



CANADA'S SPORTS
HALL OF FAME
PANTHÉON DES
SPORTS CANADIENS

TEACHER'S GUIDE

SHAPING OUR IDENTITY

CORE SUBJECT: Social Studies GRADE LEVELS: 9-12



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INSPIRING CANADIANS - IN SPORT & LIFE



SHAPING OUR IDENTITY

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Canada's Sports Hall of Fame

Canada's Sports Hall of Fame is one of the oldest in North America. Its purpose is to honour Canadians who have contributed to sport in this country either on the field of play as an athlete or as a builder.

This honour has been extended to include sportswriters and broadcasters as well as unique contributions from non-human sources such as the schooner The Bluenose or the remarkable show jumping horse Big Ben.

The vision for Canada's Sports Hall of Fame began in the late 1940's with Harry Price. He believed that sport united Canadians from coast to coast, and contributed to our national identity. As such, he felt that there needed to be a place entirely devoted to promoting Canada's rich sporting history and amazing sports heroes.

For eight years, Price travelled across the country trying to enlist support to build a museum dedicated to Canadian athletes past and present, a place to celebrate the many achievements by Canadian athletes in the world of sports. His vision finally came to fulfillment in June 1955 when Canada's Sports Hall of Fame opened its doors at the Canadian National Exhibition (CNE) featuring 53 Canadian sporting heroes.

Beginning in the late 1990's, the Hall had been attempting to move to a new location that would enable more Canadians to enjoy the collection. In 2008, nine Canadian cities expressed interest for the right to host the Hall, with Calgary coming out the clear winner.

The Hall opened on July 1, 2011 and currently features 605 Canadian sporting heroes representing over 65 sports. With twelve galleries, 53 interactive displays and more than 2,000 artefacts, the Hall is a rich way to explore Canada's spectacular sporting history.





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Planning your Fieldtrip

What to expect on arrival:

For directed programs: upon arrival, your group will be greeted by their Education Program Presenter(s) and students will be directed to the coatroom to put away jackets and bags. Groups will receive a short introduction to Canada's Sports Hall of Fame.

- After their introduction to Canada's Sports Hall of Fame, students will watch a film entitled: "Canada's Greatest Sports Moments". Afterwards, the class may be split into smaller groups to complete tours and activities. To make effective use of time **please split your class into smaller groups before you arrive and ensure each student knows which group they are in** for transition into activities after the film.



For self-guided visits: Upon arrival, please visit our Visitor Services desk to make payment for your group. Afterwards, your group will be directed to the coatroom to put away jackets and bags. You are then free to explore the museum at your leisure. The film, "Canada's Greatest Sport Moments", plays every 30 minutes on the hour and half hour in the Riddell Family Theatre. **Please review Museum rules with students and chaperones before entering the museum** to ensure students are able to safely enjoy their visit to the fullest.

Program Expectations:

- Sketching and journaling are great activities to take part in at Canada's Sports Hall of Fame, but most of our directed programs do not allow time for them. Please leave your sketchbooks and journals at school unless you have booked a self-guided visit or a full day directed program that includes journaling and sketching time in the museum. Pencils only in the museum please!
- It is very important that you let us know of any special needs **BEFORE** your fieldtrip, such as the English language level of your group, and if any students have behavioural challenges or disabilities. This allows us to better prepare for your program and give your students the best experience possible. We thank you in advance!
- **Adults and students** are asked to keep their cell phones away during programming. Take this opportunity to un-plug from the stresses of life and enjoy our amazing programs and exhibits! During free time at the end of the program students may use their cell phones or cameras but must turn the flash off if taking photos.
- Directed programs begin at the time indicated in the Booking Confirmation box. **Please plan to arrive 15 minutes prior to the start time of your program.** Please factor in traffic, weather, and unloading time when booking your bus.



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Food at Canada's Sports Hall of Fame:

- If you require a lunch space, please let us know as soon as possible. Our lunch space is limited and booked on a first come first served basis.
- If you have booked a full day directed program you will break for lunch at noon. Your Education Program Presenter(s) will direct you to our lunch space. Groups are encouraged to take a walk around the grounds of Canada Olympic Park after their lunch to enjoy some fresh air and refocus for afternoon programming.
- Teachers, students, and adult volunteers are asked to bring bag lunches. We do not have a microwave or cafeteria on site. We do have water fountains to re-fill water bottles and vending machines for a snack.
- Most of Canada's Sports Hall of Fame's programs do not have time to accommodate a snack break. Please eat snack before or after your visit. Exceptions can be made for students with special dietary needs. Please let us know of any special needs prior to your fieldtrip.

