

## Where Have Canadians Come From?

### Lesson Overview:

As students are studying Canadian government, they discuss how people become citizens of Canada. At this point, they will begin to look for answers to the question, "Where have Canadians come from?" They will locate statistics on the Statistics Canada website to learn:

- a. The present ethnic composition of the population of Canada
- b. The country of origin of immigrants to Canada in the latest census year
- c. The historical change in immigration of people with an ethnic background of local interest

These statistics can be used to draw graphs for a visual display.

### Grade Level:

Grade 5

### Time Required:

Two class periods of approximately 40 minutes. In the first class, students will collect data. In the second, they will record their information using graphs.

### Curriculum Connection (Province and course):

Ontario, Social Studies, Canada and World Connections, Aspects of Citizenship and Government in Canada

### Link to Canadian National Geography Standards:

#### Essential Element #4: Human Systems

- Patterns and processes of migration past and present
- Population characteristics of the province and Canada

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

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

### Link to Statistics Canada:

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

You will also want to access E-STAT on this site. Go to the Learning Resources section to register your school.

### Additional Resources, Materials and Equipment Required:

Computers, preferably in a lab situation; calculators; overhead projector

**Main Objective:**

To help students understand the changing composition of Canada's population

**Learning Outcomes:**

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

- Access appropriate information from the Statistics Canada website
- Choose appropriate graphs to convey data
- Create graphs by hand or computer
- Describe the ethnic composition of the Canadian population
- Discuss changes in Canadian immigration over time

**The Lesson:**

	<b>Teacher Activity</b>	<b>Student Activity</b>
<b>Introduction</b>	<p>Discuss the meaning of immigration. Through discussion, help students realize that Canada has always been a country of immigrants. On the board, make a tally chart to show the ethnic background of students in your class. One student could record the tally marks while another could locate the countries named on a world map. Use the chart to answer questions; for example, "What is the most common ancestry of students in our class?" Then ask, "Would our tally chart look the same as the one in any other classroom?" "How could we find out?"</p>	<p>Take part in discussion.</p> <p>When asked, give the ethnic background of your ancestors.</p> <p>Some students will keep track of answers on the tally chart; others will locate countries on a world map.</p>

<b>Lesson Development</b>	<ol style="list-style-type: none"> <li>1. Discuss the kind of information needed to find out where Canadians come from:             <ol style="list-style-type: none"> <li>a. Who lives in Canada now?</li> <li>b. What ethnic groups are coming to Canada today?</li> <li>c. How has immigration changed through the years? (Choose one ethnic group to follow.)</li> </ol> </li>   <li>2. Tell students that Canada keeps statistics that will help to answer these questions. Split the class into three groups, each one assigned to answer one of the questions above. Introduce the StatCan website. If you are working in a lab setting, help all students into the StatCan site. In pairs, have them read the headings and make selections that will lead them to statistics that will help them to answer the question. Once you have checked to make sure that they have located appropriate information, have the students print it to keep for the next class. (Less able students can be assigned topic C. Give them the instructions that will allow them to print a graph rather than a table. They could be assigned several different ethnic groups.)             <p>If you do not have access to a computer lab and students are working independently on a computer, give them the following instruction sheet to guide them through the work.</p> </li>   <li>3. Discuss with students effective ways to present the information they have found. Lead the discussion with the use of graphs. (This part of the lesson ties in well with Grade 5 math.) Students can complete their graphs by hand or computer. Assist students in:             <ol style="list-style-type: none"> <li>a. Choosing an appropriate graph.</li> <li>b. Setting up axes. An overhead projector is helpful.</li> <li>c. Rounding statistics and calculating percentages (with a calculator), where necessary.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Contribute to discussion.</li>   <li>2. Locate appropriate statistics to answer the assigned question.</li>   <li>3. Draw a graph to present the statistical information that answers the assigned question.</li> </ol>
<b>Conclusion</b>	<p>Organize a bulletin board display of the students' work. As each group presents its findings, have them place graphs on the display. Then have students add photographs of various cultural activities in Canada. They should choose ethnic groups that are represented on the graphs. Each photograph should have an appropriate caption.</p>	<p>Present findings orally. Add your graph to the class display. Find appropriate photographs to complete the display.</p>

**Lesson Extension:**

Assign students a research project on one of the immigrant groups discussed in class. They can look for predominant years of immigration, reasons for immigration, location in Canada, cultural celebrations, and contributions to Canada. There are many sites on the Internet that provide appropriate information. As well, Coming to Canada, by Susan Hughes, is a great resource for students of this age.

**Assessment of Student Learning:**

1. Assign a series of questions that could be answered using the StatCan website.
2. Give students a table of statistical information. Ask them to draw a graph showing the same information.
3. Test questions e.g. "What are the three largest ethnic groups represented in the population of Canada?" "From what part of the world are most immigrants to Canada coming today?"

**Instruction Sheet for StatCan Website – Ethnic Background of Present Population**

1. Go to [www.statcan.ca](http://www.statcan.ca). Choose a language. (English or French)
2. Click on Canadian Statistics.
3. Type in the key words, "ethnic origin."
4. Choose: Population by selected ethnic origin – 2001 census (soon to be 2006), provinces and territories.
5. Print a copy of the table showing the totals for Canada.

**Instruction Sheet for StatCan Website – Latest Immigration Statistics**

1. Go to [www.statcan.ca](http://www.statcan.ca). Choose a language. (Eng./Fr)
2. Click on Canadian Statistics.
3. Type in the key word, "immigration."
4. Choose: Immigrant population by place of birth, provinces and territories.
5. Print a copy of the table showing the totals for Canada.

**Instruction Sheet for StatCan Website - Historical Immigrant Patterns, Table**

1. Go to [www.statcan.ca](http://www.statcan.ca). Choose a language. (Eng/Fr)
2. Click Learning Resources.
3. Click E-STAT.
4. Click Table of Contents.
5. You will now need a password from your teacher.
6. Click, in order, People, Data, Population and Demography, CANSIM – Ethnic Origin.

7. You want Historic statistics, origins of population, 1871-1971.
8. On the view checklist, check Canada. On the origins, check the ethnic group you are interested in. For reference period, indicate 1871 to 1971. Finally click Retrieve as a Table and then Go.
9. Print a copy of the table.

Instruction Sheet for StatCan Website - Historical Immigrant Patterns, Graph

1. Go to [www.statcan.ca](http://www.statcan.ca). Choose a language. (Eng./Fr.)
2. Click Learning Resources.
3. Click E-STAT.
4. Click Table of Contents.
5. You will now need a password from your teacher.
6. Click, in order, People, Data, Population and Demography, CANSIM – Ethnic Origin.
7. You want Historic statistics, origins of population, 1871-1971.
8. On the view checklist, check Canada. On the origins, check the ethnic group you are interested in. For reference period, indicate 1871 to 1971. Finally click Retrieve as individual Time Series and then Go.
9. Print the graph.