

Citizenship Journal

Teacher Resource

- Enlightened:** I can discover how the past connects to the present.
- Empowered:** I can identify the rules & how they influence people.
- Empathetic:** I can understand & respect how others think and feel.
- Ethical:** I can see that we all have rights and responsibilities.
- Engaged:** I can take actions to make the world a better place.

Background information –

The information on this page can be found on the Concentus site - <http://concentus.ca/about/>

Mission – The Concentus Citizenship Education Foundation’s mandate is to educate and empower individuals to understand their rights and to be responsible, respectful, and participatory citizens committed to justice in our multicultural pluralistic society.

History –

- In September 2010, the Saskatchewan Human Rights Commission (SHRC), the Ministry of Education, and the Ministry of Justice established a partnership to create citizenship education resources for Kindergarten to Grade 12 classrooms.
- Between 2012 and 2016, classroom resources were created, field-tested, revised, and piloted in classrooms across Saskatchewan.
- In 2016, the classroom resources and pedagogy were made available to teachers

Goal -

- Foster **Engaged citizens** who question, critically examine, advocate, and defend rights and responsibilities embedded in democracy at the local, regional, provincial, national, and global levels.
- Foster **Lifelong learning** citizens who continuously strive to understand the dynamics of change in society, and they critically seek new information to make reasoned and unbiased decisions.
- Foster **Citizens** with a strong sense of self, community, and place who value and demonstrate a positive commitment to understanding these concepts as citizens, and to the exploration of citizenship responsibilities inherent in these relationships at local, regional, national, and global levels.

Big Ideas –

The five characteristics of a respectful, and responsible Canadian citizen:

- **Enlightened** citizens - understand that historical events have an impact on today’s decisions, and today’s understandings have an impact on our perception and interpretation of historical and current events.
 - **Empowered** citizens - understand that governance and public decision-making reflect rights and responsibilities, and they promote societal well-being amidst different conceptions of the public good.
 - **Empathetic** citizens - understand that diversity is strength and it should be understood, respected, and affirmed.
 - **Ethical** citizens - understand that Canadian citizenship is lived, relational, and experiential, and it requires an understanding of Aboriginal, treaty, and human rights.
 - **Engaged** citizens - understand that each individual has a place in, and a responsibility to, an ethical civil society. Similarly, government has a reciprocal responsibility to each member of society.
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During the 2017-2018 school year, Saskatoon Public Schools had 8 CONCENTUS pilot schools. In the spring of 2018, all SPS Teacher Librarians were asked to look at the CONCENTUS resources & collaborate on an Inquiry unit with one teacher in each of their schools. This resource was developed in the Fall of 2018 by SPSP teacher Matthew Schule, positioned at pilot school James L. Alexander. This multi-discipline inquiry unit was planned for grade 7/8 classrooms, but could easily be adapted for grades 6-9.

Planning started after aligning the style and format from the work of Teacher Librarian, Tanya Beattie & teachers, Dana Babey & Carlie Rodomsky. In the spring of 2018, they created a similar resource that was aimed for grades 2/3. The template and style is kept relatively the same to increase consistency. Since 2018, year two goals were created for SPSP Pilot Schools which continue to be a focus for educational leaders.

Appendix A: Citizenship Continuum of Study (<http://concentusdev.ca/wp-content/uploads/2018/08/Continuum-of-Study.pdf>) was our starting point. Saskatchewan Social Studies outcomes & Indicators have been divided into 3 Areas of Focus for each grade level:

- **Engaged Citizens** – Work to understand issues and associated actions
- Citizens with a strong sense of **Self, Community & Place** – Value and demonstrate a commitment to maintaining and nurturing relationships between these three concepts.
- **Lifelong Learning Citizens** – Explore the dynamics of change and seek information for appropriate action.

“A **THINKING ROUTINE** consists of a simple sequence of steps which support students to do the thinking specified by an outcome. A **DISCURSIVE STRATEGY** governs how students interact with one another as they progress through a thinking routine: this can include the (sequence of) groupings they form and the structure of the dialogue they have in these groupings.” (Citizenship Education Instructional Strategies Resource - Sherry VanHesteren)

There are many resources available throughout the division that we used to learn more about Thinking Routines & Discursive Strategies. Professional Resource, Making Thinking Visible by Ron Ritchhart; Mark Church; Karin Morrison focusses on ways to promote Engagement, Understanding & Independence for all learners.

A collection of other helpful resources can be found on the CONCENTUS LibGuide page - <http://elementarylibguides.spsd.sk.ca/jameslalexander/Citizenship>

Note: This unit does not follow a strict timeline. The length of time spent on each lesson depends on the particular group of students, their background knowledge and questions that will lead to further inquiry. Each lesson in this unit spans over at least two periods. Typically, day one consists of an initial thinking routine & discursive strategy. Day two begins with a read aloud followed by the Citizenship Journal writing component. After the initial thinking on day one, students were always filled with anticipation for the read aloud on day two.

Inquiry-Based Learning Formula

STAGE 1: IMMERSE - SPARK INTEREST, CONNECT TO BACKGROUND KNOWLEDGE, SURFACE KEY CONCEPTS

Invite curiosity, elicit background knowledge, find topics, wonder. Plan an opening activity to elicit and make visible students' current knowledge, assumptions, and questions about the topic, to highlight / solicit key concepts, to pose Essential Questions which create dissonance – a reason to investigate!

STAGE 2: INVESTIGATE - CONSULT SOURCES BEYOND ONESELF TO LEARN MORE

Students refine inquiry questions and search for the answers. Teachers scaffold thinking and interaction. Students practice skills, receive formative feedback, and produce evidence of indicators.

STAGE 3: COALESCE - ORGANIZE AND SYNTHESIZE FINDINGS WITH A PERFORMANCE TASK IN MIND

Students take the knowledge and skills they have amassed / developed and apply themselves to the creation of the GRASP task. This involves synthesizing knowledge with a particular purpose, audience, text form, and criteria in mind.

STAGE 4: GO PUBLIC! - PRESENT FINDINGS TO AN AUDIENCE

Students share their discoveries and creations with their intended audiences, receive feedback, and reflect on the impact of their inquiry – on themselves as citizens and on the world.

THE POWER 5: We modified an Understanding By Design (UbD) document to ensure we included each of the Conventus Inquiry Attributes.

1. **ESSENTIAL QUESTIONS** These questions hook student interest, activate key concepts, and provide the motivation for learning throughout a lesson and unit.

