### The Canadian Mosaic: Cultural Identities

**Journal Response**

What is the Canadian identity? What does the Canadian voice sound like?

Unfortunately, the answer is not simple. Canada is a nation filled with people from diverse cultures, who all call Canada their home. Everyone's unique heritage adds to our national identity to create a distinct Canadian voice. Throughout the following pieces, you will be introduced to a variety of different writers who each hold their own distinctive view of what it means to be Canadian.

# Your Task:

Please choose and read **four** of the following five articles:

*Pretty like a White Boy: The Adventures of a Blue-Eyed Ojibway*

*The Nature of Cultures*

*Being Canadian*

*A Land Worth loving*

*Jamaican Dreams*

After reading each article, you will react to the author in a journal response of about 250 words. Journal responses should reflect your perception, feelings and associations with the work. Remember that you are reflecting on their view of being Canadian. Seriousness of intent and meaningful knowledge of the texts will affect you r grade.

# Please Include:

1. The title of the article: remember to use italics or quotation marks around the title.
2. Author
3. Date Read
4. Culture Highlighted
5. At least two significant words/ phrases/ passages from the piece. Explain how each is significant to you.

# If you don't know what else to write, consider the following:

* ·Overall, what kind of feeling did you have after reading a few paragraphs of the work? Midway? After finishing the work?
* Do any incidents, ideas, or actions in this work remind you of your own life or something that happened to you? Explain.
* Do you like this piece of work? Why or why not?
* Are there any parts of this work that are confusing to you? Which parts?
* How do you feel about the opinion expressed by the author? Explain citing specific examples.
* Do you think the title of this work is appropriate? Is it significant? Explain.
* What kind of person do you think the author is? What makes you feel this way?
* How did this work make you feel? Explain.
* Would you like to read something else by this author? Why or why not?
* What questions or comments would you like to pose to this author?
* How do you feel about this author's writing style? How would you describe it?

# How will this be marked?

Each response will be marked out of 3, based on the rubric attached to this handout.

# What is the format of the finished journals?

* Use MLA format
* Type, double-space, use a 12 point font
* Staple all 4 journals together with peer edited rough copies
* Attach the rubric
* Informal language is appropriate for these journals

# When is this due?-

**Rubric for Journal Entries**

## Stage Three: Synthesis and Evaluation of Text

***The work of students at this level will have some or many of these characteristics:***

#### A strong and active interest in the literature that shows awareness of levels of meaning Judgments are made based on the text and their own experience

#### Predictions are sophisticated and demonstrate deep engagement with the text

#### Expectations of the characters are consistent with the information in the text

#### Show strong empathy with characters and understanding of decisions based on their own experience

#### Comparisons and connections are found between the text and other literally and artistic works

#### Recognition of the author's craft in making deliberate choices in composing the text that affect the way the reader feels and responds

#### Recognition that writing is an imaginative construct

#### Awareness that their own personal beliefs may be different from those expressed in the text

**Stage Two: Evidence of Understanding and Appreciation of Text**

***The work of students at this level will have some or many of these characteristics:***

#### Writing moves beyond a retelling of the narrative to a reflection

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####  Personal connections and comparisons are made between the text and the students' own experience

#### Predictions are plausible given the scenario but are often short term and relatively undeveloped

#### Some mention of other texts they are reminded of

####  Ideas are sometimes unsophisticated and underdeveloped

#### Some evidence that they are thinking about the text and working to understand it

#### Ability to frame questions and to hypothesize and predict

**Stage One: A Literal Surface Encounter with the Text**

***The work of students at this level will have some or many of these characteristics:***

#### An unreflective interest in the narrative

#### Concerned primarily with retelling the text

#### Superficial judgments unsupported by evidence from the text or from their own experience

#### Inability to frame questions Inability to hypothesize

#### Stereotypical responses

#### Mental image drawn from television or movies

#### Usually short and superficial entries

#### Evidence of confusion or unresolved misunderstandin

#### Off-topic responses