

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Multiculturalism'



Time:

90 minutes

Developed by:

Canadian Geographic Education

Overview/focus question:

What are some different perspectives on multiculturalism in Canada? How effective was the multiculturalism policy set in place 50 years ago? How does multiculturalism in Canada affect everyone differently? How has multiculturalism changed over the last 50 years in Canada?

Subject/topic:

Geography, history, social studies

Grade level:

Grades 7-10

Learning Goals

Students will:

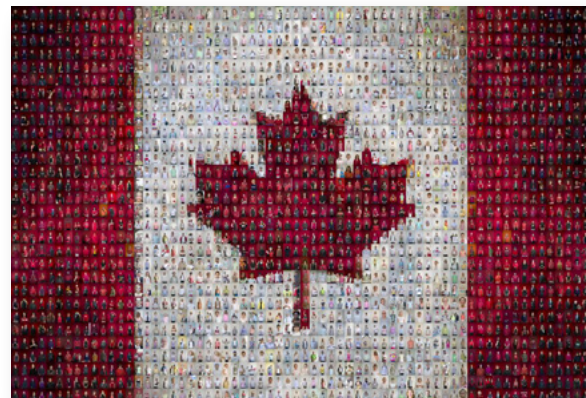
- Explore the history of the multiculturalism policy that was set in place in Canada 50 years ago.
- Learn the stories of people who have different experiences with multiculturalism in Canada and their perspectives on the topic.
- Learn how multiculturalism has changed since the policy was set 50 years ago.
- Reflect on their own personal experiences with multiculturalism in Canada.

Materials Needed

- Online copies of the following Canadian Geographic articles:
 - ▷ [50 years of multiculturalism: Who is gate-keeping Canadianness?](#) by Anna Triandafyllidou
 - ▷ [50 years of multiculturalism: Being Muslim in Canada](#) by Omar Mouallem
 - ▷ [50 years of multiculturalism: Where lived experiences make history](#) by Dora Nipp

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- ▷ [50 years of multiculturalism: It's as Canadian as maple syrup](#) by Michael Adams
- ▷ [50 years of multiculturalism: We do it well ... except when we don't](#) by Elamin Abdelmahmoud
- A projector or a way to watch the [GeoMinute: 50 years of Canadian multiculturalism](#)
- Optional: Electronic device with internet access

Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective

Inquiry Process

- Ask geographic questions
- Interpret and analyze
- Communicate
- Evaluate and draw conclusions
- Reflect and respond

Geospatial Skills

- N/A

Lesson Description

Minds on

Students will begin by watching the [GeoMinute: 50 years of Canadian multiculturalism](#) and having a discussion about what the word multiculturalism means to them. Discuss the multiculturalism policy in Canada.

Action

Next, students will be divided into groups of 5 and each assigned one of the following articles to read:

- [50 years of multiculturalism: Who is gate-keeping Canadianness?](#) by Anna Triandafyllidou
- [50 years of multiculturalism: Being Muslim in Canada](#) by Omar Mouallem
- [50 years of multiculturalism: Where lived experiences make history](#) by Dora Nipp
- [50 years of multiculturalism: It's as Canadian as maple syrup](#) by Michael Adams
- [50 years of multiculturalism: We do it well ... except when we don't](#) by Elamin Abdelmahmoud

After everyone in their group has read their article, students will take turns discussing what they learned in their article and sharing it with their peers. The class will have a discussion about multiculturalism in Canada and how each article had a different perspective. Students will write their own personal articles about their experiences and perspective on multiculturalism in Canada.

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Conclusion

Students will trade articles with a partner in class, editing their partner's article. Once they have a final draft, students will find or take an image that they think compliments their article and put it together as a magazine article. Students will have a gallery walk to explore other students' essays.

Lesson Implementation

Minds on

Start the lesson by writing the word "multiculturalism" on the board and ask students to take a minute to think about what it means to them, either personally or what they think of when they hear this word. Ask students to share words or phrases that came to mind when they thought about the word "multiculturalism." Show your students the [GeoMinute: 50 years of Canadian multiculturalism](#).

