The Ins and Outs of Nunavut

Lesson Overview:
The lesson investigates the push and pull factors associated with a community in Nunavut by interviewing and collecting data from persons who have moved there to seek employment.

Grade Level:
Grades 9-12

Time Required:
Two sixty-minute classes

Curriculum Connection:
Nunavut Social Studies

Link to Canadian National Geography Standards:
Essential Element #2: Places and Regions
- Physical and human processes shape places and regions
- Changes in places and regions over time
- Critical issues and problems of places and regions

Essential Element #4: Human Systems
- Population characteristics by world regions, country and regions within countries
- Demographic transition
- Impact of human migration
- Changes in human settlement patterns over time

Geographic Skill #1: Asking Geographic Questions
- Plan and organize a geographic research project

Geographic Skill #2: Acquiring Geographic Information
- Systematically locate and gather geographic information
- Systematically assess the value and use of geographic information
**Geographic Skill #3:** Organizing Geographic Information

- Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information

**Geographic Skill #5:** Answering Geographic Questions

- Formulate valid generalizations from the results of various kinds of geographic inquiry
- Evaluate the answers to geographic questions

**Link to Statistics Canada data source:**

- www40.statcan.ca/l01/cst01demo34d.htm (Topic: immigrant population)
- www40.statcan.ca/l01/cst01/labor50d.htm (Topic: average earning of population by level of education)
- www40.statcan.ca/l01/cst01/labor40a.htm (Topic: employed labour force by place of work)
- www40.statcan.ca/l01/cst01/labor43d.htm (Topic: experienced labour force 15yrs and over by class of worker)
- www40.statcan.ca/l01/cst01/labor47d.htm (Topic: experienced labour force by industry)
- www40.statcan.ca/l01/cst01/labor45d.htm (Topic: experienced labour force by occupation and gender)
- www40.statcan.ca/l01/cst01/demo44n.htm (Topic: frequency of labour of work)
- www40.statcan.ca/l01/cst01govt62g.htm (Topic: public sector employment)

**Additional Resources, Materials and Equipment Required:**

Student Worksheet – Project Information Sheet

**Main Objective:**

The goal of the lesson is for students to recognize and examine the push and pull factors to explain immigration and emigration patterns in their community.
Learning Outcomes:
By the end of the lesson, students will be able to:

- Collect and present geographic information
- Give examples of the effects of immigration on contemporary Canadian society
- Describe key characteristics of demographic change in contemporary Canada
- Share responsibilities for group goals and tasks
- Evaluate information to determine reliability, validity, authenticity, and perspective

The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>Discuss how long students and their families have lived in Nunavut compared to</td>
<td>Participate in discussion.</td>
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<td>friends, teachers, doctors, nurses, etc. who are not originally from the territory.</td>
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<td><strong>Lesson Development</strong></td>
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<tr>
<td>Differentiate between push and pull factors in regards to migration and cite</td>
<td>Record definitions of push and pull</td>
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<td>examples of each.</td>
<td>factors with examples.</td>
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<tr>
<td>Brainstorm what push and pull factors result in migration to Nunavut.</td>
<td>Record brainstorming session ideas.</td>
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Canadian Council for Geographic Education (www.ccge.org)
Statistics Canada (www.statcan.ca)
Help students form groups of four to six people.

Explain that each student in a group must choose one career found in their community (doctor, teacher, pilot, cashier, etc)

Instruct students that they will collect data for that career by interviewing a person who holds that position in their community.

Hand out information sheet to help guide students in their research.

Instruct students on how to conduct interviews.

Upon completion of interview and Student Worksheet, instruct students to report back to the class as a group with accompanying tables, graphs, charts that graphically display their data.

Assemble into teacher-directed groups.

Chose a career found in their community.

Interview persons involved in chosen career.

Gather data and as a group make a presentation based on your findings to the class as a whole.

Lesson Extension:

Using the Statistics Canada website, find another community with very similar or very different immigration and emigration results. Write a short essay comparing and explaining the similar/different push and pull factors.

Assessment of Student Learning:

- Evaluate Student Worksheet
- Evaluate class presentations

Further Reading:

Inuuqatigiit: The Curriculum from the Inuit Perspective (link found at: http://www.icah.ca/content/iu/resources/detail/index.php?rid=62956)
STUDENT WORKSHEET
Project Information Sheet

This sheet is to help guide your research. Do not feel limited by the questions. Take all the information you collect and represent it in an appropriate manner to present to your group and the class.

Name: _____________________________________________
Group members: ______________________________________
Community: _________________________________________

Occupation chosen: _________________________________
Number of positions available: _________________________
Number of positions currently filled: ___________________
Number of positions currently vacant: _________________
Longest employed length of any current employee: ______
Shortest employed length of any current employee: ______

Questions to help collect data:
* What is the number one reason for employment in career field? (money, interest, knowledge, etc)
* Why pursue a career in this community? (hometown, money, adventure, friends, spouse, etc)
* What would be the number one reason to stay indefinitely? (benefits, money, working conditions, promotion, etc)
* If choosing to leave, what is the number one reason for leaving? (location, weather, laid-off, etc)

In your opinion:
* Is there a high turnover rate in this field in your community?
* Do people tend to stay in positions for a long period of time with no changes?
* Do employees feel generally satisfied with their current position and/or conditions?
* Is there anything that Nunavut can do to entice long-term employment?