

EXPLORING LIKENESSES AND DIFFERENCES WITH FILM

Written and Researched by Bette Hood

Support for this publication was provided by the Mutlicultural Program of the Government of Canada.

1st Printing — March 1979 2nd Printing — March 1981 3rd Printing — October 1982 © National Film Board of Canada 1982 ISBN 0-7722-0016-5

Acknowledgements

I wish to thank the following people for their encouragement, support, patience and ideas in helping to make this project possible. I hope the ideas outlined in the handbook will spread to many classrooms and homes across this country.

Shelah Reljic Filmmaker, Vancouver

Jan Clemson
Distribution Representative
for the National Film Board
Vancouver Office

Paul Thompson
Department of Communications,
Simon Fraser University

Paul Winn Field Representative, Secretary of State, Vancouver

Dr. Leo MarshallAssistant Superintendent of Education, School District #44, North Vancouver

Blair Greenwood
Director of Curriculum Services Centre,
School District #44, North Vancouver

Jack Kehoe
Faculty of Education,
University of British Columbia

Louise Steele School District #44, North Vancouver, B.C.

Sudha Rajan Student, North Vancouver High School

Chief Dan George for the use of his "Lament for Confederation"

Evelyn Samuel
Publisher and editor,
Canadian Children's Magazine.

The entire staff of the North Vancouver Curriculum Service Centre, School District #44, North Vancouver.

All the generous Grade Five teachers in North Vancouver who shared their classroom pupils and time with me for the last two years. 1st Printing - March 1979 2nd Printing - March 1981

©National Film Board 1981 ISBN 0-7722-0016-5

INTRODUCTION

Exploring Likenesses and Differences with Film is a twelve-week social studies unit developed in North Vancouver, aimed at tenyear-olds, for use in elementary school classes. The object is to introduce a practical programme which will explore likenesses and differences to be found in all people in general and the varied ethnic groups and nationalities of Canadian people in particular. The emphasis is placed upon realizing the dignity of all people.

Along with other parents and teachers, I am aware of the increased concern emerging about prejudice, its origin and nature, and what could be done in the context of our schools. I am convinced that the most effective work can be done in the lower grades. Rather than having teachers try to counter and reverse acquired negative attitudes in older pupils, I feel it is preferable to work on inculcating positive attitudes in the early and

more formative years. Though it is easy to talk about the dignity of all people, there is a serious lack of information and teaching materials. Many ethnic minorities have been totally omitted in our textbooks. Those which are included are approached from the dominant Anglo-Saxon majority viewpoint. It is about time we heard the voices of these silent minorities. Upon investigating, I found the National Film Board has an increasing number of multicultural films. Many are produced or edited by the indigenous or immigrant people talking about their experiences and lives here as minority Canadians. These form the bulk of the programme.

The programme has completed its second year in the North Vancouver elementary schools. It has had an enthusiastic response from teachers and pupils. During the past year an evaluation was done by a research team. The results were positive and very encouraging.

This resource book has been put together to assist other teachers or school boards who would be interested in running such a programme in their area. Two films are screened each week in a lesson of approximately an hour and a quarter. They are the jumpingoff point, and the dialogue that follows between the children and the teacher is the most important part of the course. Different viewpoints are encouraged, often debated and, in quite a few situations, are left openended. Basically, we want to gain facts, open closed minds, and develop sensitivity to others. Follow-up activities are suggested for each lesson. Information on where to obtain the films, Canadian Children's Magazine and the seven titles in the Canadian Culture Series is provided at the back of this booklet.

At the beginning of the twelve-week session, many children are a little puzzled and shy to discuss their own and other peoples' ethnic backgrounds. However, we have found that a gradual improvement of attitude occurs as the programme progresses. With encouragement the children begin to feel secure and proud of their ethnic differences. Of course, it is always very important to emphasize likenesses as well — our needs and feelings that are discovered "under the skin." By the end of the course many children are asking when they will have a programme on Canadian blacks, or a German-Canadian programme. They all want to be represented. It is my hope that a similar programme for the later grades will be developed as well.

In the meantime I am happy to be able to share my experiences with you in this interesting field of work. Feel free to adapt this guide to suit your school and its programme. I would be pleased to hear from you at any time, c/o Curriculum Service Centre, School District #44, 135 West 12th Street, North Vancouver, B.C. V7M 1N2, or, directly at 327 Beachview Drive, North Vancouver, B.C. V7G 1P5.

Bette Hood - March 1980

	Film List	Length (min.)	Activities	*Other Related Films Length (min.)		
Week 1 Inuit (Eskimos)	Pictures Out of My Life		With felt pens, make an Inuit nature design	The Owl and the Raven Lumaaq: An Eskimo Legend The Owl and the Lemming		
Week 2 North American Indians			Teach Buffy Sainte-Marie's song "Welcome, Welcome Emigrante"	Charley Squash Goes to Town 17 Who Were the Ones? 7 People Might Laugh at Us 9 High Steel 14 Christmas at Moose Factory 13		
Week 3 British Canadians	OddballBeautiful Lennard I	6 Island 24	Class discussion on judging friendships or Interviewing parents or guardians about their jobs.	The Family that Dwelt Apart 8 Children of Fogo Island 18 Adventure in Newfoundland 16		
Week 4 French Canadians		10 20	Teach "O Canada" in French	The Sweater 10 Au pays des couchers de soleil/ In the Land Where the Sun Sets 4 Quebec in Silence 10 Comptines (French only) 11		
Week 5 Peace and Brotherhood		14 7	Design individual "Peace and Brotherhood" posters	The Magic Flute 8 Valley of the Moon 5 The Little Men of Chromagnon 8		
Week 6 Ukrainian Canadians	**Kurelek — The Ukrainian Pione **Pysanka	eers 15	Using bright colours design a pysanka egg	Kurelek10In Praise of Hands28Teach Me to Dance29Matrioska5		
Week 7 Polish Canadians		29 14	Draw charts of pupils' family trees or roots.	Canadians Can Dance 22		