2. **ECCs** Essential Citizenship Competencies

- **ENLIGHTENED** – I / we can **discover** how the past connects to the present
- **EMPOWERED** – I / we can identify the rules and how they influence people
- **EMPATHETIC** – I / we can **understand and respect** how others think and feel
- **ETHICAL** – I / we can **see** that we all have rights and responsibilities
- **ENGAGED** – I / we can **take actions** to make the world a better place

3. **Thinking Routines & Discursive Strategies** - For each lesson, what thinking and discursive moves will support students to work together to meet outcomes, attain enduring understandings, and respond to essential questions?

4. **CC** Plan for Courageous Conversations - create conditions for conversations about potentially divisive questions / issues or “hot topics” (usually related to power & privilege) in your inquiry

5. **GRASP TASK** Plan an authentic task and share with a real audience

Journal Activity Overview

Activity 1: Explore & Enlighten → **Rights and Responsibilities**

Thinking Strategy (Inquiry) → Should rights ever be revoked?

Read Aloud → The Orange Shirt Story by Phyllis Webstad

Read Aloud → I Am Not A Number by Jenny Kay Dupuis

Headlines → If this were to happen today...

Activity 2: Viewing → **Stories from Residential School Survivors**

Video 1: Truth & Reconciliation: Stories From Residential School Survivors -

<https://www.youtube.com/watch?v=VmjrVfsLRBE> (4:44 min)

Video 2: Stolen Children | Residential School survivors speak out -

<https://www.youtube.com/watch?v=vdR9HcmiXLA> (18:35 min)

Video 3: Canada's Dark Secret – Featured Documentaries

https://www.youtube.com/watch?v=peLd_jtMdrc (47:30 min)

Thinking Strategy (Think, Puzzle, Explore) → Reflection

Solution Building → Truth and Reconciliation / Calls to Action

Activity 3: Thinking Strategy (Discussion) → **What does it mean to be Canadian?**

Explore & Enlighten → Explore and Research Canada's Oppressive Past

Wrap Up Thinking Strategy → Sharing Our Findings & Preventing History From Repeating

Activity 4: Viewing → **How to Change the World**

Video 1: How to Change the World – SoulPancake

<https://www.youtube.com/watch?v=4z7gDsSKUmU&t=8s>

Video 2: Kid President Asks "What Makes an Awesome Leader?"

- SoulPancake - <https://www.youtube.com/watch?v=KdL4o7wU0CQ>

Video 3: Kid President How to Disagree - SoulPancake

<https://www.youtube.com/watch?v=dG5fkAgJmqc>

ECCs Strategy → The Power of a Picture & Asking the Right Questions

Explore and View → **Video 1:** The Oka Legacy – CBC Firsthand

<https://www.cbc.ca/firsthand/episodes/the-oka-legacy>

Wrap Up Thinking Strategy → Forming our opinions

<p>Lesson Overview</p> <p>Students will begin by exploring terminology that is critical to citizenship education. Using discursive strategies including a <i>Carousel</i> and <i>See, Think, Wonder</i>, students will be able to determine their rights and responsibilities as a Canadian citizen, as well value the perspectives of others.</p>	
<p>Learning Objective(s)</p> <ul style="list-style-type: none"> • Understand rights and responsibilities as a citizen • Practice empathy in exploring that not all groups/individuals in the world have the ability to practice such rights • To identify the injustices that have occurred to FNIM and develop a moral obligation for protecting the rights of self and others. 	
<p>Enduring Understandings</p> <p>Residential Schools were a violation of human rights PTSD and Long-Term Damage Rights are sacred and require protection</p>	<p>Key Vocabulary</p> <p>Citizen Canadian Citizen Heritage Rights Responsibilities</p>
<p>Resources:</p> <ol style="list-style-type: none"> 1. The Orange Shirt Story – Phyllis Webstad 2. Citizenship Journals (Students) 3. Chart Paper 4. Graphic Organizer Instructions – See, Think, Wonder & Carousel 	
<p style="text-align: center;">ECCs – Essential Citizenship Competencies</p> <p style="text-align: center;">Enlightened: I can discover how the past connects to the present. Empowered: I can identify the rules & how they influence people. Empathetic: I can understand & respect how others think and feel. Ethical: I can see that we all have rights and responsibilities. Engaged: I can take actions to make the world a better place</p>	
<p style="text-align: center;">Thinking Routines – Steps to reason through content * Discursive Strategies</p> <ol style="list-style-type: none"> 1. Ask students in small groups to try to create a definition of each of their vocabulary words. 2. Share definitions in groups of 2-4. Add, Subtract or alter your definitions. As a class, share definitions and create a holistic definition for each of the terms. 3. Prior to exploring specific issues, groups students into 4. Do the carousel activity with the essential question: <i>Should citizen Rights be revoked (taken away) under any circumstances?</i> Teacher Model expectations. Make sure students understand what is meant by choosing a relevant perspective. Be prepared to share with the class. 4. SEE, THINK, WONDER - Using the book “The Orange Shirt Story”, read aloud to students. 5. Discuss and share student information. Ask students, “what rights were oppressed/ignored?” 6. Students will Create a News Article. This is to be about Residential Schools and the discovery of children being taken from their homes, abuse that is occurring, and/or the crimes against human rights and freedoms. 7. Exit Slip: Discuss what it means to be empathetic. Review key terms from beginning of lesson. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1) Student Journals 2) Observations during group break out tasks 3) Class Discussion 4) Exit Slips (may be written or oral) 5) SPSD Writing, Viewing and Speaking Rubrics 	

Activity 1: Rights and Responsibilities

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

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Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

PART A: Define the following terms:

Citizen:

Canadian Citizen:

Heritage:

Rights:

Responsibilities:

PART B: Diving deeper with different perspectives:

Let's Think About It... in groups of four, use the following chart to help guide discussion about:

Should citizen Rights be revoked (taken away) under any circumstances?

