

The Evolution of a Wedding

Learning Outcomes

Grade 10 Social Studies 13: Canada in the Modern World

Topic A - Challenges for Canada: The 20th Century and Today

- Theme I: Diversity (Canada is a pluralistic community with different political, social, cultural and economic dimensions.)

Background Information

In Canada's multicultural society, people from different cultural groups interact. This interaction influences one's cultural identity. Weddings are a good example of traditions and rituals that are unique to various parts of the world. In their original countries, weddings have changed over time. In Canada, inter-cultural interactions have influenced wedding practices. This lesson uses the Ukrainian Weddings website content as a resource for students to investigate the question: What components of a Canadian Ukrainian wedding are of Ukrainian origin, Canadian origin, or a combination of both?

Objectives

Students will

- Investigate how cultural identity is influenced by inter-cultural interactions.
- Investigate and compare various wedding scenarios differing through time and culture.
- Plan, gather, organize and interpret information.
- Express ideas through writing, discussion, and presentation.

Time

2-3 class periods.

Materials

Internet access. Website: Ukrainian Weddings [http://www.museums.ualberta.ca/exhibits/ukrnwedding/r_intro.html]

Recipe cards (20 per group of 3-4 students)

Scissors, glue

Pencil crayons

Large chart paper, felt pen

Tape

Focus

Key Questions for Discussion

1. What is your ancestry?
2. How significant is your ancestry to your identity and daily life? What other identities do you have? [*Cultural, occupational, familial, etc.*]
3. What elements (such as traditions and rituals) of your cultural heritage are practiced in Canada today? [*Student ideas. Weddings, religious holidays, etc.*]

4. What has been lost? [*Student ideas. Aspects of some traditions might have been lost or altered.*]
5. What has been added? [*Student ideas. Aspects of some traditions that might have been adapted or added. New music styles, symbolic clothing, new holidays, new Canadian elements in ceremonies.*]
6. Canada is a pluralistic society. What does this mean? [*Multicultural. Pluralistic means to have multiple dimensions or parts. A pluralistic view means to value the unique contribution by all parts.*]

Explore & Investigate

Task One: Gather information

Students work in groups of 3-4 to create twenty Ukrainian Canadian Wedding cards.

First, students visit the Ukrainian Weddings website, specifically the Ukrainian Canadian Ukrainian Weddings – Post 1970 page [http://www.museums.ualberta.ca/exhibits/ukrnwedding/ucw_1970.html]. Students use the information found here to create twenty Ukrainian Canadian Wedding cards. Each card should contain:

- Heading (Title of that component of the wedding)
- Short description, 1-2 sentences of what happens in this component of the wedding.
- Picture (optional). Pictures can be sketched, or cut-out and pasted from a website print out.

Sample card:

<p style="text-align: center;"><i>Photo or sketch</i></p>	<p>Wedding procession Student description of what happens in a Canadian Ukrainian post-1970 wedding procession.</p>
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Headings: Invitations, Bridal Shower, Wedding Tree, Wedding Beads, Stag/Stagette, Wreath-weaving, Dressing, Blessing (Pre-Church Ceremony), Wedding Procession, Church Marriage Ceremony, Throwing Confetti, Photographs, Blessing and Greeting (at the reception), Musicians, Formal Program and Toasts, Presentation of Gifts, Dance, Tossing the Bouquet and Garter, Lunch at Midnight, Mock Wedding.

