



### Learning Experience: 6.4.3 A Community of Communities

- KI-016 Describe factors that shape personal and national identities and explain how they may coexist.  
*Examples: social, cultural, linguistic...*

---

- KI-016F Describe the influence of their social, cultural, and linguistic choices on their francophone identities.

---

- KI-020 Identify various groups and organizations that may contribute to personal identity.

---

- KI-020F Describe the role of francophone organizations and identify ways in which they promote francophone rights.  
*Examples: Société franco-manitobaine, Pluri-Elles...*

---

- KI-020A Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights.  
*Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...*

---

- KP-048 Identify First Nations, Inuit, and Métis perspectives regarding self-determination.  
*Examples: resource use, land claims, treaties, government...*

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

#### Description of the Learning Experience

Individuals belong to many groups, and derive their identities from those groups. Canada as a nation derives its identity from the many social and cultural groups that comprise its population.

Students explore the concepts of identity and culture in relation to the Canadian community as a whole, and in relation to the self-determination of the Aboriginal peoples of Canada.

**Vocabulary:** personal identity, cultural community, self-determination (See Appendix D for Vocabulary Strategies.)

### 6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
	KI-016 KI-020 KI-020A KP-048	<p><b>Activate</b></p> <p>Students brainstorm a list of groups and communities to which they belong, and reflect on how belonging to various groups influences who they are as individuals (e.g., I've learned to be a better team player through my involvement on my ringette team; I learned to care about the environment as a Boy Scout...). They share their ideas with each other in a class discussion.</p> <p>TIP: Encourage students to consider communities and groups into which a person is born, communities of a geographic area, and communities or groups that one chooses because of common interests or experiences. Review with students the concept of identity, and help them to recognize that identities are shaped by communities (i.e., who you are is influenced by the groups to which you belong).</p> <p style="text-align: right;"><i>(continued)</i></p>

6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-016 KI-020 KI-020A KP-048	<p>Collaborative groups of students brainstorm a list of different types of communities that make up Canada (e.g., ethnic communities, social communities, geographic communities, communities of interest, political communities...). Working from this list, students create a parallel column of the contributions of these various communities to the history of Canada and its development as a distinctive nation.</p> <p>TIP: To initiate the discussion, create a two-column chart on the board: “Communities in Canada,” and “How These Communities Help Make Canada What It Is.” Develop some examples to start the brainstorm.</p>
or		
	KI-016 KI-020 KI-020A KP-048	<p>In a guided class discussion, students consider the colonial history of Canada—first as a colony of France, then as a colony of Britain—and discuss why it was important for Canada to attain independence from colonial rule or self-determination. Students share what they believe is meant by independence, including</p> <ul style="list-style-type: none"> <li>• developing a distinctively Canadian nation</li> <li>• making decisions about the government and future of the country without interference from other countries</li> <li>• developing a form of self-government that reflects what is important to Canadians</li> <li>• attaining international respect for its status as a nation</li> </ul> <p>Following this discussion of the importance of self-determination as freedom from colonial rule, students discuss the parallel situation of Aboriginal peoples through history in Canada. Pairs of students complete a “Concept of Self-Determination” frame, and share their ideas with each other.</p> <p>TIP: Point out to students that decolonization is an idea that is accepted around the world, and is based on the belief that no culture or country has the right to impose its ways on another culture or country. The United Nations affirms that people of all nations have the right to be in control of their own government, and all nations and peoples have an equal right to be recognized as full members of the world community. Help students understand what is meant by Aboriginal self-determination by comparing it to Canada seeking freedom from colonial rule.</p>
		 BLM: Concept of Self-Determination
		<i>(continued)</i>
<b>Teacher Reflections</b>		

