



Chapter 11: “Encouraging Immigration” *Voices & Visions*

How did the massive immigration to Canada near the turn of the twentieth century affect the complex identity of our country?

Chapter Inquiry

S.S. Curriculum

7.1.2 Appreciate the challenges of co-existing among people

7.2.1 Students will recognize the positive and negative aspects of immigration and migration.

7.2.2 Students will recognize the positive and negative aspects of political decisions.

7.2.3 Students will appreciate the challenges that individuals and communities face when confronted with rapid change.

Math Curriculum – Statistics and Probability (Data Analysis)

1. Formulate questions for investigations, from a real world context.
2. Select, defend and use appropriate methods of collecting data:
 - designing and using questionnaires

Students will design & use a questionnaire for a set of other students in the school to gather information on immigration to Canada in their families, eg. countries, time. Information to be displayed using graphs and charts created in MS Excel and displayed in MS Power Point.

- interview
- experiments
- research

Use chart on p. 260 in *Voices & Visions* as well as [Statistics Canada web page](#) for collecting data on Canada's population by ethnic origin for 1881, 1901, 1911, & 2001.

3. Describe issues to be considered when collecting data: eg. appropriate language, ethics, costs, privacy, cultural sensitivity.

4. Display data by hand or by computer in a variety of ways, including circle graphs.

Use Microsoft Excel, a similar graphing program or graphing web page (like [Create a Graph](#)) to create circle graphs, line graphs, & bar graphs of various data. Display results in MS Power Point.

5. Read and interpret graphs.

Use the circle graph on p. 252 of *Voices & Visions* "Sources of Immigrants to Canada, 1901-1911". Answer the questions.

6. Determine measures of central tendency for a set of data.
 - [mode](#)
 - median
 - [mean](#)
7. Determine measures of the distribution of a set of data.
 - range
 - extremes, gaps and clusters
 - quartiles
8. Interpolate from data to make predictions.