

# UNIT PLAN - DISCRIMINATION & INEQUALITY - MINORITY PEOPLES IN CANADA

# **Unit Topic & Guiding Questions:**

## Social Studies, Grade 5 - Canada's policies and treatment of minority peoples have negative and positive legacies.

- What effects did discriminatory polices (i.e. residential schools, reserves, & the Indian Act) have on First Nations families and communities?
- What types of discrimination have immigrants to Canada faced (e.g. cases of discrimination by local, provincial, and federal levels of government)?
- How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?
- How have women faced discrimination in Canada?

## Social Studies, Grade 6 - Economic self-interest can be a significant cause of conflict among peoples and governments.

• How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past (e.g. systemic discrimination, overt racism)?

## **Rationale:**

Students will have the opportunity to learn about issues of inequality and explore why and how they came about.

Canada's past discriminatory policies and prejudices will be discussed so that students can better understand why inequalities still exist in Canadian society today and what actions can be taken to right the wrongs of the past.

Students will practice their social studies skills by taking part in large and small group inquiry, as well as in independent inquiry. Students will focus on significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgement.

Students will be encouraged to ask questions; gather, interpret, and analyze ideas; and communicate their findings and decisions.

Throughout the unit, students will work on organizing their ideas and expressing comprehension of the big ideas, essential questions, and curricular content. Various listening, reading, speaking, and writing activities will be undertaken in an effort to prepare students for the end-of-unit inquiry project, wherein they will work in groups to research one minority group that has been targeted by a Canadian government policy and answer the following question: "Has Canada treated diverse peoples fairly?"

Students will need to choose and consult reliable sources and present their findings of the causes and consequences of the policy via a poster, PowerPoint/Google presentation, written essay, graphic story, or video.



# STAGE 1: Desired Results

	Big Ideas			Essential Questions
	Canada's policies and treatment of minority peoples have negative and positive legacies.		What effects did discriminatory polices (i.e. residential schools, reserves, & the Indian Act) have on First Nations families and communities?	
UNDERSTAND			What types of discrimination have immigrants to Canada faced (e.g. cases of discrimination by local, provincial, and federal levels of government)?	
			How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?	
			How have women faced discrimination in Canada?	
	Economic self-interest can be a significant cause of conflict among peoples and governments.		How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past (e.g. systemic discrimination, overt racism)?	
	Core Competencies:			
	Communication		<b>9</b> Reflective Thinking	Personal & Social
			ence to make simple	I can analyze complex social issues from multiple perspectives and understand how I am situated in types of privilege.
Q	Students will participate in conversations for a variety of purposes (to connect, help, learn, and share). Students will listen and respond to the teacher and their peers during discussions and group project work. Students will consider their purpose when choosing content for their work and which form they will use to present their ideas. Students will communicate clearly when discussing and presenting their inquiry projects.	information, a based on the Students will e in mind and u Students will t	ask questions, gather nd make judgments evidence they find. explore with a purpose se what they learn. ell or show others inking. Students will r work and	Students will demonstrate respectful and inclusive behaviour when exploring and discussing discrimination, prejudice, and inequality. Students will understand that minority groups in Canada have been treated unjustly and that these injustices have had negative and positive legacies.

# Communication

### Collaborating

I can contribute during group activities with peers and share roles and responsibilities to achieve goals.

Students will take on different roles and tasks when working in groups and they will work respectfully in their shared space. Students will express their ideas and help others feel comfortable to share theirs so that all voices are included. Students will work with others to achieve a common goal and will evaluate their group processes and results.

## Learning Standards - Curricular Competencies:

- Use Social Studies Inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Construct arguments defending the significance of individuals/groups, and developments (significance).
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence).
- Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and change in the past and present (continuity and change).
- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence).
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgment).

Students will focus on significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgement. Students will be encouraged to ask questions; gather, interpret, and analyze ideas; and communicate their findings and decisions in groups. Each group of students will pick one minority group who has been targeted by Canadian government policy and perform research to answer the following question: "Has Canada treated diverse peoples fairly?" Students will choose and consult reliable sources and present their findings of the causes and consequences of the policy via a poster, presentation, written essay, graphic story, or video.

## **Learning Standards - Content:**

- Past discriminatory government policies and actions:
  - o Indian Act
  - Numbered treaties with First Peoples
  - o Reduction or relocation of First Nations reserves
  - Historical wrongs against East and South Asian immigrants
  - Head Tax on Chinese immigrants
  - o 1907 Anti-Asian Riots
  - o Japanese and Ukrainian internments
  - Ethnic minorities denied the vote
  - Women denied the vote
- Global poverty and inequality, including class structure and gender
  - Treatment of minority populations in Canada (e.g. segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, internment of Japanese-Canadians, Head Tax on Chinese Immigrants)
  - o Unequal distribution of wealth, corruption, lack of judicial process
  - o Infant mortality
  - Women's rights
  - Social justice

Students will learn about issues of inequality and explore why and how they came about. Canada's past discriminatory policies and prejudices will be discussed so that students can better understand why inequalities still exist in Canadian society today and what actions can be taken to right the wrongs of the past.

KNOW

First Peoples Principles of Learning

-	
	Learning ultimately supports the well-being of the self, the family, the
	community, the land, the spirits, and
_	the ancestors.
	Learning is holistic, reflexive,
	reflective, experiential, and relational
	(focused on connectedness, on
	reciprocal relationships, and a sense
	<mark>of place).</mark>
	Learning involves recognizing the
	consequences of one's actions.
	Learning involves generational roles
	and responsibilities.
	Learning recognizes the role of
	indigenous knowledge.
	history, and story.
	Learning involves patience and time.
	Learning requires exploration of
<u> </u>	one's identity.
	Learning involves recognizing that
	some knowledge is sacred and only

shared with permission and/or in

certain situations.

# Addressing the FPPL:

This Social Studies unit explores hard truths about Canada's history and its effects on First Peoples and other minority groups.

Indigenous knowledge and perspectives are integrated throughout the learning and in the materials and resources used.

The unit's big ideas, essential questions, and learning standards (competencies and content) reflect the importance of using an Indigenous lens when approaching historical inquiry, placing significance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

Throughout the unit, students will be asked to stretch themselves in the exploration of Canada's history and the inequality that has arisen from it, with the intention of promoting a growing understanding of minority peoples in Canada that will contribute to the development of educated citizens who reflect on and support reconciliation.

These learning outcomes will take patience and time and students will be reminded that social justice education will get easier the more they practice and push themselves out of their comfort zones.

# **STAGE 2: Assessment Plan**

## Formative Assessment (Assessment as Learning and Assessment for Learning):

Throughout the unit, there will be several class discussions, think-pair-shares, reflections, and informal written tasks. Students will be prompted to participate, extend their thinking, and consider different perspectives as they engage in these activities.

Students will be given informal verbal feedback throughout and any written work will be tracked and handed back to students with feedback so they know how they are doing, what they can to do to improve, and where they need to go next.



Summative Assessment (Assessment of Learning):
At the end of the unit, students will complete a scaffolded group inquiry project (pictured below) that will allow them to demonstrate their understanding of the unit (i.e. has Canada treated diverse peoples fairly? Why? Why Not? What can Canada learn from this?).
Name:Date:Date:
Scaffolded Inquiry: Has Canada Treated Diverse Peoples Fairly?
Essential Question Has Canada treated diverse peoples fairly?
Big Idea Canada's policies and treatment of diverse peoples have negative and positive legacies.
Inquiry Idea My group is going to select and research one group of people who faced discrimination from the Canadian government.
Engage and Question
<ul> <li>Look throughout this topic for examples of groups who faced discrimination in Canada. What group would we like to find out more about?</li> </ul>
Investigate
<ul> <li>Find out more about your selected group using a variety of reliable sources.</li> <li>Find out:</li> </ul>
<ul> <li>immediate and underlying causes of the discriminatory policy or action</li> </ul>
• intended and unintended consequences of this discrimination
After completing your research, discuss this question: What could people learn from this history?
Construct and Create
• Decide on the best way to share your findings about the causes and consequences of a discriminatory policy. Your group could
<ul> <li>design a poster</li> <li>give a presentation</li> <li>compose a written or graphic story</li> <li>create a Heritage Minute-style video</li> </ul>
As part of what you create, include your group's thinking on the following:
<ul> <li>whether you think Canada treated your chosen group fairly</li> <li>what Canada could learn from this history</li> </ul>
Communicate
Present your ideas to class.
Reflect
What could you do personally to make sure that Canada becomes a fairer and better country?

