

Denied Dreams

Time Required: 75 minutes

Description

This activity allows the teacher to be able to assess the students understanding of issues surrounding injustice and discrimination. The focus of this activity is civil rights. Students will be introduced to the ways in which rights have been denied to members of Canadian society on the basis of race, sex, gender, class, etc. They will then discuss a time when they had their own rights denied on the basis of discrimination in order to connect them to what happened to others. For the culminating activity, students will research a topic that will address the denial of rights in Canada and present their essay to their classmates.

Strands and Expectations

Strand

1. Writing
2. Reading and Literature Studies

Overall Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
3. Reading with Fluency: use knowledge of words and cueing systems to read fluently

Specific Expectations

- 1.1 Read a variety of student and teacher selected texts from diverse cultures and historical periods, identifying specific purposes for reading
- 1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power

Prior Knowledge

- Students should have been taught the following terms: injustice, racism, discrimination, stereotypes, sexism, homophobia, etc...
- students should know about the 5 W's and H

Planning Notes

- make 4-5 copies of each case study
- make copies of the graphic organizer for the case study for each student, double-sided as they will need two
- make copies of the reflection rubric for each student
- make copies of reflection assignment for each student

Teaching/Learning Strategies

1. Upon arrival in class, students will review the terms: racism, sexism, homophobia, discrimination, etc...
2. Ask students if they know the differences between rights (the rights to full legal, social, and economic equality) and privileges (an advantage, special right, or source of pleasure granted to a person) and have a class discussion on the differences between the two terms.
3. Emphasis to students that rights should be allowed for everyone, not just for some.
4. Split students into groups of 4 or 5 and have them read over the article (appendix 1) as a group and discuss.
5. Each group should have a different article.
6. Using a graphic organizer (Appendix 2), students as a group will fill in their own specific graphic organizer by indicating what the 5 W's and H are in their article.
7. Once complete, each member of the group will present one of the 5 W's and H to the class, so the class can become familiar with the different injustices that have taken place in Canada.
8. Once the groups have completed their presentations they will complete the reflection assignment indicated at the top of the second graphic organizer (Appendix 3) for them to complete on their own.
9. Students will use the second graphic organizer with the 5 W's and H and they will consider a time when they had their rights denied.
10. Students will be writing a recount about a time in their lives when they were treated unfairly or their rights were denied. They are to include details about the event and describe how they felt and how they think the other person or people felt. Then they should explain why they think a denial of rights and discrimination is wrong.
11. They will then complete the "Writing a Recount" graphic organizer (Appendix 4) to write a series of paragraphs documenting the event that occurred.
12. The recount is to be peer edited.
13. Students will then write or type out a good copy of the recount and hand it in to be graded according to the rubric.

Assessment/Evaluation Techniques

- Students will be assessed on a rubric

Accommodations

- If students are having difficulty recounting a time when they were discriminated against or denied rights, have them consider a time when they witnessed discrimination or a denial of rights

Resources

Whitehead, David. "Writing Frameworks: Easy-to-use structures for creating Confident, successful writers." Markham: Pembroke Publishers, 2003.

Print

Websites

www.tdsb.on.ca/equity

Appendices

Appendix 1

First Nations People forced to attend Residential Schools 1874-1996

Before Confederation, the Canadian government did not concern itself with the education of First Nations children--they were educated in their own communities. However, starting in 1830, government policy changed, and Canada began a disgraceful chapter in its history-it established church run residential (or boarding) schools.

By 1900, 64 residential schools had been set up in every province and territory except New Brunswick and Prince Edward Island. They were run in cooperation with the government and staffed by missionary teachers who provided manual and vocational education as well as religious education. Between the mid-1830's and 1970's about one third of First Nations children were forcibly removed from their homes to attend those schools. Their parents had no say in the matter.

The government saw the residential schools as a way to assimilate Canada's First Nations population into white Christian society. These children were removed from the influences of their heritage and their traditional family life, and deliberately deprived of almost all contact with their families. Canada was not the only country to use such practices-the Government of Australia had a similar policy for its own Aboriginal citizens.

