



## Benefits/Concerns of Increased Immigration Unit

**Unit Title:** Benefits/Concerns of Increased Immigration

**Time Frame** (number of lessons or days required): 5 lessons/6 days

**Unit Developer(s):** Jennifer Druce

**Developed for Course Name and Course Code:** Geography of Canada - CGC 1D

### **Strand(s) and Curriculum Learning Expectations Addressed:**

#### **Geographic Foundations: Space and Systems Strand**

SS2.04D -identify and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups);

#### **Global Connections Strand**

GCV.02B -analyse connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade);

#### **Understanding and Managing Change Strand**

UMV.01B -demonstrate an understanding of how natural and human systems change over time and from place to place;

UMI.01B -demonstrate an understanding of similarities among cultures and the need to respect cultural differences;

UM2.01B -research different perspectives on a geographic issue (e.g., clear-cutting, waste disposal) and present arguments supporting a point of view;

#### **Methods of Geographic Inquiry Strand**

MIV.01B -demonstrate an ability to collect, organize, and synthesize information from a variety of sources (e.g., atlases, photographs, hypermedia) to identify the characteristics of Canada's geography;

MIV.02B -select and use appropriate methods and organizers to analyse the economic, social, and natural factors that contribute to the characteristics of selected regions and systems in Canada;

MI2.01D -use geographic terms correctly in written and oral communication (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);

MI2.02B -develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry;



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MI2.03D	-locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, Internet) to research a geographic issue;
MI2.04B	-use graphic organizers (e.g., semantic webs, timelines, future wheels, analogy charts, Venn diagrams) effectively to visualize, clarify, and interpret geographic information;
MI2.08B	-select and use appropriate methods for displaying geographic data;
MI3.03B	-select and use an organizer or decision-making model effectively to study a regional or national geographic issue;
MI3.04D	-use geographic data to support conclusions and opinions;

### Desired Results

#### **Unit Description:**

Canada is a land of immigration. Students will investigate the role immigration has played in developing our society and whether increased immigration in the future is a solution to Canada's declining birth rate and work force. Both the benefits and concerns regarding immigration will be explored. Students will be able to draw their own conclusions as to whether increased immigration will secure Canada's future.

#### **Enduring Understandings / Learning:**

##### Key Knowledge:

- define immigrants
- describe the history of immigration in Canada
- analyze the impact immigrants have had on our society
- investigate the concerns/benefits to increased immigration
- evaluate whether immigration is the key to Canada's future

##### Key Skills:

- gather information
- use graphic organizers
- use computer technology for research and illustration
- use appropriate terminology
- identify/describe
- interview
- analyze
- conclude
- communicate
- decision making



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### Assessment Tasks

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

##### Main Activities/Performance Tasks:

- navigate the Statistics Canada website for relevant information
- gather appropriate information using a graphic organizer
- illustrate graphically the growth of immigrants in our society (Quattro/Excel)
- investigate Canada's point system (evaluate potential immigrants - role playing activity)
- view various suggested videos
- analyze the impact of immigrants on our society (socially, economically and politically) - this can be done through a decision making matrix using research and brainstorming
- communicate
- conclude whether an increase in immigration is the key to Canada's future

#### **Assessment Criteria:**

Culminating Activity - Decision Making Exercise on 'Whether Increased Immigration is the key to Canada's Future?' - Rubric

### Unit Planning Notes

#### **Prior Learning Necessary (if any):**

- know how to navigate Statistics Canada website
- know how to draw a variety of graphs (line, pie, bar) by hand or using Excel or Quattro
- know how to complete a decision making matrix

#### **Preparation Notes (if any):**

- teacher be familiar with Statistics Canada website
- teacher be familiar with creating graphs using computer or have graph paper supplies ready
- teacher book the videos suggested
- book computer lab
- lecture paper and markers for brainstorming



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### Learning Plan

#### **Lesson 1 - History of Immigration/Where Immigrants Settle?**

**Estimated Time Required-** one 80 minute period

#### **Enduring (key) Understandings**

The students will understand that Canada is a culturally diverse nation. The past and present cycles on the origin of immigrants will be investigated.

#### **Getting Ready**

- duplicate Appendix A - Cultural diversity/immigration/ethnic group/visible minority
- duplicate Appendix B - Where do Immigrants Settle?
- duplicate Appendix C - Changing Face of Canada
- review the textbooks and pages assigned under Resources
- be familiar with the navigation of the Statistics Canada website - specifically The Daily
- prepare notes on an overhead
- book a lab for Internet access

#### **Resources**

- Appendix A - Cultural diversity/immigration/ethnic group/visible minority
- Appendix B - Where do Immigrants Settle?
- Appendix C - Changing Face of Canada
- Textbooks:
  - Encounter Canada, Patricia Healy, Oxford University Press, 2007, ISBN 13 978 0 19 542539 0 - page 163
  - Making Connections 2<sup>nd</sup> Edition, Bruce Clark, Pearson Education Canada, 2006 - pages 216-217, ISBN 0 13 198089 0
- Canadian Oxford School Atlas 8<sup>th</sup> Edition, Quentin H. Stanford, Oxford University Press, 2004 - ISBN 0 19 541895 6 - pages 151 and 154
- Pearson School Atlas, Robert Morrow, Pearson Education Canada, 2004, ISBN 0 13039311 8 - pages 45 and 180
- Statistics Canada Website - [www.statscan.ca](http://www.statscan.ca)
- CBC News in Review - March 2003 - Census 2001 - Canada's Changing Face  
Synopsis - This segment looks at the 2001 Census and the social trends it highlights.
- CBC News in Review - Teacher Resource Guides - <http://www.cbc.ca/newsinreview/>



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### Teaching and Learning Strategies

1. Open a discussion with the students on:
  - the ethnic diversity of Canada
    - How has the face of Canada changed?
  - immigration/ethnic group/visible minority
    - Where did most of our immigrants come from in the past? Think about our history and the arrival of the French and British?
    - Where are our immigrants coming from today? Think about other classmates or people who live in large urban centres like Toronto.
    - what do you think a visible minority is?
2. Introduce the lesson with the note on cultural diversity/immigration/ethnic group/visible minorities - Appendix A
3. Have the students review the history and time line of immigration in Canada found in Making Connections, pages 214-215. Pearson Atlas, page 145 and 177. Canadian Oxford School Atlas, page 154.
4. Students can create an organizer to illustrate the boom and bust cycles of immigrants.

Year	What happened?	Why

5. Discuss with the students that we are in fact all immigrants, unless we are Aboriginal. Ask students, for homework, to determine their ethnicity based on the origin of their ancestors. They will need this information from both parents for a class survey tomorrow. Some students may not know their family history, may be adopted or only have one parent. Take the results from the students as they are comfortable giving it to you.
6. Initiate a discussion on where immigrants come from today and where they settle in Canada. Making Connections, pages 216-217. Encounter Canada, pages 163. Pearson Atlas, page 45 and 180. Canadian Oxford School Atlas, page 151 and 154. See Appendix B for highlights. This could be used as a note for students.
7. Students can read the article 2006 Census - Ethnic Origin and make point form notes on the changing face of Canada.



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Statistics Canada website - search the Daily (daily articles written on various Canadian trends) for Wednesday April 2, 2008 - 2006 Census - Ethnic Origin or follow this pathway (<http://www.statcan.ca/Daily/English/080402/d080402a.htm>) (Just the first two pages of the article are pertinent to immigrants)

See Appendix C for article highlights. This could be used as a note for students if the Internet is not available.

8. Time permitting, students can view the video CBC: News in Review - March 2003 - Title: Census 2001: Canada's Changing Face - 14 minutes. There is a teacher resource guide with this video with a variety of exercises for student use. CBC News in Review on line at - <http://www.cbc.ca/newsinreview/>

### Assessment - Formative

1. Boom and Bust Cycle of Immigrant chart - for accuracy and completion
2. Point form notes from the Daily article - for accuracy and completion.

## Lesson #2 - Ethnic Diversity of Canada vs Our Geography Class

**Estimated Time Required** - one 80 minute period

### Enduring (key) Understandings

Students will investigate and graph the cultural diversity in their geography class and compare it to Canada's present day diversity.

### Getting Ready

- duplicate and create an overhead of the organizer Ethnic Diversity of our Class - Appendix D
- duplicate the pie graph (if completing the pie graph by hand) - Appendix E
- acquire protractors (if completing the pie graph by hand)
- review the instructions on how to create a pie graph if using Excel or Quattro Pro (see help menu)
- acquire pie graph of Ethnic Diversity of Canada, Canadian Oxford School Atlas, page 35 or acquire pie graph of Ethnic Composition of Canada, Pearson Atlas, page 45.
- book computer lab (if completing pie graphs with Excel or Quattro)



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### Resources

- Appendix D - Ethnic Diversity of Our Class
- Appendix E - Pie Graph - Blank

### Teaching and Learning Strategies

1. Students were asked for homework to determine their ethnicity.
2. The teacher leads the survey with the overhead Ethnic Diversity of our Class. Survey each student for their country of origin by ancestry. Each student receives two votes - one for their mother's and father's side. If they don't know - include an unknown category.
3. Once the survey is complete, the students/teacher will convert the numbers in the survey into the number of degrees of a pie.
4. The teacher will review how a pie graph is created either by hand or on the computer.
5. Students complete the pie graph.
6. Students then compare the class' pie graph to that of Canada.
  - pie graph of Ethnic Diversity of Canada, Canadian Oxford School Atlas, page 35
  - pie graph of Ethnic Composition of Canada, Pearson Atlas, page 45.
7. They complete the questions in paragraph form on the similarities and differences between the class' ethnic diversity and Canada's - Appendix D.