6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
 	KI-016 KI-020 KI-020A KP-048	The class reads aloud an excerpt from Joe Clark’s speech “A Community of Communities.” They discuss what the former prime minister meant in this speech, and whether they agree with what he says about the identity of Canada and Canadians. Students write a short journal response based on the discussion.   BLM: A Community of Communities
<b>Acquire</b>		
	KI-016 KI-020 KI-020A KP-048	Students individually rank 15 personal identity characteristics/influences, from the most important to the least important. Students then gather in collaborative groups to compare their responses. Each group creates a chart summarizing the group’s responses, and writes two or three sentences describing what they consider to be the most important influences on identity. The charts and sentences are shared in a plenary class discussion.   BLM: Who Are You?
or		
 	KI-016 KI-020 KI-020A KP-048	Students create a “Personal Identity” collage using words, symbols, and images to illustrate who they are. Students share and discuss their collages in collaborative groups, and each group creates a list of the things they all have in common (e.g., personal history, families, living in a certain time and place, ethnic origins, cultural practices, language, social groups, education, music, art, literature, food and clothing, celebrations, work and recreation, opinions and values, religious beliefs, media influence...). The lists are posted, and the class discusses which factors they believe are the most important in defining personal identity.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-016 KI-020 KI-020A KP-048	<p>Collaborative groups of students read excerpts of speeches and writings from First Nations, Inuit, and Métis leaders regarding the importance of self-determination. Following the reading, students discuss the perspectives they have read and propose what self-determination might look like for Aboriginal peoples in Canada. In a guided plenary session, students discuss why self-determination is important to the Aboriginal peoples of Canada.</p> <p>TIP: Students may use the BLM “Aboriginal Perspectives on Self-Determination” as a resource for this activity, or they may use an article on the topic selected from the news. This activity may be done as a Jigsaw activity by assigning one excerpt to a small group of students. Students with the same excerpt assemble to discuss what it means, using dictionaries, teacher guidance, and other sources as needed. Then, they paraphrase their quotation in order to return to explain it to their home groups. The home group may then complete the analysis questions together.</p> <p> BLM: Aboriginal Perspectives on Self-Determination (3 pages)</p>
or		
	KI-016 KI-020 KI-020A KP-048	<p>Using print and electronic resources, collaborative groups of students illustrate the social, cultural, and linguistic profile of Manitoba. Each group designs a poster representing Manitoba’s diverse groups and communities. Posters are displayed and shared with each other.</p> <p>NOTE: Students may begin this activity by reading and paraphrasing an excerpt of the Manitoba Multiculturalism Act. Students may choose to invent symbols to represent different aspects of Manitoba’s social, cultural, and linguistic identity on their posters to reflect the diversity of our communities (e.g., a Métis sash representing Métis communities, a pysanky [Easter egg] representing Ukrainian communities...).</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> BLM: Manitoba Multiculturalism Act</p>
<b>Teacher Reflections</b>		

6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
 	KI-016 KI-020 KI-020A KP-048	<p><b>Apply</b></p> <p>Collaborative groups of students consider what self-determination would mean for Aboriginal peoples. Students discuss the concept of self-determination and, using a graphic organizer, record their thoughts on Aboriginal self-determination as related to education, culture and identity, natural resource use, land claims and treaty rights, freedoms, rights and responsibilities, and government.</p> <p>TIP: Encourage students to make the connection that self-determination is important for all individuals and groups, but that that it is of particular importance to Aboriginal people because of the loss of culture and identity that occurred through Canadian history.</p> <p> BLM: Self-Determination for Aboriginal Peoples (2 pages)</p>
		or
		 
or		
 	KI-016 KI-020 KI-020A KP-048	<p>Students complete a “Culture and Identity” Word Cycle, indicating the links between each of the concepts. With a partner, students compare their Word Cycles, discussing the similarities and differences in interpretation. In a general class discussion, students discuss the importance of defining one’s own identity and of having that identity recognized by others (i.e., personal identity, cultural identity, national identity).</p> <p> BLM: Word Cycle: Culture and Identity</p>

(continued)

Teacher Reflections

6.4.3 A Community of Communities

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KI-016 KI-020 KI-020A KP-048	<p>Collaborative groups of students brainstorm and analyze positive and negative effects that groups may have on group members (see examples in the TIP below). Each group presents its ideas to the class. In a guided plenary session, students discuss how groups can be made to be more positive and open, and how Canadian society can become a “community of communities” in which each group keeps its identity but also has elements in common with all other groups in the Canadian community. Students develop a school campaign to encourage a more accepting and inclusive community (e.g., posters, student newspaper articles, school-wide student announcements or messages...).</p> <p>TIP: Students may begin with their personal experiences of groups, positive and negative:</p> <ul style="list-style-type: none"> <li>• Groups can support and help one another, but they can also exclude others.</li> <li>• Groups can help people know who they are, but they can also create labels and stereotypes.</li> <li>• Groups can bring people together, but they can also separate people.</li> <li>• Groups can help people accept and learn from one another, but they can also lead to distrust of people who are “outside the group.”</li> </ul> <p>Encourage students to see how the same elements that apply to their immediate lives apply to the whole of Canadian society, and to suggest strategies for making groups and communities more open and accepting (e.g., listening to other perspectives, acknowledging the inherent value of all people, combating racism and ideas of superiority through a commitment to fairness, questioning stereotypes, recognizing the things that all people and groups have in common...).</p>
or		
 	KI-016 KI-020 KI-020A KP-048	<p>Pairs of students create an illustrated Mind Map that represents the concept of culture. Students focus on the general elements that all cultures have in common, building upon examples from their own cultures and from other cultural groups in Canada. Mind Maps are displayed for class observation and feedback.</p> <p>TIP: This activity may be initiated by a class brainstorm of the elements of culture (e.g., values and beliefs, work, recreation, art, literature, language, celebrations, family, government, social relationships, foods, clothing, natural environment, groups and organizations...). Encourage students to think of the role of culture in their own lives, considering how they would be different if they lived in another time or place, or were of a different ethnic origin, et cetera.</p>
<b>Teacher Reflections</b>		



