

Canada in the Contemporary World

Diversity and Pluralism in Canada

**GRADE
9**

**1
CLUSTER**





Cluster 1

Learning Experiences: Overview

9.1.1 A Profile of Canada

KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.

Include: political boundaries, capital cities, population clusters, regions.

KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.

Examples: immigration, birth rate, life expectancy, urbanization...

VI-005 Appreciate Canadian cultural pluralism.

VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

VI-005F Be willing to support the vitality of their French language and francophone culture.

9.1.2 Human Rights

KC-001 Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.

Include: basic, citizenship, and legal rights.

KC-004 Describe contributions of Canadians whose social and political actions have promoted human rights.

KH-031 Identify significant events in the development of human rights in Canada.

KH-032 Describe ways in which the status of women in Canada has changed since the early 20th century.

Include: Bill C-31 and the status of Aboriginal women, suffrage.

VH-008 Appreciate the efforts of Canadians who have helped to promote human rights.

9.1.3 Living Together in Canada

KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.

KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.
Include: effects on their local community.

KC-003 Describe the criteria for becoming a Canadian citizen.

KI-016 Describe factors that shape personal, regional, and national identities.
Include: media influences.

KP-043 Give examples of diverse approaches to conflict resolution.

VP-014 Value non-violent resolutions to conflict.

9.1.4 Pluralism and Integration

KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.

KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Include: Aboriginal residential schools, language laws.

KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

KI-018F Evaluate effects of language and education laws on their francophone community.

KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

KH-030 Describe social and cultural injustices in Canada's past.
Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...

VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

9.1.5 Expressing Who We Are in Canada

KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
Include: decision making, perspectives, identity, culture.

KI-020A Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.

KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures.

KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.
Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...

VI-004 Be willing to consider diverse social and cultural perspectives.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.



Engaging Students in the Cluster

- Create a wall map display of physical and human geographical information.
- Display graphs indicating ethnic origins of Canadians.
- Create a “Before and After” collage displaying ‘faces’ of Canada before the big waves of international immigration, and after the waves.
- Create a pictorial display of famous Canadians involved in work, sports, the arts, international projects, and so on.
- Using a map of the world, mark/indicate the immigration connections for students within the class.
- Display a satellite photo illustrating the lights of Canada at night.
- Create a display of print materials about human rights issues in Canada.
- Create a pictorial display depicting varying cultural images of Canada along with headlines indicating emotional positions about the images.
- Create a “mental geography” quiz based on geographical features of Canada.
- Create a display illustrating natural features of Canada. (Tip: calendars are a good source for these images.)
- Using brainstorming, have students articulate what they would expect to see on an east to west, or north to south trip across Canada.
- Display copies of the Canadian Charter of Rights and Freedoms, and the United Nations Universal Declaration of Human Rights.

Learning Experiences

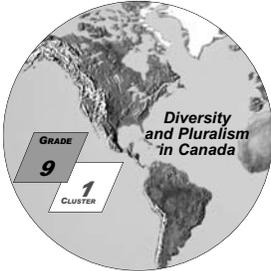
9.1.1 A Profile of Canada

9.1.2 Human Rights

9.1.3 Living Together in Canada

9.1.4 Pluralism and Integration

9.1.5 Expressing Who We Are in Canada



9.1.1 A Profile of Canada

- KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada.
Include: political boundaries, capital cities, population clusters, regions.

- KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
Examples: immigration, birth rate, life expectancy, urbanization...

- VI-005 Appreciate Canadian cultural pluralism.

- VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.

- VI-005F Be willing to support the vitality of their French language and francophone

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Canada's social, political, and economic character has been and continues to be influenced by its pervasive geographic and cultural diversity.

Description of the Learning Experience

Students review and consolidate their knowledge of Canadian physical and human geography, construct maps and charts, and analyze demographic trends in contemporary Canada.

Vocabulary: physical geography, human geography, demography, demographics, cultural pluralism (See Appendix E for Vocabulary Strategies.)

Note: It would be useful, in this opening learning experience, to begin the creation of a wall timeline from 1900 to the present day. Over the course of the year, students may add chronological markers representing people, events, ideas, and significant changes that have shaped Canada and its place in the contemporary world during this period. Note that the Grades 5, 6, and 8 social studies curricula place significant emphasis on understanding, creating, and interpreting timelines. Grade 9 students should already have had substantial experience with timelines.

See Appendix A: Skills Assessment, 7d: Creating Timelines on page A39 for more information on creating timelines.

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
	KL-024 KH-029 VI-005 VI-005A	<p>Activate</p> <p>Students complete the first two columns of a KWL Chart about the physical geography, human geography, and demography of Canada. They discuss their questions with a partner, exchanging ideas about what they know and want to learn about the distinguishing elements of Canada as a country.</p> <p style="text-align: center;">  BLM: KWL Chart: Geography of Canada </p>

(continued)

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
 	KL-024	<p>Activate <i>(continued)</i></p> <p>Using a Canadian atlas, students are given two to three minutes to observe physical, political, or thematic maps of Canada. At a pre-arranged signal, they close their atlases and create freehand drawings of a mental map of the country, following the instructions in BLM 9.1.1b. Students then compare their mental map with that of a partner, exchanging ideas about what their maps tell them about their perspectives of Canada.</p> <p>TIP: Students will require graph paper to assist them with proportions. After they have drawn their maps, students may use the chart provided in the BLM to self-assess their map. Ideally, this activity should be repeated at the end of the term/year. Following the activity, students’ maps should be retained in a file so that, later in the year, the activity may be repeated and the maps compared. Students may then assess how their mental maps have changed over the course of their study of contemporary Canada.</p> <p> BLM: A Mental Map of Canada (2 pages)</p>
	KL-024 KH-029 VI-005 VI-005A	<p>Collective groups of students share an atlas of Canada to prepare a series of questions for a “Get to Know Your Atlas” activity. Each group prepares a series of 10 questions about the physical geography, human geography, and demography of Canada. They also prepare an answer key indicating the atlas page number in which they found the answers to their questions. Groups exchange their quizzes, and proceed to find the answers to the questions. After a designated period of time, groups verify their answers, and the class discusses what they have learned about finding information in the atlas.</p> <p>TIP: Sample questions: What are eco-zones and how many eco-zones are there in Canada? In which province or territory is the population growing most rapidly? How many major national and provincial parks are there in Newfoundland and Labrador?</p> <p>Allow a specified period of time to create the questions and to find the answers. Remind students to use the index, table of contents, glossary, statistics charts, and map titles to quickly locate information.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students generate hypotheses about the meaning of demography, consulting a dictionary or other references to verify the accuracy of their predictions. Using poster paper, each group creates a Concept Overview, including examples of the elements of demography (population size, growth, density, and distribution, as well as population characteristics such as age, marital status, language, ethnicity, culture, religion, income, gender). Each Concept Overview should include an example of a true statement about a distinguishing element or a trend in Canadian demographics. Groups present their Concept Overviews to the class, and the class discusses which elements of Canada’s demography they consider to be the most significant.</p> <p>NOTE: Students have been introduced to demographic factors such as population distribution and density in Grade 7. Ask students to consider the significance of Canadian demographics, including ethnic and cultural diversity, in relation to the defining characteristics of the nation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Concept Overview: Demography</p>
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Pairs of students carry out a Sort and Predict activity in which they classify the elements that are studied in physical geography and the elements that are studied in human geography. In a general class discussion, the distinction between the two concepts is clarified and students share examples of what they know about the characteristics of Canada’s human and physical geography.</p> <p>TIP: Students have been introduced to the concepts of human and physical geography in Grade 7. This activity offers the opportunity to review and consolidate these concepts and clarify misconceptions.</p> <p> BLM: Sort and Predict</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-024 KH-029 VI-005 VI-005A	<p>Referring to population charts and maps in an atlas or on the Statistics Canada website, collaborative groups of students gather current statistics to generate five “true-or-false” statements about Canadian demography (i.e., population distribution, languages, ethnic or cultural groups, immigration rates, rural and urban populations, birth rates, life expectancy, age...). Students present their five statements to the class, and invite them to guess whether each statement is true or false. The class discusses the distinguishing characteristics of the Canadian population, considering characteristics such as cultural pluralism, population density, and urbanization.</p> <p>TIP: Ask students to consider some of the social and economic consequences of demographic change in Canada during the general discussion part of this activity. Encourage students to apply their knowledge of Canadian history from Grades 5 and 6 to help them recognize some of the major population changes that have taken place over time.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KL-024 KH-029	<p>Using their previous knowledge of Canadian history, collaborative groups of students decide upon two to four significant developments since 1900 that have shaped Canada as a modern nation. Each group presents their selected events and explains to the class why they consider them to be important. The class decides which events they wish to use as chronological markers for the wall timeline, and each group is assigned the task of creating a reference marker (e.g., political cartoon, headline, annotated illustration...) for one of the selected “turning points” in modern Canada. The markers are affixed to the timeline as a reference, and may be used as models for subsequent additions to the timeline.</p> <p>TIP: Help students to focus on elements of political change, cultural change, and population change; provide them with some key words as needed to help them get started on ideas (e.g., Nunavut, 1999; the Great Depression, 1930s; repatriation of the Constitution, 1982...). Encourage groups to consult reference sources as needed to verify dates or details and events. This activity will help assess students’ prior knowledge, and will also help orient the study of contemporary Canada by reviewing key developments.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<p>Teacher Reflections</p>		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
 	KL-024 KH-029 VI-005 VI-005A	<p>Acquire</p> <p>Students consult the current Canada Year Book in print or at the Statistics Canada website to gather demographic data from the most recent national census. Using their gathered data, students create charts or graphs to represent current population characteristics and trends (e.g., population growth rates, birth rates, life expectancy, immigration, emigration, family size, age pyramids...). Students share their charts in collaborative groups, exchanging information to arrive at a global portrait of the Canadian population, and generating hypotheses about the factors that influence population change.</p> <p>TIP: Different groups of students may be assigned different populations' characteristics to examine and present. Encourage students to consider possible effects of current trends (e.g., consequences of an aging population or a decreasing birth rate), and to predict future patterns in population change based on their research.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		or
		
or		
	KH-029 VI-005 VI-005A	<p>Collaborative groups of students gather news articles or editorials regarding current trends in Canadian demographics (e.g., aging population, decreasing birth rate, increasing cultural diversity, increased longevity, immigration, emigration...). Each group selects one article to examine more closely, and uses the provided template to prepare an article analysis to share with the class. Following the presentations, the class discusses factors that influence population change, and generates hypotheses about the possible long-term effects of current demographic trends.</p> <p> 9.1.1 f BLM: Analyzing a News Article</p>

(continued)

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-024 KH-029 VI-005 VI-005A	<p>Students consult Statistics Canada’s <i>Canada Year Book</i> or website, or other sources, to gather data about the changing ethno-cultural composition of the Canadian population in the 20th century. Students record the data they collect in a spreadsheet, in which they compare population data over the decades from 1901 to the most recent census. Students interpret the data they have gathered and generate a list of factors that influence the changing population composition (i.e., immigration, emigration, birth rate, life expectancy, health care, epidemics, war...). In a plenary class discussion, students record a list of factors that influence demographic change.</p> <p>TIP: Encourage students to make connections to historical events as they interpret patterns in Canadian population since the beginning of the 20th century. Review key 20th-century chronological markers with the class as determined in the Activating strategies (e.g., World War I and II, major waves of immigration, Québec referenda, Terry Fox run across Canada...). Have students create markers for the wall timeline, illustrating major demographic changes or developments. Collaborative groups of students may also represent demographic change on a map of Canada. As well, students may use their data to create illustrated markers for the wall timeline, depicting population turning points, as shown below.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 45%; text-align: center;"> <p>1901 - 1911 <i>Immigration Decade</i></p> <p><i>Largest influx of immigrants in Canadian history: 1,550,000</i></p>  </div> <div style="border: 1px solid black; padding: 10px; width: 45%; text-align: center;"> <p>1941 - 1951 <i>Baby Boom Decade</i></p> <p><i>Most births in Canadian history: 3,186,000</i></p>  </div> </div>
<i>(continued)</i>		
Teacher Reflections		



Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	<p>KL-024 KH-029 VI-005 VI-005A</p>	<p>Collaborative groups of students each represent one of the six main physical regions on an outline wall map of Canada. Groups plan and create a collage of images, symbols, statistics, or colour codes to creatively illustrate distinguishing characteristics of the physical and human geography of their assigned region. The map should include:</p> <ul style="list-style-type: none"> • features of the natural environment • political divisions • population clusters • ethnic composition of the population • modern demographic trends <p>Students may also choose to include other features of the geography and demographics of their assigned region (e.g., vegetation, environmental pollution, languages, population density, age, immigration...).</p> <p>NOTE: Students were introduced to the physical regions of Canada in Grade 4 (i.e., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence–Great Lakes Lowlands, Atlantic Region, Arctic Region). In Grade 5, they located on a map of Canada the major physical regions, vegetation zones, and bodies of water (5-KL-015), and in Grade 6 they located on a map of Canada the provinces, territories, and capital cities (6-KL-024). In this activity, they are consolidating all this knowledge with additional information about demography.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>It is not necessary to do this activity as a collective wall map; it may also be done as a GIS mapping activity, in which each group selects the sets of data they wish to include in their regional map and determines how it will be represented on the map. Each group may then present their electronic map to the class.</p> </div>
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	Using an atlas or other print or electronic resources, pairs or triads of students select a set of four or five significant facts or patterns related to a theme in Canadian geography or demography. They prepare an illustrated poster, including a map of Canada to locate the elements they have selected, as well as images or symbols to create a clear visual representation of the elements they have selected. Posters are displayed and students circulate to view them. In a guided plenary session, students discuss which elements of Canadian geography and demography they consider to be the most significant.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
Apply		
	KL-024 KH-029 VI-005 VI-005A	Using an outline map of Canada, students create an individual map that portrays what they see as the distinguishing characteristics of Canada’s geography and demography. Maps should include a title and legend, political boundaries, the capitals and major population clusters, and the physical regions. The maps need to clearly and creatively represent at least two other distinctive elements of Canadian geography and population. The maps are shared in collaborative groups, in which students view and compare the elements selected and assess the clarity and creativity of the maps.
<div style="border: 1px solid black; padding: 5px;">  This may be done as a GIS mapping activity, followed by electronic presentations. Develop with the class a set of descriptive criteria for the maps before students begin their work. </div>		
 BLM: Outline Map of Canada		
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-029 VI-005 VI-005A	Pairs of students create an illustrated Mind Map showing factors that influenced changing demographic patterns in Canada in the 20th century (e.g., immigration, emigration, birth rate, life expectancy, and significant historical events such as wars and geopolitical changes...). Mind Maps are displayed and students circulate in a Carousel activity to view them. Students may be asked to complete an Exit Slip describing how they would “define Canada” using the geographic and demographic knowledge they have acquired.
or		
 	KL-024 KH-029 VI-005 VI-005A	Collaborative groups of students prepare a multimedia presentation representing the distinguishing elements of Canada’s physical and human geography, as well as Canadian demographics. The presentation should include a map of Canada and present both facts and opinions related to Canada’s geography and demographics, including the causes and effects of population change in modern Canada. Following the presentations, observers may be asked to identify and respond to both the facts and opinions stated by the presenters. The class may engage in a discussion about possible future trends related to geography and demographics.
or		
 	KL-024 KH-029 VI-005 VI-005A	Students prepare a persuasive speech presenting what they consider to be the single most significant and defining element in Canadian geography and demographics today. Students should justify their positions using facts and reasonable arguments, and use a map of Canada as a visual support in their presentation. Following the speeches, the class engages in a discussion in which students attempt to agree on the most significant and defining element of modern Canadian geography and demography.
or		
 	KL-024 KH-029 VI-005 VI-005A	Pairs of students use print and electronic resources to prepare a scrapbook of news clippings, photographs, and quotations from well-known Canadians expressing diverse points of view about geographic diversity and cultural diversity as defining elements of Canada. Pairs present their scrapbooks to another pair, discussing the parallels between Canadian geographic and cultural diversity, and considering the importance of conserving both.
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

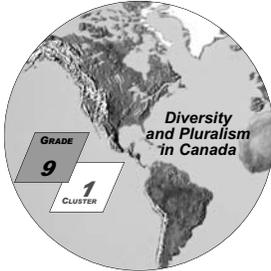
Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-029 VI-005 VI-005A	<p>Collaborative groups of students prepare and administer a survey to discover what members of their school community know or believe about the distinguishing characteristics of Canada’s physical geography, human geography, and demography. Students record and interpret their results, and prepare a summary report detailing their conclusions to the class. In a general class discussion, students draw conclusions based on their findings.</p> <p>TIP: Guide students in the creation of their surveys by first generating sample questions together as a class, explaining to students the need to construct clearly articulated questions, and to restrict the number of ambiguous, open-ended questions. The questionnaire may take the form of “Myth or Reality” statements about Canadian geography. Encourage students to pose the questions to a diverse group of respondents (i.e., age, sex, cultural background...) and to include a specified minimum number of participants. Students may present their findings in a graph or chart format.</p>
or		
 	KL-024 KH-029 VI-005 VI-005A	<p>Students use the provided self-assessment chart to gauge their knowledge of Canadian geography and demography, and their appreciation of cultural pluralism as a distinguishing characteristic of Canada. Students may retain their self-assessment in a learning portfolio to be revisited at the end of the year/term. This end-of-year/-term revisit allows students to consider how they may define Canada differently, and what knowledge they have gained of Canada’s distinguishing characteristics through their studies.</p> <p>TIP: Students may also be given an outline map of Canada, on which they indicate as many geographic elements as possible without the aid of an atlas. They may then verify their maps with an atlas to assess their accuracy and completeness. Develop with the class a checklist of significant geographic elements to be included (e.g., provincial and territorial capitals...) before asking students to complete their maps. Students may be asked to obtain a signature from one other student and from the teacher as verification of their knowledge.</p>
		 BLM: Self-Assessment Chart: Geography and Demography <i>(continued)</i>
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	<p>KH-029 VI-005 VI-005A</p>	<p>Students complete the final column of the KWL chart they began in the Activating phase of this learning experience, summarizing their learning. They pair up to share what they have learned and to discuss whether they have been able to answer some of the questions they posed at the outset of this learning experience.</p> <p>TIP: To help students be specific in their reflections as they complete the KWL chart, encourage them to focus on what they can do now that they could not have done at the beginning of the learning experience.</p>
— or —		
	<p>KH-029 VI-005 VI-005A</p>	<p>Collaborative groups of students select one geographic or demographic issue they explored during the analysis of a news article in the Acquiring phase of this learning experience. Students engage in a team deliberation in which they explore differing positions on their selected issue. After all groups have presented to the class a consensus statement on their deliberation topic, engage students in a general discussion about their views of the importance of geography and demography in defining Canada.</p> <p>TIP: Refer to Teacher Note 1 (TN-1) for information on this strategy. This activity may also be carried out as a parliamentary debate on a topic related to Canadian geography and demography. For example:</p> <ul style="list-style-type: none"> • <i>Be it resolved that Canada is simply too vast to ever be a unified country.</i> • <i>Be it resolved that Canada should limit immigration in order to develop a more cohesive cultural identity.</i> <p>Note that team deliberation, unlike a formal debate, encourages cooperative learning and the consideration of diverse perspectives—without creating an adversarial situation. There are no winners or losers in a team deliberation.</p>
		 <p>Appendix H: Teacher Notes: Team Deliberation (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.1 A Profile of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-024 KH-029 VI-005 VI-005A	<p>As a class, students consider and discuss the following statement: <i>Canada has traditionally been described as having six distinct regions demarcated, more or less, along provincial boundaries:</i></p> <ol style="list-style-type: none"> (1) <i>Atlantic Canada (Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador)</i> (2) <i>Québec</i> (3) <i>Ontario</i> (4) <i>The Prairie West (Manitoba, Saskatchewan, Alberta)</i> (5) <i>British Columbia</i> (6) <i>The Far North</i> <p>Students then participate in a six-station Carousel activity. Six large sheets of chart paper are posted around the class, along with a selection of current newspapers and news magazines, and an outline map of Canada. Each chart paper is clearly labelled as one of the six political regions listed above. Divided into six groups, students begin at one station, adding ideas, descriptions, images, or headlines to the chart paper. At regular intervals, students circulate through the other stations and build on ideas of previous groups. When completed, the chart paper collages are gathered and posted side by side. The resulting collages should present a clear overview of the defining characteristics of each region, even with the titles of the regions removed. Students view the completed collages and discuss the role of the media in portraying defining elements of each of the regions, as well as their own impressions of Canadian regions.</p>
or		
	KL-024 KH-029 VI-005 VI-005A	<p>Collaborative groups of students create a “Defining Moment” marker for the wall timeline, using the format of a news bulletin or a political cartoon. The Defining Moment should include a description of a change to the political map of Canada, a significant cultural development, or data relating to a demographic change or trend. Each group affixes their marker to the wall map and must be prepared to defend the significance of their selected event, person, idea, or change as a defining feature of Canada as a modern nation.</p>
<p>Teacher Reflections</p>		



9.1.2 Human Rights

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. <i>Include: basic, citizenship, and legal rights.</i>
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.
KH-031	Identify significant events in the development of human rights in Canada.
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. <i>Include: Bill C-31 and the status of Aboriginal women, suffrage.</i>
VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.

Enduring Understanding

The Universal Declaration of Human Rights acknowledges that every human being is entitled to be treated with dignity, and to enjoy basic privileges and freedoms, including security, quality of life, and equality of opportunity. These principles are supported by Canadian democracy and have been upheld by the social and political actions of many Canadians.

Description of the Learning Experience

Students learn about the Universal Declaration of Human Rights and discuss its implications. They research significant events and people in Canada related to the promotion of human rights, and create a collective timeline of the history of human rights in Canada.

Vocabulary: universal human rights, inalienable, indivisible, and interdependent rights, basic rights, citizenship rights, legal rights, civil rights (See Appendix E for Vocabulary Strategies.)

Note: Students were introduced to the concept of universal human rights in Grade 7. The topic of human rights may be approached in the following ways, among others:

- As an optimistic story of continuous human progress
- As a tale of the injustices that humans have perpetrated on one another
- As a sequence of heroic and valiant efforts on the part of certain outstanding individuals

If teachers wish to seriously engage students in discussions about universal human rights, questions of diversity and equity are at the heart of the topic. This means that students may need to examine questions that involve distinctly controversial issues (e.g., gay and lesbian rights; right to death and assisted suicide; abortion and right to life; ethical decisions regarding medical treatments; religious beliefs and customs; criminal rights; security and racial profiling; censorship and freedom of speech; questions of sexuality, religion, violence, or ethnic identities...).

Rather than proposing controversial issues for student consideration, it is advisable to follow the students' lead on topics that interest or concern them, communicating with parents about topics as necessary. Teachers need to remain aware of community values or sensitivities when exploring these topics. For further guidelines, refer to "Dealing with Controversial Issues" on page 16 of this document.

Over the course of several learning experiences, students will consider human rights issues related to ethnicity (or race) and language, including incidents of injustice in Canadian history. LE 9.1.2 focuses primarily on helping students understand the guiding principles and implications of fundamental human rights.

