

Education 474 - 4

Designs for Learning: Social Sciences (elementary)

Instructor: Dr. J. Kehoe

Intersession, 1982 (May 11 to June 17)

Monday and Wednesday 8:30 - 12:20

Course Description

Students will study the nature, purposes and trends of Social Studies teaching and learning, the structure of the British Columbia Social Studies curriculum and its purposes; the development of children's understanding of Social Studies concepts and generalization; and the teaching critical thinking and inquiry skills. Alternative approaches to presenting information and using information will be examined including maps, pictures, graphs, surveys and simulations. Contemporary approaches to values education and multicultural education will be presented.

Course requirements

Students will be graded on:

1. The submission of an integrated unit.
2. An evaluation of a curriculum project.
3. Leading a discussion in class.
4. A final examination.

Required texts

Wright, Ian, Elementary Social Studies: a Practical Approach to Teaching and Learning. Toronto: Methuen, 1980.

Elementary Curriculum Guide, Social Studies, Province of British Columbia, Revised Edition.

Jack K. Elhoe

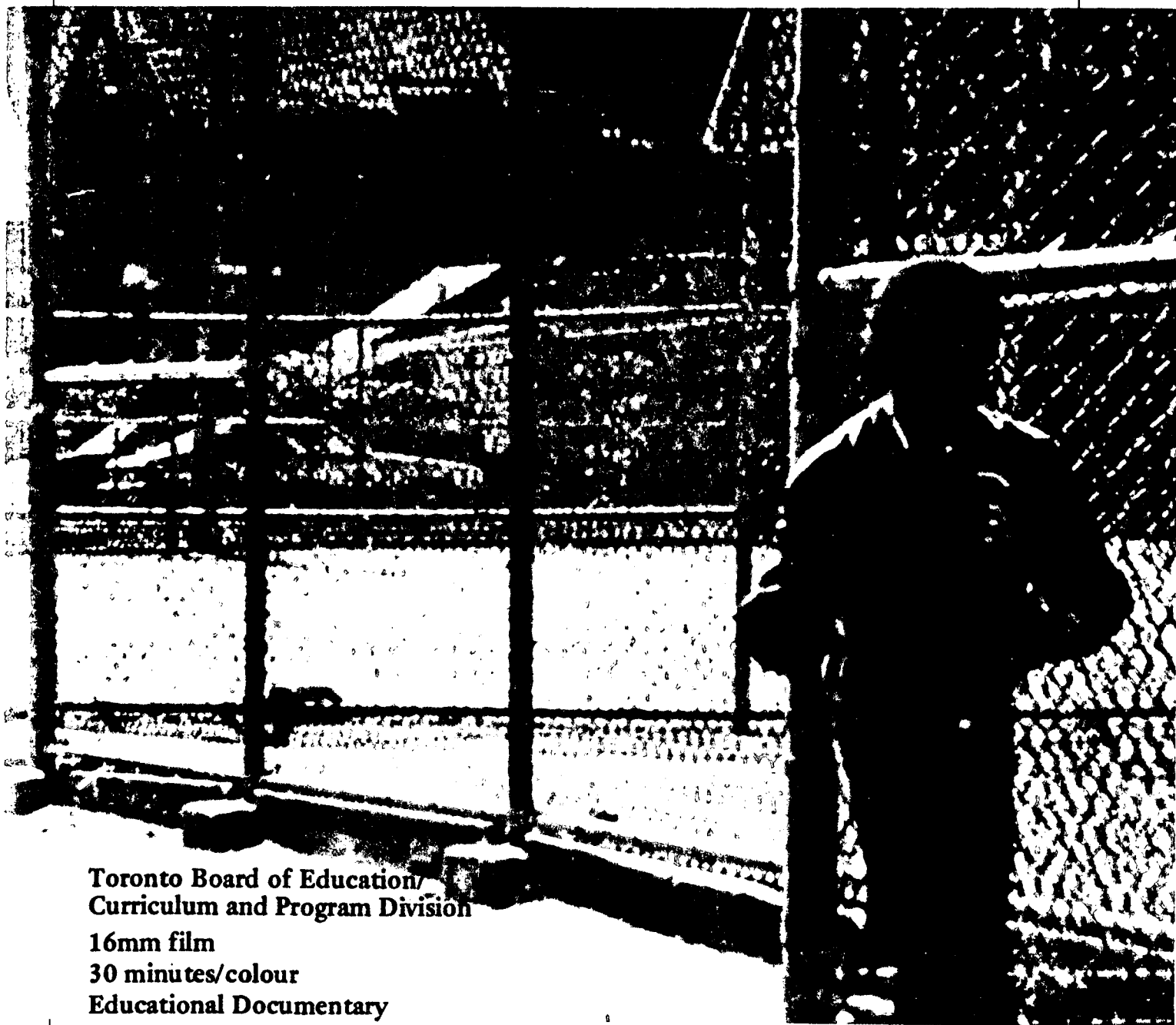
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1982

