

Unit I—Canadian Perspectives: Distinct and Rich

Before and throughout our nationhood, Canada’s diversity has been a source of pride and pain, strength and struggle. The wealth of worldviews represented in Canada challenges us, individually and collectively, to define ourselves not just as individuals, but as a nation unique among other nations. Though we live in different regions, work at different endeavours, and experience different customs, lifestyles, and ways of knowing, we strive to live together to honour all the voices and perspectives that make this country great. Through our literature - in all its forms – we explore the issues that influence Canadian culture and Canadian identity. What does it mean to be Canadian? What sort of people are we? How do we express and convey our identity as a people? What are our values, and how do we demonstrate them within and beyond our borders? How do our visual, oral, print, and multimedia texts reveal what it means to be Canadian? How does diversity benefit Canada and Canadians?



CC A30. 2

1. What stereotypes do we see about Canadians here?
2. What factual information do we see about Canada and Canadians?
3. Which elements make this an effective visual?
4. What tone does this visual have?

Create your own 8 ½ x 11 “Welcome to Canada” visual with similar style elements to this one. Include the “where we...” and a visual. Consider the tone you want it to convey and make your image match the tone. You may use computer images or draw and colour your own but you CANNOT use this identical visual.

Include:

- At least three visual features
- At least two text elements

Define the Individual, Negotiate the Community

1. What does it mean to be Canadian and what is our Canadian identity?
2. What is the relationship between the individual and the community in Canada? How do individuals shape a community and the country, and how do the community and the country shape their citizens?
3. What contributions have Canadian individuals (e.g., famous and not-so-famous; First Nations, Métis, Inuit, long-time Canadians, new Canadians) made to the character of the Canadian community? To the global community?

We Are More

Spoken Word Poem--Shane Koyzcan

<https://www.youtube.com/watch?v=YJCHrQ7V-Ws>

I Am A Canadian

Poem by Duke Redbird (HO)

<https://www.youtube.com/watch?v=KtlivijlGUs>

Joe Canadian Rant

<http://www.youtube.com/watch?v=RuNQwwlK3xg>

O Canada

Songwriter: Phil Marshall

Artist: Classified

<https://www.youtube.com/watch?v=fF62J3vxPdQ>

CR A30.1

CR A30.3

CR A30.4

Before Viewing

1. What top five things do you see as defining being Canadian?

During Listening

2. Highlight the lines that speak to you.

After Listening

- 3.1 Choose 5 lines that you believe best define Canadian. Share them with the people at your table group.
- 4.2 Identify the tone of each piece. How are they different?
- 6.3 Identify and comment on the different writing styles between the three pieces.
- 6.4 What stereotypes are included in these pieces? Which ones (if any) do you find offensive?
- 7.5 Summarize the message of each poem.

We Are More
by Shane Koyczan

When defining Canada
you might list some statistics
you might mention our tallest building
or biggest lake
you might shake a tree in the fall
and call a red leaf Canada
you might rattle off some celebrities
might mention Buffy Sainte-Marie
might even mention the fact that we've got a
few
Barenaked Ladies
or that we made these crazy things
like zippers
electric cars
and washing machines
when defining Canada
it seems the world's anthem has been
"been there done that"
and maybe that's where we used to be at
it's true
we've done and we've been
we've seen
all the great themes get swallowed up by the
machine
and turned into theme parks
but when defining Canada
don't forget to mention that we have set
sparks
we are not just fishing stories
about the one that got away
we do more than sit around and say "eh?"
and yes
we are the home of the Rocket and the Great
One
who inspired little number nines
and little number ninety-nines
but we're more than just hockey and fishing
lines
off of the rocky coast of the Maritimes
and some say what defines us
is something as simple as please and thank you
and as for you're welcome

well we say that too
but we are more
than genteel or civilized
we are an idea in the process
of being realized
we are young
we are cultures strung together
then woven into a tapestry
and the design
is what makes us more
than the sum total of our history
we are an experiment going right for a change
with influences that range from a to zed
and yes we say zed instead of zee
we are the colours of Chinatown and the
coffee of Little Italy
we dream so big that there are those
who would call our ambition an industry
because we are more than sticky maple syrup
and clean snow
we do more than grow wheat and brew beer
we are vineyards of good year after good year
we reforest what we clear
because we believe in generations beyond our
own
knowing now that so many of us
have grown past what used to be
we can stand here today
filled with all the hope people have
when they say things like "someday"
someday we'll be great
someday we'll be this
or that
someday we'll be at a point
when someday was yesterday
and all of our aspirations will pay the way
for those who on that day
look towards tomorrow
and still they say someday
we will reach the goals we set
and we will get interest on our inspiration

because we are more than a nation of whale
 watchers and lumberjacks
 more than backpacks and hiking trails
 we are hammers and nails building bridges
 towards those who are willing to walk across
 we are the lost-and-found for all those who
 might find themselves at a loss
 we are not the see-through gloss or glamour
 of those who clamour for the failings of others
 we are fathers brothers sisters and mothers
 uncles and nephews aunts and nieces
 we are cousins
 we are found missing puzzle pieces
 we are families with room at the table for
 newcomers
 we are more than summers and winters
 more than on and off seasons
 we are the reasons people have for wanting to
 stay
 because we are more than what we say or do
 we live to get past what we go through
 and learn who we are
 we are students
 students who study the studiousness of
 studying
 so we know what as well as why
 we don't have all the answers
 but we try
 and the effort is what makes us more
 we don't all know what it is in life we're
 looking for
 so keep exploring
 go far and wide
 or go inside but go deep
 go deep
 as if James Cameron was filming a sequel to
 The Abyss
 and suddenly there was this location scout
 trying to figure some way out
 to get inside you
 because you've been through hell and high
 water
 and you went deep
 keep exploring