Finally, the most important thing to be aware of when addressing the topic of rights is the idea that the act of teaching is a form of politics, as expressed by Paulo Friere:

"This is a great discovery, education is politics! After that, when a teacher discovers that he or she is a politician too, the teacher has to ask, "What kind of politics am I doing in the classroom?" – Paulo Freire, *A Pedagogy for Liberation*

9.1.2 Human Rights

Assessment	Outcomes	Strategies
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Activate</p> <p>Students prepare an Admit Slip on the topic of human rights, and arrive in class prepared to share their ideas. Possible assigned topics for the Admit Slip include:</p> <ul style="list-style-type: none"> • What have Canadians contributed to human rights? • What do you consider to be the most important human right? • What do you see as an important event in Canada related to human rights? • In what area does Canada still have a lot to accomplish in human rights? • Why are human rights important? • Bring to class a news item or article related to human rights in Canada today. <p>Students are placed in collaborative groups to share their ideas, and to create a web that both summarizes their ideas and shows the links and key ideas that emerged in their discussion. Groups share their webs and the class discusses the importance of human rights.</p>
	<p style="text-align: center;">or</p>	<p>Students are presented the following celebrated statement by anthropologist Margaret Mead:</p> <p style="text-align: center;"><i>“Never doubt that a small group of committed individuals can change the world: indeed, it’s the only thing that ever does.”</i></p> <p>In a general discussion, students are asked to consider whether they believe this statement to be true, citing, if possible, examples of people they know of who have effected significant change regarding human rights. The names and accomplishments are recorded on chart paper and retained as possible topics for further research. In a general class discussion, students discuss the role of prominent Canadians and less well-known Canadians (including local community figures) in the promotion of human rights.</p> <p>NOTE: Students may also be invited to carry out a survey in which they present the Margaret Mead quotation to respondents and ask whether they believe this statement to be true with respect to human rights.</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		

9.1.2 Human Rights

Assessment	Outcomes	Strategies	
Activate <i>(continued)</i>			
— or —			
	KC-001	<p>Students view a short video clip (e.g., a Historica Minute or a news report) regarding a contemporary or historical Canadian who has promoted human rights by her or his social and political action. Following the viewing, students discuss and brainstorm what they believe to be Canada’s most significant accomplishments related to human rights. For example:</p> <ul style="list-style-type: none"> • Status of women • Freedom of speech • Legal guarantees • Historical reparation programs • Immigration policies • Treatment of prisoners • Equality of opportunity for persons with disabilities • Anti-racism and anti-discrimination policies • Minority language protection • Recognition of Aboriginal rights • Gay and lesbian rights • Responsible government • Religious freedom • Banning of capital punishment <p>NOTE: Consider using these Historica Minutes:</p> <ul style="list-style-type: none"> • Agnes MacPhail (women in Parliament, penal reform) • Baldwin and Lafontaine (anglophone-francophone cooperation) • Emily Murphy (rights of women as persons) • Étienne Parent (anglophone-francophone relations) • Hart and Papineau (religious tolerance) • Nellie McClung (women and the vote) • Responsible Government • J.S. Woodsworth (old age pensions) • Underground Railroad (assistance to African Americans escaping slavery in the 1850s) • Jennie Trout (women in medicine) • John Humphrey (declaration of human rights) • Jackie Robinson (racial colour barrier in sports) • Lucille Teasdale (international aid to Africa) • Pauline Vanier (support for refugees and displaced persons during WWII) <p>Also consider using the “Living History” video series by Paul B. Hunt. This series features interviews with individual Canadians who have been involved in human rights issues (e.g., Aboriginal residential schools, women as persons, immigrant experiences, Japanese internments...). Order online at <www.distributionaccess.com>, or Toll-Free at 1-888-440-4640.</p> <p>There is also a CBC clip featuring George Erasmus commenting on injustices by the Catholic Church, re: residential schools, available at <http://archives.cbc.ca/IDC-1-73-516-2442/politics_economy/erasmus/clip6>.</p> <p>This is part of a series of clips and includes only cursory information regarding Erasmus’ role as a champion of Aboriginal rights.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>	
	KC-004 KH-031 KH-032 VH-008		
<i>(continued)</i>			

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Using as many copies of BLM 9.1.2a as needed for the number of groups, cut the listed events into separate strips without the date. Collaborative groups of students are given a fixed period of time to try to place their strips in chronological order, consulting human rights websites or other sources as needed. In a general class discussion, groups verify and correct their chronological order, and generate questions for further research about specific events in the timeline that interest them.</p> <p>TIP: Encourage students to add additional events to the timeline as they discover them. This activity is intended to provide a brief introduction to the chronology of human rights in Canada, and to activate students’ prior knowledge. More detailed study of selected topics or events will occur in the Acquiring phase of this learning experience. Alternatively, have groups select at random a designated number of events, and carry out an Internet treasure hunt to find out the date and details of these events, using the human rights website cited below.</p> <p>NOTE: The timeline is not exhaustive and only includes events that support or advance human rights. Explain to students that provincial legislation supporting human rights was enacted at different times in different provinces.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Timeline of Human Rights Development in Canada (4 pages)</p>
	— or —	
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Using Think-Pair-Share, students read the provided preamble to the Universal Declaration of Human Rights, underlining key ideas and stating briefly in their own words what the preamble means. Pairs exchange their ideas and consider what they can do to recognize the “inherent dignity and equal and inalienable rights of all members of the human family.” Each pair presents their version of the preamble and their examples of respectful actions to the class. As a class, students discuss why respect for universal human rights is important.</p> <p>TIP: Students may use this Activating strategy as an opportunity to generate questions for later research into the history and background of the Universal Declaration of Human Rights.</p> <p> BLM: Preamble to Universal Declaration of Human Rights</p>
Teacher Reflections		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	<p>KC-001 KH-031 KH-032</p>	<p>Collaborative groups of students brainstorm a list of all the rights that people have, organizing them into categories that include basic rights, citizenship rights, legal rights, equality rights, and other titles they may wish to create on their own. Groups compare their lists and note similarities and differences, discussing which types of rights they consider to be the most important.</p>
— or —		
	<p>KC-001</p>	<p>Students bring to class examples of handbooks that list the rights of members of particular groups or communities (e.g., sports teams, schools, classrooms, professional groups, community groups, consumer groups...). Working in collaborative groups, students compare and contrast the rights of the various groups, discussing which types of rights they consider to be the most fundamental.</p>
— or —		
	<p>KC-001 KC-004 VH-008</p>	<p>Students listen to songs related to human rights, with some examples provided by the teacher and others contributed by the class. Students respond to the lyrics of the songs and discuss the role of music in the human rights movement among citizens of Canada and the world. The class may choose to create a collective list or bulletin board of Canadian musicians, singers, and performing artists who have contributed to the human rights movement.</p> <p>NOTE: Refer to BLM 9.1.2c for a list of suggested songs, including Canadian and international examples.</p> <p> BLM: Songs for Human Rights</p>
<p>Teacher Reflections</p>		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
	<p>KC-001 KC-004 KH-031 KH-032 VH-008</p>	<p>Acquire</p> <p>Collaborative groups of students read aloud the full text of the Universal Declaration of Human Rights, sharing responsibility for the preamble and the 30 articles and stopping to clarify points as needed. Following the reading, each group uses chart paper to create a summary of the universal rights, classifying each of the articles under one of the following categories:</p> <ul style="list-style-type: none"> • Basic Rights: often divided into economic rights (work, living conditions) and social rights (education, health) • Political Rights: rights that pertain to participation in decision making and governance • Civil Rights (citizenship rights): rights that pertain to the freedom, security, and legal protection of citizens • Equality Rights: rights that protect citizens from unfairness and discrimination • Cultural Rights: rights that pertain to cultural beliefs and practices, including religious freedom and linguistic rights <p>For each of the categories, students record on chart paper examples of how they exercise these rights in their daily lives. Groups present and discuss their charts with the class.</p> <p>NOTE: As all human rights are interdependent, it may be challenging to classify them, but it will encourage discussion. Encourage students to develop an icon or symbol to represent each of the groups of rights, showing that they are indivisible and interdependent. Groups may use their work to create illustrated posters about the articles of human rights, including examples of school, community, and national applications, to display in the school hallway as part of a human rights awareness campaign.</p> <p> BLM: Universal Declaration of Human Rights (4 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KH-031 KH-032 VH-008	<p>Using print and electronic resources, students research the history and significance of the Universal Declaration of Human Rights. They create a Mind Map that uses their research to explain the background, principles, and importance of human rights.</p> <p>TIP: Establish criteria for the elements to be included in the Mind Map before students begin their research. For example, the Mind Map should</p> <ul style="list-style-type: none"> • explain why and how the Universal Declaration of Human Rights came into being • define the terms universal, inalienable, indivisible, and interdependent as the basic principles of the Declaration • describe the international role or importance of the Declaration <p>The Mind Maps should also include images that relate to the application of the principles of universal human rights, or examples of types of rights. These criteria may serve as a note-taking frame for students as they gather information. Students may also read the background information included in BLM 9.1.2e.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 9.1.2 e BLM: Background Information: Universal Declaration of Human Rights (3 pages)</p>
or		
 	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students use the provided list to select a Canadian whose social or political action promoted universal human rights. Consulting print and electronic sources as needed, they prepare a short biographical study of their selected individual, focusing on the involvement and significance of that individual in advancing the cause of human rights.</p> <p>TIP: The suggested list is not exhaustive. Encourage students to discover other individuals, including local people, whose actions have contributed to the recognition of human rights.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 9.1.2 f BLM: Canadian Contributors to Human Rights</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	<p>KC-001 KC-004 KH-031 KH-032 VH-008</p>	<p>Students are presented with the following quote:</p> <p><i>“For me to live a full human life, my neighbours must be just as free as I am. Their freedom is my freedom, their equality is my equality, their dignity is my dignity. Freedom is indivisible, human rights are universal.”</i></p> <p>R. Gordon L. Fairweather, Chairman, Human Rights Commission, quoted by Andrew Brewin, House of Commons, Ottawa, 8 December 1978</p> <p>In response to this quote, students compose a persuasive text explaining why human rights are universal, indivisible, inalienable, and interdependent. The text should be supported by examples of people, ideas, or events related to human rights in Canada (e.g., the changing of immigration laws, amendments to the Indian Act, women’s rights, disabled rights, social security programs, inclusive education, universal health care...).</p> <p>TIP: Students may choose to write this article from the perspective of a member of a group that has experienced marginalization or exclusion, or may focus on the benefits resulting from increased recognition of the universality of human rights. Encourage students to become aware of examples of the systemic or indirect exclusion of certain individuals or groups from equality of opportunity with respect to quality of life (e.g., people with disabilities, women, Aboriginal people, war-affected children, senior citizens...). Encourage students to take note of society’s responsibility to take special measures to ensure that certain groups have full access to the same quality of life as other citizens.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Pairs or small groups of students select an event in the timeline of Canadian involvement in human rights in order to carry out further research. They may use BLM 9.1.2a: “Timeline of Human Rights Development in Canada” for suggested events, or consult the Human Rights in Canada website (see URL below). Groups create an illustrated news bulletin or report on their selected event to share with the class by affixing it at the appropriate spot on the wall timeline. After all students have viewed the wall timeline, they exchange ideas and questions about significant milestones in Canadian human rights history.</p> <p>TIP: It may be useful to develop a template for timeline markers with the students before they begin their research (refer to BLM 9.1.2g for a suggested model). Invite students to use a colour code or symbol to indicate how the marker deals with human rights, as additional markers on other themes will be added to the timeline over the year.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: A Human Rights Milestone for Canadians</p>
	— or —	
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students invite and listen to a guest speaker who represents an organization that promotes the recognition of basic human rights, particularly for groups who may be marginalized or excluded in Canadian society. Examples include:</p> <ul style="list-style-type: none"> • Society for Manitobans with Disabilities • Canadian National Institute for the Blind • Age and Opportunity • community anti-poverty groups • antiracism groups • Manitoba Human Rights Commission • Manitoba Association for Rights and Liberties • Free the Children • UNICEF • International Centre representing new immigrants <p>Following the presentation, students pose questions to the speaker, later discussing the responsibilities of citizens toward marginalized groups in respect to supporting the principles of universal human rights.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students gather news articles or editorials pertaining to current human rights issues that affect or involve Canadians. Students carry out an analysis of the article following the model suggested in BLM 9.1.2h. Students gather in collaborative groups to share and discuss the articles and their implications, focusing on the responsibilities of Canadian citizens that are related to an acceptance of the principles of the Universal Declaration of Human Rights.</p> <p>TIP: It may be useful to model this activity by asking students to analyze an article as a group before proceeding to individual article analyses. Students may retain articles for their portfolio.</p> <p> BLM: Article Analysis (2 pages)</p>
or		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Collaborative groups of students prepare a series of questions to be used in a survey of people in the community about attitudes toward basic human rights in the Canadian context. Sample questions include:</p> <ul style="list-style-type: none"> • Do you think disabled people in Canada are given a fair and equal chance to succeed in the workplace? • Do you feel that Canadian citizens should be more willing to make concessions or sacrifices in order to support the human rights of groups that have been in the past excluded from full participation in society? • Which of the following groups do you feel are most in need of government and citizen support for basic human rights? <ul style="list-style-type: none"> – homeless people – single mothers – Aboriginal people – people with disabilities – gay and lesbian people – recent immigrants <p>Students record their survey data and prepare a summary of their interpretation of the results.</p> <p>TIP: Establish with the students a set of guidelines for preparing and conducting a survey before they begin (refer to BLM 9.1.2i for suggestions). The members of each collaborative group should conduct the same survey and combine their responses for analysis after they have gathered the necessary data. This will give them a larger sampling.</p> <p> BLM: Conducting a Survey</p>