### Evaluation

1. Pie Graph of Canada - for accuracy
2. Paragraph comparing the two pie graphs - for accurate analysis and writing ability - Appendix D.

### Lesson #3 - Evaluating Immigrants for Suitability to Canada - Points System

#### Estimated Time Required

- one 80 minute period



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### **Enduring (key) Understandings**

Students will investigate Canada's point system to evaluate the potential suitability of immigrants to Canada. Students will participate in a role playing exercise between an immigrant and immigration officer. A class discussion will follow to determine whether the points system is a fair system.

### **Getting Ready**

- create an overhead of the Points System - Appendix F
- create an overhead of the instructions for roleplaying - Appendix G
- duplicate points system guide - Appendix H
- duplicate profiles of immigrants - Appendix I

### **Resources**

- Appendix F - Points System
- Appendix G - Instructions for Role Playing
- Appendix H - Points System Guide
- Appendix I - Profiles of Immigrants

### **Teaching and Learning Strategies**

1. Create a discussion surrounding the question 'What qualities does Canada want in an immigrant?' The teacher can write these qualities on the board. Sample answers:  
- educated/able to speak English or French/no criminal record
2. Students will copy a note from the overhead on the Points System - Appendix F
3. Review the instructions on the role playing exercise on the overhead - Appendix G
4. Pair the students. Each student select either the role of the immigrant or immigration officer. The immigration officer will use their Points System Guide - Appendix H to evaluate the immigrant. The immigrant will use their profile - Appendix I.
5. Let the students role play (10 minutes) and then switch roles (10 minutes). Additional immigrant profiles are provided for students in Appendix I.





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6. After the role playing exercise, the teacher will lead a discussion on whether this system is fair? As a group, brainstorm reasons why or why not this system works fairly.

Sample answers:

- a potential immigrant may not have some of the qualities (relatives, language - but may have the qualifications for a job we need, ex. doctors and nurses)
- a potential immigrant may have a criminal record for something minor and this affects his/her rating
- a new change in the points system is putting qualified persons ahead of family reunification

### Assessment - Formative

1. Question/answer through teacher lead discussion.

### Lesson #4 - Prejudice/Discrimination in Canada

**Estimated Time Required** - one 80 minute period

#### Enduring (key) Understandings

The students will investigate the difference between prejudice and discrimination and develop empathy for those who are discriminated against.

#### Getting Ready

- duplicate on overhead Appendix J - Prejudice and Discrimination
- order videos
- duplicate Appendix K - Looking at the Whole Person
- book lab with Internet access

#### Resources

- Appendix J - Prejudice and Discrimination
- Appendix K - Looking at the Whole Person
- Canadian Heritage Website - Winning Videos - Racism - Stop It! [http://www.canadianheritage.gc.ca/march-21-mars/winners/index\\_e.cfm](http://www.canadianheritage.gc.ca/march-21-mars/winners/index_e.cfm)



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Video The Truth About Hate	<b>Synopsis</b> This production explores the origins of hate through the eyes of today's teenagers as they come face to face with their own racism, bigotry and sexual discrimination. This program seeks to encourage the viewer to rethink issues of prejudice. <b>Distributor</b> Canadian Learning Company (0101) 1999 - 32 minutes
Video CBC News In Review - September 2002 - Policing and Race in Canada	<b>Synopsis</b> This segment looks at the relationship between race and policing in Canada with a special emphasis on the problem of racial profiling. <b>Distributor</b> CBC 15 minutes

### Teaching and Learning Strategies

1. Initiate a discussion on racism and prejudice. Ask students what it is? Ask them for specific examples?
  - Have any of their friends or themselves ever experienced discrimination?
  - How are teenagers discriminated against?
  - Do you know what you can do if you are discriminated against?
2. Students can take the note on terms: prejudice and discrimination - Appendix J
3. Discuss some of the prejudicial/discriminatory examples in Appendix J.
  - How do they feel? What would they do?
4. Students develop a list of prejudice/discriminatory examples themselves.
5. Show any of the selected videos from the resource section. Teacher leads a follow up discussion.
6. Interview activity - Appendix K - Looking at the Whole Person. Introduce the activity by discussing the phrase 'Don't judge a book by its cover!' The interview allows students to get to know somebody else in the class they don't know very well. After presenting to the class, students will know more about all their classmates.
7. In the lab, have students review some of the award winning videos 'Racism - Stop It!' - national video competition - sponsored by Heritage Canada.



