

racism hurts

Grade 4

Curriculum Links

Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- Demonstrate an understanding of a variety of media texts.
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Drama

- Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (***e.g., techniques used in the activity of "inner and outer circle"***).
- Communicate, orally and in writing, their response to their own and others' work in drama and dance (***e.g., through discussions, interviews, research projects***).

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- Identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups.

Suggested Activities

Name Stories: Class Discussion

- Brainstorm reasons why our names are important to us.
- What is your birth name? How were you given your name?
- Does **your** name have a meaning? Were you named after someone? Is there a cultural significance?
- Example: The name Nilmini comes from Sri Lanka, and is Sinhalese. The name means Blue (Nil) Gem (mini).

Publishing our Name Stories

- Write a name story, after you have researched the background of your first or last name.
- Publish a class book of your name stories.
- Share the book to encourage respect and acceptance of all names which come from various cultural heritages.

Link to the *racism hurts* Poster

- Discuss how in the poster the student does not feel welcomed in her classroom or school.
- Role play what you as a class would do if this scenario were to happen in your classroom. Work in groups of three.
- Act out your scenarios and solutions. Be sure to show your understanding of how important it is to accept friends for who they are as individuals.

Related Reading

- ***The Bracelet*** by Yoshiko Uchida & Joanna Yardley.

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Grade 5

Curriculum Links

Reading

- Read a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- Demonstrate an understanding of a variety of media texts.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Drama

- Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama.
- Use drama and dance vocabulary in describing and interpreting their own and others' work.

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Suggested Activities

Exploring the Problem

- Using inference questions to explore problems the poster presents.
- Why is the poster image relevant to a discussion about racism?
- Does racism happen in your classroom, playground, and neighborhood?
- Create a list of strategies for dealing with racism and other forms of oppression.

“Hot Seat”

- Pretend that you are “Parveen” from the poster.
- Answer questions from the other students. Be in role as Parveen, as if you are going through what she did.

Related Reading

- ***If the World Were a Village***: A book about the World’s People by David Smith and Shelagh Armstrong.

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Grade 6

Curriculum Links

Reading

- Read a wide variety of texts from diverse cultures, including literary texts.
- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.
- Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

- Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.
- Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas.

Oral Communication

- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including working in groups.
- Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.
- Use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Social Studies

- Describe distinguishing characteristics of a country in another region with which Canada has links (e.g., climate, physical features, political system, economic activities, international influence, celebrations).

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Materials

- Access to the Internet.
- Culture map template (see *Appendices*).
- Pencil or a pen.
- Copies of ***It Started With a Name*** for the class.

Suggested Activities

Warm Up

Ask the students:

- Where their families are originally from.
- To share any family traditions or customs with the class.

Activities

- Read ***It Started With a Name***.
- Ask for reactions to the story as they read through it. Focus on the theme of racism.
- What does racism mean to the students?
- Create a brainstorming bubble on the board. Encourage students to write down words, key phrases, and thoughts they have about racism.
- Develop a class definition for racism.
- Ask students how they would feel if they were in Duna's shoes.
- Discuss aspects of Canadian culture and traditions. Are there stereotypes? Discuss.

Follow Up Activities

- Develop a Canadian Culture Map as a class (see *Appendices A & B*).
- Assign each student a different country from around the world and have them complete a culture map for their assigned country (see *Appendices A & B*).
- Students share their culture map with the rest of the class through a “culture council.”
- Students work in small groups to identify similarities among the different cultures they explored, and present their findings. Discuss and critique stereotypes.
- Invite guest speakers from some of the cultural backgrounds investigated to present to the class.

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Related Resources

- CIA World Factbook.
<https://www.cia.gov/index.html>
- The Ministry of Canadian Heritage.
http://www.canadianheritage.gc.ca/index_e.cfm
- *We Are the Children* by Kofi Annan, Secretary General of the United Nations (2001).
- *Teaching Prejudice* by Garnet McDiarmid and David Pratt (1971).
- *Educating For Global Citizenship in a Changing World* by Mark Evans and Cecilia Reynolds (2004).
- One World Youth Project Curriculum.
<http://www.oneworldyouthproject.org>

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Meet Parveen

Parveen was proud of her name and worked hard to fit in with her classmates.