9.1.2 Human Rights

Assessment	Outcomes	Strategies
 	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Apply</p> <p>Collaborative groups of students design and create a display for the Canadian Human Rights Museum, providing an interactive tour that highlights the events, persons, and ideas that they have researched in this learning experience. Students invite other classes in the school, parents, or community members to view their displays and engage in dialogue about the history of human rights in Canada.</p> <p>TIP: Develop with students a set of descriptive criteria for their displays and presentations before they begin to design them. Following the gallery displays, allow time for students to evaluate their own and others' displays and to reflect on their learning. The exhibit may include displays such as a Canadian Human Rights Hall of Fame, summarizing their research into the achievements of Canadians in the advancement of human rights.</p>
		or
		 
or		
 	KC-001 KC-004 KH-031 KH-032 VH-008	

(continued)

Teacher Reflections

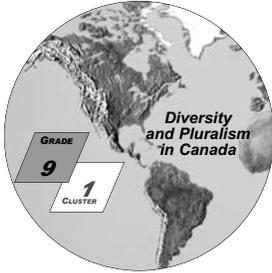
9.1.2 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students write a song, ballad, or poem about an important event or person in the history of human rights in Canada. Their creations may be shared in a human rights themed school assembly or coffee house, inviting parents and community members.</p> <p>TIP: The presentation may be part of a human rights awareness campaign in the school or community. It may be organized to coincide with December 10 (International Human Rights Day), March 21 (Anti-Racism Day), or another related commemorative day.</p>
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Students select a human rights issue identified by a non-governmental organization (NGO) such as Amnesty International or Human Rights Watch, and become involved in a letter-writing campaign to support the organization. This would involve contacting the sponsor organization, gathering and disseminating research, writing letters, and soliciting the participation of other community members in the letter-writing campaign.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-001 KC-004 KH-031 KH-032 VH-008	<p>Collaborative groups of students select a current news article about an event or circumstance that involves the violation of a human right. They develop a resolution respecting the human rights issue and conduct a team deliberation on the topic.</p> <p>TIP: Refer to Teacher Note 1 (TN-1) for guidelines. Guide students in the selection of their topic and help them gather supporting information. Establish guidelines for the consideration of controversial issues and for the selection of reliable sources (e.g., same-sex marriage, censorship and pornography laws, euthanasia, abortion, decriminalization of marijuana...).</p> <p> Appendix H: Teacher Notes: Team Deliberation (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.2 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-001 KC-004 KH-031 KH-032 VH-008	Students present role-plays that portray situations in which a basic human right is violated, including both historical and contemporary examples. Each group invites class members to identify which basic right has been violated, and to identify, wherever possible, the context of the human rights violation. Following the presentations, students consider what they have learned about the principles of universality, inalienability, indivisibility, and interdependence of human rights.
— or —		
 	KC-001 KC-004 KH-031 KH-032 VH-008	Students prepare and enact a simulation of a human rights recognition ceremony, in which they present awards to selected Canadians based on their research. TIP: The ceremony may include inviting a real person in the local community who has contributed to the promotion of human rights. Students may also consider a re-enactment of the signing of the Universal Declaration of Human Rights as a part of their awards ceremony. You may wish to hold the event on or around one of the following special dates: <ul style="list-style-type: none"> • International Human Rights Day, December 10 • International Women’s Day, March 8 • Women’s History Month, October • National Aboriginal Day, June 21
<p>Teacher Reflections</p>		

Teacher Reflections



9.1.3 Living Together in Canada

- KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.

- KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.
Include: effects on their local community.

- KC-003 Describe the criteria for becoming a Canadian citizen.

- KI-016 Describe factors that shape personal, regional, and national identities.
Include: media influences.

- KP-043 Give examples of diverse approaches to conflict resolution.

- VP-014 Value non-violent resolutions to conflict.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Citizenship in Canada is defined by law, by the Charter of Rights and Freedoms, and by the shared values that help Canadians live together and resolve differences peaceably.

Description of the Learning Experience

Students discuss questions related to identity and citizenship in Canada and explore the shared values of Canadians. They examine the criteria for citizenship, consider the effects of the Charter of Rights and Freedoms on Canadians, and analyze conflict and conflict resolution in civil society.

Vocabulary: individual rights, collective rights, naturalization (See Appendix E for Vocabulary Strategies.)

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
	KC-002	<p>Activate</p> <p>Students prepare an Admit Slip that completes a prompt such as the following:</p> <ul style="list-style-type: none"> • <i>The three most important values that are shared by Canadian citizens are...</i> • <i>The three best things about being a Canadian citizen are...</i> <p>Students share their Admit Slips in collaborative groups, reaching consensus on the five most important shared values of Canadian citizenship. Each group presents their list to the class, and students discuss the factors that shape Canadian society and the values of Canadian citizens.</p> <p>TIP: Allow the students to share ideas freely without guiding them to mention specific characteristics of Canadian society. Invite students to consider why Canadians hold certain values, or why Canadians see themselves in a certain way. Encourage students to identify and avoid stereotypes.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	KI-016	
	KP-043	

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-002 KC-003 KI-016 KP-043 VP-014	<p>Students brainstorm a list of the characteristics or elements that they associate with the concept of a Canadian national identity. Working in collaborative groups, they select, by consensus if possible, four or five elements that they consider to represent the most important shared elements of Canadian identity. Groups create a symbol for each of the most important elements they selected, and present and justify their choices to the class. In a general class discussion, students develop a priority list of the most important defining elements of Canadian society and the values shared by Canadian citizens.</p> <p>TIP: It may be helpful to provide groups with a Word Splash (see BLM 9.1.3a) to help students get started on their brainstorming. Encourage students to include words that are descriptive of Canadian society, historical or cultural factors, factors that relate to governance and law, or shared values of citizens. Caution student groups to avoid stereotypes (oversimplified general statements) and to focus in their groups only on those elements and values that they consider truly describe Canada.</p> <p> BLM: Word Splash</p>
— or —		
	KC-002 KI-016 KP-043 VP-014	<p>Using their knowledge of Canadian history, students brainstorm a list of conflicts that have occurred between groups, regions, or individuals in Canada. They record their ideas on chart paper, noting how, and whether, these conflicts were resolved. In a general class discussion, students express opinions of how well Canadians have dealt with conflict and whether they have noted any “Canadian-style” patterns of conflict resolution. Students may wish to discuss whether they agree with the widely held view that Canada typically solves conflict by compromise, and compare this option to other alternatives.</p> <p>TIP: Students may wish to refer to books or electronic sources such as the CBC Archives website to help them recall incidents of conflict, or involvement in international conflict, in Canadian history.</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-003 KI-016	Students take the Citizenship and Immigration online citizenship test to assess their knowledge of Canada. They compare their results in small groups and discuss areas where they need to improve their knowledge of the country. TIP: The online test is available at < www.cic.gc.ca/english/citizen/look/look-21e.html >.
or		
	KC-002 KI-016 KP-043 VP-014	Using Think-Pair-Share, students read and respond to the provided list of quotations about Canadian identity, conflicts, and conflict resolution in Canada. They develop a rank ordering of the list of quotations, starting with the quote they consider to be most true/reflective of Canada, and ending with the one they think to be the least true/reflective of Canada. Pairs combine with another pair to compare their lists, explaining the reasons why they have decided on the order they have selected. In a general classroom discussion, students discuss their views of Canadian identity and Canadian values, identifying stereotypes, widely held views that may be questionable, and considering what they believe are the common elements that draw Canadians together. TIP: Alternative activities: <ul style="list-style-type: none"> • Ask each group to select the three or four quotations they find to be the most reflective of Canada, and to explain their reasoning to the class. • Distribute one or two quotations to each group, and ask students to explain the meaning and implications of the quotes to the class. Following the class discussion, students may be asked to write a short reflection or Exit Slip on the elements of Canadian identity and values. <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: What Canadian Identity? Which Canadian Values? (3 pages)</p>
or		
	KC-002 KI-016	Students generate and record a list of all that they know about the Canadian Charter of Rights and Freedoms. In a general class discussion, clarify any misconceptions about the Charter and encourage students to consider how, and whether, the Charter has affected their daily lives. Students write a short personal reflection or Exit Slip assessing whether they believe the Charter is an important part of their identities as Canadians.
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-003 KI-016	Students complete a KWL chart about the criteria for citizenship in Canada, the process of becoming a citizen, and what being a Canadian citizen means in terms of responsibilities, rights, and shared values. Students share their ideas and questions with the class, identifying key questions they have in common and clarifying misconceptions about the criteria for citizenship.
		