because we are more
 than a laundry list of things to do and places to
 see
 we are more than hills to ski
 or countryside ponds to skate
 we are the abandoned hesitation of all those
 who can't wait
 we are first-rate greasy-spoon diners and
 healthy-living cafes
 a country that is all the ways you choose to live
 a land that can give you variety
 because we are choices
 we are millions upon millions of voices
 shouting
 " keep exploring... we are more"
 we are the surprise the world has in store for
 you
 it's true
 Canada is the "what" in "what's new?"
 so don't say "been there done that"
 unless you've sat on the sidewalk
 while chalk artists draw still lifes
 on the concrete of a kid in the street
 beatboxing to Neil Young for fun
 don't say you've been there done that
 unless you've been here doing it
 let this country be your first-aid kit
 for all the times you get sick of the same old
 same old
 let us be the story told to your friends
 and when that story ends
 leave chapters for the next time you'll come
 back
 next time pack for all the things
 you didn't pack for the first time
 but don't let your luggage define your travels
 each life unravels differently
 and experiences are what make up
 the colours of our tapestry
 we are the true north
 strong and free
 and what's more
 is that we didn't just say it
 we made it be.

Joe Canadian Rant

Hey,
I'm not a lumberjack, or a Fur trader.
I don't live in an igloo,
or eat blubber
or own a dogsled.
And I don't know Jimmy, Sally or Suzy from
Canada,
although I'm certain they're really, really
nice.

I have a prime minister... not a president,
I speak English and French, not American
and I pronounce it About, not A-boot.

I can proudly sew my country's flag on my
backpack,
I believe in peacekeeping, not policing,
diversity not assimilation,

and that the beaver is a truly proud and
noble animal.

A toque is a hat,
a chesterfield is a couch,
and it is pronounced Zed,
not Zee... ZED!!
Canada is the 2nd largest land mass,
the 1st nation of hockey,
and the best part of North America.

My name is Joe...
And I am Canadian!
Thanks-you.

I am a Canadian
Duke Redbird

I'm a lobster fisherman in Newfoundland
I'm a clambake in P.E.I.
I'm a picnic, I'm a banquet
I'm mother's homemade pie

I'm a few drafts in a Legion hall in
Fredericton

I'm a kite-flyer in Moncton
I'm a nap on the porch after a hard day's
work is done

I'm a snowball fight in Truro, Nova Scotia
I'm small kids playing jacks and skipping
rope
I'm a mother who lost a son in the last
Great War
And I'm a bride with a brand new ring
And a chest of hope

I'm an Easterner
I'm a Westerner
I'm from the North
And I'm from the South
I've swam in two big oceans
And I've loved them both.

I'm a clown in Quebec during carnival
I'm a mass in the cathedral of St. Paul
I'm a hockey game in the forum
I'm Rocket Richard and Jean Beliveau

I'm a coach for little league Expos
I'm a babysitter for sleep defying rascals
I'm a canoe trip down the Ottawa

I'm a holiday on the Trent
I'm a mortgage, I'm a loan
I'm last week's unpaid rent

I'm Yorkville after dark
I'm a walk in the park
I'm a Winnipeg gold-eye
I'm a hand-made trout fly
I'm a wheat-field and a sunset
Under a prairie-sky

I'm Sir John A. MacDonald
I'm Alexander Graham Bell
I'm a pow-wow dancer
And I'm Louis Riel

I'm the Calgary Stampede
I'm a feathered Sarcee
I'm Edmonton at night
I'm a bar-room fight

I'm a rigger, I'm a cat
I'm a ten-gallon hat
And an unnamed mountain in the interior
of B.C.
I'm a maple tree and a totem pole
I'm sunshine showers
And fresh-cut flowers

I'm a ferry boat ride to the Island
I'm the Yukon
I'm the Northwest Territories
I'm the Arctic Ocean and the Beaufort Sea
I'm the Prairies, I'm the Great Lakes
I'm the Rockies, I'm the Laurentians

I am French
I am English
And I'm Métis
But more than this
Above all this
I am Canadian and proud to be free.

"I am a Canadian" is a sixty line poem celebrating the peoples of Canada, presented to Queen Elizabeth at her Silver Jubilee in 1977. Duke Redbird is an Indigenous Canadian poet and writer.

Oh...Canada

Songwriter: Phil Marshall; Artist: Classified

I told this god where I was from	I'm from Canada o-o-o Canada
He said oh, Canada	O Canada o-o-o Canada
Kinda laughs it off, real funny huh?	(O canada)
Yeah, uh, come on	I'm from Canada
1-2, 1-2,	O-o-o Canada
Mic. check, 1-2, 1-2	The class makes a sick beat, we call it a classic (x4)
Yeah	I've been around the globe and
(O Canada)	Heard of confusion
Uh, yeah	Honestly a lot o y'all are ignorant and stupid
From the land of the lost	Yes, we have microwaves, tv's and cell phones
Trans-Canada crossed	Unintelligent no, we invented the telephone
Patriotic and a honor	We made Yahtzee
With a hand on my heart	The light bulb, hockey
From the greatest of lakes	And bred the greatest playa's Gretzky to Crosby
To the greenest of greens	We all got at least one drinking buddy
To the rockiest mountains	And after one drink, all of us think we're funny
And everything in between	Our national mascot's a damn beaver
O-o-o Canada	O Canada we love our beaver
Oh you?re no fan of us?	Home o' Hell's Angels the North-CMP
'Cause our movie and TV shows are so amateur?	Home of Gordon Lightfoot and nasty tv
Yeah, we laugh at off, that don?t really bother me	The underground rail road
Look, we ain't serious unless you really gotta be	Georges St. Pierre
Humorous attitude like Kids in the Hall	Right here is where he calls home
Like Jim Carey Mike Myers yeah we claiming them	Our health care system
all	Y'all know its free
It's the great white north	
Home of the funniest actors	I won't even get into the music on the streets
The front of the joke	They say hip hop is dead
With an abundance of laughter	Naw its up north with me
The red and white flag	I could do this all day its a part of my routine
Keep it high keep it visual	But supper's almost done and tonight poutine
People see Canada and get stereotypical	I know where I'm from and I told ya before
Think we finish every sentence with buddy or bye	North of America hard to ignore
And if it ain't that its either do, eh or guy	Every time I go away I tell em for sure
(Canataka A)	I'm from Canada o-o-o Canada
Yeah we consider it people	(I'm from the east coast of Canada)
And smoking marijuana	O-o-o Canada
We consider it legal	(I'm from the east east east coast)
Still doing rap like the 1990's	Yo yo!
But that's how we like it off timed and grimy	See I'm from Canada so sometimes the words
I know where I'm from and I told ya before	come out of my mouth like this
North of America hard to ignore	Get used to it
Every time I go away I tell them for sure	

