

# Canada's Schools: Crossroads of Culture

## Lesson Overview:

Immigrants who came to Newfoundland in the past ten years were motivated by many **pull** factors. Each individual, family, and ethnic group had specific reasons to move to Newfoundland, Canada (or any other region of the country), whether they were pulled here by advertising posters or they were forced to leave their home country. In general, immigrants entered Canada under three main classes: economic-class immigrants, family-class immigrants, and refugees.

## Grade Level:

This lesson is appropriate for students in Grades K-6

## Time Required:

Two class periods for this lesson

## Curriculum Connection:

This lesson meets the outcomes as identified in the Atlantic Provinces Education Foundation Social Studies Curriculum grades K-6 Newfoundland & Labrador Social Studies General Curriculum Outcomes (Can be adapted for any province).

**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. They will understand that individuals differ from one another in personal values but members of a group possess certain common values and characteristic. (Grade 4)

**People, places and environment:** Students will be expected to demonstrate an understanding of the interactions among various people in the community. They will understand their values and religious beliefs, their need for food, clothing and shelter. (Grade 4) The basic needs of people are the same everywhere. (Grade 5)

**Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment – locally, nationally and globally. They will understand that interdependence is consistent and important factor in human relations everywhere. (Grade 4) The role of the individual in the community (Grade 5)

**Time, continuity and change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. Students will understand that events are remembered with traditions and customs. (Grade 4)

**Link to the Canadian National Geography Standards (K-3):****Essential Element #1: The World in Spatial Terms**

- Major countries of the world
- Map projection (distance, direction)

**Essential Element #2: Places & Regions**

- How cultures affects places and regions (cultural landscape)
- World political regions
- World cultural regions

**Essential Element #3: Physical Systems**

- Extreme natural events (e.g. Floods, hurricanes, earthquakes, tornadoes)
- Implications of the hydrologic system (droughts, floods)

**Essential Element #4: Human Systems**

- Population density, density & growth rates
- Human migration patters (voluntary)
- Impact of human migration
- Convergence & divergence of cultures
- Demographic transition
- Population characteristics by world regions, country & regions within countries

**Essential Element #5: Environment & Society**

- Impacts of natural & technological hazards
- Disasters on the human & physical environment
- Perception of & reaction to extreme natural events
- Impact of weather on everyday life

**Link to the Canadian National Geography Standards (4-6):****Essential Element #1: The World in Spatial Terms**

- Latitude & longitude
- Major countries of the world
- Map projection (distance, direction)
- Map, globe & atlas use

**Essential Element #2: Places & Regions**

- How culture affects places and regions (cultural landscape)

**Essential Element #3: Physical Systems**

- Extreme natural events (e.g. Floods, hurricanes, earthquakes, tornadoes)
- Implications of the hydrologic system (droughts, floods)

**Essential Element #4: Human Systems**

- Patterns and process of migration past and present (push /pull) /population characteristics of Newfoundland and Canada (e.g.) density, distribution and growth rates)
- Types of economic activity
- Population density, density & growth rates
- Human migration patterns
- Forced & voluntary

**Essential Element #5: Environment & Society**

- Impacts of extreme natural events (earthquakes, tornadoes, floods, and hurricanes) on human environment)

**Geographic Skill #1: Asking Geographic Questions**

Where is it located?

**Geographic Skill #2: Acquiring Geographic Information**

- Locate, gather and process information from a variety of primary & secondary resources including maps /make and record information about human characteristics of place

**Geographic Skill #3: Organizing Geographic Information**

- Prepare maps to display geographic information
- Construct graphs, tables and diagrams to display geographic information

**Geographic Skill #4: Analyzing Geographic Information**

- Use tables and graphs to observe and interpret geographic trends and relationships
- Use texts, photographs and documents to interpret geographic trends and relationships
- Use simple mathematics to analyze geographic data

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

- Present geographic information in the form of both oral and written reports accompanied by maps and graphics.