ame:Date:			
hinking About My Work			
ncose an activity or piece of work that shows your learning about Canada's treatment of diverse peoples. For example, you could choose a map or drawing, a otograph of you or your work, or a written description or reflection.			
swer questions 1 and 2 using words or pictures.			
What did you do? (What was your task?)			
What does this work show about your thinking and learning? What would you like people to notice?			
s work shows that I			
	Name:	Date:	
	Inquiry and Skills Processes—Ru	bric	
	Reflect on your work. Fill in the left-hand boxes proud of.	with something you would add to or change in your work. Fill in the	ne right-hand boxes with something you a
like you to notice that		Has Canada treated diverse peoples fairly?	
	Something to add or change	Developing Competence in Inquiry Skills and Processes Criteria	Something I feel proud of
		Engage and Question I can use my notes and discussion with my team to create a	
		list of the causes and consequences of a particular policy, action, or treatment of a diverse people in Canada.	
		Investigate	
		I can support my argument with reasonable and relevant evidence.	
What feedback could help you? Show your work to two people. Ask them to give you feedback using these questions:			
at is one thing you learned from looking at my work?		Construct/Create I can make a presentation that is clear and organized, is	
		important to me, uses multimedia, and makes my audience think.	
		Communicate	
		I can share my work in a way that explains what Canadians can learn from its history of discriminatory policies. It	
		suggests ways that we can create a fairer and better Canada.	
		Reflect I can tell something I am proud of in my work and something	
t is one thing you think I did well?		I would like to work on.	
t is one thing you think I did well?			
t is one thing you think I did well?		Collaborato	
at is one thing you think I did well?		Collaborate I can work with a group and contribute to completing the task.	

Name:		Date:				Communicate	
Unit Assessmen	t			with the rest of the class	work with the rest of the	interesting	Can share my wo unique format ar what Canadians o
Des		diverse peoples fairly?		through a gallery walk.	class with my group.	presentation.	from its history o discriminatory po
Getting Started	Emerging	Inquiry Skills and Proce Developing	Extending	gallery walk.	group.		how we can creat
Getting Started		nd Question	Extending				and better Canad
With support, can	Can identify one or	-	Can identify three			Reflect	
explain that the	two groups of	or four groups of	or four groups of	Can tell what I	Can respond	Can tell something I	Can reflect on my
Japanese internment during WWII was unfair treatment.		people that Canada has treated unfairly.		did.	to questions or prompts about my work.	am proud of in my work and something I would like to work on.	use feedback to h
	Inves	stigate			Collaborate	(if students work in pair	rs or groups)
identify at least two causes and two consequences of the Japanese internment.	two causes and two consequences of a discriminatory policy in Canadian history.	immediate and underlying cause and an intended and unintended consequence of a discriminatory policy in Canadian history.	explain what Canadians can learn from its history of discriminatory policies.	With support and structure, can work with a partner on parts of the activity.	a partner.	group and contribute to completing the task.	Share equally in c to the group's wo Encourages and a others' ideas to m and solve probler
	Constru	ct/Create					
	With a team, can make a presentation that explains the causes and consequences of a discriminatory policy.	Can make a presentation that explains the causes and consequences of a discriminatory policy.	Can make a presentation that clearly shows what Canada could learn from its history of discriminatory policies. I suggest ways that we can create a fairer and better Canada.				
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#### **Stage 3: Learning Plan** Instructional Activities Lesson/ **Learning Intentions** (brief description here - lesson plans will be used to flesh out each lesson) Date Introduction Class Discussion - review and discuss Pearson text pp. 62-63 - True Patriot Love Lesson 1 Feb 10 Big Idea of the unit Slides 1-4 of my Google slideshow • Pose the question: Has Canada treated diverse peoples fairly? Yes/No? Examples... "Say Something" - have each student "Say Something" in response to the guery ٠ Acknowledge student responses and state the big idea of the unit-that is, Canada's policies and treatment of diverse people have negative and positive legacies. Cast light on what is to come in the unit: Minority groups to be discussed and Canadian government policies to be covered: • • Treaties, the Indian Act, residential schools, and reserves; o Historical wrongs against East and South Asian immigrants, the Chinese Head Tax, the 1907 Anti-Asian Riots, and the Komagatu Maru incident; Africville & segregation of African immigrants • Ukrainian and Japanese internment during the World Wars; and Women and ethnic minorities denied the vote. 0 Hand out the "Find Out For Yourself" worksheet and let students know that they will keep it in their social studies binder and use it throughout the unit to keep record of the Canadian government policies discussed and what the causes and consequences were for each. Class Discussion - review and discuss Pearson text pp. 64-73 Lesson 2 Canada's Treatment of First Peoples Feb 13 Treaties Slides 5-8 of my Google slideshow ٠ Watch & unpack the following short video: The Indian Act o <a href="https://www.youtube.com/embed/2zuRQmwaREY">https://www.youtube.com/embed/2zuRQmwaREY</a> **Residential Schools** During the class discussion, students will be guided to fill in the "Find Out For Yourself" ٠ worksheet, taking note of the Numbered Treaties w/ First Nations Peoples and the Truth & Reconciliation Indian Act policy, which led to Indian Agents, changes to First Nations governance, the 94 Calls to Action