Program costs:

- The program fee per student is \$5.00 for a half day or \$10.00 for a full day.
- Payment should be made **upon arrival** on the day of your program at our Visitor Services desk. Payment can be made using credit card, cash or school/organization cheque. You only pay for the number of students in attendance on the day of your visit. **Refunds will not be issued for cheque overpayments due to a change in student numbers.**

Cancellations:

- Inclement weather can lead to school or facility closures. Should the weather force a cancellation of your visit, please contact **403-776-1059** on the morning of your visit. Your visit will either be rescheduled or refunded. Should Canada's Sports Hall of Fame be closed due to weather, the booking teacher will be contacted.
- Please provide two business days' notice for any non-weather related cancellations. A \$25.00 administration fee will be charged with less than two business days.





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Planning your Fieldtrip

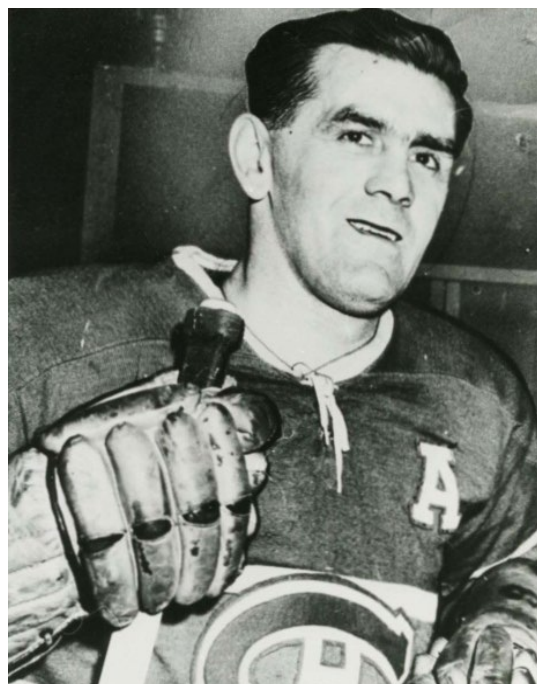
Our student drop-off area can be accessed by entering the parking lot on the West side of our building (right turn from Canada Olympic Road). Students must be dropped off at the back door (South) of the building. Students can then walk along the side of the building to our front doors. Alternately, students may be dropped off in the bus loop in front of the Markin MacPhail Centre and use the crosswalks to cross Canada Olympic Road SW to Canada's Sports Hall of Fame. Unloading at the front of the building blocks the fire lane for Canada Olympic Park.

Prepare your students:

Teacher Guides for all of our programs are located under Education on our website at www.sportshall.ca. These guides will provide you with curriculum links, pre and post visit activities, and museum rules. We strongly encourage you to go over the rules with your students and take part in some of the pre-visit activities before your fieldtrip. The more preparation your students have, the more meaningful their fieldtrip experience will be.

Student discipline during the program is the responsibility of the teacher and adult supervisors. All teacher and adult supervisors are admitted free of charge up to a 1:5 adult to student ratio. **We strongly recommend one adult supervisor to every five students.** Adult supervisors are to remain with their students **at all times.** This includes during lunch, washroom breaks, and self-guided visits.

If taking part in a directed program, please have your students attend with nametags on. Our Education Program Presenters really appreciate being able to refer to students by name. If you are taking part in a self-guided visit, nametags are not necessary.



Canada's Sports Hall of Fame has a retail store that includes books, clothing, toys, and other items celebrating Canada's athletic history. Students and all other guests are encouraged to bring money for purchasing souvenirs if they so choose.



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The Galleries

Canada's Sports Hall of Fame's "Shaping Our Identity" education program concentrates on the close relationship between sport and nationalism. The Alberta Social Studies curriculum defines globalization as "the process by which the world's citizens are becoming connected and interdependent". One of the best examples of this is the Olympic and Paralympic Games which are held every 4 years on an alternating 2 year cycle allowing countries around the globe to compete with each other.

