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SUFFRAGE:
CANADIAN WOMEN AND THE VOTE

FEATURE

ADDRESSING ONLINE BULLIES, OFFLINE

COLUMNS

WEBSTUFF: INFOGRAPHIC APPS

FIELD TRIPS: MILITARY MUSEUMS

CLASSROOM PERSPECTIVES: INTROVERTS IN THE CLASSROOM

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Winter is on its way and thoughts turn to holidays and family gatherings. These are seasonal actions and activities. Things that have no specific season, however, are connectedness and being online. Especially youth. Going online is a 24/7, never-ending event.

Much of what happens online is beneficial, but as we know there are also dangers and misuse. Too many kids are bullied and vilified in cyberspace. Online behaviour has been a particular conundrum for schools. This is now not an unusual or rare practice. Larger percentages of students have either been subjected to cyberbullying or witnessed it unfold. For schools and teachers, this is an increasingly complex and difficult situation to navigate and/or resolve. Multiple strategies and approaches are required. Yet it has become a reality that needs a resolution as too many kids are damaged by online and malicious intent.

Please read Meagan Gillmore's cogent **Feature Story** that lays out the framework of cyberbullying while enlisting ideas and aids for teachers to approach and hopefully, mitigate this very important issue. We are now all online. The genie has been unleashed and we can't go back. Knowing how to benefit from this technology while reducing or eliminating harm is of paramount importance.

We also explore how introverts in the classroom may be better served. Not always the first to jump into a discussion or shine during an oral presentation, shyness can hide ability and knowledge. Recognizing this will help the quieter ones come out of their shells and publicly excel in their own right.

Travel to the premiere Canadian military museums in our **Field Trips** column, and find out what they have to offer in terms of resources and educational experiences. Infographics have assumed a strong role in discourse, usually online. They have become an effective communications tool especially in teaching/learning resources. Take a look at a range of apps to help put together dynamic infographics in our Webstuff column.

Finally, we are very pleased to announce two, new interactive TEACH projects. *The Life and Times of Sir Wilfrid Laurier* (***www.sirwilfridlaurier.com***) documents the compelling life and career of Canada's first Francophone Prime Minister. *Suffrage: Canadian Women and the Vote* (***www.canadiansuffrage.com***) details the ongoing struggle and monumental perseverance of women to achieve every citizen's democratic right to cast a ballot. Both projects are free for all and fully bilingual.

Until next time,
Wili Liberman, Editor
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ADDRESSING ONLINE BULLIES, OFFLINE

by Meagan Gillmore

Charlie Kuhn gets nervous when educators say their school has a "zero tolerance" for bullying. He calls the statement a "red flag."

That might sound surprising. As the executive director of Cultures of Dignity, a Boulder, Colorado-based organization that helps educators and parents respond to youth's needs, he's dedicated his career to understanding how young people interact and how they can succeed. He doesn't like bullying. He doesn't want people to bully or be bullied.

But he doesn't want to avoid it.

A "zero tolerance" policy can create the impression the school is not a safe place to have conflict of any kind, or practise learning to resolve it, he says.

"The goal is not to avoid conflict, but to learn how to handle conflict confidently and treat ourselves and others with dignity," Kuhn says.

Teachers have addressed this for decades. But the omnipresence of digital communication changes social dynamics. Educators must respond with great care to students' concerns about cyberbullying. Teachers need to make sure they treat students the way they tell them to treat each other: with dignity.

Most students experience cyberbullying—they've been bullied, are the bully, or have witnessed some form of negative interaction online. In 2015, the Canadian organization, MediaSmarts, released a report about 12 to 18-year-olds who have experienced cyberbullying. Examples included being threatened, embarrassed, gossiped about, or made to look bad online. Of the 800 youth who responded to the organization's survey, 42 percent said they were cyberbullied in the previous four weeks; 60 percent said they had witnessed cyberbullying in that same time.

"Young people really are in an online space that mirrors their offline space," says Matthew Johnson, MediaSmarts' director of education. Many consider it rude to not be connected to someone on social media if they have a relationship with them offline.

Online relationships often remove cues that foster empathy or create proper context. Sometimes, people don't treat others as "entirely real" when they're communicating online, says Johnson. They can't see the other person's facial expression or body language; they can't hear their tone of voice. They may not know an interaction has crossed the line from fun to harmful.

Online communication doesn't happen in real-time. People can interact with different people in different places at the same time. They also can't be sure who else is watching the interaction, or when. As individuals use social media platforms for longer, their posts become more permanent. Old posts resurface, sometimes because of algorithms, other times intentionally. This means something that happened years ago could cause conflict in the present. Countless people could read a message intended for a specific audience.

"It really is a situation now where you can't expect things to go away," Johnson says, describing the impact of this "context collapse." "And you can't necessarily expect a situation to be engaged within a particular community or space."

They can't see the other person's facial expression or body language; they can't hear their tone of voice. They may not know an interaction has crossed the line from fun to harmful.

Students' offline interactions can influence how they engage with each other in online spaces. MediaSmarts has produced lesson plans that teach students as young as those in Kindergarten about how to act online. It starts with explaining to children that just like they need to agree on rules when they're playing games at school, they need to agree with the rules for playing online.

Teachers need to help "kids understand that the online world is a moral space where our actions have consequences," Johnson says.

