



Grade 9 Social Studies
Workbook Module 1
Diversity and Pluralism in Canada

Name: _____

Date Started: _____

Module 1 Workbook Outcomes:

LA = Learning Activity A = Assignment

LA/A	Page	Outcome	To Do
LA 1.1	1-3	<ul style="list-style-type: none"> • KL-024 Identify on a map distinguishing elements of the physical and human geography of Canada. 	
LA 1.2	4-5	<ul style="list-style-type: none"> • KH-029 Describe factors affecting demographic patterns in Canada since the beginning of the 20th century. 	
LA 1.3	6	<ul style="list-style-type: none"> • KC-001 Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. 	
A 1.1	7-9	<ul style="list-style-type: none"> • KC-004 Describe contributions of Canadians whose social and political actions have promoted human rights. • VH-008 Appreciate the efforts of Canadians who have helped to promote human rights. 	
LA 1.4	10	<ul style="list-style-type: none"> • VP-014 Value non-violent resolutions to conflict. • KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups. 	
A 1.2	10	<ul style="list-style-type: none"> • KH-031 Identify significant events in the development of human rights in Canada. • KH-032 Describe ways in which the status of women in Canada has changed since the early 20th century. • VH-008 Appreciate the efforts of Canadians who have helped to promote human rights. 	
LA 1.5	11	<ul style="list-style-type: none"> • KC-003 Describe the criteria for becoming a Canadian citizen. (part) 	
A 1.3	12-17	<ul style="list-style-type: none"> • KC-003 Describe the criteria for becoming a Canadian citizen. 	
LA 1.6	18	<ul style="list-style-type: none"> • KI-016 Describe factors that shape personal, regional, and national identities. <i>Include: media influences.</i> • VI-005 Appreciate Canadian cultural pluralism. • VI-004 Be willing to consider diverse social and cultural perspectives. 	
LA 1.7	19	<ul style="list-style-type: none"> • KI-020F Evaluate the influence of mass media and pop culture on francophone identities and cultures. • KI-021 Describe ways in which identity, diversity, and culture are protected in Canada. 	
LA 1.8	20	<ul style="list-style-type: none"> • KI-018 Evaluate effects of assimilation policies on cultural and linguistic groups in Canada. <i>Include: Aboriginal residential schools, language laws.</i> • KI-019 Describe effects of stereotyping and discrimination on individuals, communities, and regions. • KH-030 Describe social and cultural injustices in Canada's past. 	
LA 1.9	21	<ul style="list-style-type: none"> • KP-043 Give examples of diverse approaches to conflict resolution. 	
A 1.4	21-22	<ul style="list-style-type: none"> • KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures. • VH-009 Value the contributions of diverse cultural and social groups to Canadian society 	



Mapping Canada

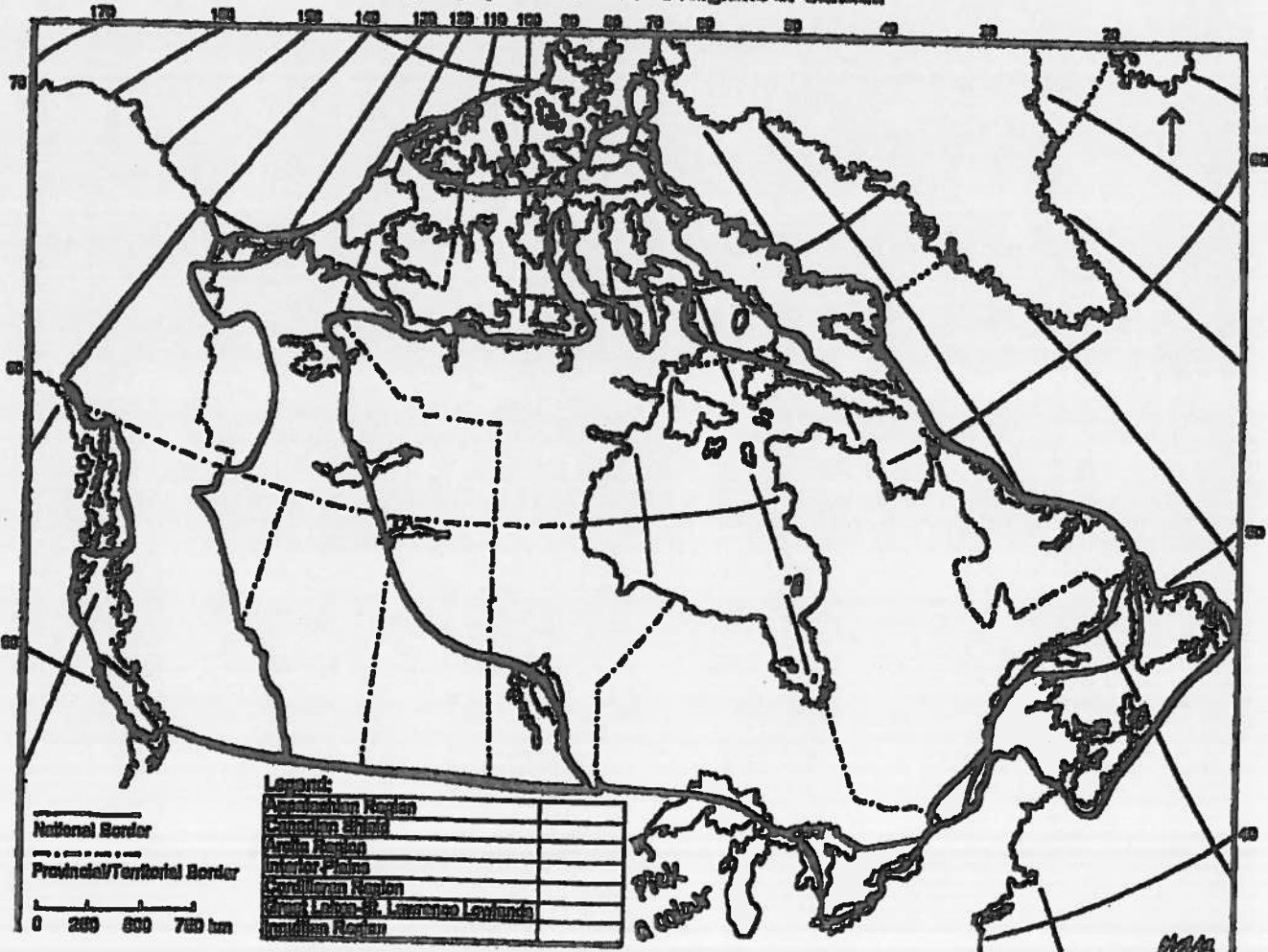
1. On the map provided on the following page, please include the following elements:

