Canadian Immigration

Lesson Overview:
Students will investigate Canadian Immigration and how it has changed over the years. They will chart and/or graph statistics of immigration and record immigration trends on a Canadian map.

Grade Level:
6-8 (middle school)

Time Required:
Teachers should be able to conduct the lesson in two 45-minute classes.

Curriculum Connection (Province and course):
Foundation for the Atlantic Provinces Curriculum for Social Studies General Curriculum Outcomes

Culture and diversity: Students will be expected to demonstrate an understanding of culture, diversity and worldview recognizing the similarities and differences in various cultural, racial and ethnic perspectives.

People, places and environment: Students will be expected to demonstrate an understanding of the interactions among people, place and environment

Time, continuity and change: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future

Prince Edward Island, New Brunswick, Nova Scotia and Newfoundland and Labrador Social Studies, Grades 7 and 8
Prince Edward Island, New Brunswick, Nova Scotia and Newfoundland and Labrador Math, Grades 6-8

Link to Canadian National Geography Standards:
Essential Element #1: The World in Spatial Terms
  ▪ Map types
  ▪ Major cities of the province, Canada, and the world

Essential Element #2: Places and Regions
  ▪ Changes in places and regions over time
  ▪ World cultural regions
Essential Element #3: Human Systems
- Human migration patterns
- Patterns of culture in Canada

Geographic Skill #1: Asking Geographic Questions
- Plan how to answer geographic questions

Geographic Skill #2: Acquiring Geographic Information
- Use a variety of research skills to locate and collect geographic data
- Use maps to collect and/or compile geographic information

Geographic Skill #3: Organizing Geographic Information
- Prepare various forms of maps as a means of organizing geographic information.
- Prepare various forms of graphs to organize and display geographic information.

Geographic Skill #4: Analyzing Geographic Information
- Use statistics and other quantitative techniques to evaluate geographic information.

Geographic Skill #5: Answering Geographic Questions
- Make generalizations and assess their validity.

Additional Resources, Materials and Equipment Required:
- A video or DVD containing the Historica Minutes and a TV and VCR or internet access and an LCD projector
  - http://www.historica.ca (Historica Minutes)
- Black line Canadian map (available from following websites)
  - http://www.edselect.com/maps.htm
  - http://www.nationalgeographic.com/maps/
  - http://www.statcan.ca/english/edu/zone/maps/maps.htm
- World reference map or atlases
- Two coloured pencils per student or per pair for the graph, graph paper
- Canadian Immigration statistics from the following websites:
  1. Immigration status for population, for Canada, provinces and territories, 1911 and 2001 censuses (97F0009XCB2001001):
www.statcan.ca
Click on “2001 Census”; on the left sidebar choose “Data”; in the centre column, choose “Topic-based Tabulations”; choose “#8 Immigration and Citizenship”; choose “#1 Immigrant status for population, Canada, Provinces and Territories, 1911-2001 Censuses”.

2. Personal stories of Canadian Immigrants:
http://www.pier21.ca
http://www.pier21.ca/Immigrants.2794.0.html
Click on “Pier 21 Stories”; choose “Immigrants” (Personal stories of Canadian Immigrants)

3. Immigrant population by place of birth, by provinces and territories) on the Canadian Statistics section of www.statcan.ca
http://www40.statcan.ca/l01/cst01/demo34a.htm?si=immigrant Note: click on the province name on the left side bar to retrieve data for that province,

4. Canada e-book:
Click on “Canada e-book”, look under “The People” and then choose “The Population”
http://142.206.72.67/r000_e.htm
The section on mobility and migration begins on the 4th page under The Population at http://142.206.72.67/02/02a/02a_004_e.htm

5. “Place of birth by period of immigration, Canada 2001” Table on page 38):
http://www40.statcan.ca/l01/cst01/demo34a.htm?si=immigrant

6. "100 years of immigration to Canada" flash presentation and table

- Flags or thumbtacks to mark the home countries of Canadian Immigrants on the world map (two colours)

Main Objective:
To become familiar with reasons for Canadian immigration and to research where Canadian Immigrants came from and where they settled in Canada.

Learning Outcomes:
By the end of the lesson, students will be able to:
- Create a graph that compares the number of Canadian immigrants in 1911 and 2001
- Compare the number of immigrants in each province of Canada using a Canadian map and statistics
- Explain and give example of why people immigrated to Canada
- Identify the various home countries of Canadian Immigrants on a world map.