This can get tricky. Teachers can watch with whom students spend their time in school, and they can craft guidelines for behaviour at school. But they don't write the policies for social media sites. They know students are connected online, but they can't watch every interaction. This is why teachers can't rely on bullying prevention programs that focus strictly on enforcing rules and reporting incidents, says Nancy Willard, director of Embrace Civility in the Digital Age, an Oregon-based organization that helps adults teach youth about how to properly respond to bullying. Teachers can't monitor these spaces, so these approaches are "not going to work in the digital space," she says.

Teachers can't control what students experience in the digital space. But they can control how they respond when students bring their concerns to them.

Teachers need to drop assumptions they might have about which students will bully and which ones won't, says Willard. Bullies aren't just students who act aggressively because they have behavioural challenges or have a hard time making friends. Bullies are also students who have high social status. For them, bullying is about having dominance over students who threaten their popularity, or students they think are threatening their popularity. Teachers can't show favouritism. Any student can be a bully.

All students need to learn to take responsibility for their actions. It's not okay to say people deserved to be bullied, says Willard. But students need to understand some actions, like posting sexually provocative images online, put themselves at risk. The situation still needs to be resolved in a positive way, says Willard, but part of that means teaching the person who posted the images that their actions contributed to the hurt they experienced.

Teachers also need to explain that just because they've been hurt doesn't mean they've been bullied. Kuhn distinguishes between "bullying" and "drama." Bullying, he says, happens when someone exploits someone else because of an imbalance of power. "Bullying strips you of who you are," he says.

Drama, Kuhn says, is important to the people involved, but not taken seriously by the people who are talking about it. It's often the subject of gossip. What starts out as drama can lead to bullying, says Kuhn, so it's important to listen to students' stories carefully.

A student might feel hurt if they weren't tagged in an Instagram photo. But that might have happened because they were out of the room when their friends took it. This could hurt, says Kuhn, but it's drama—no power imbalance was involved. It can become bullying, he says, when someone is purposefully excluded from a photo because there's something about them other students don't like, for example, if they wear glasses.

The distinction between bullying and drama is crucial. The research MediaSmarts conducted found that most students—71 percent—had intervened when they witnessed cyberbullying. But more than half also said one of the reasons they didn't intervene was because they weren't sure if something was bullying or drama.

They also didn't intervene because they weren't convinced things would get better if they told someone about the bullying. They were scared reporting would make things worse for the person who was bullied, or

for themselves if they said something publicly. Research showed students who had been bullied were more likely to say that talking to parents and teachers wasn't helpful, and they didn't give good advice.

Teachers need to show students it's good to ask for help, says Kuhn. When a student brings a concern to the teacher, they already feel they've lost control of the situation, he says. Teachers shouldn't belittle students. Instead, they need to acknowledge how important social connections are, and how complicated students' relationships can be.

When teachers stop and listen to their students' concerns, they're modelling how youth should respond to bullying. Educators agree students need to pause before they respond to someone who is mean to them online. They need to clearly explain what they've seen, how they're feeling and what they want to be different in the relationship. They need to respond properly, and consider when and where they want to address their concerns.

Any student can be bullied, or bully, but any student also has the potential to prevent bullying. Willard, who says she was bullied as a student, has seen bullied students respond by doing kind things for others. This focuses the attention off of their hurt, she says.

Empowering bullied students, or students who may be at-risk for being bullied, can be one of the best prevention methods. Aaron Cowan, an English and drama teacher at Sir Allan MacNab Secondary School in Hamilton, ON, knows this firsthand. He helps run a Positive Space group at the school. Most students who come to the weekly meetings have something to share, and bullying is a common theme. Students listen and give help. Sometimes that means ensuring students don't have to walk to class alone, other times it just means giving a hug when allowed.

A few years ago, the group ran a one-day workshop with the Grade 9 students to address bullying related to gender and sexuality. It's grown: topics now include multiculturalism and addressing mental health concerns. The group is looking at addressing bullying related to disabilities, and bringing the workshops to students in Grades 7 and 8 who will attend MacNab.

Cowan remembers how being bullied made him feel uncomfortable in high school. He wants to advocate for all students who feel marginalized, he says.

For him, preventing bullying—online or offline—is about "feeling like you want to come to school and you feel like you like yourself."

Meagan Gillmore is a freelance writer in Toronto, ON.

BETTER SERVING INTROVERTS IN THE CLASSROOM

by Scott Carver

Communication exercises and assignments have traditionally put introverts at a disadvantage by design. The regular contributor to discussions in history, the first student to explain or write out the solution in math, and the student that offers to explain their experiment to the rest of the class in science will always be showered with positive reinforcement and generally rewarded with high achievement.

But what about the students that know the answer but prefer one-on-one conversations? Or the ones that are comfortable speaking to the class but prefer time to process their thoughts before answering a question? Or the ones that do their best critical thinking when it's not spontaneous? Presentations in geography, class discussions in careers, and pick-up games in gym are not just the wrong format for introverts to display their skills, they can be counterproductive to their education. As curriculums move away from an emphasis on content to skills, the time is right to use that move as an opportunity to better serve introverts in school.

Communication tasks and assignments are hardest on introverts. Historically, participation marks hurt introverts, but now, with subjects like English shifting from language into a communication strand, that can make up to one-quarter of a student's in-class mark; communication assignments count more than ever before. To better serve introverts and provide them with the best opportunity to demonstrate their skills, we need to carefully plan communication tasks so that they don't unintentionally put introverts at a disadvantage. A communication exercise that allows introverts to flourish is circle discussion. For example, in an English class, instead of asking a question about a short story and having students raise their hands to respond or calling on them at random, a teacher could organize the class in a circle, propose a question and work around the circle one student at a time. This is a great set-up for introverts because they know exactly when their turn will be, allowing them time to process and consider how they want to respond. Everyone has a voice and everyone makes an equal contribution.

