## Voting Rights Through Time: Inquiry and Blended Learning January 20, 2021

OTF Webinar

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A learning initiative from Elections Canada





### Who is here today?



## Elections Canada's educational resources are:

- Inquiry based
- Cross-curricular
- Collaborative
- Non-partisan

- Bilingual
- Accessible
- Free



- Big Idea
- Inquiry Question
- A three-part lesson structure
- Hands-on materials



# New blended learning tools from Elections Canada

- Adapt our physical resource kits to your blended learning environment
- Use both online and in-class strategies to best support your students' learning

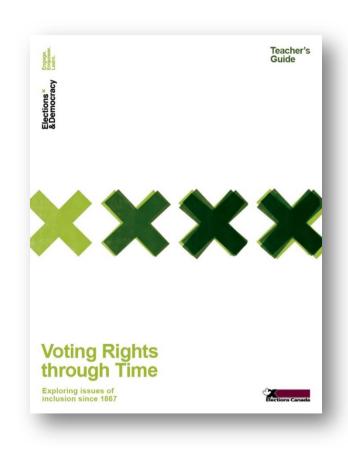
Blended Learning Guide – Civit Fichier Modifier Afficher Outlis A				Demander l'accès en écriture	n Partager	M
- Blended Learning Guide Blended Learning Menu	Civic Action: Th	en and Now	Elections Canada			
	In this guide, yo Marrin a blend hands-on male the learning. Overview This activity as political change citizene took, a that understand Herstew the full.	el deaming environment, using both o deamt leaving you can actue chai and lata ready to use in the classroom, rep so students to examine historical case happone. Alter reading cards deach usents sort the cards into four catego ing to a present-day issue that they o classroom actuto	stical measures kit to have the gardless of how you choose to blend studies to better understand how ing different types of actions that fee of civic actions. They can then apply			
	Binded Learning Nerva Cirk Addres: The on Mow was organized designed to angue students in purposeful and approx of boosen and outdomorphism in the disastron using actively located and or data and approx of boosen and used and approx of the students and the more and the students and the students and the more and the students and the more and the students and the more and the students and the students and the students and the students and the more and the students					
		In-Class	Online	_		
	Minds On	Ask students to write their responses to the 'Defore the case study questions' in the Thinking Guide that you will find in the teacher's guide.	Ask students to respond individually to the "before the case study questions" is the <u>Thinking Guide Online</u> . Or they ocuid complete the questions i your Virtual Learning Environment uses a discussion forum or portforio tool.	n		
	Activity	Play one or both introductory videos related to each case study: Women and the Vole in Manifoba	Have students watch one or both introductory videos related to each cas study: Women and the Vote in Manitob			
	This activity has	been developed by Elections Canada as information, please visit <u>clicitions</u>	pert of an educational resource. For more anddemocracy.ca			e

# Blended learning includes:

- a seamless connection between online and in-class learning
- a virtual learning environment
- increased student-to-student and student-to-teacher collaboration
- increased student control over time, place, pace and path of learning
- repurposed instructional time

## Voting Rights through Time

**Exploring issues of inclusion since 1867** 





## Think of a time when you felt excluded from something.





## Think of a time when you felt included in something.





# Students examine a voting rights case study in small groups









## **Online adaptation**

Send students a link to one of the case studies:

- Japanese-Canadians
- Women
- Youth
- First Nations Peoples



#### Case Study: Japanese Canadians

Japanese Canadians have lived in Canada since the 1870s, mostly in British Columbia. In this province, they worked as fishers, farmers and business owners. Due to racism, the British Columbia government banned Japanese Canadians who lived there from voting in provincial elections. This ban also affected their right to vote in federal elections.

Canada fought with Japan in the Second World War (1939–1945). During this time, Japanese Canadians lost even more democratic rights. The government thought that Japanese Canadians threatened Canada's security and forced them to move away from the Pacific Coast. They could not vote in federal elections, no matter which province they lived in. Japanese Canadians were finally allowed to vote in all federal and provincial elections in 1948.

In the years that followed, Japanese Canadians asked for an apology. They finally got one in 1988, when the federal government formally apologized for past wrongs.



## **Turning Point Frame**

A turning point is when the process of change shifts in direction or pace.

Was there a turning point in your case study?

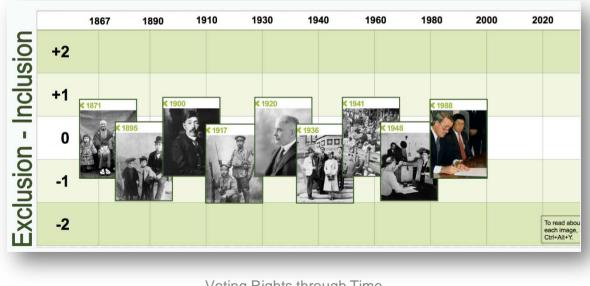
Place your **Turning Point Frame** on your timeline.





### **Online adaptation**

#### **Timeline** online





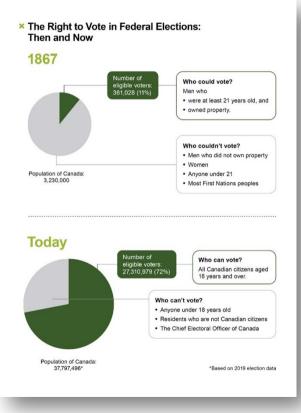
## **Reflect and discuss**

Does getting the right to vote always mean inclusion in democracy?









Voting Rights through Time



## Reflect

- What surprised you the most about inclusion and exclusion in Canadian democracy?
- What is one question you have now?
- Are other changes needed to make Canada's democracy more inclusive?



What are your takeaways?







# Our educational resources link to secondary-level curricula in every province and territory.

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## Thank you!