Instructions:

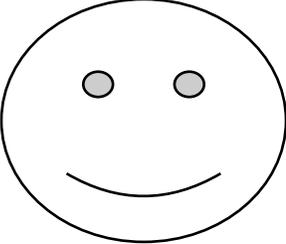
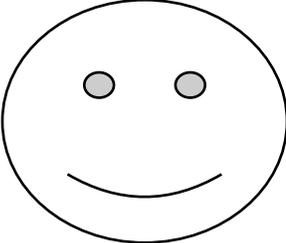
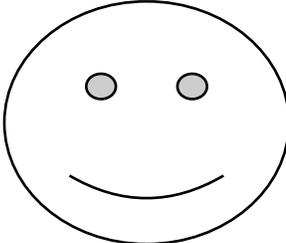
1. Create a list of different perspectives.
2. Use this script skeleton to explore each one:
 - a. I AM THINKING OF ...[the topic]... FROM THE POINT OF VIEW OF...[the viewpoint you've chosen]
 - b. I THINK...[describe the topic from your viewpoint]. Be an actor--take on the character of your viewpoint
 - c. A QUESTION I HAVE FROM THIS VIEWPOINT IS...ask a question from this viewpoint

- d. What new ideas do you have about the topic that you didn't have before? What new questions do you have?

<u>Should citizen Rights be revoked (taken away) under any circumstances?</u>	
<p>Perspective <i>I</i> Chose:</p> <p>I THINK...</p> <p>QUESTION I have from this viewpoint is...</p> <p>Any NEW IDEAS?</p>	<p>Perspective my <i>partner</i> chose:</p> <p>I THINK...</p> <p>QUESTION I have from this viewpoint is...</p> <p>Any NEW IDEAS?</p>
<p>Perspective my <i>partner</i> chose:</p> <p>I THINK...</p> <p>QUESTION I have from this viewpoint is...</p> <p>Any NEW IDEAS?</p>	<p>Perspective my <i>partner</i> chose:</p> <p>I THINK...</p> <p>QUESTION I have from this viewpoint is...</p> <p>Any NEW IDEAS?</p>

PART C: SEE, THINK, WONDER...

Your teacher is going to read you a short story titled, “The Orange Shirt Story” by Phyllis Webstad. You will be asked at specific times to complete each section below.

 I SEE	Focus on the details. Look closely. Take your time!
 I THINK	Based on what you know, what do you feel, think, believe...
 I WONDER	Ask questions about the text, what you see, what you believe, etc...

PART D: Create a News Article

If these events were to happen today, it is likely that the media would want to share these events for the public to see. On the following page, create headline for a newspaper to demonstrate the events that are occurring to children. Take the perspective of a news writer and be careful to share the facts and truth. Lastly, complete an illustration to represent a photograph that would help readers understand the truth about residential schools.

<p>Lesson Overview</p> <p>Students will view testimonies of residential school survivors from TRC resources. While viewing, they will be engaged in a Think, Feel, Ask activity. Following the video, students will reflect on their understandings prior to the viewing, after, and compared to their peers. Part B includes a research piece in regards to the 94 Calls to Action; students evaluate.</p>	
<p>Learning Objective(s)</p> <ul style="list-style-type: none"> • Understand that PTSD is real, residential schools are a certain cause and rights were oppressed • Practice empathy in exploring the abuses that occurred in residential schools and the hardship that lasts generations • To identify the Calls to Action, evaluate them and determine how they can be accomplished, if they are and if they are truly helpful to Truth and Reconciliation. Present findings to the class in a structured manner offered by teacher suggested discursive strategies. 	
<p>Enduring Understandings</p> <p>Residential Schools were a violation of human rights PTSD and Long-Term Damage Rights are sacred and require protection Peer opinions are valuable and necessary for holistic understanding</p>	<p>Key Vocabulary</p> <p>Residential School Oppression Empathy Oppose Evaluate Truth and Reconciliation</p>
<p>Resources:</p> <ol style="list-style-type: none"> 1. Link: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf - Calls to Action 2. Video 1: Truth & Reconciliation: Stories From Residential School Survivors - https://www.youtube.com/watch?v=VmjrVfsLRBE (4:44 min) 3. Video 2: Stolen Children Residential School survivors speak out - https://www.youtube.com/watch?v=vdR9HcmiXLA (18:35 min) 4. Video 3: Canada's Dark Secret – Featured Documentaries https://www.youtube.com/watch?v=peLd_itMdrC (47:30 min) 5. Student Journals 6. Computers or printouts of the Calls to Action <ol style="list-style-type: none"> a. Truth and Reconciliation Commission Link: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf b. Hard Copy: Truth and Reconciliation Commission of Canada: Calls to Action (Check with your librarian). 	
<p style="text-align: center;">ECCs – Essential Citizenship Competencies</p> <p style="text-align: center;">Enlightened: I can discover how the past connects to the present. Empowered: I can identify the rules & how they influence people. Empathetic: I can understand & respect how others think and feel Ethical: I can see that we all have rights and responsibilities. Engaged: I can take actions to make the world a better place</p>	
<p style="text-align: center;">Thinking Routines – Steps to reason through content * Discursive Strategies</p> <ol style="list-style-type: none"> 1. Gather background knowledge of students through basic discussion and questioning of residential schools 2. Introduce video 1 of residential school survivors and instruct students on how to complete the Think, Feel, Ask activity 3. After the viewing, provide instructions on how to Complete the self reflection. Group students in 2s to complete the Venn Diagram. Prepare students to share amongst the class 4. Part B. students require Calls to Action. Students are to work in groups of 4 but need to independently choose their own call to action for their paper. Choose a specific call to action. Write the call to action in box 1 and then follow the directions for the remainder of the boxes. Once step one is complete, students should rotate and give their journal to the individual on their left. They must complete box 2. Continue the process until the Carousal is completed. 5. Opportunity to share amongst class. Invite students to read the discussions from their journal. They may add their personal opinion in the end if the teacher would like to. Be prepared for a courageous conversation. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1) Student Journals 2) Observations during group break out tasks 3) Class Discussion 4) Individual sharing in front of the class – mini presentation 5) Exit Slips (may be written or oral) 6) SPSP Writing, Viewing and Speaking Rubrics 	

Activity 2: Stories From Residential Survivors

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

PART A: Think, Puzzle, Explore.

Today, you will be listening to the stories of Residential School Survivors. Listen closely as they share their stories of oppression, pain, fear and sadness. As you listen and view the images on the screen, please write down your thoughts, feelings and questions in the chart below. After the viewing, you will reflect on your personal understandings by completing the second activity: **Think, Puzzle, Explore**.

During the Viewing		
I Think...	I Feel...	I Ask...