Film List	Length (min.)	Activities	*Other Related Films Length	(min.)
The Visit My Friends Call Me To	28 ony 12	Role-play a visit to an Italian home.		
My Name is Susan Yee **Home Free	9 12 20	Chinese calligraphy	**Pamela Wong's Birthday for Grandma	8
**Images of the First 100 Years Origami	10 9	Make a simple origami bird or figure	**Story of Taro Hiroko Ikoko	20
**Radha's Day Gurdeep Singh Bains	17 12	East Indian visitor, or bring turban, sari, etc.	Atomic Juggernaut How Death Come to Earth	17 14
**The Fairness Game I'll Find a Way	11 26	Sing Buffy Sainte-Marie's songs: "The Seeds of Brotherhood", "Emigrante"	Clockworks	16
	The Visit My Friends Call Me To My Name is Susan Yee **Home Free **Images of the First 100 Years Origami **Radha's Day Gurdeep Singh Bains **The Fairness Game	The Visit 28 My Friends Call Me Tony 12 My Name is Susan Yee 12 **Home Free 20	The Visit	The Visit

^{*}Extra films if others are not available **Non-NFB films

Names and addresses of distributors for non-NFB films are listed at the back of this manual.

LESSON No. 1A

Pictures Out of My Life

Inuit artist Pitseolak vividly illustrates her memories of Inuit life before the coming of the white man. The extreme harshness of life, the birds, animals and spirits, loom large in the lives of these northern people.

Suggested Teaching Aids

Canadian Children's Magazine #7 Pages 20-27.

Pitseolak: Pictures Out of My Life, Dorothy Eber (ed). Oxford University Press, Montreal, 1976.

The Last of the Arctic, Wm. Kurelek. McGraw Hill Ryerson, Toronto, Vancouver, 1976.

Each pupil requires a folder or Duotang looseleaf binder to hold the 12 film review sheets. (see at the end of the book)

Some children find it difficult to assess how a film makes them feel. A list of suggested words on a chart or the board helps, e.g.,

interested	happy	excited
curious	amused	ashamed
puzzled	pleasant	angry
confused	calm	sad
nervous	joyful	disgusted
disappointed	painful	nervous
blue	bored	delighted
undecided	proud	guilty

Before Screening Film

Using the books, introduce the children to the life of the Inuit before the white man arrived in the Arctic.

Read Kiakshuk's poem:

The Earth and the People

The earth was here before the people. The very first people came out of the ground.

Everything came from the ground, even caribou.

Children once grew out of the ground just as flowers do.
Women out wandering found them sprawling on the grass.

And took them home and nursed them.

That way people multiplied.
This land of ours has become
habitable because we came here
and learned how to hunt.
Even so, up here where we live,
life is one continuous

fight for food
And for clothing
And a struggle against bad hunting
and snow storms and sickness.
But we know our land is not the
whole world.

Kiakshuk

Notes :	
	2
-	

LESSON No. 1B Eskimo Artist Kenojuak

Beautiful art prints are created by Kenojuak and her husband at Cape Dorset. Set in the present day, the film and the prints show the strange world of the Arctic sky, twilight and shadows on snow. Kenojuak's words add turther meaning.

Suggested Teaching Aids

Inuit calendars, prints, carvings, stamps, sealskin, etc.

Before Screening Film

Using Canadian Children's Magazine #7 (page 20) explain to the children how James Houston and Oshaweetok started printmaking in the far north.



After Screening Film

Discuss:

- After watching both Kenojuak and Iyola how would you describe their characters?
- Lester Pearson gave some very wise advice when he spoke about enriching each other's lives. He said:
 We are now moving into an age when different civilizations will have to live side by side in peaceful interchange; learning from each other, studying each others' ways, history, ideals, art and culture; mutually enriching each others' lives.
 Let us find all the examples shown in this film of Inuit and "Kadluna" mutually enriching each others' lives.
- Do you believe that the white man has bettered Inuit lives? What do you think the Inuit people feel?

Related Activity

With bright crayons or felt pens draw an Inuit print relating to nature, animals, birds or Arctic life.

Notes:				
		- Ziva minn		10000
Name of the last o			-	
-				
	_		A house the second	
			-	
				-
	*			
	4			

LESSON No. 2A

Augusta

A film about an 88-year-old Indian lady who lives alone in a log cabin at Soda Creek in B.C.'s Cariboo country. Full of warmth and spirit, she tells us of her memories of the past.

Suggested Teaching Aids

The Days of Augusta
Jean E. Speare (ed), J.J. Douglas Ltd.
1875 Welch St., N. Van., B.C. V7P 1B7 1977
When Strangers Meet. A Source Book for the
Study of a Meeting Between Two Cultures.
Canadian Culture Series #2
(see at the end of the book)

A chart using excerpts from Chief Dan George's Lament for Confederation, July 1, 1967.

"In the long hundred years since the white man came. I have seen my freedom disappear like the salmon going mysteriously out to sea . . . When I fought to protect my land and my home. I was called a savage . . . When I no longer understood nor welcomed this way of life I was called lazy. When I tried to rule my people, I was stripped of my authority . . . I must forget what's past and gone . . . I shall grab the instruments of the white man's success, his education, his skills, and ... build my race into the proudest segment of your society. So shall we shatter the barriers of our isolation. So shall the next hundred years be the greatest in the proud history of our tribes and nations."

> Chief Dan George. Burrard Indian Reserve North Vancouver, B.C.

Before Screening Film

Read the chart with the class and draw attention to the change of mood at the end of the speech. Ask the class:

- Do you think the words are justified?
- Should the Indians have been called lazy?
- How do his words make you feel?

After Screening Film

Discuss with class:

- How would you describe Augusta's personality?
- Could you list some of the hard times she has lived through?
- Do you think it was fair that she was punished if she spoke Shuswap at school? Why?
- Wouldn't she be happier in a nursing home?
- Do you know of any changes that the Indian chiefs and their people want to make in their lives today?

Notes :
·
9

LESSON No. 2B

Kevin Alec

Eleven-year-old Kevin Alec lives with his extended family on an Indian reservation near Lillooet, B.C. From his elders, he learns to skin and tan hides, ride on horseback and fish.

Suggested Teaching Aids

If possible, bring in some samples of Indian artifacts: rawhide, baskets, carvings, arrowheads, beadwork, etc.

