Canada Immigration Through Artifacts and GIS

OVERVIEW & OBJECTIVES	GRADES

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The purpose of this lesson is to compare and contrast past and present immigration trends in Canada through artifacts and GIS. Students will analyze immigration trends in Canada with a focus on Chinese immigration using articles, photos, political cartoons, web links, videos, and ArcGIS. All artifacts are uploaded onto the WeExplore on-line program.

Students will be able to...
- Compare past and present population trends
- Identify push/pull factors of immigration
- Identify how immigrants maintain their culture
- Generalize present day immigration issues in Canada
- Formulate opinions, discuss, and debate their points of view
- Analyze graphs, photos, political cartoons, and videos of Canada population trends
- Access and navigate GIS layers to make comparisons of immigration over time

GRADES

8th

TIME

1 – 2 classes
(depending on technology availability)

REQUIRED MATERIALS

- ✓ Computer Internet access for students
- ✓ On-line lesson: "Immigration Trends in Canada" at WeExplore https://www.we-explore.com/expeditions/1767
- ✓ Google Document: "Canada Immigration Through Artifacts—WeExplore/ArcGIS" https://docs.google.com/document/d/1ESYbe1CJiTSmgtOJU67BkROE0L-v6ZcFC9v7jDE-w3E/edit
- ✓ Handout: "Canada Immigration Through Artifacts—WeExplore/ArcGIS"— abbreviated version

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
8.3.1.1.1. Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.

Standard 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).
8.3.3.5.1 Describe the locations of human populations and the cultural characteristics of the United States and Canada.

Standard 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

SUGGESTED PROCEDURE

Note: Students should be familiar with the 5 Themes of Geography. They should also understand the terms "push factors" and "pull factors" and have a basic understanding of immigration.
The worksheet, "Canada Immigration Through Artifacts—WeExplore/ArcGIS", is available for students to access through Google Docs or the teacher may use the handout with the same title, which is an abbreviated version of the Google Document.

Opening
Complete the "Introduction" together as a class or individually from the handout, "Canada Immigration Through Artifacts—WeExplore/ArcGIS". The questions are a pre-assessment of students' understanding of "Chinatown" and push and pull factors of immigration. Discuss responses through a Think-Pair-Share in which students record their responses, discuss responses with a partner, and share responses with the class.

Development
Students will use the handout, "Canada Immigration Through Artifacts—WeExplore/ArcGIS", with the on-line learning program, "Immigration Trends in Canada" at the WeExplore website located at https://www.we-explore.com/expeditions/1767. As an alternative, students may be provided the link to the Google Document and students can complete it on the computer.

As a result of this lesson students will be able to answer the following geographic questions:
* What was immigration into Canada like for the Chinese?
* Who immigrated to Canada and what were the push and pull factors?
* What is the immigration process like for present-day immigrants?
* What are the positives and negatives surrounding immigration?

Closing
Students will take part in a debate or discussion based on their learning of Canada immigration. The specific topic should focus on immigration into Canada and the pros and cons of immigration based on trends. For example: Immigration to Canada is easier today than 100 years ago. Should Canada place limits on immigration? Is Canada, in fact, a multi-cultural society?

Extensions:
Students will watch a video clip and provide a paragraph summary using complete sentences with proper grammar. All videos are available from Chinese Canadian Stories at http://ccs.library.ubc.ca/en/videos/ccs_main.html. Allow students to form opinions on the topic of immigration while being open and understanding of all perspectives.

"Albert Lee - Telegram (Arrival)" (2:12) at YouTube
https://www.youtube.com/watch?v=OyOLa4_LwfU&list=PL2BE71900981ABAE6&index=2 or
or http://www.youtube.com/embed/3ZmIZiTUNpw
Students explain Albert Lee's grandfather's travel from China to Canada

"100 Years Later - An Afternoon with Lillie Louis" (11:21) at YouTube
https://www.youtube.com/watch?v=WLvhtPn94-M
Students explain life for Chinese immigrants in Canada in the 1960s (and 1920s)

"Mrs. Yee Film - Gold Mountain Family" (10:15) at YouTube
https://www.youtube.com/watch?v=giNAqbiBsAU
Students read subtitles to understand the life of China's families when husbands immigrate

"Phung Van Luan - Seeking Refuge" (3:25) at YouTube
https://www.youtube.com/watch?v=veSczkXuLi8
Students read subtitles to learn about Vietnam War refugee immigration

"Larry Grant - Not Belonging" (11:02) at YouTube
https://www.youtube.com/watch?v=VsoPvOnB9sA
Students explain life for a multi-racial Chinese immigrant son