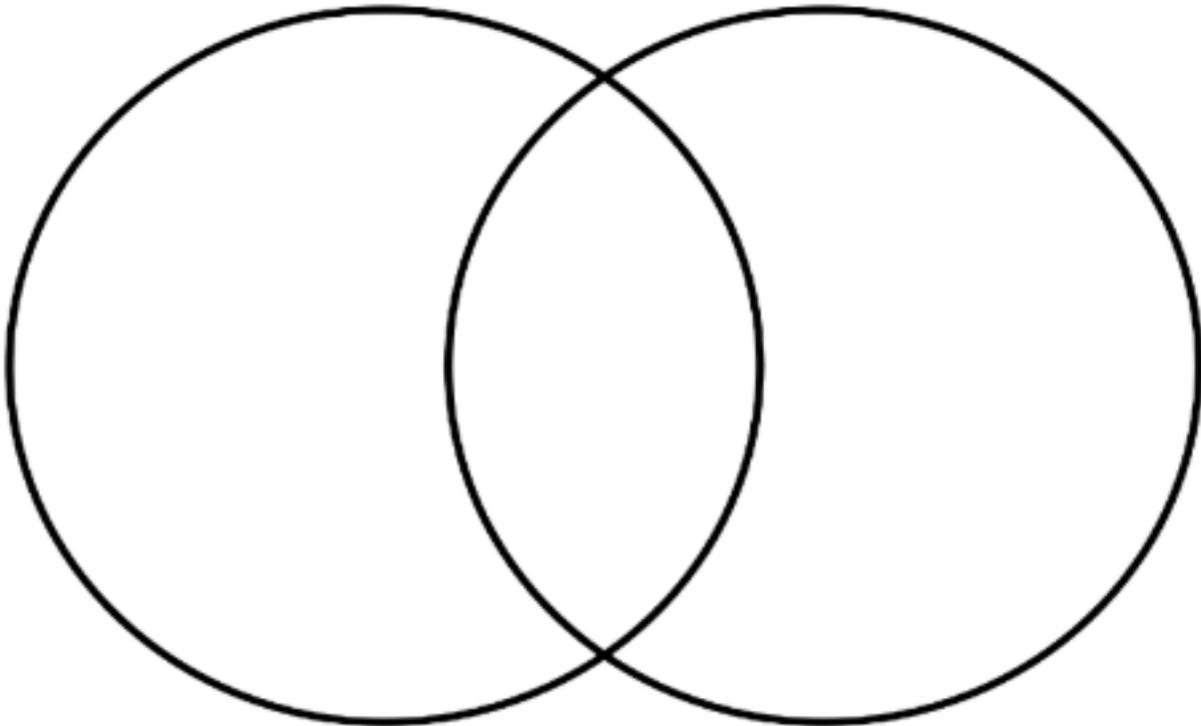
After The Viewing

What did I know about Residential Schools prior to the video?

If you could, what would you ask a Residential School Survivor? Why?

With a partner, Complete the Venn Diagram Below. Use the guided questions to help your conversation. (Left is peer, Center is both, Right is YOU)

- What shocked you the most about their stories?
- How would your life change if you went to a Residential School?
- What do you do when you're feeling sad?
- What Rights are most important to you? Why?



PART B:

Now that you have listened to residential school survivors and explored Canada's honest past, you are tasked with the following:

- A. Within groups of 1-3 students, explore and research Canada's 94 Calls to Action.
- B. Afterwards, **choose 2 Calls to Action** within the resource and evaluate/reflect on the following guided questions:
 - a. What two *Calls to Action* have you selected? Why? (Write them in full so you will be prepared to share later).
 - b. For each *Call to Action*, summarize what you believe the TRC is wanting from this goal?
 - c. Use technology, contact knowledge keepers and/or any other resources that can assist in answering, "What is being done to accomplish each *Call to Action*?" Please provide evidence.
 - d. In your opinion (or your group's), is enough being done by the government and citizens of Canada to achieve each *Call to Action*? Please provide evidence to support your opinion.
 - e. Lastly, do you think each of the two *Calls to Action* are important, possible and going to have a lasting impact if they are achieved?
- C. Resources:
 - a. **Truth and Reconciliation Commission Link:**
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
 - b. **Hard Copy:** Truth and Reconciliation Commission of Canada: Calls to Action (Check with your librarian).
- D. Present & Share. Students may choose one of the following ways to present and share their learnings:
 - a. Powerpoint or Prezi Presentation
 - b. Mock Radio Show or Video Presentation
 - c. Sharing Circle
- E. Please use the graphic organizer to assist in your research and sorting of ideas.

Call To Action # _____

Call To Action # _____



Write the exact Call to action that your group has selected below:

Write the exact Call to action that your group has selected below:

What is it about? What does this mean?

What is it about? What does this mean?

Is Anything being done to accomplish this?

Is Anything being done to accomplish this?

Is this enough? What would you do?

Is this enough? What would you do?

Lesson Overview

Students will create artistic understandings of who Canadians are. After, they will challenge their current understandings with the 'ugly past' that is often hidden from mainstream media and learning. Through guided inquiry, students will be historians and bring forward part of Canada's oppressive past. Lastly, students will have courageous conversations with peers about their disturbing findings.

Learning Objective(s)

- Understand opinions and views can often be formed with minimal information
- Self reflection is a powerful tool for creating greater understanding
- Canada does have a past of oppression and it is critical to prevent these events from occurring again. Furthermore, it's important to challenge current living situations to identify any oppressions that presently exist.

Enduring Understandings

Many cultural groups experienced injustice in Canada's history.
Opinions can be altered with the power of factual information.
It is rewarding to discuss difficult matters with respectful guidelines.

Key Vocabulary

Injustice
Collage
Ethics
Legislature

Resources:

1. Examples of word collages for modelling
2. Student Journal
3. Laptops/computers
4. Library books that can support student research
5. Pencil Crayons

ECCs – Essential Citizenship Competencies

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Engaged: I can take actions to make the world a better place.

Thinking Routines – Steps to reason through content * Discursive Strategies

1. Ask students to create a list of words that describe Canada and Canadians
2. Create a word collage that represents Canadian Identity
3. Read through the timeline of Canada's oppression with class. Have students choose a specific event to study. Using the inquiry guided questions, students will research and report their findings to the class.
4. Following all completed research, students will be in groups of 4. Using the sentence starters, students will have a discussion about their findings and may write down additional comments that stood out to them.
5. Students can individually present to class their findings and what stood out in their conversations.

