

Grade 7

Poetry as the Bully, the Bystander, and Duna

Curriculum Links

Reading

- 1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (*e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire*), graphic texts (*e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets*), and informational texts (*e.g., essays, Canadian and global print and on-line sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts*).
- 1.4 Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (*e.g., theme or argument and supporting evidence in reviews, essays, plays, poems, key information and related data in public documents, on-line and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts*).

Writing

- 1.1 Identify the topic, purpose, and audience for more complex writing forms (*e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government*).
- 2.1 Write complex texts of different lengths using a wide range of forms (*e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modeled on the structures and conventions of the genre*).
- 2.2 Establish a distinctive voice in their writing appropriate to the subject and audience (*e.g., use language that communicates their “stance” or point of view on an issue and identify the words and/or phrases that help them achieve this goal*).

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- 2.3** Regularly use vivid and/or figurative language and innovative expressions in their writing (*e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification*) **Teacher prompt:** “Identify three language choices you have made and explain the effect they will have on a reader.”
- 2.4** Vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases (*e.g., however, for example, therefore, as a result*) to help combine short, simple sentences into longer, more complex sentences.
- 2.5** Identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate.

Oral Communication

- 1.1** Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (*e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences*).
- 1.2** Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (*e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning*).
- 2.3** Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (*e.g., combine logic with an appeal to emotion in a charity fund raising speech; use a cause and effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue*).
- 2.4** Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (*e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support*).

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Materials

- Access to a computer.
- Pencil or a pen.
- Reproducible “The Bully, the Bystander, and Duna” (see Appendix A).

Suggested Activities

Warm Up

- Have they ever been bullied before? Ask if they are willing to share how they were bullied.
- What forms of bullying are there? List them on the board or chart paper.

Activities

- Read ***It Started With A Name***.
- Ask why Duna was being bullied in this story.
- The terms “racism” and “discrimination” will come out in this discussion.
- Create a definition of “racism.” Write *racism* in the middle of the board or chart paper. Each student places a word, thought, or feeling around it.
- Pare down this brainstorming into a workable definition.
- Ask how Duna might have felt about the situation he was in.
- Ask how this situation could have been avoided or who could have helped Duna.
- Discuss the roles of the bystanders (Duna’s classmates) in this situation and what they might have done.
- Consider the role of the bullies in the story and why they are picking on Duna.
- Record the responses to these questions from perspectives of the Bully, the Bystander, and Duna on the form (see Appendix A).

Follow Up Activities

- Write a series of three poems related to this story, based on the theme of racism: one poem from the perspective of the bully; the second the perspective of the bystanders; and third, Duna.
- Write a poem on why the bully should stop what he/she is doing; what the bystanders should do; and the impact the bullying is having on Duna.

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Related Resources

- *We Are the Children* by Kofi Annan, Secretary General of the United Nations (2001).
- *Educating For Global Citizenship in a Changing World* by Mark Evans and Cecilia Reynolds (2004).
- *Maniac Magee* by Jerry Spinelli.

Pen Pal Letters From Canada

Curriculum Links

Reading

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- 1.4 Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (*e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, on-line and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts*).

Writing

- 1.1 Identify the topic, purpose, and audience for more complex writing forms (*e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government*).
- 1.2 Generate ideas about more challenging topics and identify those most appropriate to the purpose.
- 1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (*e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve*).
- 1.4 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (*e.g., making jot notes; making sketch board outlines of a procedure or series of events*); and

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organizational patterns (*e.g., combined/multiple orders such as order of importance and cause and effect*).

Oral Communication

- 1.1 Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (*e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences*).
- 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (*e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning*).
- 1.4 Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (*e.g., compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small group discussion; use visual art, music, or drama to represent important ideas in an oral text*).
- 2.3 Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (*e.g., combine logic with an appeal to emotion in a charity fund-raising speech; use a cause and effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue*).
- 2.4 Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (*e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support*).

Geography

- Investigate the migrational roots of the members of the class and relate them to Canada's cultural development.

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Materials

- Access to the Internet.
- Access to a computer.
- Pen pal graphic organizer (see *Appendices*).
- Pencil or a pen.
- Chart paper.

Suggested Activities

Warm Up

- Ask students to voluntarily tell the class where their families are originally from.
- Invite students to share any family traditions or customs with the class.

Activities

- Read ***It Started With A Name***.
- Ask students to share their reactions to the story. Focus on the theme of racism and the fact that Duna's peers did not understand, or want to know about, his cultural heritage.
- Ask students to define their own cultural heritage and what it means to be a Canadian.
- Create a brainstorming bubble on the board. Encourage students to write down words, key phrases, and thoughts they have about being Canadian. *Note: A complete definition is impossible, because each individual will have a slightly unique view of what a Canadian is.*
- Students share their views through an open discussion, centered on multicultural perspectives of being Canadian.
- Following the discussion, create your own list of what you would describe as the “cornerstones” of Canadian culture.

Follow Up Activities

- Ask each student to write a pen pal letter to a fictitious pen pal in another country.
- Provide students with the pen pal graphic organizer to organize their ideas and thoughts.
- Distribute the letters to other students. The receiving student reads the letter and compares it to the list she/he previously created.
- The class discusses the similarities and differences they found within the letters. They will come to some understanding that there is no perfect definition of Canadian culture, and that diversity has a strong and important presence in Canadian societies.

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Related Resources

- CIA World Factbook.
<https://www.cia.gov/index.html>
- United States Census Bureau.
<http://www.census.gov/ipc/www/idb/>
- National Geographic.
<http://www.nationalgeographic.com/xpeditions/atlas/>
- Statistics Canada Home Page.
<http://www.statcan.ca/start.html>
- *We Are the Children* by Kofi Annan, Secretary General of the United Nations (2001).
- *Educating For Global Citizenship in a Changing World* by Mark Evans and Cecilia Reynolds (2004).

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It Started With A Name

Duna was the greatest classroom helper Mr. Smith had ever had. He'd never found intermediate students very eager to help with so many classroom chores in the past, but Duna was always willing to help his Grade 7 teacher whenever he could. Every recess and lunch hour Duna asked Mr. Smith how he could help him and then he quickly and efficiently completed the tasks. Mr. Smith always appreciated everything that Duna did for him and he thought that Duna was just a very helpful young man who wanted to please his teacher.

Duna and his family had moved from South Africa to Canada in the summer. Duna was anxious to make new friends at school, but he was soon disappointed by what he experienced on the first day of school. Every time he introduced himself to a new classmate on the school yard, their immediate reaction was to ask Duna to repeat his name as if he had mis-pronounced it or was making a joke. Sometimes they would laugh and tell others as if his name was the latest joke. By the time Duna entered his new classroom and the teacher started to take attendance, many of his new classmates were already turning in their seats, pointing at Duna and whispering amongst themselves with smiles on their faces. When the teacher read out Duna's name as part of the attendance register, he

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sheepishly said “present” as the rest of the class laughed and snickered.

Mr. Smith told the class to settle down and be respectful, but that did not stop the students’ antics and did not make Duna feel any better.

“Why do you have such a weird name?”, “Do you always dress so funny and weird?”, and “No foreigners allowed!” were questions and insults that Duna heard on the playground or in the classroom on a daily basis. His peers did not seem to want to get to know him or anything about his culture or heritage. Duna had been told that Canada was a multicultural country where everyone was welcome and he was shocked by the racism and intolerance he was facing each day. All Duna wanted was to be accepted, but that seemed impossible.

Duna thought about telling Mr. Smith what was going on, but he was afraid that if Mr. Smith reprimanded the students who were picking on him, the verbal attacks would intensify and possibly turn into physical attacks as well. Duna had not even told his parents. “They are having a hard enough time adjusting to life in Canada,” Duna thought. “Why should I burden them with this?”

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Unfortunately for Duna, staying silent about his problem wasn't making it go away. He continued to be bullied. He thought of changing his name, his clothing, his diet - anything to fit in. Yet, he realized that he could not change the colour of his skin, and besides, he was proud of who he was. Duna only knew how to be Duna and he did not want to be anyone else.

Duna did develop a coping strategy to deal with the problems he was facing. It was simple. If Duna stayed away from people who bullied him then he would not be teased. That is why he started to volunteer to do odd jobs for Mr. Smith whenever there was scheduled free time on the school yard. Duna would set up audio - visual equipment for assemblies, clean the blackboards, or rearrange the physical education equipment cupboard whenever he needed the help. It never occurred to Mr. Smith that Duna was doing anything other than being helpful, until a day in late November when he had nothing left for Duna to do.

Duna had been so efficient in his work that Mr. Smith ran out of tasks for him. The classroom was spotless and organized, the gym storage room was itemized down to the exact number of birdies for badminton, and none of the other teachers needed any extra support. As morning recess approached, Duna asked Mr. Smith what he would like done during the

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recess break. When Mr. Smith replied that he had nothing for Duna to do and that he should go outside and play with his friends a horrified look fell over his face.

When the bell rang, Duna sat frozen in his seat with his head down. Mr. Smith encouraged him to head outside, but Duna did not budge. Finally, after a few more encouraging remarks, Mr. Smith approached Duna and knelt down beside his desk. When Duna turned to look at Mr. Smith his eyes were filled with tears, and Mr. Smith knew that something was terribly wrong.

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Name: _____

Date: _____

RACISM: The Bully, the Bystander, and Duna

Record the roles, actions, and feelings of the bullies, the bystanders and Duna in *It Started With a Name*.
Be as detailed and specific as possible.

<i>THE BULLIES</i>	<i>THE BYSTANDERS</i>	<i>DUNA</i>

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Name: _____

Date: _____

PEN PAL LETTER ORGANIZATION CHART:

INTRODUCTION

Introduce yourself to your pen pal. Talk about your family, your home, and some interesting things about you.

1. _____
2. _____
3. _____
4. _____
5. _____

BODY PARAGRAPH #1: A Day in Your Life

Describe a typical day in your life. Give as much detail as possible so that your pen pal can understand what it is like to be you.

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1. _____
2. _____
3. _____
4. _____
5. _____

BODY PARAGRAPH #2: Life in Canada

Explain what it is like to live in Canada. Discuss the climate, economic systems, political system, leisure activities, heroes, symbols, etc.

1. _____
2. _____
3. _____
4. _____
5. _____

CONCLUSION: Questions?

Ask your pen pal questions to find out more about his/her life to wrap up the letter.

1. _____
2. _____

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3.	_____
4.	_____
5.	_____