

Imagine Culture Teaching Tools: Senior

These tools are designed to support submissions to the **Passages Canada *Imagine Culture Contest – Senior category*** (Grades 10 to 12 / Secondary IV-V in Quebec).

Submissions must address the theme below. [Passages Canada](#) speakers can be invited free of charge to speak to your class, as an accompaniment to these resources, by completing the “Invite a Speaker” form on our website. The rubrics that will be used to judge submissions can be found in the appendices.

Guidelines:

- Photograph submissions must include a brief caption written by the student describing the piece and how it relates to the theme (no more than 200 words). Photograph must be submitted as a .jpeg or .png file. Video is not accepted at this time. See [Rules and Regulations](#) for guidelines regarding photo permissions and other details.

Prizes:

- Full contest details are available at <http://passagestocanada.com/imagine-culture-contest/>

Theme: Cultures within us and around us.

Snap a photo that explores the cultural traditions in your family, school, or community. Tell us your image’s story in a short caption. Think about your favourite food, a treasured object, a family photo album, buildings in your neighbourhood, local festivals; or even just look in the mirror– what stories of cultural heritage are told by these people, places and things?

Think about the following:

- How do we express culture in our daily lives here in Canada? What examples can you come up with of the ways that your family, school or community expresses their cultural traditions?
- Have you shared in someone else’s culture or traditions? Tell us about that experience.
- Is there an immigration story in your family, amongst your friends, or in your community that you can share?
- Canada has been a place where different cultures have come together for hundreds of years. Is there a historical cultural moment you can share?
- Why should we try to learn about cultures different than our own? How can it help us fight **racism** and **discrimination***? Is there an example you can share from your community?

**Note: Terms in bold are defined in the glossary at the end*

Suggested Activity: Immigration stories in our community

Why do people leave their home countries and choose Canada as their host country? Consider a variety of possible reasons for these decisions and incorporate primary source evidence (i.e. your own family's story, stories from the [Passages Canada Story Archive](#), research from [The Canadian Encyclopedia](#), etc).

Push and Pull Factors Activity

Begin by reviewing with the class that push factors are forces which drive people to leave their home country and pull factors draw people to choose a particular host country.

Working in small groups, have students create a list of potential push/pull factors. They should consider what a person might look for in a new country. Students can use the *Push and Pull Factors Worksheet* on the following page to record their ideas.

Once the groups have a list of suggestions, they should share the list with the class. The class can then develop these suggestions into questions for a Passages Canada speaker (if applicable) or a person in their community or family they plan to interview.

For instance, they may ask if the individual considered the educational system of their new country; or, if political stability was a factor.

Contest Submission Idea:

Have students use the information they gathered regarding Push & Pull factors to take a photograph of a person, place, or thing in their family, school, or community that represents an immigration story. They can use their 200 word Artist's Statement to discuss the push and pull factors at play. Here are some ideas for what to photograph:

- An important object or family heirloom that is connected to an immigration story
- A portrait of a person in your family, school, or community who has an immigration story. The location of the photo might represent an important place, or moment of their life in Canada.
- A place or a building that is connected to the immigration story of an individual, or a larger cultural group in your community.
- An old family photograph

Suggested Activity: Multiculturalism and Canadian identity

Is **multiculturalism** a part of Canada's national **identity**? Has the public's attitude towards Canadian **multiculturalism** changed over time? Consider how immigration and **multiculturalism** laws have evolved and how debates on immigration and **multiculturalism** have prompted change.

- The teacher should write the following questions on the board and discuss with the class: *Has the concept of **multiculturalism** become a shared Canadian value? If so, when? Have ideas about **multiculturalism** changed over time in Canada?*
- Using the links below, have students research and take note of three specific examples of how the public's attitude towards Canadian **multiculturalism** and immigration has changed over time.
- After students have gathered information, have them share their research in small groups. On chart paper, student groups should draw a chart with two columns. On one side, students will list their examples of changes in the public attitude towards **diversity** and multiculturalism. On the other side, students will make a list of possible reasons for each shift in public attitude, both from their research and informed opinions.

Online Resources:

- The Canadian Encyclopedia: www.thecanadianencyclopedia.com
- Asia Canada web portal: asia-canada.ca/
- Black History Canada web portal: www.blackhistorycanada.ca/
- Aboriginal Arts and Stories: www.our-story.ca

Contest Submission Idea:

From the list developed in class of reasons for changes in public opinion on **multiculturalism**, students should develop their own research question and work to develop an answer to their question with a photograph and 200 word caption.

The following research questions can be provided to students as exemplars:

- Has **multiculturalism** become a key part of what it means to be Canadian? Why or why not?
- What does **multiculturalism** mean to you personally? How does it inform your own **identity**? Are there ways in which Canada's attitude towards multiculturalism helps you express your culture? Are there ways in which it stops you from expressing your culture? Do you think these attitudes help us share our culture with others?

Suggested Activity: *Cultural encounters: historical perspectives*

For hundreds of years, Canada has been a place where different cultures have come together. What have these interactions between cultures looked like, throughout Canada's history? Where have there been moments of collaboration and inclusion? Where have there been instances of oppression and discrimination? Choose an historical moment that brought cultures into contact (or into conflict) in Canada. Consider the different perspectives of the key players in this moment.

- Begin by discussing the [Historical Thinking Project](#)'s concept of historical perspective and its importance in the study and understanding of history.
- Working in small groups, have students research and select an image that depicts a significant historical moment (see suggested Online Resources below). Ask your students to break down the images, using the following prompts:
 - What is the action taking place in this image? Put another way, what is the story that this image is telling?
 - Who are the different groups or people who are involved in the moment captured or depicted in this image?
 - How does each group or individual feel about the action taking place? How do the different perspectives align and differ?
 - Consider the perspectives of the various groups and individuals. From whose perspective is the story in this image being told?

Online Resources

- Article hubs on The Canadian Encyclopedia: [Aboriginal Peoples](#), [Diverse Communities](#), [Prejudice & Discrimination](#)
- Library and Archives Canada, ["Framing Canada: A Photographic Memory"](#)

Image examples

- Painting: "The Meeting of Brock and Tecumseh" by C.W. Jeffreys (can be viewed [here](#))
- Photograph: historical images from the Komagata Maru incident (can be viewed [here](#))
- Photograph: "The Last Spike," marking the completion of the Canadian Pacific Railway in 1885 (can be viewed [here](#))

Contest Submission Idea:

Choose an historical moment, painting, or photograph. Using photography, recreate it from the perspective of your choice: for example, what would this moment look like from the perspective of the non-dominant culture (see discussion prompts above)? From the perspective of a particular key player? From a modern-day perspective?

A note to teachers: If your students choose to represent non-dominant cultures in their photographs, please ensure that they understand the concept of cultural appropriation, and that they make efforts to avoid cultural appropriation in their work.

Glossary of Terms

Diversity

Being different, varied. A range of individuals and groups with different characteristics.

Identity

One's individuality or personality. The characteristics that make us who we are.

Inclusive society

A community where people can achieve their fullest participation because they feel valued and respected.

Multiculturalism

Characteristic of a society or community that is made up of ethnic or cultural variety and differences.

Racism

Hostile attitude or behavior to members of other groups, based on the belief that one race is better than another.

