

## Blended Learning Guide – Voting Rights through Time

In this guide, you will find tools to adapt Elections Canada's resource [Voting Rights through Time](#) in a [blended learning](#) environment, using both online and in-class strategies to support your students' learning. You can [order the physical resource kit](#) to have the hands-on materials ready to use in the classroom, regardless of how you choose to blend the learning.

### Overview

This activity asks students to reflect on inclusion and exclusion, then examine case studies related to voting rights in federal elections. They will create a timeline to see how particular groups were included or excluded in Canadian democracy over time. To consolidate, they will learn about the history of the federal vote more generally through a video and an infographic.

[Review the full classroom activity](#)

### Blended Learning Menu

*Voting Rights through Time* was originally designed to engage students in collaborative small-group discussions in the classroom using hands-on materials. The menu below provides some suggested strategies and tools you can use to maintain the impact of the lesson as you support your students in either an online or in-class environment. The activities can be blended seamlessly in any way that works for you and your students.

**Teacher tip:** Make a copy of all materials in your own Drive before sharing with your students.

	In-Class	Online
<b>Minds On</b>	Invite students to consider inclusion and exclusion by completing the Minds On activity as described in the Teacher's Guide. Students can use the <b>Thinking guide</b> in addition to or instead of sticky notes.	Students complete the <a href="#">Minds On Online</a> , reflecting on inclusion and exclusion. Share the form results with the class, making sure to keep responses anonymous. You can change the settings on the Google Form so that students can see everyone's responses after they submit. Highlight recurring words or themes and encourage students to refer to these lists during the activity.

<b>Activity</b>	<p>Organize students into pairs or small groups and distribute the <b>timelines</b> and <b>activity cards</b>. Instruct them to read the <b>Context Card</b> for their case study first.</p> <p>Background information for teachers on each case study can be found in the teacher's guide.</p>	<p>Send students one of the <b>Case Studies online</b>: <a href="#">Japanese Canadians</a>, <a href="#">Women</a>, <a href="#">Youth</a>, or <a href="#">First Nations Peoples</a>. Instruct them to read each card and respond to the multiple-choice questions to indicate whether each event is inclusion or exclusion.</p> <p>Background information for teachers is available online:</p> <ul style="list-style-type: none"> <li>• <a href="#">A Brief History of Federal Voting Rights</a> in Canada</li> <li>• <a href="#">Japanese Canadians</a></li> <li>• <a href="#">Women</a></li> <li>• <a href="#">Youth</a></li> <li>• <a href="#">First Nations Peoples</a></li> </ul>
	<p>Working in their pairs or small groups, students read each <b>activity card</b> aloud and reach a consensus on where to place the card on the <b>timeline</b>, both chronologically and by inclusion/exclusion.</p>	<p>Once all the students have responded to the selected <b>Case Study online</b>, share the summary of responses with the class. We recommend printing your screen and saving it as a PDF. You can also change the settings on the Google Form so that students can see everyone's responses after they submit.</p> <p>Then organize students into pairs or small groups and give them a copy of the <b>Timeline Online</b> for the same case study: <a href="#">Japanese Canadians</a>, <a href="#">Women</a>, <a href="#">Youth</a>, or <a href="#">First Nations Peoples</a>.. Using a group call, if possible, each group comes to a consensus on the placement of each event, both chronologically and by inclusion/exclusion. They can use the summary of responses as a starting point for discussion.</p>

	<p>Invite students to place the <b>Turning Point frame</b> on their timeline and to share their thinking using questions from the <b>Thinking guide</b>:</p> <ul style="list-style-type: none"> <li>• The most difficult item to place was...</li> <li>• I was surprised by...</li> <li>• I wonder about...</li> </ul> <p>Invite students to share their thinking with at least one other group using one of the suggested protocols described in the Teacher's Guide.</p>	<p>Have groups share their completed timelines in a discussion forum in your Virtual Learning Environment, using these prompts:</p> <ul style="list-style-type: none"> <li>• The most difficult item to place was...</li> <li>• We were surprised by...</li> <li>• We wonder about...</li> </ul>
<b>Consolidation</b>	<p>Lead a class discussion, having students share their surprises and using the prompts in the thinking guide:</p> <ul style="list-style-type: none"> <li>• Does getting the right to vote always mean inclusion in democracy?</li> <li>• What other ways are groups included in or excluded from democracy today?</li> </ul>	<p>Create a new discussion thread in your Virtual Learning Environment, where students respond to the following prompts:</p> <ul style="list-style-type: none"> <li>• Does getting the right to vote always mean inclusion in democracy? Use examples from the case studies.</li> <li>• What other ways are groups included in or excluded from democracy today?</li> </ul>
	<p>Show the Voting Rights Through Time <a href="#">video</a> and/or <b>infographic</b> comparing the number of eligible voters from 1867 to today. Lead the discussion as suggested in the Teacher's Guide.</p>	<p>Have students watch the Voting Rights Through Time <a href="#">video</a> or show them the <a href="#">infographic</a> comparing the number of eligible voters from 1867 to today.</p>
	<p>Ask students to reflect on and write their personal response to the individual reflection</p>	<p>Ask students to reflect on and write their personal response to the following questions in the <a href="#">Exit Card Online</a>.</p>



	questions in the <b>Thinking guide</b> .	
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