

Chinese Immigration to Canada

Lesson Overview:

The purpose of this lesson is to encourage students to learn aspects about immigration to Canada. Students are asked to use **Statistics Canada's** website and E-STAT to locate, plot and interpret data. Students will appreciate the various types of graphic representation available at this website. Chinese immigration is the focus, and through the use of the graphs, students are asked to suggest possible reasons *why* Chinese immigrants chose to settle in different regions of Canada. Teachers are also encouraged to use any other immigrant groups in their province.

Grade Level:

Can be adapted for use in Grades Six to Nine

Time Required:

60-80 minutes

Curriculum Connection (Province and course):

New Brunswick and other Atlantic provinces: **Foundation for the Atlantic Provinces Curriculum for Social Studies**

PEOPLE, PLACE, AND ENVIRONMENT

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

Link to Canadian National Geography Standards:

Essential Element #4: Human Systems

- Population density, distribution, and growth rates
- Human migration patterns
- Patterns of culture in Canada and the world

Geographic Skill #1: Asking Geographic Questions

- Identify geographic issues, define geographic problems, and pose 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 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
- Prepare various forms of charts to organize and display geographic information

Geographic Skill #4: Analyzing Geographic Information

- Interpret information obtained from maps
- Use statistics and other quantitative techniques to evaluate geographic information
- Interpret and synthesize information obtained from a variety of sources

Geographic Skill #5: Answering Geographic Questions

- Develop and present combinations of geographic information to answer geographic questions
- Make generalizations and assess their validity

Link to Statistics Canada:

<http://www.statcan.ca>

<http://estat.statcan.ca>

Additional Resources, Materials and Equipment Required:

Student Activity Sheet (attached)
Overhead Projector or DVD projector
VCR/TV
Maps of Canada

Main Objective:

The primary goal of this lesson is to have middle school students appreciate what factors influence immigrants to choose to live in different regions of Canada.

Learning Outcomes:

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

- Identify and define geographic terms related to migration
- Use a variety of Internet research skills to locate and collect statistical data.
- Collect and compile a variety of geographical and graphical information from E-Stat.
- Prepare a variety of graphs to organize and display geographic information related to migration
- Interpret a variety of information obtained from 1986, 1991, and 1996 and 2001 census.
- Develop and discuss information obtained on Chinese immigration in Canada.
- Appreciate why immigrants choose to live in different parts of Canada.
- Navigate **Statistic Canada's** website to extract the following:

1. Data about Chinese immigration to different provinces
 2. Different graphical representation of information
 3. 1986, 1991, 1996 and 2001 Census
- Work in cooperative groups to locate information on the Internet.

This lesson involves the use of **Statistic Canada's** website. If your school does not have access to **E-STAT**, please obtain a username and password before doing this project (<http://estat.statcan.ca>).

Lesson:

	Teacher Activity	Student Activity
Introduction	<p>In considering Chinese immigration as the focal group, and through graphs, students are asked to suggest reasons for Chinese immigrants to settle in different regions of Canada. Have students discuss briefly about their local area. Ask the following questions:</p> <ol style="list-style-type: none"> 1. Why do you think your parents have chosen to live in this community? 2. At what type of work do most of the class's parents work? 3. Do you know of any classmates who have moved since you started primary school? 4. Why did these students move? 5. Were any students in this school born outside of this province or country? 6. Why did they move here or away from here? <p>Teachers are also encouraged to use other immigrant groups specific to their province.</p>	<p>Discuss questions and hypothesize reasons why people move.</p> <p>This discussion should lead students to suggest that the main reason for movement (migration) is <u>economic</u> (to find employment) or to have better opportunity for education.</p>

Lesson Development	<p>The following are the same steps in the student worksheet used to obtain the required data. Instruct students to go to E-STAT site at: http://estat.statcan.ca, http://www.statcan.ca/ (Note: If students are unable to access this site, provide the information required.)</p> <p>Provide students with the student worksheet and assist them in following the instructions on the student worksheet</p> <p>**It is suggested to prepare the data required on overheads or through DVD projection. This will allow completion of the project if students encounter difficulty with the site connections.</p>	<p>*Go to E-STAT site at http://estat.statcan.ca, http://www.statcan.ca/</p> <p>*Select English or French</p> <p>Using their student worksheets, students are to:</p> <p>*Under the E-STAT sidebar, select “Search Census”</p> <p>*Choose “1986 Census” under “Select a Census”</p> <p>*Select “1986(2A) basic questionnaire”</p> <p>*Scroll down the Characteristics list to “Chinese” (Mother tongue, single response)</p> <p>*Choose “Table: Areas as Rows” from output format</p> <p>*Print by choosing printer-friendly format</p> <p>* Repeat these steps for 1991, 1996 and 2001.</p> <p>Using the four tables, answer the following questions: Questions:</p> <ol style="list-style-type: none"> 1. What is the overall <u>trend</u> (population increasing, decreasing or staying the same) for Chinese immigration to your province or territory during the four-time period shown? 2. In which three provinces did most Chinese immigrants choose to settle in 2001? 3. Give three reasons as to why you think they settled in these provinces. 4. What was the total Chinese immigrant population for Atlantic Canada in 2001? 5. Give two reasons as to why you think Chinese immigrants choose not to settle in Atlantic Canada.
Conclusion	<p>Students should also be challenged to do further research into other immigrants to their province and to appreciate that the overall theme Migration: The Human Journey is a phenomenon that is universal to all cultural groups and has been a common experience globally through time.</p>	<p>Students speculate the implications of what they have learned on people, cultural groups, and countries about the hardships that migrants faced when they chose to migrate to Canada. Identify common characteristics.</p>

Lesson Extension:

1. Students are encouraged to research articles on Chinese immigration. The following are sites to get them started:

<http://www.whitepinepictures.com/seeds/i/3/sidebar.html>

http://www2.actden.com/writ_den/h06/direct.htm

2. Students are asked to go to **E-STAT** and access the data used above. This time, however, students are asked to produce a pie chart, a bar chart, map, and a table: “areas as columns”, when asked to choose output format. This should be done for 1986 and 2001. Students can compare each of the formats used and comment on which they think is the most effective way of presenting this information.
3. Students or class can complete the E-STAT lesson “[Chinese immigrants in British Columbia, 1870](#)” to see where Chinese immigrants settled in B.C.
<http://www.statcan.ca/english/kits/bc70s1.htm>

Assessment of Student Learning:

Teachers can assess the students by asking them to print copies of their data and answers to questions. Students can also be asked to submit their project research electronically. Another possible approach could involve group work and presentations to compare the different regions of Canada chosen by Chinese migrants.

Further Reading:

Students can be encouraged to research the Internet to find stories about Chinese immigration to Canada.

As a case study, students can watch a video such as **The Last Chinese Laundry: The Chinese in Newfoundland (Memorial University Continuing Studies & Extension 28:30 minutes 1988)**

The Last Chinese Laundry relates the story of the Chinese in Newfoundland since their first arrival in 1895. Forced to leave wives and children behind in China, the men endured both loneliness and prejudice as they toiled for a meagre living at the hand laundries of St. John’s. While capturing the drudgery and anguish, the film also reveals the humour and achievements of the Chinese as they struggled to gain full acceptance into Newfoundland and Canadian society. The story centres on William Ping, who today owns the last remaining Chinese laundry in Newfoundland.

*After watching the video, the teacher can lead a discussion into early challenges and prejudices that faced Chinese immigrants

Chinese Immigration to Canada

Teacher Reference Sheet

The Canadian Council for Geographic Education and **Statistics Canada** have partnered to develop a series of lessons for the topic ***Migration: The Human Journey***. The purpose of this lesson is to encourage students to learn about immigration to Canada. Students are asked to use Statistic Canada's website to locate, plot and interpret data. Students will appreciate the various types of graphic representation available at this website. This lesson has chosen Chinese immigration as the focal group and through graphs, students are asked to suggest reasons for Chinese immigrants to settle in different regions of Canada. Teachers are also encouraged to use other immigrants in their local province.

Lesson Opener:

Have students briefly discuss their local area. Ask the following questions:

1. Why do you think your parents have chosen to live in this community?
2. What type of work do most of the student's parents work at?
3. Do you know of any classmates that have moved since you started primary school?
4. Why did these students move?
5. Were any students in this school born outside of this province or country?
6. Why did they move here or away from here?

This discussion should lead students to suggest that the main reason for movement (migration) is to find employment or to have a better opportunity for education.

Lesson:

This lesson involves the use of Statistic Canada's website. If your school does not have access to E-STAT, please obtain a username and password before doing this project. The following are the same steps in the student worksheet used to obtain the required data.

*Go to E-STAT site at <http://estat.statcan.ca> (Note: If you are unable to access this site, your teacher will provide the information required.)