schools.

establishment of reserves, the potlach ban, restrictions to land rights, and residential



Lesson 3 Feb 15	Canada's Treatment of First Peoples continued	Students work in pairs or a small group to complete the following worksheets, building on what was discussed in the previous lesson:
	<ul> <li>The Indian Act</li> <li>Residential Schools</li> <li>TRC &amp; the 94 Calls to Action</li> </ul>	<ul> <li>"What Are the Consequence for the Indian Act?" (consult textbook pp. 65-69).</li> <li>"What Are the Long-Term Impacts of the Indian Act &amp; Residential Schools? (pp. 71)</li> <li>"How Can Canadians Participate in Truth &amp; Reconciliation?" (CBC website "Beyond 94)</li> <li>Teacher to guide and support when/where needed.</li> </ul>
Lesson 4 Feb 16	Canada's Treatment of Chinese Immigrants • BC Workers Strike • The Chinese Head Tax • i.e. The "Canadian Apartheid"	<ul> <li>Class Discussion - review and discuss Pearson text pp. 75-79</li> <li>Slides 9-10 of my Google slideshow</li> <li>Watch &amp; unpack the following short videos: <ul> <li><u>https://www.youtube.com/embed/pyYMslhobvs</u></li> <li><u>https://www.youtube.com/embed/gkkpHpFV60E</u></li> </ul> </li> <li>During the class discussion, students will be guided to fill in the "Find Out For Yourself" worksheet, taking note of the Chinese Head Tax.</li> <li>Students to work in pairs or a small group to complete the worksheets: <ul> <li>"Why Have Workers in BC Gone on Strike?" (consult textbook pp. 76-77)</li> <li>"Taking a Historical Perspective"</li> </ul> </li> </ul>
Lesson 5	Racism in Canada	Class Discussion - review and discuss Pearson text pp. 80-82
Feb 22	<ul> <li>1907 Vancouver Riot         <ul> <li>i.e. The "Race Riot"</li> </ul> </li> </ul>	<ul> <li>Slides 11-12 of my Google Slideshow</li> <li>Watch &amp; unpack the following short videos:         <ul> <li>https://www.youtube.com/embed/wn8X1uHwPZs</li> <li>https://www.youtube.com/embed/BwEeWSYhpCw</li> </ul> </li> </ul>
	<ul> <li>Slavery &amp; Segregation         <ul> <li>Africville, NS</li> </ul> </li> </ul>	<ul> <li>Discuss Canada's history of racism toward Black peoples of African descent.</li> <li>In honour of Black History Month, watch &amp; unpack the following video:         <ul> <li><u>https://www.youtube.com/watch?app=desktop&amp;v=ORW_e8P8RcY</u></li> </ul> </li> </ul>
		<ul> <li>Students to work in pairs or a small group to complete one or both of the following worksheets:</li> <li>"What Was the Most Significant Cause of the 1907 Riot?</li> <li>"Can We End Racism?"</li> </ul>



