


Passage to Canada CARC Social Studies

Please note, all black line masters are after the lesson plan template beginning on page 4. Each black line master is linked in the lesson plan. Click on the red push pin () in each master to return to the lesson plan template.

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| Grade Level | 5 | General Outcome | 5.2 Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage. |
| Time Frame | 3 – 4 classes | Enduring Understanding (purpose of the lesson) | Using information gathered from several sources, students will create a powerful visual representation of the three greatest opportunities and the three most significant challenges of immigrating to Canada. |
| Developed By | Adrienne Winkle | | |
| Critical Challenge/Big Idea | Create an effective magazine cover depicting the three greatest opportunities and the three most significant challenges of immigrating to Canada | | |
| Value and Attitude Outcomes | Knowledge and Understanding Outcomes | Skills and Process Outcomes | |
| <p>5.2.1 appreciate the complexity of identity in the Canadian context:</p> <p>5.2.1.1 recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity (I, TCC)</p> <p>5.2.1.4 acknowledge the British influence and presence in Canada (CC, I, TCC)</p> <p>5.2.1.5 recognize how changes in society can affect identity (CC, I)</p> <p>5.2.1.6 recognize how changes in society can affect identity (CC, I)</p> | <p>5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great Migration</p> <p>5.2.6.1 What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)</p> <p>5.2.6.2 What do the stories of the British peoples tell us about the British history, culture and presence in Canada (CC, I, TCC)</p> <p>5.2.8 Critically examine ways of life of non-European immigrants</p> <p>5.2.8.1 How do the stories of the Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)? (CC, I, TCC)</p> <p>5.2.8.2 What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)</p> | <p>Critical and Creative Thinking</p> <p>5.S.1.3 re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p>Historical Thinking</p> <p>5.S.2.3 explain the historical context of key events of a given time period</p> <p>Apply the Research Process</p> <p>5.S.7.3 draw and support conclusions based on information gathered to answer a research question</p> <p>5.S.7.6 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> | |

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| | <p>5.2.8.3 How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC,I)</p> <p>5.2.9 critically examine how European immigrants shaped ways of life in Western Canada</p> <p>5.2.9.1 What do the stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in Western Canada? (CC, I, GC, LPP, TCC)</p> <p>5.2.9.2 How were European immigrants affected by pressures to conform in Western Canada? (C, CC, I, GC, LPP, TCC)</p> | <p>5.S.7.8 organize information gathered from the Internet or electronic source, selecting and recording the data in logical files or categories</p> <p>Communication</p> <p>5.S.8.4 create visual images for particular audiences and purposes</p> |
| <p>Summative Assessment Strategies</p> | <p>Magazine cover (see rubric below)</p> | |
| <p>Introductory Activity/ The Hook</p> | <p>Activity 1: Criteria for Opportunities and Challenges</p> <p>Ask students to brainstorm in groups or as a class opportunities and challenges that they or their families have experienced. Responses could include moving to a new community, enrolling in a new activity such as drama or sport. Suggest to students that immigrants coming to Canada had to decide if the opportunities out-weighted the challenges of immigrating. Present students with criteria for determining an opportunity and a challenge or brainstorm criteria as a class. Possible criteria could include:</p> <p>Opportunity – Benefits in both short and long term</p> <ul style="list-style-type: none"> - Reasonable to do in terms of time and money <p>Challenge - Hardships involved in the passage and upon arrival</p> <ul style="list-style-type: none"> - Adapting to a new land and customs | |
| <p>Teaching/ Learning Strategies and Activities</p> | <p>Activity 2: Retrieving Information</p> <p>In groups of two or three ask students to research the experiences and expectations of immigrants to Canada in order to compare life in their homeland to their expected life in Canada. You may want to adapt the chart, Comparing Positive and Negative Features found at http://www.learnalberta.ca/content/sssm/html/positiveandnegativefactors_sm.html. Assign one of the countries or groups to students.</p> <p>Possible countries to research:</p> | |

- British Isles – Scotland, England, Wales, Ireland
- European – France, Ukraine, Poland, Russia, Germany, etc.
- Non-European – China, India, Japan, etc.

You may want to suggest students focus their research on:

- Living conditions
- Working conditions
- Political and economic stability (war and poverty)
- Physical features and climate

Activity 3: Ranking Opportunities and Challenges

Ask each group to rank the three greatest opportunities and three greatest challenges to immigrating to Canada based upon the established criteria. You may want to use or adapt the chart, [Reasons for My Opportunities Ranking](#) and [Reasons for My Challenges Ranking](#) which have been adapted already from Learn Alberta (see Resource section below).

Activity 4: Magazine Cover

Students will create a magazine cover that indicates the three greatest opportunities and the three greatest challenges facing immigrants to Canada. As a class, discuss the criteria for an effective visual collage which may include:

- Accurate (clearly shows three greatest opportunities and three significant drawbacks)
- Relevant (related to the topic)
- Visually attractive and appealing

Upon completion of the covers you may want to post and display magazine covers on a large outline map of Canada.

(Note: Big huge Labs may be a useful tool for creating a magazine cover. <http://bighugelabs.com/magazine.php>)

Resources

Learn Alberta. (2008). *Support Material: Comparing Positive and Negative Factors*. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/sssm/html/positiveandnegativefactors_sm.html

Learn Alberta. (2008). *Support Material: Ranking Options*. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/sssm/html/rankingoptions_sm.html

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| | Big Huge Labs http://bighugelabs.com/magazine.php |
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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Immigration Magazine Cover Rubric

| Level Criteria | Excellent | Proficient | Adequate | Limited |
|---|---|---|--|---|
| Describes relevant information (5.2.6, or 5.2.8, or 5.2.9, and 5.S.7.2) | Provides a pertinent description of immigration opportunities within historical context | Provides a relevant description of immigration opportunities within historical context | Provides a general description of immigration opportunities within historical context | Provides a trivial description of immigration opportunities within historical context |
| Supports conclusions (5.S.7.3) | Support for ranking is based on compelling evidence | Support for ranking is based on convincing evidence | Support for ranking is based on plausible evidence | Support for ranking is based on inconclusive evidence |
| Communicates Information (5.S.8.4) | Communicates key ideas and information in a manner that significantly enhances the message | Communicates key ideas and information in a manner that substantially improves the message | Communicates key ideas and information in a manner that supports the message | Communicates key ideas and information in a manner that does little to support the message |

Reasons for My Opportunities Rankings



| Opportunities | Reasons for Ranking |
|---------------|--|
| | <ol style="list-style-type: none">1.2.3. |
| | <ol style="list-style-type: none">1.2.3. |
| | <ol style="list-style-type: none">1.2.3. |

Reasons for My Challenges Rankings



| Challenges | Reasons for Ranking |
|-------------------|--|
| | <ol style="list-style-type: none">1.2.3. |
| | <ol style="list-style-type: none">1.2.3. |
| | <ol style="list-style-type: none">1.2.3. |