Sequence of Films

May 13	Cross Talk	
May 18	Myself - Yourself - Toronto Board of Ed.	30 minutes
	Rosanna, Portrait of an Immigrant Woman	11 minutes
May 20	This is a Photograph	10 minutes
	A Sense of Family	54:15 minutes
May 25	I Wear My Peoples Clothes	18 minutes
	Between Two Worlds	17 minutes
May 27	Prejudice: Causes, Consequences, Cures	24 minutes
	Our Cultural Fabric	27 minutes
June 1	Be a Good Boy Now	30 minutes
June 3	The Confrontation Games	
	Program of B'Nai Brith	
	The People of the Book	28 minutes
June 8	These are my People	13 minutes
	Vianoice	27 minutes
June 10	The Eye of the Storm	
	The Sweaters	
June 17	The Hutterites	27 minutes
	New Denmark	27 minutes

MYSELF, YOURSELF



**Toronto Board of Education/
Curriculum and Program Division**

16mm film

30 minutes/colour

Educational Documentary

Produced by: Jenfilms Inc.

Director: Jennifer Hodge

Writer/Narrator: William Whitehead

Researcher/Production Co-ordinator: Phillip Ing

Editor: Tiina Soomet

Camera: Robert Lang

This brochure is designed for use with "Myself, Yourself", a film produced for the Toronto Board of Education's Curriculum and Program Division by Jenfilms Inc. "Myself, Yourself" was commissioned as a result of one of the recommendations of the Board's Race Relations Committee Report. The film will be shown in all Toronto schools during the 1980-81 academic year as part of the Board's race relations workshops. "Myself, Yourself" was made primarily for teachers. However, the film is also suitable for students at the intermediate and senior levels, universities, community colleges, and faculties of social work, and in adult special education and general educational instructional programs.

Any inquiries regarding the availability of the film or comments on it are welcome. They should be directed to:

Mrs. Julia Haasz
Curriculum and Program Division
Toronto Board of Education
155 College Street
Toronto, Ontario M5T 1P6
(416) 598-4931 - Extension 348

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Printed in Canada
Written by Philip Ing
Designed by Cumberland Press

Once riding in old Baltimore,
Heart filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

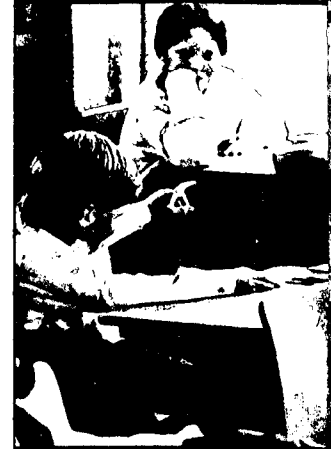
"Incident" from *On These I Stand* by Countee Cullen, Copyright 1925 by Harper & Row Publishers Inc; renewed 1953 by Ida M. Cullen. Reprinted by permission of the publisher.

"Myself, Yourself" is a film about perception. Different people perceive others in different ways. In "Myself, Yourself" three adults and two teenagers speak about growing up and being perceived as different because of their race, culture or religion. Recalling their childhood and school experiences, they reveal how the attitudes of others affected their own sense of identity. Although they all agree that positive changes in social awareness have taken place, they ask us to examine any preconceptions, stereotypes and prejudices that we might, consciously or unconsciously, still have today. The Canadian mosaic is a fact. Schools play a pivotal role in developing an understanding of, and respect for, the Canadians of every race, culture, and religion who are part of that mosaic.

In "Myself, Yourself", you will meet Lucille Cuevas, who is a children's librarian in Montreal, where she was born and raised. During her childhood in the 1940's, very little information was available about Black culture. The chanting of popular rhymes like, "Eeny, meeny, miney, moe" in the school playground was one of the everyday occurrences that Lucille had to face as a child. Her embarrassment and pain are graphically recreated in an incident which she remembers quite vividly. A well-meaning but insensitive teacher read a story in which a Black prince decides he wants to be white. The passage appears in *The Story of Doctor Doolittle*, the popular children's book which won a Newberry Book Award. In her interview, Lucille expresses her thoughts about the negative effects of "preconceptions".



During the 1960's, when Richard Wong attended school in Windsor, countless children watched American television shows depicting "typical" families such as those in "Leave It To Beaver", "Father Knows Best", and "Ozzie and Harriet". However, Richard Wong was Chinese and his family life bore no resemblance to that of the television families. While he was growing up, Richard found no heroes to which he could relate. Today, Richard, an accountant in Windsor, Ontario, still wonders how his Chinese roots fit into the Canadian mosaic.





The Six Nations Reserve is outside of Brantford, Ontario. Nora Jamieson taught school in Ohsweken on the reserve for over forty years and tried to instill in all her pupils a pride in their Native Indian culture and heritage.

One of her students was Roberta Jamieson, now a lawyer in Toronto, who chooses to live with her family on the reserve and commute to the city daily. She would like to ensure that her daughter's identity as a Native Indian is preserved and strengthened by teachers like Nora Jamieson who consciously take on the responsibility of teaching the customs and language of their own culture. Roberta is grateful that she had teachers who presented a version of the history of Canada's Native People other than that in textbooks which depicted demeaning stereotypes of her people as "savages and redskins". She would like to see her people, and all peoples, given the respect due them.



Raj Sekhon and Priti Ubale are both of East Indian heritage. They attend high schools in the Toronto area where they are popular with their fellow students and, for the most part, enjoy their studies. Yet they feel that the curriculum ignores their own culture as well as the cultures of other minority groups who have played important roles in Canada's past. Although they both know that there have been East Indian communities in Canada since the early 1900's, this was not something that they learned in school. Going to a school with students of over fifty nationalities, Priti is well aware of the demands made upon a teacher. She still feels that if school is to be a valuable and positive experience, the curriculum must try to meet the needs of all its students. Both Priti and Raj are aware that there is a prevailing stereotype of the East Indian. These young people do not fit that image.

The people in "Myself, Yourself" speak not only for themselves but for all Canadians, present and future. As Roberta Jamieson says at the end of the film, "Teachers should try to instill in their pupils - first a pride in being a person, in being an individual, and teach them that they are valuable, every unique thing they bring is of value; and to act in harmony with one another. That's the most important thing, not better, not worse, but together."

TOPICS FOR DISCUSSION

1. How accurately do you think the men and women who appear in "Myself, Yourself" have identified current attitudes to people of different races, cultures, and religions: in the community at large? in your school? in your classroom?
2. How are current attitudes towards various races, cultures and religions affecting the children in our schools?
3. How aware are you of the racial/ethnic composition of your school? of your school system?
4. How carefully have you examined the teaching materials you use for instances of racial, cultural or religious biases? Are these materials – or are they not – unbiased? What criteria do you use to determine whether or not they are biased?

5. To what extent does your school's curriculum reflect the role all members of Canada's racial, cultural, and religious groups have played in building the Canadian nation? in world history?
6. How do students come to accept racial stereotypes and acquire prejudices against those of a different race, culture, or religion?
7. Do the media perpetuate prejudice and racial stereotyping? How? Why?
8. How would you handle a discussion of different races, cultures, and religions? Would you allow all opinions (including racist ones) to be expressed? Why?

Books Available from the Education Library

- Dixon, Bob. *Catching Them Young 1: Sex, Race, and Class in Children's Fiction*. London: Pluto Publishers, 1977.
- Dixon, Bob. *Catching Them Young 2: Political Ideas in Children's Fiction*. London: Pluto Publishers, 1977.
- Guidelines for Selecting Bias-free Textbooks and Storybooks*. New York: Council on Interracial Books, 1980.
- Jeffcoate, Robert. *Positive Image: Towards a Multi-racial Curriculum*. London: Writers and Readers Publ. Corp., 1979.
- McBride, John and Tom Morron. *Look Again: The Process of Prejudice and Discrimination*. Vancouver: Commcept Pub. Ltd., 1977.
- Milner, Davis. *Children and Race*. Penguin Books, 1975.
- Populot Educational Resources. *Detecting Prejudice: A Handbook for You on Discrimination in Visual Materials*. Toronto: Williams-Wallace Productions, 1979.
- Race, Religion and Culture in Ontario School Materials, Suggestions for Authors and Publishers*. Toronto: Ontario Ministry of Education, 1980.
- Searle, Chris. *The World in a Classroom*. London: Writers and Readers Publ. Corp., 1977.
- Waease, Mae et al. *Growing Together: Programme Ideas for Children's Groups to Help Them Grow in a Multi-racial Society*. Toronto: Urban Alliance on Race Relations, 1978.

