

**Teacher's Resource for *Deeply Rooted***

Designed for:

Grade 9 Canadian Geography

Grade 11 English

Grade 12 Challenge and Change in Society

Grade 12 Equity and Social Justice: From Theory to Practice

Distributed by:

Black, Indigenous and Workers of Colour Committee

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## Resource for Grade 9 Canadian Geography

### Curriculum Expectations Connections:

STRAND: CHANGING POPULATIONS	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> <li>• <b>D2.</b> Immigration and Cultural Diversity: describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: Spatial Significance; Geographic Perspective)</li> <li>• <b>D3.</b> Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.1</b> identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada (e.g., expansion of business opportunities, cultural enrichment, global engagement and citizenship; neighbourhood segregation and lack of social integration, hate crimes)</li> <li>• <b>D3.2</b> identify factors (e.g., job opportunities, accessibility of transportation and communication networks, availability of social services, availability of natural resources, cultural attitudes) that influence the demographic characteristics of settlements across Canada (e.g., ethnic composition, age-sex distribution, types of employment, levels of education) Sample questions: “Why do people live where they do? What would you do to attract people to a particular location?” “How can an industry influence the demographics of a community?”</li> <li>• <b>D3.3</b> analyse the major demographic characteristics of the Canadian population (e.g., rate of natural increase, growth rate, age-sex distribution, dependency load, doubling time, cultural background) Sample questions: “How do the demographic characteristics of your community compare with more general national characteristics?”</li> <li>• <b>D3.5</b> analyse trends in the migration of people within Canada (e.g., increase in First Nations, Métis, and Inuit peoples moving into urban centres, rural residents moving to urban centres, people from central and eastern provinces moving to northern Alberta and the Northwest Territories)</li> </ul>

- *Thought: The complexity of the term “immigration/immigrant” for Black Canadian community*
- *Goal: Challenge mainstream perception of who is a Canadian and who has contributed to Canadian history and identity*

**Overview:**

Students will challenge the conventional understanding of what it means to be Canadian through the examination of the history of Nova Scotia's Black community. They will then use this to explore and connect to their own cultural group's history to this land.

**Learning Goals:**

- To examine: Where do people live? Why do people live where they do? What assumptions do we make about specific groups and their history within Canada?
- Analyze where people live and trends in migration. Identify factors that impact where people live, trends in migration
- To disrupt restrictive narratives, assumptions about who is a Canadian, Canadian identity.

**Success Criteria:**

- Describe the diversity of Canada's population and historical waves of migration and the specific challenges and successes of various groups that contribute to this society.
  - Class study: Nova Scotia Black community
  - Student Inquiry on a specific group

**Learning Skills:**

- Listening
- Comprehension
- Significance
- Expanding understanding
- Research and Inquiry: Inquire, Gather information, Analyse, Present
- Key Terms: First Generation Canadian, Second Generation Canadian, etc

**Materials:**

- CBC Short Doc - "[Deeply Rooted](#)"
- Video – [But Where Are You Really From?](#)
- Projector, Speaker, Screen
- Handouts
- Cell phones or chromebooks

**LESSONS:**

Length: 75 minutes x 3-5 classes

- Day 1: Minds On, Intro, Lesson: Generations, Viewing Doc and Debrief, Handout in Appendix 1.1
- Day 2: Recap Nova Scotia Black history and expand into Inquiry, Handout in Appendix 1.2
- Day 3 and 4 : Research and Presentation Prep

- Day 5: Present to whole class

## DAY 1 LESSON - Where are you *really* from?

### I. MINDS ON - Two Options

#### MINDS ON OPTION 1:

- Show picture of Cazhhmere. Give no info on her. Just the picture.
- **Four Corners:** How many generations do you think she and her family history goes in Canada? (define generations only)



#### DEFINE: The different generations

- Corner 1: **First Generation:** She immigrated to Canada and settled here first.
- Corner 2: **Second Generation:** She was born in Canada but her parents immigrated to Canada
- Corner 3: **Third Generation:** She was born here, so were her parents, her grandparents immigrated here.
- Corner 4: **Seventh Generation:** Her family has been here for a very long time.
- SOURCE: [https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011003\\_2-eng.cfm](https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011003_2-eng.cfm)

#### MINDS ON OPTION 2:

- 1. "WHERE ARE YOU FROM?" No, where are you really from?
  - Class answers in Mentimeter
  - Give no background, explanation, allow students to answer this question as they see fit
  - Debrief: What does this really mean?
- 2. Use OCASI Images: Discussion. Who is this said to and why?



