Immigration to Canada

Project Plan

[Grade 5]

Subject:
Social Studies

PLOs:

Social Studies:

A2: use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada (*in relation to immigration)
A3: gather a body of information from a variety of primary and secondary sources
A4: create a presentation on a selected topic

B1: describe the significance of key events/factors in the development of BC/Canada:
  - Describe key events and factors in the development of BC and Canada in terms of their context and rationale
  - major figures
  - conflicts
  - outcome
  - Describe roles of the fur trade, the CPR, in the development of CA
  - Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as
    - the Age of Exploration
    - the fur trade
    - building the Canadian Pacific Railway

B2: assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada:
  - Give historical reasons for the immigration of specific cultural groups to Canada
• Through role play, simulations, or letters, present personal perspectives of the challenges faced by immigrants (e.g., climate, language, religious freedom, employment)
• Create a representation of how immigration has led to the development of Canada as a cultural mosaic
• Create a presentation on the heritage(s) of their own families

**B3:** describe the contributions of significant individuals to the development of Canada’s identity:
• Identify significant individuals who have contributed to the development of Canada’s identity in various areas
• Represent the roles of Aboriginal peoples, the British, and the French in key events in Canadian history
• Present a report to describe the contributions of one or more significant individuals to the history of Canada

**Language Arts:**

**A1:** use speaking and listening to interact with others for the purposes of contributing to a class goal, sharing and explaining ideas, viewpoints, and opinions (e.g., debating) etc.
**A2:** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences.
**A7:** demonstrate enhanced vocabulary knowledge and usage.

**C2:** write a variety of clear, focused informational writing for a range of purposes and audiences
**C3:** write a variety of imaginative writing for a range of purposes and audiences.

**Core French:**

**Spoken Interaction 1:** participate, with support, in very simple interactions about very common everyday situations.

**Visual Arts:**

**A5:** create 2-D and 3-D images that reflect different aspects of art from a variety of historical and cultural contexts.
Lessons:

Lesson 1: Moving

Objective: Students will be able to express moving as a life-changing experience, from their own point of view and from that of others.

PLO(s): B2: Assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada (through personal perspectives)

Resources: The Long Road (Luis Garay)

Hook:

The teacher will read a short story from a child's perspective describing the experience of moving countries (coming to a new country with a different language/culture etc.)

Procedure/Activity:

• Students will respond to the story (How did the child feel? What were the problems they faced? What are possible reasons for the move? What did they leave behind? etc.)
• Students will separate into groups and create brainstorm posters based on their own experiences (whether moving houses, schools, cities, countries etc.)
• Students will write an exit slip following the discussion/activity.

Assessment:

Teacher Observations: Did students work well in their groups? How well did students participate in class discussions? Were their illustrations/brainstorms well done?

Exit Slip: Creative Writing Activity (If I were moving to ________ tomorrow, how would I feel? What would I need/want bring? What would I look forward to? What would I miss?)

Lesson 2: Defining Key Immigration Vocabulary:
**Objective:** Students will be able to define key vocabulary in a meaningful way that is pertinent to themselves and the larger concept of immigration to Canada.

**PLO(s): Language Arts C2:** write clear, focused informational writing featuring effective word choice.

**Resources:** Envelopes (6) with cut up definitions

**Hook:**
Class will share ideas and experiences as brainstormed on poster/paper (as discussed in first 'Moving' lesson).

**Procedure:**
- Have students begin a new section in their Social Studies notebook for this unit.
- Hand out one envelope per small group of students. Each envelope will contain a definition (cut up into its separate words) of one of the following important terms:
  - A. immigration
  - B. emigration
  - C. immigrant
  - D. immigrate
  - E. descendant
  - F. ancestor
- Student groups will work to arrange their words correctly into the definition for the word written on their envelope.
- When students have put their words in the correct order and received the 'OK' from the teacher, they will write the definition into their notebooks.
- Student groups will elect one spokesperson to 'teach' their term and its definition to the rest of the class (all terms and definitions will be recorded during the process). *possible 'in-a-sentence' examples provided

**Assessment:**
**Teacher Observations:** Did students participate well in group work? Did students demonstrate attentive listening when their classmates were presenting or 'teaching'?
**Completion mark:** Notebook entry (new terms & definitions).

**Lesson 3: Family Tree** (*with French review*):
**Objectives:** Students will use the completion of their own family tree to understand and use key immigration vocabulary.
Lesson 4: Early Immigration Groups & Why They Came to Canada

Objectives: Students will be able to list and identify at least 3 early immigrant groups and their reasons for coming to Canada

PLO(s): B1: describe the significance of key events/factors in the development of BC/Canada; B2: assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada.
Resources: "Immigrant Groups" worksheet, Exploring Canada textbook, Youtube

Hook:
Canada: A People's History - Episode 2 (1/7), [4:33-10:45] http://m.youtube.com/#/watch?v=eFsbm2Q97Jg&desktop_uri=%2Fwatch%3Fv%3DeFsbm2Q97Jg (Video about the search for the Northwest Passage from 1576)

Procedure:
• Teacher will explain the French/British influence and rule leading to Canada becoming a country. Students will be asked to imagine why/how the French and the British continued to come to Canada at various times (students' ideas to be written on board).
• Teacher will then explain that many immigrant groups continued to come to Canada after settlement/colonization for their own reasons.
• Students will use their "Exploring Canada" text to view these groups.
• Working in groups, students will use the text to complete individual "Immigrant Groups" worksheet tables; each group will be the "expert" on one immigrant group, and will then teach their information to the rest of the class.

Assessment:
Teacher Observations: How well did students participate in group work? Did students act respectfully and listen well during other groups' "teaching"?
Completion Mark: "Immigrant Groups" worksheet Table, and "Teaching" information about one immigrant group to the glass (in groups).

Lesson 5: Immigrant Contributions

Objectives: Students will discuss common views on immigration and identify positive contributions made by immigrants to Canada.

PLO(s): B3: describe the contributions of significant individuals to the development of Canada’s identity. Language Arts A1: use speaking and listening to interact with others for the purposes of contributing to a class goal, sharing and explaining ideas, viewpoints, and opinions (e.g.,debating) etc.; A7: demonstrate enhanced vocabulary knowledge and usage.

Resources: Youtube
Hook:
Canada: A People's History - Episode 2 (2/7) [0:20-4:47],
http://m.youtube.com/watch?v=i5mNcsSOugg (Video about Newfoundland Settlement & First Nations encounter). *FFWD to present day: over 250,000 people immigrate to Canada every year! That's almost HALF the population of Vancouver...

Procedure:
• Teacher will explain that there can be a negative attitude toward immigration (some people feel that it is intrusive or that jobs/opportunities are taken away from citizens), but that it is important to remember that WE ARE ALL IMMIGRANTS in one way or another.
• Teacher will ask students to recall how Canada was settled (to reiterate this point).
• Students will brainstorm, in groups, what immigrants 'bring' to Canada as contributions or benefits to the country, and, using their own "Immigrant Contributions" worksheet/web, will document these ideas.
• Each group will share their ideas in a discussion following the activities.

Assessment:
Teacher Observations/Notes: Did students work well in their groups? How well did students participate in class discussions?
Completion Mark: "Immigrant Contributions" worksheet/web.

Lessons 6 (to 8): A Letter Home
Objectives: Students will take the perspective of an immigrant child who has come to Canada either alone or with their family, and identify the feelings/hardships associated with the experience.
PLO(s): A3: gather a body of information from a variety of primary and secondary sources; B2: assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada. C3: write a variety of imaginative writing for a range of purposes and audiences. Visual Arts A5: create 2-D and 3-D images that reflect different aspects of art from a variety of historical and cultural contexts.
Hook: Teacher will read a true example of an immigrant's letter home.

Procedure:

- Teacher will explain the "Letter Home" project, and develop a rubric along with the class.
- Drawing their "persona" from a bucket, students will take the perspective of an immigrant child (Irish/1847, Chinese/1882, African/1850, Ukrainian/1913, British/1933, Hungarian/1956) who has come to Canada either alone or with their family.
- Students will use this persona to identify the feelings/hardships associated with the experience. They will begin work on creating a letter 'home' explaining: 1) why they have come to Canada, 2) how they travelled here, 3) what they plan to do now that they have arrived, 4) what emotions they are feeling, and 5) the problems they are facing.
- In addition to the letter, students will be asked to include a picture (drawing/painting) and an artifact of some kind (ticket stub, copy of deed for farmland, poem for a loved one, etc.) in their project (to be "sent home").
- Students will have 2 - 3 lessons to research this project and will complete it for a later date.

Assessment:

- Teacher Observations: How did students behave? Were students focused on the task at hand?
- Project: A Letter Home (*rubric to be created with class)
Teacher will re-introduce current statistics on Canadian immigration, and ask students to think about current reasons for immigrants to come here.

Teacher will lead the class in a discussion about what they think true Canadian culture is. What is Canada known for? What makes it special? What does a Canadian look like? What makes someone Canadian? This will lead students in identifying Canada as a multi-cultural country (each group of peoples adds something special).

Assessment:
Teacher Observations: How well did students engage with the class in discussion?

Lesson 10: Sharing Our "Letters Home"

Objective: Students will share their letter with the class and listen to the ideas/creations of their classmates as well.