Pardon Me, I'm Canadian
iLit 2

CR A30.1

CR A30.4

Before Reading

1. See text prompt—divide your list into positive qualities and negative qualities.

During Reading

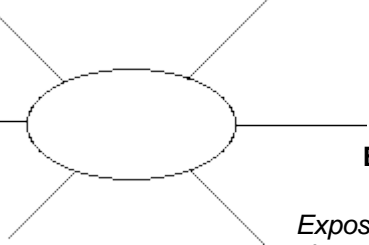
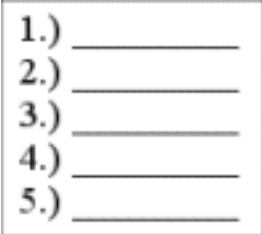
2. See text prompt—use a three column chart with the headings “country”, “custom”, and “meaning of custom” to organize your information

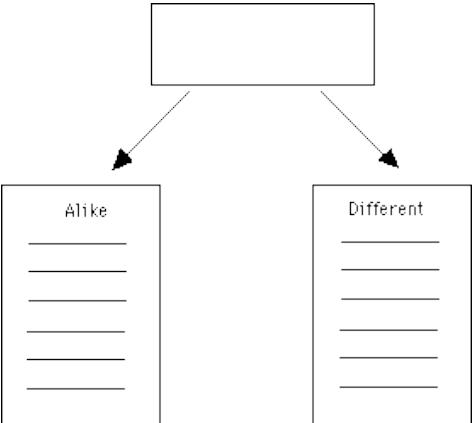
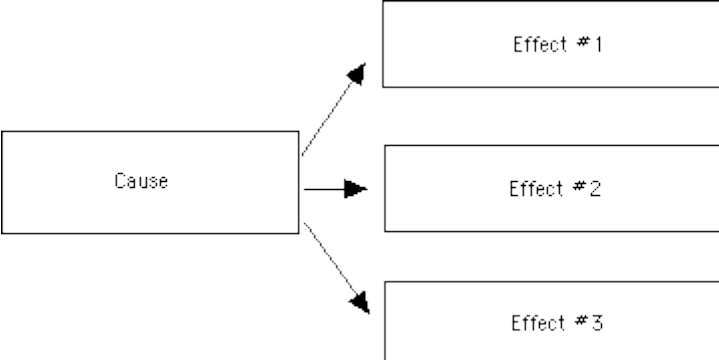
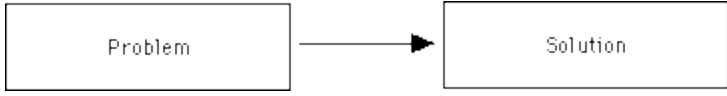
After Reading

3. Create the essay outline that could have been used to write this piece. Include the thesis, body paragraph main ideas, supporting evidence/anecdotes, and concluding restated thesis.
4. Identify the tone in the essay. Provide specific examples that point to that tone. Evaluate whether this tone is effective for this piece. Justify your response.
5. Comment on the diction in the piece. How are varieties of sentences used? How are fragments used? What makes the diction in this piece effective?
6. Identify the styles of exposition the author uses. Why would he choose this organizational pattern to deliver his message? See “What is Expository Writing” for style explanations.

What is Expository Writing?

Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns. The writer of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. Since clarity requires strong organization, one of the most important mechanisms to improve skills in exposition is to improve the organization of the text. The patterns shown below are frequently used to create an expository essay. Additionally, more than one pattern may be used within an expository essay.

Pattern Name	Written and Graphic Example of the Pattern
<p>Description The author describes a topic by listing characteristics, features, and examples. It provides details about how something looks, feels, tastes, smells, makes one feel, or sounds</p> <p>Cue Words for example, the characteristics are...</p>	<div style="text-align: center;">  <p>Example of Descriptive Writing</p> <p><i>Expository essays are written by students to demonstrate their knowledge and understanding of a particular topic. For example, a student might use a descriptive pattern to emphasize the features and characteristics of a topic. Sequential writing emphasizes the order of events, listing items in numerical or chronological order. A writer might use a comparison or contrast pattern to emphasize the similarities or differences between two topics. A cause and/or effect pattern shows the relationship between events, while a problem/solution pattern shows a different kind of relationship that discusses a problem and suggests solutions. Variations of these patterns are sometimes used, as well as a combination of patterns to create an expository essay.</i></p> </div>
<p>Sequence or Process The author lists items or events in numerical or chronological order.</p> <p>Cue Words first, second, third; next; then; finally</p>	<div style="text-align: center;">  <p>Example of Sequential Writing</p> <p><i>Expository writing is intended to convey the writer's knowledge about a topic. While different patterns may be employed to create the essay, every essay contains the same features: the introduction, the thesis, the body paragraphs, and the conclusion. The introduction is the first paragraph in the essay. The introduction contains the thesis statement, one sentence that summarizes the main idea of the essay. The body paragraphs follow the introduction and explain the main topics. Lastly, the conclusion is the final paragraph that restates the main topics and the thesis. Every expository essay contains these features, in this order.</i></p> </div>