## **DAY 1 LESSON**

### **II. LESSON:**

CBC Video: **CBC:** <https://www.youtube.com/watch?v=qnS97Is2btY>

- **Where are you from?** Impact on Canadians of diverse backgrounds
- Discussion: Small groups/Class: Unpack the question
  - Why does this get asked?
  - What is the underlying assumption behind this question?
  - What assumptions do we make about people's backgrounds when we see them?
    - "Visible minorities" = assumption of immigrant status
    - "Old Stock Canadians" vs. "Newer Canadians" Assumptions
- 4. View [Deeply Rooted](#) and complete **Handout Appendix 1.1**
- 5. Exit Card or Entry Card for next day: end of **Handout Appendix 1.1**

## DAY 2 LESSON - PLACE

### I. MINDS ON #1: Connection to DAY 1:

#### ● COMPLETE HANDOUT 1.2

- Think about Cazhhmere and her family. What did it take for her family to live in Nova Scotia and thrive there? Be specific in your brainstorming
  - Conditions leading to move to Nova Scotia
  - Challenges, Adjustments
  - How did they overcome those challenges?
  - What has been accomplished over the years by her family members?

→ **Why is Nova Scotia important to Cazhhmere and the rest of the Downey/Collins family?**

### II. MINDS ON #2

Write in Mentimeter, **OR** a Shared Map, **OR** write it down and share in small group or class discussion.

1. What are some countries or cities you feel connected to?
2. Why are you connected to these places?
3. Why do these places matter? Or Why is this place important?

### II. LESSON - Place

Think about this place. (In pairs first, then as a class **OR** Chart Paper Gallery Graffiti Answers independently, then debrief as a class)

1. Identify it: Where are we? [What is the neighbourhood called? School Community, Part of the city]
2. Who used it in the past?
3. Who uses it today?
4. How do various groups use this place? (Can categorize and connect to LAND USES if you want)
  - a. Homes - apartments, houses, etc - Residential Land Use
  - b. Work - Commercial Land Use, Industrial Land Use\*
  - c. School - Institutional Land Use
  - d. Getting Around: Roads, Sidewalks, TTC, vehicles - Transportation Land Use
  - e. Spend Money/Shopping: Mall, grocery - specific cultural grocery stores, clothes, home repair, beauty, etc - Commercial Land Use
  - f. Mosque, Mandir, Gurdwara, Church, Synangoge, Places of Worship - Institutional Land Use
  - g. Parks, Community Centers, Arenas, Soccer/Cricket/Football Fields, Basketball courts - Recreational Land Use
5. Why does this place, neighbourhood, matter? Why is this place important?

TEACHERS: For Questions 2 and 3: Be prepared for underlying biases that may come out.

- Likely assumption that the places we inhabit were inhabited by white settlers.

- Geographic Race Based Bias
  - Indigenous groups we know were the first inhabitants. (Be specific: Who? Haudousaunee, Anishnabeg Nation, Mississaugas of the Credit, Wendat, Chippewas)
  - Many hold the assumption that indigenous peoples are from the past or only exist in rural settings. Thus there is a prevailing belief that indigenous peoples no longer exist in these places. This supports settler entitlement to place and space. → counter with **truth**
- What we are supposed to think versus the truth

LESSON GUIDING QUESTIONS and CLASS TASKS:

1. Who are the major cultural groups that make up our community? Make a class list
  - a. Is there anyone missing from that list?
2. In small groups, **COMPLETE HANDOUT 1.3**: What did it take for all our families, ancestors and relations to do so that we can all be here in this time and in this place together? **OR** What did it take for peoples, of various backgrounds, to come together to share the same place/neighbourhood?
  - a. Defrief as class.
3. How far back does your own cultural history go on Turtle Island? (Turtle Island is the original indigenous term for North America, before and after countries came into existence)
4. Pick a cultural group to investigate how far back their connection to Turtle Island goes. You will present this to the class. (students can work independently or in pairs)
5. See assignment and rubric.

ASSIGNMENT - See **HANDOUT 1.4**:

Goals of Geography – Developing a sense of place <i>What is where, why there, and why care?</i>	Goals of History – Developing a sense of time <i>Who are we? Who came before us? How have we changed?</i>	Goals of Politics (Civics) – Developing a sense of responsibility <i>Where do I belong? How can I contribute?</i>
<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale;</li> <li>analysing the connections within and between natural and human environments and communities;</li> <li>developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs;</li> <li>being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.</li> </ul>	<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;</li> <li>analysing how people from diverse groups have interacted and how they have changed over time;</li> <li>understanding the experiences of and empathizing with people in past societies;</li> <li>developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</li> </ul>	<p>Students will work towards:</p> <ul style="list-style-type: none"> <li>developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change;</li> <li>analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good;</li> <li>assessing the power and influence of different people involved in civic issues, using political perspective;</li> <li>developing a respect and appreciation for different points of view on various political issues.</li> </ul>

**Tools and Strategies to Help Achieve the Vision of the Program**



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

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

*Deeply Rooted*

**Before Watching:**

1. What does it mean to be Canadian?

**While Watching:**

Answer the following questions while watching the doc:

1. List and explain 5 different ways Cazhmere and her family have contributed to Canada and the world? 5 separate points

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2. What challenges did they encounter along the way?

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3. How many generations does her family history go back to Canada?

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4. What do people assume about her background based on her race?

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5. What does it mean to be Canadian? What have you been told? What do you see?

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6. In the film, Cazhmmere talks about the importance of her family, what does family mean to you?

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**AFTER WATCHING:**

**EXIT CARD**

7. Why did Cazhmmere title the documentary, “Deeply Rooted”? (3 marks)
- State your main point.
  - What are some supporting evidence to support your main point?
  - Explain the significance/importance

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

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

**DAY 2: Cazhmere and the Downey/Collins Family**

Think about Cazhmere and her family. What did it take for her family to live in Nova Scotia and thrive there? Be specific in your brainstorming

<p>What led Cazhmere's family to move to Nova Scotia?</p>	<p>What challenges have they faced? What would her family have had to adjust/adapt to?</p>
<p>How did they overcome those challenges?</p>	<p>What has been accomplished over the years by her family members? What has made them successful?</p>

**Why is Nova Scotia important to Cazhmere and the rest of the Downey/ Collins family?**

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

**CONNECTION TIME: THINK ABOUT OUR COMMUNITY NOW**

What did it take for all our families, ancestors and relations to do so that we can all be here in this time and in this place together? **OR** What did it take for peoples, of various backgrounds, to come together to share the same place/neighbourhood?

<p>What <b>conditions</b> made people in your family or community leave where they were and move to where we are today?</p> <ul style="list-style-type: none"><li>• Push and Pull factors</li></ul>	<p>What challenges did they, or do they, face?</p>
<p>What do you think they did to adjust/adapt to this place?</p>	<p>How did they overcome these challenges? How did they survive?</p>

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

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

**RESEARCH ASSIGNMENT:**

**Diverse Connections to Turtle Island**

According to the 2016 Canada Census, over 250 ethnic origins or ancestries are claimed by the Canadian population. Also, four out of 10 people report more than one ethnic origin. Statistics Canada continues to show the growing diversity of Canada’s population. But many diverse cultural groups have been on this land much longer than we think.

**YOUR TASK:** Pick a cultural group to investigate how far back their connection to Turtle Island and/or Canada goes. What is the significance of the specific group in their contribution to Canadian culture, politics, economy, society, etc? How do people shape/change/impact places? You will present this to the class. Choose your method.