**Learning Experience: 6.4.4 Creating a Just Society**

- KC-005 Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.

---

- KC-006 Identify current issues related to citizenship in Canada.

---

- KP-054 Identify factors that contribute to inequities in Canada and propose solutions.  
*Examples: poverty, racism, sexism...*

---

- VC-003 Appreciate the struggles and achievements of past generations in shaping Canada.

---

- VC-004 Appreciate the benefits of living in Canada.  
*Examples: freedoms, education, health, safety...*

---

- VP-017 Be willing to support solutions to address inequities.

---

**Description of the Learning Experience**

The 1982 Canadian Charter of Rights and Freedoms protects the rights and freedoms of citizens and ensures that Canada continues to strive toward a just and equitable society.

Students examine the basic provisions of the Charter and consider the benefits of living in Canada. Through role-plays, surveys, and research, students consider some of the causes and effects of inequities in Canadian society, and reflect on possible solutions.

**Vocabulary:** social justice, inequities (See Appendix D for Vocabulary Strategies.)

**6.4.4 Creating a Just Society**

Assessment	Outcomes	Strategies
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm a list of characteristics (i.e., rights and freedoms) that they believe would be important in order to create a just society. A spokesperson from each group presents the list to the class. The class develops a collective list of the priority values of a just society and discusses what life might be like for all citizens in such a society.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	Using Think-Pair-Share, students read and respond to a quotation from Prime Minister Pierre Elliott Trudeau about the “Just Society.” Student pairs share their impressions of the quote in a guided classroom discussion about whether Canada is a just society.  TIP: Prior to their reading, clarify that this passage uses the word “means” to refer to wealth, resources, or income. Encourage students to consider what the expression “equality of opportunity” means to them, using examples from their own experiences in classrooms, sports teams, et cetera.   BLM: The Just Society
or		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	Using a list of suggested categories, collaborative groups of students brainstorm advantages of living in Canadian society. Groups post their lists to share with the class. The class discusses which benefits they consider to be the most important, and considers whether all citizens of Canada enjoy the same benefits. Students may also use their knowledge of the history of Canada to add details about life in previous generations, before many of these advantages were available to the citizens of Canada.   BLM: Benefits of Living in Canada (2 pages)
or		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	Students select an article, editorial, or letter to the editor about a Canadian citizenship or equality issue and present it to the class. The articles are discussed by the class and posted on a “Current Events” bulletin board.  TIP: It may be useful to ask students to create a list, based on their study of the history of Canada, of those groups that tend to be most forgotten or most disadvantaged in society (e.g., the poor, children, people with physical or mental disabilities or challenges, visible minorities, Aboriginal peoples, women, people who have religious beliefs or practices that differ from the majority...).
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	<p>Collaborative groups of students imagine they are the survivors of a shipwreck who are stranded on a desert island, and generate a list of the fundamental rights and freedoms that every inhabitant of the island should be assured. Each group shares its list of rights and freedoms in a class discussion, noting similarities and compiling a class list.</p> <p>TIP: Review with students the purpose of a charter of rights: although it cannot guarantee that everyone’s basic needs will be met (i.e., food, water, shelter), it can ensure that everyone has equal access to these resources. Its goal is to require the fair and equal treatment of all citizens by individuals, groups, and the government.</p>
<b>Acquire</b>		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	<p>Students conduct a survey to assess how Canada is faring in the area of equality and social justice. As a class, students generate questions related to equality and social justice in order to create a common survey. For example:</p> <ul style="list-style-type: none"> <li>• Do all people have the same rights and freedoms? If not, give examples.</li> <li>• Are all people treated equally? If not...</li> <li>• Have you ever experienced/witnessed discrimination? Explain...</li> <li>• Do all people have equal access to health care? Education? Transportation? Communication? Safety and Security? If not...</li> </ul> <p>Each student surveys 20 to 30 individuals of different ages and backgrounds. Collaborative groups of students combine their results, interpret the data, and draw conclusions based on their collected evidence (e.g., Do most people believe that Canada is a fair/just society? Do the results differ between younger and older citizens? In what area do citizens feel Canada is strongest or weakest?). Each group shares its interpretations in a general class discussion.</p> <p>TIP: The results of this survey may be used in a follow-up activity found in the Applying stage of this learning experience.