> **As education strives more than ever to provide opportunities for all students to achieve success, the time is right to reconsider how introverts can best display their communication skills.**

Having the teacher sit with students where everyone participates in a predictable order eliminates the feeling of being put on-the-spot that inhibits introverts from demonstrating all their skills.

Another assignment that better serves introverts is a podcast. I've used a podcast as the culminating assignment for my Grade 11 English class recently and found it's a great platform for introverted students to excel. While recording one's thoughts may be daunting, the forum of a podcast has many benefits for introverts. First, it allows for a student to work from notes or a script. As an aside, this proved to be an unexpectedly beautiful writing task as many students revised their scripts to perfection and that provided me with a mechanism to suggest that all writing requires such revision. Writing the notes or scripts allows the processing time that introverts prefer. As well, a podcast can be recorded multiple times before the

final product is shared. This removes the on-the-spot feel of traditional presentations that often cloud an introvert's true ability. By encouraging critical thinking and requiring a revision process that benefits all students, podcasts provide the opportunity for introspective thinking that traditional presentations do not.

As a whole, society is doing a better job of recognizing that introverts have been set up for second place by a world that rewards charming, outgoing people. For example, my wife is a lawyer and she recently told me how many private sector businesses are changing their interview process in an effort to better reach introverts. Introverts may actually be the best candidates for jobs long-term, but the traditional process unintentionally favours extroverts and allows them to appear to be the best candidates. To account for this bias, many companies now provide their questions in advance allowing time for processing or having critical thinking case studies as part of the interview to evaluate the candidate's problem-solving ability.

As education strives more than ever to provide opportunities for all students to achieve success, the time is right to reconsider how introverts can best display their communication skills. The use of circle discussion and podcasts are just two examples. Teachers can create platforms for introverts to excel at communication tasks with some innovative lesson planning.

Scott Carter has been teaching English with the Toronto District School Board for 18 years where he has been a member of many literacy committees. He is also the author of the novels Blind Luck and Barrett Fuller's Secret (Dundurn Press).

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Infographic Apps

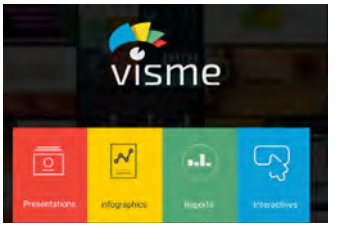
Looking to spice up lessons when it comes to teaching complex material? Infographics may be your answer! These visual tools are a great way to make stories, facts, and data more digestible and engaging for students—and with infographic apps conveniently available at your fingertips, it doesn't take much to create them. Here are some suggestions:

Piktochart
(iOS and Android – Free trial available)

With a library of over 600 professionally-designed templates, Piktochart is useful for pictorial infographics like flow charts, instructional steps, comparison posters, maps and visualized articles. It has a built-in spreadsheet function where users can input numbers and create graphics straight from the data. You take your content to the next level with Piktochart's Presentation Mode while looking for inspiration in the featured gallery where you can see what other users have created using the templates available. Educational pricing is available for individuals or whole classrooms. To learn more, visit: ***www.piktochart.com***.

Easel.ly
(iOS - Free)

Honoured for its user-friendly design, this app won the 2013 Best Websites for Teaching and Learning Award from the American Association of School Librarians (AASL). Easel.ly offers up a drag and drop interface for ease of use. You have the option of customizing pre-made layouts or creating your own original design from blank templates. Choose from Easel.ly's wide collection of graphic elements or upload your own images. You can also access hundreds of free articles and webinars to help get those creative juices flowing. To learn more, visit: ***www.easel.ly***.

