Canada’s Immigrants: The Cultural Mosaic in Graphs

Lesson Overview:
This lesson involves obtaining census data from the Statistics Canada website and organizing relevant data in a data table (refer to the Student Worksheet.) Students are guided to make calculations and graphs from the data and display the results on a wall map of Canada.

Grade Level:
Grades 9-12 (secondary school)

Time Required:
120 minutes (2 lessons)

Curriculum Connection (Province and course):
British Columbia Social Studies 10 (Society and Culture)
- Identify the influence of immigration on, and the contributions of immigrants to, the development of Canada

British Columbia Social Studies 11 (Human Geography)
- Population
  - Relate changes in Canada’s population to changes in world population
  - Describe possible responses to population growth, such as migration

This lesson may also be used with the Advanced Placement Human Geography course.

Link to Canadian National Geography Standards:
Essential Elements #2: Places and Regions
- Physical and human processes shape places and regions
- The importance of places and regions to individual and social identity
- Regional analysis of geographic issues and questions

Essential Elements #4: Human Systems
- Population characteristics by world regions, country and regions within countries
- Impact of human migration
- Convergence and divergence of cultures

Canadian Council for Geographic Education (www.ccge.org)
Statistics Canada (www.statcan.ca)
Geographic Skills #1: Acquiring Geographic Information
- Systematically locate and gather geographic information from a variety of primary and secondary sources.
- Systematically assess the value and use of geographic information.

Geographic Skills #3: Organizing Geographic Information
- Select and design appropriate forms of graphs, diagrams, tables and charts to organize geographic information.

Geographic Skills #4: Analyzing Geographic Information
- Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information.

Link to Statistics Canada data source:
Go to www.statcan.ca and click on 2006 Census.
- Click on Read about the 2006 Census questions and why they are asked.
- Click on Part 1 – 2006 Census Questions
- Scroll down to Step E Questions 9-25
  (http://www12.statcan.ca/english/census06/info/questions/index.cfm?S=11)

Go to www.statcan.ca and click on 2001 Census.
- Click on Search by topic
- Choose "14. Immigration and citizenship"
- Scroll down to Topic-based tabulation #7. Click on HTML.
  (http://www.statcan.ca/bsolc/english/bsolc?catno=95F0357X2001004)

The table is called, "Immigrant Status and Place of Birth of Respondent (21), Sex (3) and Age Groups (7B) for Population, for Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2001 Census - 20% Sample Data - Cat. No. 95F0357XCB2001004”.

Additional Resources, Materials and Equipment Required:
- Attached student activity sheets (2)
- Access to a computer lab with internet access to the Statistics Canada website
- Protractors
- Up to date wall map of Canada (a good map is available from http://atlas.gc.ca/site/english/dataservices/wall Maps/MCR0105.jpg/image View)
- Pins to attach graphs to the wall map

Main Objective:
To create graphs for Canada and its provinces and territories which illustrate the origins of immigrant populations to highlight Canada’s cultural mosaic.
Learning Outcomes:
By the end of the lesson, students will be able to:
- Locate specific information on the Statistics Canada website.
- Record data in an organizer.
- Calculate sums and percentages and draw a pie graph for the student’s assigned province/territory illustrating the origin of immigrants by region.
- Read, interpret and analyze the graphs applied to a wall map of Canada.

The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce the concept of a population census.</td>
<td>Answer the question about the kinds of questions they would expect to find on a census form.</td>
</tr>
<tr>
<td>Ask students what kinds of questions they would expect to find on a census form.</td>
<td>Follow the instructions on the student worksheet and complete the tables and graphs for the province or territory assigned by the teacher.</td>
</tr>
<tr>
<td><strong>Lesson Development</strong></td>
<td></td>
</tr>
<tr>
<td>Assign each student one province/territory of Canada.</td>
<td>Assist the teacher to attach the graphs to the wall map.</td>
</tr>
<tr>
<td>Distribute student worksheets.</td>
<td>Participate in the discussion and complete the last question on the Student Activity Sheet for homework.</td>
</tr>
<tr>
<td>Assist students where necessary.</td>
<td>Submit homework for grading next lesson.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>Pin the graphs for each province/territory on the wall map.</td>
<td></td>
</tr>
<tr>
<td>Lead a discussion to help students reach conclusions about Canada’s cultural mosaic and the origin of immigrants for each province/territory of Canada.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Extension:</strong></td>
<td></td>
</tr>
<tr>
<td>Students must:</td>
<td></td>
</tr>
<tr>
<td>• Complete the last question on the Student Activity Sheet for homework.</td>
<td></td>
</tr>
<tr>
<td>• Submit homework to be graded next lesson.</td>
<td></td>
</tr>
<tr>
<td>E-STAT could also be used to create pie graphs with this data by province.</td>
<td></td>
</tr>
</tbody>
</table>

Canadian Council for Geographic Education (www.ccge.org)
Statistics Canada (www.statcan.ca)
Assessment of Student Learning:
Assess the intended learning outcomes by grading the final question on the
student activity sheet. Students must demonstrate their understanding of
Canada’s cultural mosaic and the factors, which influence the uniqueness of the
make-up of immigrants by province and territory.
Student Activity Sheet
Canada’s Immigrants: The Cultural Mosaic in Graphs

Part A: The 2006 Census

Go to www.statcan.ca and click on 2006 Census.
- Click on Read about the 2006 Census questions and why they are asked.
- Click on Part 1 – 2006 Census Questions.
- Scroll down to Step E Questions 9-25.

Twenty percent of Canada’s households will answer the long form questionnaire in the 2006 Census. This includes questions relating to the sociocultural background, mobility and ancestry of Canadians.

Put a check mark next to the information required in Step E Questions 9-21 of the long form questionnaire.

| √ | Place of birth | Mother tongue |
|   | Citizenship | Cultural (ethnic) origins |
|   | Landed immigrant status | Income level |
|   | Date of birth | Aboriginal origin |
|   | Fluency in French and English | Recent mobility (movement) |
|   | Other languages spoken | Parental birthplaces |

Why do you think this information is important? (HINT: If you need help, click the BACK button and click on Part 2- Reasons why the questions are asked. Scroll down to the relevant information about The Questions.)

Part B – Gathering and Geographic Data

Go to www.statcan.ca and click on the 2001 Census.
- Click on Search by topic.
- Choose "14. Immigration and citizenship".
- Scroll down to Topic-based tabulation #7. Click on HTML.

The table is called, "Immigrant Status and Place of Birth of Respondent (21), Sex (3) and Age Groups (7B) for Population, for Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2001 Census - 20% Sample Data - Cat. No. 95F0357XCB2001004".
For the province/territory you have been assigned, follow these instructions carefully.

**Steps 1-6**
1. Under Select another geographic area for this product, click the down arrow and select the province/territory you have been assigned.
2. Find the data in the column titled Total – Age Groups. Record the required data that is outlined in the organizer below.

<table>
<thead>
<tr>
<th>Province/Territory Name:</th>
<th>Data Field (Region)</th>
<th>Number</th>
<th>% of Total Immigrant Population *</th>
<th>% as degrees of a circle*</th>
<th>Colour on pie chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Immigrant population</td>
<td></td>
<td>100 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(From) United States</td>
<td></td>
<td></td>
<td>Blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Central and South America AND Caribbean and Bermuda (add together these two totals)</td>
<td></td>
<td></td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(From) Europe</td>
<td></td>
<td></td>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(From) Africa</td>
<td></td>
<td></td>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(From) Asia</td>
<td></td>
<td></td>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(From) Oceania and other</td>
<td></td>
<td></td>
<td>Orange</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* To calculate the immigrant population from each region as a percentage (%) of the Total immigrant population, use the following formula:

\[
\text{Number} \times 100 = \% \text{ of Total Immigrant Population}
\]

* Multiply the percentage for each region by 360° of a circle, using this formula:

\[
\% \text{ of immigrant population} \times 360° = \text{angle of portion of pie graph (round numbers to nearest degree)}
\]

3. Using the information in the right hand column of the organizer above, construct a pie graph using the circle on the Sheet titled “Pie Graph”.
4. Colour each pie carefully using the colour code indicated in the organizer above. Remember to colour the legend for the pie graph.
5. Complete **PART C** before going to step 6.
6. Once your pie graph is completed, cut it out and pin it on the wall map in the correct location, according to your teacher’s instructions.
Part C - Analyzing the Data
1. For your province/territory, determine the origin of the largest immigrant group.

2. Suggest one reason why these people moved and why they represent the largest immigrant group for your region.

3. For your province/territory, determine the origin of the smallest immigrant group.

4. Suggest one reason why these people moved and why they represent the smallest immigrant group for your region.

5. Does this graph illustrate cultural homogeneity or cultural heterogeneity in the immigrant population for your region? Explain your answer.

Part D – Canada’s Cultural Mosaic
6. From the pie graphs pinned on the map of Canada, write a brief paragraph describing the similarities and differences in the size and origin of the immigrant population between regions.

7. Suggest reasons for the major similarities and differences.
Pie Graph
Canada’s Immigrants: The Cultural Mosaic in Graphs

PROVINCE/Territory:

TOTAL IMMIGRANT POPULATION:

<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>Europe</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central and South America AND Caribbean and Bermuda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa</td>
<td></td>
<td>Oceania</td>
</tr>
</tbody>
</table>