

Instructional Strategies for:

**Canadian Multiculturalism and
Stó:lō Cultural Identity**

Humanities 10

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Learning Outcomes (suggested)

In this curriculum the learners should be challenged in their thinking, and broaden their world view. At the end of this unit, it is expected that students will:

- 1) Describe the difference between "unequal" rights and "different" rights.
- 2) Provide a vision for the future of different cultures in Canada.
- 3) Develop an understanding of the unique and diverse identities of Aboriginal people.
- 4) Discuss what multiculturalism is, and how it defines Canada as a nation.
- 5) Appreciate the difficulties of understanding another culture.
- 6) Gain an appreciation of one's cultural identity in relation to other Canadians.
- 7) Identify the kinds of social groups which make up a person's cultural identity.

Lesson 1: What is Multiculturalism?

Suggested Time Frame: 1-2 hours

Key Concepts:

1. Multiculturalism is one of the fundamental ideologies of modern Canadian society.
2. As a philosophy, multiculturalism recognizes the quality of all people, while celebrating their diverse, rich and distinct cultures.
3. Multiculturalism allows for both common fundamental values and diversity. However, in practice, these noble intentions are difficult to uphold.
4. The identity of a social group is based on family, place of residence, economic position, and ethnicity.
5. Membership of a social group provides part of the basis for a person's cultural identity.
6. Multiculturalism does not require people to shed their own values and beliefs, in order to accept one another, but, rather, acknowledges there are many ways in which the world can be viewed and lived in.

Skill Focus:

Critical thinking
Group work
Discussion

Vocabulary:

multiculturalism	identity
values	stereotypes
Indian Act	social groups
cultural identity	prejudice
integrity	ideology
mosaic	ethnicity

Lesson Activities:

1. Brainstorming activity.
 - List our basic human rights. Are there responsibilities which accompany these? What are they?
 - Have students copy this information into their notebooks and perhaps prepare cue cards for the following activity.

2. Create a sociogram.

- Think of at least three social groups you consider yourself a member of.
- Create a sociogram out of this list.
- Describe the common factors of those groups (ie., age, beliefs, language, economics, family origin, interest, etc.).
- Prioritize the most important factor of each group.
- (Suggestion: Try having the students develop categories from their social groups (ie. sports teams, hobby groups, volunteer groups, pop culture groups, etc.).
- Make a class chart from the above exercise.

3. Class discussion.

- Discuss the concept of the class as a social unit.
- What are the common factors we share?

4. Complete the followed suggested discussion questions.

1. What is the intent of the Canadian Multiculturalism Act?
2. What could be some of the problems of achieving common values of all Canadians?
3. What are the factors that define a social group?

Extension Activities:

1. List what you think of as your personal identity (ie. honesty, toughness, having integrity, etc.) Have a partner list what he or she thinks of as your personal identity. Compare and discuss the misconceptions. What kind of information does your partner need to better understand your own identity? How could this exercise be used to encourage understanding of people from different cultures?

Suggested Assessment Strategy:

Sociogram

Participation and comprehension in the brainstorming activity

Construction of social groups

Teacher assessment of discussion questions

Lesson 2: Cultural Identity

Part A: From Family Groups to Global Residence

Suggested Time Frame: 2 hours

Key Concepts:

1. Family is the most basic social group.
2. A cultural identity may be based on various family structures (ie. nuclear or extended family units).
3. Social identity may be based on geographic location, which is used to establish a sense of who we are, where we come from, and how to establish the social place of others.
4. Global residence is based on our identifying with a province and nation in which we live.

Additional Teacher Information:

Caution: In the discussion on families, teachers should be sensitive to the varying structures of students' families and possible emotional issues arising from this.

Skill Focus:

Active listening
 Observation
 Interviewing
 Comparison and Contrast
 Library research
 Role play
 Empathy

Vocabulary:

nuclear family	- extended family
consanguineal	- affinal
family networks	- patrilineal
bilaterally	- preconceptions
reserve	- jurisdiction
kinship	

Lesson Activities:

1. Create a "web."

- Have students create a "web" or map of their own living relatives, with the student at the centre and each of their relatives out from them.
- Use coloured lines, or number ranges (ie: 10-15) to connect the family network.
- This web indicates the student's family social network.
- Compare results with other students. What are the similarities and differences?

2. Brainstorming activity.

- Brainstorm some of the differences between Canada and the United States.
- How do you identify yourself distinctly, as a Canadian, in an international sense. Compare your ideas to those of your classmates and teacher. How do all your identities as Canadians differ? How do they overlap?

3. Complete suggested discussion questions.

1. Looking at the family maps, explain what some of the reasons for the differences may be. What does this say about differing values?

Extension Activities:

1. Research project.

- In the form of a research project, have students look for positive contributions by other cultures, to the advancement of world knowledge (ie: religion, math, arts, music, medicine, psychology, literature, technology, etc.)