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-005	<p>The class is divided into six collaborative groups as follows:</p> <ul style="list-style-type: none"> <li>• Group 1: Fundamental Freedoms (Section 2)</li> <li>• Group 2: Democratic Rights (Sections 3–5)</li> <li>• Group 3: Mobility Rights (Section 6)</li> <li>• Group 4: Legal Rights (Sections 7–14)</li> <li>• Group 5: Equality Rights (Section 15)</li> <li>• Group 6: Official Language Rights (Sections 16–22)</li> </ul> <p>Each group reads the section of the Canadian Charter of Rights and Freedoms that pertains to these rights and freedoms, and writes a short summary (in the students’ own words) of the main rights and freedoms of the assigned portion of the Charter. Students may create their summary in the form of a poster or a multimedia slide show in order to teach it to the rest of the class. After all the groups have presented their sections of the Charter, the class discusses how many of the priority rights and freedoms they had previously identified are included in the Canadian Charter.</p> <p>TIP:</p> <ul style="list-style-type: none"> <li>• Clarify with students that the Charter, as part of the Constitution of 1982, applies to the federal government and to all provincial and territorial governments; it is a part of the “rule of law” to which our democratic government is subject. Clarify also that the Charter (Section 25) protects the rights of the Aboriginal peoples of Canada, recognizes the multicultural character of Canadian citizens (Section 17), and applies equally to female and male persons (Section 28).</li> <li>• This activity may also be done as a Jigsaw learning activity, in which one member of each home group is responsible for teaching her or his assigned section to the other members. Help students focus solely on the main points of each section by guiding the class as they underline or highlight key expressions or passages prior to paraphrasing their assigned section.</li> <li>• Class sets of the Charter in poster form may be ordered from the federal Department of Canadian Heritage.</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
	KC-006 KP-054 VC-003 VC-004 VP-017	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 4a</p>	<p>KC-005 KC-006 KP-054 VC-003 VC-004 VP-017</p>	<p>Using the list of fundamental rights and freedoms students brainstormed in the Activating stage of this learning experience (shipwreck activity), collaborative groups of students reach consensus about the ranking of the most important to the least important of these rights. Each group presents their ranking, and the class discusses what they consider to be the most important rights and freedoms in a democratic society, and how society can assure that these are available to all citizens.</p>
or		
 <p>Appendix A Skill 11a</p>	<p>KC-005 KC-006 KP-054 VC-003 VC-004 VP-017</p>	<p>Collaborative groups of students gather further information on the benefits of living in Canada (see Activating activity). Students use print and electronic resources to research selected government programs or services that support quality of life in Canada by ensuring that all citizens have access to basic necessities and protection (i.e., medicare, Old Age Pensions, unemployment insurance, free public education, welfare programs, public health programs, family allowances, universal suffrage, rights and freedoms, protection and security, sanitation services, transportation safety, emergency services, protection from crime...). In a general class discussion, students share the results of their research, and together envisage what life would have been like for the citizens of Canada in the past, when many of these advantages were not widely available.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
 <p>Appendix A Skill 8</p>	<p>KC-005 KC-006 KP-054 VC-003 VC-004 VP-017</p>	<p>Collaborative groups of students read and discuss news articles or editorials regarding a current citizenship or equity issue in Canada (e.g., discrimination, child poverty, homelessness, Aboriginal self-government, gap between rich and poor...). Students then brainstorm actions that may be taken by government to reduce or eliminate inequities. These actions are posted and shared with the class.</p> <p style="text-align: center;"> <b>6.4.4</b> BLM: Issue-Based Article Analysis</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KC-006 KP-054 VP-017	<p>Pairs of students read a series of quotes related to child poverty and, using print and electronic resources, research whether Canada is making progress in the attempt to overcome child poverty. Students gather and record their information and sources in chart form, developing one or two recommendations as to how to reduce or eliminate child poverty. Each group prepares a short written summary of its research to share with the class.</p> <p>TIP:</p> <ul style="list-style-type: none"> <li>You may wish to guide the class in selecting another current citizenship or equity issue in Canada about which there is sufficient up-to-date information on the Internet. Encourage students to find data that describe the problem (e.g., in the form of “Did you know that...”), as well as information on possible sources or causes of the problem. Assist the class in developing recommendations by brainstorming examples of possible solutions to child poverty (e.g., school breakfast programs, daycare programs attached to schools that allow single parents to work full-time...).</li> <li>Consider inviting a guest speaker from a local soup kitchen or food bank to answer questions on or discuss the topic of child poverty. You may also consider volunteering time, as a class, at a local soup kitchen or food bank.</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> BLM: Child Poverty in Canada</p>
or		
	KC-006 KP-054 VC-003 VC-004 VP-017	<p>Students watch the short (8 minutes) animated video <i>Balablok</i> by the National Film Board to observe some of the causes and effects of racism and other forms of discriminatory behaviour. Following the video, students share their impressions of the sources of discrimination (e.g., refusal to accept difference, prejudgement on the basis of what you are used to...), and discuss the various ways in which people respond to differences in others.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 6.4.4 Creating a Just Society