The residential school system was harsh, cruel and humiliating for many students. Children were beaten for disobedience and most teachers and staff would not allow them to speak their mother tongues. Children who tried to run away were caught and severely punished. They were defenseless against the physical and sexual abuse they encountered and, in the early 1900's, it was discovered that significant numbers of First Nations children were dying.

The Assembly of First Nations (AFN), representing all First Nations people in Canada, fought for “restorative justice”-an acknowledgement of harm and wrongdoing combined with compensation in both symbolic and financial terms.

In June 2005, the Canadian government agreed to a proposal from the AFN that would satisfy its search for justice for all victims of residential school abuse. A Supreme Court of Canada judge has been assigned the task of working out the details of the plan by March 2006, which will include payments of as much as \$6 billion to former residential school students.

Today, Canadians acknowledge that the residential school system promoted the disintegration of First Nations culture and society, a significant part of Canada’s multicultural environment.

Anti-Asian Riot in Vancouver 1907

Canada has been built through the efforts and courage of men and women who, although born in countries around the world, have decided to make this country their home. That contribution is widely recognized today, but this was not always the case.

In the late 19th and early 20th centuries, there were many who believed that Canada “belonged” to the white people who lived there. They believed the country needed to be protected from immigrants from countries like China and Japan, who would take jobs away from white people because it was believed they would work for lower pay. Many people in the United States felt the same way.

In 1905, white workers in San Francisco, California formed an anti-Asian movement; know as the Asiatic Exclusion League. Its goal was to remove all Asian from North America. This racist group quickly spread its influence north into the west coast American states and up to Vancouver. An estimated 9,000 white protesters attacked Asian businesses, destroying signs and smashing windows.

The Vancouver News-Advertiser reported that Vancouver’s Chinese bought guns the next morning to protect themselves. According to the newspaper, “Hundreds of revolvers and thousands of rounds of ammunition were passed over the counter...before the police stepped in and requested that no further sales be made to Orientals...Few Japanese were seen buying arms, out a bird’s-eye view today of the roofs of Japanese boarding-houses and stores in the Japanese district disclosed the fact that the Orientals are prepared for a siege.”

Five days after the Asiatic Exclusion League was formed in Vancouver, it disbanded. While this group has

disappeared, the ideas that created it still remain in some places in Canadian society. Even today, some people talk about limiting immigration to make sure that there are enough jobs for “real Canadians.” But, with the exception of first nations Canadians, we are all newcomers to Canada. We all have a role to play in building lives for our families and making Canada strong.

The Roots of Slavery in Canada 1629-1834

Although the American experience with slavery is better known, Canadians also participated in this inexcusable activity. When Canadian history is told, the focus is often on the heroic efforts of those who organized the Underground Railroad (a secret network of men and women who helped between 30,000-100,000

fleeing American slaves escape to freedom in Canada). But slavery actually touched our country with the first arrival of Europeans. It began with Portuguese explorer Gaspar Corte-Real, who enslaved 50 First Nations Canadians in the year 1500 in Newfoundland.

As early as 1608, the French introduced black slaves to Canada, with the first slave transported here directly from Africa in 1629. Slavery was made legal in New France between 1689 and 1709 and, by 1759, there were 3, 604 registered slaves in the colony, one third of whom were black. The French preferred First Nations slaves, while the English settlers brought in slaves from Africa.

Slavery in Canada was also affected by events in other parts of the world. At the end of the American Revolutionary War in 1783, many Americans who were loyal to England left their homes and settled in Canada, bringing their slaves with them. But Canada’s businesses and farms didn’t generally produce the kinds of products that required extremely large numbers of works That would benefit from the use of slaves. Therefore, while some Americans brought their slaves with them, the practice of slavery never really took root in Canada as it did in the United States. The majority of black slaves who settled in Nova Scotia after the American Revolution were set free.

There were many people who opposed the practice of slavery in Canada. John Graves Simcoe,

Upper Canada's first lieutenant governor, began to challenge the legality of slavery as early as 1793. Slavery was abolished across the British Empire in 1834. The last surviving former slave in Canada died in 1871 in Cornwall, Ontario.

The end of slavery closed a shameful chapter in Canada's history. Never again would it be legal for one person to own another or for anyone to treat a human being as property.