<p>Comparison The author explains how two or more things are alike and/or how they are different. A comparison essay usually discusses the similarities between two things, while the contrast essay discusses the differences.</p> <p>Cue Words different; in contrast; alike; same as; on the other hand</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Example of Compare/Contrast Writing</p> <p><i>Expository writing has distinct features that distinguish it from creative writing. The content of an expository essay is factual and straight-forward while the content of a creative story is imaginative and symbolic. Expository essays are written for a general audience but creative stories are designed for a specific audience. The writing style of an expository essay is formal, standard and academic, while a creative story uses an informal and artistic style. The organization of an expository essay is systematic and deliberate; on the other hand, the organization of a creative story is more arbitrary and artistic. Finally, the most important difference between the two types of writing is the purpose of the text. An expository essay is written to inform and instruct, while a creative story is written to entertain and captivate.</i></p> </div> </div>
<p>Cause / Effect The author focuses on the relationship between two or more events or experiences. The essay could discuss both causes and effects, or it could simply address one or the other. A cause essay usually discusses the reasons why something happened. An effect essay discusses what happens after a specific event or circumstance.</p> <p>Cue Words reasons why; if...then; as a result; therefore; because</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Example of Cause/Effect Writing</p> <p><i>There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.</i></p> </div> </div>
<p>Problem / Solution The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question- and-answer format in which the author poses a question and then answers it.</p> <p>Cue Words the problem is; the dilemma is; puzzle is solved; question... answer</p>	<div style="text-align: center;">  </div> <p>Example of Problem/Solution Writing</p> <p><i>One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living sites.</i></p>

Being Canadian
Film—Rob Cohen

strong language, alcohol consumption and references, some innuendo

CR A30.1

CR A30.2

Before Viewing

1. Which famous pop culture Canadians do you know?
2. How do you react when you learn that a celebrity is Canadian? Why do most people have strong reactions about famous Canadians? What does this say about Canadians?

During Viewing

Take notes on fact vs opinion and information that you agree/disagree with.

After Viewing

React to the text in a multi-paragraph personal response. Critique the content and the craft. What information do you agree with? What information do you disagree with? What do you like about the film? What do you dislike?

Pretty Like a White Boy
 Essay by Drew Hayden Taylor in Pens of Many Colours

CR A30.1

CR A30.4

Before Reading

1. When someone asks what nationality you are, how do you respond? Why is this a problematic question?

FYI: The Oka Crisis: The Oka Crisis was a 78-day standoff (11 July–26 September 1990) between Mohawk protesters, police, and army. At the heart of the crisis was the proposed expansion of a golf course and development of condominiums on disputed land that included a Mohawk burial ground. Tensions were high, particularly after the death of Corporal Marcel Lemay, a police officer, and the situation was only resolved after the army was called in. While the golf course expansion was cancelled, and the land purchased by the federal government, it has not yet been transferred to the Kanasatake community. The Oka Crisis revealed a number of issues in terms of Indigenous affairs, as well as government and police responses to protests and occupations. The crisis played an important role in the establishment of the Royal Commission on Indigenous Peoples. Investigations held after the crisis revealed several problems in the SQ's (Quebec Provincial Police) handling of the situation, including command failures and prejudice among SQ members. It has never been discovered who fired the shot that killed Corporal Marcel Lemay. <http://www.thecanadianencyclopedia.ca/en/article/oka-crisis/>

After Reading:

1.. In the fourth paragraph, the writer states:

"It wasn't until I left the Reserve for the big bad city, that I became more aware of the role people expected me to play, and the fact that physically, I didn't fit in".

- a) What 'role' did he feel people expected him to play?
- b) Why did he not fit in?

2. In what ways did the author experience awkward situations when people did not know he was Indigenous? Give at least 2 examples from the essay.

3. The author claims that there is a lot to be said for both Indigenous culture and white culture.

- a. According to Taylor, what are 2 contributions of Indigenous Culture?
- b. What does he claim are the two most significant contributions from white culture?

4. Which cultural identity do you believe Drew Hayden Taylor feels more connected to? Be sure to use evidence from the essay to support your opinion.

5. Look up the definition of "Satire". Is this essay satire? Why or why not?

Celebrate the Glorious, Acknowledge the Scandalous

4. Why is it important for Canadians to recognize, historically and currently, both the glorious and the scandalous aspects of Canadian life?
5. What Canadian scandals have longevity and why? Why is acknowledgement of the scandalous difficult yet necessary?
6. What is the basis of Canadian national pride? What is Canada's international image in the global community?