### Link to Statistics Canada:

Students will go to **Statistics Canada** at [www.statcan.ca](http://www.statcan.ca), specifically the 2001 Census Results Teacher's Kit - [Activity 9: Immigration](http://www12.statcan.ca/english/census01/teacher%27s_kit/activity9.cfm) ([http://www12.statcan.ca/english/census01/teacher%27s\\_kit/activity9.cfm](http://www12.statcan.ca/english/census01/teacher%27s_kit/activity9.cfm)).

Students can use the site to make comparisons between the immigration in the four Atlantic provinces.

### Learning Outcomes:

By the end of the lesson, students will be able to:

- Identify elements of change, of environmental, population, occupation and values of problems, of how communities try to resolve their problems
- Locate the number of immigrant families from each country in their city using [Statistics Canada: Community Profiles](http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E) (<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>)
- Understand that culture is socially learned. It consists of the knowledge, values and skills which are developed in human groups and which serve as the established rules of group life.
- Understand that environment affects people's ways of living
- Investigate the various ethnic groups in their city
- Appreciate some of the differences and similarities between immigrants in their city
- Learn reasons for immigrants coming to a specific city/town
- Understand the concept of immigration
- Recognize the contributions that immigrants have made and continue to make to Canadian society
- Immigrants who came to Newfoundland in the past ten years were motivated by many **pull** factors. Each individual, family, and ethnic group had specific reasons to move to Newfoundland, Canada (or any other region of the country), whether they were pulled here by advertising posters or forced to leave their home country

### Process & Skills Development:

#### Communication:

- Create charts and concept webs
- Listen for information

#### Inquiry:

- Analyze maps of the world/ Atlantic Canada /Newfoundland for information

- Listen and read to develop conclusions and predict economic outcomes

Participation:

- Contributes to individual and group learning activities
- Participate in a walk-around brainstorming session

**Resources, Materials and Equipment Required:**

- Community Resource persons with cross cultural expertise
- Computer with Internet access
- PowerPoint
- Image digitizer
- Video camera
- Digital camera
- Drawings by children / Pictures
- Related pictures from newspapers or magazines
- Your choice of recording information for the class at the front (overhead, poster paper, board)
- Bristol board
- Glue, scissors, color pencils, markers
- Copies of the map 'Canada and the World' by **Canadian Geographic**
- Suggested useful websites page provided by teacher:

Statistics Canada: Community Profiles – data for every community in Canada

[Statistics Canada: Longitudinal Survey of Immigrants to Canada: Process, progress and prospects](#): A comprehensive study designed to research how new immigrants have adjusted to living in Canada.

[Cultural Profiles Project](#): Introductions to cultures in Canada - from Afghans to Zambians. It is a very useful site, with additional links.

[Cultures Canada](#): An alphabetical list of links to cultural communities.

[Heirlooms](#): Introductions to ethnic communities in Canada. Brief histories, profiles of community members

<http://www.nationalgeographic.com/studentatlas>: Sense of place map that highlights student migration stories

[www.culture.ca](http://www.culture.ca): Provides an expansive view of Canadian culture, reflecting how Canadians define their culture including arts, history, and heritage n culture in both official languages. The "**Canadian Festival & Events**" section is a guide to cultural events taking place across Canada.

**The Lesson:**

	<b>Teacher Activity</b>	<b>Student Activity</b>
<b>Introductory</b>	<p>We will research specific ethnic groups that immigrated to Newfoundland, and determine the pull factors that motivated this group.</p> <p>Teacher mentions the Census as a valuable resource of immigration statistics.</p>	
<b>Lesson Development</b>	<ol style="list-style-type: none"> <li>1. Ask students to brainstorm about their knowledge of their families move to Newfoundland. Brainstorming Prompts: "Why do people like living in Newfoundland /Canada?" Or: "What attracts people to live in Newfoundland /Canada?"</li> <li>2. Ask each student to put his or her prompts on paper.</li> <li>3. Ask each group to do a carousel.</li> <li>4. The teacher then records each new idea/concept on an overhead, board, or large piece of chart paper. Students can use attached census activity to gather their information.</li> <li>5. Go to: <a href="http://java.nationalgeographic.com/studentatlas/">http://java.nationalgeographic.com/studentatlas/</a> and print a map of the area of the immigrants' origin.</li> <li>6. In teams of 3 or 4, make a collage advertising young people to come to Newfoundland.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students complete brainstorming webs on the two prompts which allows them to ask their family why they moved to a specific city/country</li> <li>2. Have students work in groups of 3 or 4 at the start of class and brainstorm their ideas on the two prompts on chart paper that is placed around the room.</li> <li>3. Students go around and read each chart and compare the thoughts of other groups to their own</li> <li>4. The students complete the Census activity and report to the group</li> <li>5. Find the country on the map. Countries such as: <b>Korea, Cuba, Liberia, Iceland, Turkmenistan, Sierra Leone, Columbia, Egypt, Taiwan, and Mexico</b></li> <li>6. The slogan is to be directed to young people.</li> </ol>
<b>Conclusion</b>	<p>Presentation should be approximately 20 minutes. (Length of presentation should vary depending on Grade level)</p>	<p>Students present their advertisements to the class on day two.</p>