or		
	KC-002 KC-003 KI-016 KP-043 VP-014	Students bring to class a media clipping that relates to the Charter of Rights and Freedoms, citizenship, identity, or the shared values of Canadians. They present the clipping to the class for response, focusing on what they believe to be the values that enable Canadians to live together peaceably, and how these values are influenced by and portrayed in the media.
		TIP: It may be useful to set aside a few minutes at the beginning of each class to review selected news events, articles, or editorials. Students may create a “Living in Contemporary Canada” bulletin board, or gather news articles for personal portfolios in which they record their own analyses and responses to current Canadian issues as portrayed in the media.
or		
	KI-016	Collaborative groups of students gather images of Canadians from newspapers or newsmagazines, seeking pictures of a wide variety of “average” people (i.e., avoiding advertising photos or pictures of famous people). Each group selects one or two images to observe and analyze closely with the following question in mind: <ul style="list-style-type: none"> • <i>What are the factors that make this person who he or she is?</i> Using sticky notes, the group generates as complete a list as possible of all the factors that shape identity (e.g., ethnic origins, media influences, family background, dwelling place, gender, living in a particular region of Canada, education, work, urban or rural environment, income, physical characteristics, friends...). Groups organize their sticky notes into categories and present a summary of the main factors shaping personal identity. In a general class discussion, students try to generate parallel factors that shape regional or national identities, noting similarities and differences.
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KP-043 VP-014	<p>Collaborative groups of students brainstorm a list of examples and possible causes of interpersonal and intergroup conflict, as well as possible responses to conflict. Each group categorizes their ideas and examples under a number of categories or groupings that seem appropriate (e.g., conflicts about wealth, property, or resources; conflicts of misunderstanding; power struggles; conflicts based on racism or discrimination...), recording their ideas on chart paper. Groups present their charts to the class, and students discuss ways in which conflict between individuals or groups may actually be constructive.</p> <p>TIP: Refer to BLM 9.1.3c for a possible structure for this discussion. Help students recognize that conflict, discord, or disagreement is a part of co-existence and does not necessarily lead to violence. Encourage students to propose a variety of examples of possible non-violent responses to conflict, and to acknowledge that a conflict ignored is not the same thing as a conflict resolved. Encourage students to see parallels between interpersonal conflict and intergroup or international conflict.</p> <p style="text-align: center;"> BLM: Thinking about Conflict</p>
	KC-002 KC-003 KI-016 KP-043 VP-014	<p>Acquire</p> <p>Using Think-Pair-Share, students read the provided federal government description of the meaning of Canadian citizenship, intended for immigrants to Canada. They underline the key words and discuss whether they feel the description is an accurate portrayal of what Canadian citizenship means and the values that are important in Canadian society.</p> <p>TIP: The federal government description of Canadian citizenship may also be found at the Citizenship and Immigration website.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: What Does Canadian Citizenship Mean? (3 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KC-003 KI-016	Students consult a youth e-zine or website that deals with questions of Canadian citizenship and identity, and prepare an article to submit to be included in an online discussion forum. Students read their articles to one another in small groups before submitting them to the website.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KC-002 KC-003 KI-016	Students conduct a brief web search to find out how many people became Canadian citizens in the past year. In a general discussion, students develop a list of reasons why people immigrate to Canada. Students write a reflection on the significance of Canada’s identity and core values in attracting immigrants to this country, and of the rights and freedoms available to citizens in Canada.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KC-002 KC-003 KI-016	Using print and electronic resources, students research the criteria and the process for legally becoming a Canadian citizen, and the responsibilities and rights that are obtained through the process. They prepare a chart summarizing the criteria and explaining the meaning of terms such as <i>landed immigrant</i> , <i>naturalized citizen</i> , and <i>permanent resident</i> . Students share their information in groups, assisting one another in correcting and refining their charts. TIP: Students may consult the website of Citizenship and Immigration Canada, or call a local Citizenship office or NGO that supports immigrants.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-002 KC-003 KI-016	Students conduct a short informal interview of a person they know who has immigrated to Canada and has sought or is seeking Canadian citizenship. The point of the interview is to find out why the new Canadian chose to come to Canada, and what she or he feels are the advantages of living in Canada. Students share the results of their interviews with the class, discussing the factors that appear to be the most significant in making citizenship in Canada desirable.
— or —		
	KC-002 KC-003 KI-016	The class invites a community member who is a new Canadian, or a speaker from a local organization that supports immigrants, to come to the classroom to speak about the experience of applying for and obtaining Canadian citizenship. Following the presentation, pairs of students write a summary of what they have learned about the criteria for citizenship, the application process, and the significance of the rights and freedoms of citizenship in Canada.
— or —		
	KP-043 VP-014	Students read the provided informational text regarding responses to conflict and various forms of conflict resolution. Following the reading, students assess their view of conflict resolution and discuss with the class which forms of conflict resolution they see as the most effective in various types of circumstances. TIP: Encourage students to consider concrete examples of various types of conflict, including interpersonal, intergroup, and international examples. Students may clarify values by discussing whether they believe that the use of force or violence is ever justifiable as a response to conflict, and, if so, in which types of circumstances it is justifiable.
		 BLM: Resolving Conflict (2 pages)
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KI-016 KP-043 VP-014	<p>Collaborative groups of students select an event or debate in Canadian history that involved conflict between groups. Using print and electronic resources, students research the context of the conflict, its causes, the individuals or groups affected, the rights and freedoms involved, and the way in which the conflict was resolved or ended. Students present their research to the class as a short skit on the resolution of the conflict or debate. In a guided discussion, the class assesses whether the resolution was the best possible outcome, in view of its consequences. The class may also choose to discuss whether they believe the history of Canada is in fact one of peaceful conflict resolution and compromise.</p> <p>TIP: Throughout its history, Canada has been involved in many great debates and conflicts of national or international importance; however, few of them have escalated into armed conflict. Some examples include:</p> <ul style="list-style-type: none"> • Great Coalition (Macdonald, Cartier, Brown) and Confederation (1864–1867) • Laurier-Greenway Compromise on the Manitoba Schools Question (1916) • Baldwin and LaFontaine and responsible government (1841–1848) • Winnipeg General Strike (1919) • October Crisis and the War Measures Act (1970) • conscription debates during the world wars • Oka Crisis (1991) • Newfoundland’s entry into Confederation (1949) • flag debate (1965) • Lester Pearson and the Suez Crisis (1956) • creation of Nunavut (1999) • Québec referenda (1980 and 1995) <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 	KC-002 KP-043 VP-014	<p>Students create an illustrated Mind Map showing real examples of interpersonal, intergroup, or international conflict as reported in the media, showing the source of the conflict, its escalation, and its resolution. Students present their Mind Maps and discuss the types of responses and actions that can de-escalate or resolve conflicts without resorting to violence (e.g., clarifying the message, allowing more time to hear both sides, seeking common ground, negotiating, compromising, involving an objective mediator, agreeing to procedural rules, communicating respect for differing values...).</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	<p>KI-016</p>	<p>Collaborative groups of students develop a multimedia presentation illustrating different media portrayals of a particular group of people, a particular region, or Canada as a nation (e.g., youth, disabled persons, Prairie people, Northerners, Canadians...). Students gather media excerpts about their selected group or region (e.g., Internet news sites, newspaper or newsmagazine headlines and photos, television or radio clips...). They critically assess the excerpts to detect and analyze bias, stereotypes, and other patterns or unsupported generalizations in the portrayals of people and groups, and note their observations. Following the presentations, students discuss the impact of the media on personal, regional, and national identities.</p>
or		
	<p>KC-002</p>	<p>Collaborative groups of students find the text of the Charter of Rights and Freedoms on the Internet, or use the provided copy of the actual text of sections 1 to 23 in BLM 9.1.3f. Each group cuts up the 23 sections of the Charter and organizes them in the order of priority, from the most important to the least important. Each group presents and justifies their “top five” to the class. In a general class discussion, students consider what might be the effects on groups and individuals of removing two or three of the rights and freedoms that are lower priorities on their lists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Charter of Rights and Freedoms (Sections 1 to 23) (4 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-002 KI-016 KP-043 VP-014	<p>Students form six collaborative groups to create an oral presentation explaining the significance of an assigned portion of the Charter of Rights and Freedoms. Each group gives examples of the effects of their assigned rights and freedoms on groups and individuals living in Canada, considering ways in which the Charter can enable Canadian citizens to live together peacefully. In a general classroom discussion, students discuss the shared values that they see represented in the Charter and reflect on the importance of these values in their own lives and identities.</p> <p>Group 1: Fundamental Freedoms (Section 2) Group 2: Democratic Rights (Sections 3–5) Group 3: Mobility Rights (Section 6) Group 4: Legal Rights (Sections 7–14) Group 5: Equality Rights (Section 15) Group 6: Official Language Rights (Sections 16–23)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-002 KP-043 VP-014	<p>Collaborative groups of students review a school code of conduct, a student code of responsibilities and rights, a school or division anti-bullying program, or a school conflict resolution/mediation program. They develop a chart listing the key values represented in the program (e.g., acceptance of differences, freedom of speech and opinion, responsibility to create a safe and secure environment, use of language that respects human dignity...), and compare them to the values reflected in the Canadian Charter of Rights and Freedoms. Students share their charts with the class, making recommendations as to how the code or program could be improved to better reflect the values of the Charter.</p> <p>TIP: This activity may be used as a research base for developing an action plan to present to the school student council to create or improve a school conflict resolution program or anti-bullying program.</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-002 KC-003	Students research Canada’s current policy regarding the acceptance of people into the country as refugees. Based on the information they acquire, students find an example of a contentious refugee question (e.g., a contested case of denial of refugee status), and write a persuasive speech explaining their point of view on the issue. The class discusses the role of the Charter in protecting the rights and freedoms of individuals seeking asylum in Canada.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
 	KC-002 KC-003 KI-016	Students attend a Citizenship Court in which individuals officially obtain Canadian citizenship. Following the ceremony, students share their observations on the process and significance of obtaining citizenship. Students discuss how being a Canadian citizen influences personal identity. TIP: Students may use this experience as the basis for planning their own affirmation of citizenship ceremony.
Apply		
 	KC-002 KP-043 VP-014	Collaborative groups of students invent a scenario, or gather information from the media about a current issue, that involves individual or collective rights as identified by the Charter (e.g., smoking bylaws, dress codes in schools, censorship of violence in video games). Each group presents their scenario to the class, and invites the class to vote on how they think the issue should be resolved in a way that respects rights and freedoms and, at the same time, defuses tensions between groups with divergent interests.
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 <p>Appendix A Skill 10a</p> 	<p>KC-002 KC-003 KI-016</p>	<p>Collaborative groups of students create a skit in which they realistically represent an immigrant’s experience of the process of coming to Canada and obtaining citizenship, from the initial decision to leave the country of origin to the citizenship ceremony itself. Groups present their skits to the class and to invited guests.</p> <p>TIP: Develop with the class a list of descriptive criteria for the skit or role-play before students begin planning their enactment of the citizenship process. Students may use these criteria to evaluate their peers’ presentations.</p>
— or —		
 <p>Appendix A Skill 9g</p> 	<p>KC-002 KC-003 KI-016</p>	<p>Collaborative groups of students create a manual to assist immigrants to Canada in the process of becoming citizens. Suggestions for the manual contents include:</p> <ul style="list-style-type: none"> • General information about Canada • Criteria for citizenship and for refugee status • Responsibilities and rights of Canadian citizens • Sample citizenship test questions • Shared social values of Canadians
— or —		
 <p>Appendix A Skill 11d</p> 	<p>KC-002 KI-016</p>	<p>Students design a “Canadian Citizenship” advertisement in print format, using a slogan such as “It’s Great to Be Canadian” or “The Best Thing about Being Canadian Is ...”. The advertisement should present persuasively and creatively what each student considers the most significant elements of life in Canada. The ads are posted around the classroom and discussed as a whole class. Students note and discuss common themes as well as differences. Following this sharing, students return to their collaborative groups and generate hypotheses as to the reasons for the differences and similarities, and draw conclusions about general tendencies they have noticed.</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-016 VP-014	<p>Students review the provided information on Media Bias. They design and create a television advertisement that explains to young Canadians how to detect media bias, and persuades them to reflect critically on the following question:</p> <ul style="list-style-type: none"> • <i>Is the media determining who you are and what you believe?</i> <p>The advertisements may be shared with another class during school announcements or at a school assembly, or as part of a Media Awareness program or a specially designated week in school.</p> <p>TIP: Consider creating radio ads if video equipment is not available. Guide students' analyses of bias by inviting them to find examples of various forms of bias in TV, radio, and newspaper coverage. Encourage them to think critically about the strategies and decisions that are involved in media coverage.</p> <p> BLM: Detecting Bias in the Media</p>
or		
 	KC-002	<p>Collaborative groups of students design a poster or annotated collage on the Charter of Rights and Freedoms, using headlines, photos, and editorials that illustrate a variety of examples of the effects of the Charter on individuals and groups in contemporary Canada. Students circulate in a Gallery Walk to view and respond to posters.</p>
or		
 	KC-002 KI-016	<p>Students view a video from the CBC <i>Canadian Experience</i> series (e.g., “Talking Canadian”) or another documentary that deals with Canadian identity and social values. Following the viewing, students discuss elements that constitute “the Canadian experience” in their own lives.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