George Orwell defines nationalism as "the habit of identifying oneself with a single nation or other unit, placing it beyond good and evil and recognizing no other duty than that of advancing its interests". Sport provides a logical platform for competition among nations. The Olympic and Paralympic Games are a prime example of nationalistic pride and have always been an underlying motivator for competition. Contenders parade together as a unified team to represent their country at the Opening Ceremonies bearing their flag and colours proudly. Olympic Medal winners proudly stand on the platform to hear their national anthem and watch the raising of their flag at the medal ceremonies.

As an increasing number of athletes represent their adopted countries it becomes increasingly more difficult for countries to use their historic symbols. It has been suggested that this overlapping of athletes may help lead to the development of a more global culture. Political organizations have too often benefited from intertwining their countries sport to national causes as Hitler did at the Berlin 1936 Olympic Games. He attempted to showcase the natural athletic "superiority" of the Aryan race in order to justify to the world his Nazi party agenda.

Nationalism and globalization has occurred in many forms through sport in the world including dramatic athletic performances in international competition. Canadian teams and athletes outstanding level of performance and the characteristics they display, express and reflect the spirit of the entire country. Canada's image is strongly connected to sports. It has helped to promote unity as was evidenced during the Vancouver 2010 Olympic Winter Games. Canadian hockey is but one example of how a nation ties its identity to a sport.

It is important to Canadians, as with other countries' citizens, to strive for recognition and acceptance. The Shaping Our Identity high school educational program is linked closely to the Alberta Social Studies 10, 20, and 30 curriculums and provides a complete educational experience which includes pre and post classroom and on-site activities.



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The Galleries

MANNY MCINTYRE – LEGENDS GALLERY

One of three hockey players nicknamed The Black Aces, with Ossie Carnegie and fellow Honoured Member Herb Carnegie, who played during the 1940's and 1950's for the Sherbrooke Saints. This line was one of the most successful in Quebec Senior Hockey league history. Vincent McIntyre, known as Manny, excelled in baseball as well as hockey making all-star and being voted most popular player. McIntyre was also the first Black Canadian signed to a professional baseball contract with the St. Louis Cardinals farm team: the Sherbrooke Canadiens.

MELVILLE “BOBBY” ROBINSON – LEGENDS GALLERY

Starting out as the sports reporter for the paper in his hometown of Hamilton, ON Robinson would go on to manage the first Canadian Co-ed Track & Field team at the Amsterdam 1928 Olympic Games. It was here that the Matchless Six competed and won in 4x100m relay, high jump, and 100m races. This event enabled Robinson to make the connections required to successfully pitch the idea of the British Empire Games to continue fostering the spirit of “friendly competition”. Known now as the Commonwealth Games, the Games were so popular they continue to be held every four years.



CLARA HUGHES – GLIDE GALLERY

Clara Hughes left a life of smoking, drinking, and skipping school when she was inspired by speed skating legend Gaétan Boucher at the Calgary 1988 Olympic Winter Games to try his sport. She used cycling as cross-training and first made it to the national team for this sport, as well as first winning Olympic gold. Returning to speed skating, she won multiple medals at the Salt Lake City and Torino Olympic Winter Games – the first Canadian to win medals at both the Olympic Games and Olympic Winter Games and first in the world to win multiple medals! Hughes is now involved as an advocate for mental health issues and children's charities.



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The Galleries

SAMMY LUFTSPRING – CONTACT GALLERY

Despite being named to Team Canada as a boxer for the 1936 Olympic Games Luftspring decided not to compete in protest over the Nazi's treatment of Jews. Instead he competed at the People's Olympics in Barcelona, Spain. These Games were cancelled the day before the opening ceremonies due to the outbreak of the Spanish Civil War. Upon returning home he turned professional. By 1938 he was the Canadian Welterweight Champion – holding the title for two years before suffering a career ending eye injury. He went on to become a respected referee and refereed the 1965 World Heavyweight match.



LIONEL CONACHER – CONTACT GALLERY

Lacrosse was created by our First Nations peoples; it is an example of First Nations culture being embraced by Canadian society as it was officially made our National summer sport in 1994. One of the greatest amateur players of all time is Lionel Conacher. A true all-around athlete, Conacher was also the first person to have his name on both the Grey Cup and Stanley Cup. The national annual award for Male Athlete of the year (as voted by Canadian Press) is named in his honour after he was voted Canada's Outstanding Male athlete of the half century (1900-1950).