“How the World Sees Canada”

CBC News article

<http://www.cbc.ca/news/canada/how-the-world-sees-canada-1.1130322>

<http://www.cbc.ca/news/canada/how-canada-is-perceived-around-the-world-1.3132343>

Talking to Americans--This Hour has 22 Minutes

<https://www.youtube.com/watch?v=gFgPX0hnNfA>

Before Reading

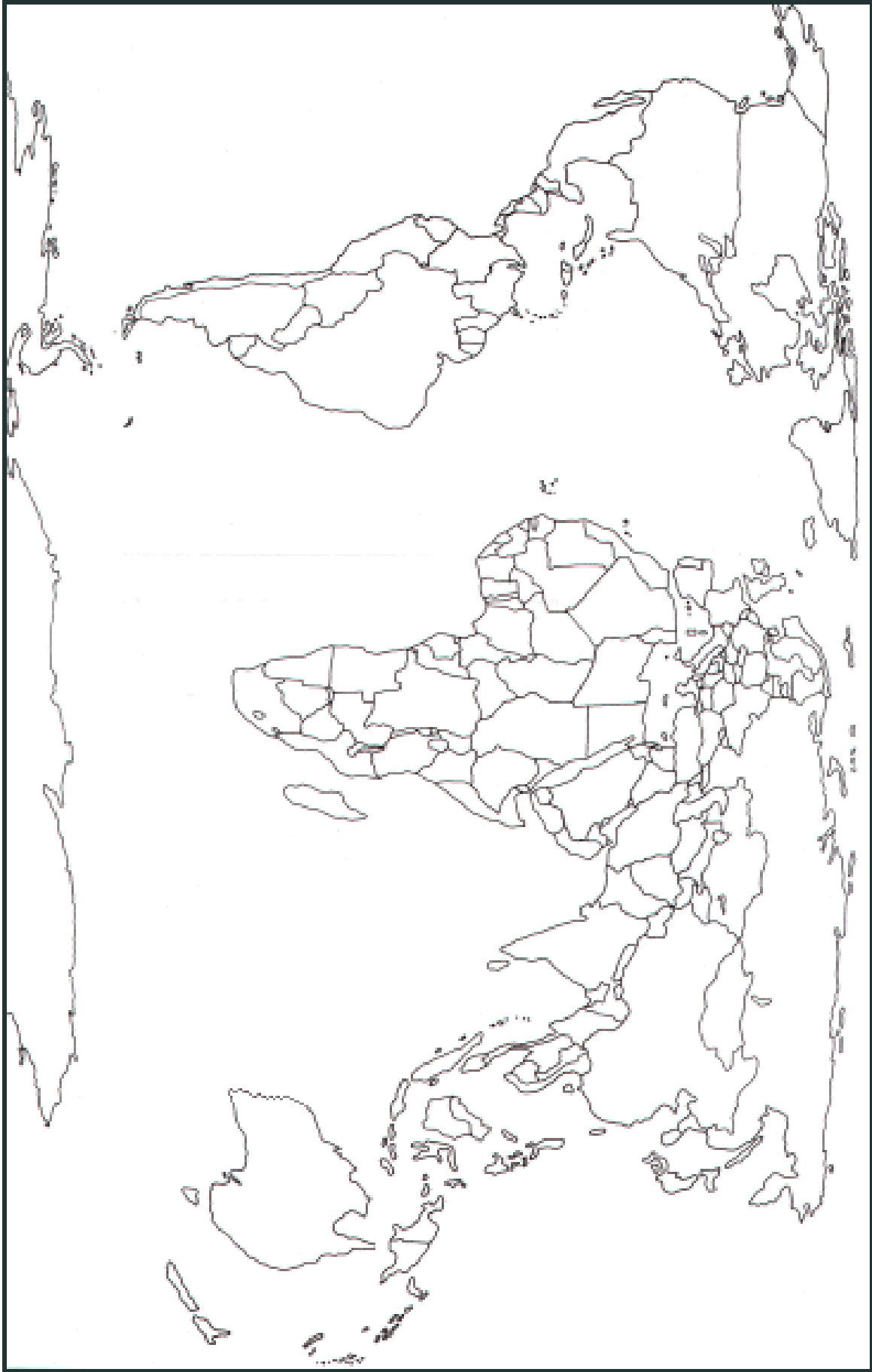
1. Predict which glorious parts of Canadian culture are widely known around the world.
2. What scandalous parts of Canadian culture are widely known?

During Reading

3. On the world map, jot notes about how people around the world perceive Canada. Colour code so positive impressions are in one colour and negative impressions are in a second colour.

After Reading

4. Whose voice is presented in this collection? Whose voice is missing?
5. What is Canada's international image? In a good paragraph, discuss what the general perception of Canada is and what you believe Canada should do to improve/broaden its perception in the global community.
6. What is the tone of the “Talking to Americans” text. What message is conveyed?



Film: Beans

Show the movie Beans – review the Oka Crisis again.

Students will create a proper film review following the form the teacher has for the students.

Next: Something about Canadian Celebrity...

Lament for Confederation
Chief Dan George

White people, here's your one-time Canada Day special: Native people apologize back!
DREW HAYDEN TAYLOR

CR A30.1, CR A30.4, CC A30.4

Before Reading

1. What does “lament” mean?
2. Based on the title and author, predict what each text will be about and what type of text it will be.
3. Sentence purpose:
 - a. Declarative—tells information
 - b. Interrogative—asks a question
 - c. Exclamatory—provides emphasis
 - d. Imperative-expresses a request or command
4. Sentence order
 - a. Loose—main clause at the beginning, followed by modifiers or extra information
 - i. **I am willing to pay slightly higher taxes for the privilege of living in Canada**, considering the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the wonderful winters.
 - b. Periodic—main point is at the end of a long sentence with modifiers at the beginning
 - i. Considering the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the wonderful winters, **I am willing to pay slightly higher taxes for the privilege of living in Canada.**
 - c. Parallel—all clauses are composed in similar grammatical forms
 - i. I am willing to pay slightly higher taxes for the privilege of living in Canada, considering **the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the wonderful winters.**
 - d. Balanced-- made up of two parts that are roughly equal in length, importance, and grammatical structure.
 - i. **I am willing** to pay higher taxes **but I expect** better services.
 - e. Inverted—verb comes before the subject. (think Yoda)
 - i. **Hit** me with the taxes.
 - ii. Seldom **had** he complained about the services.

