

What We Choose to Remember

Teacher's Guide: Activity 3 PDF



The film **What We Choose To Remember** was produced by ELAN (English Language Arts Network) with funding from the Secrétariat aux relations avec les Québécois d'expression anglaise. The Teacher's Guide was created by Chantal Clabrough, Social Sciences Teacher, B.A., M.A. Teaching and Learning McGill University (Winner 2023 Governor General's Award for Excellence in Teaching History), in collaboration with Guy Rex Rodgers.

Photos used in this document were provided by participants or are public domain.

Activity 3: What is your story? Where were we when?



Take-home assignment: Interview

The people interviewed in “What We Choose to Remember” share their family stories and anecdotes about living in Quebec during different periods.

In this activity, students will explore their personal experiences through interviews with family members, friends, or neighbours and ask, “Where were we when?” making connections to the periods examined in the film through primary research. Students will present their work in either a PowerPoint, Prezi presentation or written report.

Teachers may choose specific periods and play a clip from the film as an introduction or allow students to pick a period of their choosing.

Take-home assignment: Interview

Students: First, decide what period, as described in the film, you would like to interview a family member about:

- First Wave of Immigration: pre 1945
- Second Wave of Immigration: 1945-1970
- Third Wave of Immigration: 1970-1995
- Fourth Wave of Immigration: 1995-2010

Organize your interview with the help of the chart below. Using the organizational chart, you will then summarize your interview in a PowerPoint or Prezi or written report.

Complete this chart in point form to help you organize your facts:

Questions	Answers - write down in point form
1. What period will you interview the person about?	
2. Introduce the period in 2-3 sentences	
3. What are you hoping to find out?	
4. Name of the person interviewed: Date of Birth: Location of birth:	
5. What are their memories? What were some challenges they remember from this period?	

Questions

Answers - write down in point form

6. Why should we remember? Answer this question after you have profiled the person and reflect upon what impacted you the most about this interview. Personal reflection.

What did you find out that was NOT in your textbook? Personal reflection.

7. Why should your classmates know about this person and what they remember?

Include any photos available of the person. Copy paste in your work.

Rubric: Presentation or Written Report

Category	5	4	3	2-1	Checklist
CRITERIA DEVELOPMENT	All criteria are included and thoroughly developed: overview, analysis, conclusion.	Most criteria are included and are developed: overview, analysis, conclusion.	Most criteria are included yet not fully developed: overview, analysis, conclusion.	Criteria are missing and not developed: overview, analysis, conclusion.	<p>Period: introduction (2-3 sentences)</p> <p>What you're hoping to find out</p> <p>Name, date of birth and place of the person interviewed</p> <p>Memories/challenges they remember</p> <p>Why should we remember? Personal reflection.</p> <p>What you found out vs. what is in your textbook/</p> <p>Why should your classmates know?</p> <p>Photos</p>
CONTENT\ INFORMATION DEVELOPMENT	Ideas are very well developed, with an in-depth analysis and explanation.	Ideas are developed with some missing explanations and lacking some analysis.	Ideas are developed with few explanations and little analysis.	Ideas are not developed with no explanations and no analysis.	<p>Period: introduction (2-3 sentences)</p> <p>What you're hoping to find out</p> <p>Name, date of birth and place of the person interviewed</p> <p>Memories/challenges they remember</p> <p>Why should we remember? Personal reflection.</p> <p>What you found out vs. what is in your textbook/</p> <p>Why should your classmates know?</p> <p>Photos</p>

Category	5	4	3	2-1	Checklist
ORGANIZATION	Presentation OR report is well organized, with clear and coherent ideas.	Presentation OR report is well organized for the most part, and the ideas are presented clearly.	Presentation OR report is lacking in organization, and there are missing links between ideas, a lack of clarity.	Presentation OR report is not organized, no links between ideas and unclear	Organization of ideas/facts Links made between facts/opinions/personal reflection
QUALITY OF Presentation/ writing Voice	Presentation OR report was well delivered, organized, and easy to follow. The voice is clear. Correct syntax/grammar.	Presentation OR report is well delivered, organized for the most part, and easy to follow. The voice is mostly clear. Correct syntax/grammar. Some errors.	Presentation OR report could be more organized and easier to follow. The voice is not always clear. Several syntax/grammar errors.	Presentation OR report could be more organized and more accessible to follow. The voice is not always clear and difficult to hear. Unclear/mumbled. Poor syntax/grammar.	Presentation OR report organization Voice/delivery Correct syntax/grammar
COMMENTS:					TOTAL: ____ / 20



Activity 3 Answer Keys



What is your story?
Where were we when?

Take-home assignment: Interview

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- Second Wave of Immigration: 1945-1970
- Third Wave of Immigration: 1970-1995
- Fourth Wave of Immigration: 1995-2010

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Complete this chart in point form to help you organize your facts:
PERSONAL RESPONSES

Questions	Answers - write down in point form
1. What period will you interview the person about?	
2. Introduce the period in 2-3 sentences	
3. What are you hoping to find out?	
4. Name of the person interviewed: Date of Birth: Location of birth:	
5. What are their memories? What were some challenges they remember from this period?	

Questions

Answers - write down in point form

6. Why should we remember? Answer this question after you have profiled the person and reflect upon what impacted you the most about this interview. Personal reflection.

What did you find out that was NOT in your textbook? Personal reflection.

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