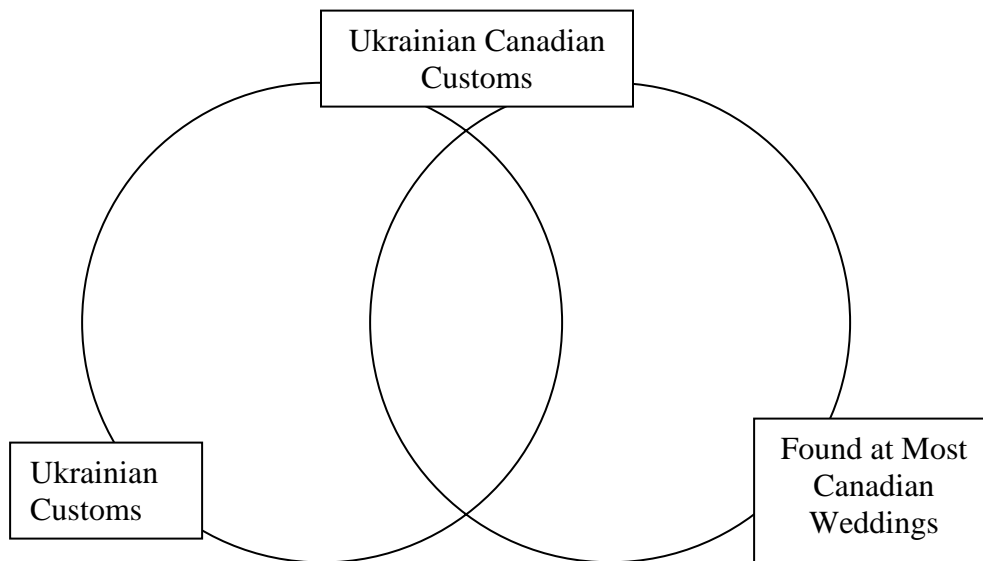
Task Two: Organize information

Materials needed: Large chart paper, felt pen, tape. Student groups work to create a large Venn diagram sorting the twenty cards into three groups: Ukrainian Customs (left hand

side), Found at Most Canadian Weddings (right hand side), and Modified Ukrainian Customs (overlap in centre).

Students use information from the following three parts of the Ukrainian Weddings website to help decide where to place each card on the Venn diagram.

1. Ukrainian Folk Tradition (This is a generalized version of a typical wedding in 19th century rural Ukraine.)
2. A Wedding in Toporivtsi, Bukovyna (An example of a present day wedding in Ukraine.)
3. Ukrainian Canadian Weddings – Post 1970 (A description of typical recent Ukrainian-Canadian traditions, particularly in western Canada.)



Possible responses are as follows. (Some cards may fit into more than one category. Students can discuss and decide which place is best.) Ukrainian Customs: Wedding Tree, Wedding Beads, Wreath-weaving, Blessing (pre-church ceremony), Blessing and Greeting (at the reception), Musicians, Mock Wedding. Modified Ukrainian Customs: Invitations, Bridal Shower, Dressing, Wedding Procession, Church Marriage Ceremony, Throwing Confetti, Presentation of Gifts. Found at Most Canadian Weddings: Stag/Stagette, Photographs, Formal Program & Toasts, Lunch at Midnight, Tossing the Bouquet and Garter, Dance.

Reflect & Interpret

Journal Entry

Young couples with Ukrainian ancestral roots often choose to maintain elements of Ukrainian culture in their wedding preparations, ceremony and celebrations. This is one example of diverse ethnic traditions practiced in Canada today.

1. What motivates these desires? How might these traditions enrich couples' lives from their perspectives?

2. Think of three other examples. Write them down using the sentence frame. “Three other examples of diverse ethnic traditions practiced in Canada today are... I know this because...”
3. What motivates these other ethnic traditions? How might they enrich the participants’ lives, from their perspective?
4. Do you think maintaining these kind of diverse ethnic traditions make Canadian culture stronger or does it hinder the process of developing a common or united Canadian culture? Why do you think this? Explain. *[Students might have ideas that pluralism could hinder Canadian society’s unity and strength. It could lead to a segmented society with negative feelings between groups, which could lead to violence and other problems. It could lead to an appreciation that people can express themselves and their values in a wide variety of ways. It could lead to greater tolerance and international understanding.]*
5. Is it possible to integrate without necessarily assimilating? *[Student ideas.]*

Extensions

- Students research wedding customs of their own ancestral traditions and list and describe at least 5 customs. In a paragraph, they answer the following question: Would you include any traditions symbolizing your heritage if and when you have a wedding ceremony in the future? Explain why or why not.
- Students work in groups of 3-4 to create a 15-minute ‘lifestyles’ television program that highlights the uniqueness of a Ukrainian-Canadian wedding. Students present their television program to the class or other classes. Programs may be recorded and digitized.