During Reading

5. Identify the tone, purpose, and audience of each text.

After Reading

6. Identify literary devices in the text.
 - a. Simile
 - b. Metonymy
 - c. Apostrophe
 - d. Alliteration
 - e. repetition
7. Discuss the structure of each text. What makes these effective texts?
8. Identify examples of each sentence purpose and order in the texts.
9. What message is each author sending?
10. What examples of marginalization do the texts present?
11. Compare and contrast the two texts.

Lament for Confederation
Chief Dan George (Teswahno) 1899 - 1981
July 1, 1967—Empire Stadium, Vancouver BC

How long have I known you, Oh Canada? A hundred years? Yes, a hundred years. And many many seelanum [lunar months] more. And today, when you celebrate your hundred years, Oh Canada, I am sad for all the Indian people throughout the land.

For I have known you when your forests were mine; when they gave me my meat and my clothing. I have known you in your streams and rivers where your fish flashed and danced in the sun, where the waters said come, come and eat of my abundance. I have known you in the freedom of your winds. And my spirit, like the winds, once roamed your good lands.

But in the long hundred years since the white man came, I have seen my freedom disappear like the salmon going mysteriously out to sea. The white man's strange customs which I could not understand pressed down upon me until I could no longer breathe.

When I fought to protect my land and my home, I was called a savage. When I neither understood nor welcomed this way of life, I was called lazy. When I tried to rule my people, I was stripped of my authority.

My nation was ignored in your history textbooks -- they were little more important in the history of Canada than the buffalo that ranged the plains. I was ridiculed in your plays and motion pictures, and when I drank your firewater, I got drunk - very, very drunk. And I forgot.

Oh Canada, how can I celebrate with you this Centenary, this hundred years? Shall I thank you for the reserves that are left to me of my beautiful forests? For the canned fish of my rivers? For the loss of my pride and authority, even among my own people? For the lack of my will to fight back? No! I must forget what's past and gone.

Oh God in Heaven! Give me back the courage of the olden Chiefs. Let me wrestle with my surroundings. Let me again, as in the days of old, dominate my environment. Let me humbly accept this new culture and through it rise up and go on.

Oh God! Like the Thunderbird of old I shall rise again out of the sea; I shall grab the instruments of the white man's success -- his education, his skills, and with these new tools I shall build my race into the proudest segment of your society.

Before I follow the great Chiefs who have gone before us, Oh Canada, I shall see these things come to pass. I shall see our young braves and our chiefs sitting in the houses of law and government, ruling and being ruled by the knowledge and freedoms of our great land.

So shall we shatter the barriers of our isolation. So shall the next hundred years be the greatest in the proud history of our tribes and nations.

http://www.canadahistory.com/sections/documents/1967_dan_george.htm

White people, here's your one-time Canada Day special: Native people apologize back!
DREW HAYDEN TAYLOR - Jun. 30 2012

Canada Day has always been a mixed bag for Canada's native people. It makes us think of many things: patriotism, flags, sunburned cottagers, barbeques and exploding fireworks. That's the good stuff.

For some, though, it's a reminder that it was four years ago when Prime Minister Stephen Harper apologized to the first nations, Inuit and Métis inhabitants of this country for the imposition and effects of the infamous residential-school system.

Since then, much has been said and written about that apology: Did it go far enough? Too little too late? What's next? That is something I am afraid only educated, wealthy white men in positions of power can decide.

However, some in the native community feel that perhaps we are being a little lax in not issuing an apology of our own.

We are not without some culpability. In the centuries that have passed since that fateful day of contact, we ourselves have been negligent and irresponsible in not acknowledging our liability in many regretful incidents and events in the past.

So in the spirit of cooperation, I would like to offer up these apologies to the people of Canada on behalf of the NAFNIP (native/aboriginal/first nations/indigenous people):

We hereby apologize for being so inconsiderate as to occupy land that, one day, your people would want. Even though we did not have a postal system or an Internet, this was an inexcusable oversight. We hope you are enjoying it.

We apologize for having so many politically correct and incorrect names for you to call us - everything from native to aboriginal to first nations to wagon burner to status-card number 48759375876-1.

In retrospect, to make things easier for you, we should have stayed in India, where we were originally thought to have come from. Unfortunately today it is really hard to get decent palak paneer on the reserve.

We hereby apologize for not understanding the subtle connections between God, children and sexual abuse. Some are still struggling with appreciating this association.

They are forgetting that, early in the Bible, it says, "Let there be white. And it was good."

We apologize for wanting rights to minerals and other natural resources that exist beneath our feet. When you negotiated for our land, you meant to the Earth's core.

We did not fully comprehend that when we were put on reserves where our rights to the land only went two or three feet below the surface.

Anything that falls down a sewer grate basically belongs to the Federal Government.

We apologize for being so concerned about the disappearances of so many native women.

We did not realize that the professional attitude of most law-enforcement agencies towards this issue was basically "out of sight, out of mind." From now on, we'll report any native women that go missing as white women with dark tans. That should speed up response time.

No need to thank us.

We hereby apologize for straining the Canadian health system due to our propensity towards diseases like diabetes. I know it has been said we put the word "die" in diabetes, but being introduced to all that Kraft Dinner and potato chips was definitely worth giving up the steady diet of salmon and deer.

I am sure the vegetarians are happy.

We apologize for launching so many land claims against the federal and provincial governments. One of our most ancient teachings tells us it is our sacred responsibility to make sure as many lawyers as possible are fed and looked after.