**Lesson Extension:****Essential Elements #6:** Uses of Geography

Migration themes in literature, art, &amp; music

1. Students will create a mural that captures migration to Newfoundland. Students can use the Statistics Canada [Canadian Statistics](http://www40.statcan.ca/l01/cst01/index.htm) (<http://www40.statcan.ca/l01/cst01/index.htm>) site to make comparisons of immigration in the four Atlantic Provinces (<http://www40.statcan.ca/l01/cst01/demo34a.htm>). Students will then colour those with the largest and smallest populations of immigrants. The immigrant population of Canada consists of people who were born in other countries and have been granted the right to live in Canada permanently. [http://www12.statcan.ca/english/census01/teacher's\\_kit/activity10\\_handout1.cfm](http://www12.statcan.ca/english/census01/teacher's_kit/activity10_handout1.cfm) [Graph 3](#), which has been filled in for you, shows the figures for the provinces and territories. What is the percentage for your province or territory \_\_\_\_\_?
2. Collect stories about immigration in more recent times. Students could consult libraries or talk to friends and relatives.
3. Students research using Statistics Canada Community Profiles, immigration statistics on their community.

**Assessment of Student Learning:**

Include suggestions for assessing the intended learning outcomes.

1. Formative: Demonstrate a skill
  - Peer & self-evaluation and teacher observation can be used to evaluate skills/ process.
2. Communication
  - Read for detail
3. Inquiry:
  - Identify cause & effect
4. Participation
  - Explain the visual representations
5. Products Created /Written Assignment /Portfolio
  - Flow charts

**Canada's Schools: Crossroads of Culture****INTRODUCTION TO PULL FACTORS:****Brainstorming Prompts**

This can be done two ways:

- Why do people like living in St. John's /Canada?
- What attracts people to live in St. John's/Canada?

**Evaluation Rubric for Immigrant Case Study:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Project content</b>	Project captures audience attention and is very informative	Project captures audience attention and is informative	Information presented not very relevant	Information presented not relevant
<b>Organization of work</b>	Advertising very well structured and instructions followed	Advertising well structured and most instructions followed	Advertising structured but a number of instructions not followed	Advertising is poorly structured
<b>Aesthetic aspects</b>	Very carefully done	Information clearly presented	Little attention paid to presentation	Work is sloppy



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### Census Activity

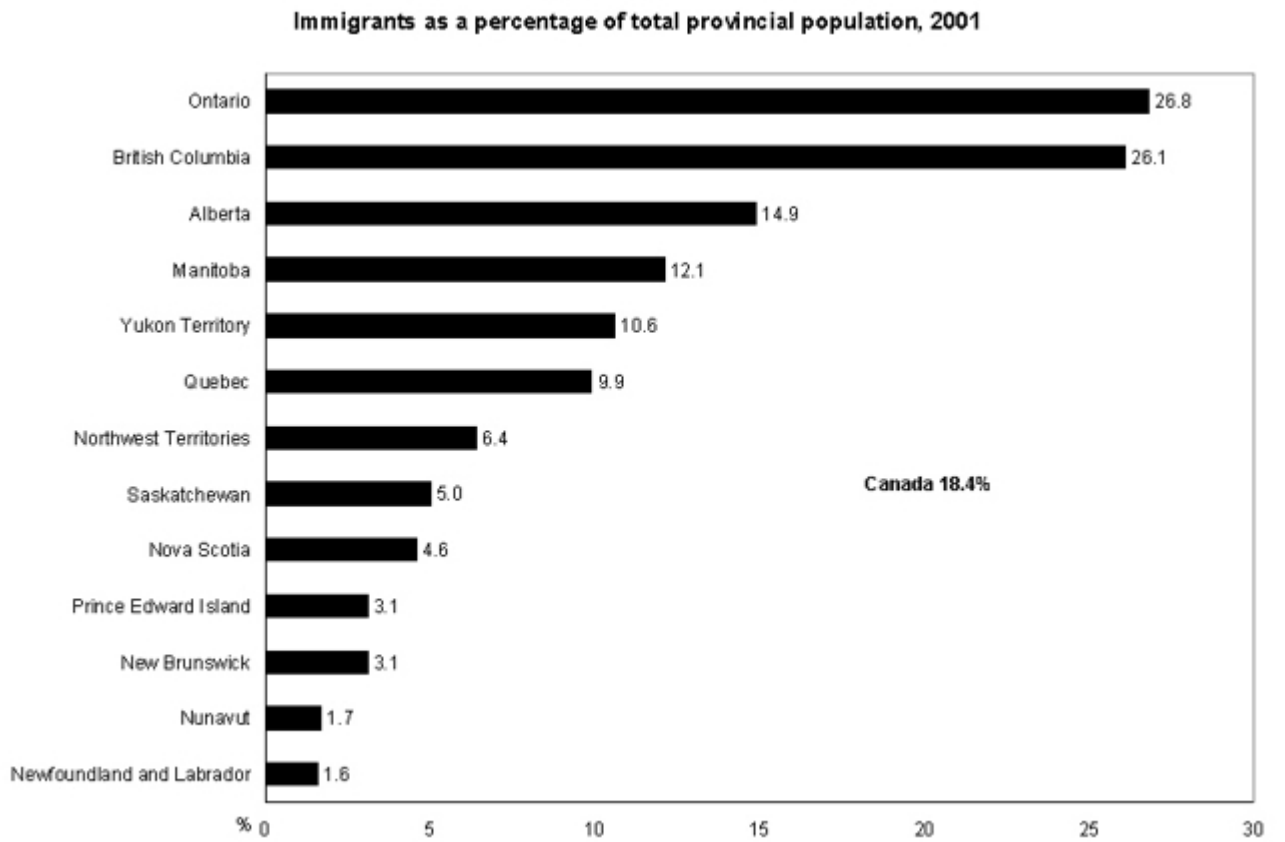
1. Discuss some of the concepts and issues surrounding immigration—its definition, why people immigrate, immigrants or children of immigrants the students may know, challenges immigrants face in re-settling in a new country, etc.

Study the map in [Handout 1](#):

([http://www12.statcan.ca/english/census01/teacher%27s\\_kit/activity9\\_handout1.cfm](http://www12.statcan.ca/english/census01/teacher%27s_kit/activity9_handout1.cfm)) with the children. Explain that immigrants have come to Canada from many countries located in one or another of six large source areas defined by the census. These areas are:

- United States
- Europe
- Asia
- Africa
- Caribbean, Central and South America
- Oceania and other countries

Have the children write the names of the source areas on the map and shade them in according to the colour key.



Statistics Canada Statistique Canada





or people you know in your neighborhood. They could be either adults or children.

Name: \_\_\_\_\_ From: \_\_\_\_\_

Name: \_\_\_\_\_ From: \_\_\_\_\_

Name: \_\_\_\_\_ From: \_\_\_\_\_

b) Think of the names of some well-known Canadians you've read or heard about, both past and present, who have immigrated to Canada.

Name: \_\_\_\_\_ From: \_\_\_\_\_

Famous for: \_\_\_\_\_

Name: \_\_\_\_\_ From: \_\_\_\_\_

Famous for: \_\_\_\_\_