## Assessment

## Outcomes

## Strategies

**Acquire** *(continued)*

or



KC-005  
 KC-006  
 KP-054  
 VC-003  
 VC-004  
 VP-017

Students engage in a role-play to help them observe the causes and effects of racism. Each student is given a Status Card with a message identifying their “status” in society (i.e., star, circle, triangle, or square). The groups need not be equal in size; one group may be considerably larger than the others. Without sharing any details about the relative status of their group, students create tags to wear, showing the symbol of their assigned group. Students then circulate among the members of the class, conversing with various students about their interests as though they were meeting for the first time at a social gathering. Students must bear in mind what they know about the status of their group as they circulate, and interact accordingly. Overtly rude or insulting statements are not allowed. At the end of the assigned time, students debrief the experience in a guided discussion. Discussion prompts might include:

- Could they tell they were being treated as inferiors or as superiors by different groups?
- How did they feel as a result of being told they had a certain inferior or superior status?
- What does this activity tell them of some of the underlying beliefs that motivate racism and discrimination?
- Do they believe these kinds of discriminatory attitudes and beliefs exist in Canadian society?
- What would be some of the effects of these beliefs?
- Can they think of historical examples of discrimination or inequities suffered by Canadians of previous generations?
- What can citizens do in their daily lives to overcome these kinds of inequities?
- What can they do as young people in their schools and communities?

Based on this discussion, students write a personal journal reflection on the sources and results of inequities in society.

**TIP:** Pose guiding questions that help students discover the arbitrary nature of discrimination, the factors that contribute to inequities, and how concealed or veiled beliefs about the superiority and inferiority of certain groups can affect equality of opportunity and fair treatment.



6.4.4 BLM: Status Cards—Role-Play

**Teacher Reflections**

**6.4.4 Creating a Just Society**

Assessment	Outcomes	Strategies
 	KC-005 KC-006 KP-054 VC-004 VP-017	<p><b>Apply</b></p> <p>Collaborative groups of students create an electronic slide show intended to entice new immigrants to Canada. Their promotional presentation must explain why Canada is an excellent place to live by referring to specific examples of programs and services available to Canadian citizens to support their well-being, safety, and quality of life.</p> <p>TIP: Students may refer back to the information gathered in the Acquiring phase, using BLM 6.4.4b: “Benefits of Living in Canada.”</p>
		or
		
or		
 	KC-006 KP-054 VC-004 VP-017	
		<i>(continued)</i>
		<p><b>Teacher Reflections</b></p>