If possible, bring a copy of Buffy Sainte-Marie's record. The Best of Buffy Sainte-Marie, Vol. II. (Vanguard: VSD 334)

Make a song sheet for each pupil using her two songs:

"The Seeds of Brotherhood" (#5 - VSD - 34 Side Two) and "Welcome Welcome Emigrante" (#4 - VSD - 34 - Side One).

Before Screening Film

Ask the children to list as many Indian reservations as they know that are close to where they live. Point them out on a map.



After Screening Film

Ask class:

- What is an "extended family?" How does it differ from your family?
- The word "close" is sometimes used to describe a family. Would you describe the Alec family as a close family? What examples of closeness did you notice?
- What new experiences would you enjoy if you went to live with Kevin? What would he enjoy if he came to visit you?

Related Activities

Teach the children Buffy Sainte-Marie's song "Welcome, Welcome Emigrante"
Pass around the Indian artifacts and discuss with children.

		THE RESIDEN	and Tracking
2-1-1			
			<u> </u>
-			
	1107/107/		

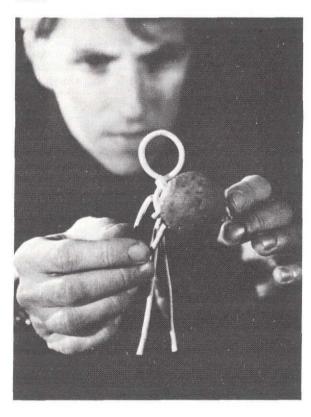
LESSON No. 3A

Oddball

A simple animated story that teaches us a profound truth. We too often judge by superficial impressions without looking for the deeper, more hidden human values.

Suggested Teaching Aids

None



Before Screening Film

Discuss the differences between live-action films and the more abstract animated films. Explain that music is used instead of words in this film and that the class must puzzle out the important message of the artist. This film will teach a very important lesson: how to get to know people, and choose our friends.

After Screening Film

Some of these questions will aid the pupils to seek out the artist's message:

- How would you describe the character, likes and dislikes of the pipe-cleaner boy?
- How would you describe the little Oddball's ways?
- How did the pipe-cleaner boy change some of his ideas and ways after his fall?
- What is the most important part of a person, his outer body or his inner personality?
- Do you know some well-known proverbs that teach the same message as our film? e.g.

You can't judge a book by its cover.
All that glitters is not gold.
Still waters run deep.
Slow and steady wins the race.

Related Activity

Have the children discuss their experiences of finding true warmth and friendship with someone who at first seemed odd and different.

Notes:

LESSON No. 3B Beautiful Lennard Island

Steven Holland and his brother David live in a lighthouse off Vancouver Island. He takes us with him on a tour of his unique home and shares his feelings about living apart from other families.

Suggested Teaching Aids

None

Before Screening Film

The 23 million Canadians who make up our society are all alike in some ways and totally different in others. Ask the class to see how many ways we are alike and in how many ways we are different.

The family we are going to be introduced to is a British-Canadian family living near Long Beach on Vancouver Island. Their lives are quite different from ours.

After Screening Film

Discuss with class:

- We have seen Steven and David getting the mail, exploring the forest, playing on the beach, investigating tidal pools, using a ship-to-shore radio, building forts, bringing in the groceries, doing school lessons and playing cricket. Which of these activities interest you the most? Why?
- How can you tell the parents have come from England?
- Have you ever lived apart from other people with your family? What did you miss? What did you enjoy most?
- What is the difference between being alone and being lonely?

Related Activity

Explain to the pupils that the Holland boys know all about their father's job. Have students interview parents, relatives or guardians and bring in reports on the details of their varied jobs.

Notes:	
-	
:	
r	
	_
	_
	_
	_

LESSON No. 4A Under the Rainbow

We can enrich our lives if we develop an open rather than a closed mind. That is the lesson to be learned from this clever animated film. The way people try to influence

others is handled in a fascinating manner. A puzzle film.

Suggested Teaching Aids

Make a chart or write on the blackboard Pearson's words that introduce the film: "We are now moving into an age when different civilizations will have to live side by side in peaceful interchange; learning each others' ways, studying each others' history, art and culture; mutually enriching each others' lives."

L. B. Pearson

Before Screening Film

Read the quote and make sure the children understand "peaceful interchange" and "mutually enriching each others' lives". Introduce the film as a film with a message. The clues that aid us are colors, shapes and music.

After Screening Film

Help the students go through the story of the film, encouraging them to put in their own dialogue. Use a tape recorder. Discuss with class:

- What is the artist saying to us when he has the yellow paint and the blue dye fade away?
- After they had peacefully exchanged each other's plant and cassette, why did they turn green? Why later did they turn back to yellow and blue?
- What do you think the artist might be saying to us by bringing in a third pink
- Did you notice anything that all three men had in common? Why do you think the artist did that?
- How many times has it happened that you did something or went along with something you thought you would dislike, only to find you enjoyed it after all?
- Has anyone enriched your life by sharing some new experience with you?
- What is an "open mind" or a "closed mind"?

Notes :		Strange ou sa	
W-1110			
	11111111111		
X		 ×	
-		 	
-			
			_
			-

LESSON No. 4B

Benoît Lajeunesse is a delightful young French-Canadian boy who, along with his three sisters, brother and parents, shares with us his interesting life in Quebec.

Suggested Teaching Aids

Canadian Children's Magazine #8, pages 20-25. Make a chart and tape of "O Canada" in French.

Before Screening Film

Review *briefly* the highlights of French rule in Canada (1534-1763).

After Screening Film

- Discuss with class Benoît's family, friends and hobbies.
- Which of his exploits seem just like your own? Which are quite different from yours?
- Many English-Canadian students go on exchange with French-speaking students. What is the value of such an exchange?
- At a hockey game the singer sang part of the first verse of "O Canada" in French. The English audience booed the singer. What are your feelings about such an occurrence?

Related Activity

Using tape recorder and written word teach the children at least the first verse of "O Canada" in French.

O Canada! Terre de nos aïeux, Ton front est ceint de fleurons glorieux! Car ton bras sait porter l'épée, Il sait porter la croix! Ton histoire est une épopée Des plus brillants exploits Et ta valeur de foi trempée, Protégera nos foyers et nos droits. Protégera nos foyers et nos droits.

O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise.
The True North strong and free!
From far and wide, O Canada, we stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

Notes :			
	**		
_			1000
	-	-	

LESSON No. 5A

Tchou-tchou

An animated film that is built around a fantasy town. Life flows along happily until a destructive bully appears, forcing the children to work hard to solve their problem.

Suggested Teaching Aids

Write the following quote on a chart: Bubble of Blue Air

To see the earth as we now see it, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the unending night — brothers who see now they are truly brothers.

Archibald MacLeish

Before Screening Film

Discuss quote and why we must see ourselves truly as brothers.

Put up the coloured poster of the United Nations Declaration of the Rights of the Child. Read and discuss the ten rights. Ask:

 What makes it so important that we get along together?

 What makes some people happy and loving and others angry and quarrelsome?

After Screening Film

Discuss with pupils:

- What were the four different ways the children tried to solve the problem of the troublesome bully?
- Building a fortress, and then fighting back didn't solve their problem. Why did making signs and eventually making the dragon into a friend prove to be wiser ways to solve the problem?
- We've all had to solve the problem of other people who spoil our fun. Is it an easy problem to solve? What ways have you found successful? What ways seem unsuccessful? Is it better to use your fists or your brain?
- If you try to be a peacemaker and it just doesn't work, what is the best alternative?
- Do you have to like everyone that you meet? Is it true that even if you can't get along with everyone, you should not hassle them?



Notes:
*
17.40

LESSON No. 5B

Balablok

Another brilliant animated film. Why the little characters fight and what happens during and after the war is a serious commentary on man's propensity to resort to violence rather than reason.

Suggested Teaching Aids

Collect as many posters as possible representing the themes of Peace and Brotherhood, or list on the blackboard some means of communication that people use to reach others to make our world a better place to live in, e.g.,

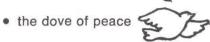
- films
- posters
- songs
- bumper stickers
- badges or buttons
- slogans
- public meetings

Make a list of the symbols that are wellknown, e.g.,



the menorah (Judaism)

· the crescent (Islam)



 Gerald Holtom's nuclear disarmament symbol



 Olympic athletes' symbol for peaceful competition



· Clasped hands of differing races of the world



Before Screening Film

Discuss the symbols and struggles of people who try to rid our world of wars and violence.

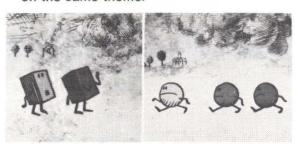
After Screening Film

Discuss:

- Neither the block people or the circle people explored each other carefully. What did they each think the other one was?
- · As the war went on, both the blocks and the circles changed shapes. Can you think what the artist is trying to say to us?
- When the little pyramid or triangle figure suddenly appears, what conclusion is the filmmaker giving us?

Related Activity

- Sing the second song on the peace and brotherhood song sheet by Buffy Sainte-Marie: "The Seeds of Brotherhood"
- Have the children make their own poster with a peace and brotherhood message, or let those who want to try to write a poem on the same theme.



Notes:	
2007 10 10 20 20 20 20 20 20 20 20 20 20 20 20 20	
	0.00

LESSON No. 6A

Kurelek — The Ukrainian Pioneers Famous Ukrainian-Canadian painter William Kurelek made this film. He used his artistic skill to draw for us a mural of his memories combined with old photographs and his own sensitive observations.

Suggested Teaching Aids

Canadian Culture Series #3 Canadian Children's Magazine #9, pages 20-25 Canadian Children's Magazine #4, pages 4-5. (Pysanka)

Make a chart or write on the board this English translation of a Ukrainian folk song: "Go to Canada, don't put it off, Although you'll suffer for a year or two; But later you and your children Will all be living the life of a lord. Here everyone is equal, At home or in the lawcourt, Everyone is a 'sir' And 160 acres of land is owned By every Harry, Panko, or Ivan. Work where you want, mow where you can, Cut the forest where you wish: Work for yourself not parasites. And pay only five dollars tax. Here everyone pays five dollars, Be he a Ruthenian, Pole or Englishman, After you've finished two days on public work You've got peace for a whole year."

Before Screening Film

Using a map, trace the trip from the Ukraine, through Hamburg to the Canadian prairies. Discuss the words of the Ukrainian folk song.

After Screening Film

Discuss:

- · Reasons for leaving the Ukraine
- Early tasks of men and women pioneers
- Ukrainian weddings



NA A	
Notoc '	
Notes:	
	THE RESERVE THE PARTY OF THE PA
	THE RESIDENCE OF THE PARTY OF T
The second of th	
Samuel Committee of the	

LESSON No. 6B

Pysanka

Luba Perchyshyn, a talented craftswoman, demonstrates the ancient art of pysanka (decorated eggs) made famous by the Ukrainian people.



The egg's message: "I wish you happiness (brown background) and prosperity (the ladder symbol and green leaves). Good will (flowers) and love (red colour of flowers) comes from me to you."

Suggested Teaching Aids

Canadian Children's Magazine #9, pages 4 and 5, 20-25 Samples of eggs, embroidery, wood-carving, etc.

Before Screening Film

Refer the children to the varied culture of the Ukrainian people: dancing, 32-letter alphabet, costumes, art, religion, literature, music, wood-carving, weaving, embroidery, cooking.

Introduce the word *pysanka* and explain the messages sent in the exchanging of eggs. Explain that the art of pysanka began as a pagan ritual, and that the symbols were later given Christian meanings.

Related Activity

Have the children draw and design their own *pysanky* in the Ukrainian style. Use brightly coloured felt pens or crayons, using a different colour for each shape added.

Yellow is a spiritual colour. Blue means good health. Orange means attraction. Green means money. Pink means success. Brown means happiness. Red is for love. Black is for remembrance.

Flowers mean good will and caring.







A star or sun means good fortune.







A rooster or chicken means may your wishes





A deer or horse means good health.





A ram or lion means strength.







A rake means prosperity.







LESSON No. 7A

Kaszuby

The viewers are introduced to a Polish-Canadian community in Barry's Bay, Ontario.