a. Colour each physiographic region a different colour. Make sure you complete the legend provided for you on the map so you know what each colour represents.

b. Label each province and territory with the appropriate name. A list of names is provided below.

- ▣ Alberta
- ▣ British Columbia
- ▣ Manitoba
- ▣ New Brunswick
- ▣ Newfoundland and Labrador
- ▣ Northwest Territories
- ▣ Nova Scotia
- ▣ Nunavut
- ▣ Ontario
- ▣ Prince Edward Island
- ▣ Saskatchewan
- ▣ Quebec
- ▣ Yukon

Physiographic and Political Regions of Canada



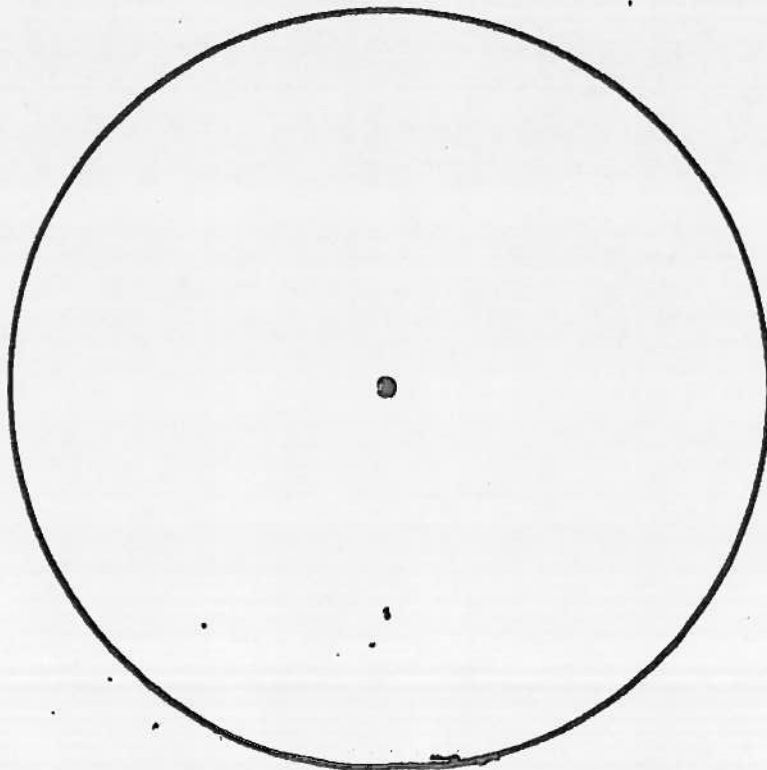
5. Complete the following pie graph detailing Canada's population for five political regions: Ontario/Quebec, Prairie Provinces, Atlantic Provinces, British Columbia, and the Territories. The pie should be divided into five sections. Each section should represent the proportion of Canada's total population located in that region. The following chart provides you with the data you will need for your pie chart.

