

# Citizenship Journal

---

NAME: \_\_\_\_\_

- 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.

## Activity List

**Activity 1: Rights and Responsibilities**

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

**Activity 3: What does it mean to be Canadian?**

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

## 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.

**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:** 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:**

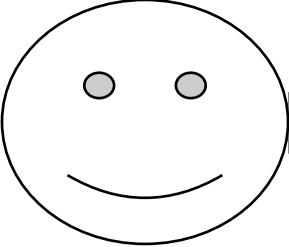
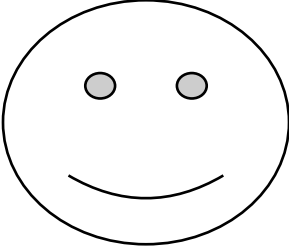
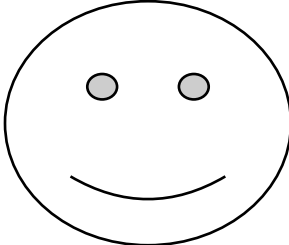
1. Create a list of different perspectives.
2. Use this script skeleton to explore each one:
  - a. I AM THINKING OF ...[the topic]... FROM THE POINT OF VIEW OF...[the viewpoint you've chosen]
  - b. I THINK...[describe the topic from your viewpoint]. Be an actor--take on the character of your viewpoint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

<b><u>Should citizen Rights be revoked (taken away) under any circumstances?</u></b>	
<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. You will be asked at specific times to complete each section below.

	<b>I SEE</b> →	Focus on the details. Look closely. Take your time!
	<b>I THINK</b> →	Based on what you know, what do you feel, think, believe...
	<b>I WONDER</b> →	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. In the space below, 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.


## 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...

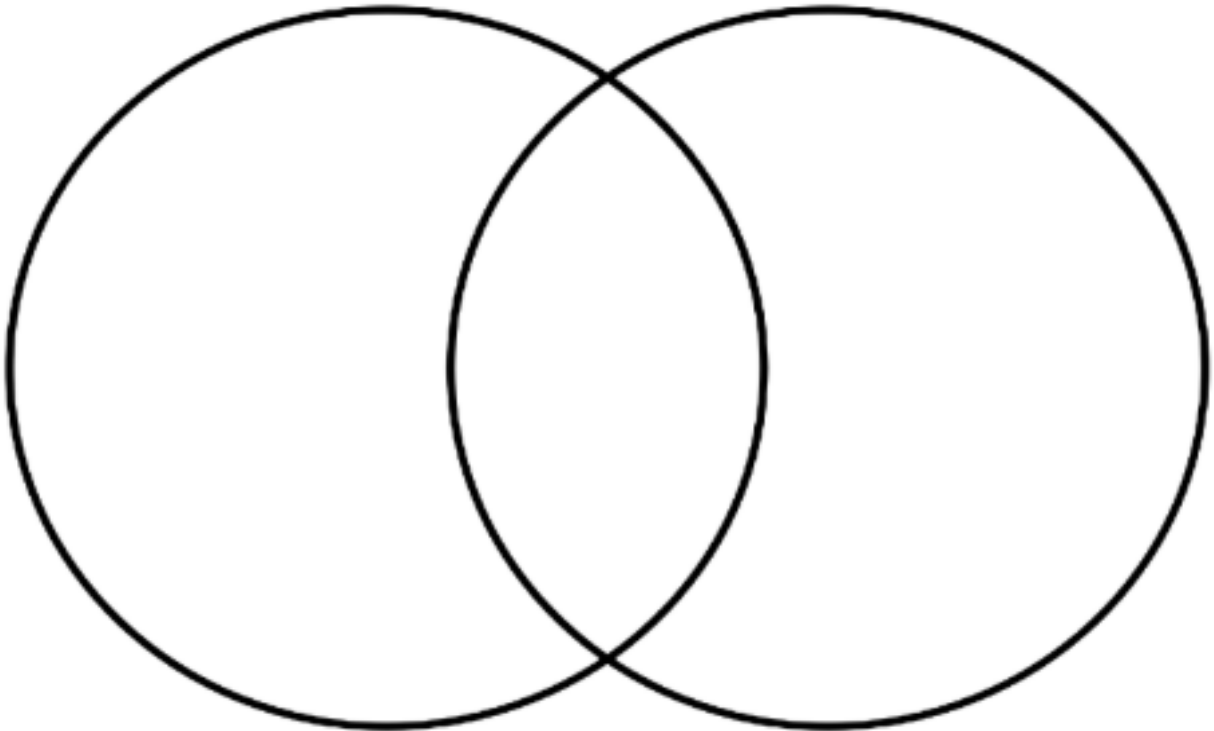
## After The Viewing

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](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?