The Lesson:

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<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>In small groups, students will come up with a list of reasons why people would move away from their country of birth.</td>
</tr>
<tr>
<td><strong>Lesson Development</strong></td>
<td>After viewing the video clips and reading some of the personal accounts of immigrants, students will discuss what they watched and read and, if necessary, add to their list of reasons why people would leave their home country. Find out from which countries your ancestors come.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Have the students find out from where their ancestors came. Together, you can mark with the other colour of tacks the different countries that are represented by your students’ ancestors on the world map.</td>
</tr>
</tbody>
</table>
Lesson Extension:

To stress the importance of a census and to examine how information from a census can be used, teachers are encouraged to participate with their students in completing the in-class census and the activities online at: **Census at School:**

[www.censusatschool.ca](http://www.censusatschool.ca)

Students could write a skit based on their diaries. Some of them may want to make their own *Historica Minute* (if the equipment is available)

Students could research a home country of a Canadian immigrant (or their ancestors).

Students could research and role-play the citizenship court ceremony at which immigrants officially become new citizens of Canada. This activity is available at

[http://www12.statcan.ca/english/census01/teacher%27s_kit/activity10.cfm](http://www12.statcan.ca/english/census01/teacher%27s_kit/activity10.cfm)

Another resource available to help teachers introduce this lesson is the flash presentation "100 years of immigration to Canada" at


**Assessment of Student Learning:**

- Completed evaluation rubrics
- Students will hand in maps with Immigration statistics
- Students will complete graphs of Immigration statistics
- Students will complete their “Immigration Journey Diaries”

**Further Reading:**

[http://142.206.72.67/r000_e.htm](http://142.206.72.67/r000_e.htm)

([Canada e-book](http://142.206.72.67/r000_e.htm), look under “The People” and “The Population”)
<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>MAP WORK</strong></td>
<td>Many provinces and territories are not labelled or are spelled incorrectly.</td>
<td>Most provinces and territories are labelled. Not all of the immigration numbers are labelled.</td>
<td>Provinces, territories and statistics are labelled accurately, but everything could be neater.</td>
<td>Provinces, territories and statistics are accurately and neatly labelled. Two colours are used to show the different years of immigration statistics.</td>
</tr>
<tr>
<td><strong>BAR GRAPH</strong></td>
<td>Graph is completed, although not accurately.</td>
<td>There are some accurate bars made.</td>
<td>Most bars are accurately placed on the graph.</td>
<td>All plots are accurately placed and connected.</td>
</tr>
<tr>
<td></td>
<td>Ruler was not used. X-axis and Y-axis units are not evenly spaced.</td>
<td>Ruler was used. The units are not evenly spaced.</td>
<td>Ruler was used and the units are evenly spaced, but there is no colour or the colouring is messy.</td>
<td>Overall, the graph is neat and legible. Units are evenly spaced. Colour has been used.</td>
</tr>
<tr>
<td><strong>DIARY OF JOURNEY</strong></td>
<td>Information is not well thought out or does not make sense.</td>
<td>Information makes sense, but is not well organized.</td>
<td>Information is well thought out, but there isn’t much.</td>
<td>Well thought out, complete information.</td>
</tr>
</tbody>
</table>
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Student worksheet

1. Using the information from:

   Link 5. “Place of birth by period of immigration, Canada 2001” Table on page 38)
   (http://www40.statcan.ca/l01/cst01/demo34a.htm?aksi=immigrant) locate and mark with one colour of tack the many countries from which that Canadian immigrants came on a world map.

2. On your own or with a partner, neatly label the Canadian provinces and territories on your Canadian map.

3. Using the statistics found at:

   Link 1. Immigration status for population, for Canada, provinces and territories, 1911 and 2001 Censuses
   http://www12.statcan.ca/english/census01/products/standard/the mes/index.cfm

   Mark the number of immigrants to each province and territory in 1911 and 2001. Use a different colour for each year.

4. Using the information on your map, create a double bar graph to compare the number of immigrants to each province and territory in 1911 and 2001. Be sure to use the same colours that you used on your map to represent each year.

5. Pretend that your family is from another country. They have decided to move to Canada. Create a diary that explains the reasons why your family came to Canada. Be sure to include (but don’t limit yourself) information on the journey itself, where you moved in Canada, what you brought with you. Submit your work to your teacher for assessment.