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**Learning Activity:**

"A Picture is Worth a Thousand Words... You Are the Voice"

**Grade level / Big Idea:** Grade 5

Canada's policies and treatment of minority peoples have negative and positive legacies.

**Provide a short description of the activity you want learners to engage in:**

*Continuity & Change*

This lesson will provide students with an opportunity to examine past and present voting practices in British Columbia, as related to gender inequity issues

**Curricular Competencies** *what students will be able to do:*

- Use social studies inquiry processes and skills to ask questions, gather interpret, and analyze ideas; and communicate findings and decisions
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media
- Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present

**Core Competencies** *how does this activity align with Communication, Personal & Social Responsibility, Creative & Critical Thinking:*

Communication: Acquire, Interpret, Present, Connect & Engage

Creative Thinking: Generating & Developing Ideas

Critical Thinking: Question, Analyze, Critique, Investigate

Personal Responsibility: Cultural Contexts

Social Responsibility: Valuing Diversity, Contributing to Community

**Overview of the learning opportunity:**

- Working with a partner, students will answer questions outlined on the photo analysis worksheets (Who, What, Where, When, Why & How)
- Upon completion of the photo analysis, students will present their ideas to the class
- After students have shared and discussed their interpretations with the class, the teacher will reveal the factual data for each photo
- Students will complete a Venn Diagram comparing the two photos
- Teacher will lead students in discussion about significance of gender inequity in British Columbia during elections, prior to 1917.
- After watching Sandy Mayzell videos & videos of the women's suffrage movement on YouTube, students will outline the main ideas and their own insights about the videos
- Students will complete an interpretation and reflection activity (If - Conditions, If Not - Consequences, But - Exceptions)
- Students will brainstorm & record any further questions they may have, regarding the history of gender inequity in British Columbia, for future reference and investigation.

## **Suggestions for challenge-based or inquiry and cross-curricular integration**

### Social Studies:

- research & investigate related topics: human rights, suffrage movement, gender inequity, access to voting polls, voting process
- research female role models in B.C. such as Mary Ellen Smith, Ga'axstal'as (Jane Constance Cook), Rosemary Brown, Kim Campbell
- research women role models from website:  
[https://www.equalvoice.ca/british\\_col.cfm](https://www.equalvoice.ca/british_col.cfm)

### English Language Arts & Arts Education:

- write a diary entry from the point of view of a female suffragist in the early 1900's
- role play debates and historic events related to the suffrage movement
- portrait sketches and/or paintings of B.C. and Canadian female role models
- create a diorama depicting a scene from the suffrage movement
- conduct a reporter's interview with prominent women in the suffrage movement

### Career Education:

- create a pictured timeline of generational roles and responsibilities of men vs. women, depicting the influence of personal choices and decisions on public identity
- identify leadership skills necessary to influence change & continuity in the community, & create advertisement posters defining these skills (ex: determination, passion ... etc.)

### Science, Applied Design, Skills & Technologies & Arts Education:

- design and create a simple voting machine out of recycled materials that could be used during elections

## **Learner self-reflection questions**

- What did I already know about this topic?
- What is something that I learned from this activity?
- Why is it important that I reflect on this?
- How can I be a positive influence in my community?
- How can I change my community for the better?
- How can I ensure that my positive influences on my community will last over time?
- What are some goals I can be working on in the future to bring about positive change?

Math:

- create & interpret graphs of voter demographics during a given time period

Physical & Health Education:

- create a *Cause & Effect* chart outlining how specific acts of oppression against women impact their physical & emotional wellbeing.

**Resources**

Photo #1: Canadian Soldiers Voting Overseas in the BC Elections of 1916

Photo #2: Women Casting Their Ballots in Canada's 2015 Federal Election

- Sandy Mayzell: [www.dancingwiththeoctopus.com](http://www.dancingwiththeoctopus.com) [www.dancingbackwards.ca](http://www.dancingbackwards.ca)  
[www.youtube.com/womens/suffrage/movement](http://www.youtube.com/womens/suffrage/movement)
- "A History of the Vote in Canada":  
<http://www.elections.ca/content.aspx?section=res&dir=his&document=index&lang=e>
- <http://www.heroines.ca/>

**Assessment**

- teacher observation of students' participation and cooperation
- teacher analysis of students' oral presentations
- peer evaluation of photo analysis responses, interpretations and Venn Diagram
- student-teacher conferencing to facilitate ideas for learner self-reflection questions

# Photo Analysis #1



WHO are the people in this picture? \_\_\_\_\_

WHAT event is taking place? \_\_\_\_\_

WHEN did this event occur? \_\_\_\_\_

WHERE is this event taking place? \_\_\_\_\_

WHY is this event taking place? \_\_\_\_\_

HOW are the people at this event participating? \_\_\_\_\_

## Photo Analysis #2



WHO are the people in this picture? \_\_\_\_\_

WHAT event is taking place? \_\_\_\_\_

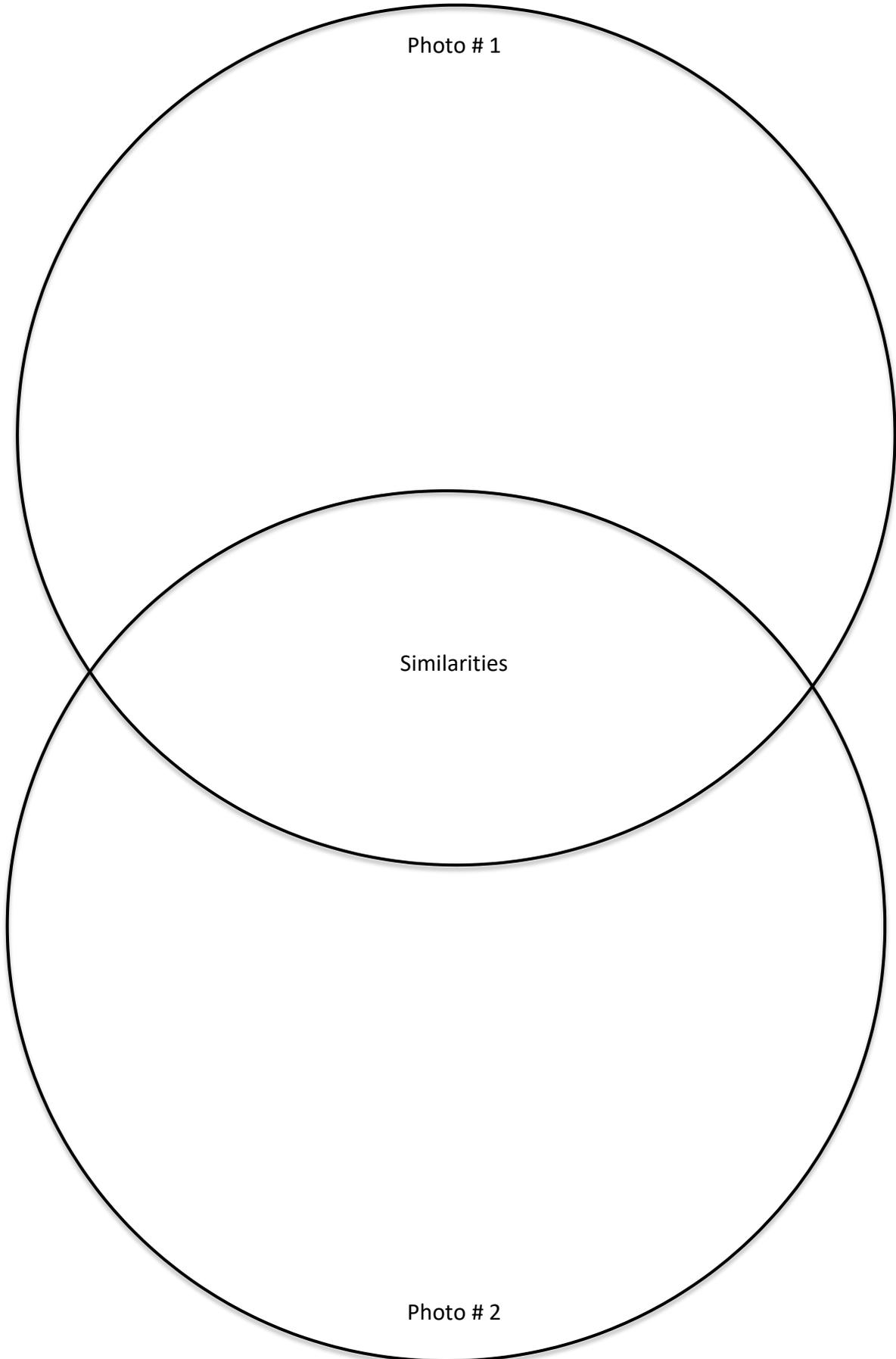
WHEN did this event occur? \_\_\_\_\_

WHERE is this event taking place? \_\_\_\_\_

WHY is this event taking place? \_\_\_\_\_

HOW are the people at this event participating? \_\_\_\_\_

# Venn Diagram



## Video Analysis

Title of Video: \_\_\_\_\_

Main Ideas: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Insights: \_\_\_\_\_

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Title of Video: \_\_\_\_\_

Main Ideas: \_\_\_\_\_

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Insights: \_\_\_\_\_

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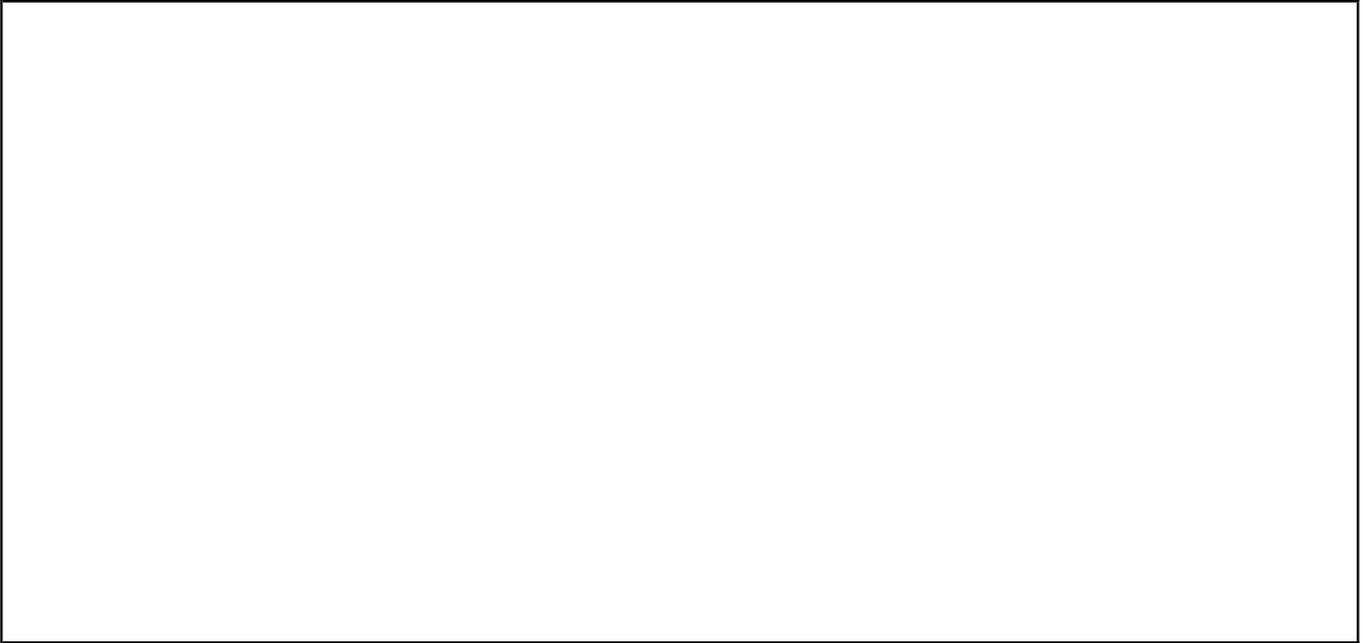
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\_\_\_\_\_

## Interpret & Reflect

**IF** women were allowed to vote in 1916, how might photo #1 have been different? Sketch your own version of photo #1 in the space below, showing how the photo could have looked **IF** women had been allowed to vote in 1916.

Use the Internet to research what women's clothing looked like in 1916.



**IF** women were still **NOT** allowed to vote today, what are the consequences we would be dealing with right now?

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**BUT**, since women are allowed to vote today, do you think this has had a negative or a positive influence on our local communities? Explain your answer:

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## Inquiry Questions for Future Investigations

