

# EXPLORING LIKENESSES AND DIFFERENCES WITH FILM



National  
Film Board  
of Canada

Office  
national du film  
du Canada



# EXPLORING LIKENESSES AND DIFFERENCES WITH FILM

*Written and Researched by Bette Hood*

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pupils and time with me for the last two  
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# INTRODUCTION

*Exploring Likenesses and Differences with Film* is a twelve-week social studies unit developed in North Vancouver, aimed at ten-year-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 multi-cultural 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 jumping-off 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 open-ended. 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.)
<b>Week 1</b> <b>Inuit</b> <b>(Eskimos)</b>	<i>Pictures Out of My Life</i> ..... 13 <i>Eskimo Artist — Kenojuak</i> ..... 20	With felt pens, make an Inuit nature design	<i>The Owl and the Raven</i> ..... 7 <i>Lumaaq: An Eskimo Legend</i> ..... 8 <i>The Owl and the Lemming</i> ..... 6	
<b>Week 2</b> <b>North</b> <b>American</b> <b>Indians</b>	<i>Augusta</i> ..... 17 <i>Kevin Alec</i> ..... 16	Teach Buffy Sainte-Marie's song "Welcome, Welcome Emigrante"	<i>Charley Squash Goes to Town</i> ..... 17 <i>Who Were the Ones?</i> ..... 7 <i>People Might Laugh at Us</i> ..... 9 <i>High Steel</i> ..... 14 <i>Christmas at Moose Factory</i> ..... 13	
<b>Week 3</b> <b>British</b> <b>Canadians</b>	<i>Oddball</i> ..... 6 <i>Beautiful Lennard Island</i> ..... 24	Class discussion on judging friendships or Interviewing parents or guardians about their jobs.	<i>The Family that Dwelt Apart</i> ..... 8 <i>Children of Fogo Island</i> ..... 18 <i>Adventure in Newfoundland</i> ..... 16	
<b>Week 4</b> <b>French</b> <b>Canadians</b>	<i>Under the Rainbow</i> ..... 10 <i>Benoit</i> ..... 20	Teach "O Canada" in French	<i>The Sweater</i> ..... 10 <i>Au pays des couchers de soleil/</i> <i>In the Land Where the Sun Sets</i> ..... 4 <i>Quebec in Silence</i> ..... 10 <i>Comptines (French only)</i> ..... 11	
<b>Week 5</b> <b>Peace and</b> <b>Brotherhood</b>	<i>Tchou-tchou</i> ..... 14 <i>Balablok</i> ..... 7	Design individual "Peace and Brotherhood" posters	<i>The Magic Flute</i> ..... 8 <i>Valley of the Moon</i> ..... 5 <i>The Little Men of Chromagnon</i> ..... 8	
<b>Week 6</b> <b>Ukrainian</b> <b>Canadians</b>	** <i>Kurelek</i> — <i>The Ukrainian Pioneers</i> ..... 15 ** <i>Pysanka</i> ..... 14	Using bright colours design a pysanka egg	<i>Kurelek</i> ..... 10 <i>In Praise of Hands</i> ..... 28 <i>Teach Me to Dance</i> ..... 29 <i>Matrioska</i> ..... 5	
<b>Week 7</b> <b>Polish</b> <b>Canadians</b>	<i>Kaszuby</i> ..... 29 <i>Veronica</i> ..... 14	Draw charts of pupils' family trees or roots.	<i>Canadians Can Dance</i> ..... 22	



Film List	Length (min.)	Activities	*Other Related Films	Length (min.)
<b>Week 8</b> <b>Italian</b> <b>Canadians</b>	<i>The Visit</i> ..... 28 <i>My Friends Call Me Tony</i> ..... 12	Role-play a visit to an Italian home.		
<b>Week 9</b> <b>Chinese</b> <b>Canadians</b>	<i>My Name is Susan Yee</i> ..... 12 ** <i>Home Free</i> ..... 20	Chinese calligraphy	** <i>Pamela Wong's Birthday for Grandma</i> ..... 8	
<b>Week 10</b> <b>Japanese</b> <b>Canadians</b>	** <i>Images of the First 100 Years</i> ..... 10 <i>Origami</i> ..... 9	Make a simple origami bird or figure	** <i>Story of Taro</i> ..... 20 <i>Hiroko Ikoko</i> ..... 20	
<b>Week 11</b> <b>East Indian</b> <b>Canadians</b>	** <i>Radha's Day</i> ..... 17 <i>Gurdeep Singh Bains</i> ..... 12	East Indian visitor, or bring turban, sari, etc.	<i>Atomic Juggernaut</i> ..... 17 <i>How Death Come to Earth</i> ..... 14	
<b>Week 12</b> <b>Handicapped</b> <b>Canadians</b>	** <i>The Fairness Game</i> ..... 11 <i>I'll Find a Way</i> ..... 26	Sing Buffy Sainte-Marie's songs: "The Seeds of Brotherhood", "Emigrante"	<i>He's Not the Walking Kind</i> ..... 28 <i>Clockworks</i> ..... 16 <i>My Friends Call Me Tony</i> ..... 12	

\*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. 6B

## Pysanka

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

### 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

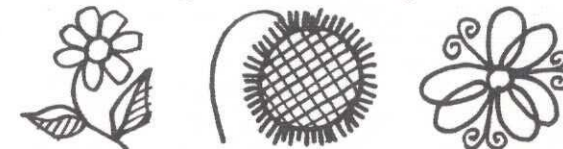
Have the children draw and design their own *pysanky* in the Ukrainian style. Use brightly coloured felt pens or crayons, using a different colour for each shape added.

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.



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."

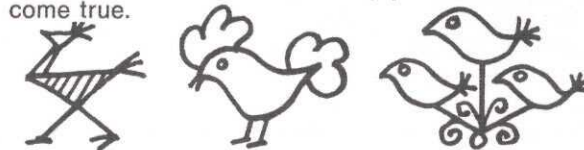
Flowers mean good will and caring.



A star or sun means good fortune.



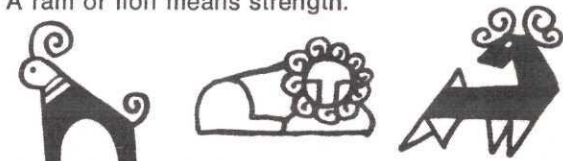
A rooster or chicken means may your wishes come true.



A deer or horse means good health.



A ram or lion means strength.



A rake means prosperity.























# 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?

















# 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*  
*Origami*  
\* *The Owl and the Lemming*  
*Pictures Out of My Life*  
*Tchou-tchou*  
\* *The Sweater*  
\* *Teach Me to Dance*  
*Under the Rainbow*  
*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

1. *The Helping Hand:  
The Debt of Alexander Mackenzie  
and Simon Fraser to Canadian Indians.*  
Hardwick, Francis C. (ed.) 1972, 2nd ed.
2. *When Strangers Meet:  
A Sourcebook for the Study  
of a Meeting of Two Cultures.*  
Hardwick, Francis C. (ed.) 1972, 2nd ed.
3. *To the Promised Land:  
Contribution of Ukrainians  
to Canadian Society.*  
Hardwick, Francis C. (ed.) 1973.
4. *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  
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**

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A.

LESSON NO. .... DATE .....

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.

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B.

LESSON NO. .... DATE .....

TITLE OF FILM : .....

THE PEOPLE IN THE FILM ARE .....

THIS 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.

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**Please note: each pupil will need 12 copies of this sheet for the film review book or folder. Extra drawings and information can be kept with the sheets as well.**

