

Across Cultures
Unit Guide for the Theme
How does integration challenge us?
By Richard Blaquiére, Social Studies Teacher
Woodstock High School, School District #14, Woodstock, NB

Overall Objective

To explore some of the economic and social challenges faced by members of diverse cultural groups in Canada.

Grade level

Advanced 9–12 and beyond. This unit can be adapted to younger grades and different courses of study in various Canadian provinces and territories.

Content Areas

Citizenship
Social Studies
English
Language Arts
Geography

Content items used

NFB film excerpts:

The Tree That Remembers, 2002 (39 min 15 s – 42 min 20 s)

Speakers for the Dead, 2000 (24 min 26 s – 26 min 31s)

Opre Roma, 1999 (11 min 37 s – 14 min 23 s)

Enigmatico, 1995 (36 min 52 s – 41 min 32 s)

Speak It, 1992 (22 min 35 s – 24 min 28 s)

No Time to Stop, 1990 (20 min 55 s – 21 min 59 s)

Fighting Back, 1984 (2 min 14 s – 5 min 9 s)

Note: Content items can be viewed online free of charge at <www.nfb.ca/acrosscultures> in the theme **How does integration challenge us?**

Materials Required

Access to a computer lab, Internet connection, data projector, flip chart and paper or whiteboard, drawing paper and pencils.

Summary

Using film excerpts, Canadian policy documents, the Internet and community resources, students will examine some of the economic and social challenges immigrants encountered in moving to a new country.

Students will be asked to write policy documents aimed at easing the integration problems encountered by the multicultural youth community. They will role-play interviews with immigrant Canadians featured in the video clips. They will also examine their own roots and remember that, except for the Aboriginal peoples, we are all immigrants to Canada.

Introduction Activity (15 minutes)

On the day before beginning this lesson, give students a handout, and have them go home and interview their families:

1. Where did our ancestors come from? Why did we choose Canada?
2. When did we arrive? What work did we do?
3. Did we (our family) settle where we are now or have we relocated since first arriving? Why?
4. What traditions, if any, do we practise that originate in our home country? (religious, social, etc.)
5. What languages are spoken at home? (Think of members of your extended family too.)
6. Optional Question: Does your family identify themselves as a “hyphenated Canadian,” e.g., French-Canadian or Indo-Canadian?

Activity 1: Evolution of the Canadian Mosaic (60 minutes)

Step 1: Have students create a huge timeline on chart paper. Begin with an arrow pointing to the left. Label it *Aboriginal peoples*. Divide the class into groups of three with one person assigned the task of recording group information (When did your family arrive in Canada?) on the timeline. Other team members can add drawings or diagrams randomly or sequentially on the timeline that reflect elements of their cultural/ethnic background. Post the timeline where everyone can see.

Step 2: As a class, discuss the questions students asked at home. On a flip chart, start listing the various cultural practices that are carried on at home. Ask: What did you learn about yourself? What did you learn about each other? Are the answers to the questions asked at home affected by the point your families arrival in Canada occupies on the timeline? If so, how and why?

Activity 2: Integration Interview (90minutes)

Step 1:

- Divide the class into pairs.
- Assign each pair one of the film excerpts from the Across Cultures Web site **How does integration challenge us?**
- They should view the excerpt and discuss the related questions (see online question panel by each excerpt) or Appendix.
- Place the main characters from the films in the timeline.

Step 2:

- Each group will write interview questions for the main characters in their film. The questions should relate to their characters' experiences in Canada and include speculation on where they are now.
- To think about: Do you think they have been successfully integrated into Canadian life? What challenges would have been met and overcome to ensure the success of their integration and becoming Canadian citizens?

Step 3:

- Students take turns interviewing each other. (Just switch roles a couple of times as responses will quickly be repeated.) Tape the interviews.
- Assess by having students present mini-interviews to the class. How were they similar? Different?

Activity 3: Creating a Diversity Policy For Your School (90 Minutes)

Step 1: Examination of documents. Divide the class into 3 groups.

- Group 1 reviews the Canadian Multiculturalism Act, specifically Section 5 (1).
<www.canadianheritage.gc.ca/progs/multi/policy/act_e.cfm>
- Group 2 reviews the Canadian Charter of Rights and Freedoms.
<<http://laws.justice.gc.ca/en/Charter/index.html>>
- Group 3 reviews the United Nations Universal Declaration of Human Rights.
<www.unhchr.ch/udhr/lang/eng.htm>

Step 2: Creating a Policy

- Have the groups identify articles in their documents that can apply to members of their school community. Tell them to be creative in judging how the articles could be transposed for use in the school and classroom.
- Have each group create a preamble specific to schools, social justice and integration. Example: *Given that education is to be provided free of bias and prejudice and that all students are to be included in the delivery of curriculum ...*
- Then, ask each group to create a School Diversity Policy, with ten articles, inspired by the principles in the documents they studied.
- Have the groups present their policies to the class.
- If no such policy exists at the school, formalize the project by discussing and choosing points from each groups' policy and present it to the school staff at a staff meeting.

Bonus Activity: Investing in Integration (120 minutes)

Step 1: Provide students with this quote from former Governor General Adrienne Clarkson. Have them rewrite it in their own words.

“Many of the immigrants whom we are now bringing to this country fully understand what it is to have a complex, tortured history. They have chosen to leave it and take up life in Canada. By remaking themselves as citizens of our country, they must learn to understand what we, as a country, have gone through in our evolution up to now. Citizenship is not a buffet table of rights, privileges and perhaps some inconveniences, like the cranberry sauce you won't take with the

turkey. If a country is to have a continuous history, then it must have a history that all members of it comprehend and – most importantly – in which all members feel implicated.”

