name (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Determining Historical Importance**

(from the BIG SIX Historical Thinking Concepts)

**Part A**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (most important)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(least important)

Put the parts of the story (below) into the diamond chart (above) in **order of importance**.

* wedding
* Stepsisters
* Fairy Godmother
* Cinderella
* glass slipper
* midnight
* Prince Charming
* pumpkin
* Stepmother

**Part B**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feedback sheet**

Lesson 1 Introducing the Issues and Keeping a Journal

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 2: FUF Game

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 3: Creating a Classroom Charter of Rights

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 4: Comparing the Classroom Rights and the Canadian Charter of Rights and Freedoms

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 5: Viewing Photographs

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

**Feedback sheet (cont.)**

Lesson 6: The Charter of Rights and Freedoms and the Treatment of Japanese Canadians

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 7: Living in Internment Camps

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Lesson 8: Redress: How to Apologise for Making a Mistake

|  |  |
| --- | --- |
| Keep or Cut? | Comments |

Other comments, questions, or hopes: