

## New Immigrants and Discrimination in Canada Unit

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### Appendix A Case Studies – New Immigrants and Discrimination

#### Case # 1

Zora, a Pakistani girl, who had only been in Canada 6 weeks, had just moved with her family to a small town in Ontario where she was the only new immigrant in her grade 10 class. One day, she was walking her 6 year old brother home from school when a gang of six girls from her class surrounded Zora and her brother. They swarmed around and yelled mean things like “Pakis, go home”, “black monkeys swinging on a tree”. Zora was afraid and she grabbed her brother by the hand and ran home as fast as she could go. The girls followed her all the way home, whistling, jeering and calling her more names. Zora told her parents what had happened and they said “Just ignore those girls,” but Zora was scared to go to school the next day so she pretended to be ill.

#### Case #2

Two Korean boys were doing math homework in the hall outside their ESL classroom when an African boy from the same math class offered to help them. Jun, one of the Korean boys, said “You can’t help us. Africans are stupid. You don’t even have schools in your country.” The African boy defended himself. “We do too have schools. I finished 11<sup>th</sup> grade Math in my country.” Sunghun, the other Korean boy, said “You are lying. That just shows how stupid you are. We saw a movie in History where everybody was living in little straw huts.” Aman, the African boy, pushed him and said “I am not lying and I am not stupid.” Sunghun pushed back and Jun jumped on Aman’s back. A fight ensued. The other students in the hallway stood around yelling and clapping.

### Appendix A (Continued)

#### Case # 3

Ali, an Arab boy in Grade 12, wanted to make some money to help his family. His father had died in Iraq and his mother was raising Ali and his three younger sisters on her own. Ali went to a local 7-11 store in his neighbourhood that had a Help Wanted sign in the window. Ali filled out an application and put down his former experience working in a department store in his country. The white owner looked at his application and told Ali “We are not accepting applications right now.” The next day, a white boy in the same class came in bragging that he had gotten a job at the same 7-11 store that Ali had gone into. Ali asked him what experience he had. The boy said “None.” Ali slammed his fist on the desk and said “You stupid white boys get all the jobs.”

#### Case # 4

Alphan, a Liberian girl sat alone in the back of the ESL class every day. No-one wanted to sit near her. Finally, the teacher tried to pair her up with Sunday, another African girl the same age as Alphan. Sunday said “I am not sitting near her. She stinks.” “Yes,” someone else in the class added. “She doesn’t bathe.” Someone else said “She needs to wear deodorant.” The whole class chimed in. Alphan ran out of the class, fleeing from the insults. The teacher was upset but since she was a new teacher, she did not know what to do.

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## Appendix B Questions for Case Studies

### Case #1

1. This is a case of obvious discrimination. Why would the girls in Zora's class be so racist?
2. What do you think of the parents' reaction? What could they have done to help Zora?
3. What do you think will happen when Zora goes back to school? How could she handle future episodes of discrimination?

### Case #2

1. Do you think this is a case of racism? Why or why not?
2. What do you think Aman should have done? Was he just defending himself or did he start the fight?
3. What do you think Jun and Sunghun should have done when Aman pushed Sunghun? Are they justified in fighting?
4. What do you think the students in the hall should do?

### Case #3

1. Do you think the store owner was lying to Ali? Is this racism?
2. Is Ali justified to be angry at the student who got the job? Is his comment a racist statement?
3. What would you do if you were Ali?

### Case #4

1. Is this discrimination? Are the students being racist, mean or just truthful?
2. How should the new teacher handle this situation?
3. If someone you knew had body odour, would you tell them or be quiet? If yes, how would you tell them?

Appendix C

Information Sheet on Rights and Protections for New Immigrants

Part A.

In Canada, we have the Canadian Charter of Rights and Freedoms which protects all persons in Canada from discrimination and racism.

The Department of Canadian Heritage works specifically to prevent discrimination and racism. In this section we will be looking specifically at what the Department of Canadian Heritage does.

Go to: [www.pch.gc.ca/progs/pdp-hrp/canada/guide/index\\_e.cfm](http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/index_e.cfm)

Click on Mission and Strategic Objectives under The Department of Canadian Heritage.

1. What is the mission of the Department of Canadian Heritage? What does this mean?

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2. What are the strategic objectives of the Department?

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Click on Diversity and Multiculturalism under Subjects in the left menu.

Click on Anti-Racism

Click on Multicultural Program

Click on the boxes at the bottom of the page to see the various programs.

Appendix C (Continued)

3. Read out about and describe in point form any one of the Department of Canadian Heritage Programs.

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Part B.(Optional)

One of the Canadian Heritage programs is an Action Plan Against Racism. (You will need Acrobat Reader for this exercise.)

Go to: [www.canadianheritage.gc.ca/multi/plan\\_action\\_plan/index\\_e.cfm](http://www.canadianheritage.gc.ca/multi/plan_action_plan/index_e.cfm)  
Click on A Canada for All: Canada's Action Plan Against Racism-An Overview.

Overview

1. What is Canada's vision?

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## Appendix C (Continued)

Part C.

Ontario also has a law to protect people from racism and discrimination: The Ontario Human Rights Code. It is administered by the Ontario Human Rights Commission.

Go to: [www.ohrc.on.ca](http://www.ohrc.on.ca)

Click on About Us under The Commission in the left hand menu.

1. What areas of discrimination does the Ontario Human Rights Code protect people from?

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2. What are the first 5 grounds of discrimination covered under the Code? (These apply to new immigrants.)

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3. When was the Human Rights Commission established?

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4. What is the Human Rights Commission's mandate? (What do they do?)

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## Appendix D Answers for Information Sheet

### Part A – Department of Canadian Heritage

1. Mission – towards a more cohesive and creative Canada  
Meaning – various answers (students should look up meaning of cohesive and creative).
2. Canadians express and share their diverse cultural experiences with each other and the world.  
Canadians live in an inclusive society built on intercultural understanding and citizen participation.
3. Describe any one of the following:
  - Mathieu Da Costa challenge
  - Asian Heritage month
  - Black History month
  - Youth Page
  - Canada's Action Plan Against Racism
  - National Video Competition
  - Canada's Multicultural Act
  - Canada 2017 Policy Forum

### Part B – Canada's Action Plan Against Racism

1. A society free from racism. To bring together people of all backgrounds to build a society where one's heritage is a source of pride and inspiration.
2. nearly half (47%)
3. 2001; one in five school children
4. 36%
5. (Variety of answers) Every new immigrant should get not just the opportunity to live, work, go to school anywhere etc. but they should be free from discrimination in those situations.



Appendix D (Continued)

Part B (Continued)

6. Any of the following (plus reasons)
  - assist victims of discrimination and racism
  - develop approaches to promote diversity & combat racism
  - strength roles of civil society
  - strengthen regional and international cooperation
  - educate children & youth on diversity & anti-racism
  - counter hate and bias

Part C – Ontario Human Rights Code

1. employment, accommodation, goods, services & facilities, membership in vocational associations & trade unions
2. race, ancestry, place of origin, colour, ethnic origins
3. 1961
4.
  - a) investigating complaints of discrimination and harassment
  - b) settling complaints between parties
  - c) public education and public policy
  - d) looking into situations where discriminatory behavior exists

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## Appendix E News Article Research Assignment

Headline of article \_\_\_\_\_

Name of newspaper \_\_\_\_\_

Significant Details (point form)

Who? –

What? –

When? –

Where? –

Why? –

Other Significant Facts (point form)

Your opinion of the article (full sentences and paragraphs). Use back of sheet if you need more room.

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## Appendix F Opinion Essay Graphic Organizer

Complete the following chart in point form only.

<p><b>INTRODUCTION</b></p> <p>Choose ONE only:</p> <ol style="list-style-type: none"><li>1. There is (a lot, some, no) racism in my school. OR</li><li>2. There is (a lot, some, no) racism in my community. OR</li><li>3. There is (a lot, some, no ) racism in Canada.</li></ol>
<p><b>BODY</b></p> <p>Examples and illustrations (point form)</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>CONCLUSION</b></p> <p>Suggestions for preventing or eliminating racism (point form)</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

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## Appendix G Opinion Essay Editing Sheet

You will be working with a partner to edit each other's essays. Take one essay and work on it together then work on your partner's essay together. Make notes and comments in the column below.

	Notes and comments
Is there a good introduction with an effective topic sentence?(stating a clear opinion)	
Are there adequate examples and illustrations in the body to support the topic sentence?	
Is there an effective conclusion?	
Are there transition words to link ideas?	
Is the essay written primarily in the present tense? (Examples and illustrations may be in past tense.)	
Is each sentence complete with a capital and period?	
Are there any other grammar or spelling mistakes?	

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## Appendix H Group Work Evaluation (Lesson 1)

	Self-Evaluation	Teacher Evaluation
I contributed ideas and suggestions to our group	1 2 3 4 5	1 2 3 4 5
I listened carefully to other's ideas	1 2 3 4 5	1 2 3 4 5
I asked others in the group for their opinion	1 2 3 4 5	1 2 3 4 5
I was polite and respectful (I did not argue with others)	1 2 3 4 5	1 2 3 4 5
I did my share of the work	1 2 3 4 5	1 2 3 4 5
I feel good about my participation and contribution to this group	1 2 3 4 5	

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## Appendix I Rubric for News Article Research Assignment

Summary	-Headline and Name of newspaper	1	2			
	-Recognition of 5W's	1	2	3	4	5
	-Main ideas and significant facts	1	2	3	4	5
Opinion	-Opinion clearly stated in topic sentence	1	2	3		
	-Opinion supported by reasons and examples	1	2	3	4	5
	- Opinion re-stated in conclusion	1	2	3	4	5
Language Skills and Mechanics	-Sentence structure	1	2	3	4	5
	-Word choice and vocabulary	1	2	3	4	5
	-Grammar, spelling, punctuation	1	2	3	4	5

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### Appendix J Rubric for Essay

	Level 1	Level 2	Level 3	Level 4
Content	-no real theme -almost no supporting evidence	-some theme development -some supporting evidence	-good theme development -good supporting evidence	-theme clearly developed -relevant evidence
Organization	-little organization -no topic sentence or conclusion -little use of transition words	-some organization -topic sentence and conclusion -some use of transition words	-good organization -good topic sentence and conclusion -good use of transition words	-excellent organization -excellent topic sentence and conclusion -excellent use of transitions
Vocabulary	-limited/incorrect word choice -words directly translated	-adequate word choice -meaning is sometimes clear	-good use of vocabulary -meaning is usually clear	-varied and appropriate word choice -meaning is clear
Language Skills and Mechanics	-poor sentence structure -many errors in grammar, spelling and punctuation	-simple sentence construction -frequent errors in grammar, spelling and punctuation	-some complex sentences -some errors in grammar, spelling and punctuation	-complex sentence structure -few errors in grammar, spelling and punctuation