Ask students what they know about the multiculturalism policy that was announced on Oct 8, 1971, by former prime minister Pierre Trudeau. Discuss the following important points:

- Canada was the first country in the world to implement a policy related to multiculturalism.
- The policy was intended to promote and maintain a diverse, multicultural society by federal law.
- The policy's main purpose was to allow citizens to practice their cultures and religions without the fear of persecution.
- The policy was a direct result of the Royal Commission on Bilingualism and Biculturalism, which was a response to growing francophone nationalism in Quebec.
- In 1973, a Ministry of Multiculturalism and the Canadian Consultative Council on Multiculturalism were established to monitor the effectiveness of this act.
- In 1982, multiculturalism was included in the Canadian Charter of Rights and Freedoms.
- In 1987, the official Multiculturalism Act was introduced by Secretary of State David Crombie and came into effect a year later.

Action

Ask students to divide into groups of five or more students. Each student will read one of the following *Canadian Geographic* online articles, which are part of a series of personal essays written on the topic of multiculturalism:

- [50 years of multiculturalism: Who is gate-keeping Canadianness?](#) by Anna Triandafyllidou
- [50 years of multiculturalism: Being Muslim in Canada](#) by Omar Mouallem
- [50 years of multiculturalism: Where lived experiences make history](#) by Dora Nipp
- [50 years of multiculturalism: It's as Canadian as maple syrup](#) by Michael Adams
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Give students at least 10 minutes to read and take notes on what their article was about, who wrote it, the author's perspective on the topic of multiculturalism, and any important information or experiences mentioned by the author. Students will be sharing the ideas and themes they found in the article with the rest of the group, so instruct students to read their article thoroughly. After students have had the chance to read, ask them to sit with the rest of their group and take turns discussing their notes and any important takeaway points. Once all students have had a chance to share with their group, bring students back together as a class. Go back to the original discussion on the word "multiculturalism" and ask students if they have any new words or phrases to add. Add any new points in a new colour on the board.

Instruct students that they are going to write their own article on their experiences and perspective on multiculturalism in Canada (i.e., an opinion piece). It is important to note that all perspectives are valid and students are encouraged to share their voice on how they view multiculturalism within Canada. This personal essay should be at least 500 words. Students should find pictures or take photos to make their essays more engaging, similar to the articles they read. It is important to remind students that if they find images online, they must make sure they are allowed to use them and to cite their sources or provide credit.

Conclusion and Consolidation

After completing their essays, ask students to pair up with another student for peer editing. Students should make revisions to their essays before completing their final versions. Students will hand in their essays, and, if they are comfortable sharing with the class, essays should be posted around the classroom and a gallery walk can be organized for students to read each other's articles. Finish the lesson by returning to your original discussion. Ask the following questions:

- *How did your perspectives on the multiculturalism policy change throughout this lesson?*
- *Which article stood out the most to you and made the biggest impression? Why?*
- *What do you think about the Multiculturalism Act in Canada?*
- *What do you think has changed over the past 50 years because of this policy?*
- *What do you think still needs to change? What would you like to see change in another 50 years?*

Extend your geographical thinking

- Students can take their personal essays and create posters on multiculturalism to post around the school.
- Students can present their essays in the form of an oral presentation for the class.
- Create an assignment that looks specifically at the multiculturalism policy and what similar policies exist around the world and compare them.
- Students can create their own policy and include things they believe should be federal law in relation to multiculturalism.

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Modifications

- Students can read each article on their own rather than having students read one and share it with a group.
- Read the five articles as a class. This can be done on a computer or each article could be printed out.
- Students can start by creating their own brainstorming web around the word “multiculturalism.”
- Students can answer the final questions as a written assignment.

Assessment Opportunities

- Assess students' learning based on their participation in discussion throughout the lesson.
- Assess students' personal essays.
- Students' essays can be self- and peer-assessed.
- Assess students' participation in explaining the article they read to their classmates.
- The set of final questions could be done as a written assignment for students to hand in.

Sources and Additional resources

- [50 years of multiculturalism: Who is gate-keeping Canadianness?](#)
- [50 years of multiculturalism: Being Muslim in Canada](#)
- [50 years of multiculturalism: Where lived experiences make history](#)
- [50 years of multiculturalism: It's as Canadian as maple syrup](#)
- [50 years of multiculturalism: We do it well ... except when we don't](#)
- [GeoMinute: 50 years of Canadian multiculturalism](#)
- [Canadian Multiculturalism Act](#)