6.4.4 Creating a Just Society

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	Pairs of students write a persuasive letter (e.g., letter to the editor of a newspaper, email message to a television news program...), assessing where they believe Canada stands in its quest to achieve a just society. Students may take the position that citizens are unappreciative of the advantages of living in Canada. They may point out examples in Canadian history of addressing and correcting inequities, or they may take the position that Canada still has much to do to assure equality of opportunity for its citizens. The letter must be based on evidence, focused on solutions, and relate to the rights and freedoms of citizens. Pairs share their letters with each other to obtain feedback and suggestions prior to sending them to a news organization.
— or —		
 	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	Using the data they have gathered through conducting a survey of citizens' opinions about equality and social justice in Canada, collaborative groups of students formulate recommendations to submit to their local elected local representatives (e.g., What did our survey find out about local people's attitudes toward Canada and its record on citizenship issues? What are we doing well? Where do we need to improve? What can be done to improve and to make our society more just?...). The students' letters should summarize and interpret results and suggest realistic measures for improvement on the part of government and citizens.  TIP: Emphasize the fact that voting is not the only means of exercising one's democratic right to citizen participation, and that elected officials should heed the points of view of younger citizens as future voters and future government leaders.
— or —		
 	KC-005 KC-006 KP-054 VC-003 VC-004	Using newspaper and magazine images and words, students create a collage to depict the rights and freedoms of democratic citizenship in Canada as they have developed over time and as guaranteed by the <i>Charter</i> . Collages are displayed and students share their responses to them in a Gallery Walk.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**6.4.4 Creating a Just Society**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KC-005 KC-006 KP-054 VC-003 VC-004	<p>Pairs of students create a symbol to represent the basic values expressed in the Canadian Charter of Rights and Freedoms. Students create colour posters of their representations and present them to each other for their feedback and impressions.</p> <p>TIP: The Canadian Charter always appears with the Coat of Arms of the country, from which students may wish to borrow a part or a symbol. Students may also refer to some of the traditional symbols they know of to depict certain values (e.g., justice: blindfolded to represent impartiality). Encourage students to focus on representing two or three key ideas in the Charter, and to explain the reasoning behind their design.</p>
or		
	KC-005 KC-006 KP-054 VC-003 VC-004 VP-017	<p>Collaborative groups of students read a quotation about the challenges of living together in a pluralistic society. Based on the quotation, students discuss what they feel are the major challenges to citizens, and consider how well they feel their community is doing in the area of respecting its minorities. Using this discussion as a starting point, students create a series of eight to ten questions for a survey of the students in their school regarding how people regard diversity and difference. The group may then choose to present the results of this survey in a school newspaper or bulletin, or present it to the student council, to provide a portrait of the student population and citizenship attitudes.</p>
 BLM: No One Said It Would Be Easy		
<b>Teacher Reflections</b>		



**Learning Experience: 6.4.5 Canadian Democracy in the World Context**

- KC-004 Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.

---

- KI-021 Identify various individuals from Canada’s past and present, and describe their achievements.

---

- KG-047 Give examples of Canada’s connections to other regions of the world.  
*Examples: environmental, social, political, economic...*

---

- VC-002 Be willing to support the ideals of democracy and contribute to local democratic processes.  
*Examples: school or community projects, student councils...*

---

- VC-002A Be willing to participate in democratic processes to protect and affirm their Aboriginal identities.

---

- VG-015 Appreciate Canada's interdependence with other regions of the world.

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

**Description of the Learning Experience**

Citizenship involves a commitment to democratic ideals and an awareness of global responsibilities in an increasingly interdependent world.

Students consider Canadian examples of global citizenship, reflect on the importance of democratic ideals in Canada and the world, and assess their own active democratic citizenship.

**Vocabulary:** democratic ideals, rule of law, global interdependence (See Appendix D for Vocabulary Strategies.)

**Note to Teachers:** As this is the final learning experience, offer the students many opportunities to discuss and reflect on what they have learned over the year. Invite them to propose ways in which they feel prepared to actively contribute to their groups, their school, their community, their country, and the world. In support of democratic ideals, teachers are advised to structure the learning activities so that students make their own decisions and choices.

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
	<p>KC-004 VC-002 VC-002A</p>	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm and record a list of examples of what they consider to be democracy in action in the classroom, school, teams and groups to which they belong, and in their communities. Groups share their lists with each other. In a guided plenary discussion, the class discusses what makes an action democratic or undemocratic, and why democratic ideals are important.</p> <p style="text-align: right;"><i>(continued)</i></p>