Where would they be without us?

We hereby apologize for wanting autonomy from the Federal bureaucracy of the DIA (Department of Indian Affairs). ... Wait a minute, make that DIAND (Department of Indian and Northern Development). ... Sorry, but I think it's now called INAC (Indian and Northern Affairs Canada). ... No, I have just been informed the Ministry's official name is now AANDC - short for Aboriginal Affairs Northern Development Canada. ... Now I forget what my original point was.

And though it had nothing to do with us, we are sorry for obvious reasons for the unique acronym of a once-testy office known as the Government of Ontario Native Affairs Directorate.

Finally, and perhaps most of all, we apologize for helping Canada/Great Britain win the War of 1812 against the Americans. There are many in the native community who feel Barack Obama would be a far more interesting leader than Mr. Harper.

But in our defense/defence, who could have guessed?

Apology Day
iLit 1—p. 133

The Canada Most People Don't See

<http://www.macleans.ca/news/canada/the-canada-most-people-dont-see/>

Wrongs of the Past
iLit 1—p.144

Before Reading

See text prompt

During Reading

See text prompt

After Reading

Text prompts 1, 2, 5, 6

The Last Man in Africville
iLit 1—p. 92

Before Reading

What do you know about Canada's black history?

How would you respond if your home and neighbourhood were slated for destruction? Would you act or let it happen? What kinds of things could you do?

During Reading

Make note of the injustices the municipal government served on the people of Africville.

After Reading

Text prompts 1, 2, 3, 5, 6

Lit Circle Novel Study

CR A30.1
CR A30.4
CC A30.3

Choose from:

Secret Lives of Sergeant John Wilson

April Raintree (M)

As I Remember It (M)

Indian Horse

As Long as the Rivers Flow

No Man's Land

The Education of Augie Merasty

From The Ashes (M)

The Strangers (M)

1. Section the book into 6 parts. You will be responsible for one section each discussion day.
2. Choose a role sheet for each discussion day. You must have a discussion director for each discussion day; the other roles will rotate based on how many people are in your group.
3. Read and annotate as you go. Complete your role sheet for each section.
4. Focus on themes and questions for deeper understanding in your discussions and study of the novel. Your contribution to the discussions is assessed as part of the novel comprehension outcome as is speaking in small group situations.
5. Final Panel Discussion:
 - a. Audio or video recording of your group discussing the following questions for deeper understanding with references to your book. Alternate who addresses each question first to give each person equal opportunity to respond.
 - i. General thoughts on the book, both for its content and for its craft.
 - ii. How do the characters in the book shape the community and the country and conversely, how do the community and the country shape the citizens?
 - iii. Why is it important for Canadians to recognize both the glorious and the scandalous aspects of Canadian life, both historically and currently?
 - iv. How are the multicultural perspectives in Canada addressed by its authors?
 - v. What perspectives have been dominant in Canada? Which have been or are marginalized? Why?
6. Hand in:
 - a. Role sheets
 - b. Annotations and rough notes
 - c. Digital copy of your final panel discussion

Shift Centres, Blur Margins

7. What perspectives have been dominant or privileged in Canada? Why? What perspectives have been and are marginalized? Why?
8. How are the multicultural perspectives in Canada captured and represented by its artists and authors?

Stolen Sisters

<http://www.stolensisters.com/page3.html>

My Sisters

Nikita Longman poem—iLit

<https://www.youtube.com/watch?v=wSnC8H5gRSA>

CR A30.1

CR A30.2

CR A30.4

Before Viewing and Reading

Which perspectives are dominant in Canada? Which are marginalized? Why? How can we change this?

During Viewing and Reading

Consider the perspectives presented. Whose voice is heard? Whose is not?

After Viewing and Reading

1. What message are the film clips sending?
2. Are the clips effective? Why?
3. What message is the film maker sending about marginalized voices?
4. After reading the poem through twice, summarize what the speaker is trying to convey.
5. Who is the “you” in the poem? How do you know?
6. Write a possible title for the poem.
7. With your table group, share your ideas and decide on the best title within your group.
8. Discuss what the author is encouraging the reader to do to stop violence against FNMI women.
9. How would you represent the main idea of the poem?

Shifting Centres, Blurring Margins Photo Essay

CCA 30.1
 CC A30.2
 CR A30.1
 CR A30.2
 CR A30.3
 CR A30.4

- Prepare a photo story or visual multimedia presentation capturing Canadian multicultural perspectives by a variety of artists and authors (minimum of 10 perspectives from a minimum of 5 sub-cultures, both dominant and marginalized).
- Include visual (photo or video clips), audio (music and/or spoken words), and text (quotes from authors, headlines, captions) component.
- Develop a presentation that is appropriate to the
 - Subject--multicultural perspectives by artists [visual art, actors, musicians, singers], and authors [adult, youth, and children’s stories, poets, songwriters]
 - audience (Canadian teens and adults)
 - purpose (informing and entertaining)
- Create a central focus and maintain focus throughout.
- Sequence visuals and audio in best possible order and support them with text. Be sure to have an introduction, a body, and a conclusion for your piece.

Some people/perspectives to consider:

Boonaa Mohammed	Michael Ondaatje
Chansons de Louis Riel	Neve Campbell
David Bouchard	Rafeef Ziadah
Drake	Robert Munsch
Graham Greene	Sabrina Jalees
http://diversemagazine.ca	Sandra Oh
http://www.shelleylambefineart.com/projects/162	Seth Rogan
Jin-me Yoon	Shane Koyczan
John Carrey	Shaun Majumder
Joseph Boyden	Susan Aglukark
KD Lang	Tommy Chong
Kn’aan	Vincent Lam
Little Mosque on the Prairie	Wayson Choy
Lorne Cardinal	Yassin Alsalman
Michael Lonechild	Etc, etc, etc

Understand Beliefs, Initiate Action

9. How can Canadians and their communities with varying and divergent beliefs act ethically, cooperatively, and respectfully?
10. How can the individual or collective beliefs of Canadians influence Canada's actions?
11. How do Canadians facilitate understanding of one another's beliefs?