Ontario & Quebec	61.8%
Prairie Provinces (Alberta, Saskatchewan, Manitoba)	17.8%
British Columbia	13.3%
Atlantic Provinces (Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island)	6.8%
Territories (Yukon, Nunavut, Northwest Territories)	0.3%

Ensure that you follow these instructions when creating your pie graph:

- Give your pie graph a title.
- Make each pie section representative in size to the percent of Canada's population for that region.
- Write the name of the region on the pie section, as well as the percent of the population represented.
- Colour each section a different colour so that it is easy to read.

Title: _____



2. Canada's land can be classified in various ways. One way is to classify the land according to similar characteristics of a physiographic region.

a. What is a physiographic region?

b. How many physiographic regions are found within Canada?

c. How many physiographic regions are found within the province of Manitoba? List them.

3. For each of the cities listed, indicate the physiographic region in which it is located:

a. Fredericton:

b. Winnipeg:

c. Whitehorse:

d. Toronto:

e. Iqaluit:

f. Victoria:

4. Briefly describe Canada's overall population distribution, including how it is clustered.

Read pages 5-9

Learning Activity 1.2: Demographic Issues in the News

READ THE ARTICLE THEN WRITE ABOUT IT USING THE OUTLINE ON THE NEXT PAGE. (Q1-6)

Article: The Baby Boomers

You may not think that the older generations have an impact on your life. It is becoming clearer, however, that the aging of the baby boom generation will have a direct effect on younger generations, such as your own. Who are baby boomers, and how do their actions directly impact you? To understand this question, you need to look back to the Second World War (1939-1945). Because wartime was so stressful and unpredictable and involved a large portion of the Canadian population, many people decided to wait for the war to end before starting a family. After the war ended, everyone who had waited to start a family all started having babies at the same time. As a result, there was a huge increase or "boom" in the number of babies born in Canada. This boom lasted for 20 years after the Second World War ended. Improvements in health care as well as a tradition for large families contributed to this population boom. People born during this time (1946-1965) became known as "baby boomers." But, unlike their parents, boomers had small families. As a result, there have been more people in the boomer age group than other age groups.

Throughout their lives, Canada has had to adjust to meet the needs of the baby boom generation. When baby boomers started going to school in the 1950s, governments had to hire more teachers and build more schools. (Later, many of those schools had to close because there weren't enough students.) For the last few decades, boomers have been working and paying taxes, but all that is changing. Since people usually retire between the ages of 50 and 70, baby boomers have begun retiring from work and collecting their pensions.

How will retiring baby boomers affect younger generations? Haven't we always had retired people collecting pensions? Here are four reasons:

- 1. Numbers: In the 1980s, there were six working people supporting every retired person. By 2031, there are expected to be less than three people working to support every retired person.*
- 2. Age: Boomers are living longer than their parents, so they will need tax dollars to pay for health and social needs. Since retirees pay less tax than working people, then working people will have to pay more to support them.*
- 3. Expectations: Boomers are used to more services than their parents were. Unlike their parents, who had been accustomed to much less, boomers have always received government money and services and will continue to expect them.*
- 4. Power: Unlike younger generations, boomers vote regularly and know how to use the political system. Politicians listen to them, partly because they are so numerous.*

Something else was going on when boomers were growing up. Governments started to borrow huge amounts of money to run the country. This created jobs and paid salaries. So, boomers and the younger generations that followed them have not fully paid their way; they have benefited from the massive debts that governments have not yet started to pay off.

Learning Activity 1.2 Demographic Issues in the News (continued)

Article Analysis: The Baby Boomers

1. Article summary in your own words:

2. List two demographic terms that are found in the article and give a definition of each:

a.

b.

3. What is your opinion of this baby boomer issue?

4. How will this demographic issue affect you in the future?

5. List at least three facts that are included in the article:

a.

b.

c.

6. Draw an image or scene that represents the baby boomer issue.

Learning Activity 1.3 Applying Human Rights

1. Define Human Rights

2. List three human rights that you use on a daily basis. Give an example of how you use these rights. You can Google "plain language Universal Declaration of Human Rights" for a complete list of human rights to help you complete this question.

Human Right Used	Example of How You Use This Right

3. Fill in the table with the correct Human Rights Category. You can use each category more than one time.

Basic Rights
Economic Rights
Social Rights

Political Rights
Civil Rights

Equality Rights
Cultural Rights

Human Rights	Category (Pick from the list above)
to life, liberty and security of person	
to be presumed innocent until proven guilty	
to equal treatment and freedom from discrimination	
to recognition as a person before the law	
to work with free choice of employment	
to freedom of opinion and expression	
to a nationality	
to rest and leisure	
to an adequate standard of living	
to marry and have a family	
to a fair trial	
to an education	
to take part in government	
to freedom of movement	



Canadian Contributions to Human Rights

Your Task

There are many Canadians whose actions have helped advance human rights. In this assignment, you will research a Canadian human rights activist of your choice and make a power point presentation.