PLO(s): A2: use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences; A4: create a presentation on a selected topic;

Language Arts A2: use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by recounting experiences in a logical order and by using effective details, evidence, or examples to enhance meaning; Hook:

Students' projects will be placed around the classroom in a "gallery walk" manner

Procedure:

- Teacher will have students complete a "gallery walk" to briefly view the letters and artwork of their peers.
- Students will, individually, share their letters with the class, as read aloud. Students may choose to "pass" on this involvement.

Assessment:
Teacher Observations: How did students engage in the sharing process? How did they present their project? Did they listen respectfully to others?

Project: "A Letter Home" as described in Lessons 6 - 8.
**Resources (with critiques):**

- *The Long Road* by Luis Garay (available in the Education Library at UBC; appropriate story told from the perspective of a similarly-aged child, but may seem to young to some students as it is a picture book)

- *The Sky is Falling* by Kit Pearson (available at most libraries; good resource as a full class-set is available, story follows two children sent from England to Canada during war, however might be too long of a novel to incorporate into the unit)

- *Canada: A People's History* video documentary series (available free, online, via Youtube. The film series is reputable and educationally rich, yet some parts might be too mature for Grade 5 students, and the clips require internet access, which can be quite unreliable in the classroom).

- World/Canadian maps (available for free, in the classroom, as well as online, for free)

- [www.pier21.ca](http://www.pier21.ca) (excellent, in depth, information and stories of immigration to Canada, but would require teacher guidance through the sight, as it is meant for adults)

- "The Immigration Experience: Social Studies Unit Package and Worksheets for Grade 5", courtesy of Alice Tiles (Chantrell Creek Elementary, School District #36), is very thorough and includes many worksheets/graphic organizers, yet is quite out of date and requires a fair amount of tweaking)

- Canada's History for Kids [http://www.canadashistory.ca/Kids/Home.aspx](http://www.canadashistory.ca/Kids/Home.aspx) (a great, interactive website available online for free, easily accessed by students with simplified information and appropriate content)


- Education Place [http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html](http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html) (available online for free, allowing students to research the Underground Railroad)
and interactively plan an escape from the Southern States into Canada; this might, however, require knowledge of the US that the students do not possess, and I worry that the game would be treated disrespectfully or the content ignored)

- The Kids' Site of Canada's Settlement http://www.collectionscanada.gc.ca/settlement/kids/index-e.html (available online for free, with a simplified timeline of Canadian settlement, easy to navigate for students)

**Canada: A People's History:** Various clips to be shown, including:

- Episode 2 [23:11-25:48] [http://m.youtube.com/watch?v=wd01qOlbtYc&feature=related](http://m.youtube.com/watch?v=wd01qOlbtYc&feature=related) (Video about Champlain, the settlement of Quebec, and the start of the booming Canadian Fur Trade).
- Episode 2 (2/7) [0:20-4:47], [http://m.youtube.com/watch?v=i5mNcsSOuqg](http://m.youtube.com/watch?v=i5mNcsSOuqg) (Video about Newfoundland Settlement & First Nations encounter)
- Episode 2 (1/7), [4:33-10:45] [http://m.youtube.com/#/watch?v=eFsbm2Q97Jg&desktop_uri=%2Fwatch%3Fv%3DeFsbm2Q97Jg](http://m.youtube.com/#/watch?v=eFsbm2Q97Jg&desktop_uri=%2Fwatch%3Fv%3DeFsbm2Q97Jg) (Video about the search for the Northwest Passage from 1576)
- Episode 1 (1/7) [http://m.youtube.com/watch?v=27YTTx4mU28](http://m.youtube.com/watch?v=27YTTx4mU28) (Video on Canada's First Nations peoples migrating over thousands of years across the Bering Strait etc.)
Checklist for items to submit and release form:
(Please submit hardcopy to instructors by March 27, 2013)

Project Plan:
☑ 1 single document
☑ PDF format
☑ Name
☑ Email
☑ Resource critique
☑ Begins with a description of the class
☑ At least 3 fully developed lessons
☑ Signed release form

Project Plan and Unit Plan Course Website Publishing Consent Form

The culmination activity of EDCP 331 is the production of a Social Studies unit plan or a project plan. We would like to make these available for future students, practicing teachers, and other faculty. It is a way of contributing to your chosen profession and for getting feedback from others with a common interest in the field.

You are not obligated to comply with this request and will in no way be disadvantaged in EDCP 331 should you decide to decline.

If you provide your consent, your plan will be published for a maximum of 3 years and will then be removed. You may also withdraw your consent at any time and your work will be removed from the website as soon as reasonably possible.

You also will retain the copyright for posted materials. Please read carefully and fill out the following.

I, Allison M. Kiloh
(please print full, legal name), have read the above and hereby:

☐ consent to have my work posted on the Social Studies website.
☐ consent to have my work published on the Social Studies website anonymously.
☐ decline consent to have my work published on the Social Studies website.

Signature ___________________________ Date 03/25/2013