'72 SUMMIT SERIES – HOCKEY GALLERY

Arguably the most important hockey tournament ever played, it began out of a debate as to whether Russian Olympic hockey players were professionals and whether professionals should be allowed to play at Olympic Winter Games. It quickly became more than just Canada versus USSR as it was also ideology versus ideology played out in a hockey arena. Despite the Canadians thinking it'd be an easy win, they only won in game 8 with less than a minute to go. The closely contested series established that hockey is Canada's sport and helped to unite Canadians in defining our national identity.





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The Galleries

MAURICE RICHARD – HOCKEY GALLERY

An important figure and hero both on and off the ice, the Montréal Canadiens opinion was highly valued by his fellow French Canadians. A hit to Richard started a brawl, with no punishment for the instigator from the league, but resulting in the fiery Rocket being suspended. Rioting, known as the Richard Riots, broke out due to the public's outrage at Richards's unjust punishment. The rioting only came to an end when Richard took to the radio pleading for the violence and destruction to end with the promise he'd bring the Stanley Cup back next season. For many this marks the beginning of the Quiet Revolution and Quebec Nationalism.

OLYMPIC GALLERY

Each Olympic Games and Olympic Winter Games has a 'brand' developed for it. A unique torch, logos, colour scheme, uniform, commemorative items, and motto are developed to represent the Games. They are designed to reflect the local and national identity of the hosts. Supporting our athletes and showing off our national pride becomes a rallying point for Canadians around the world. It doesn't stop when the Games end, but continues into the start of the road to the next Games. Hosting the Games is an opportunity to share Canadian culture on an international stage with the thousands who experience the event.



THE EDMONTON GRADS – BOUNCE GALLERY

Winning 96.2% of their games, with winning streaks of 78 and 147 games, this ladies team represented Canada internationally and won 17 international championships (4 of those a straight of gold medals at tournaments organized in conjunction with Olympic Games). The team played for 25 years under Manager and Coach Percy Page, who insisted on physical conditioning, no smoking or drinking (meaning the Grads played better longer), players taking their sport seriously, and playing as a team. Due to their athletic skill and sportsmanship Dr. Naismith, inventor of basketball, was always a fan!





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The Galleries

TOM LONGBOAT – MOTION GALLERY

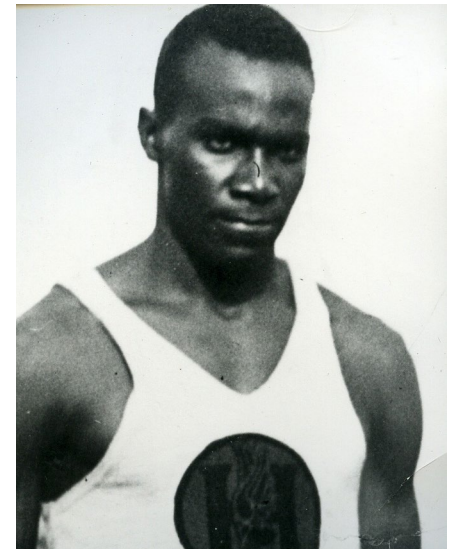
Tom Longboat won Around the Bay Race in 1906 & the Boston Marathon in 1907 in a record time, but almost wasn't allowed to compete at 1908 Olympic Games. Olympic Game officials and the Amateur Athletic Union had come to a decision that his training was "professional" and therefore violated the then strict only amateur competitor rules of the Olympic Games. He was only allowed to compete due to the outcry of the Canadian public against the ruling. After winning the J. J. Ward Marathon Road Race, Toronto's first endurance road race, 3 times he was given the trophy permanently.

DR. PHIL EDWARDS – MOTION GALLERY

Edwards was the first winner of the Lou Marsh Memorial Award, given to Canada's Top Athlete, and a true team player known for his team spirit. He won medals at the 1928, 1932, and 1936 Olympic Games which struck quite a blow to Hitler's philosophy. En route back to Canada in 1936 he was refused a room at a hotel in London, UK on the basis that he was black. The whole of Team Canada decided against staying at the hotel because Edwards wasn't allowed to stay. Edwards was known as the "Man of Bronze" because of his record number of five Olympic bronze medals – an unmatched record until 2002.