This is rather a long, and in some parts a slow film for some pupils, particularly those ten and under. Perhaps the teacher might screen the first fifteen minutes of it — cutting it off after the campfire scene where the young campers are singing their Polish songs.

Suggested Teaching Aids

Make a list on the board or a chart of Polish names, e.g.:
Martin Rikowski
Andrew Jurekowski
Ambrose Dombrowski
William Smialowski
Judith Schepkowski
Veronica Marakewicz
Father Kozakewicz
Helen Sharko
Cathy Pechurko

Before Screening Film

Give a very short introduction comparing the farming done by the Polish farmers and the large grain farms of the Ukrainian immigrants.

After Screening Film

Discuss with pupils:

 Do you know what the word "integration" means? What was the teacher telling us about the difference between Canadian and American integration? Which did he prefer? Why?

 When we look at Polish names we see many are difficult to pronounce for those not used to the language. Many have a similar ending. Do names with similar endings or beginnings appear in other languages?

 Why do some immigrants change their names? Why did they call the young Polish boys who flew the kites "The Flying Irish Boys?"

 Why do you think these Polish people were so interested in planes?

Notes:	**************************************			
ALL DIES CO. M. S. SIII				
	SAME ASSESSMENT OF THE PARTY.		1000	
		2		900000
5				
	77.10			
				-
			7	077
				_

LESSON No. 7B

Veronica Makarewicz lives a very full life on Queen Street in Toronto. Like many children of immigrant families she enjoys two cultures, keeping herself busy with her Polish and Canadian activities.

Before Screening Film

Explain to pupils that they are going to see some Polish people who live in the large city of Toronto. Veronica lives on Queen Street, a busy section.

Ask:

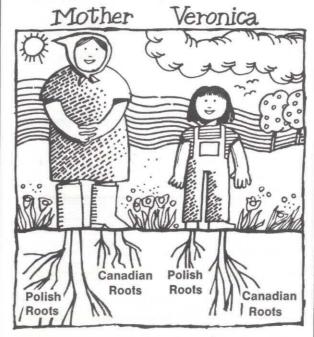
- Have any of you ever lived in the heart of a big city?
- Do you know what we mean by a family business?
- Tell the class about a family business you have helped with.

After Screening Film

Discuss:

- Many people today are interested in their family roots and cultural backgrounds.
 One could say that if your parents grew up in another culture, then your family will likely be influenced by at least two cultural backgrounds.
 - Veronica's family has roots in both Poland and Canada. We could illustrate Veronica and her mother's roots in a simple little picture like this: (illustrate on blackboard).
- When we look at Mrs. Makarewicz's roots we see the stronger roots are her Polish roots. Why would they be stronger? Veronica's strong roots are the opposite. Why?
- How many children in this class have parents with two sets of roots? Have any three sets of roots?
- How many have parents who can speak two languages? How many of you can speak languages other than English?

- If you have the chance, why is it a good idea to learn to speak different languages?
 Have you visited your parents' country (or countries)?
- One pupil in a class wrote that he had learned that "Polack" jokes were stupid. Have you heard of these types of jokes about other ethnic groups? What do these kinds of jokes tell us about the people who tell them?



Related Activity

Have each pupil draw a picture of his or her own family tree, or family roots. He or she may have to ask for parental help. Pupils may prefer to make a classroom tree.



otes	:							
-950000	ALC: U	1000	NAME OF TAXABLE	HEAT CO.	No.	100	E-SHIP	

LESSON No. 8A The Visit

Francisco lamundo has been in Canada for 13 years. He decides to take a visit to his home in Italy. The purpose of his visit is to decide where he wants to make his perma-

nent home — sunny Italy of his childhood or Toronto as an established baker.

The Visit is a very long film. The teacher would be wise to screen the film first and cut it off part-way according to the pupils' attention span. Some classes enjoy the whole 27 minutes.

Suggested Teaching Aids

Canadian Culture Series #6 — Italians in Canada Map of Europe

Before Screening Film

Discuss:

- Using the map, point out the location of Italy on the map as well as southern Calabria.
- In the early years, Italians first immigrated to the U.S.A. and South America. More recently they have been immigrating to Canada.
- Surprisingly, while most immigrants were originally farmers in Italy, most of them settled in Canadian cities where they felt there were more opportunities.

After Screening Film

Discuss:

- What does the very large group at Franky's departure and arrival tell you about most Italian families?
- We saw a family party in Toronto and one in Calabria. What differences did you notice?
- Franky went off travelling to the ancient and famous parts of Italy. Why had he never gone before?
- Did Franky like the changes he saw in his home town?
- What do you believe was his chief reason for making the decision he did?

Notes :		51	
			The second
s 	 		
S 			
		 <u> </u>	
-			
	The Vi		

LESSON No. 8B My Friends Call Me Tony

Tony Rossi is a ten-year-old boy who can barely distinguish light from shadow. Nevertheless he shows us how a blind person can live a busy and productive life.

Suggested Teaching Aids

Canadian Children's Magazine #7, "Lamps Without Lights", pages 16-18 If possible, collect some Braille equipment from the C.N.I.B. in your town.

Before Screening Film

Make a chart (or read out loud) about Teresa. "When Teresa was born she had to spend the first 85 days of her life in an incubator. It was here that she was accidentally given an overdose of oxygen that made her go blind. It's tough to be blind. You learn to rely on good memory, touch and hearing. But blind people are no different from sighted children. Like all of us they are individuals. They can be whizzes in school or just plain not interested; athletic or not too gifted in that way; social and outgoing or shy and stay-at-home."

Meguido Zola

After Screening Film

Discuss:

- Both Tony and Teresa and many other blind children have to work hard learning to feed themselves, move around the streets and find games and toys they can enjoy. What extra helpers do blind people use (canes, dogs, special toys)? Which one have you noticed? What about their other senses?
- Many famous musicians are blind. Why do you think that is so?

- Have you ever heard of Louis Braille? What did he invent?
- Have you ever heard about the Optacon or the Spellex? Perhaps the teacher could read a bit about these new inventions. (Page 18 — "Lamps Without Lights")

Related Activities

Have the class divide into two groups and role-play a successful visit to supper by one group. An unsuccessful visit by another. (The parents cannot speak English, only the young children can.)

