



CANADA'S SPORTS  
HALL OF FAME

PANTHÉON DES  
SPORTS CANADIENS

# TEACHER'S GUIDE

## SHAPING OUR IDENTITY

CORE SUBJECT: Social Studies    GRADE LEVELS: 9-12



Education Programs  
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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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## 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

### JAN EISENHARDT – LEGENDS GALLERY

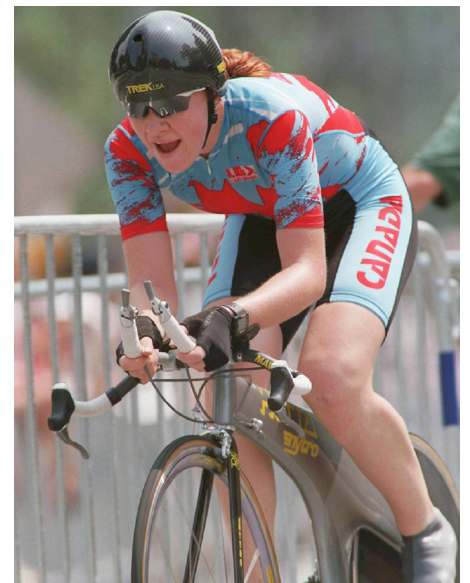
Jan Eisenhardt is a notable figure in Canadian sports history. Eisenhardt always valued well-being and fitness and played a big role in developing physical fitness programs in Canada during the twentieth century. During the Great Depression, he created the British Columbia Provincial Recreation Program, which targeted both fitness and the problem of unemployment for men and women. He was also an avid sports enthusiast and participated in various sport competitions such as fencing and golf.

### BARBARA ANN-SCOTT– LEGENDS GALLERY

Barbara-Ann Scott was a sensational figure skater and celebrity. She was known as “Canada’s Sweetheart” and was the perfect heroine for Canadians during the difficult inter-war years. Her grace on the ice and beauty helped people forget the ravages of war. Her greatest achievement was when she won gold during the 1948 Olympic Winter Games in Switzerland. She remains the only Canadian to hold a gold medal in women’s singles figure skating.

### 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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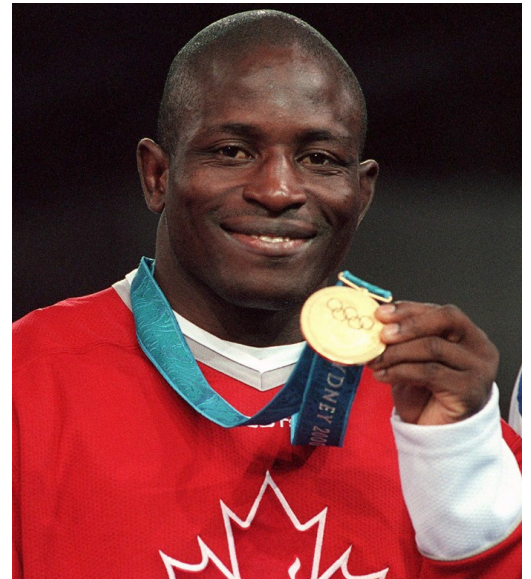
## The Galleries

### HERMAN "JACKRABBIT" SMITH-JOHANNSEN – GLIDE GALLERY

Herman Smith-Johannsen was born in Norway and is credited with popularizing the sport of cross country skiing in North America. Jackrabbit started skiing when he was two years old and stopped skiing at the age of one hundred and eight. Jackrabbit participated in various ski races and was the coach for the Canadian Olympic Ski Team in 1932, and created many of the ski trails that are used today.

### DANIEL IGALI – CONTACT GALLERY

Daniel Igali is a wrestler and Olympic gold medallist. He was born into a poor family in rural Nigeria and has twenty siblings that he wrestled with as a young boy. He showed incredible talent in wrestling from a very young age. Igali immigrated to Canada in 1994, claiming refugee status. He made the difficult decision to leave his family and seek a better and safer life here in Canada when he was just 20 years old. Igali participated at the 2000 Olympic Games in Sydney and won the gold medal. This was a first for Canada. Igali became a global hero.



### '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 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 global identity of the hosts. Hosting the Games is an opportunity to show-off Canadian culture and national pride on the international stage through media coverage, but also through our athletes, support team members, and tourists who come to 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. They also competed at four 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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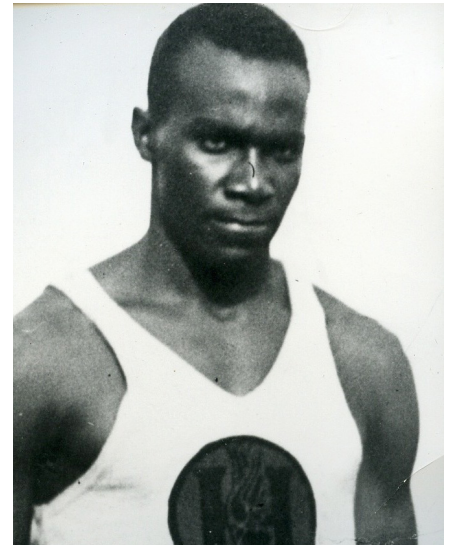
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## The Galleries

### 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 – MARY SIMPSON 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.



### THE PARIS CREW – SPLASH GALLERY

The Paris Crew were a group of four oarsmen that represented Canada at the World Amateur Rowing Championship in 1867 in Paris, just days after Confederation. The European press greeted the Canadians with suspicion and even disdain. The Paris Crew stood out from the other teams with their pink caps and suspenders. Even their rowing style was unconventional. The Europeans had high hopes for the British and French team however; the Paris Crew overtook all the teams with ease. Although the fame of the Paris Crew was short-lived, their first victory was a defining moment for Canadians and allowed Canada to be recognized by the sporting community around the world.

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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. Teachers can also go to the Canada's Sports Hall of Fame YouTube channel to show videos of our Honoured Members. Students can watch induction speeches, learn more about exhibits, and hear interviews of our Honoured Members. Also check out the Canadian History and Society Through the Lens of Sport online exhibit at [www.canadasports150.ca](http://www.canadasports150.ca). It focuses on Women in Sports, Major Sporting Events, Military and Sport, Cultural and Racial Diversity, and Canadian Firsts in Sports.

### Grade 9 Activity Extension

#### 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?"*

#### 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.



# SHAPING OUR IDENTITY

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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.



# 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.



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## 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](http://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](http://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](mailto:nominations@cshof.ca)

Answers to Frequently Asked Questions (FAQs) are available on Canada's Sports Hall of Fame's Website at [www.sportshall.ca](http://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](mailto:nominations@cshof.ca) before submitting your nomination.





CANADA'S SPORTS  
HALL OF FAME

PANTHÉON DES  
SPORTS CANADIENS

# SHAPING OUR IDENTITY

CORE SUBJECT: Social Studies    GRADE LEVELS: 9-12

## Pre- and Post-Visit Physical Activities Sport for Life

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.60minkidsclub.org](http://www.60minkidsclub.org).



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Canada's Sports Hall of Fame

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## Appendix

	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.