Lesson 6 Feb 23	Canada's Treatment of East Asian Immigrants • Komagatu Maru Incident • "Continuous Journey" law • "Undesirables"	<ul> <li>Class Discussion - review and discuss Pearson text pp. 84-86</li> <li>Slide 13 of my Google slideshow</li> <li>Watch &amp; unpack the following short videos: <ul> <li>https://www.youtube.com/embed/EuTg4gztLBs</li> <li>https://www.youtube.com/embed/mhr1Ucr7qlc</li> </ul> </li> <li>During the class discussion, students will be guided to fill in the "Find Out For Yourself" worksheet, taking note of the "continuous journey" legislation.</li> <li>Students to work in pairs or a small group to complete the worksheet, "Using Primary Source Evidence."</li> </ul>
Lesson 7 Feb 24	Internment of Ukrainian-Canadians during World War I • Canada's "Enemy Aliens" • The War Measures Act	<ul> <li>Class Discussion - review and discuss Pearson text pp. 87-89</li> <li>Slide 14 of my Google Slideshow</li> <li>Watch &amp; unpack the following short videos:</li> <li>https://www.youtube.com/embed/UY4vTBQTpUA</li> <li>https://www.youtube.com/embed/2bE9o3m9P5k</li> <li>During the class discussion, students will be guided to fill in the "Find Out For Yourself" worksheet, taking note of the War Measures Act and the Internment of Ukrainians.</li> <li>Students to work in pairs or a small group to complete the worksheet, "Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?"</li> </ul>
Lesson 8 Feb 27	Internment of Japanese-Canadians during World War II • "Spies" • Relocation	<ul> <li>Class Discussion - review and discuss Pearson text pp. 90-93</li> <li>Slides 15 of my Google Slideshow</li> <li>Watch &amp; unpack the following short videos:         <ul> <li><u>https://www.youtube.com/embed/CWJ-yg6RE6s</u></li> <li><u>https://www.youtube.com/embed/SPCzTJlosOc</u></li> <li><u>https://www.youtube.com/embed/wBv-MYAf9P0</u></li> </ul> </li> <li>During the class discussion, students will be guided to fill in the "Find Out For Yourself" worksheet, taking note of the War Measures Act and the internment of Japanese Canadians.</li> </ul>
Lesson 9 Mar 1	<ul><li>The Vote - Who and When?</li><li>What the vote tells us about Canada's past</li></ul>	<ul> <li>Class Discussion - review and discuss Pearson text pp. 92</li> <li>Slide 16 of my Google Slideshow</li> <li>Discuss what being denied the vote tells us &amp; what gaining the vote tells us</li> </ul>

Lesson 10	Unit Reflection & Summative Task	Class Discussion - review and discuss Pearson text pp. 95		
Mar 2-Mar	Outline Assignment Criteria	Go over the summative task and how it will be assessed.		
9	De la Delais (Marsh ()	Slides 17-18 of my Google Slideshow		
	Review Rubric & <b>Due date (March 6)</b>	• This week to work on project, with presentations to begin next week (March 6 <sup>th</sup> )		
	Resources needed:			
	-Google slideshow presentation (self-m	ade):		
	https://docs.google.com/preser	ntation/d/163wX76FiGK-		
	C11IH6d8uPi BaD26zDvZHFtfTIX 9g0/edit#slide=id.g1eee2b139cf 0 1			
	-Class set of Pearson Textbooks: Inquiri	ng Minds - Canadian Issues and Governance (signed out from DAO)		
	<ul> <li>Online Teacher Guide found at - pearson5-1@sd28.org pwd:sd28staff</li> </ul>			
	-Companion worksheets, as suggested in the Pearson Teacher Guide (attached)			
	<ul> <li>-Supplemental videos (listed in each lesson), as recommended in Pearson Teacher Guide</li> <li>-Supplemental worksheets, purchased and downloaded from Teachers Pay Teachers:         <ul> <li><u>https://www.teacherspayteachers.com/Product/Global-Issues-Poverty-and-Inequality-BC-Social-Studies-Unit-4524702?st=7ceb100e2c6ce30d87845c7d54668a7d</u></li> <li>-Classroom Smartboard for lessons and Google slideshow presentation</li> <li>-Chromebooks and/or access to a computer lab w/ voice-to-text software for group research project</li> </ul> </li> </ul>			
	Interdisciplinary connections:			
	(e.g. How did you weave ELA, Social	Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)		
	how that treatment has led to generation children from their parents/grandparen Indigenous peoples' sense of belonging	that discusses issues relating to Canada's unfair/unjust treatment of Indigenous peoples and ns of trauma for Indigenous peoples (issues pertaining to the forced removal of Indigenous ts and the over-representation of Indigenous children in foster care–all of which has disrupted g; their connection to land and place; their responsibility to people, place and land; their ngs/knowledge/worldview; and ultimately their identity).		
	The final, summative task is this unit - a ADST curriculum.	group inquiry project - will give have students engaging in aspects of the ELA, Arts Education &		