Assessment

- 1) Student Journals
- 2) Observations during group break out tasks
- 3) Class Discussion / presentation
- 4) Word Collage
- 5) SPSD Writing, Viewing and Speaking Rubrics

Activity 3: Canada's 'Not So Canadian' Past

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

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PART A:

By definition, a Canadian is an individual who has citizenship belonging to Canada and has residency. However, if you were to ask someone on the street what it means to be Canadian, a variety of answers may be heard. In the space below, write down 25 words that you believe best describe what it means to be **Canadian**.

My List...

Rank your words from 1st – last

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |

19-25 →

In the space below, create a word collage. Your most important words shall be **Large** and **bold**. Words that were ranked less important should be smaller. Use each word at least once. If you desire, create an image/shape out of the words that you believe are symbolic to Canada.
(Pencil Crayons only)

PART B:

Below is a timeline that lists events within Canada when groups of people experienced systematic oppression due to either their cultural practices, birth place, race, religion and/or sex. Select one of the following events to research and complete the guided questions below.

1876 The Indian Act is established. Indian Bands are created and many decisions are made by the federal government about the relocation of First Nations. “Indians” could obtain the right to vote by renouncing their Indian status, and were not considered to have the same rights as citizens until 1960.

1884 Aboriginal potlatch celebrations are made illegal under the Indian Act.

1880s–1996 The Indian Act is amended to give responsibility for the education of children to mostly church-run residential schools. The law required compulsory attendance for those status Indians under the age of 16 until they reached 18 years of age in Indian schools.

1885 Chinese Immigration Act sets a head tax of \$50 on every Chinese person entering Canada.

1890, March 18 The Manitoba legislature passes the Official Language Act to abolish the official status of the French language that is used in the Legislature, laws, records, journals and courts.

1893 Duncan Campbell Scott becomes Deputy Superintendent General of the Department of Indian Affairs. His stated objective was the assimilation of all Indians into British culture.

1903 The Head Tax on Chinese immigrants is increased to \$500 per person.

1907 The right to vote in provincial elections is denied to Hindus in British Columbia.

1907 A crowd at an anti-Asian rally turned into a mob and marched through Vancouver's Chinatown and Japanese town, breaking store windows along the way. The government reacted by reducing the number of Japanese immigrants allowed into Canada from a total of 400 in 1908, to only 150 immigrants in 1923.

1908 All Asian immigrants must be in possession of \$200 in order to enter Canada. No Chinese, Japanese, or other Asian or Indian person is entitled to vote in any municipal election in British Columbia.

1910 The Immigration Act requires that all immigrants come by “a continuous journey from a ticket purchased in that country or prepared in Canada” —in effect preventing immigrants from India as there is no direct route between these two countries.

1911 Songhees reserve, Victoria, are relocated.

1914–1918 World War I aroused intense and hostile feelings towards specific minorities within the Canadian community, in particular eastern European immigrants. Germans, Ukrainians, Austrians, Poles, Czechs, and Slovaks who had not yet become British subjects were given the label “enemy aliens” even though some of these populations had been reluctant members of the Austro-Hungarian Empire. Each enemy alien was required to register with a local magistrate, report monthly, and give up any firearms. Those labelled as dangerous enemy aliens—about 8000 in all—were placed in internment camps.

1914 The Supreme Court of Canada upholds a Saskatchewan law that prohibits Chinese businesses from hiring white women. Ontario passes a law forbidding “Oriental” persons from employing white females.

1916 The Manitoba Government abolishes bilingual (English/French) instruction.

1917 The Wartimes Elections Act excludes some minorities from voting, including Ukrainians and Germans.

1921 A Québec court upholds the right of a theatre owner to refuse to allow black persons to sit in the orchestra seats.

1923 The Chinese Immigration Act excludes Chinese from entry into Canada, except for students or Chinese children who were born in Canada and are returning to Canada.

1924 Courts uphold a restaurant’s right to refuse to serve “coloured” people.

1927 The Indian Act is amended to make it illegal for First Nations to raise money or retain a lawyer to advance land claims, thereby blocking effective political court action.

1930’s, 40’s, 50’s Inuit relocation to high Arctic locations from Baffin Island and northern Québec.

1935 Métis of Ste. Madeleine, Manitoba, were relocated under the authority of the Prairie Farm Rehabilitation Act.

1936 Elderly “Oriental” persons are denied access to British Columbia provincial homes for the aged.

1938 The Dominion Elections Act retains race as grounds for exclusion from the federal vote.

1939 Courts uphold the right to refuse to serve black customers on the basis of freedom of commerce.

Created by Matthew Schule

Aligned with Conventus Education Foundation Learnings and Strategies

1939 Chinese, Japanese, Hindu, or Indian persons are denied the right to vote in provincial elections in B.C.

1939—1945 (World War II) During this time, Canada restricts immigration of Jewish refugees, despite the persecution of Jews in Nazi Germany. Canada accepted fewer than 5000 Jews from 1933—1945. In 1939, a ship carrying 1000 Jewish refugees was refused entry and forced to return to Germany. Under the War Measures Act, over 600 Italians as well as over 800 Germans and Austrians were sent to work camps as enemy aliens in 23 camps across the country.

1940's Mi'kmaq, Nova Scotia, are relocated.

1942 The Alberta Land Sales Prohibition Act makes it illegal for members of religious groups like Hutterites, Doukobhors, and other "enemy aliens" to buy land.

1942 23,000 Japanese Canadians in British Columbia, mostly Canadians by birth or naturalized citizens, are denied the right to vote, taken from their homes, and placed in internment camps during the duration of the war.

1950's Yukon First Nations, are relocated.

1950's Cheslatta Carrier Nation, northwestern British Columbia, are relocated.

1956 Sayisi Dene in northern Manitoba, are relocated.

1959 Inuit of Hebron, Labrador, are relocated.

1960s-1980s Adoption "scoop" or "60s scoop" of First Nations and Métis children occurs, where thousands of children are taken and adopted out from their communities without the knowledge or consent of their families. 70% go to non-Aboriginal homes.

1964 Gwa'Sala and 'Nakwaxda'xw, British Columbia, are relocated.

1964 Chemawawin Cree, Manitoba, are relocated.

1967 The Manitoba provincial government recognizes the right to French-language instruction in the province's schools; however, it was limited to only half the school day.