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KC-004 KI-021	<p>Collaborative groups of students reach consensus about a Canadian citizen they would like to nominate as a member of a “Canadian Democracy Hall of Fame.” Each group selects a spokesperson to present their nominee and his or her achievements to the class. (Students may also create a poster of their nominee for display on a “Canadian Democracy Hall of Fame” bulletin board.)</p> <p>TIP: Encourage students to consult their notes and previous projects from earlier in the year to select an individual who has advanced the principles of democracy through her or his actions (e.g., Nellie McClung—vote for women; Tommy Douglas and J.S. Woodsworth—medicare and social security; Elijah Harper—Aboriginal voice in constitutional change; John Diefenbaker—the Bill of Rights; Pierre Elliott Trudeau—multiculturalism...).</p>
or		
	KG-047 VG-015	<p>Using Think-Pair-Share, students consult their notes and resources to make a list of Canada’s connections to other regions of the world. Students present their list of countries to the class, using a wall map of the world to identify countries as they are listed.</p> <p>TIP: This activity reviews some of the information students acquired in LE 6.3.4: Canada on the World Stage. Encourage students to include a variety of examples of international connections based on their previous knowledge and their personal experience (e.g., politics, trade, media, immigration, environment, social, cultural...).</p>
or		
	KC-004 KG-047 VC-002 VC-002A VG-015	<p>In a class discussion, students review the responsibilities of democratic citizenship, and then read the provided short quotes related to Canada’s global responsibilities. Students brainstorm their responsibilities to people and places outside their local community and their country (i.e., as citizens of one of the most developed, richest, and most democratic nations of the world, what kinds of responsibilities do they have toward the rest of the world? How can they show they are being responsible democratic citizens on the world stage?).</p>
		 BLM: Global Responsibilities Quotes (2 pages)
		<i>(continued)</i>
<b>Teacher Reflections</b>		

**6.4.5 Canadian Democracy in the World Context**

Assessment

Outcomes

Strategies

**Activate** *(continued)*

or



KC-004  
VC-002  
VC-002A

Collaborative groups of students review the advantages or benefits of life in Canada (as explored in LE 6.4.4). Using this list of benefits as a basis, students decide how many aspects of quality of life in Canada relate to, or begin with, the ideals of democracy (i.e., rule of law, freedom, equality, citizen participation in government, fairness, and justice). For example, they may note that the universal health care provision is based on the principle of equality— that all citizens, regardless of their income, should have the right to medical services. In a guided discussion, students consider if, how, and why democracy can make life better for citizens.



KC-004  
KI-021  
KG-047  
VG-015

**Acquire**

Using print and Internet resources as needed, collaborative groups of students develop a list of countries with which Canada has environmental, social, political, economic, or educational connections. Each group presents its list to the class, placing self-stick notes on a world map to identify the location of each identified country. Considering the world map and the many countries identified, students discuss what global interdependence means in their lives.

TIP: This activity may begin with simple connections from their daily experience (e.g., the banana I ate this morning had a sticker saying it came from Puerto Rico; my sweatshirt was made in Romania; my running shoes were made in Mexico; I have relatives in the Philippines; my camera was made in Japan; my family has a foster child in Zambia; my favourite TV program is from the U.S.; my sister is on an exchange program in France...). Encourage students to understand interdependence by trying to imagine life in Canada without any of these international connections.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: Canada's World Connections

*(continued)*

**Teacher Reflections**

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KC-004 KG-047 VC-002 VC-002A VG-015	<p>Collaborative groups of students develop a list of the ideals—the perfect standards—that true democracy strives to achieve. Possible guiding questions include:</p> <p>In a perfectly democratic world...</p> <ul style="list-style-type: none"> <li>• would some people be starving while others are overfed?</li> <li>• would children have to pay for the environmental abuses and mistakes of previous generations?</li> <li>• would some people be excluded from having a say in government?</li> <li>• would education be only for those who can afford it?</li> <li>• would dictators and armies run countries and make decisions?</li> <li>• would more money be spent on weapons than on food?</li> <li>• would countries help one another out with money and food and medicine and education?</li> <li>• would some countries control and use other countries to their own advantage?</li> </ul> <p>Once students have envisioned what the ideals of democracy mean on a global scale, they use images and words to create a visual display (e.g., poster, mural, collage...) of the ideals of democracy at work in the world. The display should creatively represent all of the basic ideals of democracy and should show examples of local actions that support global concerns.</p> <p>TIP: Review with the class the principle of the rule of law (i.e., that no individual, group, or government stands outside of or above the law, and that all people and leaders have to answer for their actions). Students are already familiar with principles of equality of opportunity, individual freedoms, full citizen participation in government, and fair legal processes and protection. In this activity, highlight the global interdependence that democratic ideals support (i.e., if all human beings are equal, individual rights and freedoms should not only be available to certain privileged countries or groups, but to all people of all countries).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.4.5 Canadian Democracy in the World Context

Assessment

Outcomes

Strategies

**Acquire** *(continued)*

or



KC-004  
KI-021  
KG-047  
VC-002  
VC-002A  
VG-015

Using print and electronic resources and the provided list, *Canadian Champions of Democracy*, pairs of students research the accomplishments of a selected Canadian citizen who has worked to support and advance democratic ideals in Canada or in the world. Students record details on the life and accomplishments of the individual they have selected, which they will use in the Applying phase of this learning experience as the basis for a simulated interview.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: Canadian Champions of Democracy

or



KC-004  
KI-021  
KG-047  
VC-002  
VC-002A  
VG-015

Collaborative groups of students create poster-sized graphic organizers illustrating Democracy in Action at various levels (i.e., personal, local community, national, global). Using a planning chart (see BLM), students first organize and record their ideas. Then, on poster paper, students create the graphic organizer, selecting images and/or illustrating their information. Posters are displayed and students discuss examples of how they can become involved in democratic processes and uphold democratic ideals in their own lives.