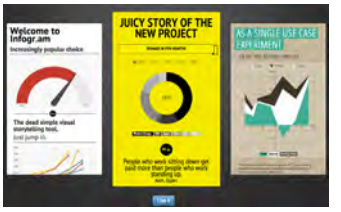


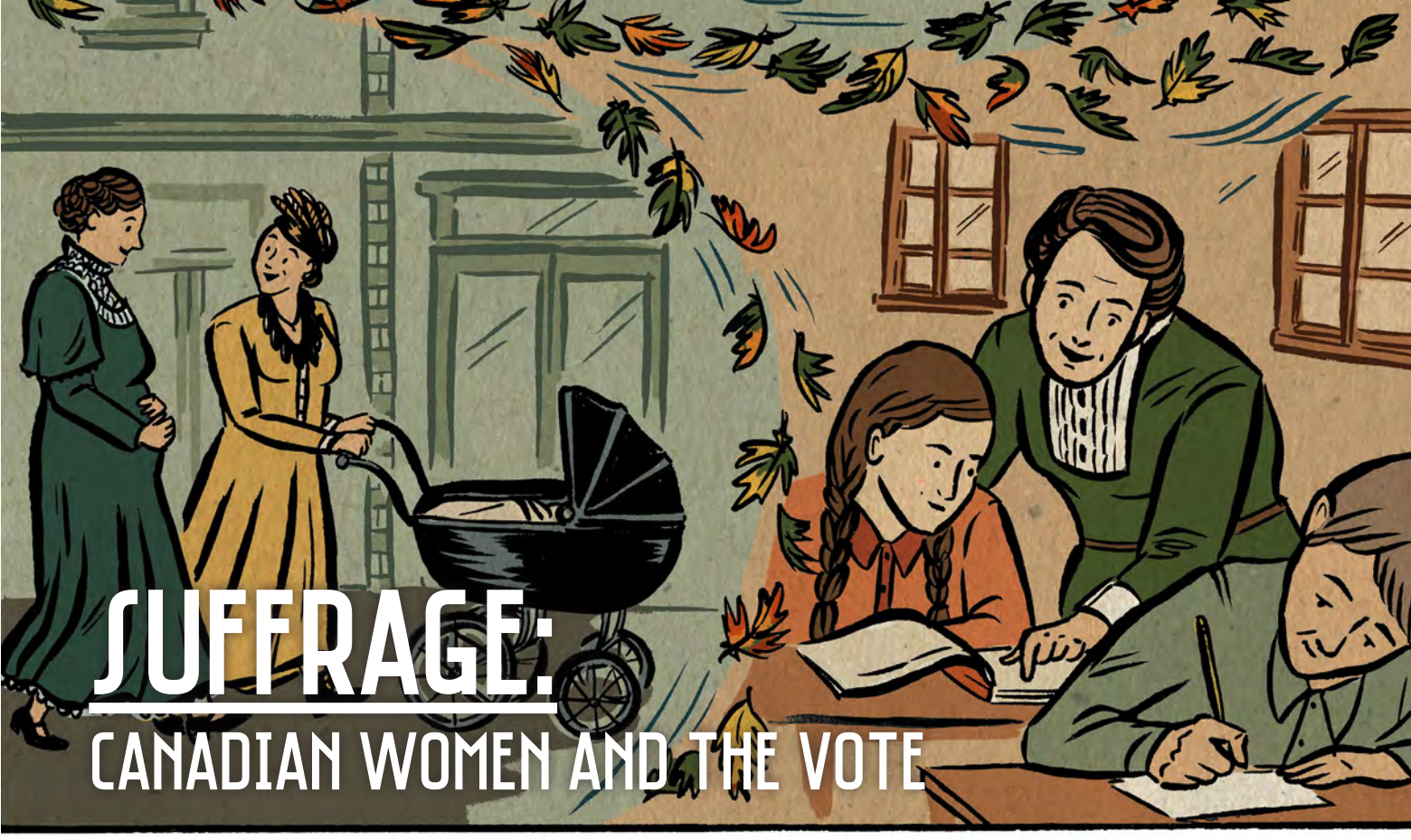
Visme

Visme is a platform that allows you to attach free music and sound effects to your infographics. You can even record your own voiceover right within the infographic tool—a great way to create visual stories with narration. You may also make your infographics more interactive with the option to animate any object, insert links and create pop ups. Users can also embed maps, polls, surveys and more. To learn more, visit: ***www.visme.co***.

Infogr.am

Inforgr.am is a web application that provides more than 35 interactive charts and over 500 maps to help you present your data, including pie charts, bar graphs, column tables, and more complex visuals like word clouds and fact and figure illustrations. You can connect live data sources like Google Sheets or Dropbox to your infogram projects to automatically update new data. Inforgr.am also offers a collaboration platform where teachers can create team accounts for entire classes to get students involved in data literacy activities. To learn more, visit: ***www.infogr.am***.





SUFFRAGE:
CANADIAN WOMEN AND THE VOTE

CURRICULA

FOR GRADES
9 TO 12

The following is a lesson plan excerpt from *Suffrage: Canadian Women and the Vote*, an interactive graphic novel and resource. To see the full lesson plans or to learn more, please visit ***canadiansuffrage.com***.

LESSON 2:
Racial and Linguistic Disparity

This lesson probes beyond the headlines of the women's struggle for suffrage in Canada to examine the ongoing racism and discrimination that was faced by various groups of women in Canadian society. The dominant culture was disinterested in, and, perhaps, generally ignorant of, women of minority status in Canada. This included First Nations women, Inuit women, Asian women, and immigrant women. These women faced a separate struggle for federal suffrage even after it was granted to the majority of Canadian women in Canada.

During the years women in Canada fought for suffrage—from Confederation until 1918 and then beyond—they were influenced by the social values and attitudes of those times. Some of them became equal-rights feminists, but the vast majority struggled to acknowledge, let alone, champion, the idea that women were equal to men. For decades, most Canadians living in this multicultural land did not acknowledge the equality of people of all ethnicities and races; most women, many of them feminists and/or suffragists, were no different.

SUBJECTS

Citizenship, Global Citizenship, Canadian History, Social Studies, Political Studies

DURATION

3 to 4 classes

KEY VOCABULARY

Franchise: the right to vote

Suffrage: the right to vote in political elections

Suffragist: a person who supports or recommends extending the right to vote, especially to women

EXPECTATIONS/OUTCOMES

Students will:

- Increase their knowledge of Canadian women's struggle for the vote and the rise of feminism in Canada;
- Gain insight into, and discuss, the value of voting and who should have the right to vote in Canada;
- Gain insight into the historic inequities among groups of Canadian women (racial/ethnic, linguistic) as they fought for and were granted suffrage, and why these inequities existed;
- Examine the concept of intersectionality to better understand the inequity within the implementation of women's suffrage in Canada;
- Become familiar with the theory of intersectionality and gain insight into their own identity and relationship to power dynamics;
- Communicate ideas, arguments and conclusions using various formats and styles as appropriate.

MATERIALS REQUIRED

- *Suffrage: Canadian Women and the Vote* graphic novel
- Computers or devices with Internet access
- Article on the Right to Vote (*www.thecanadianencyclopedia.ca/en/article/franchise*)
- Articles on Suffrage Movement in Quebec (*www.rcinet.ca/en/2016/04/25/history-april-25-1940-quebec-last-to-allow-women-to-vote* and *www.ualbertalaw.typepad.com/faculty/2016/02/the-suffrage-movement-in-quebec.html*)

BACKGROUND

Although women voted in Lower Canada in the first half of the 1800's, they were formally prohibited from voting in 1849. Women in Quebec did not begin to fight for suffrage until 1912. One historian speculates that the Catholic church, a dominant force in the province, had a key role in supporting family life and "social work." It cared for the homeless and advocated for temperance—a woman's role in other provinces—and as a result, the issue had become politicized.[1] In Quebec, women did fight for, and gain, the federal vote in 1919, but they did not get the provincial vote until 1940, many years later than women in other provinces.[2]

Western provinces may have been more receptive to women getting the provincial vote for strategic reasons: they were trying to encourage white settlers, both women and men, to displace the existing First Nation and Metis populations. Some historians speculate that Western governments offered women the vote as an enticement for them to travel and make their homes on these Western lands.[3]

When women's suffrage finally did arrive in Canada, it was only partially because of a desire for social equality and for righting a "human rights" wrong. Federal politicians, who had been monitoring the increasing call for women's suffrage, both in Canada and around the world, anticipated women getting the right to vote federally as inevitable. The final decision was not made by a just government to establish a society where men and women were equal, but rather was launched by the Prime Minister at the time because his party gained a political advantage.

Most suffragists were white, middle-class women, perhaps hoping for the betterment of all women, but primarily concerned about increasing the influence of women in their own class.[4] Ironically, racism was sometimes invoked in support of suffrage; in the early 1900's, B.C., MLA James Hawthornthwaite said many were outraged that "one-half of their population [women] should be deprived of the franchise, while Indians and Hindoos (whom they were now importing) might have it."[5]

Even when women were given the federal vote in 1918, wives of newly naturalized immigrant men were not automatically included. They faced barriers put in place by the Canadian government and, interestingly, with the approval of some Canadian women's organizations. Tens of thousands of married immigrant women were denied the vote. This did not change until Canada adopted a Citizenship Act in 1947 that stated married women were citizens in their own right, no matter what the citizenship of their husbands.[6]

Some racial exclusions were based on political and social conditions. During the First World War, for example, "enemy aliens" were not allowed to vote. It was not until 1948 that federal laws were put in place that prohibited citizens from being denied the right to vote on the basis of race. Even still, however, certain communities continued to face exclusion. In 1955, laws were introduced to end citizens being denied the right to vote on the basis of their religion.[7]

Aboriginal people were given "right to vote" status in 1867 at Confederation in a process called "enfranchisement" but had to give up their treaty rights and Indian status

to do so. "Enfranchisement" was also imposed on the completion of university. Women who married non-status men lost their status (while gaining the right to vote). Similarly, the law stated that non-Aboriginal women who married Aboriginal men took on their status. Because First Nations men did not have the vote until 1960, their wives did not either.[8] Inuit were enfranchised in 1948. The federal government did not enfranchise all First Nations that year, however, because they refused to give up the tax exemptions that they had been guaranteed by treaty.[9] It was not until 1960 that all "status Indians" were given the right to vote. However, this decision was not made in consultation with First Nations people. Some First Nations individuals continue to protest this process by not exercising their right to vote.[10]

STEP ONE: TEACHER-LED DISCUSSION

Discuss with students why it is important for individuals and groups to have the right to vote. See what students already know. Ask, of what value is a vote? (sample answers: allows us to choose someone to represent us in Canada's parliament and share our views; is a responsibility; includes us in power-sharing and in the community; reflects our equality with other citizens). How did people living in Canada in the past decide who should have the right to vote, and who should not; and who made these decisions?

After reading the graphic novel *Suffrage: Canadian Women and the Vote*, review with students the connection of property ownership to voting and how this disenfranchised many people of different genders and races. Discuss whether or not they think this may have been a reasonable way to determine the right to vote in Canada during the late 1800s and early 1900s; ask them what worldview this reflects and compare it to the Aboriginal worldview (no ownership of land).

STEP TWO: BRIEF DISCUSSION

Review with students the federal voting eligibility in Canada today:

- A Canadian citizen (temporary and permanent residents cannot vote);
- 18 years old or older on election day;
- Residents in the electoral district; and
- Registered on the Voters List (also called the list of electors).[11]

Have students chat about who they think should have the right to vote in a society. What are the current restrictions? Tell them that, until 1993, persons with mental disabilities were disqualified from voting, and, until 2000, not having a fixed address was grounds to be disqualified from voting.[12]

Then have students gather in groups of three or four and briefly discuss whether they agree with the current voting eligibility requirements. Ask: do you think it is reasonable that people in Canada cannot vote until they are 18? Do you think there should be a maximum age beyond which people in Canada should not be allowed to vote? Do you think people of all races and religions and genders should be allowed to vote? Do you think Canadians who are in a correctional institution or a federal penitentiary should be allowed to vote? Do you think that only people who own a certain value of property or who have a certain base amount of money should be allowed to vote? Do you think people who have a mental disability or are homeless should have the right to vote? If you could change the voting eligibility in Canada, what would you change it to, and why?

Have each group report on their conclusions.

STEP THREE: ACCOUNTING FOR DIFFERENCES IN PROVINCES' GRANTING OF SUFFRAGE

Remind students that Prime Minister Borden compromised when faced with opposition to the suffrage bill; instead of giving all women the vote, the Act conferred the Electoral Franchise upon Women. It stipulated that women had to meet the same requirements as men, including property requirements where they existed in various provinces. The Act received Royal Assent in 1918.[13] In 1920, property restrictions on the federal vote were removed when the Dominion Elections Act, renamed the Canada Elections Act, took control of the federal franchise. There were now only exclusions for age and citizenship—there were racial and religious exclusions—anyone barred from voting provincially on these grounds was also excluded from voting federally. This actually meant that property-based qualifications for voting were not completely removed in Quebec until 1948.[14]

Remind students that different provinces across the country did not grant suffrage to women at the same time. Explain that women in Manitoba got the right to vote in 1916 while women in Quebec were the last to get the vote, in 1940, 18 years after PEI. Ask students why they think there were differences?

Assign to small groups of students one of the Canadian provinces. Have each group take a turn doing a 30-minute research blitz online or use library books to find out when each province granted women the right to vote and what accounted for the timing.

Come together to have students present their responses. Then ask, what does your research about that province tell us about Canadian governance, attitudes and policy? Why was Quebec the last province to give women the right to vote? (What was the role of the Catholic church in the province during the early 1900's? What was its view on women's suffrage?) Would you say any of these differences are a result of discrimination or racism, and, if so, why?

STEP FOUR: AN IMPORTANT CLARIFICATION

Review the exclusions placed on voting in Canada over time, including gender restrictions, property restrictions, different treatment for women depending on whether they were married or single, and so on. Have students consider several of these requirements through the lens of historical perspective and relate whether this was reasonable at the time, and whether they think they would be reasonable now.

Discuss the common perception that all Canadian women gained the right to vote in 1918. Did they, or didn't they?

Have students in groups of three or four read the article "Women and the Right to Vote in Canada: An Important Clarification: *www.cbc.ca/strombo/news/women-the-right-to-vote-in-canada-an-important-clarification.html*" and then research one of four topics as they relate to the right to vote in Canada:

1) Women of colour (including Japanese, Chinese, and East Asian women)
2) First Nations
3) Inuit (men and women)
4) Female immigrants

Have student groups create a multimedia presentation that summarizes their research and responds to the questions: was this group treated equitably or did it face discrimination, and how do you know? What does this tell us about Canadian governance, attitudes, and policy?

STEP FIVE: INTERSECTIONALITY

Introduce the notion of "intersectionality," which is the theory (developed in the 1980s) that recognized women are always more than simply their gender or sex.[15] Intersectionality is defined as one or more social categorizations such as race, class, age, gender, and health can overlap and apply to an individual or group; this means an individual or group can be confronted with many overlapping and interdependent systems of discrimination or disadvantage. For example, a woman with cerebral palsy in the workplace may face discrimination because of her gender and her physical challenges. Explain that men are also affected by intersectionality: a First Nation man who is transgender might face overlapping minority status (race and gender). In other words, an individual may face problems, not only because of his or her multiple identities, but also from the one or more oppressions that come along with that individual's specific combination of identities.[16]

Have students watch the following short videos (3 mins each) to reinforce the concept of intersectionality, such as one from the Khan Academy (*www.khanacademy.org/test-prep/mcat/social-inequality/social-class/v/intersectionality*) or from the Teaching Tolerance (*www.tolerance.org/intersectionality*).

Draw circles within circles on the board, similar to the one in the diagram below. Leave it all blank. Describe what each circle represents and provide two or three examples. Guide the students to suggest other words to include in the circles, and write them in. Note: the outermost circle represents large or macro-forces; the second outermost circle represents different types of circumstances; and the second circle from the inside represents aspects of an individual's identity. The innermost circle represents an individual's unique circumstances—the result of the combination of the other circles—that represent a particular individual's power, privilege, and identity.

Explain to students that intersectionality takes into account people's experiences and identities, but does not place people into fixed categories. Sociologists believe that it can give us a way to recognize that people can experience greater or lesser privilege or exclusion depending on who they are. It gives us a way to see that people can be privileged or oppressed in some ways and not in others. It is important to see these types of similarities and differences so we can help overcome discrimination, and make sure human rights apply to everyone.

Guide students to create an intersectionality graph for Ojibwa First Nation activist Catherine Sutton/ Nahneebahweequa, who lived from 1824 to 1865. She owned land in Ontario, but after she married a white settler, many of her rights as a First Nation, such as the right to band annuities and the right to purchase land, were taken away.[17] She argued that her claim to land in Ontario be recognized, insisting it was equal to a man's, and demanded that the First Nations' right to their larger territory be respected.

Have a class discussion, prompting students to explain how they perceive Nahneebahweequa's position of intersectionality affected her experiences, and then do the same for her husband. Ask, how does thinking about identity give you insight into the struggle for equality in Canadian society in the past?

Finally, have students create their own intersectionality graph, and then create a personal essay about their own experiences as per their intersectionality.

Have them write a paragraph in which they reflect on how changes in understanding about identity are reflected in the struggle for equity in Canadian society both in the past and today.