NORTHERN DANCER – RIDE GALLERY

Born shorter and stockier than typical racehorses, breeder E. P. Taylor decided to put Northern Dancer up for auction at the bargain price of \$25,000. With no bites Taylor decided to keep and train him. He would go on to become the first Canadian bred horse to win the Kentucky Derby – putting Canadian breeders and horses on the international stage in the process. Northern Dancer won the Preakness Stakes in that same year, going on to win 14 of his 18 races in 1964, and always finished in the top three spots despite not fitting the mold of a typical racehorse.





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The Galleries

THE BLUENOSE – SPLASH GALLERY

Built to be a hard working fishing vessel on the Atlantic, the Bluenose was the undefeated champion of the International Fisherman's Trophy - the trophy awarded to the fastest ship to end the ongoing rivalry between the fishermen of New England and Nova Scotia. Its victory marked her as the fastest ship in the North Atlantic for 18 years in the 1920's and 1930's. She was recognized as a national symbol of how important the fishery still is and Canadians pride in their maritime skills when the Canadian Mint put a schooner on the dime in 1937.



MARILYN BELL – SPLASH GALLERY

Upset that \$10,000 (more than \$85,000.00 in today's dollars) was offered by the Canadian National Exhibition to American Florence Chadwick to swim across Lake Ontario as a publicity stunt instead of a Canadian swimmer who was an established marathon swimmer. Sixteen year old Bell announced that she would do the swim as well and it became one of Marilyn Bell's most challenging distance swims. Bell swam the 32 miles (52 KM) across the lake in less than 21 hours in the choppy September waters of 1954 without stopping or touching the boat.





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Curriculum Ties

The content and activities of Shaping Our Identity are linked to the Junior High School Social Studies Curriculum:

SOCIAL STUDIES 9

9.1 Issues for Canadians: Governance and Rights

General Outcome

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Knowledge and Understanding

Students will:

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- To what extent does Canada benefit from immigration?



SOCIAL STUDIES 10

10-1 Perspectives of Globalization

10-2 Living in a Globalizing World

KEY ISSUE: To what extent should we embrace globalization?

Related Issue 1

To what extent should globalization shape identity?

Values and Attitudes

Students will:

- 1.1 - acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.2 - appreciate why people in Canada and other locations strive to promote their culture, languages and identities in a globalizing world

Knowledge and Understanding

Students will:

- 1.4 - explore the ways in which individuals and collectives express identities
- 1.5 - explore understandings and dimensions of globalization





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Curriculum Ties

The content and activities of Shaping Our Identity are linked to the High School Social Studies Curriculum:

SOCIAL STUDIES 20

- 20-1 Perspectives on Nationalism
- 20-2 Understanding of Nationalism

KEY ISSUE: To what extent do we embrace Nationalism?

Related Issue 1

To what extent should nation be the foundation of identity?

Values and Attitudes

Students will:

- 1.2 - appreciate the existence of alternative views on the meaning of nation
- 1.3 - appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world

Knowledge and Understanding

Students will:

- 1.5 - explore a range of expressions of nationalism (Symbols, etc...)
- 1.10 - evaluate the importance of reconciling contending nationalist loyalties

Related Issue 2

To what extent should national interest be pursued?

Values and Attitudes

Students will:

- 2.1 - appreciate that nations and states pursue national interest
- 2.2 - appreciate that the pursuit of national interest has positive and negative consequences

Related Issue 3

To what extent should internationalism be pursued?

Knowledge and Understanding

Students will:

- 3.4 - analyze the motives of nation and state involvement or noninvolvement in international affairs

Related Issue 4

To what extent should individuals and groups in Canada embrace a national identity?

Values and Attitudes

Students will:

- 4.1 - appreciate historical and contemporary attempts to develop a national identity (hockey/lacrosse, etc.)
- 4.3 - respect the view of other on alternative visions of national identity

Knowledge and Understanding

Students will:

- 4.4 - explore multiple perspectives on national identity in Canada
- 4.7 - evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Olympic Games, etc.)





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Curriculum Ties

The content and activities of Shaping Our Identity are linked to the High School Social Studies Curriculum:

SOCIAL STUDIES 30

30-1: Perspectives on Ideology

KEY ISSUE: To what extent should we embrace an ideology?

Related Issue 1

To what extent should ideology be the foundation of identity?

General Outcome

Students will explore the relationship between identity and ideology.

Values and attitudes

Students will:

1.1 appreciate various perspectives regarding identity and ideology.