BLM: Democracy in Action

or



KC-004  
KI-021  
KG-047  
VC-002  
VC-002A  
VG-015

Students invite a guest speaker to the class to address the topic of human rights and freedoms in the world and the importance of pursuing and supporting democratic ideals. Following the presentation, students pose questions to the speaker, and the class may decide what they can do as a local project in support of democratic ideals in Canada or internationally.

TIP: Visit the URL below for connections to local human rights organizations (e.g., Free the Children Speakers' Bureau, Amnesty International, UNICEF Prairie Region...).



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>

*(continued)*

Teacher Reflections

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-004 VC-002 VC-002A	Collaborative groups of students read a selection of quotations about democracy. Each group comes to a consensus about three quotations they think are the most significant or true. They create a visual representation of the selected quotations, and explain to each other why they have selected these quotations. TIP: Alternatively, have students research and present quotes they find related to democracy.   BLM: Thinking about Democracy (2 pages)
or		
	KC-004 VC-002 VC-002A VG-015	<b>Apply</b> Students write their own maxim, or saying, about the meaning of democracy, and create a print or electronic presentation illustrating their idea. Presentations are shared and discussed with the class.
or		
	KC-004 VC-002 VC-002A VG-015	Collaborative groups of students develop and present a short skit representing a selected democratic ideal.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KC-004 KI-021 KG-047 VC-002 VC-002A VG-015	Students complete a Citizenship Self-Evaluation, assessing their active democratic citizenship, and reflecting on how their learning this year has contributed to their sense of citizenship and democracy.   BLM: Citizenship Self-Evaluation (2 pages)
— or —		
 	KC-004 KI-021 KG-047 VC-002 VC-002A VG-015	Collaborative groups of students create a Mind Map to illustrate how democracy can improve quality of life. Students should include specific examples of the applications of democratic ideals and of the achievements of Canadians in promoting these ideals. The Mind Map should also explain why democratic citizenship involves global responsibilities.
— or —		
 	KC-004 KI-021 KG-047 VC-002 VC-002A VG-015	Pairs of students present interviews with the “Champion of Canadian Democracy” they researched during the Acquiring phase of this learning experience. Following the interviews, the class poses questions to the individuals, who stay “in character” to answer the questions (i.e., interviewer or champion). The class discusses actions they consider to be most important and most effective as citizens in a modern, democratic, global society.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**6.4.5 Canadian Democracy in the World Context**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KC-004 KI-021 KG-047 VC-002 VC-002A VG-015	Pairs of students create a Democratic Citizenship Quiz, in which they construct a series of questions designed to help each other assess their level of commitment to the principles of democracy, their awareness of the importance of democratic ideals in Canadian life, and their sense of global responsibility. Student pairs exchange their quizzes with another pair, answer the questions, and discuss their results with their partners.  TIP: Establish parameters for the quiz, specifying the inclusion of some knowledge-based questions as well as questions that encourage students to reflect on their own attitudes toward democratic ideals.
— or —		
	KC-004 KI-021 KG-047 VC-002 VC-002A VG-015	Collaborative groups of students plan and initiate a project to encourage increased student participation in the school or the community, through student council activities or a school or community project.  TIP: Guide the students in selecting a project by brainstorming a list of current issues in which they would like to have a voice. Encourage students to emphasize active participation and to establish their own collective decision-making process for the activity. Projects may range from writing a letter, to making a school-wide announcement, to attending a parent council meeting, to initiating a community or environmental action project.
<b>Teacher Reflections</b>		

**Cluster 4—Connecting and Reflecting**

Using their “Canada Today” portfolio, students reflect on the ideals, responsibilities, and rights of our democratic country, and describe examples of how their personal choices and actions reflect the ideals of democracy as well as active, responsible citizenship.



6.4.5 BLM: Cluster 4—Connecting and Reflecting  
g

---

**Teacher Reflections**