- Innermost circle represents a person's unique circumstances.
- Second circle from inside represents aspects of identity.
- Third circle from the inside represents different types of discrimination/isms/attitudes that impact identity.
- Outermost circle represents larger forces and structures that work together to reinforce exclusion.

Note it is impossible to name every discrimination, identity or structure. These are just examples to help give you a sense of what interectionality is.

STUDENT EVALUATION QUESTIONS SPECIFIC TO THE LESSON PLAN

BEFORE (PRE-IMPLEMENTATION)

- Do students have a general understanding of women's struggle for suffrage in Canada and the impact of discrimination on this struggle?
- Do students have any prior understanding of the circumstances that influenced the differences in suffrage rights for women in different provinces (especially women in Quebec), women of colour, and First Nations and Inuit in Canada until very recently?
- Do students have an understanding of how the evolution of voting rights connects to an understanding of Canadian society, Canadian governance, attitudes and policies in the past and present?
- Do students have an understanding of the theory of intersectionality, and how it can be a useful lens when studying the struggle for equity in Canadian society both in the past and today?

AFTER (POST-IMPLEMENTATION)

- Students will describe the events, practices, and voting regulations that reflect on the impact of discrimination on women's, and other groups', struggle for suffrage in Canada.
- Students will reflect an understanding of the importance of having the vote and discuss who should have the right to vote in Canada, and how these regulations came to be made.
- Students will research, and reflect on, the circumstances that influenced the differences in suffrage rights for women in different provinces (especially women in Quebec), women of colour, First Nations and Inuit in Canada, and immigrant women (especially those who were married).
- Students will gain an understanding of how the evolution of voting rights connects to an understanding of Canadian society, Canadian governance, attitudes and policies in the past and present.
- Students will analyze the intersectionality of two individuals of the late 1800's and its impact on their experiences, write a similar essay about themselves, and reflect on how changes in understanding about identity are reflected in the struggle for equity in Canadian society both in the past and today.

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Military Museums

Military museums offer fun and engaging ways for students to learn about the work and role of our nation's armed forces. They also promote better understanding of Canada's rich military heritage and the conflicts that have shaped our country. Here's a roundup of some noteworthy places to visit:

Canadian War Museum
Home to one of the world's finest holdings of military artifacts, the Canadian War Museum in Ottawa chronicles Canada's involvement in major world and regional conflicts throughout history. The museum's vast collection comprises more than three million items, ranging from rare vehicles, uniforms, medals, artillery, personal memoirs, works of art, sound and visual recordings. There are a wide range of learning programs for students of all levels, designed to complement school curriculum in the areas of Social Studies, History, and Geography. For more information, visit: ***www.warmuseum.ca***.

The Military Museums
The Military Museums in Calgary, are the largest tri-service museums in Western Canada. Visitors can explore eight distinct museums and galleries, including the Naval, Army and Air Force Museums of Alberta, four regimental museums, and a public art and exhibition space known as the Founder's Gallery. The Military Museums offers a variety of curriculum-based educational programs, activities, and tours to school groups. Special education packages are also available. For more information, please visit: ***www.themilitarymuseums.ca***.

Comox Air Force Museum
Comox Air Force Museum showcases the heritage of the Royal Canadian Air Force's 19 Wing, celebrating the achievements and legacy of West Coast military aviation. Located in the Comox Valley on Vancouver Island, the museum documents the exploits of BC's airmen from the beginnings of Canadian airpower in the First World War until the present day. The museum also boasts an outdoor Heritage Air Park, featuring a collection of aircraft that have flown at 19 Wing Comox. For more information, visit: ***www.comoxairforcemuseum.ca***.

Musée Royal 22e Régiment
Located at the Citadelle of Québec, The Musée Royal 22e Régiment sits within a national historic site that harbours the largest military fortification in Canada. It is one of largest military collections in the country. Spanning over 300 years, the museum traces the history of the Citadelle since the French regime, as well as the Royal 22e Régiment, the only French infantry regiment of the Canadian Forces. Admission includes a guided tour around the Citadelle. Educational workshops are available for primary and secondary school groups. For more information, please visit: ***www.lacitadelle.qc.ca/en***.

Royal Canadian Artillery Museum
The award-winning Royal Canadian Artillery Museum in Shilo, MB, is Canada's National Artillery Museum, dedicated to presenting the stories of the Canadian Gunners and their contributions to war and peace since 1855. It houses Canada's largest collection of artillery artifacts with over 65,000 items on display, including an extensive collection of firearms and weapons dating back to the 1700's. The museum comprises five major galleries encompassing numerous interactive exhibits and audio presentations, and even features an outdoor Gun Park displaying more than 30 artillery pieces and vehicles. For more information, visit: ***www.rcamuseum.com***.

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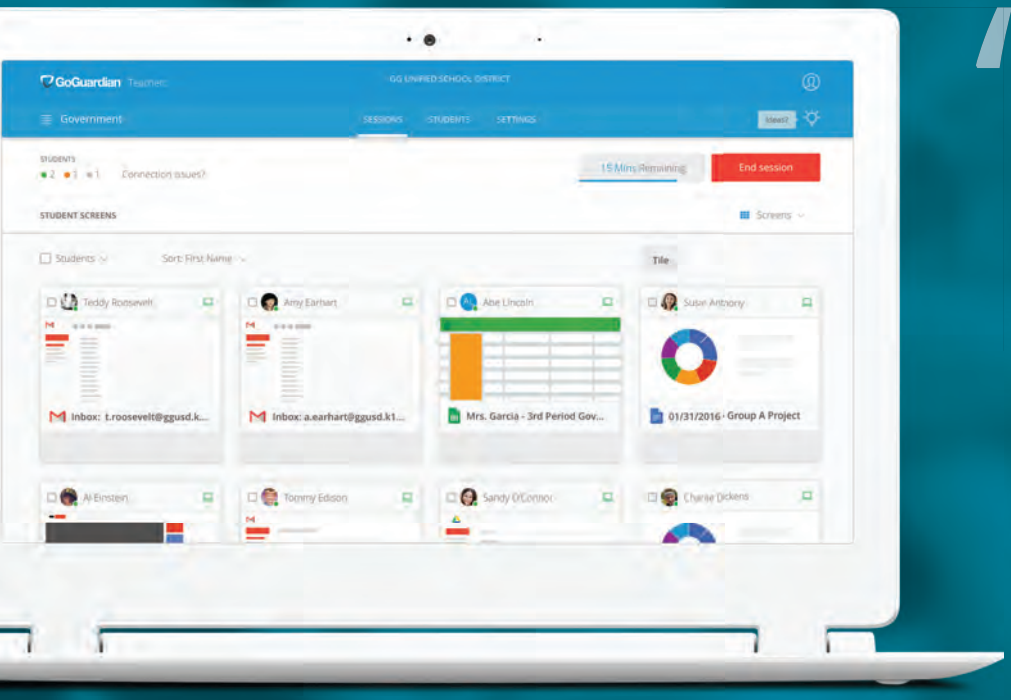

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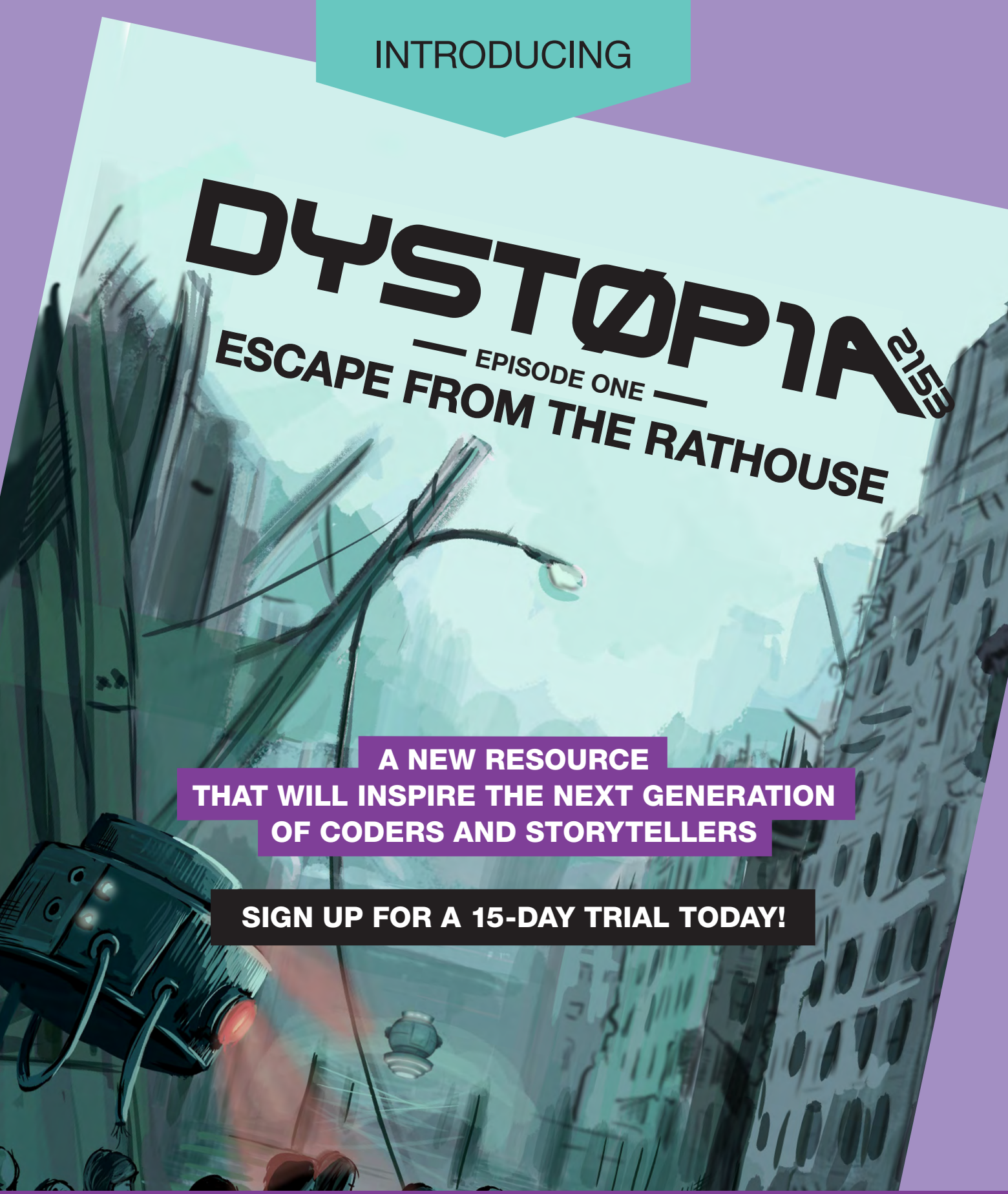

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