Knowledge and Understanding

Students will:

1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)

1.4 examine historic and contemporary expressions of individualism and collectivism

1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)

1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism)

1.8 examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)

Related Issue 2

To what extent is resistance to liberalism justified?

General Outcome

Students will assess impacts of, and reactions to, principles of liberalism.

Values and Attitudes

Students will:

2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles
2.3 appreciate that individuals and groups may adhere to various ideologies

Knowledge and Understanding

Students will:

2.7 analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism)

2.9 evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany)

2.10 analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements)

30-2: Understandings of Ideologies

KEY ISSUE: To what extent should we embrace an ideology?

Related Issue 2

Is resistance to liberalism justified?

General Outcome

Students will assess impacts of, and reactions to, principles of liberalism. In particular, an ideology as it pertains to Olympic hosts.

Knowledge and Understanding

Students will:

2.7 examine ideologies that developed in response to liberalism (socialism, Marxism)

2.9 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany)

2.10 examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements)

2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events)

Related Issue 3

Are the values of liberalism viable?

General Outcome

Students will assess the extent to which the principles of liberalism are viable in a contemporary world. Especially as it pertains to First Nations, Francophone, and women's rights as well as racism.

Knowledge and Understanding

Students will:

3.4 explore the extent to which governments should encourage economic equality

3.7 evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation).



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Pre- or Post-Visit Learning Activities

Having planned your visit to Canada's Sports Hall of Fame, it is recommended that you spend some time preparing your students for what they will learn while at the Hall. We have prepared some pre-visit and post-visit activities to help you maximize the learning opportunities from your visit.

TALK ABOUT IT

Begin a classroom discussion about sports, focusing on the sports that the students most enjoy playing. You might begin this discussion by asking:

“Have you have participated in sports?”

“Which sport do you like to play the most?”

Grade 9 Activity Extension

THINK ABOUT IT

“What is Immigration?”

“What do immigrating families bring with them to their new country?”

LEARN ABOUT IT

Canada's Sports Hall of Fame: Assignment Overview

In Social Studies 9, we explore how Canada's political processes impact citizenship and identity. For this assignment, you will visit Canada's Sports Hall of Fame and consider the extent to which sports in Canada have been affected by newcomers.

Process

- Tour Canada's Sports Hall of Fame (before or after assignment) and research (before or after tour)
- Identify evidence of the relationship between immigration and sport. Capture this evidence through pictures and written observations (for example, Olympic Games Closing Ceremonies)

Frame your findings around one of the following critical thinking tasks:

- You are an Anthropologist, find 5 (or as many as possible) sports that have been 'imported' from other parts of the world. Find a unique way to showcase your findings. For example, consider a world map that draws connections between Canada and these countries. Use symbols.
- Imagine the Canadian government is considering changing the country's national sports. Do you agree? What sport(s) should they be? Why? Do you disagree? Why should they remain the same?

Format

- You can present your ideas in any format of your choosing, as long as you attend to the criteria outlined in the rubric in Appendix A. Consider presenting your findings as an essay or in a debate with your classmates.





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Pre- or Post-Visit Learning Activities

Grade 10 Activity Extension

THINK ABOUT IT

“What is globalization (Social 10)?”

“How are the Olympic Games and globalization linked?”

LEARN ABOUT IT

Canada's Sports Hall of Fame: Assignment Overview

In Social Studies 10, we explore global identity. For this assignment, you will visit Canada's Sports Hall of Fame and consider the extent to which sports have become global.

Process

- Tour Canada's Sports Hall of Fame (before or after assignment) and research (before or after tour)
- Identify evidence of the relationship between globalization and sport. Capture this evidence through pictures and written observations (for example, Olympic Games Closing Ceremonies)

Frame your findings around one of the following critical thinking tasks:

- As the Ambassador of Sport for the United Nations, choose 3 sports that you believe will help unite the world. What considerations would be important? (i.e. Does luge makes sense in Mexico?)
- You are an Anthropologist, find 5 (or as many as possible) sports that have been 'imported' from other parts of the world. Find a unique way to showcase your findings. For example, consider a world map that draws connections between Canada and these countries. Use symbols.

- Which athlete best represents what it means to be Canadian internationally? What impact have these athletes had globally and/or how are they recognized? Your first step for this choice will be to decide what criteria might be used to measure 'Canadian-ness'. Rank and provide evidence for each of your choices. For example, Clara Hughes and the organization Right to Play. Why are these international recognitions important? What is the connection to globalization?