Materials Available from the Curriculum and Program Division

Over the years every Department of the Curriculum and Program Division has been involved in developing materials in response to the Board's Multicultural and Race Relations policies and in the identification of bias in learning materials. The following is a partial list of available resources in these areas. For additional materials, consult *Current Curriculum*, the Division's catalogue of materials, or telephone each Co-ordinator directly at the Education Centre:



Business Education

Review of Texts and Materials in Response to the Race Relations Report

English as a Second Language

Bilingual – Bicultural Program Guidelines
English as a Secondary Language/Dialect Secondary School Guidelines

Family Studies

Food for All Tastes: A Multicultural Manual

Language Study Centre

See Me Yabl Working Papers on the Newly-Arrived West-Indian Child in the Downtown School. Three videotapes and a program booklet accompany the *Working Papers*.

All Listen: Stories of the Native Peoples. Two videotapes and a viewing guide.

Pepperpot: A Selection of West Indian Reading Materials for Use with Students and a list of resource materials.

Religions of the Indian Sub-Continent.

On Bias (in draft).

Music

The Goat with the Bright Red Socks, a songbook and accompanying recording for elementary school children.

School Community Relations

Human Resources for Professional and Curriculum Development

Human Resources for Translation and Interpretation

Audio-Visual Resources

Social Studies

Canada's Original People, a history unit for Grades 7 and 8.

Canada's Multicultural Heritage, a history course outline and list of readings for Grades 9 and 10.

East Indian Family Life in Toronto, a slide-tape presentation and an accompanying tape of East Indian music.

Families in Toronto, sets of pictures of families of various ethnic and racial groups in Toronto.

The Inuit, a social studies unit for Grades 5 and 6.

Using Co-operative Learning Groups in the Classroom to Increase Cross-Ethnic Friendships, a research paper.

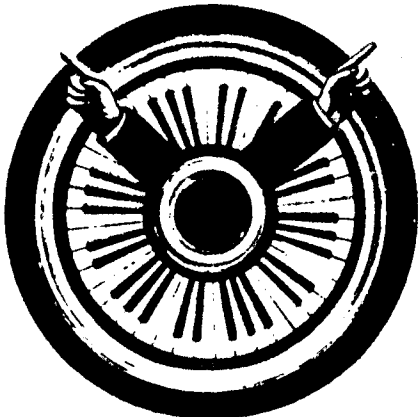
Women's Studies

People at Work in Toronto, a multicultural kit containing sets of photographs of men and women in traditional and non-traditional occupations.

Additional materials being prepared and field-tested by teachers throughout the Toronto system will be added to the Education Resources listed in *Current Curriculum* as they become available.

THE NATURE OF PREJUDICE

"I Wear My People's Clothes"

Junior		16mm colour
Intermediate		18 minutes
Adult		\$295.00

Topic: The phenomenon of stereotyping and racial discrimination examined through clothing and appearance.

Subject Areas: History, Multiculturalism, Man in Society, Canadian Studies.

Synopsis: Clothing makes the man - or does it? How often is someone judged merely by his exterior? The Nature of Prejudice: "I WEAR MY PEOPLE'S CLOTHES" discusses how stereotyping, prejudice and bias are often a result of people's reaction to outward appearances.

Jamshed Mavalwala, professor of Anthropology at the University of Toronto, guides us through our film, pointing out that throughout history, clothing styles have always been illogical. Yet despite that fact, clothing is used as an important yardstick for measuring a person. This causes undue prejudice and leads to harmful stereotyping, particularly for recent Canadian immigrants and minority groups.

Augmenting Professor Mavalwala's discussion, is a series of anecdotal interviews with members from minority groups. Among them is a Sikh who demonstrates how to tie a turban and a Rastafarian who explains the religious significance of his appearance.

The film is accompanied by a discussion leader's manual.

"I WEAR MY PEOPLE'S CLOTHES" was produced in co-operation with the Canadian Council of Christians and Jews. Original music by Dan Hill. A Wintario Project.

Distribution information available

From:

PLAYING WITH TIME INC.