2. Field trip.

- As a class, go to a part of town that is "foreign" to you.
- Buy a snack in a corner store. Spend some time sitting in a park. Have a chat with a local merchant. Take a walk down unfamiliar streets.
- Compare your preconceptions with your observations. How are they confirmed? How are they challenged?
- For those that are confirmed, can you think of ways to better understand them? (Be sensitive to students searching for affirmation of their prejudices.)
- This activity can also be done in "foreign" parts of the school, such as the smoke pit or the library.

Suggested Assessment Strategies:

Teacher evaluation of the family maps and web.
 Student participation and comprehension.
 Teacher assessment of research project.
 Group work
 Active listening

Lesson 2: Cultural Identity

Part B: “Who Are You? What Do You Do?”

Suggested Time Frame: 1 - 2 hours.

Key Concepts:

1. Aboriginal people have, on the basis of prior occupation of the land, Aboriginal Rights under the Canadian Constitution.
2. Aboriginal people are excluded from the policies of the Multiculturalism Act.

Skill Focus:

Dictionary use
 Letter writing
 Vocabulary development
 Media research
 Media analysis

Vocabulary:

wards of the state
 entrench
 systemic
 assimilative legislation
 economics
 empowerment

Lesson Activities:

1. Complete the following discussion questions.
 1. Define: “First Nations,” “Aboriginal,” “Indian,” and “Native.”
 2. What do these terms say about the development of our understanding, regarding the *Stó:lō* people?
2. Written activity.

-Write a letter of introduction, describing yourself, without making any references to your occupation, interests, hobbies or sports.
3. Complete the following discussion questions.
 1. What are some of the reasons why Aboriginal people may have a different identity about themselves, than other Canadians do of them?
 2. Why do you suppose Aboriginal people are not included in the

Multiculturalism Act?

3. Explain the differences between the questions “what do you do?” or “what do your parents do?” and “who are you?” What do these questions reflect about our respective cultures? How much do these questions contribute to your own concept of personal identity? Explain.

Extension Activities:

1. Collect examples of newspaper or magazine articles on an Aboriginal issue. Note the frequency of use of the terms from Lesson Activity #1. Who is the speaker and what is their position, or attitude, on the issue? How does the terminology used affect the presentation of their ideas?
2. Describe three situations where individuals are treated differently, but are valued equally. For example, parents may spend the same amount, but purchase different gifts for their children. A *Stó:lō* example would be that education will be provided through British Columbia Ministry of Education Curriculum, but now includes a *Stó:lō* perspective.

Suggested Assessment Strategy:

Correct use of terminology
Vocabulary quiz
Letter writing skills
Media analysis

Lesson 2: Cultural Identity

Part C: Ethnicity

Suggested Time Frame: 2 hours

Key Concepts:

1. The term ethnicity refers to the cultural, linguistic, religious, historical and racial background of a group of people.
2. To classify all Aboriginal people as “Indians,” is an unsatisfying description of diverse ethnicities. There are several hundred Aboriginal cultures in Canada.
3. The *Stó:lō* people are a smaller ethnic group within the larger Central Coast Salish area.
4. Our ethnicity shapes how we act today, and how we view other people and the world.

Additional Teacher Information:

1. The *Stó:lō* define their ethnicity by their language, traditions (ie. ceremonies, art forms, etc.), resources, ancestry and oral traditions.

Skill Focus:

Active listening
 Note taking
 Report writing
 Library research
 Oral presentation

Vocabulary:

ethnicity
 cultural traits
Halq'eméylem
 linguistic
 ethnocentric

Lesson Activities:

1. Brainstorming activity.
 - In small groups, brainstorm about things which you think establish your ethnic identity.
 - Share with the other class members some of the things that you feel establishes this identity, in order to promote "cross-cultural understanding."

-List the commonalities and differences among people's ethnic identities. -Use such criteria as; customs surrounding birth, holidays or special occasions, rites of passage as well as language, art, and superstitions.

2. Create a class mural.

-Have each student contribute images of their ethnicity.

3. Guest speaker.

-Bring a speaker from the *Stó:lō* Nation into your classroom.

-Have them discuss their ethnicity.

-Have students take notes, and write a summary report about the presentation.

4. Complete suggested discussion questions.

1. What is the value of cultural and ethnic diversity. Think of examples of how ethnocentrism (intolerance of difference cultures), can be challenged by learning something about another culture.

Extension Activities:

1. Assign an ethnic group to sets of two or three students. Have them research the group and present examples of food, traditional dress, stories, etc. Discuss the historical and geographic reasons for their cultural significance in a presentation to the class.
2. Plan a field trip to the longhouse at *Coqualeetza*. Call the *Stó:lō* Nation in Chilliwack at 858-0662 for details.

