

# Lesson Plan:

## *Where Do White People Go When the Long Weekend Comes?*

### *The Wondrous Journey of Delroy Kincaid*

(A film by Powys Dewhurst, Bravo!FACT/WWSFF/NFB, 7m45sec, 2008)

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#### Plan At A Glance

#### SYNOPSIS



Delroy Kincaid, an artistic 8-year-old boy from a tiny seaside Caribbean village, immigrates to a northern city. One day he begins to wonder where his white friends go when the holiday weekends come; because he, like many black immigrants, doesn't travel. Delroy's imagination comes alive and takes him on a wondrous journey through which he tries to understand his new home. The journey also helps him reconcile the death of his beloved grandmother, who taught him how to illustrate. 'Delroy Kincaid' is a bittersweet whimsical fantasy that uses live action, animation and illustrations to explore the new immigrant experience.

#### DVD SECTIONS

The DVDs include the following sections\*:

- Movie: *Where Do White People Go When the Long Weekend Comes? - The Wondrous Journey of Delroy Kincaid* 7m45s
- Special features:
  - o *The Journey of Delroy Kincaid- The making of* 3m44s
  - o The Chicago class visit 5m4s

\*This lesson plan includes watching the movie, but not the two other sections. You may choose to do so.

#### AGES

8 to 14-year-olds

#### OBJECTIVES

- Have students reflect on the realities of certain black immigrants
- Have them consider certain differences between the experiences of various social classes and cultures
- Reflect on immigration, culture and identity

#### SUBJECTS

Social sciences, English, Arts

#### SUGGESTED ACTIVITIES

Preparation Activity	Main Activities	Integration Activities	Enrichment Activities
- Initial Questions	- Watching the Movie	- Discussion About Delroy's Journey	- Drawing Our Origins
	- Teamwork On the Movie	- In This Image I See...	- Poem/Song/Poetry Slam/Rap
	- Class Discussion Based On Their Answers	- Discussion About Immigration	- Discussion About Cinema
	- On the Radio	- Thoughts On Identity	

#### REFERENCES USED FOR DEVELOPING THIS LESSON PLAN

- All three sections of the DVD.
- CBC Morning show:  
[http://www.cbc.ca/video/popup\\_audio.html?http://www.cbc.ca/mrl3/8752/toronto/ondemand/audio/nov05jf\\_TOR.wma](http://www.cbc.ca/video/popup_audio.html?http://www.cbc.ca/mrl3/8752/toronto/ondemand/audio/nov05jf_TOR.wma)

#### LEGEND

↻ = Suggested answers throughout the guide.

## Activities

### Preparation Activity

20 min.

#### Initial Questions

To prepare students for the film they are about to see, ask the following initial questions:

- Do you think there are any differences between the experiences of inner city black children and some better-off white people?
- In your community, are there many immigrant children? Or children whose parents are immigrants?
- Do you know where the Caribbean is?
- Which countries does the Caribbean include?
- How would you describe the Caribbean, based on what you know?

### Main Activities

#### Main activity 1:

8 min.

#### Watching the Movie

Watch the movie *Where Do White People Go When the Long Weekend Comes?* - *The Wondrous Journey of Delroy Kincaid*

#### Main activity 2:

30 min.

#### Teamwork On the Movie

Divide students into teams of four and have them fill out the educational sheet (Appendix A). Tell them teams will then be asked to present their answers to the class.

Main activity 3:

20 min.

**Class Discussion Based On Their Answers**

Now that the teams have written down their answers to the three questions, let's have a class discussion.

**Question 1:** In your own words, write down what you understood from the film. You can write your main ideas in point form.

➤ The following ideas should be mentioned:

- Delroy's immigration from the Caribbean with his grandmother
- His grandmother teaches him to draw and paint
- His grandmother dies
- He sees his neighbours leaving with a canoe and wonders where white people go over the long weekend
- He draws about different aspects of his life
- Delroy's imaginative journey: thinking about his family, his immigration, his new country, and where white people go over the long weekend.

**Question 2:** What differences did you observe between Delroy's reality and his neighbours' reality?

➤

<b><i>Delroy Kincaid</i></b>	<b><i>Neighbours</i></b>
<i>Black</i>	<i>White</i>
<i>Lives in a cooperative home (building)</i>	<i>Live in a bungalow</i>
<i>Stays home during the long weekend</i>	<i>Head to the outdoors over the long weekend</i>
<i>Etc.</i>	<i>Etc.</i>

...

**Question 3: What do you think might have been the director's intentions in making this movie?**

➤ Possible answers:

- To depict the realities of certain inner city black children.
- To show that adventure and wonder are missing for many black immigrant kids.
- To address the fact that many immigrant kids would change their outlook if they had the opportunity to see that the world is a lot bigger than what they are faced with.
- Many black people don't leave the city, not necessarily due to lack of income; some but because of fear of the unknown, of the unfamiliar.
- As the director expresses it: "All the things white Canadians do in the outdoors most of us immigrants did in the Caribbean, hiking, fishing, swimming, countryside etc. Here we may feel like lifelong visitors."
- In the Special Features: The Journey of Delroy Kincaid section, the movie's director mentions that the idea came to him as he was on the highway with his father one day, and realized that most people who were heading to the outdoors or other vacation spots were white folks. They were heading for camping, canoeing and all kinds of other cool things. He then wondered why black immigrant kids don't get to do the same.

**Main activity 4:**

20 min.

**On the Radio**

Now distribute Appendix B to the teams.

Listen to this radio show (CBC's Morning show) on which Powys Dewhurst, the film's director, is interviewed (6m50s):

[http://www.cbc.ca/video/popup\\_audio.html?http://www.cbc.ca/mrl3/8752/toronto/ondemand/audio/nov05jf\\_TOR.wma](http://www.cbc.ca/video/popup_audio.html?http://www.cbc.ca/mrl3/8752/toronto/ondemand/audio/nov05jf_TOR.wma)

Students complete questions 1 and 2 and then follow with a class discussion.

**Question 1: What is Canadian?**

➤ Perhaps the students will answer "being white", "being born in Canada". Some might also say "Native people or First Nations". If nobody says "Immigrants", you may also want to specify this, adding that many immigrants, and in this case black immigrants, don't feel Canadian, regardless of how long they've lived here.

**Question 2: How long does it take to be Canadian?**

➤ Students express their opinions. Is it being born in Canada? Is it being here after X years? Is it obtaining citizenship?

## Integration Activities

### Integration activity 1:

10 min.

#### Discussion About Delroy's Journey

Ask the class the following questions:

- Was Delroy's journey real or imagined?  
➡ *Delroy's journey was in his imagination*
- Do you think Delroy wants to be white?  
➡ *No. The message isn't that Delroy wants to be white, but rather that he would like the possibility to have the same experiences some white children have, in this case to discover the world that's out there.*
- Do you think black children and white children have the same opportunities?  
➡ *We can never generalize, but many underprivileged black immigrant kids certainly don't have the means to live as many experiences as other children. It's not only about being an immigrant, but also about the socioeconomic status of the family. Sometimes it's simply not in one's culture to do a particular activity (e.g. canoeing). Also, not everyone has a cottage to go to or a car to take them places. Lack of knowledge about nearby places to visit can also be a limiting factor for some.*

### Integration activity 2:

Variable

#### In This Image I See...

Using the *Slideshow* in the *Special Features* section, pause on each image (or selected images) and ask students to tell you (orally or in written form) what they see in the image (which may be a drawing, a picture of a movie scene or a picture from the making of, etc.).

### **Discussion About Immigration**

Did you know that Canada is one of the most culturally-diversified countries? Its population is made up of more than 200 ethnic groups.

Have a class discussion about immigration. Make sure to specify that we can never generalize. Immigrants can go through a wide array of experiences, from awful to amazing.

- What can be reasons why people decide to immigrate?  
➤ *Professional (work), studies, political (political refugees seeking to escape persecution), security (for example, in countries at war), economic (looking for a better standard of living), personal (wanting to live in a specific country for its culture or values), family (join one's family), etc.*
- What difficulties can immigrants (not necessarily, but possibly) face?  
➤ *Finding work, adapting to a new culture, poverty, exclusion, discrimination, racism, etc.*
- Can non-immigrants also experience these situations?  
➤ *Yes. Certain realities are more present among immigrant communities, but the same realities also exist in the host society.*
- Immigrating does not only involve difficulties. What are the joys of arriving in a new country, in your opinion?  
➤ *Discovering a new environment, new cultures, new people, finding a stimulating job, etc.*
- As for the host country, why do you think it seeks immigrants and places ads in other countries to encourage people to immigrate?  
➤ *Possibly to compensate for low birth rates or to ensure a sufficient number of highly-qualified workers.*

### Thoughts On Identity

Invite students to voice their thoughts on identity, in oral or written form. Here are a few examples of questions:

- Can people have different cultural identities (customs, habits, beliefs, etc.) from two different places, in your opinion?
- Have you ever traveled? If so, did you keep your ways of thinking and your culture during that time? Did you also learn and appreciate things about the new culture you were discovering?
- Similarly, when they come here, do you think immigrants want to keep certain elements of their culture of origin? And do you think they also want to learn new things about their new culture?
- What forms our identity in your opinion?  
➡ *The country we live in, our parents, socioeconomic status, our schools, our friends, the media, etc.*
- Do you think it's important to have positive role models in our surroundings?

It can also be a text around this citation from the director:

“When I came to Canada, as a teenager, I realized I could either be a Jamaican or a black American. Those were the two predominant personas that black boys gravitated to. I was neither. Black immigrants are stuffed into boxes and preconceptions. My teacher on the first day of school asked me where I was from. I told my teacher I was from Barbados and Dominican. ...and he said ‘class this is our new student from Jamaica.’ then I realized I had lost my identity, because I was whatever the dominant society thought I was. Whatever box they decided to put me in. I saw my brother become that thing. I resisted. As I continue to do today. I refused to be defined by anyone. Most black immigrant kids don’t have that luxury.”

## Enrichment Activities

### Enrichment activity 1:

30 min.

#### Drawing Our Origins

Have students draw a picture about their origins (whether they were born abroad or not).

What are their roots?

What elements make up their culture?

### Enrichment activity 2:

Variable

#### Poem/Song/Slam/Rap

Ask students to write a short poem/song/poetry slam/rap on the topic: "Where I come from." They may wish to speak about their origins in another country or about their neighbourhood here, as if they were presenting it to someone from another place.

### Enrichment activity 3:

15 min.

#### Discussion About Cinema

The movie and the special features (*The Journey of Delroy Kincaid* and *Slideshow*) can also be a starting point for a discussion about cinema.

- Do you know the difference between an animated movie, a documentary and a fictional movie? (There are also other types.)
- What type of movie do you think *Where Do White People Go When the Long Weekend Comes* is?
  - ➔ A fictional film, integrating elements of animation and also based on certain realities (it is not, however, a documentary).
- How much time do you think a short film such as this could take to make?
  - ➔ This film was shot in four days, from October to March (in order to have different seasons in the film). Of course, a lot of preparation had to be done before (screenplay, etc.) and after (editing, music, etc.).
- Different roles and tasks are involved in making a movie, can you name a few?
  - ➔ Director, producer, camera, sound, illustration, actors, make-up, scenery, accessories, editor, music, sound effects, etc.



**Appendix A: Educational Sheet for Teamwork On the Movie  
(for Main Activity 2)**

**1. In your words, describe what you understood about the film. You can write your main ideas in point form.**

**2. Which differences could you observe between Delroy's reality and his neighbours' reality?**

**3. What do you think might have been the director's intentions in making this movie?**

**Appendix B: Educational Sheet  
(for Main Activity 4)**

**1. What is Canadian?**

**2. How long does it take to be Canadian?**