Governor General Clarkson, 2003

Step 2: Review all film excerpts. Students should have the above statement and their rewording in front of them. Ask:

- Do all people featured “feel implicated” in Canada? Why or why not?
- How might these stories apply to the experiences of Aboriginal peoples in Canada?
- What can be done to “implicate” new arrivals?

Step 3: On February 28, 2007, The Honourable Monte Solberg, Minister of Human Resources and Social Development, announced that Canada's new government would invest \$2,789,469 to support employment integration for skilled immigrants.

Canada allows around 240,000 immigrants into the country each year of which about 136,000 are economic immigrants. The above amount, then, represents around \$20.50 per economic immigrant.

Debate the following using information from activities 1-3: “Canada must invest significantly more funds to expedite the integration of skilled and unskilled labour into Canadian life.”

Closure Activity

Have students write a class letter to the editor of a local, provincial or national newspaper in which they state the case for a more comprehensive, compassionate, immigration policy that recognizes the uniqueness of the Canadian identity and its evolution into one that accommodates diversity of practice and belief.

Check for Understanding

Leave students with the questions, “How have your cultural practices and traditions affected Canada? How has Canada affected your cultural practices and traditions?”

Rubrics

Oral Presentation Rubric	
How Does Integration Challenge Us?	
Teacher Name: _____	
Student Name: _____	

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.



<p>Student Self-Evaluation – All Activities</p> <p>How Does Integration Challenge Us?</p>

Name _____ Activity _____ Teacher _____ Date _____

CATEGORY	4	3	2	1
Level of Engagement in Group	I proactively contribute to class by offering ideas and asking questions more than once per meeting.	I proactively contribute to class by offering ideas and asking questions once per meeting.	I rarely contribute to class by offering ideas and asking questions.	I never contribute to class by offering ideas and asking questions.
Listening Skills	I listen when others talk in the group. I incorporate or build on the ideas of others.	I listen when others talk in the group.	I do not listen when others talk in the group.	I do not listen when others talk in the group. I interrupt when others speak.
Behaviour	I almost never display disruptive behaviour during class.	I rarely display disruptive behaviour during class.	I occasionally display disruptive behaviour during class.	I almost always display disruptive behaviour during class.
Preparation	I almost always come to class prepared with assignments and required materials.	I usually come to class prepared with assignments and required materials.	I rarely come to class prepared with assignments and required materials	I never come to class prepared with assignments and required materials.



References and Resources

Archival Images: The Across Cultures Web site, under the theme **How does integration challenge us?**, also contains excerpts from NFB and CBC archives, along with photographs and illustrations of artefacts. You might want to integrate some of these items into your planning.

Online Resources:

CBC Archives <http://archives.cbc.ca/for_teachers>

Good backgrounder for teachers interested in the larger picture of multiculturalism and education in Canada. From the Council of Ministers of Education, Canada.

<www.cmec.ca/international/globaled-en.stm>

Video clip on “Duty to Accommodate” from Canadian Human Rights Commission.

<www.chrc-ccdp.ca/preventing_discrimination/videoclip_clipvideo-en.asp>

Institute for Canadian Citizenship < <http://icc-icc.com/indexen.html> >

Text Resource: Any recommended text for Social Studies.

Appendix

Film excerpt questions in the **How does integration challenge us?** theme.

From Harling Point, 2003 (10 min 58 s – 13 min 39 s)

What decision might the teacher have made in assigning roles in the play that would have made the young Chinese student feel a part of the class?

The Tree That Remembers, 2002 (39 min 15 s – 42 min 20 s)

One of the speakers talks about “the pain of survival.” What did she mean?

Speakers for the Dead, 2000 (24 min 26 s – 26 min 31 s)

Racism in Canada, unlike in the U.S., was “under cover.” Give one example that might prove this statement.

Opre Roma, 1999 (11 min 37 s – 14 min 23 s)

When asked why the Roma were hated, Roma activist Julia Lovell’s father tells her “because they were taught that.” Give one example from each of the speakers that proves that statement.

When Strangers Re-unite, 1999 (33 min 30 s – 38 min 47 s)

Why and how did Roderick “fall through the cracks?”

Enigmatico, 1995 (36 min 52 s – 41 min 32 s)

“All this politics, it ruined me.” What did the playwright mean by this statement?

Speak It, 1992 (22 min 35 s – 24 min 28 s)

In responding to racism, what are some of the alternatives to violence suggested in this excerpt?

No Time to Stop, 1990 (20 min 55 s – 21 min 59 s)

Alberta, a computer programmer, was not able to work in her chosen field. How did she establish a tie between racist attitudes and her inability to find a job in her field?

Older, Stronger, Wiser, 1989 (20 min 47 s – 24 min 51 s)

How did Eva’s community and religious values help the children in her community?

Fighting Back, 1984 (2 min 14 s – 5 min 9 s)

What role did mob mentality play in Asif’s struggle to survive in school?

A Sense of Family, 1980 (28 min 27 s – 30 min 7 sec)

How did Ms. Sunga’s experience as a victim of racism raise her level of consciousness vis-à-vis other immigrant Canadians?

Arrival, 1957 (21 min 50 s – 25 min 41 s)

What reasons did the mother give for wanting to go back to Italy? What happened that may have helped her begin rethinking those sentiments?

Dresden Story, 1954 (24 min 9 s – 26 min 44 s)

One of the men in the film, Mr. Hansour, says, “When you are born Canadian, you expect to be treated like a Canadian.” How would this law begin to make that possible?