Research Canadian Activists

Since you may not be familiar with any Canadian human rights activists, a list of suggestions has been provided below. Use your school, your local library, or the Internet to learn about some of the people on this list (or another Canadian activist of your choice). The Research Chart following the list contains several pieces of information you should know about your chosen activist. Fill it out as you research.

Step 1: Pick an Activist

Canadian Human Rights Activists

- | | |
|--------------------------|-----------------------------------|
| ■ The Famous Five | ■ Georges, Pauline, & Jean Vanier |
| ■ Chief Dan George | ■ David Lewis |
| ■ Ezekiel Hart | ■ Tommy Douglas |
| ■ Angus MacInnis | ■ J.S. Woodsworth |
| ■ Thomas Berger | ■ Paul-Emile Leger |
| ■ Ivan Rand | ■ Molly Brant |
| ■ Ellen Fairclough | ■ Clarence Hicks |
| ■ Emmett Hall | ■ Roméo Dallaire |
| ■ Pierre Berton | ■ Beverly McLachlin |
| ■ Pauline Julien | ■ Bruce Cockburn |
| ■ Louis Riel | ■ Carl Ridd |
| ■ René Levesque | ■ Phil Fontaine |
| ■ Pierre Elliott Trudeau | ■ Glen Murray |
| ■ Louise Arbour | ■ Tom Jackson |
| ■ John Diefenbaker | ■ Adrienne Clarkson |
| ■ John Humphrey | ■ Nell Blissoondath |
| ■ Lester B. Pearson | ■ Theresa Ducharme |
| ■ Stephen Lewis | ■ June Callwood |

Step 2: Fill out the Chart.
Research Chart



Note:

To help you get started, an example has been provided in the chart.

Name <u>Ivan Rand</u>	
Date and Place of Birth	<ul style="list-style-type: none"> ■ 1884 ■ Moncton, New Brunswick
Education and/or Occupation	<ul style="list-style-type: none"> ■ Received a Bachelor of Arts and a Harvard Law degree. ■ Worked as <ul style="list-style-type: none"> ■ a lawyer ■ an attorney general ■ a Supreme Court Justice ■ a university dean
Overview of Contribution to the Development or Progress of Human Rights	<ul style="list-style-type: none"> ■ Revolutionary labour relations method: <ul style="list-style-type: none"> ■ "Rand Formula" ■ One of two Canadians involved in the partitioning of Palestine in 1947
Specific "Type/Category" of Rights Influenced <i>(Basic, Civil, Economic, Political, Equality, Social, Cultural)</i>	<ul style="list-style-type: none"> ■ economic ■ political
Information Sources	www.cbc.ca/Ivan_Rand/

Name: _____	
Date and Place of Birth	
Education and/or Occupation	
Overview of Contribution to the Development or Progress of Human Rights	
Specific "Type/Category" of Rights Influenced <i>(Basic, Civil, Economic, Political, Equality, Social, Cultural)</i>	
Information Sources	

Step 3: Make a Power Point Presentation



Before you begin the Power Point, show your Research Chart to the teacher to make sure you are on the right track.

Feel free to be creative. Your power point must include:

- all the information on your research chart
- one picture for each slide
- at least 5 slides
- an information sources page where you copy all the web links you used to complete your project. (ex. <http://www.ournellie.com/the-famous-five/>)

Example Outline:

Slide 1: Name of Person, their date of birth and death, and place of birth. Picture of this person.

Slide 2: Education and/or job. Picture of them in their job.

Slide 3: Description of what this person did for human rights in Canada. Picture of them protesting.

Slide 4: What category of rights did this person protect? Pick from the list below. Explain how this is true. Picture of the Universal Declaration of Human Rights.

Basic Rights
Economic Rights
Social Rights

Political Rights
Civil Rights

Equality Rights
Cultural Rights



Slide 5: Information Sources: Put the websites you used here.

Towards Equal Rights and Freedoms

1. How did the *Indian Act* discriminate against First Nations women?

2. In 1984, the Supreme Court ruled that the *Indian Act* was unconstitutional in its treatment of First Nations women. What equality rights were not respected?

3. In a few sentences, describe how the *Canadian Charter of Rights and Freedoms* affected the lives of First Nations women and their children in Canada.

 **Assignment 1.2** 

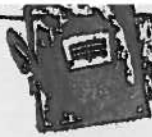
Read pages 13-17

The actions of four First Nations women helped change the *Indian Act* and caused the creation of Bill C-31:

- Mary "Two-Axe" Early
- Sandra Lovelace
- Jeannette Corbiere Lavell (You have already read about Corbiere Lavell in Lesson 4)
- Nellie Carlson

You will research **one** of these woman and present information about **her** and how **she** contributed to the creation of Bill C-31. You may choose to present this information in a written report, a poster, or a PowerPoint presentation.

- **Biography**
 - Where and when **she** lived
 - How their lives were affected by the *Indian Act*
- **Method of activism**
 - How **she** contributed to the creation of Bill C-31



Citizenship Test: Do not look up answers. Just GUESS.

These questions will help you to check your knowledge of what you have read about Canadian citizenship. Circle T (true) or F (false) in response to each statement. If the statement is false, then re-write it so that it is true

Canadian Citizenship Questions: (5 questions are false.)

- a. Before 1947, Canadians were not considered to be Canadian citizens; they were British citizens.
- b. In order to apply for Canadian citizenship, an applicant must be at least 21 years old.
- c. The concept of citizenship goes back to the American and French revolutions.
- d. In order to become a Canadian citizen, an immigrant must speak both French and English.
- e. In order to become a citizen of Canada, immigrants must take an *Oath of Citizenship*.
- f. A person may not become a citizen of Canada if he or she has been convicted of an indictable crime in the past six years.
- g. New immigrants who come to Canada must know information about Canada (such as rights and responsibilities, history, geography, political system) in order to become a citizen.
- h. A "Family Class" immigrant is a person who has family living in Canada.
- i. The *Canadian Citizenship Act, 1947*, was an important milestone in history; it conferred a common citizenship on all Canadians.
- j. In order for a new applicant to Canada to become a citizen (if he or she applies as an "independent" immigrant), he or she must achieve 90 out of 100 under the "points system" in order to be successful.

Rewrite the 5 false statements here.

1. _____
2. _____
3. _____
4. _____
5. _____

Immigrating to Canada (22 marks)**Your Task:**

You will play the role of a Canadian Immigration officer. Your task will be to assess five Independent Class Immigrants, and to determine whether or not they are successful in attaining Canadian citizenship.

Here are your directions:

1. Read each fictional Immigrant's biography.
2. Use the "Independent Class Immigrant Criteria" sheet to calculate each Immigrant's total points.
3. Determine whether or not the Immigrant is successful in becoming a Canadian citizen.
4. Answer the concluding questions at the end of the assignment.

In order to determine whether the candidates qualify, you will use the points system discussed in this lesson. For the sake of simplicity, all Immigrants will be judged using the same criteria (as opposed to job-specific categories).

Independent Class Immigration Applicant Profiles:**Gerry O'Conlin:**

Dia dhuit! (Hello). My name is Gerry O'Conlin, and I am from Belfast, Northern Ireland. Although my first language is English, I was taught some Gaelic by my grandmother and I greeted you in that language. I am 36 years old and have lived in Northern Ireland all my life. I quit school in Grade 10 (age 15) and entered the workforce the very next day. I went to work in the steel factory where my father and grandfather both worked. I have been employed there for the past 21 years. I apprenticed to become a millwright. I became an elected union leader at age 23 and have held that position since. I am married and have four children. I have several relatives who live in Hamilton, Ontario, including two sisters. I would like to live in that city. I have no employment lined up as of yet. My parents recently died within six months of each other, and I want to start a new life in Canada with my family.

Maria Sanchez:

¡Hola! ¡Y buenas tardes! (Hello and good afternoon). My name is Maria Sanchez, and I am a 19-year-old recent high school graduate from Santiago, Chile. I live with my mother and five siblings on a barrio on the outskirts of the city. I am the first member of my family to finish high school. My family is very proud of me. I maintained a 92% average throughout high school. I am trilingual: I speak and read Spanish, French, and English. My goal is to come to Canada and attend university. I have not yet been accepted, but I have relatives in Winnipeg, so I hope to attend university there. I am a newlywed. My husband has a degree in nursing. My dream is to get a degree in architecture. We hope to start a family in Canada.

Halo! (Hello). My name is Teofista Estrada, and I am a Roman Catholic priest who currently lives in the country of the Philippines. I was born and raised on the island of Luzon in the city of Angeles, north of the capital of Manila. I am the eldest and only son of six children. My parents still live in Angeles. I am 23 years old and have been ordained for only six months. I have a good, solid educational background. I have, of course, completed high school. I have a Master's Degree in Theology. I speak and read Filipino, English, and French. I have been to Canada and the United States with work permits seven times over the past five years, and have many friends and associates within the Catholic community. I have secured a job at the Emmanuel Christian School in Dollard-des-Ormeaux in Quebec. I love children and can see myself spending the rest of my career involved in religious education.

Alain LaPomme:



Note:

This interview was conducted in French, one of Canada's official languages.

Bonjour! (Good day). My name is Alain LaPomme. I was born in the African nation of Tunisia, but have been a citizen of Morocco for the past 30 years. I have never been married and have no children. I attended school until I was 14 years old. I achieved the equivalent of your country's Grade 9. I have been working as a labourer for the past 25 years. I have never been without work and am always praised for my work ethic. I am 54 years old and would like to move to Canada, specifically Montreal. I have a job at a large construction company in Montreal, and my cousin and her family live in the city. I plan on living with them temporarily. I also have a very close pen pal in Montreal to whom I was introduced by my cousin. We have been talking about marriage once I come to Canada.

Cho Lon Leung:




Note:

This individual had a translator at his interview translating for her.


Chao! (Hello) My name is Cho Lon Leung. I was born in a tiny village in the south of my country, Vietnam. I have lived all over Vietnam after leaving my parents' home at age 13. Because of poverty, I have had very little formal schooling. I have an equivalent of your country's Grade 5. I speak and write in Vietnamese, but know few words in English. However, I am a hard worker and have never been unemployed. I have been a cook for the past 22 years. I am currently aged 41. I am a widow and have no other living immediate family in Vietnam. I have relatives in Canada. I have no pre-arranged employment in Canada, but I am willing to take any job. I am also willing to live anywhere in the country.

Independent Class Immigration Points:

Education: Criteria (maximum of 25 points)		Points
 <p>Notes: Compare each applicant's level of education to the criteria, and assign the appropriate number of points.</p>	Master's Degree, Ph.D., and 17 years of experience	25
	Two or more university degrees and 15 years of experience	22
	Three-year diploma, trade certificate or apprenticeship, and 15 years experience	22
	Two-year university degree at a Bachelor's level and 14 years experience	20
	Two-year diploma, trade certificate or apprenticeship, and 14 years experience	20
	One-year university degree at a Bachelor's level and 13 years experience	15
	One-year diploma, trade certificate or apprenticeship, and 13 years experience	15
	One-year diploma, trade certificate or apprenticeship, and 12 years experience	12
Completed high school		5


#1 Applicants' Points for Education:

- Gerry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

Official Languages: Criteria (maximum of 24 points)		Points
 <p>Notes: Compare each applicant's proficiency in the English and/or French languages, and assign the appropriate number of points.</p>	Proficiency in English or French	4-16 <i>(based on ability)</i>
	Proficiency in second official language: English or French	4-8 <i>(based on ability)</i>


#2 Applicants' Points for Official Languages:

- Gerry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

Work Experience: Criteria (maximum of 21 points)		Points
 <p>Notes: Compare each applicant's years of work experience, and assign the appropriate number of points.</p>	One year of work experience	15
	Two years of work experience	17
	Three years of work experience	19
	Four or more years of work experience	21


#3 Applicants' Points for Work Experience:

- Gerry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

Age: Criteria (maximum of 10 points)		Points
 <p>Notes: Compare the applicants' ages, and assign the appropriate number of points.</p>	16 years of age and younger	0
	17 years of age	2
	18 years of age	4
	19 years of age	6
	20 years of age	8
	21-49 years of age	10
	50 years of age	8
	51 years of age	6
	52 years of age	4
	53 years of age	2
	54 years of age and older	0


#4 Applicants' Points for Age:

- Gerry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

 <p>Note: The applicant will receive 10 points if he or she has arranged employment in Canada based on the two scenarios described in the criteria.</p>	<ul style="list-style-type: none"> ■ A job offer in Canada ■ Is presently working in Canada on a valid work permit 	POINTS 10
--	--	-------------------------


↪ **#5 Applicants' Points for Arranged Employment:**

- Garry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

Adaptability Factor: Criteria (maximum of 10 points)		Points
 <p>Note: The applicant will receive 10 points if he or she meets at least three of the five criteria described.</p>	Partner's education (2 POINTS)	10
	Previous work in Canada (2 POINTS)	
	Previous study in Canada (2 POINTS)	
	Arranged employment (2 POINTS)	
	Relative in Canada (2 POINTS)	

↪ **#6 Applicants' Points for Adaptability Factor:**

- Garry _____
- Teofista _____
- Maria _____
- Alain _____
- Cho _____

INDEPENDENT CLASS IMMIGRATION CRITERIA Total points: _____ (maximum of 100 points)	
	Note: Total the points of each applicant to determine whether he or she is a successful candidate for Canadian citizenship. (70 POINTS MAX).
Garry	/100 points
Teofista	/100 points
Maria	/100 points
Alain	/100 points
Cho	/100 points

Assignment 1.3 Questions

1. Which applicants would successfully enter Canada as Independent Class Immigrants? Which would be denied entry? (Circle your choice.)

Gerry successful/denied entry

Teofista successful/denied entry

Maria successful/denied entry

Alain successful/denied entry

Cho successful/denied entry

2. Write a report to your immigration office supervisor that recommends one of the successful applicants for citizenship. Use each of the six categories to argue your case using the template below.

Dear Sir,

I highly recommend that _____ be granted Canadian citizenship.

This person would adapt well to Canadian life because...

This person would be a benefit to their community because...

Check: Did you use each of the six categories to argue your case?

Who Am I?

Your Task:

This lesson made the claim that "personal identity changes as we grow older." In this learning activity, you will put this claim to the test.

The personal identity chart below lists several factors that contribute to a person's identity. Complete the chart, filling in details about yourself today, and then for yourself at a younger age of your choice. If you have trouble remembering certain details about your younger self, ask your family members for help.

After you have completed the chart, answer the reflection questions below.

Details	Myself Today (Age ____)	Myself at Age ____
Who I live with		
Where I live (your physical home, your neighbourhood, your city)		
Languages I speak		
Languages my family speaks		
My hobbies and interests		
Groups I belong to (school, workplace, sports teams, volunteer groups)		
My most prized possession		

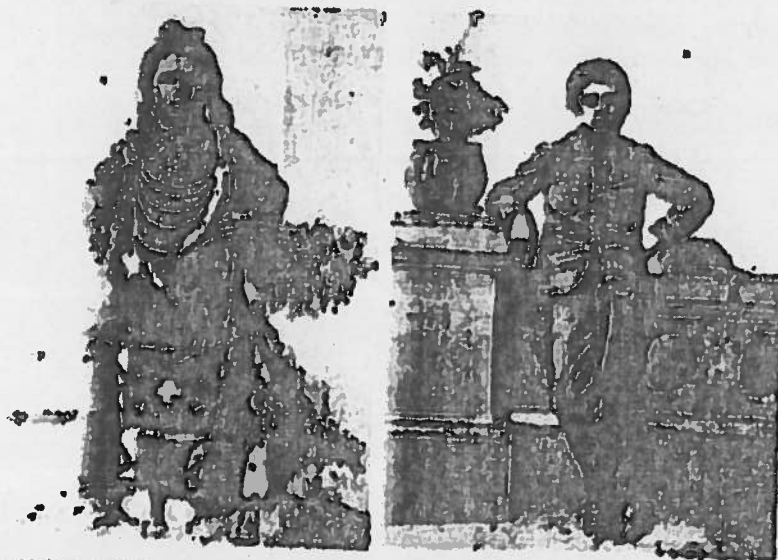
Reflection Questions: *(Answer on a piece of paper.)*

1. Has your personal identity changed over the years? Describe how you have changed and what parts of your identity have remained the same.
2. You may have noticed some significant changes in your identity as well as some consistencies.
 - a. If you found any changes in your identity, what factors encouraged those changes?
 - b. If you found that your identity has remained the same, what factors encouraged your consistency (remaining the same)?
3. In your view, what are the most important factors in shaping a person's identity?



The Legacy of Residential Schools (Answer on a separate piece of paper.)

1. Describe how First Nations people educated their children before Europeans came to North America.
2. What were two reasons why residential schools were established in Canada?
3. In your own words, summarize the treatment of children at residential schools.
4. Make a list of what you think are two *positive* and two *negative* effects of residential schools. You did not read about positive effects, so you will have to come up with your own answer to this part of the question.
5. What are secondary survivors? How have these people been affected by the residential school system in Canada?
6. The following photographs were taken in 1874 of a First Nations boy named Thomas Moore. The one on the left was taken before he was taken to a residential school; the one on the right was taken after. Carefully study the photos.



The *Tuition of Thomas Moore*: These before and after pictures show Thomas Moore, who was a student at the Regina Indian Industrial School in Saskatchewan. They illustrate how the residential school system was established to eradicate all traces of First Nations culture from these children. Reproduced from <<http://mvmlliar.blogspot.ca/2010/10/tuition-of-thomas-moore.html>>.

- a. Describe the photo on the left.
- b. Describe the photo on the right.
- c. How do you think Thomas' identity as a First Nations person was affected by the difference in dress from the before and after photos?
- d. What value or recognition of First Nations culture is evident in the photo on the bottom? How do you think this affected Thomas?



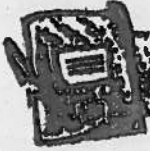
Views on "Canadian Content"

1. The following statements were made by Canadians sharing their views on the CRTC's "Canadian Content" rules (concerning radio and TV broadcasting in Canada). Based on each statement, indicate whether the individual is for or against the CRTC's Canadian content rules.

- a. *"[Canadian content rules] are a disgrace, a shame...stupidity."*
- Bryan Adams (singer)
- b. *"Canadian broadcasting should be Canadian."*
- Pierre Juneau (Chairman of the CRTC)
- c. *"'Canadian content' is causing the emergence of a 'Canadian sound'."*
- Anne Murray (singer)
- d. *"There are key weaknesses in Canadian content rules...the current... system is flawed, convoluted, and out-of-date."*
- François Macerola (Head of Telefilm Canada, 2001-2002)
- e. *"...[radio stations have] a tendency to play established Canadian artists, the big-name Canadian artists, the ones that are popular in the United States and all over..."*
- Sylvia Tyson (singer)
- f. *"We are in danger of producing a group of 'professional Canadians'... gathered around the microphones of Toronto's CBC."*
- Sydney Lamb (Montreal commentator)
- g. *"If it pays to become American...then we should become American. If we decide it's worthwhile staying Canadian, then it's worthwhile paying the price..."*
- Warren Davis (CBC newscaster)