**RESEARCH NOTES.** Use at least 5 sources.

You can start with [www.thecanadianencyclopedia.ca](http://www.thecanadianencyclopedia.ca); Statistics Canada, various popular media outlets like CBC, The Star, etc; but also seek out the various cultural organizations that exist for each group. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016016/98-200-x2016016-eng.cfm>

Name of Cultural Group: _____
Student Group Members: _____
When did the earliest members of this group come to Turtle Island? Canada?
Were there other waves of migration afterwards? Which time periods?
What were the conditions that led to migration to Turtle Island? Canada? Push or Pull Factors

What were challenges that members of this community have faced? Examples? Specifics?

How did they overcome and survive those challenges?

What are some notable accomplishments by members of this community? Politics, Society, Economy, Entertainment, etc

What is the current census data showing about this community?

What has been important about this community's contribution to Canada? How has the community changed or impacted the land/places they have settled in?

# RUBRIC

Student Name: \_\_\_\_\_

Chosen Cultural Group: \_\_\_\_\_

	Level 4 (80-100%) Exceeds expectations	Level 3 (70-79%) Meets expectations	Level 2 - (60 - 69%) Meets some expectations	Level 1 (50 to 59%) or Remedial (below 50%)
<p>Knowledge and Understanding - Notes and Presentation /10</p>	<p>-demonstrates an understanding of the relationship between chosen cultural group and their connection to Turtle Island with a high degree of effectiveness</p> <p>-Presentation is logical and effectively conveys the meaning and purpose to the audience through with a high degree of effectiveness</p>	<p>-demonstrates an understanding of the relationship between chosen cultural group and their connection to Turtle Island with considerable effectiveness</p> <p>-Presentation is logical and effectively conveys the meaning and purpose to the audience through with considerable effectiveness</p>	<p>-demonstrates an understanding of the relationship between chosen cultural group and their connection to Turtle Island with some effectiveness</p> <p>-Presentation is logical and effectively conveys the meaning and purpose to the audience through with some effectiveness</p>	<p>-demonstrates an understanding of the relationship between chosen cultural group and their connection to Turtle Island with limited effectiveness</p> <p>-Presentation is logical and effectively conveys the meaning and purpose to the audience through with limited effectiveness</p>
<p>Application - Presentation - Visuals, graphs, etc - Format - Organized - Layout /10</p>	<p>-student analyzes the history of chosen cultural group, by locating relevant and critical information and statistics to present information sequentially with a high degree of effectiveness</p>	<p>-student analyzes the history of chosen cultural group, by locating relevant and critical information and statistics to present information sequentially with considerable effectiveness</p>	<p>-student analyzes the history of chosen cultural group, by locating relevant and critical information and statistics to present information sequentially with some effectiveness</p>	<p>-student analyzes the history of chosen cultural group, by locating relevant and critical information and statistics to present information sequentially with limited effectiveness</p>
<p>Communication - Presentation and notes - Free of errors - clear - Volume, tone - eye contact /10</p>	<p>-uses visuals and conventions of presenting to illustrate the importance of groups cultural contribution to Canada with a high degree of effectiveness</p>	<p>-uses visuals and conventions of presenting to illustrate the importance of groups cultural contribution to Canada with considerable effectiveness</p>	<p>-uses visuals and conventions of presenting to illustrate the importance of groups cultural contribution to Canada with some effectiveness</p>	<p>-uses visuals and conventions of presenting to illustrate the importance of groups cultural contribution to Canada with limited effectiveness</p>
<p>Thinking - Understands impact of the community's contributions - connects to key concepts well /5</p>	<p>- synthesizes information relevant to community contributions with a high degree of effectiveness</p> <p>- uses a variety of relevant supporting facts to make key connections with a high degree of effectiveness</p>	<p>- synthesizes information relevant to community contributions with considerable effectiveness</p> <p>- uses a variety of relevant supporting facts to make key connections with considerable effectiveness</p>	<p>- synthesizes information relevant to community contributions with some effectiveness</p> <p>- uses a variety of relevant supporting facts to make key connections with some effectiveness</p>	<p>- synthesizes information relevant to community contributions with limited effectiveness</p> <p>- uses a variety of relevant supporting facts to make key connections with limited effectiveness</p>