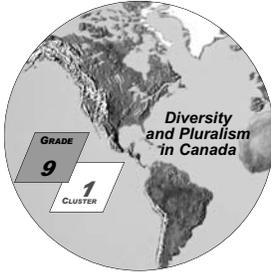
9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-002 KC-003 KI-016	Students design a “Why Choose Canada?” promotional poster or brochure encouraging people to immigrate to Canada by pointing out the benefits of Canadian citizenship, criteria for becoming citizens, the protection of rights and freedoms available in Canada, and the shared values that are part of the Canadian identity and experience. Posters are displayed and shared in a Gallery Walk.
— or —		
	KC-002 KP-043 VP-014	Students design a set of strategies and create a manual for non-violent conflict resolution for younger students in the school or in a neighbouring elementary school. The manual should reflect the values and principles of the Charter and contain practical suggestions for preventing, defusing, or resolving conflicts—all in language accessible to younger students. Students present their manuals and involve younger students in role-plays to help them apply the strategies they propose. TIP: This activity could become part of a safe school or peaceful school initiative, involving the planning of programs such as conflict mediation training, anti-bullying awareness, and so on.
— or —		
	KC-002	Students analyze the implications and effects of the Charter by completing the provided chart. Students share their charts in collaborative groups, discussing how the Charter can support conflict resolution, as well as how it can potentially cause conflicts between groups and individuals (e.g., situations where individual or collective rights may infringe upon the rights of others).  BLM: Chart: Examining the Charter
<i>(continued)</i>		
Teacher Reflections		

9.1.3 Living Together in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	<p>KC-002 KI-016</p>	<p>Students design and present multimedia presentations portraying factors that influence identity (e.g., culture, gender, media, social values, geography, democratic principles, rights and freedoms, class, ethnic origin, economic status, security, health, religion...). The presentation may include samples of Canadian music, art, or literature to creatively represent elements of Canadian and regional identities. Following the presentations, students discuss how living at a certain time in history and at a particular geographical location can influence who they are, what they believe, how they see the world, and where they feel they belong.</p> <p>TIP: Encourage students to reflect on the idea that their personal identity is influenced by how others perceive them, and by the groups to which they belong. Encourage them to think about how being Canadian, Manitoban, or even a person of the Prairies influences who they are and how they see the world.</p>
— or —		
 	<p>KP-043 VP-014</p>	<p>Referring to BLM 9.1.3e, collaborative groups of students prepare and present a skit or role-play presenting a form of conflict resolution. They invite the class to decide which form of conflict resolution they have used, and to consider whether another form may have been more effective in the given scenario.</p> <p> BLM: Resolving Conflict</p>
<p>Teacher Reflections</p>		

Teacher Reflections



9.1.4 Pluralism and Integration

- KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.

- KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
Include: Aboriginal residential schools, language laws.

- KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.

- KI-018F Evaluate effects of language and education laws on their francophone community.

- KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions.

- KH-030 Describe social and cultural injustices in Canada’s past.
Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...

- VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Canadian society has been shaped by the complex relationships and tensions of cultural diversity. Canada has at times undertaken to assimilate, exclude, or discriminate against specific cultural groups in the belief that this would make a more unified and secure country.

Description of the Learning Experience

Students discuss the effects of exclusion and discrimination, research examples of actions of social injustice in Canadian history, and consider the responsibilities of democratic citizens with respect to accepting diversity.

Vocabulary: assimilation, integration, segregation, stereotype, discrimination, racism (See Appendix E for Vocabulary Strategies.)

Note: This learning experience provides opportunities for interdisciplinary projects or activities in language arts, incorporating literature, video, or drama.

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	<ul style="list-style-type: none"> KI-017 KI-018 KI-018A KI-019 KH-030 VH-009 	<p>Activate</p> <p>Students brainstorm a list of events and decisions in Canadian history that reflected stereotyping, discrimination, or social injustice (e.g., immigration restrictions, restrictions on voting, Aboriginal policies, Chinese head tax...). They use their lists to generate and record questions about each item, including possible reasons for the actions and social effects of the events and decisions.</p>

(continued)

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	<p>KI-019</p>	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students reflect on and share instances of stereotyping or discrimination in their own lives or in the lives of people they know well, discussing the effects of being excluded, outcast, or prejudged. Pairs combine in larger groups to discuss the effects of discrimination and stereotyping.</p> <p>TIP: Students do not always recognize systemic discrimination as a form of social injustice; they may, in fact, regard instances of systemic discrimination as “just the way things are,” or even “the right way” or “the way things ought to be.” Help students recognize that societies often have built-in systems based on preconceptions about groups and about the desirability of uniformity. These types of systems can serve to exclude, marginalize, silence, or assimilate various groups. Invite students to notice examples of systemic discrimination in their own lives and the lives of people they know.</p>
	<p>KI-017 KI-018 KI-018A KI-019 KH-030 VH-009</p>	<p>Collaborative groups of students read and respond to the provided selection of quotes about stereotyping, discrimination, and social injustice in Canadian history. They share what they know about the circumstances of each quotation, and generate questions for further inquiry into the causes and effects of discrimination in Canada.</p> <p>TIP: It may be useful to select one or two of the more challenging quotations to analyze together as a class before proceeding to collaborative group discussion. For guidance on how to appropriately conduct this discussion, see “Dealing with Controversial Issues” on page 16 of this document.</p> <p> BLM: Discrimination in Canada? (5 pages)</p>
	<p>VH-009</p>	<p>Students gather information from their families about their ancestry. Using a wall map of the world, students attach a string from their local community to their countries of origin. Similarly, Aboriginal students indicate their home communities (if different from the school community). Students observe the network of strings, noting any general patterns and drawing conclusions about the cultural diversity of Canada.</p>

(continued)

Teacher Reflections

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students prepare and conduct a survey of their families and other students to find out whether Canadians believe that social and cultural injustices, exclusion, stereotyping, or other forms of discrimination exist in Canadian society. They interpret and share their results with the class, discussing whether forms of discrimination are always evident or acknowledged.</p> <p>TIP: Refer to the suggested guidelines for planning a survey in BLM 9.1.2i: “Conducting a Survey.” Generate sample questions with the class, such as the following:</p> <ul style="list-style-type: none"> • Have you ever felt that you have been discriminated against? • Have you ever seen stereotypes of particular groups in Canadian media? • Do you feel racism is a significant factor in Canadian society today? • Do you believe racism has been a significant factor in Canadian history?
or		
	KI-019 KH-030 VH-009	<p>Collaborative groups of students read and respond to the list of stereotypes regarding North American youth provided in BLM 9.1.4b. They discuss the effects of stereotyping, and consider whether they have their own stereotypical impressions of certain groups of people. Students generate hypotheses about the role of the media in promoting stereotypes, and about how stereotypes can lead to hostility between groups as well as social and cultural injustices.</p> <p> BLM: Stereotypes</p>
	KI-018 KI-018A KI-019 KH-030 VH-009	<p>Acquire</p> <p>Collaborative groups of students research immigration policies in 20th-century Canada, noting some of the beliefs and attitudes that determined what type of immigrant was considered to be “desirable” or “undesirable” at certain points in history. Students create a timeline of immigration policies and share the information they have found with the class. In a general class discussion, students debate the assumption that cultural assimilation or homogeneity would reduce ethnic tensions and build Canadian unity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-018 KI-018A KI-019 VH-009	<p>Students view the video <i>A Class Divided</i>, which is about an educational experiment performed by an American Grade 3 teacher on the effects of prejudice and discrimination. Following the video, students debrief, discussing the negative and self-perpetuating effects of discrimination, and the arbitrary character of forms of prejudice that distinguish the “superiority” and “inferiority” of groups based on traits such as physical appearance, colour, et cetera. Students gather in collaborative groups to consider whether they have ever practised similar forms of discrimination.</p> <p>SUGGESTED VIDEO: <i>A Class Divided</i>, Alexandria, VA: PBS Video, c1986, 1 videocassette (60 min.) and Study Guide PBS, <i>A Class Divided</i>: <www.pbs.org/wgbh/pages/frontline/shows/divided/></p> <p>SUMMARY: First presented by PBS’s <i>Frontline</i> in 1985, the award-winning <i>A Class Divided</i> chronicles a reunion of Jane Elliot’s 1968 Grade 3 students who are now young adults. As third graders, they participated in her unique classroom exercise in which they actually experienced the effects of prejudice and discrimination. It includes footage from the earlier 1970 production, <i>Eye of the Storm</i>, which documented her innovative approach. She artificially divided her class into two groups by designating them as “blue-eyed” or “brown-eyed,” and then gave preferential treatment to one group based solely on characteristics arbitrarily associated with their eye colour. The results were startling. Her students not only judged and treated each other as “superior” or “inferior” based on attributes associated with their assigned eye colours, but also altered their own self-perceptions and behaviour accordingly. <i>A Class Divided</i> also shows Jane Elliot repeating the exercise to employees of the Iowa State prison with surprisingly similar results. Some 20 years after it first aired, this production has now become a classic vehicle for teaching about the pernicious effects of discrimination and is in high demand by educators, organizations, corporations, and diversity trainers.</p>
	<i>(continued)</i>	
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students select an issue from the list provided in BLM 9.1.4c related to social or cultural injustice, racism, or discrimination in Canada. Pairs of students research the event and create an illustrated timeline marker describing it for the wall timeline. Students view the wall timeline and the class discusses the assumptions that lie at the root of racism, discrimination, and assimilative policies, and the effects of these types of social injustice on Canadian society.</p> <p>TIP: Students may share their research in a Carousel activity before displaying their markers on the wall timeline. Encourage students to gain a wider perspective by focusing on cultural groups other than their own. Ensure the class discussion focuses on the effects of assimilative policies on Canada’s Aboriginal and francophone communities (i.e., loss of language and culture, divisive effects, us/them, Québec/rest of Canada). Encourage students to explore the impact of the loss of cultures and languages that are important distinguishing factors in the history of our country. Note that the events in the timeline are not in any way exhaustive, and students may do research to add to them.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Timeline of Social and Cultural Injustices in Canada (4 pages)</p>
	or	
	KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students read an informational text about concerns regarding the assimilation of francophone minorities in Canada. Following the reading, students discuss the effects of assimilative policies on French language and culture in Canada. They consider the relative merits of official bilingualism in combating assimilation and in promoting, or eroding, Canadian unity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Perspectives on Francophone Assimilation (3 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students view a video about the effects of Aboriginal residential schools on individuals and communities in Canada and the impact of programs that provide resolution and revive culture as a result of a long period of assimilation. Following the video, students discuss the effects of assimilative policies and write a personal response. SUGGESTED VIDEOS: <ul style="list-style-type: none"> • <i>Cruel Lessons</i>, Paul Hunt, Toronto, ON: National Film Board, Prentice Hall, 1990 (25 minutes) • <i>Framing the Issues</i>, Ottawa, ON: Royal Commission on Aboriginal Peoples, 1992 • <i>First Nations: The Circle Unbroken</i>, Lorna Williams, 1998, NFB series video 5, “The Mind of a Child” (24 minutes) • <i>A Lost Heritage: Canada’s Residential Schools</i> <http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/> (includes CBC audio and video clips) • <i>The Learning Path</i>, Loretta Todd, Goodminds.com, Educational Resources for Native American Studies (59 minutes) • <i>Topahdewin: The Gladys Cook Story</i>. This video features the story of Gladys Cook, a prominent Manitoban First Nations survivor of the Washakada residential school at Elkhorn, Manitoba.
	or	
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students visit an Aboriginal cultural centre in their region, such as Thunderbird House in Winnipeg. After listening to an Aboriginal Elder or community member speak about initiatives for cultural renewal in Aboriginal communities, students pose questions about the effects of assimilation and about perspectives for the future of Aboriginal communities in Manitoba. TIP: Refer to Teacher Note 2 (TN-2) for contact information. Where possible, the school may choose to invite a local Elder to visit the school to speak to students. Some Elders may also be willing to talk about the effects of residential schools and assimilative policies.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		Appendix H: Teacher Notes: Aboriginal Cultural Education Centres in Manitoba
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-019 KH-030 VH-009	<p>Students gather contemporary and historical examples of items that portray stereotypes or discrimination toward a particular social group, culture, or visible minority in Canada (e.g., editorials, media reports, symbols, textbooks or other publications, websites, advertisements, children’s toys or colouring books, cartoons, sports team names, costumes...). Each student brings to class an example of an item that represents a stereotype, and presents a short analysis of it to the class. The class discusses why stereotypes can be harmful and the effects they can have on groups and individuals.</p> <p>TIP: Help students recognize that, although stereotypes may appear benign and are not necessarily noxious in intent, they can still have harmful effects on individual self-esteem, equal opportunity, community relations, and intercultural understanding.</p>
— or —		
	KI-017 KI-018 KI-018A KI-019 VH-009	<p>Students consult the program schedule of APTN (Aboriginal Peoples’ Television Network), and select a program about cultural renewal or rediscovery to view and summarize for the class. Following the presentation, students discuss the role of the media and modern communications in supporting and maintaining Aboriginal cultures in contemporary times.</p> <p>TIP: Note that cultural renewal does not only involve a return to, or rediscovery of, traditional culture, but also includes initiatives for the transformation and revitalization of Aboriginal peoples’ participation in society through programs such as the Aboriginal Healing Foundation, Aboriginal Achievement Awards, Aboriginal language and culture programs, Aboriginal governance of education and community services, et cetera.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KI-019 VH-009	<p>Students interview parents, grandparents, or community members about the effects of assimilation, discrimination, or stereotyping on their cultural groups. Students share with the classroom a summary of the interview, discussing the effects of discrimination on individuals and communities in Canadian society.</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-019 KH-030 VH-009	Students listen and respond to a narrative text written by an individual who has experienced discrimination in Canada. TIP: Possible selections include passages from <ul style="list-style-type: none"> • <i>Obasan</i> by Joy Kogawa • <i>The Concubine’s Children</i> by Denise Chong • <i>Being Brown: A Very Public Life</i>, the autobiography of Rosemary Brown • <i>Lament for Confederation</i> by Chief Dan George Readings may be selected and prepared as a part of a language arts interdisciplinary project. Students may present short selected readings to the class in the form of a Readers’ Theatre or dramatization.
Apply		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Pairs of students prepare and present a mock interview of famous Canadians from diverse cultural or ethnic groups, highlighting their contributions to Canadian society. Following the interviews, students discuss the benefits to the fabric of Canadian society brought about by cultural diversity and the acceptance of differences.
	— or —	
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students create a two-part, annotated collage of news photos, headlines, and Internet images. One part presents evidence of cultural diversity in Canada, and the other presents evidence of assimilation or cultural discrimination in Canada. Student collages are shared in a Carousel activity. Each student completes an Exit Slip to respond to what they have viewed and draw conclusions about Canadian attitudes toward cultural diversity. TIP: Encourage students to seek examples from a wide variety of cultural groups and regions across the country, including francophone communities, Aboriginal communities, cross-cultural initiatives, bilingualism, heritage language preservation, arts initiatives, and so on. Invite students to carefully select evidence and plan their collages so as to show both positive and negative aspects of Canadian cultural life.
	<i>(continued)</i>	
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Teams of students engage in debate or team deliberation about a current issue regarding social justice or discrimination. Possible topics include: <ul style="list-style-type: none"> • Racial profiling • The detention or deportation of immigrants suspected of terrorist connections • Demands for financial redress or class action as a result of legal cases of discrimination or assimilation  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Students select and analyze media clippings about Aboriginal cultural renewal or rediscovery. They prepare a multimedia presentation incorporating examples of Aboriginal music, art, literature, or theatre to showcase cultural vitality and renewal initiatives. Students invite guests from the school or the community to view their presentations.
or		
	VH-009	Students bring to class cultural artifacts, photos, food items, music, or art that represent their cultural backgrounds. They share their artifacts by preparing an interactive museum exhibit for a Gallery Walk. Following the presentations, students discuss the merits of cultural diversity and the importance of Canadian policies that protect cultural and linguistic diversity.
<i>(continued)</i>		
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students design and present exhibits for a Museum of Reconciliation, including displays or posters that explain acts of injustice or discrimination, as well as initiatives to provide compensation for actions of the past. Displays may feature items such as the redress settlement provided to Japanese Canadians, Canada’s Statement of Reconciliation to Aboriginal Peoples (see BLM 9.1.4e), the United Church of Canada’s apology to First Nations Peoples, and other ongoing disputes regarding redress and compensation. Students circulate in a Gallery Walk to view displays, considering the role of reconciliation in addressing actions of social injustice of the past.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Statement of Reconciliation
— or —		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Collaborative groups of students prepare a poster-sized illustrated Mind Map that compares the “mosaic” and the “melting pot” approaches to cultural diversity. The Mind Map should analyze the advantages and disadvantages of both approaches in a multicultural, bilingual society such as Canada. Students circulate to view the posters and engage in discussion about whether they see Canada as a mosaic or a melting pot, and which approach to diversity they see as offering the most promise for the future of Canadian society.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
 	KI-018 KI-018A KI-019 KH-030 VH-009	Students create a Compare and Contrast Frame to illustrate similarities and differences between integration and assimilation.  BLM: Integration and Assimilation: Compare and Contrast
		<i>(continued)</i>
Teacher Reflections		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-019 VH-009	<p>Pairs of students read the passage by Pierre Elliott Trudeau provided in BLM 9.1.4g about diversity as an important element of Canadian identity. In response to the reading, students prepare and present an interview of the former Prime Minister in which one student plays a reporter who is questioning the Trudeau approach, and the other plays the role of Trudeau. Following the role-plays, students discuss their personal responses to the Trudeau statements.</p> <p>TIP: Students may find it helpful to view a short clip of an interview with Trudeau to plan their style of delivery. Before students begin their planning, it may also be useful for evaluation purposes to provide them with a list of essential words to be included in the interview (e.g., homogeneity, assimilation, integration, segregation...).</p> <p> BLM: Trudeau and Cultural Diversity</p>
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students create a Vocabulary Circle using the key concepts of this learning experience, and showing the links between them. Students share and discuss their Vocabulary Circles in collaborative groups, providing suggestions to one another as to how to improve or clarify their charts.</p> <p> BLM: Vocabulary Circle: Pluralism and Integration</p>
or		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Collaborative groups of students present a short skit that dramatizes the effects of stereotyping or discrimination on people and groups. Students should submit in advance a plan for the topic of their skit, and base the skit on a realistic example in Canadian society. Students debrief after the presentations and consider which areas of Canadian society are most in need of improvement in their acceptance of diversity.</p>
<i>(continued)</i>		
Teacher Reflections		