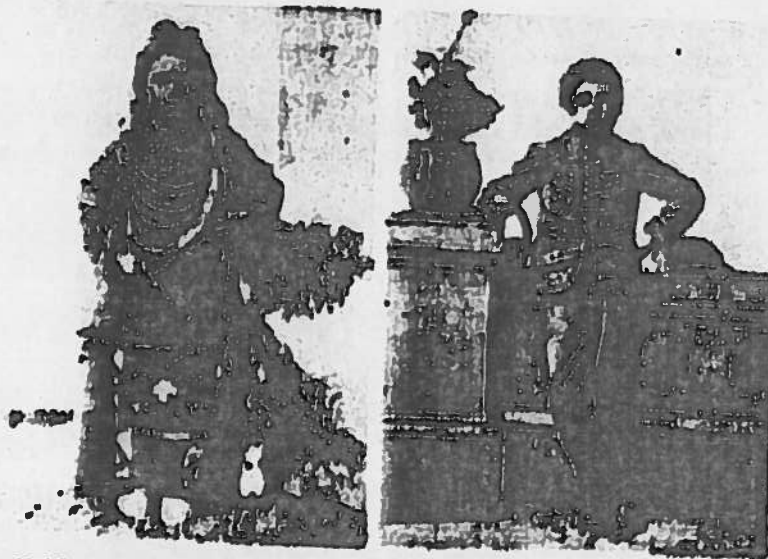
FOR / AGAINST
a)
b)
c)
d)
e)
f)
g)

2. Which of the above statements regarding Canadian content rules most resembles your view? Explain.



The Legacy of Residential Schools (Answer on a separate piece of paper.)

1. Describe how First Nations people educated their children before Europeans came to North America.
2. What were two reasons why residential schools were established in Canada?
3. In your own words, summarize the treatment of children at residential schools.
4. Make a list of what you think are two *positive* and two *negative* effects of residential schools. You did not read about positive effects, so you will have to come up with your own answer to this part of the question.
5. What are secondary survivors? How have these people been affected by the residential school system in Canada?
6. The following photographs were taken in 1874 of a First Nations boy named Thomas Moore. The one on the left was taken before he was taken to a residential school; the one on the right was taken after. Carefully study the photos.



The Photos of Thomas Moore: These before and after pictures show Thomas Moore, who was a student at the Regina Indian Industrial School in Saskatchewan. They illustrate how the residential school system was established to eliminate all traces of First Nations culture from these children. Reproduced from <<http://mvmillar.blogspot.ca/2016/10/tuition-of-thomas-moore.html>>.

- a. Describe the photo on the left.
- b. Describe the photo on the right.
- c. How do you think Thomas' identity as a First Nations person was affected by the difference in dress from the before and after photos?
- d. What value or recognition of First Nations culture is evident in the photo on the bottom? How do you think this affected Thomas?



Learning Activity 1.9



Read pages 33-36 _____

Resolving Residential Schools *(Answer on a separate piece of paper.)*

1. Taking into account what you have learned about the struggle of First Nations Peoples and the effects of the residential school system, consider the following:
 - a. How were non-violent measures used to find solutions to the legacy of residential schools?
 - b. How would you have attempted to resolve the residential schools situation in a non-violent manner if you were
 - i. a former student of a residential school?
 - ii. a former teacher at a residential school?



Assignment 1.9



Read pages 33-36 _____

First Nations, Métis, and Inuit Cultures in the Media (20 marks)

Your Task:

In this assignment, you need to acquire a copy of a magazine or newspaper article that focuses on First Nations, Métis, or Inuit cultures. You can search for these articles *on Google*. Then answer the questions on the next 2 pages.

Some recent SAY magazine articles that have dealt with First Nations culture have included the two samples provided earlier, as well as the following titles:

- "Becoming One With the Environment"
 - 14-year-old skateboarder illustrates skateboards with traditional Apache art
- "Sharing the Spirit"
 - Teaching students in Labrador the traditional art of hoop-dancing
- "Rez Dog".
 - First Nations-owned clothing company
- "Aaron Peters"
 - Native singer-songwriter pens a song that speaks of healing and reconciliation

- 2
5. Describe *why* you chose this article. How is it directly related to the topic of First Nations, Métis, and Inuit cultures? (2 marks for describing your reason for choosing the article, and 2 marks for discussing its relation to First Nations, Métis, and Inuit cultures, for a total of 4 marks)

6. In your opinion, what is the most interesting fact that you learned about First Nations, Métis, and Inuit cultures from this article? Explain why. (2 marks)

7. What was the publication source of your article? Do you think this newspaper or magazine can appeal to all teenagers? Expand on your view in three or four sentences. (4 marks)

8. In your opinion, what contributions can cultural groups such as Canada's First Nations Peoples make to Canadian society as a whole? (3 marks)



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Blank lined writing area (middle section).



Blank lined writing area (bottom section).



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Blank lined writing area consisting of 15 horizontal lines.



Blank lined writing area consisting of 1 horizontal line.