## 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.

**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:

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 1<sup>st</sup> – 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:**

Created by Matthew Schule

Aligned with Concentus Education Foundation Learnings and Strategies

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.

**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'k Maq, 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](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... \_\_\_\_\_?



## 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?

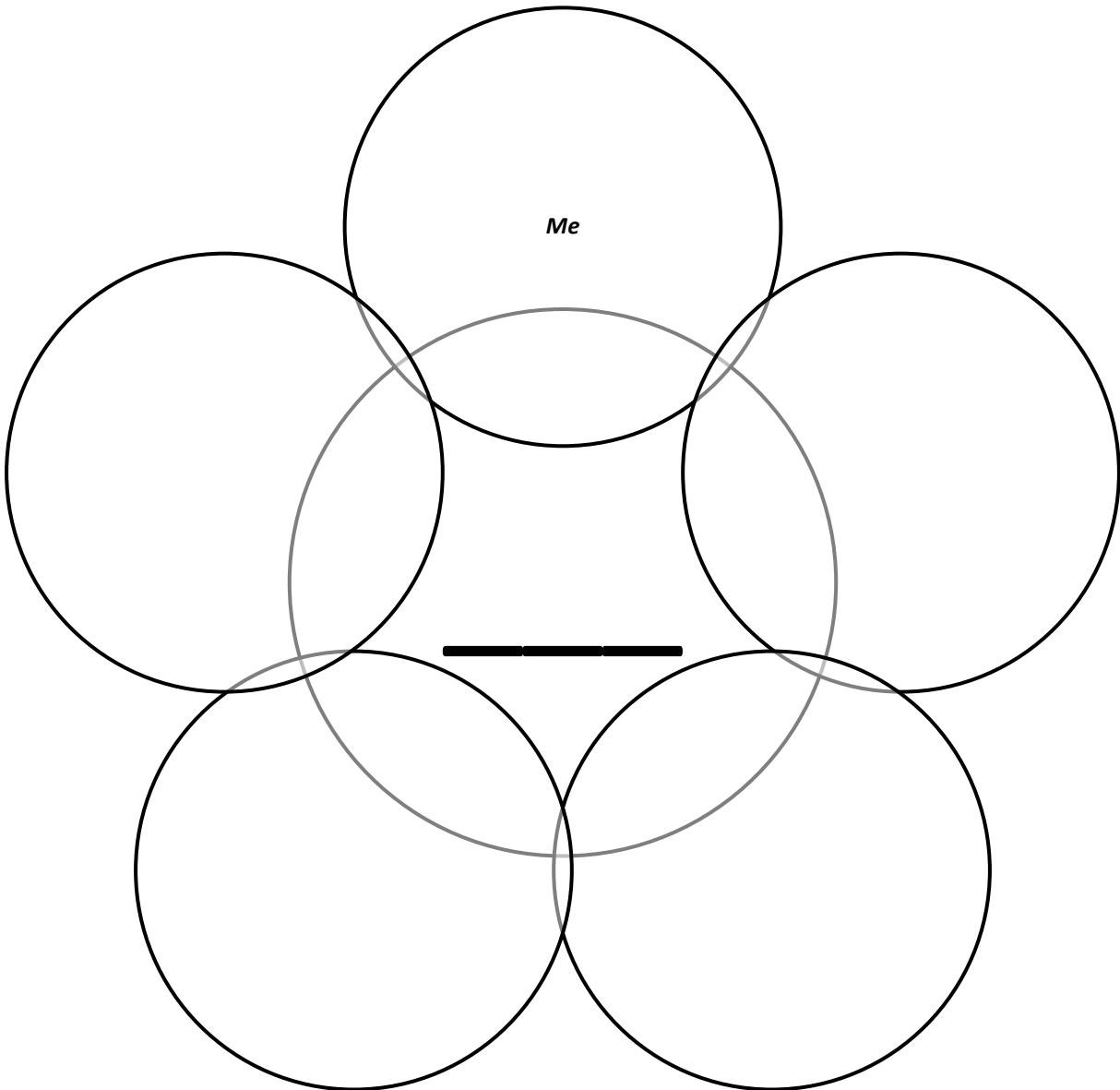
If you'd like to watch the video again on your own time, here's the link!