935 Queen Street East, Toronto, Ontario M4M 1J6 Tel: (416) 466-6170

The Nature of Prejudice: "I WEAR MY PEOPLE'S CLOTHES"

"I Wear My People's Clothes" (Dan Hill) is a song that floats as a background throughout this soft-sell, highly recommended documentary film that deftly describes stereo-typing, prejudice and discrimination in terms that a school age child can understand. The film is a discussion starter and we recommend that a thoughtful, reflective discourse ensue after the showing.

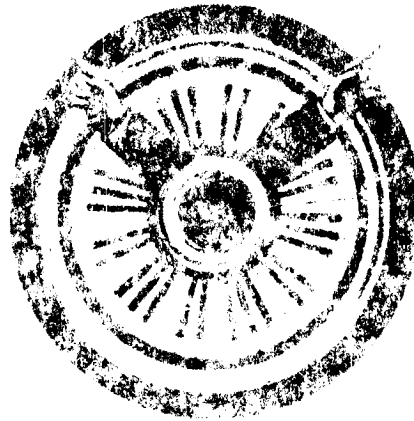
Level: Intermediate, Senior, Adult,
Professional Development.

The Multicultural Community Services
North York Board of Education

THE NATURE OF PREJUDICE

Between Two Worlds

Junior
to
Adult



16mm colour

17 Minutes

\$255.00

Topic: Culture shock. The experiences adolescents have attempting to harmonize their ethnic family background within the context of Canadian society.

Subject Areas: Multiculturalism, Man in Society, Family Studies
Canadian Studies, Values.

Synopsis: Students from a Grade VIII class in an inner city school talk about the problems that they have experienced adjusting to life in Canada. They describe the difficulty of learning two new languages, both English and French, of feeling embarrassed because they don't understand, of being afraid to ask for help for fear of being laughed at. A need to "fit in" with their new peer group becomes such a pressure for some of these students that they talk about wanting to reject their family heritage.

The film also points out that adjusting to life in Canada has its advantages. Students from Hong Kong and Jamaica are shown sking for the first time and a Greek boy talks about the joy of discovering hockey. Sara Ellen DuPont's homemade music provides an original theme for the film.

BETWEEN TWO WORLDS was produced for the Toronto Board of Education

Distribution information available

From

PLAYING WITH TIME INC.

035 Queen Street East, Toronto, Ontario M4M 1J5 Tel. (416) 466-6170

... "highest recommendation for its depth, sensitivity and thought provocation..."

Few educational films generate widespread critical acclaim or public controversy. A rare exception to the general rule is the Toronto Board of Education's 1975 film, BETWEEN TWO WORLDS. This 20-minute film has been in the eye of a storm of controversy almost since its release two years ago. Most recently, six scenes from the film were used by the popular NBC-TV public affairs program, Weekend, in a January show which depicted Metropolitan Toronto as a "time bomb" of racial tension.

The film tackles in ambitious fashion the current problems of multi-racialism in the schools of Toronto, a city where almost one-half of the school children now come from immigrant families. Created and produced by teacher Linda Schuyler and a talented group of grade 8 students at Earl Grey Senior Public School, the film probes deeply into the racial interrelationships and emotional experiences of immigrant children in Toronto's inner city schools. The children in the film are shown caught between "two worlds", trying to harmonize two very different, distinct cultures - at home and at school.

Throughout the film children are observed undergoing the emotional experience of "cultural shock". In a very sensitive way, each child tells of his or her first experiences in the city's schools.... In a very effective way, BETWEEN TWO WORLDS identifies "fear" as the first reaction of immigrant children - a fear of rejection by their new peer group. The film depicts children, pressured by their desire to become part of the Canadian life-style, trying to ignore or reject the customs and ideas of their parents.

To its credit, the film does present the hopeful side of the situation in the city's schools. As the narrator points out, most immigrant children have their share of happy first-time experiences in Canada. Among the pleasures enjoyed by new arrivals in the film are learning to play hockey, skiing for the first time and frolicking with classmates on a sleigh ride.

The emotional power of the film is certain to excite - and provoke widespread debate - in any course which explores social problems. It's a finely crafted, deeply affecting film which raises the important issues of racism and cultural assimilation in our school system. As a teaching resource, the film warrants the highest recommendation for its depth, sensitivity and thought provocation. A hot tip for teachers concerned about current social problems: Buy, borrow or steal a reel of this film to show your social science classes!