Why Apathy is Boring
iLit 2—pg. 69

CR A30.1
CR A30.4

Before Reading

See text prompt

During Reading

See text prompt

After Reading

Text prompts 1, 2, 4, 5

Community Involvement is Just Good Business
Article—Craig and Mark Kielburger

CR A30.1
CR A30.4
CC A30.1
CC A30.4

Before Reading

List all the volunteer activities you have been involved in through your high school years. What things do you anticipate being involved with as a young adult? When you are older?

During Reading

Highlight the types of volunteer and social action activities employees in the article engage in.

After Reading

How would you respond if your new potential employer required volunteerism and social action as part of your job? Would you take the job or pass it up? How might you contribute if your company required it? What types of activities would you get involved in?

Extension--Editorial

Choose **one** of the following prompts and respond in a multi-paragraph editorial style personal essay. Be sure to reference current social issues, media, etc to support your claims.

How can Canadians and their communities with varying and divergent beliefs act ethically, cooperatively, and respectfully?

OR

How can the individual or collective beliefs of Canadians influence Canada's actions?

Editorials have:

- Introduction, body and conclusion like other news stories
- An objective explanation of the issue, especially complex issues
- A timely news angle
- Opinions from the opposing viewpoint that refute directly the same issues the writer addresses
- The opinions of the writer delivered in a professional manner. Good editorials engage issues, not personalities and refrain from name-calling or other petty tactics of persuasion.
- Alternative solutions to the problem or issue being criticized. Anyone can gripe about a problem, but a good editorial should take a pro-active approach to making the situation better by using constructive criticism and giving solutions.
- A solid and concise conclusion that powerfully summarizes the writer's opinion. Give it some punch.

Community involvement is just good business
MAY 26, 2014 |
BY CRAIG & MARC KIELBURGER

Kneeling on the rocky ground, the tall thin labourer used his bare hands to prepare a mound of sand, gravel and cement mix. Under the blazing Indian sun, he wiped his brow with an arm caked to the elbow in grime before grabbing a shovel to work the materials into another batch of concrete for the schoolhouse floor. You'd never suspect this sweat-drenched worker was Bill Thomas, CEO of one of Canada's largest accounting and professional services firms, KPMG.

Around Thomas, other senior managers, partners, and chartered accountants from KPMG offices across Canada hauled rocks and lay bricks. An intern helped village children paint a mural on the school wall. Together these financial whizzes were building a new schoolroom for the village of Udawad in India's northwestern Rajasthan province.

The evolution—we might even say revolution—taking place in the field of corporate social responsibility has been fascinating to behold. For the best companies, making your employees recycle, and cutting a big cheque once a year to some lucky charity, is no longer good enough. They're making "giving back" an integral part of doing business.

While you don't necessarily have to build a school if you want to rise up the corporate ladder at KPMG, you have to be involved in your community. When performance evaluation time rolls around, or promotion opportunities beckon, you are assessed not only on job achievements, but on your record of volunteerism. Community engagement is considered a core competency alongside team leadership and building client relationships.

In the world of telecommunications, TELUS is showing everyone how it's done. Since 2000, TELUS has contributed more than \$350 million to a wide range of charitable causes across Canada. As part of the company's philanthropic philosophy, Give Where We Live, TELUS employees have rolled up their sleeves for 5.4 million hours of volunteer service. In 2006, the company launched its TELUS Day of Giving. On this day (this year it's May 31), thousands of team members, retirees, their family and friends, volunteer to make lasting change within their communities.

Last year, TELUS also launched a new initiative in partnership with us called Give Where You Live. It's a school curriculum program with workshops and speaking tours that teaches giving and volunteerism in the classroom to inspire a generation of socially engaged young people. And so many other companies are going beyond the cut-a-cheque model of corporate giving. Cisco Systems works with governments and NGOs in sub-Saharan Africa to spread Internet connectivity and offer technology training. Software company SAP Canada created an online network and mobile app that connects potential volunteers with non-profit organizations in need of help.

And companies are increasingly looking at ways to employ their corporate skills and logistics, as well their pocketbooks, to give back. In 2010, massive flooding destroyed the homes and possessions of millions of Pakistanis. Credit card company Visa used its knowledge and technology to help the Government of Pakistan create a pre-paid debit card system that allowed flood survivors to purchase food and other essentials.

So what's the benefit making community giving and volunteerism a core business activity? Study after study shows consumer attitudes are changing as the millennials attain more buying power. When New York University researchers compiled the results of numerous consumer studies, they concluded that 60 per cent of shoppers were willing to spend as much as 17 per cent more for products that came with social or environmental benefits. A recent Forbes Insights poll found that 93 per cent of global executives agreed that their companies could "create economic value by creating societal value."

Craig Jelinek, the CEO of retail giant Costco, made headlines and infuriated other CEOs by giving his employees higher wages and better health benefits than his competitors, and publicly advocating for a higher national minimum wage. Costco profits continue to soar.

But more than the bottom line, it's also about attracting the top talent from the next generation of workers. In a study conducted for David Stillman's book *The M-Factor: How the Millennial Generation is Rocking the Workplace* (Harper Business, 2010), 90 per cent of millennials said that "having an opportunity to give back via my company" was an important factor in their decision to join an organization.

Welcome to the new millennium, where giving back is just good business.