

FAMILIES

Secondary Module



ROYAL BC
MUSEUM



BRITISH
COLUMBIA

Ministry of
Education

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All images provided by the Royal BC Museum:

998.29.48 album photo, Bossi relatives Germany - The Bossi family first moved from Italy to British Columbia during the 1858 Gold Rush. They invited relatives to join them here, but kept in touch with their European roots.

2011.113 photo album, Alexander 3 - Charles Alexander and his wife, Nancy, were one of the first black families to settle in Victoria, BC (in 1858). In the 1995 the family held a reunion in Victoria of their descendants.

Loy Sing Guen family – Loy Sing Guen’s family, Christmas 2013

Rajinder Singh Gill and family '89 - Rajinder Singh Gill and his family in 1989.

b-03636 - Owechemis (Kitty White) with her husband, Aaron Denton White, and their children John (Jack), Alice, Mary Catherine, Ida and Abba at Sooke in about 1880.

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Introduction

This module, which comprises of a set of four learning plans, supports the new Secondary Social Studies and English Language Arts curricula, and includes First Nations content throughout using curatorial objects, historical photographs and picture books. Also embedded in this resource are the themes of the Royal BC Museum's 2017 exhibition—*Family: Bonds and Belonging*.

A Note about Royal BC Museum's 2017 Exhibition

This module was created to complement the Royal BC Museum's 2017 Exhibition *Family: Bonds and Belonging*. Throughout the module, there are opportunities to connect to the themes in the exhibition. Learning can also be extended on these themes through exploration of Royal BC Museum's Learning Portal pathway [Family: Bonds and Belonging](#).

Belongings

Families defined by:

- blood (direct genetic relationship)
- choice (adoption, partner selection)
- association (community, team, military, work)
- emotion (love, intimacy, support, conflict, estrangement)
- place (local, provincial, national)

Togetherness

Gatherings:

- at home (everyday life)
- special occasions (holidays, feasts, religious or other rituals)
- endeavours (activities, e.g., canoe journeys, shared work)
- leisure (holidays, travel, sports)

Growth and Change

Separations:

- transitions (life changes, coming of age, moving out, marriage, death)
- dispersals (forced separations, estrangement, immigration)

Generations

- genealogies (family trees)
- connections through time (family histories, family trauma)
- inherited traits (genetics, fostering and adoptions)
- intergenerational relationships

Province and Nation

- immigrations
- creating BC (diversity)
- creating Canada (colonial history, intercultural)

The First Peoples' Principles are addressed in this module:

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves recognizing the consequences of one's actions.
4. Learning involves generational roles and responsibilities.
5. Learning recognizes the role of indigenous knowledge.
6. Learning is embedded in memory, history, and story.
7. Learning involves patience and time.
8. Learning requires exploration of one's identity.
9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

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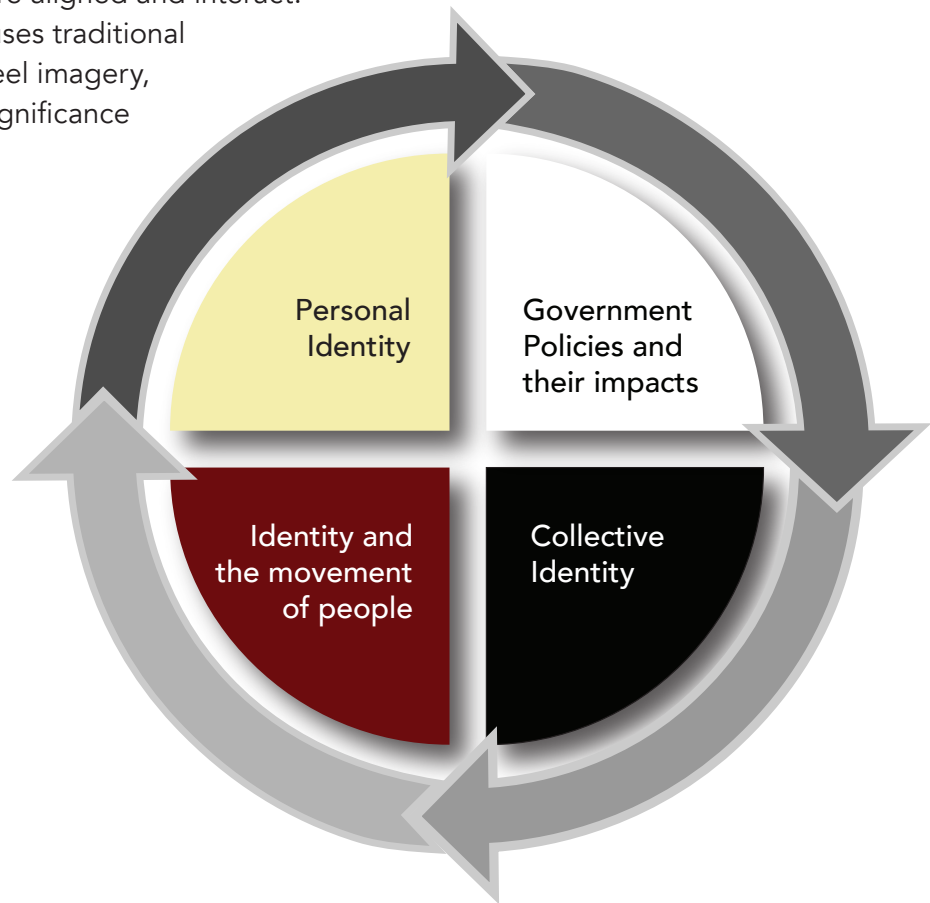
About the Resource

In these four learning plans, students explore identity—from personal and immediate family identity, to the collective identity of the nation of Canada—the “national family.”

The Medicine Wheel will be used to guide learners through each of the four quadrants, to explore the students personal identity, identity and movement of people, government policies and their impacts and the results of collective identity and how it can change over time. The medicine wheel influences how Aboriginal/First Nations peoples view the world, how the world evolves and grows. The four quadrants represent how these aspects of identity are aligned and interact.

(Note: though this wheel uses traditional colours from medicine wheel imagery, they do not have special significance for our topics.)

- More [history](#) of the medicine wheel.



The Big Ideas that will be explored include:

- Collective identity is constructed and can change over time.
- Disparities in power alter the balance of relationships between individuals and between societies.
- Exploring text and story helps us understand ourselves and make connections to others and to the world.

The module begins with the personal identity quadrant, and moves through migration, government policy, then culminates in projects that guide inquiry into collective identity.

While there is a direction suggested, teachers may use any of the first three quadrants as an individual learning plan, rather than commit to the whole unit. The plan is also meant to be scalable—it is possible to keep to the individual and family identity scale, and not move upward to the provincial or national considerations.

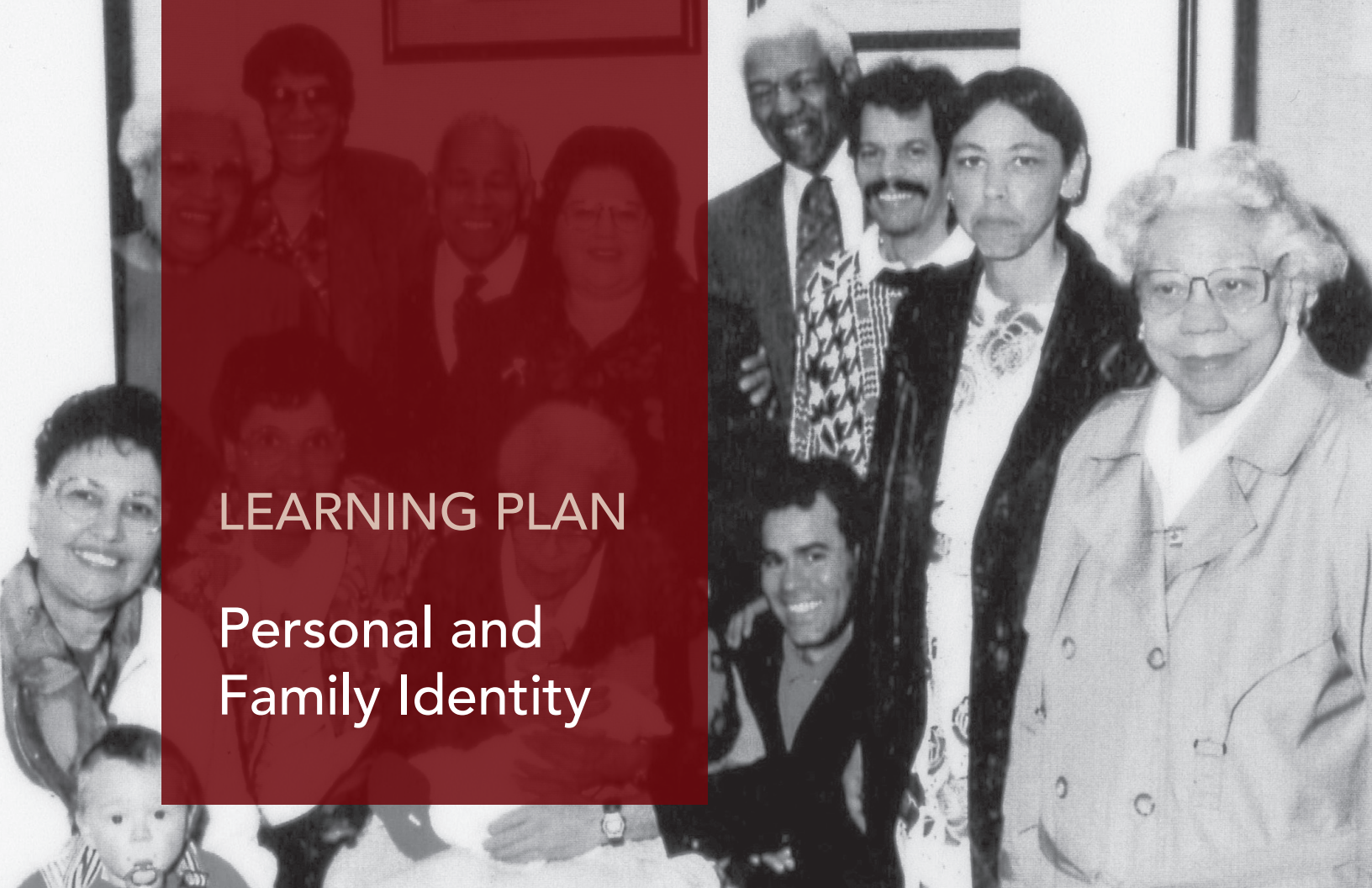
The medicine wheel also serves as a guide for an optional final assessment activity.

Inquiry Framework

This module follows a mixture of controlled and guided inquiry. While teachers are presenting the topics of migration, and government policies and their impacts on family identity, students have choice in resources to investigate, and choice in how they will relate their findings.

Guided inquiry will focus on these essential questions:

- What were the causes of migration and population growth, and what were the consequences with regards to migrants and aboriginal people's identities?
- How did migration impact family identity?
- What were the causes and consequences of various government policies on families and communities in BC? How did these policies impact the identity of British Columbians and Canadians?
- What collective responsibility do we have today to respond, redress or make amends for the impacts of discriminatory policies that impacted BC families and communities?
- How has collective identity stayed the same and changed over time?
- How has the family we identify with changed over time? How has it stayed the same?
- What factors influence nationalism or national identity?



LEARNING PLAN

Personal and Family Identity

In this learning plan, students diagram the factors that influence their personal identity in order of influence, and compare their personal identity to others in their family, their class, and previous generations.

Curriculum Connections

Social Studies 9

Big Idea

Collective identity is constructed and can change over time.

Content

- (ELA 9) Story/Text
- (SS9) Nationalism. Students are examining personal and family identity as components that will make up collective identity (given a collective is a group of individuals). By the fourth quadrant, this will link to the development of the modern nation-state of Canada as students consider how all these personal identities are influenced by their relationships and what brings people together or drives them apart—a key question under the content of Nationalism.

Curricular Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Compare and contrast continuities and changes for different groups during this time period (continuity and change)

Core Competencies

This quadrant gives students the opportunity to develop the following core competencies:

Positive Personal and Cultural Identity

Facet #1: Relationships and cultural contexts.

- I can define myself in relation to the world (people and place) around me. I can describe my family and community.
- I can tell how some important aspects of my life have influenced my values
- I can tell what is important to me
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups)

Activity Overview

In this learning plan, students will:

- Ask questions, gather, interpret, and assess the level of influence certain factors have on personal and family identities.
- Assess the level of influence certain factors have on personal and family identities of others.
- Communicate the findings on what influences personal and family identities.
- Rank and justify significance of factors influencing personal and family identity.
- Explain different perspectives on identity in the past.
- Explain how identity may change or stay the same over generations in a family, and what influences those changes.

Assessment Overview

- Ask students to justify why some factors have more influence than others either by writing justification on their Identity Circle charts, or by explaining it to a partner or group.
- Students respond to reflection questions that ask them to explain changes to identity over generations within their own family, or a family from the Royal BC Museum 2017 exhibition *Family: Bonds and Belonging*.
- Look for the student's ability to describe their family, community, nation, etc., as they present their identity circles and justify the placement of different influencing factors.

Exit ticket:

At the conclusion of the learning plan in this quadrant, ask students to reflect on their development of the core competencies in positive personal & cultural identity. How have they developed these competencies in the course of these activities?

Resources

- Identity circle charts
(Blackline master included at end of this lesson.)
- Appendix A:
Some Definitions of Family
- First Nations Timeline
(linked from BCTF's First Nations Aboriginal Education Teaching Resources [link <http://www.bctf.ca/AboriginalEducation.aspx?id=13404>])
- Royal BC Museum's Learning Portal Pathways:
[Family: Bonds & Belonging](#) and [Finding Family](#)
- [Other Pathways](#) on the Learning Portal may also support this learning.

Key Terms

identity:

The qualities, beliefs, character etc., that distinguishes a person or group of people.

cultural context:

The ideas and beliefs shared by a group of people. Culture is learned, and is an umbrella term for language, values, norms, and customs.

family:

A group of related people including people who lived in the past. That is one definition. How do the students interpret "related"? If they are all Science Fiction fans, does that distinguishing characteristic make them a family? Why or why not? What are First Nations perspectives on what is a family? What are other cultural perspectives on family?

chosen family:

A group of people who deliberately choose one another to play significant roles for each other, and who are often emotionally close. They may or may not include blood relations. See [Appendix A: Definitions of Family](#).

extended family:

Family living outside of your household. This could include grandparents, aunts and uncles, cousins, and grown siblings.

nation:

While these learning plans will guide inquiry into how Canada's national identity, or our "national family," has continuously changed over time, consideration must be given to the definition of "nation." If those students who live on a reserve just got their own treaty, their nation is different from the nation of Canada. There are multiple levels to "nation."

This learning plan will align with the following First Peoples' Principles:

1. Learning requires exploration of one's identity.
2. Learning is embedded in memory, history, and story.
3. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
4. Learning involves generational roles and responsibilities.
5. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Accessing/Setting up Prior Knowledge and Definitions

- Tell students that in this journey from personal to collective and national identity, they will begin by exploring the different factors that influence their own personal identity, and that of their families.
- Introduce the medicine wheel image to the students and ask them how placing these topics on the wheel lends meaning to the unit as a whole. Do they expect that the facets will relate to each other or influence each other?
- Have a discussion with students about what identity means, as a starting point. What is identity? What different factors shape identity? Talk about all the factors that influence it:
 - » immediate family (parents and siblings or other people you live with)
 - » extended family (aunts, uncles, cousins, grandparents, etc.)
 - » neighbourhood community
 - » land
 - » friends
 - » nation
 - » province
 - » school/class
 - » spirituality/religion/ancestors

You could say they're on par for you, but these are likely all influencing you in varying degrees. Do all of your relationships affect you to the same degree? What part of your cultural context do you feel shapes who you are? This includes the identifiers of language, nationality, ability, sex/gender, age, geographic region, sexuality, spirituality, socio-economic status. Compare the class' concept of identity and cultural context to the ones given in the Key Word chart.

- How does the class' idea of *family* differ from or align with the definitions of family that have evolved over time, including the present-day definition of a "census family"? How do the students' ideas of "family" differ from, or align with, First Nations' perspectives on family? (See the [Appendix A](#) for some different definitions of family). How is the definition of family different from a household? Think about other families you know. Do the definitions in Appendix A describe them? Is there a definition that would fit all the families you know?
- When we think of a "nation," we normally think of a unified place and people—speaking a language linked to their ethnicity – such as French speaking people in France, Chinese-speaking people in China. But what about a place like Canada? Or BC? Refer to students' prior Social Studies knowledge of pre-contact BC, and the number of First Nations and languages spoken.

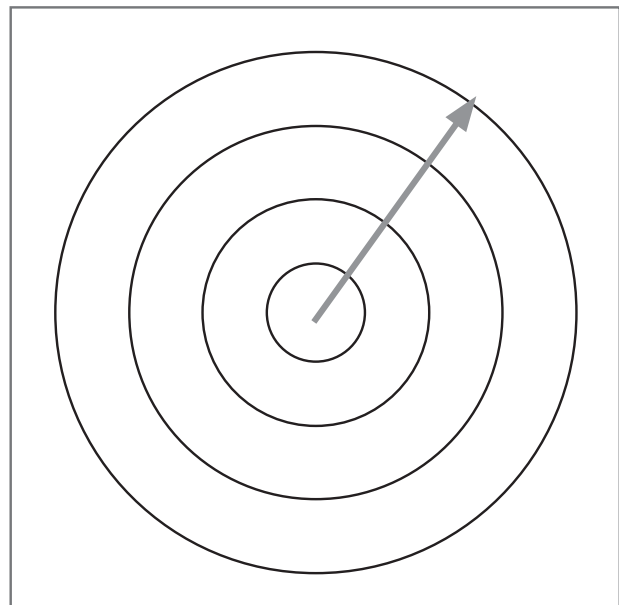
Engagement Activity

Have students take a selection of their influencing factors and place them on a graphic organizer of concentric circles (**Identity Circle Chart**).

An influencing factor is placed on the circle chart closer or farther away from the centre in relation to the student's evaluation of its level of influence on his or her personal identity.

Option 1

- Students put themselves in the centre of their circle. This is their core identity. Have students place the influencing factors closer or further away from their core identity, depending on what is significant for them. They can place the factors inside the core if they feel they influence their identity to a great extent, or in further circles if they feel the factor's influence is less. (2nd circle=moderate extent, 3rd circle=small extent, outer circle=not an important influence on identity. Outside of circle=no influence on identity.)
- Before students begin, demo your own for the class, narrating your decision-making "I'm putting my immediate family here, because of this... and religion doesn't really influence me at all, so I'll put it here outside the circle...." and so on.



- When students have completed their circles, they justify how they placed their influencing factors. Share different stories within the class about different perspectives on identity.
 - » At this point, look for evidence that students are connected to the idea of identity, and that various factors can play an influence on a person's whole personal identity. Can students articulate why one factor is a greater influence on their personal identity than another?

Option 2

- Alternatively, have students design and conduct an interview about values and identity for another student in the class. As with the introduction of the circle activity for individuals, the teacher could demo one and narrate their choices, hearing from the other person. "I would find out a little bit about you, and after talking to you, I would make some decisions (for the circle) inferring some things about your identity.
- Students then interview each other, and complete the chart for their interviewee, making decisions on placement for the other person as they infer things about their identity. Then the interviewees, if they feel differently, can ask themselves why they presented themselves that way. (The teacher can demo this reflection... "And if my partner put family way on the outside, but for me it really feels closer to the middle, then I'd have to ask myself why I presented it that way," and so on.)
- Students can then either accept the chart that was made for them, or create a new one for themselves, before completing the reflection questions.
- After students have completed Option A or B, tally the factors of influence at different levels for the class. This can be done just on a whiteboard, or using a tool like Excel to total and show a graph of the results.
- Taking a look at these results together, ask students: Do you feel included or excluded when looking at the collective identity of your class? Is there a sense that the class shares a set of values when it comes to their identity? Are there chosen families or families of association within the class? For example, if a group of students in the class is also on a sports team together, or run a club together, that's a kind of chosen family. What else beyond the nine factors compared on the circle are influencing the class' identity?
 - » As students explore and share their personal perspectives about identity and what shapes it within their class, look for the ways they begin building understanding about how collective identity is constructed. Document the conclusions they draw, and what they learn through comparing their identity's influences to another's.

Reflection:

1. What does it feel like to be part of the dominant collective identity?
Or if you don't feel like you're part of that dominant identity, what does that feel like?
2. What role does family play on your identity? Do you see your family as influencing your sense of who you are?
3. Do you think the position of "family" on the identity charts says anything about the role of the family in society? Why or why not?
4. Is there anything on your chart that you wish wasn't? After comparing perspectives with others in class, are there factors that you would say have a greater influence on your identity than you initially thought? Do you want to move those factors now?

Assessment Considerations:

The goal for this activity is to have students engaged with the concept of identity. As students are completing their charts and making reflections, observe and record what you notice. Are students drawing conclusions about identity and what makes up identity?

Perspective and Comparison Activity

Take historical perspective on personal identity. Students either choose a member from a family featured in the Royal BC Museum's Learning Portal pathway [Family: Bonds & Belonging](#), or a family member of their own from a previous generation. Then, they complete an identity circle for that person. If they choose a member of their own family, and that person is still alive (for example, a grandparent or great aunt or uncle), they could interview that person, asking them what shapes their identity. See also [Asking All the Right Questions: How to conduct an oral interview](#).

Home Movies

Did your family take home movies? If so, what did they capture? What do the movies tell you about the identity of the family?

Visit the [Home Movies](#) Pathway on the Learning Portal and the watch section of [Family: Bonds & Belonging Pathway](#).

What can you conclude about the family's identity from the evidence you've gathered? Is this person an outlier within the family, or do the choices they'd make represent their family as a whole?

What do the belongings retained by the family tell you, if anything, about what was and is important to them? What do the gatherings or social occasions the family participated in say about their identity's influences? Have a look at images in [Family: Bonds and Belonging](#) pathway.

Students who wish to research their own family tree or another family who lived in the province of BC can brainstorm ideas for how to research the family. (Ideas can include old family photo albums, archival records, ship or boarder crossing documents, oral stories passed down through generations.)

Students can make use of the RBCM Learning Portal [Finding Family](#) Pathway.

Reflection:

What is shared, and what is different between what you chose for your own placements on the identity circle, and what a previous generation has chosen or would likely have chosen? Justify the previous generation's selections or the placements you made for them. Why did they/you place the factors where they did?

Assessment Considerations:

What sort of evidence do they use to infer this historical person or elder's perspective on what shapes their identity? Do they look at values of the time? Have they gathered and evaluated sources that provide information on perspectives? What can they tell from the evidence they have gathered? Are they making inferences that clearly follow from the information they gathered?

Ask students to respond to the following before moving on to the Identity and the Movement of People learning plan.. Their answers provide context for where to begin in the next stages of this learning plan, and will provide assessment information.

- What factor on my identity chart is something that I didn't choose, but is part of who I am?
- Is there anything on a previous generation's identity circle that I feel is missing from mine? What is it, and why do I think it might be key to my identity?
- If I don't feel that there is anything from previous generation's identity factors missing on mine, why? Is it because there is continuity? Or is it because what the previous generation felt was a strong impact is not a big influencing factor on present-day identity? Explain.

Optional Activity

Students define themselves in terms of their relationships by creating a “chosen family tree.” They make decisions about how to graphically represent the connections between themselves and the people they would consider their “family” in a broader sense.

Reflection:

How does their chosen family tree visualize how they define themselves in terms of their relationship to others and the world around them?

Assessment Considerations:

Ask students to explain how these relationships and cultural contexts help shape who they are. Look for the student’s ability to describe relationships and cultural contexts through their tree.

Success Criteria that students are working toward in Personal and Family Identity (or what you want to see in the learning):

Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

- I compare a range of points of view on the issue of identity and how family and other factors influence it.
- I draw conclusions about the importance of family in previous generations and compare that with my own assessment of family’s value to my identity, and I determine what the similarities or differences might say about family in society.
- I draw conclusions about the collective identity of my class from a graph.
- I explain how the definition of family has changed through time, and what it means to me now.
- I can explain how some factors influence my personal identity, even if I didn’t choose them. (For instance, we may not choose where we live or the size of our family, but these can still be important factors influencing who we are.)
- I’m engaged in the issue of personal identity and how it relates to collective identity.

<p>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective).</p>	<ul style="list-style-type: none"> ▪ I use evidence to construct and understand an elder or historical figure’s perspective on identity, avoiding any hasty generalizations, and setting aside a modern perspective. ▪ I appreciate that previous generations had different values influencing their sense of self, and their perspective on family identity.
<p>Compare and contrast continuities and changes for different groups during this time period (continuity and change).</p>	<ul style="list-style-type: none"> ▪ I can identify what influencing factors have stayed the same and which have changed from a previous generation’s family identity.

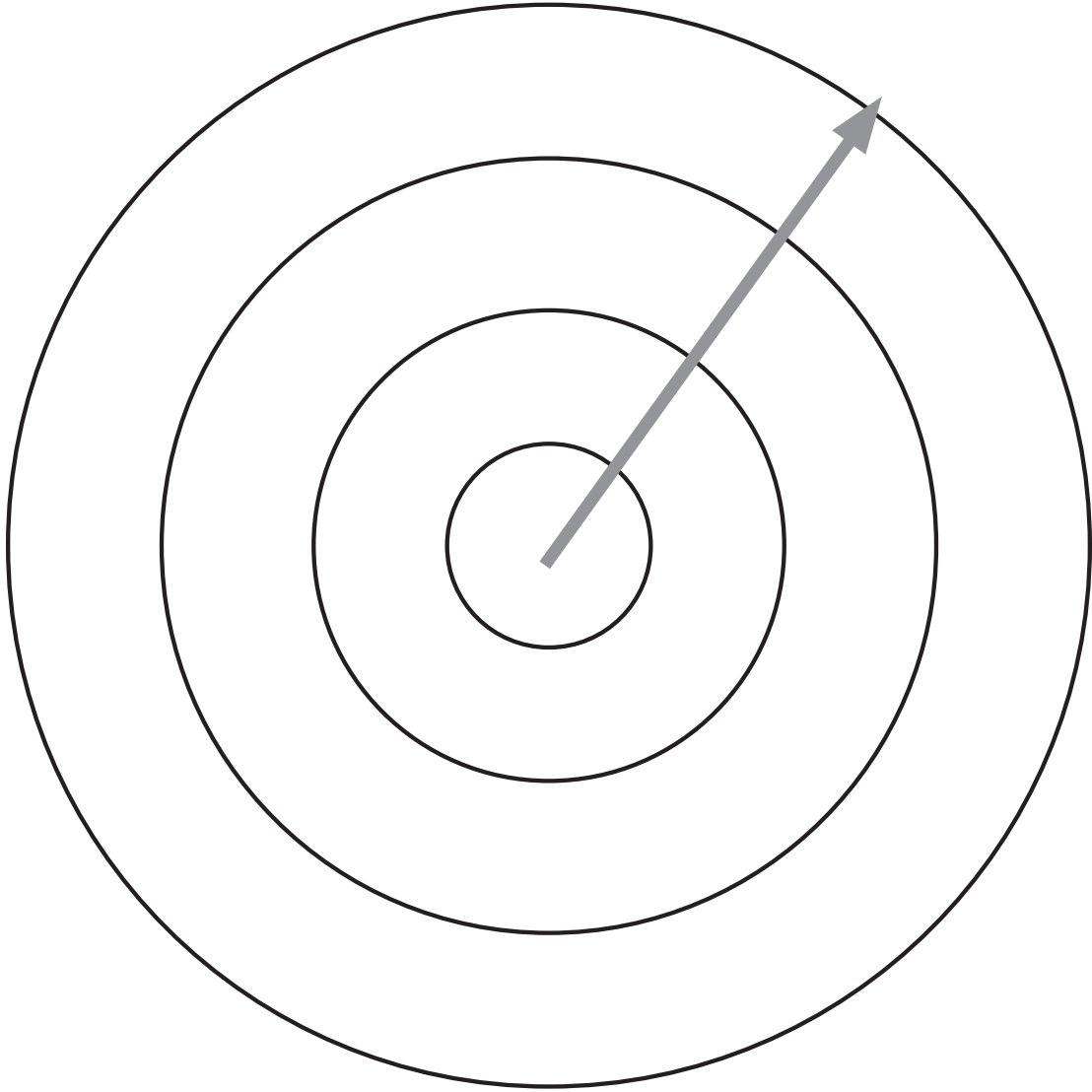
Identity Circle Blackline Master

Many factors make up our personal identity. Some have a greater influence than others. Place at least the following factors, and more if you wish, on the circle chart.

- immediate family (parents and siblings or other people you live with)
- extended family (aunts, uncles, cousins, grandparents, etc.)
- neighbourhood community
- friends
- nation
- land
- province
- school/class
- spirituality/religion/ ancestors

Is the factor a key part of you? Write it in the centre circle. Then write the factors in order of how strong an influence they are from most to least, with the strongest influence closest to the centre. If you feel the factor isn’t an influence on your identity at all, write it outside the circle entirely.

Identity Circle Reflection



Appendix A: Some Definitions of Family

Family has been defined in different ways over time.

In 1948, the United Nations stated in the Universal Declaration of Human Rights: “The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.”¹

The United Nations now defines family as members of the household who are related, to a specified degree, through blood, adoption or marriage—but holds this cannot be established for worldwide use. (And it states that “Couples living in consensual unions should be regarded as married couples.”)

Currently, Stats Canada defines “family” for the purposes of the Census (or ‘census family’) as:

“a married couple and the children, if any, of either or both spouses; a couple living common law and the children, if any, of either or both partners; or, a lone parent of any marital status with at least one child living in the same dwelling and that child or those children. All members of a particular census family live in the same dwelling. A couple may be of opposite or same sex. Children may be children by birth, marriage or adoption regardless of their age or marital status as long as they live in the dwelling and do not have their own spouse or child living in the dwelling. Grandchildren living with their grandparent(s) but with no parents present also constitute a census family.”

In 2006, the “married couple” part of the definition could include people of the same sex, following the legalization of same-sex marriage across Canada in 2005.

In 2001, Children who had been previously married and now lived at home with parents could be considered part of the census family. Before that, children had to be “never married.”

In 1966, Immigration policy defined a **Family class**: this included the immediate family, parents, and grandparents of individuals already living in Canada. In 1976: Family reunification became an immigration policy priority.

Before 1981, adults in census-family unions had to be married. Common law unions were not counted as family until that year.

¹ <http://www.un.org/en/universal-declaration-human-rights/>

First Nations may have a different perspective on “family.” From the First Nations Health Authority²:

Family is our support base, and is where we come from. There are many different kinds of families that surround us, including our immediate and extended families. For First Nations people, family is often seen as much broader than many Western perspectives. Our immediate and extended families are often interchangeable, so Western descriptions and definitions don’t always apply. Our families may also include who we care for, support systems, and traditional systems in addition to (or instead of) simply blood lines. It is important to recognize the diversity that exists across British Columbia, that there are different family systems that exist (e.g. matrilineal).

² <http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness>



LEARNING PLAN

Identity and the Movement of People

In this learning plan, students research the movement of people into and within BC to discover how migration has influenced personal and family identities of their own and previous generations.

Curriculum Connections

Social Studies 9

Big Idea

Collective identity is constructed and can change over time.

Content

- Patterns of migration and population growth (Key question: How did the arrival of new groups of immigrants affected Canadian identity?)
- Local and regional conflicts over land

Curricular Competency

Compare and contrast continuities and changes for different groups during this time period (continuity and change).

Core Competencies

This quadrant gives students the opportunity to develop the following core competencies:

Communication

Facet #1: Connect and engage with others

Facet #2: Acquire, interpret, and present information.

Critical Thinking

Facet #1: Analyze and critique

Facet #2: Question and investigate

Positive Personal and Cultural Identity

Facet #1: Relationships and cultural contexts

Activity Overview

Plan and execute research on First Nations family life pre-and post-contact.

Investigate one family's migration, and the changes and continuities in their identity.

Design and complete a graphic organizer for continuity and change before and after one family's migration.

Assessment Overview

- Evaluate student groups' research plan, to ensure they have selected appropriate steps to take and resources to use, before they begin research.
- Have students demonstrate capacity to track developments in a family, and a community or region's identity over time
- Look for students' recognition of the ways in which contact with Europeans was a decline for First Nations families, while immigration to Canada represented a turning point in other family's identities that represented the beginning of progress in some ways, and perhaps a decline in others.
- Assist students in creating a criteria checklist for the sharing of their research findings. Help them assess their plans for their chosen method of sharing against their developed list.

Exit ticket:

At the conclusion of the activities in this quadrant, ask students to reflect on their development of the core competencies in Communication and Critical Thinking. How have they developed these competencies in the course of these activities? Use the following as success criteria for working at the Grade 9 level. Students can reflect on how they are approaching or meeting the following:

- Am I acquiring information about complex and specialized topics from various sources? Did I evaluate those sources as I gathered them?
- Did I synthesize and present information with thoughtful analysis?
- Did I contribute positively to the discussions and collaborations, both through the research project into First Nations Family Life, and into my study of one family's immigration or migration?
- Did I help to organize and monitor the work of my group?
- Did I consider more than one way to proceed in our investigations?

How do they feel they've grown their core competency in Personal and Cultural identity, through these activities? What have they learned about relationships and cultural contexts that have deepened their recognition of the influences on their own identity? Where are there opportunities for further growth?

Resources

- Access to Internet and library
- Regional museums (if possible)
- Relevant pathways on Royal BC Museum's Learning Portal:
 - » [The Punjabi Experience in British Columbia](#)
 - » [British Columbia Remembers the Great War](#)
 - » [Early Chinese Canadian Experiences in British Columbia and Acknowledging Past Wrongs](#)
 - » [Family: Bonds & Belonging](#)
 - » [Bamboo Shoots](#)
- Research skills support
 - » Research skills in [Steering the Course](#)
- Visual thinking skills support (for interpreting or drawing conclusions from photos or curatorial objects)
 - » [Photographs](#)
 - » Visual Presentation Skills chapter in [Steering the Course](#)

Key Terms

migration:

The movement of people from one place to another.

global migration:

The movement of people from their home country to a foreign country.

displacement:

The forced movement of people from their home locality.

immigration:

Coming to live permanently in a different country.

refugees:

People who are forced to leave their country to escape war, persecution, or natural disaster.

This learning plan will align with the following First Peoples' Principles:

1. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
2. Learning involves recognizing the consequences of one's actions.
3. Learning involves generational roles and responsibilities.
4. Learning recognizes the role of indigenous knowledge.
5. Learning is embedded in memory, history, and story.
6. Learning requires exploration of one's identity.

Accessing Prior Knowledge

- Have students reflect back to Grade 8 Social Studies to determine what they know about First Nations identity prior to the arrival of migrants from around the world. What do we know about First Nations identity in Canada before Europeans' arrival?
- Have a discussion about what students know about their local First Nations communities, their societal structures, and relationships to the land. Did the First Nations in their region always live where they do now? How could they find out what they don't know?
 - » This is an opportunity to bring in local elders; First Nations leaders from the community to talk about their societal structures, which would help Social Studies come alive and spark interest in the activities in this quadrant.
 - » The Kairos' Blanket Project could be done to engage with the changing landscape for First Nations through colonialism.
- Discuss the Push and Pull factors of migration – What pushes people to become emigrants? What pulls them to be immigrants to a place?

Activity: Migration history of First Nations in the Region

- Introduce students to the concept of migration within a country as well as immigration—What pushes people to move to another country? Or to a new place within their country? Students can delve deep into this question, looking at the cause and consequences of immigration in another lesson—but here the focus is on continuity and change, and how migration affects identity.
- In groups, students create a research plan to gather knowledge about pre- and post-contact family life and the migration history of the First Nations in their region.
Note: Groups should coordinate so that they are not all investigating the same resources. Students may decide to use museum resources, to make contacts in their community who have access to oral histories and can share, to draw conclusions from artistic objects and visual artefacts. The inquiry should be guided to be specific as possible to First Nations communities in their local area. For example, students in Vancouver might look at the forced migration of Squamish people, its cause, and the consequence of this movement on the identity of the Squamish people.
- Write, perform, or record a reflection on how migration and population growth impacted First Nations people and their identity in your community. Students may choose their method for sharing what they have found. As the class presents their findings and discusses how migration and population growth impacted First Nations identities in BC, look for the following:
 - » Are students able to say what stayed the same from before contact to after contact with European settlers? Are they able to describe what changed for the First Nations in the area? Can they explain the impact of any migration of First Nations in their own region?
- Tell the students that what they have gathered will also contribute to a final project on their community's identity in the fourth quadrant: the Community Identity Exhibit.

Reflection:

What would you consider a successful sharing out of the information they've gathered about First Nations family life in their region?

Assessment Considerations:

- Have the class come to a consensus on a list of criteria for the sharing of their information through mounting a community exhibit in their classroom for visitors from a Grade Five class (more on this in Collective Identity Learning Plan).
- Look for students' abilities to set measureable goals for their presentation of information, and goals that directly relate to communicating what they've learned about pre and post contact First Nations families and any First Nations migration in the region.

Activity: Migration History of One Family

- Students whose families immigrated to British Columbia investigate the migrations of their own families, or of a family featured in the Royal BC Museum’s Learning Portal pathway [Family: Bonds and Belonging](#), or the immigration of a family from another culture. How did the family’s immigration to Canada impact their family identity?

First Nations students may investigate a migration or displacement of their own family, or they may choose to research a family featured in the Royal BC Museum’s Learning Portal Pathway [Family: Bonds and Belonging](#), or the immigration of a family from another culture. How did the family’s migration impact their family identity?

(Students who have stories of their own family’s immigration to Canada or migration within can be encouraged to ask questions of family members and investigate documents related to their own family’s life in a new country or land. Students without such family history can be encouraged to direct their inquiry to a family from the [Family: Bonds and Belonging](#), using the evidence there to draw conclusions.)

- You may choose to monitor the family selections to see the students study and share a representative sample from First Nations, Western European, Eastern European, Middle Eastern, Chinese, Indo Canadian families, etc.
- Students create their own graphic organizer or mind map with the changes on one side and continuities on the other—or develop another visual representation that makes sense to them, explaining their choices for the design.
 - » **Reflection:** Do the parts of the family’s identity that remained the same (versus those that changed) say something about what is important to the family identity? What conclusions did you draw?
- In groups, have the students share their graphic organizer/mind maps and tell the stories of changes and continuity for the families they studied. Looking at what changed and what stayed the same, do their findings say something about family in society? What conclusions can they draw? Have a representative from each group report out to the class.
 - » Look for students’ description of the changes to the family’s way of life, their employment, their cultural practices, their food and celebration rituals. What did the students notice changed, and what did they notice stayed the same? Working with the themes from the Royal BC Museum’s 2017 Exhibition and Learning Portal Pathway [Family: Bonds and Belonging](#), what changed or stayed the same in that family’s sense of belonging? Or their sense of national attachment? Did they form a new one based on the land, cultures, and practices in their new home, or did they retain attachments to their old nation?

- After groups have shared out their findings, discuss migration in Canada on a broader scale.
 - » Key questions: How has migration created conflict? Between peoples and over land ownership? How has migration furthered new knowledge?
 - » What were some of the integrations of identities? What new identities were formed? (Example of the Metis as possible discussion on how new identities are formed by migration and population growth.) How did some groups feel strengthened after migration? How did others feel weakened?

Reflection:

How did that family's immigration impact their identity? What changed? What stayed the same? For students investigating a Families 2017 Exhibit family, do you expect that your own family might share any of this family's experiences in migration? Why or why not?

Assessment Considerations:

- Students can present the information about one family's changes in identity through oral sharing with their graphic organizer/ mind map as described above, or they could share a written or recorded presentation with their group. That may be a good option for students who have researched a rich family history with more detail than can be included in a simple graphic organizer. Still look for the changes and consistencies over time, and give feedback based on the success criteria included below.
- As students narrate the history of the family's migration and its impact on the family's identity, look for sensitivity to all aspects of continuity and change. Students are working towards a more complex understanding of change over time, recognizing that some things change quickly then slowly, while some things can remain the same, even in periods of great change.

Optional:

Students whose family has lived in many different areas may consider presenting their story of family identity as a place exploration through geological samples—telling a story of migration through an exhibition of rocks, leaves, or other natural samples from the lands their families have lived in through time. How did their connection to the land they lived on impact their identity?

Success Criteria that students are working toward in Identity and the Movement of People (or what you want to see in the learning):

Compare and contrast continuities and changes for different groups during this time period (continuity and change)

- I describe the changes groups experience to their identity as continuous, with some aspects of identity continuing after migration, while others changed—both for people immigrating to BC and for First Nations migration within the province.
- I explain with support how identity is shaped by heritage, family history, and the experiences of immigration.
- I support conclusions about the change and continuity of a family's identity with details that are relevant and convincing.
- I consider where change brought a decline, and understand that judgments of progress and decline can vary depending on the purpose and perspective. Something considered a progression for a colonial settler can be a decline for a First Nations community.
- I identify immigration or migration as one turning point among others, when a family's evolving identity shifted direction or pace.
- I track key developments in the identity of my region, identifying any major movement of people and how population growth/decline/shifts impacted the identity of the region, and on a broader scale, the nation(s).
- I choose a design that is effective in communicating my ideas about change and continuity for a group of people.



LEARNING PLAN

Ethical Judgments about the Impact of Government Policies on Families

In this learning plan, students complete a project to explore the ways in which government (both federally and provincially) has intentionally and unintentionally regulated, ruptured, divided, and changed families in BC. The goal is for students to analyze why policies were put in place and how those policies impacted families from a specific community, group or nation and what our responsibility is to act today.

Curriculum Connections

Social Studies 9

Big Idea

Collective identity is constructed and can change over time.

Curricular Competencies

- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)

Content

- discriminatory policies, attitudes, and historical wrongs

Core Competencies

This quadrant gives students the opportunity to develop the following core competencies:

Communication

Facet #2: Acquire, interpret, and present information.

Facet #3: Collaborate to plan, carry out, and review activities

Critical Thinking

Facet #1: Analyze and critique

Facet #2: Question and investigate

Facet #3: Develop and design

Social Responsibility

Facet #3: Valuing Diversity

Activity Overview

Investigate a discriminatory government policy's impact on families

Determine and present an appropriate response to a historical wrong

Assessment Overview

- Ability to present the causes and consequences of discriminatory government policies: Students will demonstrate their competencies in this area through a group inquiry and presentation on a topic selected from a list.
- Ability to make a reasoned ethical judgment about a historical injustice: Students will demonstrate their competencies in this area through an individual reflection presentation.

Exit ticket:

At the conclusion of the activities in this quadrant, ask students to reflect on their development of the core competencies in critical thinking, communication, and positive personal & cultural identity. How have they developed these competencies in the course of these activities?

Resources

- Historical legislation and associated publications, such as:
 - » [1969 White Paper](#) that advocated for FN assimilation and dissolution of reserve system – that was seen as the last assault on FN identity.
 - » Sections of the *Indian Act* pre-1951 that were segregationist, and banned cultural practices that would have brought First Nation families together. Some of these practices, such as potlatch, would have been part of their identity.
- Royal BC Museum’s Learning Portal pathway: [Acknowledging Past Wrongs](#) and [Residential Schools and Reconciliation](#)
- Other material: *Immigration Acts* (for ex. *1884 & 1886 Act* to prevent the immigration of Chinese), Residential School images, Ukrainian material objects, Japanese Internment documents, women’s anti-suffrage material (how suffragettes negatively impacted the family) [1885 Exclusion Act on Bamboo Shoots](#).
- Indian Residential Schooling [Project of Heart](#)
- [Bamboo Shoots](#)
- [Understanding Ethical Dimensions of History Template](#) (.docx download)

Key Terms

government policy:

Legislation, or guidelines for how laws should be put into action.

ethical judgment:

Making a decision that something is morally right or morally wrong.

discrimination:

Behaviours or actions that lead to different treatment of a group or individuals due to factors of their identity, including race, religion, gender, or social class.

residential schools:

Government-sponsored religious schools established to assimilate Aboriginal children into Euro-Canadian culture.

Inquiry Activity

In groups, students will conduct an inquiry into one of the following topics.

1. First Nations Peoples and the *Indian Act*
2. Indian Residential Schooling
3. Chinese Canadians, the Head Tax and the *Exclusion Act*
4. Japanese Canadians and WWII Internment
5. Ukrainian Canadians and WWI Internment
6. South Asian Canadians and the *Continuous Passage Act*
7. Discriminatory government policies in relation to gender, sexuality, marriage, and adoption
8. Current immigration policy, especially with regards to refugees of the Syrian war

The guiding question:

What discriminatory policy or policies related to this topic affected families, and how?

- Give students time in library or computer lab, and outside of class, to research the discriminatory policy in their topic. What were the relevant policies? What were the goals or objectives of the policies? How did those policies impact families at the time they were set? How were families affected in the long term, all the way up until the present? How did these policies impact communities and nations? What are the long-lasting or unintended consequences of the policies? For students looking at policy regarding immigration, have them compare and contrast past policies of immigration with today, and how the refugee population now is similar and different than in the past.
- As students look at the time periods that gave rise to the past legislation, have them note the different set of human behaviours, beliefs, and social organizations of the past, based on values different from our own here in the present. Emphasize for students that they need to be making a distinction between imposing our standards on the past while telling a history, and making an ethical judgment that points out the differences in our values from those of people in the past, and acknowledging the implications of the historical wrong for us today. This is the practice of taking historical perspective.
- What influence did this policy have on the identity of the families affected? How did it change or shape their identities? How did the policy affect the identity of Canada as a nation? How does it still affect our identity as a country?

Current Events Discussion:

Do you see discriminatory government policies being established in Canada or other countries today? How do these policies affect families now?

- Students share their research and learning with the class through a presentation, a debate, a role play, writing an editorial from the time in history, or a critique of the policy or law from today's perspective. They could use a multimedia presentation, a poster or info graphic, a tableau or another art form. So long as the presentation communicates the information required, students are free to choose how to share the findings from their inquiry. See the Success Criteria below that students will work towards.

Reflection:

As you observe students working, ask if they are familiar enough with the kinds of ways we respond to historical wrongs. Can they point to ideas other than formal government apologies or financial compensation? Can they link the response to the wrong they're considering? Does the response make sense for the people affected?

Assessment Considerations:

- As students present, look for their ability to point to the relevant policy and explain the restrictions it put on families at the time. Do the students consider the consequences of the policy for affected families long term? Can they describe the ways in which identity of the group of people was affected by the policy? How is the identity of the province or nation(s) impacted by this policy?
- In discussion, and then on their own, students reflect on the various policies and impacts and begin to formulate an ethical judgment on how we as a society should respond to one of the past discriminatory policies. Students can choose the topic they researched with their group, or a different topic they became interested in through the group presentations. This offers them the ability to engage with more than one topic.
- Each student has to decide what is an appropriate response to a specific historical wrong. Keep in mind that family members today are impacted by the injustices experienced by their ancestors. What can be done or should be done for families in recognition of the hardships that they endured as a result of this policy? Are the people who experienced the injustice still alive? If not, should Canada apologize or provide compensation to the family?
- Students can pick multiple responses, but must justify their position to the class, explaining their thinking. Students could use the [Understanding Ethical Dimensions of History Template](#) (.docx download) from the [Historical Thinking Project](#) to help organize their thinking. How can the response address some of the long-term consequences of injustice that they have explored?
- Students draft their planned response, either in writing, a short video or audio recording, or a multimedia presentation. Invite students to include a completed [Understanding Ethical Dimensions of History Template](#) (.docx download) with their presentation submission.

Examples could be apology, financial compensation, education programs, truth and reconciliation process, and/or no response.

Feedback can be given to students in conference after their presentation, using a completed Ethical Dimensions of History Template as a launching point for discussion. Students can also respond to the statements in the success criteria below for Ethical Judgment curricular competencies.

Success criteria that students are working in Ethical Judgments about the Impact of Government Policies on Families. (or what you want to see in the learning):

<p>Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</p> <p>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p>	<ul style="list-style-type: none"> ▪ I identify the objectives of the relevant policies for the assigned topic (the intended consequences) along with the unintended consequences. ▪ I identify what led to the government policy being put in place at that time, understanding the social, political, and economic conditions that shaped the decisions made by those who set the policy. ▪ I explain the impact of the policy on Canadian families and on family identity within the group, considering the impact on a community and national level. I can explain how the policy was unfair.
<p>Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)</p>	<ul style="list-style-type: none"> ▪ I can describe the ethical issue in detail, having gathered pertinent facts. I can determine exactly what must be responded to. ▪ I thoroughly reflect on our responsibility to remember and respond to past discrimination and historical wrongs. I consider views that don't fit in with my beliefs or present-day values, and understand the context that they come from—while still recognizing the duty to respond to past wrongs. ▪ I give reasoning for my judgment about the moral wrong of the past government policy, and our responsibility to respond in the present. ▪ I describe the lessons that can be learned from the effects of discriminatory government policy. ▪ I can plan a creative possible response action that supports diversity and human rights and contributes to a positive national identity.



LEARNING PLAN

Collective Identity

In this final learning plan, students return to the Identity Circles from the first quadrant to reflect on how their ranking of identity factors compares with that of students across the province, and ultimately, contributes to a “big picture” of the factors influencing young adult citizens across BC. Students also complete a final project that synthesizes the learning in the previous three quadrants to tell a story of collective identity.

Curriculum Connections

Social Studies 9

Big Idea
Collective identity is constructed and can change over time.

Content

- National identity
- Content related to local region: Potentially demographic shifts, physiographic features, local and regional conflicts, continual effects of imperialism and colonialism

Curricular Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Compare and contrast continuities and changes for different groups
- Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group

Core Competencies

This learning plan gives students the opportunity to develop the following core competencies:

Positive Personal and Cultural Identity

Facet #1: Relationships and cultural contexts

- I can define myself in relation to the world (people and place) around me. I can describe my family and community.
- I understand that learning is continuous and my concept of self and identity will continue to evolve

Critical Thinking Competency

Facet #1: Analyze and critique

- I consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible assessments. I consider a variety of perspectives. I can analyze and critique my own work as part of my learning.

Communication

Facet #4: Explain/recount and reflect on experiences and accomplishments

- I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose—I acknowledge different perspectives and integrate well-chosen information from a variety of sources.

Activity Overview

Explore the influences on collective identity with new perspective.

Tell a story of collective identity through curating a community exhibit in the classroom.

Assessment Overview

Through a culminating activity, students provide evidence of the statement: I can assess the significance of factors that influence my family, regional or national collective identity, and I can name what has changed, and what has stayed the same over time.

Exit ticket:

At the conclusion of the activities in this learning plan, ask students to reflect on their development of the above core competencies. How have they developed these competencies in the course of their culminating activities?

Resources

- [Appendix A: Running a Classroom Exhibit](#)
An appendix to the learning plan that provides guidance and templates for mounting a classroom exhibit.
- Royal BC Museum's Learning Portal Pathway [Family: Bonds and Belonging](#) for students focusing on a single family's changing identity

Key Terms

collective identity:

A set of individuals' sense of belonging to a group.

curating (for classroom exhibit):

The selection and presentation of cultural heritage content.

This learning plan will align with the following First Peoples' Principles:

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves generational roles and responsibilities.
4. Learning recognizes the role of indigenous knowledge.
5. Learning is embedded in memory, history, and story.
6. Learning involves patience and time.
7. Learning requires exploration of one's identity.

Engage

As we saw in the first learning plan, when it comes to personal identity, we have certain factors that influence our sense of self—but we might value those factors differently. What's important to our and our families' identity changes over time, and the degree to which something is important can change, too, depending on our connections to others and where we find ourselves.

Now you've examined how migration affects families' identities, and how government policies have affected families' identities—and our national identity.

In this learning plan, you'll bring the focus back to personal and regional identities, as the class plans an exhibition in the classroom that tells a story of collective identity.

Return to the Identity Circles

Return to the Identity Circles completed in the first learning plan. Ask if students feel the placement of the influencing factors still reflect the degree of impact for them, given what they've learned about their own families or their national identity. If not, students could complete a new one from a fresh copy of the template. Students then write or share verbally a brief reflection on what has changed in their placements, what stayed the same, and why.

Collective Identity Module Activity

Tell a story of collective identity

Students tell a story of the collective identity of a specific place or community in which they live.

The driving question students need to consider: How has collective identity for the people of that place changed or stayed the same over time?

Students can reflect on patterns of migration and population growth as well as government policies in answering that question, and making a decision about what to include.

The level or scale of this inquiry can be chosen by the class or teacher depending on objectives (i.e. could be scaled up to tell story of the nation or scaled down if students prefer to complete individual projects rather than class exhibit).

The presentation of learning can take multiple forms, but should answer the key question:

How has collective identity stayed the same and changed over time? (or: How has the family we identify with changed over time? How has it stayed the same?)

Community Classroom Exhibit

The class collaborates to tell this story of collective identity for their own regional community through a museum exhibit in their classroom.

Help students focus their plan by sharing the five themes of Royal BC Museum's 2017 exhibition *Family: Bonds and Belonging* and the Learning Portal Pathway, [Family: Bonds and Belonging](#), and suggesting they select one or two themes to focus on for the collective identity story they'll tell through their classroom exhibit:

1. Belonging
2. Generations
3. Growth and Change
4. Togetherness
5. Province and Nation

- Begin by asking students what sorts of symbols represent the local community in which they live. If students visited *Family: Bonds and Belonging* exhibition (June 2 – October 31, 2017) what objects did the Royal BC Museum highlight to represent different communities in BC? Have a look at the objects, documents, photographs and other materials included in the Royal BC Museum’s Learning Portal pathway [Family: Bonds and Belonging](#). What was selected there to represent communities? Why do you think the museum made the choices it did?
- If you were putting on your own exhibit of your community’s identity, what would you choose?
- See the [Appendix A: Mounting a Classroom Exhibit](#) for more details on this option.
- The students themselves could design a final assessment of the efficacy of the exhibit. As part of their planning, they could determine what would make a successful exhibit, and then evaluate themselves against their chosen criteria.
- Students could involve their audience by asking for feedback after their visitors have been through their exhibit.

Community and Family Identity Video Optional Activity

This learning experience is for students to narrate or create a story of collective identity. The scale of the inquiry can be chosen by the class or by the teacher depending on objectives. If you wish students to narrate a story of collective identity of the nation of Canada, the country will be the focus. If you wish students to narrate a story of collective identity of the specific region in which they live, or a First Nation, then that will be the focus.

Tell students they can share their reflection on the collective identity of the place where they live and their family’s part of that. Have them give location some consideration. Ask: What places in your region would be important to show because they’re part of the story of your family’s attachments to that place?

You may choose to interview other people in your family or community about their family identity. Has their family identity shaped the identity of the region? How has the place in which you live shaped the identity of the family?

1. Note the locations that you think would be key to telling the story of your region’s identity. What would you show in the video?
2. Is there anyone else you would like to talk to in the video? Do you want to ask someone else questions about the place in which you live?

3. Use the following questions to spark reflection about the collective identity of your region. You can ask yourself these questions, and you can ask others.
 - a. When did your family first come to the region/community/nation?
 - b. What is special about the place where you live?
 - c. What did the family bring with them to that place?
 - d. What have groups from other parts of the world brought to that place?
 - e. What has become part of your family after living in that place?
 - f. How do other families in the region make up the life of that place?
 - g. What has stayed the same in the region over time?
 - h. What has changed?
 - i. If you could use five words to describe your region, what would they be?
4. Using the responses to the above questions and your five words, and the places you feel are important to show, produce a short video (2-3 minutes) that tells a story of your region/community/nation.

Tips:

Present good interview techniques. Have students practice asking open-ended questions of each other in class.

This could provide an opportunity for anecdotal assessment if the questions are related to the understandings they developed in this learning plan. Sit and observe interviewing couples, and note evidence of learning.

Watch the home movies presented in both Royal BC Museum Learning Portal families related pathways:

- [Family](#)
- [Family: Bonds and Belonging](#)

See also [Asking All the Right Questions: How to conduct an oral interview](#)

Ways to share community videos:

- Royal BC Museum's 2017 exhibit *Family: Bonds and Belonging* included a story booth, where visitors could record their own family stories at an oral history station in the Community Voices Gallery. Consider giving your classroom exhibit visitors the opportunity to record their own stories.
- Share your community and family videos on the Royal BC Museum's Learning Portal by creating your own [playlist](#)! Sign up for your free account, create a profile, then email us to become a co-creator: webmaster@royalbcmuseum.bc.ca (videos must be on YouTube and audio recordings must be in SoundCloud to be uploaded to the Learning Portal).

Reflection:

What social studies thinking skills do they feel they have sharpened during this module?

What do they need to focus on for future development?

Assessment Considerations:

As the exhibit is the culminating activity for the whole module, it would be a good idea to meet with students one-on-one to determine the extent to which they can respond to the statement:

I can assess the significance of factors that influence my family, regional or national collective identity, and I can name what has changed, and what has stayed the same over time.

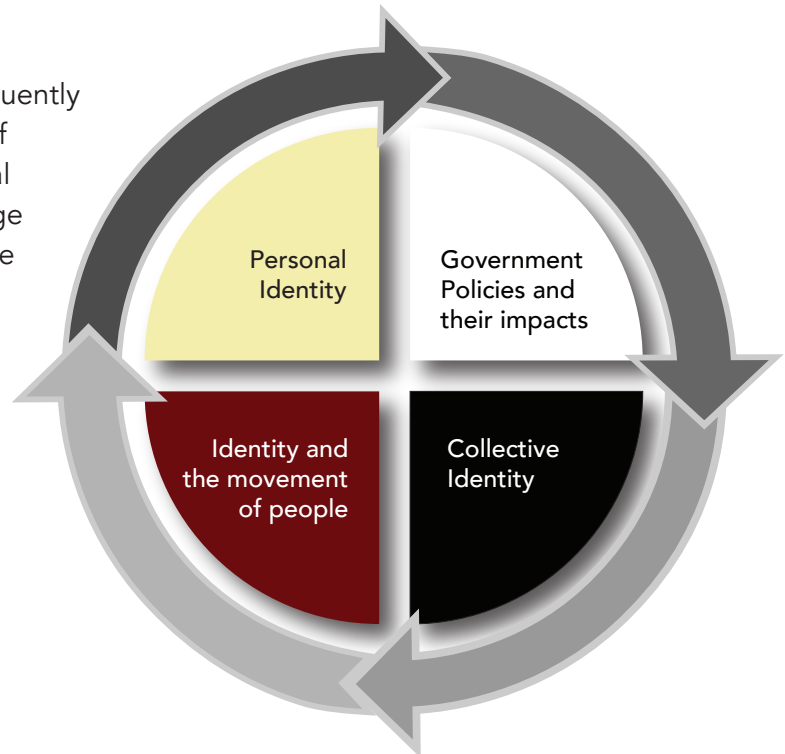
Engage in a dialogue with students about what they have learned from the module, and what they know they still have to learn.

Peer Assessment

Students can engage in a peer assessment, using the medicine wheel as a prompt for considering how personal identities, collective identities, migration, and government policies influence each other, and are influenced by each other.

Ask students to tell a story of identity and its influencing factors, from individual to collective, and from regional to national identity.

“Medicine wheels are frequently believed to be the circle of awareness of the individual self; the circle of knowledge that provides the power we each have over our own lives.” — *Bob Joseph*¹



¹ <http://www.ictinc.ca/blog/what-is-an-aboriginal-medicine-wheel>

Success Criteria that Students are working toward in Collective Identity:

<p>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	<p>Compare and contrast continuities and changes for different groups</p>	<ul style="list-style-type: none"> ▪ I consider what different people have said or reported about this family, community, nation, or place in the past, and compare it with the present, and note what has changed or stayed the same. ▪ I articulate how collective identity has changed or stayed the same for a group of people over time. ▪ I focus my inquiry and my narrative about a group of people along one or two specific themes. ▪ I consider my audience when deciding how to communicate my findings.
	<p>Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</p>	<ul style="list-style-type: none"> ▪ I provide excellent evidence from multiple sources to support my statements about the collective identity of this family, community, nation, or place. ▪ I accurately assess the significance of government policies and migrations of people as factors influencing the group’s identity over time. ▪ When asking others about their collective identity, I effectively question the interviewees to draw out their understanding of what is significant about the family, community, place or nation. ▪ I compare the perspectives of different members of the group on their own collective identity.

Appendix A: Mounting a Classroom Exhibit

Students select and curate images, objects and artefacts, A/V recordings that would tell the story of a family, community or nation of their choice. Students would be responsible for titling each object or component of the exhibition and providing a brief text panel (100-150 words) that provides context and significance for each component, and reflects on the essential continuity and change question.

The exhibition could be focused for a younger grade level. For example: create an exhibit on community for a Grade 5 class learning about immigration, with the objective of helping them understand changes and continuities within your community.

There is potential for role play. Have the students take on roles of curatorial, design, communication, marketing, and learning. Charge 'admission' and give tours of the exhibit to other classes/ grades/ schools. Roles have "Special Powers" and "Limitations."

As a last step, photograph or record your exhibit and submit your recording as a "[playlist](#)" on the Royal BC Museum's Learning Portal Pathway.

Sign up for your free account, create a profile, and then send an email to become a co-creator: webmaster@royalbcmuseum.bc.ca (Videos must be on YouTube and audio recordings must be in SoundCloud to be uploaded to the Learning Portal).



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