Race Riot at Toronto's Christie Pits

August 1933

In 1933, Adolf Hitler's National Socialist (Nazi) party came to power in Germany. Hitler's success was based on the poor economic situation in the country due to record unemployment, German anger over the country's treatment after being defeated in World War 1, and blaming the Jews for the situation in

his homeland. Hitler promised to restore Germany to its former greatness. The swastika, adopted as the emblem of the Nazi Party, came to be a powerful symbol of anti-Semitism and racism.

In the early 1930's, the hatred and discrimination against Jews and other minority groups displayed in Germany found its way across the ocean to Canada. As Ontario became more ethnically diverse, some complained of a "foreign invasion" and of "obnoxious and undesirable elements," referring to the city's Jewish population.

Toronto's Beaches area became a popular vacation spot for the city's poor Jews. On weekends, Jewish families would regularly come to the Beaches for summer recreation, Non-Jewish visitors to the Beaches were uncomfortable with their foreign food, habits and language and some residents urged the city to erect a "Gentiles Only" sign at Kew Beach.

In response to this supposed "invasion," Swastika Clubs sprung up in Toronto. Their members expressed anti-immigrant sentiments and waged violent street campaigns against Jews. Defiant youths wore swastikas on armbands, sweaters, bathing suits and bare chests, and clashed with Jews visiting the Beaches.

On August 14, 1933, violence erupted after a mainly Jewish baseball team, the Harbord Playground, won a game at Toronto's Christie Pits. A group known as the Pit Gang lifted a

swastika-emblazoned sweater into the air. That night, Pit Gang members painted a large swastika and "Hail Hitler" on their clubhouse roof.

The next day, during the second game, the crowd yelled anti-Semitic insults. Six hours of fighting followed, with baseball bats, stones and lead pipes. Dozens of injuries were inflicted on both sides. At the end of the riot, the "Jewish boys," as the media called them, took the swastika banner from the Pit Gang and destroyed it.

This event still stands as the worst race riot in Toronto's history. The swastika, originally used as a religious symbol in many cultures to represent harmony and good fortune, today remains one of the most recognized and hated symbols in the world. The swastika is still used by racists, anti-Semites and bigots to promote the message of hatred towards those who are different.

Jewish Refugees Stranded on S.S. St. Louis May 1939

After World War 1, Germany experienced a long period of political unrest as different groups struggled for power. Germany's economy suffered and unemployment reached record levels. Ordinary citizens, struggling to survive and humiliated by their country's defeat in the war, became attracted to radical political

parties such as Adolf Hitler's National Socialist (Nazi) party. The Nazis came to power in 1933 and enacted a series of anti-Semitic laws that persecuted German Jews, taking away their human rights, employment and educational opportunities.

To escape this discrimination, 907 German Jews with visas for Cuba left Hamburg aboard the ship, S.S. St. Louis, on May 15, 1939. When the ship reached Havana on May 27, the Cuban government refused to let the refugees enter the country. On June 5, Cuba agreed to let them land if they paid \$443, 000 within 24 hours, a deadline the Jewish relief agencies could not meet. Panama, Argentina, Columbia, Chile, and Paraguay all denied the ship permission to land. The Americans sent their coast guard ships to escort the St. Louis northward and away from the American coast.

The predicament of the St. Louis touched some influential Canadians, who sent Prime Minister Mackenzie King a telegram asking that Canada offer the exiles sanctuary. King, preoccupied with the British Royal Family visit, did not think it was a Canadian problem. Justice Minister Ernest Lapointe was "emphatically opposed" to admitting the refugees, while Immigration Minister F.C. Blair said the refugees were not qualified under Canadian immigration law and that "No country could open its doors wide enough to take in the hundreds or thousands of Jewish people who want to leave Europe; the line must be drawn somewhere." When a delegation of Jews went to Ottawa in

1939 to ask the government how many Jews Canada would take in, the answer was, "None is too many."

The St. Louis was forced to return to Europe. Those who disembarked in England were safe. Many of the others who left the ship in Belgium, France, and the Netherlands were later caught by the Nazis and murdered in the Holocaust- the Nazi plan for the destruction of the Jews of Europe.

