the value of listening to a range of voices and perspectives when learning about local histories</p> <p>Examples:</p>	<p>1 2 3 4 5</p> <p>← I'm still working on it I've got it! →</p> <p>Next steps (e.g., use criteria, ask for help):</p>