*Select English or French

*Under E-STAT menu, select "Search Census"

*Choose "1986 Census. Under Select a Census"

*Select "1986(2A) basic questionnaire"

*Scroll down list to "Chinese (Mother tongue, single response)"

*Choose "Table: Areas as Rows from output format"

*Print by choosing printer-friendly format

*Repeat these steps for 1991, 1996 and 2001. I also suggest that you prepare the data required on overheads or through a DVD projection. This will allow you complete the project if students encounter difficulty with the site connections.

1986 (2A) basic questionnaire, Provinces to Municipalities**1986, 2A Profile**

1986 - Provinces and Territories in Canada

Area Name:	Chinese (Mother tongue, single responses)
NEWFOUNDLAND	515
PRINCE EDWARD ISLAND	75
NOVA SCOTIA	1,120
NEW BRUNSWICK	625
QUEBEC	17,010
ONTARIO	114,975
MANITOBA	6,665
SASKATCHEWAN	5,140
ALBERTA	35,670
BRITISH COLUMBIA	84,465
YUKON	100
NORTHWEST TERRITORIES	185

1991 (2A) basic questionnaire, Provinces to Municipalities**1991, 2A Profile****1991 - Provinces and Territories in Canada**

Area Name:	Chinese (mother tongue, single responses)
Newfoundland	735
Prince Edward Island	105
Nova Scotia	1,575
New Brunswick	825
Quebec	28,435
Ontario	205,170
Manitoba	8,285
Saskatchewan	5,875
Alberta	52,635
British Columbia	140,980
Yukon	115
Northwest Territories	205

1996 Census of Population (Provinces, Census Divisions, Municipalities)

Ethnic Origin and Visible Minorities

1996 - Provinces and Territories in Canada

Area Name:	Chinese - Total responses, population by ethnic origin
Newfoundland	1,410
Prince Edward Island	450
Nova Scotia	3,670
New Brunswick	1,825
Quebec	55,875
Ontario	422,770
Manitoba	14,485
Saskatchewan	9,975
Alberta	98,135
British Columbia	312,335
Yukon Territory	230
Northwest Territories	410

2001 Census of Population (Provinces, Census Divisions, Municipalities) 2001 Citizenship, Immigration, Birthplace, Generation Status, Ethnic Origin, Visible Minorities and Aboriginal Peoples: Provinces and Territories in Canada

Area Name:	Chinese - Total responses, population by ethnic origin
Newfoundland and Labrador	1,110
Prince Edward Island	230
Nova Scotia	3,675
New Brunswick	2,075
Quebec	63,000
Ontario	518,555
Manitoba	14,250
Saskatchewan	9,275
Alberta	108,055
British Columbia	373,825
Yukon Territory	300
Northwest Territories	310
Nunavut	40

Chinese Immigration to Canada Student Activity Sheet

Student Name _____
Date: _____

The purpose of this project is to appreciate migration patterns to Canada by using **Statistic Canada's** website. One group of migrants that encountered resistance and faced additional financial burden in the form of a head tax, was the Chinese. In carrying out the project, students will discover where Chinese chose to settle. If you choose the extension activities, appreciation will be gained as to why they settled there. Once this project is completed, students may wish to investigate other immigrants in their province.

Assignment:

*Go to E-STAT site at <http://estat.statcan.ca>. (Note: If you are unable to access this site, your teacher will provide the information required.)

*Select English or French

*Under E-STAT menu, select "Search Census"

*Choose "1986 Census" under "Select a Census"

*Select "1986(2A) basic questionnaire"

*Scroll down list to "Chinese (Mother tongue, single response)"

*Choose "Table: Areas as Rows" from output format

*Print by choosing printer-friendly format

* Repeat these steps for 1991, 1996 and 2001.

Using the four tables, answer the following questions:

Questions:

1. What is the overall trend (population increasing, decreasing or staying the same) for Chinese immigration to your province or territory during the four-time period shown?
2. In which three provinces did most Chinese immigrants choose to settle in 2001?
3. Give three reasons as to why you think they settled in these provinces.
4. What was the total Chinese immigration population for Atlantic Canada in 2001?
5. Give two reasons why you think Chinese immigrants choose not to settle in Atlantic Canada.

Lesson Extension:

Students are asked to go to **E-STAT** and access the data used above. This time, however, students are asked to produce a pie chart, bar chart, a map, and a table, areas as columns, when asked to choose output format. This should be done for 1986 and 2001. Students can compare each of the formats used and comment on which they think is the most effective way of presenting this information.

Readings and other Internet information:

<http://www.whitepinepictures.com/seeds/i/3/sidebar.html>

http://www2.actden.com/writ_den/h06/direct.htm