The fate of the Jews on the S.S. St. Louis did nothing to move the conscience of the government of Canada or any other country. Once World War 2 began the immigration policies of many nations condemned the Jews of Europe to death at the hands of the Nazis.

Indian Immigrants on the Komagata Maru denied Refuge in Canada 1914

In the years after Confederation, the Canadian government actively encouraged immigration to Canada to populate the country. Immigrants from Great Britain, the United States and Europe were considered especially desirable because they

were seen as most likely to be white, speak English, and be able to establish themselves in the largely unpopulated interior. Immigration from non-white populations was discouraged in a variety of ways.

By 1908, more than 5, 000 immigrants from India had already settled in British Columbia. Those immigrants posed a "challenge" to the Canadian government that was unique-as citizens of the British Empire, they argued they had the right to live in Canada.

Unable to find a legal way of stopping these immigrants from claiming those rights, the Canadian government passed the Bill of Direct Passage in 1908. This bill stated that individuals would be forbidden to enter Canada unless they arrived directly from their home nation. Since there was no direct steamship service between India and Canada, the bill had the effect of discriminating against Indians.

In 1913, the government allowed a group of 38 Sikhs from India to enter Canada on compassionate and humanitarian grounds. The decision was not intended as a signal that immigration policy was changing. But the decision encouraged a group of 376 Sikhs from the Punjab area of India to charter the Japanese ship Komagata Maru out of Hong Kong in April 1914, which set sail for Vancouver.

Because the ship stopped in Hong Kong, the passengers were not allowed to disembark in Canada. They were held for two months while

the legal case was decided. The Supreme Court of Canada eventually upheld the restriction, and the ship was escorted out of Canadian waters. The Komagata Maru sailed back to Calcutta, India, still full.

The Komagata Maru did not reach India until September 29. By this time the passengers had been confined to the ship for more than five months. They felt their treatment in Canada was a sign of the racism and inequality that existed in the

Appendix 2

British Empire. In India, the British authorities feared the effect returning passengers would have on the political situation there and decided to arrest those leaders they thought would be the most troublesome. The arrest went badly. Shots were fired and 19 passengers were killed.

The tragedy of the Komagata Maru highlights the negative feelings Canadians felt at that time towards newcomers who were “different” from them.

Denied Dreams: 5 W's and H

Who took part in the injustice? Who was the victim of the injustice?
What happened?
When did the injustice take place?
Where did the injustice take place?

Why did the injustice take place?

How could this injustice take place?

Appendix 3

Your Denied Dream: 5 W's and H

Write a recount about a time in your own life when you were denied rights or discriminated against. Include details about the event and describe how you felt and how you think the other person or people felt. Explain using the example of your story as to why discrimination and denial of rights is wrong.

Who took part in the discrimination/injustice? Who was the victim of discrimination/injustice?

What happened?

When did the injustice take place?

Where did the injustice take place?

Why did the injustice take place?

How could this injustice take place?

Appendix 4

Is the sheet that you photocopied at the planning meeting.

Denied Dreams Culminating Activity

Time Required:

Description

This culminating activity allows the teacher to be able to delve deeper into an understanding of the history of discrimination and injustice. Students will research the ways in which rights have been denied to members of Canadian society on the basis of race, sex, gender, class, etc... For this activity, students will research a topic that will address the denial of rights in Canada and present it in essay format to their teacher and then present their essay to the class in oral format.

Strands and Expectations

Strand

1. Reading and Literature Studies
2. Writing

Overall Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
3. Reading with Fluency: use knowledge of words and cueing systems to read fluently

Specific Expectations

- 1.1 identify the topic, purpose, and audience for a variety of writing tasks
- 1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
- 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing
- 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum

Prior Knowledge

- Students should have been taught the following terms: racism, discrimination, stereotypes, sexism, homophobia, etc...
- students should know about the 5 W's and H
- students understand the meaning of rights and privileges

Planning Notes

- make copies of the assignment
- book two days in the computer lab for research

- make copies of the graphic organizer for essay
- make copies of bibliography format worksheets

Teaching/Learning Strategies

1. Hand out the assignment “Denied Dreams”
2. Read aloud the assignment to the class and answer any questions
3. Allow students to conduct research on the computer

Assessment/Evaluation Techniques

- Students will be assessed on a rubric

Accommodations

- Students who need assistance with research on line can be provided with websites

Resources

Print

Whitehead, David. “Writing Frameworks: Easy-to-use structures for creating Confident, successful writers.” Markham: Pembroke Publishers, 2003.

