



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Unit Title: New Immigrants and Discrimination in Canada

Time Frame (number of lessons or days required): 5 lessons

Unit Developer(s): Patricia Stockwell

Developed for Course Name and Course Code: English as a Second Language, Level 3 (ESLCO)

Strand(s) and Curriculum Learning Expectations Addressed:

Listening and Speaking Strand

- CLSV.01 - demonstrate the ability to understand, interpret and evaluate spoken English for a variety of purposes;
- CLSV.02 - use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
- CLSV.03 - use correctly the language structures appropriate for this level to communicate orally in English

Reading Strand

- CREV.01 - read and demonstrate understanding of a variety of texts for different purposes;
- CREV.02 - use a variety of reading strategies throughout the reading process to extract meaning from texts
- CREV.03 - use a variety of strategies to build vocabulary
- CREV.04 - locate and extract relevant information from written and graphic texts for a variety of purposes.
- CRE4.01 - Locating Information: locate information on classroom topics from appropriate research materials selected in consultation with the teacher-librarian and acknowledge their sources;
- CRE4.02 - Extracting and Organizing Information: extract information from a variety of sources and organize it using appropriate outlines and graphic organizers;
- CRE4.03 - Critical Thinking: identify sources of information used and evaluate them for reliability and point of view

Writing Strand

- CWRV.01 - write in a variety of forms for different purposes and audiences;
- CWRV.02 - organize ideas coherently in writing
- CWRV.03 - use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling and punctuation;
- CWRV.04 - use the stages of the writing process



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Socio-Cultural Competence and Media Literacy Strand

CSCV.01 - use English and non-verbal communication strategies appropriately in a variety of social contexts.
CSC2.02 - Canadian citizenship: demonstrate knowledge of a variety of key facts about Canadian citizenship, levels of government in Canada and current Canadian issues

Desired Results

Unit Description:

This is an integrated, stand-alone unit which incorporates reading, researching, information gathering, summarizing, writing and speaking activities for ESL students at the intermediate level.

Students will explore, in groups and as a whole class their own experiences and case studies of discrimination and racism in school, the workplace and the community. Students will practice researching and information gathering skills in a guided internet project about the rights and protections for new immigrants under Canadian law. Students will also research actual cases of racism and discrimination in the news and suggest possible ways of preventing or resolving the conflicts.

The unit will culminate with a short opinion essay on the degree of racism they believe exists in their schools, communities or Canada as a whole. Students will be asked to support their opinions with examples and illustrations from their experiences and readings in the unit.

Enduring Understandings / Learning:

Students will realize from talking with one another and from their research and the case studies that discrimination and racism does still exist in Canada. However, they will also learn from their research that there are many protections for the rights of new immigrants under Canadian law. They will also explore ways to prevent or resolve instances of discrimination. They will have an opportunity to practice their reading, researching, writing, speaking, listening and group work skills.



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Students will be asked to research and fill out an information sheet on the rights and protections of new immigrants under Canadian law. They will be given an opportunity to work in groups to discuss case studies of discrimination and apply their knowledge. Students will be asked to research and summarize news articles about discrimination and new immigrants. They will also be asked to write and edit and read to the class their opinions about discrimination in their schools, communities or Canada as a whole. They will support their opinions with examples and illustrations of cases they have researched and studied in class.

Assessment Criteria:

Answers for the information sheet on the rights and protections of new immigrants are attached. Rubrics for group work skills, the news article research assignment and the opinion essay are attached.

Unit Planning Notes

Prior Learning Necessary (if any):

Students will be expected to have speaking, listening, reading and writing skills at the intermediate ESL level. They will be expected to have prior experience using a computer, researching, locating and summarizing information. They will also be expected to have practiced the structure of a 3-paragraph essay and to understand the importance of supporting their opinions with examples and illustrations. They should have prior understanding of the writing process (pre-writing, first draft, editing, final draft).

Preparation Notes (if any):

Teachers will need to book a computer room or library computer time for lesson 2 and 3 of this unit. Dictionaries will be needed for lesson 1.



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Learning Plan

Lesson 1

Whole class

- Ask the class if anyone knows what these words mean: discrimination, prejudice, racism.
- Distribute dictionaries to class and ask them to look up the words: discrimination, prejudice, racism. Write the definitions on the board and clarify any questions.
- Class discussion
 - Pose the following questions to the class to start a discussion
 1. Have you are anyone you know ever encountered discrimination or racism?
 2. Is there racism in your country (eg. Rival ethnic or religious groups who fight or disagree)?
 3. Do you think there is much racism in Canada? Have you ever heard of examples of discrimination?
 4. Do you think there is much racism in our school? Examples?

Group Work

- Divide the class into groups of 3 or 4. Have students choose a discussion leader, a recorder and a presenter(s)
 - Assign one case study (Appendix A) and the corresponding set of discussion questions to each group.(Appendix B)
 - Ask each group to read their case study and present their answers to the questions to the class. Allow the class to add any further insights.

Lesson 2

Whole class

- Review definitions of discrimination, prejudice and racism
- Explain that even though racism still does exist in Canada, there are a lot of protections under Canadian law for new immigrants.
- Introduce computer project on rights and protections of new immigrants(Appendix C).
 - You may want to have students work in pairs.
 - Allow students 45 min – 1 hour to work on project.
 - At the end of class, take up and discuss answers to project (Appendix D)



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Lesson 3

Whole Class

- Distribute news article research project and go over assignment (Appendix E)
- Allow students 45 min – 1 hour for students to find a news article about new immigrants and discrimination, to write their summaries and their opinions.

Optional

- Allow an extra day for students to present their summaries and opinions to the class or ask students to hand them in.

Lesson 4

Whole Class

- Explain that students will be writing a three-paragraph essay stating their opinion about the degree of racism in their school, community or Canada as a whole. Stress the importance of supporting their opinion with examples, illustrations of incidents they have read about or discussed in class.
- Distribute pre-writing graphic organizer and explain that students are to choose only one topic sentence to write about. (Appendix F)
- Allow students approx. 30 min to work on graphic organizer. Students must check graphic organizer with teacher; then, they can begin working on the first draft.
- First drafts are due for the next day's class (preferably typed and double spaced).

Lesson 5

Whole Class

- Distribute and go over Editing Sheet (Appendix G)

Pairs

- Assign partners and explain the importance of being honest and tactful when editing. Work on one person's essay at a time.

Whole Class

- If time permits, students can be asked to read their essays to the class.



Socially-based Curriculum Unit: New Immigrants and Discrimination in Canada

Attachments

- Appendix A - Case Studies
- Appendix B - Questions for Case Studies
- Appendix C - Information Sheet on Rights and Protections of New Immigrants
- Appendix D - Answers for Information Sheet
- Appendix E - News Article Research Assignment
- Appendix F - Opinion Essay Graphic Organizer
- Appendix G - Opinion Essay Editing Sheet
- Appendix H - Group Work Evaluation
- Appendix I - Rubric for News Article Research Assignment
- Appendix J - Rubric for Opinion Essay

Other Possible Course Applications

ESL Civics or ESL-D (Level 4) – The opinion essay (lessons 4 and 5) could be expanded to a 5 paragraph essay discussing racism in all three areas: school, community and Canada as a whole.