She was happy with herself just the way she was, but her name and brown skin drew unwanted attention. This made her unhappy, and sometimes she cried.

Did her name or the colour of her skin make her different? Would changing her name help? She soon realized that even if she did change her name, she would never be able to change her brown skin.

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Exploring Aspects of Culture in Canada

Comparison of Canada with Other Countries

Analyze and compare Canada with another country. You can complete this assignment individually or with a partner. The choice is yours.

Present your research as a computer-generated slide show in either Microsoft PowerPoint or Corel Presentations. Make sure that each presentation includes slides that cover the following materials:

- a) A chart that identifies the following items for each country: area, population, death rate, birth rate, life expectancy, infant mortality rate, literacy rate, average daily food availability, population under fifteen years of age, GNP, rural population, urban population, people living with HIV/AIDS, HIV/AIDS deaths.
- b) Develop a slide for each country that contains the **2006** population pyramid and the **2025** population pyramid to show the projected changes to the population over time.
- c) Develop at least five points, or pieces of information, that you learned from the data in the **2006** population pyramid about that specific country.
- d) Develop a series of points about what the projected data for **2025** can tell us about the development of that country's population. You can find population pyramids for your countries from the website below.
<http://www.census.gov/ipc/www/idb/>
- e) Create a map for each country. Use blank maps from this website:
<http://www.nationalgeographic.com/xpeditions/atlas/> and copy them into your slide show.
- f) Develop text boxes on your map to label the key features outlined below. Be sure that your map contains the following data: capital city, other major cities, landforms, bodies of water, directional arrow, title, legend.
- g) Write two letters to pen pals; one describing what Canada is like and one describing the other country you selected. Write as a 13 year-old student in each country and include information on the topics listed below:
 1. The physical environment you live in.
 2. Whether or not you go to school (explain why or why not).
 3. What your parents do for a living.
 4. What the health care system is like.

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5. The government.
6. What you do for fun.
7. How you travel from one place to another.
8. The major religions.

- h) Complete the venn diagram for Canada and the other country so that you can identify the similarities and differences between them. Be as specific as possible in your venn diagram. Use as many statistics and facts as you can. You can find a copy of a venn diagram from the following website. Copy the diagram and paste it into your presentation. Create text boxes in the diagram to write in your points.

<http://www.2learn.ca/construct/graphicorg/venn/vennindex.html#>

Note: You can find all the information you need to help you develop these letters from the Central Intelligence Agency.

<http://www.odci.gov/cia/publications/factbook/index.html>

- i) Create a slide on the impact of HIV/AIDS for each country you are researching. Include facts, statistics, images, and any other interesting materials you may need.
- j) Create a slide on how **we** as students and teachers can work on decreasing the transfer of HIV/AIDS and improve the quality of life for those people infected with HIV/AIDS. What can **we** do to help?
- k) You may include any other pieces of information or interesting facts in your presentation, but remember to focus on the main criteria in sections “a” – “j” before you add extras.

Note: You can also use the Canadian Government’s home web page or the Statistics Canada web page to find information for your project:

http://canada.gc.ca/main_e.html Canadian Government

<http://www.statcan.ca/start.html> Statistics Canada

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Exploring Aspects of Culture in Canada

Here are thirty aspects of culture in Canada:

- ▶ Select at least **ten** of them that you know about.
- ▶ Write a brief description in the box for each of your ten aspects.
- ▶ Base your thoughts on traditions and cultural experiences from your family's heritage.

1. Styles of Dress:	2. Ways of greeting people:	3. Beliefs about hospitality:
4. Importance of time:	5. Paintings:	6. Values:
7. Literature:	8. Beliefs about child raising:	9. Attitudes about personal space:
10. Beliefs about the responsibility of children and teens:	11. Gestures to show you understand what you are being told:	12. Holidays and customs:
13. Music:	14. Dancing:	15. Celebrations:

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16. Concept of fairness:	17. Nature of friendship:	18. Ideas about clothing:
19. Foods:	20. Greetings:	21. Facial expressions and hand gestures:
22. Concept of self:	23. Work ethic:	24. Religious beliefs:
25. Religious rituals:	26. Concept of beauty:	27. Rules of polite behaviour:
28. Attitude towards age:	29. The role of the family:	30. General world view: