

HOW DID PEOPLE ORGANIZE FOR SOCIAL CHANGE?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- understand the effects of racism and discrimination on different groups
- examine the efforts of First Nations peoples in resisting assimilation

- analyze how women fought to improve their status in society and the different opportunities women have today
- create a story map

In this section, you learned about how different groups responded to racism and discrimination in Canada. You discovered how many of these groups responded by creating their own organizations. These organizations helped them overcome discriminatory attitudes and policies. Not only did ethnic minority communities use organizations for this purpose, but women did as well. You also learned of the various ways First Nations peoples resisted assimilation policies enforced by the federal government. From the efforts of a popular individual, such as Pauline Johnson, to the way First Nations families worked to protect their children, First Nations peoples actively fought to hold on to their culture.

Summarize Your Learning

Now that you have read Chapter 8, you are ready to answer the Chapter Big Question: How did people organize for social change? Choose one of the following activities to summarize your learning:

- Create a bio poem to describe how different groups came into conflict with other people or government laws. Explain how groups found support within or outside of their own community.
- Choose one group that you learned about in this chapter. Create a two-minute movie trailer that shows the different challenges this group faced during this period. Create at least five different scenes, no longer than 10 or 15 seconds in length, to highlight different issues and actions.

APPLY YOUR LEARNING

1. **COMMUNICATE** Create a cartoon showing the different steps that a group or individual took to improve their social status.
2. **GATHER AND ORGANIZE** Choose two significant people who represent different groups that were discriminated against. Use a graphic organizer to explain what actions they took, their motivations, and the long- and short-term consequences of their actions.
3. **INTERPRET AND ANALYZE** Choose two primary sources from this chapter and answer the following questions: a) What message was the creator of the source trying to convey? b) What special technique, image, or words did the creator of that source use to get the message across? c) What actions did the creator of the message want the audience to take? d) What basic beliefs did the creator share?
4. **HISTORICAL SIGNIFICANCE** Choose two or more people or groups and explain how their actions influenced one of the following movements: women's rights, labour movement, or First Nations rights.
5. **HISTORICAL PERSPECTIVE** Choose a group that was treated unfairly and determine what attitudes and beliefs influenced this treatment. If you were to debate with someone about their decision to treat a group unfairly, how might they argue against you? Use evidence to support both sides.
6. **CONTINUITY AND CHANGE** Which groups successfully resisted negative social changes? Which groups gained or lost rights? Use evidence to support your answer.
7. **CAUSE AND CONSEQUENCE** What were the biggest reasons why different groups and individuals decided to not accept their particular situations and try to demand changes? What might have made some groups more successful than others?
8. **EVALUATE AND DRAW CONCLUSIONS** Examine some of the ways one group responded to discrimination. Were these responses effective?

UNIT 2 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

1. How did people organize to bring about social change at the turn of the 20th century? Did they succeed in bringing about changes? You might use a flow chart or another type of graphic organizer to record your responses.
2. Review the list of criteria you created for identifying a changemaker. To create your final list, evaluate each criterion against the definition of a changemaker on page 136.
3. Review your list of potential changemakers. Do any of the changes you made to the criteria in question 2 affect your ideas about any of the changemakers? Revise your notes if needed. Then add changemakers you encountered in Chapter 8, along with notes for each.
4. Review the Focus On: Communicate feature on pages 236 to 237. Identify your audience to whom you will present your argument for the greatest changemaker. Examine the suggested formats for communicating the results of your inquiry. Your selected format should clearly communicate your argument to your audience.