- Imagine you are part of the Bid Committee to have your city or town host the Olympic Games. Identify reasons why your community should be chosen above all other potential host cities. Consider the ways your community would benefit from hosting this international event and the reasons your community may withdraw its bid to host.

Format

- You can present your ideas in any format of your choosing, as long as you attend to the criteria outlined in the rubric in Appendix A. Consider presenting your findings as an essay or in a debate with your classmates.

Pre- and Post-Visit Physical Activities

As part of Canada's Sports Hall of Fame's education programs we encourage all students to get active to round out their experience learning about Canada's greatest sports heroes. To achieve this goal Canada's Sports Hall of Fame is proud to partner with 60 Minutes Kids Club to promote an active lifestyle. Through a month-long Healthy Habits challenge students learn all about the important elements in leading a healthy lifestyle, and the Fundamental Movement Skills tools encourage physical literacy and goal-setting through simple movements common to all sports. For more information on 60 Minutes Kids Club please visit www.60minskidsclub.org.



Sport for Life



SHAPING OUR IDENTITY

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Pre- or Post-Visit Learning Activities

Grade 11 Activity Extension

THINK ABOUT IT

- “What is nationalism (Social 20)?”
- “What are Canada’s National Sports?”
- “Why are they Canada’s National Sports?”

LEARN ABOUT IT

Canada’s Sports Hall of Fame: Assignment Overview

In Social Studies 20, we explore individual and collective identity and Canadian nationalism. For this assignment, you will visit Canada’s Sports Hall of Fame and consider the extent to which sport has shaped Canadian nationalism.

Process

- Tour Canada’s Sports Hall of Fame (before or after assignment) and research (before or after tour).
- Identify evidence of the impacts of sport on identity and Canadian nationalism, and capture this evidence through pictures and written observations.

Frame your findings around one of the following critical thinking tasks:

- Which sports have had the greatest impact on Canadian nationalism and give reasons why? Rank and provide evidence for each choice. For example, if you thought that curling has had the greatest impact on Canadian nationalism, you would rank curling as your #1 choice. Please provide evidence from the research materials and/or from your visit to the Hall of Fame to support your choice.

- Imagine the Canadian government is considering changing the country’s national sports. Do you agree? What sport(s) should they be? Why? Do you disagree? Why should they remain the same?
- Which athlete best represents what it means to be Canadian? Your first step for this choice will be to decide what criteria might be used to measure ‘Canadian-ness’. Rank and provide evidence from research materials and/or from your visit to the Hall of Fame to support each of your choices (i.e. Terry Fox)
- Which sporting events have had the greatest impact on Canadian nationalism? Rank and provide evidence for each choice.

Format

- You can present your ideas in any format of your choosing, as long as you attend to the criteria outlined in the rubric in Appendix A. Consider presenting your findings as an essay or in a debate with your classmates.

Grade 12 Activity Extension

THINK ABOUT IT

- “What are Ideologies?”
- “How are ideological conflicts and the ’72 Summit Series linked?”

LEARN ABOUT IT

Canada’s Sports Hall of Fame: Assignment Overview

In Social Studies 30, we explore the facets of ideologies and different perspectives on liberalism. For this assignment, you will visit Canada’s Sports Hall of Fame and consider the interactions of ideology and liberalism as it appears in the sporting world.

Process

- Tour Canada’s Sports Hall of Fame (before or after assignment) and research (before or after tour).
- Identify evidence of ideological conflict appearing in sport, and capture this evidence through pictures and written observations.

Frame your findings around one of the following critical thinking tasks:

- Consider the similarities and differences among historical narratives of the ’72 Summit Series. You are responsible for setting up a similar event today. What kind of an event will it be? (i.e. Is it still a series of hockey games or will it be a different sport?) Who will be participating?
- What is the value of sport? Should more money be spent on sport related activities or less? Why?

Format

- You can present your ideas in any format of your choosing, as long as you attend to the criteria outlined in the rubric in Appendix A. Consider presenting your findings as an essay or in a debate with your classmates.