Reflection:
How did the unit go? How do I know?
Overall, this unit went really well. It took slightly longer than expected (due to a few unforeseen changes in the schedule and my decision to break up a few lessons over two blocks), and we didn't end up doing every worksheet (choosing to focus on
group discussions, pairing and sharing, and adding notes to our note-taking sheets), but I think my instructional agility allowed students to take in the material more fully than if I had rushed or crammed to meet my original unit's timeline and content. And, although the topics were "heavy", I made sure that my students were 100% clear that this was not about blame
or shame, but rather about awareness and learning from the past. Students handled the content appropriately and respectfully; some turned a bit somber/quiet during lessons, but we were still able to have excellent discussions and make meaningful connections. Throughout each individual lesson, the majority of my students were fully engaged and
participated in the reading, discussion, and note-taking (a skill I stressed would be very important as they progress through middle and high school). The videos I included with each lesson were informative and helped solidify what was discussed
and read in the textbook. The students especially enjoyed the last week, when they got to work in random, teacher-assigned groups to complete and present their scaffolded inquiry projects (which turned out amazing). I will definitely do this unit again, and now I even have some amazing presentation exemplars to show future students <sup>(2)</sup>
Where to next?
Being that this a Grade 5/6 class, I would now teach my students a unit on Canadian Governance (levels and structure), as
outlined in the Inquiring Minds 6: Canadian Issues and Governance textbook (Pearson Canada Inc.).
Having completed this unit, students should be fully prepared to learn and take in the following information.
different systems of government
<ul> <li>Compare characteristics of the federal government in Canada with those of one or more other countries, including:</li> </ul>
<ul> <li>roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator)</li> <li>components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton)</li> </ul>
<ul> <li>government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy)</li> </ul>
<ul> <li>electoral processes (e.g., political parties, voting, representation)</li> <li>Sample topic:</li> <li>indigenous governance</li> </ul>
<ul> <li>indigenous governance</li> <li>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</li> </ul>



# Companion Worksheets:

Name:

Date:

# **Find Out For Yourself**

As you work through this topic, use this chart to record examples of policies or actions by a government or individuals that discriminated against a group in Canada.

Policy or Action	Causes	Consequences



#### Date:

# What Are the Consequences for the Indian Act?

Find out about the Indian Act by using pages 65-69 of the student resource as well as resources on the companion website.

	Consequences in the Past	Consequences Today
Status		
Indian Agents		
Governance		
Reserves		
Potlatch Ban		
Land Rights		
Paridan National		
Residential Schools		

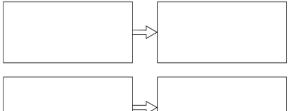


Date:

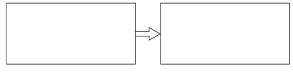
## What Are the Long-Term Impacts of the Indian Act and Residential Schools?

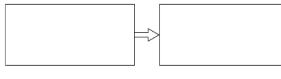
Read page 71 of the student resource to identify problems caused by the Indian Act and residential schools. Write these problems in the boxes on the left side. Research each problem using resources on the companion website to find out how it continues to affect children today. Write the effects in the boxes on the right side. See the example below.

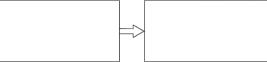
Problem	Long-Term Impact
	E.g., ever since, First Nations people have not been able to support themselves from the land, as they had before.













Date:

#### How Can Canadians Participate in Truth and Reconciliation?

Use the CBC website "Beyond 94" or the federal government's website	"Delivering on Truth and Reconciliation Commission Calls to Action" to research one of
the 94 Calls to Action.	

Number	
Progress	
0-1	
Category	
Call to Action	
How has or how could this Call to Action be	
answered?	
answered :	
Why is this Call to Action important?	
why is this can to Action important?	
Why did you select this Call to Action?	
why did you select this can to Action:	



Date:

## Why Have Workers in BC Gone on Strike?

Use pages 76–77 of the student resource as well as resources on the companion website to find examples of the problems that workers in BC faced that prompted them to strike.

Low Pay	
Poor Working Conditions	
Unfair Treatment	
Other Problems	

N		m	0	
1.1	a		e	

Date:

# **Taking a Historical Perspective**

### **Five Different Perspectives:**

<ul> <li>Canadian Company Owners         <ul> <li>wanted Chinese workers as cheap labour in order to maximize their profits</li> <li>said cheap labour was needed to develop BC's economy</li> </ul> </li> </ul>	Canadian Politicians had to balance the wants and needs of different groups in society BC and federal politicians wanted to be re-elected
<ul> <li>Canadian Workers</li> <li>believed Chinese workers were taking their jobs because they would work for lower wages</li> <li>wanted all Chinese people excluded from Canada</li> </ul>	<ul> <li>Chinese Immigrants         <ul> <li>wanted to immigrate to Canada for economic reasons</li> <li>even though their pay was low in Canada, it was a lot higher than what they could earn in China</li> <li>Chinese men in Canada wanted to bring their wives and children here</li> </ul> </li> </ul>
Many Canadians <ul> <li>believed the Chinese people would not be able to assimilate</li> <li>wanted all Chinese people excluded from Canada</li> </ul>	Question for all groups to answer from the perspective of their assigned character: How would the head tax affect you? How would you feel about the head tax?

### Who would the head tax satisfy?

Which group would the head tax benefit most?

Why would a Canadian politician pass the head tax law, even though it was a racist law?



N	a	m	e	:

Date:

# What Was the Most Significant Cause of the 1907 Vancouver Riot?

<ul> <li>Social Causes:</li> <li>relate to our values and beliefs about others</li> </ul>	
Political Causes: <ul> <li>relate to the government's goal of maintaining power</li> </ul>	
<ul> <li>Economic Causes</li> <li>relate to the goal of making money</li> </ul>	

Rank the causes of the 1907 Vancouver Riot from most important (#1) to least important (#3).

1.	
2.	
3.	



N		m	е	
	a		v	•

Date:

# Can We End Racism?

Below are five viewpoints on how to end racism from page 82 of the student resource. Cut out each statement and work with a partner to sort them into three piles: positive, neutral, and negative. Which statement is the most positive about the possibility of ending racism? Which is most negative? How would you justify that opinion?

When you find yourself making an assumption about a group of people, ask yourself: Is this true, or is it just something I've been taught to believe?
Racism is caused by ignorance. We all need to get to know one another better.
 We need to speak out against racism. Every. Single. Time.
 Racism is used to divide people. We need to all say "no" to racism and join together to create change.
 We can never eliminate racism. People are just going to believe whatever they hear or read.

Which statement most closely matches your viewpoint?



Name:	Date:

# **Using Primary Source Evidence**

Page in textbook	Type of primary source	What is the date and source of this evidence?	What is the author/creator's point of view?
page 84	cartoon "Sinister Shadows"		
page 84	headline "Hindu Invaders Now in the City Harbor"		
page 85	photo of passengers on the Komagata Maru		
page 85	Victoria Daily Colonist headlines		
page 86	front page photo (ships) and headline		
page 86	cartoon "Will the Dyke Hold?"		

### How would this media coverage shape the public's understanding of the Komagata Maru situation?



### Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?

Date:

What did the government do?

How did Ukrainian Canadians suffer as a result of the policy?

What reasoning did the government use?

How did wartime fear influence government policy?

What evidence exists showing that Ukrainians living in Canada were a threat to the security of Canada or the war effort?

Should Ukrainians have been considered enemy aliens?

Mark this number line to show your ethical judgment about the Ukrainian internment in World War I.



**Right and Fair** 

Wrong and Unjust



### Summative Scaffolded Group Inquiry Project:

Name: \_\_\_\_\_Date: \_\_\_\_\_Date:

### Scaffolded Inquiry: Has Canada Treated Diverse Peoples Fairly?

#### **Essential Question**

Has Canada treated diverse peoples fairly?

#### Big Idea

Canada's policies and treatment of diverse peoples have negative and positive legacies.

#### Inquiry Idea

My group is going to select and research one group of people who faced discrimination from the Canadian government.