1967 Mushuau Innu of Labrador, moved to Davis Inlet on Iluikoyak Island.

1988 Aboriginal peoples protest the 1988 "The Spirit Sings" exhibition, sponsored by Shell Canada Ltd. The Lubicon Cree were in conflict with the oil company over drilling and other issues on Lubicon land.

Ongoing The appropriation of cultural artifacts, including human remains, continues. Several prominent Canadian and international museums have in their collections cultural artifacts, such as medicine bundles, totem poles, funerary objects, and wampum, which are considered sacred by the Aboriginal communities from which they were taken, sometimes by dubious means like expropriation. Museums also house Aboriginal human remains.

Timeline created by: https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-4c.pdf

Using the Questions below, Research an event and be prepared to share your findings.

Which event have you chosen: _____

Why have you selected this event? _____

What was the Canadian Government's involvement in this event? What were their actions?

What was the purpose for this oppressive behavior? If no reason could be found, why do you believe the government, who is meant to protect and serve all Canadians, would knowingly enact oppressive policies and legislature?

How has the government attempted to repair the damage, oppression and injustice that occurred, and may continue to exist, from these events?

Evaluate: Do you believe the government's actions to repair such injustice is satisfactory? Use your critical thinking and consider the *perspectives* of others when you answer. **Consider the Long term and Short Term Impacts.** If more is required, do you have a *suggestion*?

Reflecting on your word collage art, how would you say Canada has changed from the oppressive time that you researched to the present day?

PART C:

In a group of 4 or 5, sit in a circle and use the following **sentence starters** and participate in a discussion about the oppressive event you chose to explore. Use your research to prepare your responses.

- **My name is _____ and I chose to explore the issue of _____.**
- **This event involved... _____ *(Who?)***
- **Based on my findings _____ *(What was the event? What happened?)***
- **The government was involved by... _____.**
- **The purpose of these actions were to... _____ *(What was the reason?)***
- **Those most affected include... _____ *(Who? How were they impacted?)***
- **The government tried to fix their mistake by... _____ *(Reparations?)***
- **To prevent this from happening again... _____.**

If you have questions or comments for anyone who is sharing about their findings, use the following sentence starters to practice respectful conversations that may enhance your understandings. Remember that everyone should have a voice.

- **When you said... _____.**
- **I agree when you said... _____.**
- **I appreciate your idea about _____ but wonder if _____.**
- **I disagree with _____ because _____. However, I agree with _____.**
- **I see it differently because _____.**
- **I agree with _____ but we must consider _____.**
- **Adding to your point... _____.**
- **To clarify... _____.**
- **Building on what you said... _____.**
- **Looking at it from a different perspective, I think... _____.**
- **One solution that I have might include... _____.**
- **Can you please explain what you meant by... _____?**
- **Can you tell me more about... _____?**

Lesson Overview

Students will be creating meaningful questions that seek answers that are important to finding solutions. They will 'judge a book by its cover' for the opportunity to analyze media portrayal and what can occur with a lack of information. Students will participate in a large group venn diagram, view a Kid President video for guidelines on how to effectively disagree, debate about many sensitive issues and lastly explore the Oka crisis to apply their questioning.

Learning Objective(s)

- Understand questions you ask will lead you to the answers you seek
- Question and debate the opinions of others on structured debate topics
- Practice healthy ways to have courageous conversations
- Analyze and evaluate self pre-judgments

Enduring Understandings

Questioning is effective in promoting change
Questioning and debating must be done in a respectful manner;
lack of respect will discourage individuals to listen

Key Vocabulary

Leader
Debate
Empower
Engage

Resources:

1. Student Journals
2. Kid president video: **Video 1:** How to Change the World – SoulPancake
<https://www.youtube.com/watch?v=4z7gDsSKUmU&t=8s>
3. **Video 2:** Kid President Asks "What Makes an Awesome Leader?" - SoulPancake -
<https://www.youtube.com/watch?v=KdL4o7wU0CQ>
4. **Video 3:** Kid President How to Disagree - SoulPancake <https://www.youtube.com/watch?v=dG5fkAgJmqc>
5. **Video 1:** The Oka Legacy – CBC Firsthand <https://www.cbc.ca/firsthand/episodes/the-oka-legacy>

ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

Thinking Routines – Steps to reason through content * Discursive Strategies

8. Ask students in small groups to try to create a definition of each of their vocabulary words.
9. Share definitions in groups of 2-4. Add, Subtract or alter your definitions. As a class, share definitions and create a holistic definition for each of the terms.
10. Prior to exploring specific issues, groups students into 4. Do the carousel activity with the essential question: *Should citizen Rights be revoked (taken away) under any circumstances?* Teacher Model expectations. Be prepared to share with the class.
11. SEE, THINK, WONDER - Using the book "The Orange Shirt Story", read aloud to students.
12. Discuss and share student information. Ask students, "what rights were oppressed/ignored?"
13. Students will Create a News Article. This is to be about Residential Schools and the discovery of children being taken from their homes, abuse that is occurring, and/or the crimes against human rights and freedoms.
14. Exit Slip: Discuss what it means to be empathetic. Review key terms from beginning of lesson.

Assessment

- 1) Student Journals
- 2) Observations during group break out tasks
- 3) Class Discussion
- 4) Debates and reasoning provided – can be in front of class or isolated groups
- 5) Exit Slips (may be written or oral)
- 6) SPSD Writing, Viewing and Speaking Rubrics

Activity 4: Informed Decisions or Influenced Actions?

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

PART A: Tips for Making the World a Better Place

Video 1 - Tips for Change

You are about to watch a short video by Kid President. In this short video, Kid President gives viewers suggestions on how to make the world a better place; more specifically, “how to change the world.” In a group of 4 or 5, complete the following chart.

Creating Change

What needs to be Changed? How do you Know?

What is your vision? Look/Feel/Sound like?

What/Who is Needed?

How will success be measured?