<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?

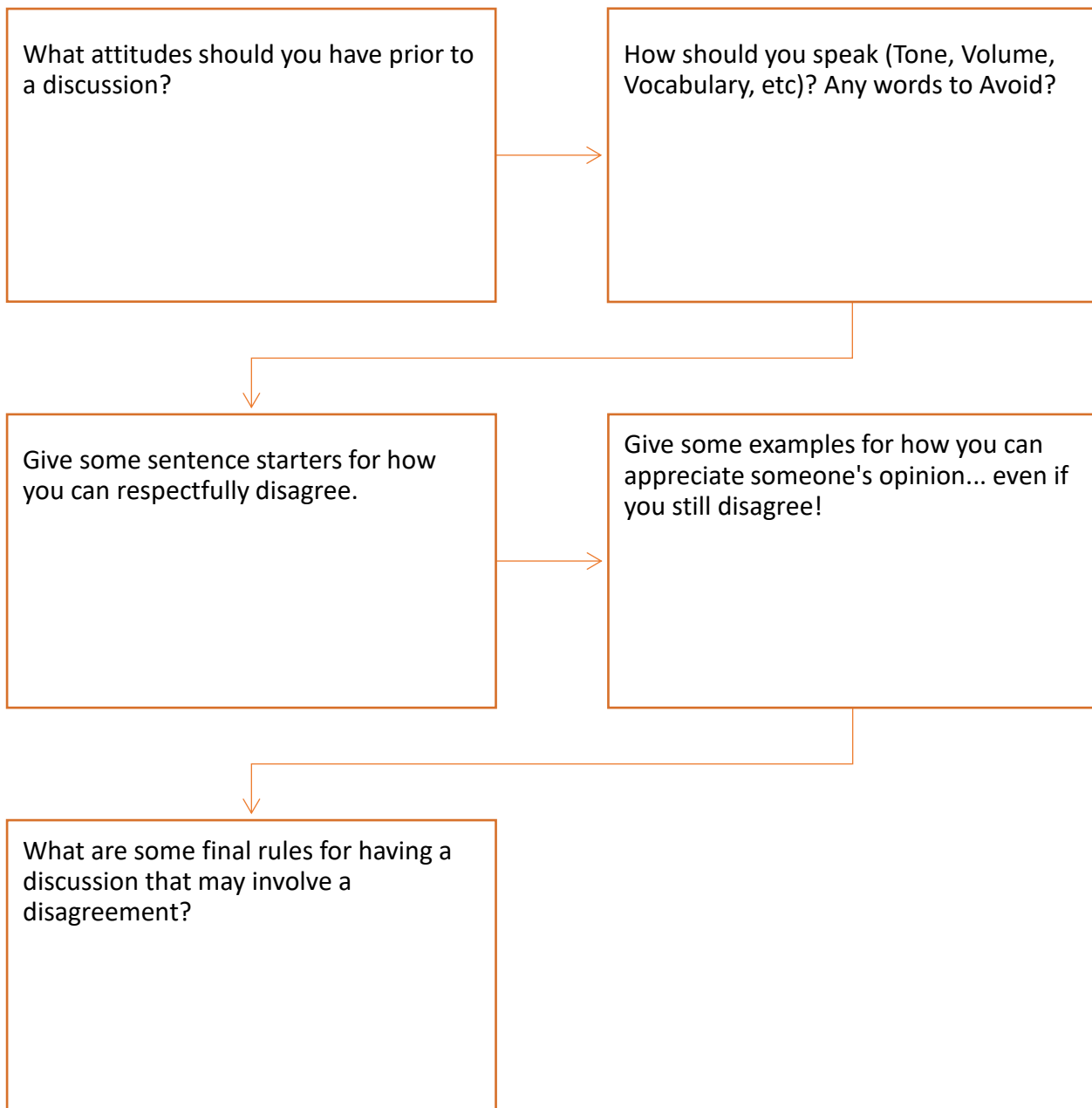
You are about to watch another short video by Kid President. In this short video titled “What Makes an Awesome Leader”, Kid President gives viewers asks students from California (USA) to share their opinions on what make an awesome leader. Afterwards, in a **NEW** group of 4 or 5, complete the following:

**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](http://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](http://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](http://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](http://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](http://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](http://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
• Minimum 3 Questions	• Minimum 5 Questions	• 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?**



Book covers used in this document are copyright protected. They are being used for Educational purposes within the classroom & are covered under fair dealing.

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