Blindfold two members of the class. Put them on opposite sides of the classroom and have them see if they can find the teacher's desk, sharpen their pencils and get a book from the cupboard.



1		
Notes:		
=		
-		
·		
	41	

LESSON No. 9A My Name is Susan Yee

Susan Yee, a Canadian-born Chinese girl, lives in the heart of Montreal in a rapidly declining Chinatown area. Despite certain worries, her school and daily life proves active and varied.

Suggested Teaching Aids

Canadian Culture Series #5, East Meets West Canadian Children's Magazine #2, pages 34 - 37 Map of the World

Before Screening Film

Discuss:

- The remarkable contribution of the Chinese workers on the tunnels and trestles of the C.P.R. (page 32, CCS #5); the mining they did on Vancouver Island, and other work.
- The final growth of Chinatown in different Canadian cities (Vancouver's Chinatown is second only to San Francisco's Chinatown in size).
- The development of family businesses. (farmers, launderers, corner grocers, etc.)
- The three major inequities suffered by the Chinese and the other Asian immigrants:
 - receiving half the wages of the white workers.
 - the barring of women and families only men and boys were allowed in for many years
 - exclusion from citizenship and the right to vote for 91 years (1858-1949). This also excluded them from most professions.

After Screening Film

Discuss:

- In some ways Susan Yee lives a similar life to Veronica. Discuss those similarities.
- How has Susan's life changed in the last few years? Why are her parents worried?
- How many of you are lucky enough to live like Susan, close to a park, or a beach or forest or ski run?
- In what way does the location of your homes influence your lives?
- How many languages does Susan speak?

Notes :	
	×
Supplied to the second	
-	

LESSON No. 9B

Home Free

Cathy, a young American girl, has moved with her family from the country to the busy San Francisco Chinatown area. Learning to adjust to so many differences isn't easy. This film deals with sensitive feelings and surprising new discoveries.

Before Screening Film

Introduce the film using the descriptive outline above.

Photocopy a sample of Chinese calligraphy for each pupil (pages 44-45, Canadian Culture Series #5).

人 PEOPLE	男人		男人		女人 WOMAN
ABOVE	BELOW	た LEFT	友 RIGHT		
1 1 FLOWER	草 GRASS	枝 TREE	木 WOOD		
BIRD	狗DOG	SAT CAT	昼 HOUSE		

After Screening Film

Discuss:

- If you have ever moved into a new neighbourhood or school, how did you feel the first few days?
- How did you feel after a month had gone by?
- Which people in the film seemed sensitive to Cathy's feelings? Which ones helped her the most? Which ones helped her the least?
- Is teasing a good thing or a bad thing?
 When is it O.K.? When is it unwise or foolish?
- Why was it so much harder for Cathy to make friends with the grandmother? In the end how did the grandmother manage to become Cathy's friend too?
- How many of you would like to live as Cathy does, learning about another culture?

Related Activities

Have the children try copying Chinese script from pages 44 and 45 of the Canadian Culture Series #5 or tell the class about any interesting Chinese food that they may have eaten. Possibly they could make a list of dishes and describe them.

Notes			
			
	0.000		
		e quine e e	
		-36	1000.8

LESSON No. 10A

Images of the First 100 Years

Originally a sensitive slide presentation put together by a group of third-generation Japanese young people for the centennial celebrations of the Japanese in Canada. One of the few films where four generations

(Issei, Nisei, Sansei, and Yonsei) reveal their feelings about the last 100 years.

Suggested Teaching Aids

Map of the World

A Child in Prison Camp. Shizuye Takashima, Tundra Books, 1971

The Exodus of the Japanese, Janice Patton, McClelland & Stewart, 1971

"Years of Sorrow, Years of Shame," Barry Broadfoot, The Canadian, Oct. 1, 1977 (Excerpts from his book of the same title, published in 1977 by Doubleday).

"A Picture History of the Japanese in Canada," Weekend, Sept. 3, 1977.

Before Screening Film

Make two charts, to be read by the class:

Early Discrimination

"When we were kids there were some restaurants we couldn't get into . . . The man at the soup pot waved a big spoon at us and yelled 'Stay out of here you Japs!" ... [Some] of the theatres downtown . . . made you sit up in the heavens, up in the back gallery or to the sides.

There was [a] covered pool on English Bay and we Japanese kids were not allowed to swim there . . . We got to know the old guy in charge and he'd say we could swim but we'd have to come about 7:30 in the morning until about 9:30, but then we'd have to go because the pool would open at 10 for the

rest of the people."

1941 Internment

The war started on Dec. 7, 1941. That night Mr. Kajiro, Mr. Nakano and Mr. Mineoka were taken away like prisoners of war. Mr. Kajiro was our school principal. Mr. Mineoka was the manager of Kumiai and Mr. Nakano was a barber. He didn't do anything in particular. I wonder how such people could possibly look suspicious to the Mounties. The school teacher was sent to the Immigration Building and then to something like a prisoner of war camp.

Barry Broadfoot



After Screening Film

Discuss:

 Identify the areas where the Japanese first settled on the West Coast. Identify the terms Issei, Nisei, Sansei, Yonsei.

 Were the German Canadians and Italian Canadians also declared enemy aliens and sent away to internment camps?

 Nineteen years after the Japanese were released from their four-year incarceration the Canadian Prime Minister said: "The action of the Canadian Government of the day - though taken under the strains and fears and pressures and irrationalities of war - was a black mark against Canada's traditional fairness and devotion to the principles of human rights. We have no reason to be proud of this episode, nor are we . . ."

 What is the significance of the new centre "Tonari Gumi" ("Friendly neighbours") which the film shows being set up in Vancouver?

 Many Japanese Canadians, torn away from a feeling of community, lost pride in their roots. Do you think they have regained their pride since then?

LESSON No. 10B

Origami

The Japanese art of paper folding performed by skilled fingers and less-skilled young students of the art.

Suggested Teaching Aids

Any craft book on the art of Origami from a library. Choose a figure that can be done by a 10-year-old.

If possible, buy a kit of the fine rice paper or tissue paper.

Before Screening Film

Explain to the class that since the first film tells such a sad story we will now change the mood with a happier film.