Audio

Websites

www.tdsb.on.ca/equity
<http://archives.cbc.ca/society/racism/topics/96/>
www.africville.ca
www.ccnc.ca
www.histori.ca
<http://www.thecanadianencyclopedia.com>
www.cbc.ca
<http://www.blackhistorypages.net>

Videos/DVDs

Appendices

Appendix 1

Denied Dreams

There are many events in the world that cause a suspension or a removal of rights. Gaining access to civil rights has not been easy for certain groups during periods of time particularly in Canada. This denial of rights were based on reasons of discrimination such as, racism, sexism, ageism, etc...

This assignment will be to study a time in Canada where rights have been denied to a certain group and write an essay detailing the denied dreams of the group. You have several topics to choose from however you are not limited to those topics. If you have another topic in mind you must get it approved by your teacher. Finally, you will present your essay to the class in an oral presentation. Your final product will consist of:

1. A title page
2. A well –written essay indicating the 5 W’s and H clearly as well as an introduction (including a topic sentence and topic sentence), body and conclusion
3. A bibliography or works cited page with at least 2-3 sources (excluding Wikipedia)
4. Bonus: Choose a song that reflects how you feel about the denied dreams of the group you selected (you must provide the lyrics)

Here is a list of topics:

- The Women’s Suffrage movement
- Segregated schooling in Ontario
- The destruction of Africville (African-Canadian community in Nova Scotia)
- Chinese Head Tax
- Japanese-Canadian Internment
- Mohawk Land Protest in Caledonia
- Oka Crisis
- The S.S. St. Louis (denial of Jewish Refugees into Canada during the Holocaust)
- The Canadian Holocaust (genocide of First Nations People)
- Residential Schools
- The Hanging of Marie Joseph Angelique
- The Komagata Maru (the denial of Sikh Indians into Canada)
- The story of Pardeep Nagra (a boxer who was denied the right to play the sport)

Questions that can help to guide your research are the following:

1. Who are the two parties involved?
2. Who holds the power in the topic you have chosen?
3. How has the particular group or person been discriminated against?
4. What was the justification in the discrimination?
5. What was the end result of your issue? Did anything get resolved?
6. Were reparations granted?
7. What is your opinion on the issue?

A poem or short story in an anthology (as above, entry ends with page numbers of the entire item)

Chopin, Kate. "The Story of an Hour." America's Short Fiction. Ed. Grace G. Millar. Chicago: Midwest Press, 1978. 121-125.

Article in a weekly or monthly periodical (following the title of the magazine / journal, give the date or month of the issue, the year, and then the page numbers of the entire article)

Anderson, James. "Springtime in Patagonia." National Geographic Oct. 1997: 46-51.

Newspaper article (if the city is not part of the newspaper's name, include it in square brackets)

Fisk, Roberta. "The Threat of Global Warming." The Gazette [Montreal] 17 Jan. 1999: D12.

Pamphlet (treated like a book; if no individual author is named, begin with the title)

Reducing Cancer Risks in the Workplace. Washington: American Cancer Society, 2001.

Citing websites (when using the World Wide Web.)

Last Name, First Name Middle Initial. "How To Site A Website in MLA Format." www.website.com. Publisher/Sponsor, 1 Jan. 1990. Web. 2 Feb. 2009. <<http://www.website.com>>.

Quoting Your Professor (when quoting your own high school or university teacher to enhance your paper without plagiarizing)

(using your teacher's or professor's last name, then first name and middle initial (if known), list the title of the lecture in quotations followed by a period. Then list the type of lecture: class is used in the example below, but this can also be done with speeches. Next list the location of the lecture (such as the hall or room it occurs in), the city where the lecture takes place and the date you observed the lecture.)

Last Name, First Name M. "How to Site a Lecture in MLA Format." Class. Location, City. 2 Feb. 2009. Lecture.

Appendix 3

Please attach the sheets I sent via interoffice