SHAPING OUR IDENTITY

CORE SUBJECT: Social Studies GRADE LEVELS: 9-12



Pre- or Post-Visit Learning Activities

Grades 9, 10, 11, and 12 Activity Extension

All Canadians are invited to nominate athletes and builders of Canadian sport for induction to Canada's Sports Hall of Fame through our annual nomination process. Induction into Canada's Sports Hall of Fame is our country's highest sporting honour and Canada's Sports Hall of Fame strives to reflect and celebrate Canada's long and diverse sporting history. Nominated individuals may be deceased pioneers of Canadian sport, exceptional athletes that have been retired from major competition for at least four years, or builders demonstrating a lifetime commitment to the development of sport in Canada. Canada's Sports Hall of Fame invites all sport organizations, Halls of Fame, sport historians, members of the public, and students to nominate their sport heroes.

New inductees become Canada's Sports Hall of Fame Honoured Members in one of two categories:

- For outstanding athletic achievements as an individual or a team in the Athlete category
- For outstanding contribution to Canadian sport as a leader, administrator, official, coach, business leader, and media or in other roles in the Builder category.

Each nomination is reviewed by Canada's Sports Hall of Fame's Honoured Member Selection Committee and the newest class of inductees are voted on and recommended to Canada's Sports Hall of Fame's Board of Governors. The process of selecting each class of inductees is very extensive and follows guidelines established by Canada's Sports Hall of Fame's Board of Governors.

TALK ABOUT IT

Begin a classroom discussion about sports, focusing on the sports that the students most enjoy playing. You might begin this discussion by asking:

- “Have you have participated in sports?”
- “Which sport do you like to play the most?”
- “Who are some well-known or influential athletes in that sport?”
- “Who are some well-known or influential coaches/builders?”

THINK ABOUT IT

“What is it about these people, athletes or builders, which makes them well-known or influential?”

LEARN ABOUT IT

Explore the Honoured Members of Canada's Sports Hall of Fame either by touring the Museum or visiting the section of our website dedicated to the stories of our Honoured Members at www.sportshall.ca considering the kinds of exemplary values they embody as well as their contributions to both sport and society. Keeping in mind the requirements for nomination, consider your own sporting heroes – those who inspire you with their story.

Research the necessary components to complete the Nomination Form located in the Nominate Your Hero section at www.sportshall.ca and complete the form.

Consider submitting your Nomination to Canada's Sports Hall of Fame!

To nominate an athlete or sport builder, please send your completed nomination form by mail, fax, or email to Canada's Sports Hall of Fame anytime up until midnight on the deadline (January 15) for consideration for that year's Induction.

- Mail: 169 Canada Olympic Road SW, Calgary, AB T3B 6B7
- Fax: 403.776.1090
- Email: nominations@cshof.ca

Answers to Frequently Asked Questions (FAQs) are available on Canada's Sports Hall of Fame's Website at www.sportshall.ca, however if you have any questions about our nomination form or the nomination process, please feel free to contact us at nominations@cshof.ca before submitting your nomination.





	Excellent (5)	Meets Expectations (4)	Satisfactory (3)	Poor (1-2)
Understanding of topic	The project clearly and effectively illustrates a solid and complete understanding of the impact of the topic. Terms and concepts are used accurately and effectively.	The project illustrates a clear understanding of the topic. For the most part, terms and concepts are used effectively, but could be strengthened.	The project illustrates a satisfactory understanding of topic. A clear attempt at using terms and concepts is evident.	Understanding of key concepts, issues or questions is poor. Terms and concepts are not used effectively or are used minimally.
Content	Content is presented in a manner that is logical, relevant and coherent. All choices are effectively supported with sufficient evidence that is purposefully chosen.	Content is presented in a manner that is clear and makes sense. All choices are supported with sufficient evidence.	For the most part, the content is presented in a manner that makes sense. Most of the choices are supported sufficiently with evidence.	The content is presented in a manner that is confusing and/or evidence is lacking.
Readability	The overall appearance is pleasing and easy to read. Mechanical issues are minimal (grammar and spelling). Project is handed in on time.	The overall appearance is easy to read. Mechanical issues are evident, but do not impede understanding. May be late.	The overall appearance is somewhat pleasing to read. Several mechanical issues, but overall meaning is still clear.	The timeline is difficult to read.
Format and Formatting tools	The use of formatting tools, such as font styles, colours, and images, is consistent and shows a logical pattern. Format enhances communication and organization of the material.	Use of formatting tools is logical and helps to enhance communication and organization.	The use of formatting tools is satisfactory, but could be enhanced to be more logical and supportive of organization.	The use of formatting tools is inconsistent and/or lacking.