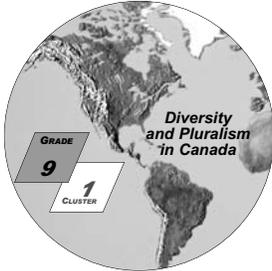
9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	<p>Students participate in a discussion forum or video competition for youth regarding the International Day for the Elimination of Racism. They may choose to share their articles or their videos at a school assembly as a platform for a campaign to improve the acceptance of diversity, or to eliminate racism and discrimination in their school.</p> <p>TIP: Encourage students to focus on the identification of systemic forms of racism, which may be less overt. Present them with the following definition as a starting point:</p> <p style="padding-left: 40px;"><i>Racism is the use of institutional power to deny or grant people and groups of people rights, respect, representation and resources based on their skin color. Racism in action makes Whiteness a preferred way of being human. By whiteness I am referring to the civilization, language, culture and the skin color associated most often with European-ness. Racism is reflected in a hierarchy in which beauty, intelligence, worth and things associated with Whiteness are at the top.</i></p> <p style="text-align: right;">~Enid Lee</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-017 KI-018 KI-018A VH-009	<p>Students review local media, including local TV stations, websites, and radio stations, for a sample period of several days. They collect and analyze examples of Aboriginal cultural renewal to share with the class in a Carousel activity.</p> <p>TIP: Students may note that the press frequently emphasizes only the problems related to Aboriginal communities, which can perpetuate a stereotype or unbalanced view of Aboriginal peoples. Encourage students to seek sources that incorporate Aboriginal voices and not simply articles or items about Aboriginal peoples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.4 Pluralism and Integration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-017 KI-018 KI-018A KI-019 KH-030 VH-009	Teams of students engage in debate or deliberation about a resolution such as the following: <ul style="list-style-type: none"> • <i>Assimilative policies are always driven by racist motives or ideas.</i> • <i>Assimilative policies are sometimes driven by a legitimate concern for national unity or national well-being.</i> Students should make use of examples they have gathered in their research to support their ideas, and should keep in mind the meaning of racism.
Teacher Reflections		

Teacher Reflections



9.1.5 Expressing Who We Are in Canada

- KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
Include: decision making, perspectives, identity, culture.
- KI-020A Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.
- KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures.
- KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.
Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...
- VI-004 Be willing to consider diverse social and cultural perspectives.

Note: Aboriginal and Francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Culture and daily life in Canada are influenced by our instant access to mass media and our proximity to the large American market of pop culture. In response, Canadian institutions have evolved to support and protect cultural diversity and Canadian distinctiveness.

Description of the Learning Experience

Students develop critical media literacy skills, including awareness of their own media consumption. They research ways in which Canada protects culture, diversity, and identity, and make decisions based on what they have learned about pop culture in the age of electronic media.

Vocabulary: cultural identity, popular culture, mass media, cultural homogeneity (See Appendix E for Vocabulary Strategies.)

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
<p>Appendix A Skill 2</p>	<p>KI-020 KI-020A KI-021 VI-004</p>	<p>Activate</p> <p>Students brainstorm a list of their favourite bands, singers, athletes, television personalities, radio personalities, and actors. They identify all the Canadian elements on the list. In a guided class discussion, students discuss the influence of mass media and pop culture on individuals, groups, and communities:</p> <ul style="list-style-type: none"> • How do you decide what you will buy? • How does the music you listen to influence how you see the world? • What can you tell about a person or group based on the music they like, the styles they emulate, and the pop culture figures they admire? <p style="text-align: right;"><i>(continued)</i></p>