Explain that almost all Japanese or Japanese-Canadian children are taught Origami by their mothers. No one is certain how the art began.

After Screening Film

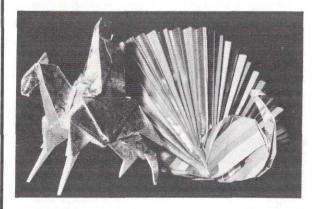
Ask the children to vote on their favourite figure.

Ask them if they know what figure is the best-known (the crane). Japanese people consider it an omen of good fortune and long life. Often 1,000 cranes, strung on a fine thread, are given as a gift to a friend.

After the dropping of the two atomic bombs on Japan in 1945, thousands of these cranes were made and given away as a symbol of peace and friendship in the next 1,000 years.

Related Activity

Have the pupils make an Origami figure of their choice.



			OFFI PARTY
Notes:			
1101001			
V			
4			
-			
		····	
-			
	A STATE OF THE STA		
v			
-			

LESSON No. 11A

Radha's Day

This film shows a day in the life of two East Indian sisters and their widowed father in the city of Madras. Some of the differences amaze the Canadian children and give the opportunity for an excellent dialogue.

Suggested Teaching Aids

Map of the world.

Canadian Children's Magazine #10, "The People of India" pages 20 - 25

Canadian Culture Series, #4: From Beyond the Western Horizon.

Prepare the chart with Sudha's words.

Before Screening Film

Explore with map the four self-governing states, India, Pakistan, Bangla Desh (formerly East Pakistan), and Sri Lanka (Ceylon). Population: nearly 800 million (compared with our 23 million).

Languages: 14 official languages (compared with our 2).

Religious groups: Hindus, Muslims, Buddhists, Parsees, Jains, Christians, Sikhs. East Indian Immigration to Canada:

1905-08	Sikhs to B.C.
1951-70	Many groups all across Canada
1970	Refugees from Uganda
Today	20,000 East Indian Immigrants

After Screening Film

Discuss the differences between Radha's day and the typical day of a Canadian girl.

- Early-morning preparations in such a hot climate.
- · Radha's make-up.
- · The different breakfast.
- · Washing clothes.
- Planning to marry.
- Shopping in the market.
- Visit to a Hindu temple.
- · After school and supper.

Sudha lived very close to where Radha lived in Madras. She came to Canada two years ago and went to North Vancouver High School. She was asked to tell the class the things she liked the best and the things she liked the least about being a new Canadian. Her answer follows:

"I think the thing we like the best is the freedom we find, especially for girls and women. In India my life was limited. I could only go to school and then go home and stay quietly in the house helping my mother. Boys have more freedom and fun and we envy them. But now in Canada I am learning to ride a bike and swim - and I hope to learn to skate and ski. My mother goes out to work. In Madras married women who work would be criticized and looked down upon. I like least the insults you get from some kids (or you are ignored). Some kids kept hassling my friend and me about our brown (dirty) skins. We bathe every day! I finally asked him if brown skin is so bad why do all the Canadian kids spend most of the summer on the beach trying to turn brown!"

Sudha Rajan

Notes :					
		New York Company	Summinus		Taxani
			milionetto		
A		in in the second			_
		-			
				-	47
	·····				

LESSON No. 11B

Gurdeep Singh Bains

Gurdeep lives on a dairy farm in the Fraser Valley close to Vancouver. He and his family live like most Canadians except that they are Sikhs and attend the temple every week. Gurdeep doesn't mind being a little different from his classmates.

Suggested Teaching Aids

Map of the World and a photo of Guru Nanak (page 70 from Canadian Culture Series #4).



Before Screening Film

Explain and discuss the five symbols the Sikhs have adopted:

- Uncut hair covered by a turban for the men.
- 2. Silver bangle on the right wrist.
- 3. A comb to hold their hair in place.
- 4. A small dagger or kirpan worn under the clothes.
- 5. Military knee breeches under the clothes.

After Screening Film

Discuss:

- Many people seem uncomfortable about being different. Gurdeep seems proud of it. Why do you think he feels this way? Is it important to be proud of one's culture?
- Gurdeep's mother had an arranged marriage. Do you know any other ethnic group in Canada that has arranged marriages?
 Do you think Gurdeep may have an arranged marriage?
- What customs or traditions does your family practice that you consider quite different from those of other Canadian families? Do you enjoy them or not?

Related Activity

Invite an East Indian visitor to talk to the class.

If this is not possible, borrow a sari, a turban, and any other interesting items related to East Indian culture.

Notes :	8.0

LESSON No. 12A

The Fairness Game

This film is, as the title implies, a game. It is an excellent introduction to young people in reasoning out the complexities of fair and unfair situations. Teachers and pupils enjoy it.

Suggested Teaching Aids

None.

Before Screening Film

Explain to class:

We have just explored the unhappiness and hardships the Japanese people suffered because they were treated unfairly. Learning to judge fair play is one of the most important lessons we should learn in life. Here is a film to test your ability to judge fair play. Run the film straight through and then discuss the eleven situations at the end. Or stop the film after each situation and discuss.

After Screening Film

Fairness and unfairness is not always a black and white situation. Sometimes we do not have enough information. Sometimes both sides are foolish and create their own problems. Be careful to postpone a final judgement until you are sure you have enough information.

What do you think about a person who says "I never change my mind!"

Related Activity

Make up a list of your own fair-play situations and play the game in your class.

Notes :	
	-

LESSON No. 12B

I'll Find a Way

This Oscar-winning film introduces us to Nadia de Franco and her many friends. Despite the fact that she and her schoolmates suffer severe handicaps, they sometimes seem as active as their "normal" friends, if not more so. She shares her feelings in a remarkably open manner.

Suggested Teaching Aids

Canadian Children's Magazine #11, "Taking Everything in Her Stride," pages 16 - 18



Before Screening Film

- Pick out and read the more interesting excerpts from the article on Cheryl Kristiansen.
- Tell the class any remarkable thing you have noticed about handicapped people (e.g. one-legged skiers, etc.).
- Some people have to help themselves by using strange apparatus. Who do you think invents these?