Suggested Assessment Strategies:

Student participation and comprehension

Note taking skills

Summary report

Oral presentation

Lesson 3: Multiculturalism and Canadian Values

Suggested Time Frame: 1 hour

Key Concepts:

1. Many of the social, cultural and ethnic differences between people result in major social inequalities between those with power and those without.

Additional Teacher Information:

1. See copy of Canadian Charter of Rights and Freedoms and the Canadian Constitution included.
2. More vocabulary enrichment may be necessary upon reading the aforementioned documents.

Skill Focus:

Problem solving
Critical reading
Paragraph writing

Vocabulary:

legislation
Judeo-Christian
smokehouse

Lesson Activities:

1. Read the Canadian Charter of Rights and Freedoms and the Canadian Constitution.
 - Do these documents outline the values you hold? Do they raise issues you had not thought of? Are there things you profoundly disagree with?
2. Paragraph activity.
 - In a paragraph, discuss whether the values in the Charter of Rights and Freedoms represent your values and beliefs.
3. Complete suggested discussion questions:
 1. What values and beliefs do all Canadians hold in common?
 2. If the majority of people hold certain values, should everybody follow them?
 3. Is multiculturalism only acceptable as long as it does not infringe the dominant

cultural

values?

Extension Activities:

1. Create a constitution for your class. Ensure that it takes into consideration the values of all members of the classroom. If there are difficulties in achieving consensus, discuss the reasons behind them.

Suggested Assessment Strategies:

Participation
Paragraphing

Lesson 4: Aboriginal Rights in the Canadian Mosaic

Suggested Time Frame: 1 hour

Key Concepts:

1. Aboriginal people have challenged the idea of multiculturalism, saying that the philosophy of the Canadian mosaic denies them their Aboriginal rights, because they have distinct rights, under the Canadian Constitution, on the basis of prior occupation of the land.

Additional Teacher Information:

The teacher should be aware of how Grand Chief Clarence Pennier's speech was outlined. Note how it begins by Pennier describing himself first as an individual. He did not refer to himself as being a *Stó:lō* "Indian" or a *Scomliḷx̣* "Indian" until he began his political career. As he learned politics, he started to learn history, and understand how "Indians" were treated differently. He realized that it dictated what one can and cannot do on reserves. Up until that time, he had considered himself a Canadian citizen, but realized that he was segregated from Canadian society by the reserve system and the Indian Act.

Skill Focus:

Reading
Listening
Note taking
Extrapolation

Vocabulary:

cultural mosaic	anthropologist
Union of B.C. Indian Chiefs	residential school
Indian Act	Inuit
Metis	Chief
council	

Lesson Activities:

1. Read the transcript of the interview with Grand Chief Clarence Pennier. Highlight the issues raised.
2. Complete suggested discussion questions.
 1. Why do Aboriginal people have "Aboriginal Rights," if Canadians are all supposed to be equal?

Extension Activities:

1. Have a class debate focusing around the above discussion question.

Suggested Assessment Strategies:

Note taking

Debating skills

Class participation and comprehension

Lesson 5: Optional Lesson - Understanding other Cultures

Suggested Time Frame: 1 hour

Key Concepts:

1. Given that one of the main goals of multiculturalism is to promote understanding of other cultures, we need to be equipped with the tools to do this.
2. We must continuously be aware of our own ethnocentrism, which bias our views and understanding of other cultures, and acknowledge the stereotypes and misconceptions that we might have.

Additional Teacher Information:

Read Gilbert Ryle's analysis of the cultural significance of a wink. While this piece may be confusing to read, it has been provided so the teacher can present a dramatization of the possible misinterpretation of actions, based on cultural background. This exercise can be done with the wink, as suggested, or handshakes, thumbs up, smiling, personal space, etc.

Skill Focus:

Role play
Observation
Research

Vocabulary:

ethnocentrism	culturally constructed
bias	parodying
conspiracy	mimic

Lesson Activities:

1. With a partner, create a variety of handshakes.
 - Demonstrate them to the class.
 - What is the understood significance behind the different types of greetings with the hands?
2. List as many different greeting actions that are used, in addition to the handshake (ie: nod, wink, smile, wave, etc.).
 - What are the implications of each greeting? How can they be misunderstood?
 - Take into consideration gender, culture, context. etc.
3. Complete suggested discussion questions.

1. What are some of the things we can do to learn another culture's "actions."
2. What are some actions that we often perform, without thinking, they could be easily misconstrued by someone, who may not know the rules of our culture?
3. How does learning these rules help us function as a multicultural society?

Extension Activities:

1. Demonstrate the description of the wink.
2. Research gestures that are performed by other cultures, and identify their significance, (ie. gestures of welcome). Be sure to include those associated with the *Stó:lō*.

Suggested Assessment Strategies

Participation
Role play
Discussion