Reprinted from MEDIA RESOURCE REVIEW
Paul W. Bennett
St. Andrews College

FILMS FOR INTRODUCTORY PSYCHOLOGY

HEREDITY AND ENVIRONMENT

This film rapidly traces the evolution of life up to a contemporary human birth. Mitosis and meiosis are illustrated as the keys to our human biology and DNA is discussed as the genetic code which provides the range within which specific phenotypes may occur. The prenatal environment as it is affected by the habits of the mother-to-be is also given emphasis.

After birth, the child's personality, his social, mental, and emotional development are shown to be very dependent on, and reactive to, the environment he is subjected to. Just as a rich, stimulating surrounding will require more developmental activity to experience, a stimulus-poor environment will stunt growth.

27 MINUTES/COLOR
16MM/\$395 V.C./\$300 RENTAL/\$39

MORAL JUDGMENT AND REASONING

This film describes the characteristics of moral development from three perspectives. Included are the psychoanalytical theory as introduced by Freud, the social learning theory which contends that children learn through observation, and the cognitive developmental theory, with emphasis on Piaget's work.

Within the film, a variety of vignettes illustrate stages of moral development and moral reasoning. Additionally, Dr. David Rosenhan describes Lawrence Kohlberg's work with children and moral dilemmas in which the age of the child was shown to dictate his tolerance level regarding specific moral acts.

17 MINUTES/COLOR
16MM/\$295 V.C./\$230 RENTAL/\$36

PREJUDICE:

CAUSES,
CONSEQUENCES,
CURES

Winner: Columbus Film Festival—Chris Bronze Plaque
This film focuses on some of the more interesting and thought-provoking research findings and their implications for dealing with prejudice against women and specific racial, national and ethnic groups. We explore some of the dangers of stereotypes and how they are perpetuated by the media, social distance and socialization; the psychological effects on the victims of prejudice; the influence of consciousness-raising groups, and the effects of cooperative contact.

24 minutes, color
16mm \$395 u.c. \$300
rental \$36

Public
Library
2 blocks north
of Eglington
young

FILMS

Screenings/Visionnement

8:30 p.m.
20 h 30

Thursday, October 26th
jeudi le 26 octobre

Wellington Room
Holiday Inn

1. Benoît (20 min. - NFB/ONF)
Perspectives of a French-Canadian boy in Joliette, Quebec. Quelques moments dans la vie d'un garçon canadien français à Joliette, Québec.

2. Be a Good Boy Now/Only My Best Will Do (30 min. - OECA/TV Ont)
Adaptation of an immigrant Jamaican boy to Canadian city life. L'adaptation d'un jeune jamaïcain à la vie urbaine au Canada.

3. Our Cultural Fabric (27 min. - CCCJ)
Clothing and its relation to stereotyping. Habillement et préjugés.

4. Vianoco: A Canadian Slovak Christmas - Un Noël slovaque au Canada (27 min. - NMM/MNII)

9:30 p.m.
21 h 30

Friday, October 27th
vendredi le 27 octobre

Convention Room
Château Laurier

5. Cree Way (27 min. - NFB/ONF)
A Native education project in the North. Un projet d'éducation autochtone au grand nord.

6. Fields of Endless Day (57 min. - NFB-OECA-ONF-TV Ont)
History of Blacks in Canada 1604-1930. L'histoire des noirs au Canada de 1604 à 1930.

7. Spirits of an Amber Past (27 min.)

Traditional Lithuanian folk arts
and crafts.

Tradition des arts folkloriques
et de l'artisanat lituaniens.

- * Order of films to be presented subject to change if requested.
L'ordre de projection des films pourrait être modifié sur demande.

Put in file @ OIS

The two movies I have shown this year are:

- a) Il était deux fois/Twice upon a time. (bilingual) jointly produced by the National Film Board and The Commissioner of Official Languages. Il était deux fois deals with the hotel preparations for the arrival of the Governor in a small Canadian town, called "Stereoville". Everyone in this town is made up of two people, one French, one English. (attached back to back). In the midst of all the activity a single bilingual person arrives, asking for a single room. This is impossible since there are only double or quadruple rooms available. There is a certain amount of chaos until everything returns to normal.
- b) Le chandail/The sweater by Roche Carrier, National Film Board. - French/English version. The sweater deals with the story of a French Canadian Boy who is made to wear a Maple leaf sweater when everyone else wears a Canadian sweater.

Both movies are excellent about ten minutes each and are suitable for workshop presentations. The sweater shows prejudice against the English Canadians from the French Canadian point of view.