Diversity and Pluralism in Canada

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
 	KI-020 KI-020A KI-021 VI-004	<p>Students prepare an Admit Slip to estimate the average amount of pop culture they consume in a week, identifying the country of origin or cultural affiliation where possible. Working in collaborative groups, students chart and post their collective information. Groups compare results and discuss ways in which pop culture influences their daily lives (e.g., their perspectives, decisions and choices, culture, and their identity).</p> <p>TIP: BLM 9.1.5a presents a suggested outline for recording information.</p> <p> BLM: Pop Culture Consumption</p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students create a short pop culture trivia quiz, generating eight to ten questions about current advertising campaigns, lyrics to popular songs, popular television programs, or the lives of current celebrities. They exchange their quizzes with one another and complete them. In a guided class discussion, students note the predominant cultural influences on North American youth. They discuss why they think young people so readily absorb elements of pop culture, and consider how it influences their identity (i.e., pastimes, social groups, styles, appearance, clothing, lifestyles, language).</p> <p>NOTE: Introduce the concept of cultural homogeneity in the class discussion. Many media researchers maintain that “North American youth culture” has become the dominant culture of the world, and has created a homogeneous popular culture that is eroding diversity in most industrialized societies.</p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students engage in a continuum activity regarding a question related to the influence of mass media on identity and culture in Canada. Following the activity, students debrief and discuss the issue.</p> <p>TIP: Refer to Teacher Note 3 (TN-3) for a suggested procedure. Following the discussion, have students write a short reflection for inclusion in their portfolio. Students may redo the continuum activity at the end of the learning experience—or later in the year—to determine whether their attitudes and beliefs have changed.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
 <p>Appendix A Skill 3a</p>	KI-020 KI-020A KI-021	<p>Collaborative groups of students read a weekly CBC television schedule and record the Canadian programs listed, noting the ones they watch regularly. Students analyze what these programs tell them about Canadian beliefs and values as well as culture and identity. Groups present their analyses to the class and students engage in a general discussion on the topic of Canadian content.</p> <p>TIP: Groups may also be asked to listen to and record the playlist of a popular local radio station program, noting how many Canadian artists are featured.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 <p>Appendix A Skill 6a</p>	KI-020 KI-020A KI-021 VI-004	<p>Students discuss what is meant by the term <i>popular culture</i> and collect visual or print examples of the artifacts of popular culture as circulated in the mass media (i.e., art, expressions of beliefs and values, symbols, entertainment, fads shared by large segments of the Canadian population). Students display their collections in collaborative groups, classifying them as fads, trends, or icons. In a general class discussion, students consider the impact of these fads, trends, and icons on global cultures in the age of mass media and instant communication.</p> <p>TIP: Prompt students to include items from a variety of sources including pictures of clothing styles, TV programs, or types of programs, music, art, slang, sports, activities, et cetera. Consider providing (or have students bring from home) examples of fads, trends, or icons from their parents' youth or past eras (e.g., for the 1960s, paisley and long hair on men were fads; rock concerts, sitcoms, and sexual liberation were trends; the Beatles, the peace symbol, and the space race were icons). Note that fads last for a shorter duration than trends, and icons are symbolic representations of the “spirit” of popular-cultural values and expressions.</p>
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
 	<p>KI-020 KI-020A KI-021 VI-004</p>	<p>Acquire</p> <p>Students participate in a Jigsaw activity to research ways in which culture, diversity, and identity are protected in Canada. One student from each group is designated as the research expert on a topic such as the following:</p> <ul style="list-style-type: none"> • the Canadian Charter of Rights and Freedoms and the protection of culture, diversity, and identity • multicultural policies • official bilingualism • CBC/Radio-Canada as Canada’s bilingual public broadcasting corporation • Canadian content rules in the media as regulated by the Canadian Radio-Television and Telecommunications Commission • support for the performing, literary, and visual arts through the Governor General’s Awards and the Order of Canada • support for the performing, literary, and visual arts through the Canada Council for the Arts/<i>Conseil des Arts du Canada</i> • support for the visual arts through the National Gallery of Canada/<i>Musée des Beaux-Arts du Canada</i> • support for the performing arts through the National Arts Centre/<i>Centre national des arts</i> • National celebrations such as Canada Day, Aboriginal Day, and Canadian Multiculturalism Day • support for Canadian amateur sport through Sport Canada and the Canada Olympic Committee • support for Canadian film through the National Film Board of Canada/<i>Office national du film du Canada</i> <p>Using print and electronic sources, each group of “experts” gathers to prepare a summary report on their selected topic. They return to their cooperative groups to share their summaries with the home group members. In a general class discussion, students consider whether they believe Canada is doing enough to support Canadian identity, culture, and diversity.</p> <p>TIP: Encourage students to visit the websites for the organizations listed above and to consult their mission or vision statement.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-020 KI-020A KI-021 VI-004	<p>Collaborative groups of students research popular culture in a given decade since the beginning of mass communications (1950s, 1960s, 1970s, 1980s, 1990s, decade 2000...). Groups gather images, articles, and phrases representing that era to design a pop culture montage or multimedia presentation. Students share their presentations and discuss what the fads, trends, and icons of popular culture reveal about prevalent values and beliefs. Students discuss the impact of these values and beliefs on Canadians' decision making, perspectives, identity, and culture.</p> <p>TIP: Encourage students to include interviews with parents or extended family members. Brainstorm a list of possible sources with students after the groups have selected their decade. Possible print sources include newspaper and magazine archives, articles, and books such as <i>Mondo Canuck: A Canadian Pop Culture Odyssey</i> by Geoff Pevere and Greg Dymond. Electronic sources include music recordings and radio and television archives such as the CBC Archives <i>Days to Remember</i> site.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students keep a diary of their pop culture and mass-media consumption, including TV, radio, magazines and newspapers, videos, film, CDs, and the Internet, for an assigned period of three days to one week. Students prepare a summary report, including a chart recording Canadian content consumption and an analysis of the effects on their decision making, perspectives, identity, and culture. Students share their results in collaborative groups, drawing conclusions about the influence of pop culture on Canadian youth.</p> <p>TIP: Encourage students to focus their observations on a selected feature of media portrayals (e.g., portrayals of violence, gender identities, visible minorities, people with disabilities, youth, Canadians...). Provide guiding questions to help students think critically about their media consumption as they record their intake. For example:</p> <ul style="list-style-type: none"> • How do these media images and portrayals affect their views of themselves? Of Canadians? Of other groups? • How do media portrayals influence their tastes? Language? Pastimes? • How do they spend their money? • What do they consider to be important? <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	<p>Working in groups of three, students view an Internet or television report of the same news item from a Canadian source, an American source, and from another international source. Each student creates a critical report of one of the news reports, following the provided guidelines. Students exchange ideas about their news analyses with another group, noting differences and similarities among the perspectives portrayed in each source.</p> <p>TIP: Encourage students to notice ways in which the media do not simply “reflect” reality, but “mediate” or interpret reality for the media consumer. This is particularly powerful when visual images are used on TV or the Internet. In the general discussion, encourage students to observe and reflect on the increasing use of news as “infotainment.”</p> <p> BLM: Guidelines: Deconstructing a News Report</p>
or		
	KI-020 KI-020A KI-021 VI-004	<p>Students create and administer a school-wide survey relating to mass media and popular culture and the influence of each on Canadian youth. Students compare and graph results, drawing conclusions about the impact of the media on decision making, perspectives, identity, and culture. Students may include questions about Canadian content media consumption, popular magazines, videos or TV programs, and decisions about personal style in relation to controversial fads such as body piercing, smoking, tattoos, or clothing trends. Students display their graphs and discuss their conclusions as a class.</p> <p>TIP: For guidelines on conducting surveys, see BLM 9.1.2i: “Conducting a Survey.”</p>
or		
 	KI-020 KI-020A KI-021	<p>Students use the Statistics Canada website to gather data about Canadians’ leisure-time activities and their consumption of mass media. Students create a spreadsheet to display these data and interpret the results.</p> <p>TIP: At the Statistics Canada website, look for the Canada e-book, People, Arts and Leisure at <http://142.206.72.67/02/02f/02f_000_e.htm>.</p>
		<i>(continued)</i>
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Using print and electronic sources, students research a Canadian figure in contemporary popular culture or mass media. Students summarize their information in the form of a poster for a Canadian Pop Culture Hall of Fame, and circulate in a Gallery Walk to view the entries.</p> <p>TIP: Encourage students to select representatives from a variety of cultural and ethnic groups, regions, age groups, and areas of achievement, without duplicating individuals.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-020 KI-020A KI-021 VI-004	<p>Students view a video regarding media literacy and discuss the effects of mass media on identity, diversity, and culture in Canada. Students complete an Exit Slip focusing on one new element they learned about the impact of media on individuals, groups, and communities in Canada.</p> <p>SUGGESTED VIDEOS:</p> <ul style="list-style-type: none"> • Harcourt Canada, <i>Face to Face Media, Scanning Television: Seeing Ourselves</i>: <www.harcourtcanada.com/school/english/media.htm> <http://interact.uoregon.edu/MediaLit/JCP/scantv/home/scan_index.html> (51 short videos of six minutes each about selected topics related to the impact of media on Canadian society) • <i>Culture Jam: Hijacking Commercial Culture</i>, Jill Sharpe (1 hour) as featured on CBC Rough Cuts: <www.cbc.ca/roughcuts/feature_181203.html>
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	<p>Teams of students read the article provided in BLM 9.1.5c, and engage in a debate or team deliberation about a question related to the regulation of Canadian content in Canadian radio and television. For example:</p> <ul style="list-style-type: none"> • Should Canadian content rules be strengthened, or do they infringe upon freedom of choice in a media society? • Do Canadian content rules really protect Canadian culture, identity, and diversity, or is the domination of American media inevitable? • Is there really a Canadian culture and identity that is distinct from American culture? <p>Students may use CRTC regulations, current news articles, or surveys of Canadians as part of their research base. Following the debate or deliberation, class members may vote for or against the resolution.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Canadian Content in the Media (3 pages)</p>
	KI-020 KI-020A KI-021 VI-004	<p>Apply</p> <p>Students create a poster promoting the work of a Canadian institution that supports and protects identity, culture, and diversity in Canada (e.g., NFB, Canada Council, CRTC, CBC, Canadian Charter, Canadian Heritage, Canada Day...). Students invite parents and guests from the community to view the posters during a class-organized celebration of Canadian culture. A guest speaker representing an individual artist or local organization supported by one of these institutions may be invited to the event to speak about Canadian culture.</p>
		<i>(continued)</i>
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-020 KI-020A KI-021 VI-004	Collaborative groups of students design an advertising campaign to promote the consumption of Canadian culture (e.g., promotion of CBC, Can Con, or Canadian Content is Cool...). Groups may also create a storyboard for a new Canadian sitcom that expresses what is distinct about Canadian culture, or design and feature a half-hour “All-Canadian Content” school radio program. They may present their products to the school in a school assembly or as part of a student council theme week.
		
or		
	KI-020 KI-020A KI-021 VI-004	Students create a multimedia presentation or pictorial montage of Canadian popular culture (e.g., music, singers, actors, dancers, fashion designers, writers...). Presentations are shared with the class and other invited guests. Following the presentations, students discuss whether they believe there is a distinct and flourishing Canadian culture, and consider the role of mass media in supporting—or eroding—culture in Canada.
		
or		
	KI-020 KI-020A KI-021 VI-004	Students write a letter to the CRTC or to their Member of Parliament expressing their views about the role of government institutions in protecting or promoting Canadian culture, identity, and diversity.
		
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-020 KI-020A KI-021 VI-004	<p>Students promote and participate in a Culture Jammers initiative such as a corporate brand name ban, consumer ban (e.g., Buy Nothing Day in November), media ban (e.g., TV Turnoff Week), or a citizen lobby for media democracy (e.g., citizen access to media time). The project may involve a noon-hour forum or round table, the establishment of a Critical Media Literacy committee on student council, or a publicity and awareness campaign for the school community.</p> <p>NOTE: Culture jamming is the act of using the techniques and tools of existing mass media to comment on those very media. It is based on the idea that advertising is simply propaganda for established interests and that mass media erodes cultural diversity as well as democratic freedoms. The word <i>culture jamming</i> comes from the idea of radio jamming, which refers to the use of public frequencies for independent communication or to disrupt dominant broadcast messages. Culture jammers believe that the consumer public is being lured into a state of mental passivity and is not making active choices about what they do, what they listen to, what they buy, who they are, et cetera. They believe that the “democratization” of the media can reclaim individual choice and decision making.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-020 KI-020A KI-021 VI-004	<p>Students participate in a continuum activity on a question related to media and popular culture, and discuss whether classroom attitudes and opinions have changed as a result of their study of the topic.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

9.1.5 Expressing Who We Are in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-020 KI-020A KI-021 VI-004	Students gather information about the pop-art movement, which used common and mass-produced items to create art (e.g., cola bottles, soup cans, cartoon characters...) that was a sarcastic commentary on popular culture. Students view and analyze examples of images by pop artists such as Andy Warhol, Roy Lichtenstein, Jasper Johns, Claes Oldenburg, and Duane Hanson, and create their own pop-art production. Works of art are displayed in a Gallery Walk and students comment on the effects of pop culture and mass media on identity and culture.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 	KI-020 KI-020A KI-021 VI-004	Students consult a Canadian Media Watch website and present a persuasive speech regarding a current media issue (e.g., sexual stereotyping, Internet hate literature, the erosion of Canadian cultural diversity...). Students provide an analysis of the Internet article and present a justification for a position or an action plan to use the media to promote democratic ideals and principles.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

Cluster 1—Connecting and Reflecting

Student:

Using your “Diversity and Pluralism in Canada” portfolio, reflect on the diverse and pluralistic nature of Canadian culture, and discuss ways in which life in Canada is enhanced and made richer because of this diversity.



9.1.5 BLM: Diversity and Pluralism in Canada: Connecting and Reflecting

Teacher Reflections

Teacher Reflections