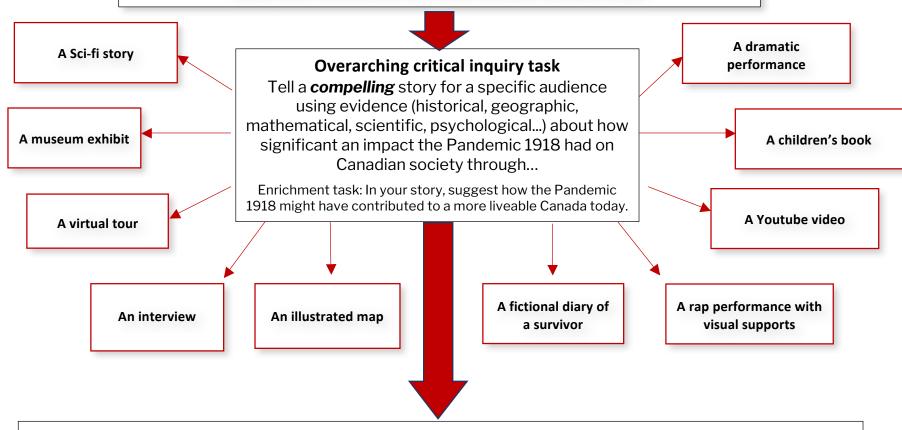
DEFINING M·MENTS DÉTERMINANTS CANADA

Overview of Design: Pandemic 1918

Overarching critical inquiry question

As a defining moment in Canadian history, how significant was the impact of the Pandemic 1918 on Canadian society? Enrichment question: Might the Pandemic 1918 have contributed to a more liveable Canada today?



LAUNCH LESSON

Focuses on a) what makes an event a defining moment in Canadian history; b) what makes defining moments significant; and c) how to best tell a compelling story about the significance of the impact of the Pandemic 1918.



Each lesson invites students to think about and teaches them how to:

- ✓ frame and/or respond to powerful questions;
- ✓ gather appropriate evidence;
- ✓ effectively evaluate the evidence in light of criteria;
- ✓ draw **sound** conclusions consistent with the evidence and criteria;
- ✓ meaningfully connect conclusions to the story being told (if lesson is part of the overarching critical inquiry);
 and
- ✓ consider how the evidence fits with what is generally known about the event.

An
interdisciplinary
look at the
Pandemic 1918
through
History/
Science:

Supporting lesson *(possible lesson question)

What are the most important lessons learned from the impact of the Pandemic 1918 on medical science?

An interdisciplinary look at the Pandemic 1918 through **History/Math**:

Supporting
lesson
(developed)

How helpful is mathematics in assessing the soundness of conclusions often reported regarding the impact of the Pandemic 1918?

An
interdisciplinary
look at the
Pandemic 1918
through
History/
Geography:

Supporting
lesson
*(possible lesson
question)

Which social and/or environmental factors of the Pandemic 1918 had the most significant impact? An interdisciplinary look at the Pandemic 1918 through History/Social Science:

Supporting lesson *(possible lesson question)

How significant was the impact of the Pandemic 1918 on creating a more liveable Canada? An interdisciplinary look at the Pandemic 1918 through **History/Art**:

Supporting
lesson
(developed)

Did the Pandemic 1918 do more to unite or divide people in Canada? An interdisciplinary look at the Pandemic 1918 through **History/ Health**:

Supporting lesson (developed)

What are the most important lessons learned from the impact of the Pandemic 1918 regarding effective health-related practices to promote healthy personal and community choices for all people in Canada?

Consolidation Lesson

Focuses on: a) developing an understanding of compelling storytelling; b) sharing of interdisciplinary evidence and/or story ideas with peers; and c) polishing of student stories through a productive peer review of elements to be included in student stories.

^{*}These lessons are not developed in this critical inquiry. The question provided can be used to frame a lesson designed to support the overarching inquiry on the Pandemic 1918.