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### Assessment - Formative

Teacher/Student discussion

### Lesson #5 -Decision Making Exercise - Is Immigration the key to Canada's future? Do the Benefits outweigh the Concerns

**Estimated Time Required** - two - 80 minute periods

#### Enduring (key) Understandings

Students will determine whether Canada's future is dependent on immigration. Do the benefits outweigh the concerns? An organizer is used to record their research. Students will complete a decision making exercise to determine their final decision.

#### Getting Ready

- visit the recommended web sites for the research assignment/make notes if necessary
- duplicate the organizer - Benefits and Concerns re Immigration - Appendix L
- duplicate the Internet resource list - Appendix M
- review decision making matrix - Appendix N - Teacher Support
- duplicate evaluation rubric - Appendix O
- answer sheet for matrix - Benefits and Concerns re Immigration Appendix P - Teacher support
- book the Internet lab
- teacher should be familiar with the decision making model
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#### Resources

- Appendix L - Benefits and Concerns re Immigration
- Appendix M - Internet Resource List
- Appendix N - Decision Making Matrix - Teacher Support
- Appendix O - Evaluation Rubric
- Appendix P - Benefits and Concerns re Immigration Answer Sheet - Teacher support

#### Teaching and Learning Strategies

1. Teacher initiates the lesson by discussing the # of immigrants that arrive in Canada yearly (200,000 - 250,000). Develop on the board with students a list of benefits and concerns re immigration in Canada. Try to come up with a generous list. Some samples follow.



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Benefits	Concerns
multicultural society	racism/prejudice
new foods/festivals	loss of the Canadian identity
immigrants have a higher birth rate	tax revenue collected by government doesn't outweigh the expenses of new immigrants

2. Once the brainstorming is complete, the teacher can ask the students to group these benefits/concerns into categories (social, economic, political issues).
3. Students will be required to take a stand on whether immigration is the key to Canada's future - do the benefits outweigh the concerns? The sample list generated by the class is very general and doesn't cover any specific statistics or facts. The students will need to research in more detail the benefits/concerns of immigration. Research will provide evidence to support either side. This will give students a clearer picture of the overall debate.

Appendix L - the organizer Benefits and Concerns re Immigration - where students will record their information.

4. The research can be done in groups. Each group can be assigned a category (social, economic, political and either the benefit or concern side). This will be six groups in total. Students may use the Internet resource list - Appendix M.
5. Lab time for research using the recommended Internet sites - Appendix M. Students record results.
6. On the next day, the student groups present their information to the class. All classmates record the information in the organizer. This can be done on the board/overhead.
7. The teacher then leads the student through the decision making exercise. Appendix N
  - Rank the criteria (social, economic, political) from 1 - 3 (1 is most important - 3 is the least important)
  - For each criteria, evaluate whether the benefit outweighs the concerns Rank the benefit/concern as 1 - most important or 2 least important
  - Now, multiply the rank of the criteria by the rank of each benefit/concern.
  - Add up the totals for the benefit and concern column.
  - The lowest total is the decision.



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8. Students complete their decision making to determine their own answer to the question - Is immigration the key to Canada's future? Do the benefits outweigh the concerns?

### **Evaluation**

Decision Making Framework - for accuracy

Written Report - Defending their position on increased immigration in Canada - Evaluation Rubric for Decision Making Exercise - Appendix O

### **Attachments**

Appendix A - Cultural diversity/immigration/ethnic group/visible minority

Appendix B - Where do Immigrants Settle?

Appendix C - Changing Face of Canada

Appendix D - Ethnic Diversity of Our Class

Appendix E - Pie Graph - Blank

Appendix F - Points System

Appendix G - Instructions for Role Playing

Appendix H - Points System Guide

Appendix I - Profiles of Immigrants/Applicants

Appendix J - Prejudice and Discrimination

Appendix K - Looking at the Whole Person

Appendix L - Organizer - Benefits and Concerns re Immigration

Appendix M - Internet Resource List

Appendix N - Decision Making Matrix - Teacher Support

Appendix O - Evaluation Rubric

Appendix P - Benefits and Concerns re Immigration - Teacher Support - Answer Sheet

### **Other Possible Course Applications**

CGC1P - Canadian Geography Applied - Unit 2 - Humans and their Environment

(Modify the Decision Making Matrix - teacher lead rather than student research)