After Screening Film

- Why do "normal" people seem to accept blindness with less surprise and shock than neurological disorders?
- What two things does Nadia dislike when she goes out with normal people?
- Why does she especially like Thelma and Sid and even Craig?
- Ramps are very important to the handicapped. Where do you see ramps in our city? Does Nadia think there are enough ramps?
- Nadia wants to go to a normal school. Do you think she will find a way? How?

Related Activity

End the twelve-week course with a chat with the children about their ideas of likenesses and differences. Finish up with a good singsong:

"Welcome, Welcome Emigrante"

"Seeds of Brotherhood"

"It Could Be a Wonderful World"

NI V	
Notes:	
Constitution of the Consti	
	
Marie Control of the	
4	

WHERE TO OBTAIN THE FILMS

National Film Board Titles

- * Atomic Juggernaut Augusta Balablok Benoît Beautiful Lennard Island
- *Charley Squash Goes to Town
- *Comptines (French only) Eskimo Artist-Kenojuak Gurdeep Singh Bains
- *He's Not the Walking Kind
- *Hiroko Ikoko
- *The Hoarder
- *How Death Came to Earth I'll Find a Way Kaszuby

Kevin Alec

Kurelek *The Magic Flute

*Matrioska

My Friends Call Me Tony My Name Is Susan Yee Oddball

Oddball Origami

*The Owl and the Lemming Pictures Out of My Life Tchou-tchou

*The Sweater

*Teach Me to Dance Under the Rainbow Veronica

Veronica The Visit

*Second choice if others are not available NFB films are available from school district libraries, provincial education film centres, public libraries, college and university libraries, National Film Board distribution centers.

Non-NFB Films

Kurelek-The Ukrainian Pioneers
Canadian Filmmakers'
Distribution Centre.
Vancouver: 525 West Pender St., V6B 1V5
Toronto: 144 Front St. W. Ste. 430,
M5J 2L7

* Pysanka and Clockworks
Magic Lantern Films,
872 Winston Churchill Blvd.,
Oakville, Ont. L6J 4Z2
Also:
Provincial Education Media Centre,
Victoria, B.C.

Home Free International Tele-Film Enterprises, 47 Densley Ave., Toronto, Ontario M6M 5A8

* Pamela Wong's Birthday for Grandma and Story of Taro Encyclopedia Britannica Films, avail. from Visual Education Centre, 75 Horner Ave., Toronto, Ont. M8Z 4X7

Radha's Day
Canadian Red Cross.
Avail. from Regional offices
of the Canadian Red Cross

The Fairness Game
Coronet Instructional Media Ltd.,
200 Steelchase Road East,
Markham, Ontario L3R 1G2

Images of the First 100 Years
Canadian Filmmakers' Distribution
Centre.

Representatives of these film companies and distributors are available in many large Canadian cities.

WHERE TO OBTAIN REFERENCE BOOKS

The Canadian Culture Series

All books published by Tantalus Research Ltd., P.O. Box 34248, Postal Station D, 2405 Pine St., Vancouver, B.C. V6J 4N8

- The Helping Hand: The Debt of Alexander Mackenzie and Simon Fraser to Canadian Indians. Hardwick, Francis C. (ed.) 1972, 2nd ed.
- When Strangers Meet:
 A Sourcebook for the Study of a Meeting of Two Cultures.
 Hardwick, Francis C. (ed.) 1972, 2nd ed.
- To the Promised Land:
 Contribution of Ukranians
 to Canadian Society.
 Hardwick, Francis C. (ed.) 1973.
 From Beyond the Western Horizon:
- From Beyond the Western Horizon: Canadians from the Indian Subcontinent. Hardwick, Francis C. (ed.) 1974.
- 5. East Meets West: The Chinese in Canada, Their Contributions to Canadian Society. Hardwick, Francis C. (ed.) 1975.
- 6. From an Antique Land: Italians in Canada. Hardwick, Francis C. (ed.) 1978.
 7. The Return of the Vikings: Scandinavians
- The Return of the Vikings: Scandinavians in Canada. Hardwick, Francis C. (ed.) 1978.

Publisher's list price is \$3.50 for each book, but some educational outlets may offer all or part of the series at a reduced price. Check with your library, provincial department of education, teacher's federation, or university continuing education department. Most national bookstore chains either stock them or can order them at the full price. Individual teachers ordering directly from the publisher can receive a 10 percent discount.

The Canadian Children's Magazine

Series entitled "The People"

- 1. The Icelanders
- 2. The Chinese
- 3. The United Empire Loyalists
- 4. The Cree
- 5. The Hungarians
- 6. The Blacks
- 7. The Inuit
- 8. The French
- 9. The Ukrainians
- 10. The People of India
- 11. The Irish
- 12. The Micmac

A remarkably good magazine with many more excellent articles as well as the series listed here. Since the magazine is now out of print, no more subscriptions are being accepted, but back issues are available for \$2.00 each. For issues 3-12, the entire issue is available, but only photocopies of the articles in question are available for issues 1 and 2. Six weeks for delivery.

Send cheque to: Canadian Children's Magazine 4150 Bracken Ave., Victoria, B.C. V8X 3N8

Two sets of inexpensive books would just about cover most of the necessary background reading for this program.

See the individual lesson plans for further useful publications, most of which are available through libraries.

FILM REVIEW SHEET

A. LESSON NO. TITLE OF FILM: THE PEOPLE IN THE FILM ARE	
THE FILM MADE ME FEEL	
THE PART I LIKED THE BEST WAS	
THE THING I LEARNED FROM THE FILM WAS	
I WOULD RATE THIS FILM: ☐ EXCELLENT, ☐ GOOD, ☐] FAIR, 🗌 POOR.
B. LESSON NO. TITLE OF FILM: THE PEOPLE IN THE FILM ARE	
LESSON NO. TITLE OF FILM: THE PEOPLE IN THE FILM ARE THIS FILM MADE ME FEEL	
LESSON NO. TITLE OF FILM: THE PEOPLE IN THE FILM ARE THIS FILM MADE ME FEEL THE PART I LIKED THE BEST WAS	
LESSON NO. TITLE OF FILM: THE PEOPLE IN THE FILM ARE THIS FILM MADE ME FEEL	