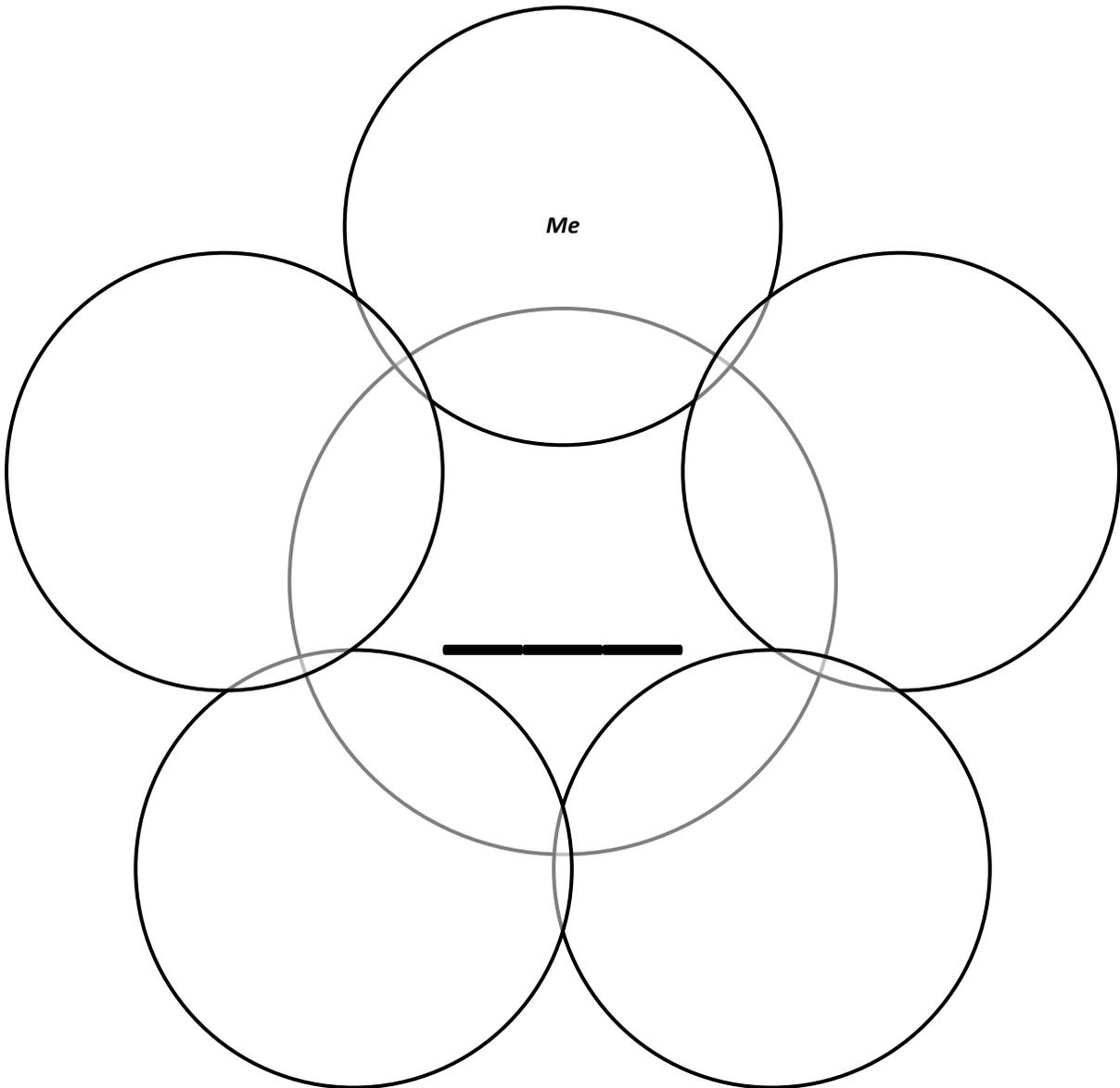
If you'd like to watch the video again on your own time, here's the link!

<https://www.youtube.com/watch?v=4z7gDsSKUmU&t=8s> - How to Change the World | Kid President by SoulPancake

Video 2 - What Makes An Awesome Leader?

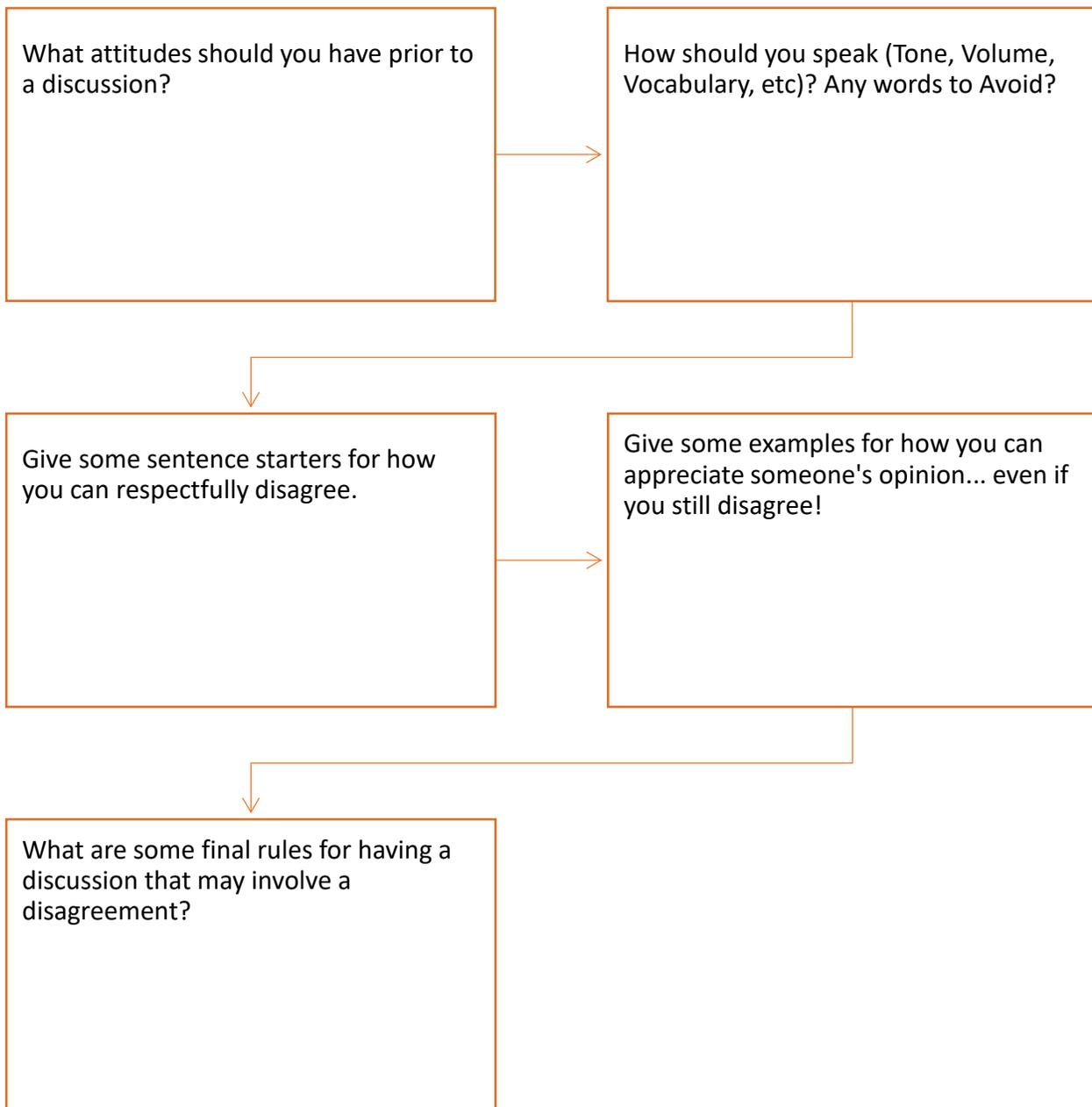
You are about to watch another short video by Kid President. In this short video titled “What Makes an Awesome Leader”, Kid President gives viewers asks students from California (USA) to share their opinions on what make an awesome leader. Afterwards, in a **NEW** group of 4 or 5, complete the following:

Instructions: In the Radial Venn Diagram below, find the “me” bubble and independently list the **5 most important traits/skills** that make an Awesome Leader. Afterwards, gather words from your group members and place it in an outer bubble. Lastly, in the center, choose a single word that you believe your group all identify as the most important trait/skill.



Video 3 -How to Disagree

In this third and final video, Kid President will be explaining how it is possible to disagree with nearly anything. When disagreements do come up, it is important that we do so in ways that do not harm someone or make their opinions appear worthless. **In the template below**, work in a group of 2 or 3, **create guidelines** on how to disagree with someone.



Now that you have completed the diagram above, read through the following discussion topics. With one or two partners, alternate between being in **favour** and **opposed** to each listed argument, regardless if you truly believe it or not. While doing so, consider why this might be a good activity to practice.

LIST OF TOPICS FOR DEBATE



Should animals be used for testing new products to ensure they are safe for humans? Circle one: **For** or **Opposed**

-
-
-



Should gun makers be fined if their weapon is used in a crime (murder, robbery, etc)? Circle one: **For** or **Opposed**

-
-
-



Boxing is a violent sport. Should it be banned? Circle one: **For** or **Opposed**

-
-
-



Should children be allowed to participate in beauty pageants? Circle one: **For** or **Opposed**

-
-
-



Should the Cleveland Indians drop their name and logo? Circle one: **For** or **Opposed**

-
-
-

Image References:

Pharmaceutical animal testing. Photograph. *Britannica ImageQuest*, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/132_1337826/1/132_1337826/cite. Accessed 10 Oct 2018.

Soviet rifle factory / WWII. Photograph. *Britannica ImageQuest*, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/109_126996/1/109_126996/cite. Accessed 10 Oct 2018.

Boxing. Photograph. *Britannica ImageQuest*, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/108_1084631/1/108_1084631/cite. Accessed 10 Oct 2018.

Mixed Race girl dressed as beauty queen. Photography. *Britannica ImageQuest*, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/154_2899794/1/154_2899794/cite. Accessed 10 Oct 2018.

Larry Dody. Photographer. *Britannica ImageQuest*, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/115_2823941/1/115_2823941/cite. Accessed 10 Oct 2018.

Part B: The Power of a Picture



Source: CBC Digital Archives "The Oka Crisis" <https://www.cbc.ca/archives/topic/the-oka-crisis>

Occasionally when we watch the news, read an article or listen to the radio, we as audience members ask questions that only give us information about the surface. Questions such as "Who was involved," "Where are they," "Who is at fault," and "I wonder if everyone is okay." However, if we were to study an iceberg, you'd discover that only a small portion is visible above sea level; this is the surface information you can observe. Without further investigation, there are risks of not understanding a situation in its entirety, thus our opinions may be formed with limited information and reason.

Looking at the image above, answer the following "surface" questions. Be prepared to share with your classmates.

- (1) Who is the aggressor? _____
- (2) Who is the 'bad person' in the photo? _____
- (3) Is this scary? Why? _____
- (4) What weapons do they have? _____

If you don't dare to question, you will never see the whole picture...



Iceberg. Photography. Britannica ImageQuest, Encyclopædia Britannica, 25 May 2016. quest.eb.com/search/139_2008623/1/139_2008623/cite. Accessed 24 Oct 2018.

Part C: Asking the Right Questions

- Enlightened:** Questions are aimed to find the truth and facts.
- Empowered:** Questions will seek to find influence, challenge rules and justice.
- Empathetic:** Questions are made to help you feel, see and hear the perspectives of others.
- Ethical:** Questions challenge our beliefs, values and explore our rights and responsibilities.
- Engaged:** Questions to find solutions, mindful actions and ultimately to make the world a better place.

Activity Instructions

In 1990, Canada would become the focus of many news stations throughout the world as a standoff between the Mohawk people of Kanehsatake, Quebec police, and the Canadian army emerged. When the town of Oka announced plans to expand a golf course over Mohawk land, tensions quickly arose and violence soon followed. The end results would leave an officer killed, the golf course expansion cancelled, and more than 20 Mohawk Warriors are arrested. You will **watch a video** created by CBC news. When viewing, and following the film, write down any questions that you may have in the correct section below.

Enlightenment	Empowering/Engaging	Ethical/Empathetic
<ul style="list-style-type: none">• Minimum 3 Questions	<ul style="list-style-type: none">• Minimum 5 Questions	<ul style="list-style-type: none">• Minimum 5 Questions

Want to watch it again? Here's the link <https://www.cbc.ca/firsthand/episodes/the-oka-legacy> "The Oka Legacy"

Part D: Forming our Opinions

Using the template below, your previously asked questions and learned information from CBC's *The Oka Legacy*, begin forming your final opinion. Remember, your opinion is just as important as any other; be respectful.

Claim: An explanation or interpretation of some aspect of the topic. Write a specific claim about the events at Oka.

Supporting Evidence/Reasoning #1

Supporting Evidence/Reasoning #2

Supporting Evidence/Reasoning #3

Question: What's left hanging? What isn't explained? What new reasons does your claim raise?



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<http://www.fairdealingdecisiontool.ca/DecisionTool/>