#### **Engage and Question**

. Look throughout this topic for examples of groups who faced discrimination in Canada. What group would we like to find out more about?

#### Investigate

- · Find out more about your selected group using a variety of reliable sources.
- Find out:
  - · immediate and underlying causes of the discriminatory policy or action
  - · intended and unintended consequences of this discrimination
- · After completing your research, discuss this question: What could people learn from this history?

#### **Construct and Create**

- · Decide on the best way to share your findings about the causes and consequences of a discriminatory policy. Your group could
  - design a poster
  - give a presentation
  - compose a written or graphic story
  - create a Heritage Minute-style video
- · As part of what you create, include your group's thinking on the following:
  - whether you think Canada treated your chosen group fairly
  - what Canada could learn from this history

#### Communicate

· Present your ideas to class.

#### Reflect

• What could you do personally to make sure that Canada becomes a fairer and better country?



## Reflections/Rubrics/Assessment:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Thinking About My Work

Choose an activity or piece of work that shows your learning about Canada's treatment of diverse peoples. For example, you could choose a map or drawing, a photograph of you or your work, or a written description or reflection.

Answer questions 1 and 2 using words or pictures.

1. What did you do? (What was your task?)

2. What does this work show about your thinking and learning? What would you like people to notice?

This work shows that I...

I'd like you to notice that...

3. What feedback could help you? Show your work to two people. Ask them to give you feedback using these questions:

What is one thing you learned from looking at my work?

What is one thing you think I did well?



Date:

# Inquiry and Skills Processes—Rubric

Reflect on your work. Fill in the left-hand boxes with something you would add to or change in your work. Fill in the right-hand boxes with something you are proud of.

Has Canada treated diverse peoples fairly? Developing Competence in Inquiry Skills and Processes				
Something to add or change	Criteria	Something I feel proud of		
	Engage and Question I can use my notes and discussion with my team to create a list of the causes and consequences of a particular policy, action, or treatment of a diverse people in Canada.			
	Investigate I can support my argument with reasonable and relevant evidence.			
	<b>Construct/Create</b> I can make a presentation that is clear and organized, is important to me, uses multimedia, and makes my audience think.			
	<b>Communicate</b> I can share my work in a way that explains what Canadians can learn from its history of discriminatory policies. It suggests ways that we can create a fairer and better Canada.			
	Reflect I can tell something I am proud of in my work and something I would like to work on.			
	<b>Collaborate</b> I can work with a group and contribute to completing the task.			



Date:

## **Unit Assessment**

Has Canada treated diverse peoples fairly? Developing Competence in Inquiry Skills and Processes							
Getting Started	Emerging	Developing	Extending				
Engage and Question							
With support, can explain that the Japanese internment during WWII was unfair treatment.	· ·	Can identify three or four groups of people that Canada has treated unfairly.	Can identify three or four groups of people that Canada has treated unfairly, and explain how.				
Investigate							
With support, can identify at least two causes and two consequences of the Japanese internment.	Can identify at least two causes and two consequences of a discriminatory policy in Canadian history.		Can use evidence to explain what Canadians can learn from its history of discriminatory policies.				
	Constru	ct/Create					
Given support, can create a cause-and- consequence web of the Japanese internment.	With a team, can make a presentation that explains the causes and consequences of a discriminatory policy.	Can make a presentation that explains the causes and consequences of a discriminatory policy.	Can make a presentation that clearly shows what Canada could learn from its history of discriminatory policies. I suggest ways that we can create a fairer and better Canada.				

	Communicate				
Can share work with the rest of the class through a gallery walk.	Can share my work with the rest of the class with my group.	Can share my work by giving an interesting presentation.	Can share my work in a unique format and explain what Canadians could learn from its history of discriminatory policies and how we can create a fairer and better Canada.		
Reflect					
Can tell what I did.	Can respond to questions or prompts about my work.	Can tell something I am proud of in my work and something I would like to work on.	Can reflect on my work and use feedback to help me plan or adjust my learning goals.		
Collaborate (if students work in pairs or groups)					
With support and structure, can work with a partner on parts of the activity.	Can work with a partner.	Can work with a group and contribute to completing the task.	Share equally in contributing to the group's work. Encourages and adds to others' ideas to make plans and solve problems.		

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