"Larry Grant: Intertwining Cultures" (11:22) at YouTube
https://www.youtube.com/watch?v=7Bh3QidIVFU
Students explain Chinese immigrant farmers living on Indian reserves

"Covered Roots: The History of Vancouver's Chinese Farms" (22:50) at YouTube
https://www.youtube.com/watch?v=M4WHS2Uf3JU
Students explain Chinese truck farms in the 1950s (Repeat of "Larry Grant: Intertwining Cultures" beginning at 14:30 to 18:30)

"CD Hoy—A Family Portrait" (12:21) at YouTube
https://www.youtube.com/watch?v=1jWz6CzlzM4
Students learn about Chow Dong Hoy's work in Canada from grandchildren's school projects

"Normie Kwong—Clipping Barriers: The First Chinese Canadian Football Player" (5:38) at YouTube
 https://www.youtube.com/watch?v=w4lsZ8MbLC8
Students explain the life of Normie Kwong

Assessment
"Canada Immigration Through Artifacts—WeExplore/ArcGIS" handout or Google Document
Debate or discussion on current immigration into Canada

Website Resources
"Immigration Trends in Canada" at WeExplore
https://www.we-explore.com//expeditions/1767

Videos from Chinese Canadian Stories at University of British Columbia
 http://ccs.library.ubc.ca/en/videos/ccs_main.html.

"Primary Source Analysis Tool" at Library of Congress
http://www.loc.gov/teachers/primary-source-analysis-tool/

WeExplore Website Resources
"Chinese Canadian Stories" Video at Chinese Canadian, University of British Columbia
http://ccs.library.ubc.ca/

"Historical Chinatown Tours: Guided tours with Judy Lam Maxwell"
http://chinatowngirl.ca/

"Building the Railroad" from "A Brief Chronology of Chinese Canadian History; 1881" at Simon Fraser University
 http://www.sfu.ca/chinese-canadian-history/chart_en.html

"Albert Lee: Glory Café Letter" Video at Chinese Canadian, University of British Columbia
http://ccs.library.ubc.ca/en/index.html

"Albert Lee: Split Families" Video at Chinese Canadian, University of British Columbia
http://ccs.library.ubc.ca/en/index.html

"Head Tax" Summary at Chinese Canadian Stories, University of British Columbia
http://ccs.library.ubc.ca/en/headtax/index.html

"Chinese Head Tax" from "A Brief Chronology of Chinese Canadian History; 1885" at Simon Fraser University
http://www.sfu.ca/chinese-canadian-history/chart_en.html

"Head Tax Certificate" from "Chinese Canadians" at The Canadian Encyclopedia
http://www.thecanadianencyclopedia.ca/en/article/chinese-canadians/

"Albert Lee: Wong Family (Chinese Restaurants)" Video at Chinese Canadian, University of British Columbia
http://www.youtube.com/embed/hUD94ZVbKXw

"Ancestral Village" Video at Chinese Canadian, University of British Columbia
http://www.youtube.com/embed/w4jpV7pEKVc

"Opinion: How does a province say sorry?" by Henry Yu at Vancouver Sun
http://www.vancouversun.com/life/Opinion+does+province+sorry/9642743/story.html

"Victoria's Chinatown" Video at Chinese Canadian, University of British Columbia
http://www.youtube.com/embed/5aqoFcepDFs

Immigration Watch Canada
http://www.immigrationwatchcanada.org/

ArcGIS
https://www.arcgis.com/home/signin.html?returnUrl=http%3A//www.arcgis.com/home/webmap/viewer.html%3Fwebmap%3D55386ee19f5344b39318daa966dfcef5%26extent%3D-141.416%2C25.2246%2C-49.4824%2C59.8337

Introduction:
1. What is a "Chinatown"? Provide an overview that identifies what and where it might be. Include its population, location, and characteristics (buildings, streets, signs).

2. What is a "push factor" of immigration? Give 3 examples:

3. What is a "pull factor" of immigration? Give 3 examples:

"We Explore": Go to "Immigration Trends in Canada" at https://www.we-explore.com/expeditions/1767?contentId=13376
1. View the "Chinese Canadian Stories" video clip (2:35):
    a. Summarize the video in one sentence.

    b. Why is this history so important?

2. Analyze the graph titled "Chinese Immigration to Canada".
    a. What years were the lowest? What years were the highest?

    b. Research and identify some causes for these peaks and valleys.

3. Analyze the graph titled "People of Chinese Origin".
    a. What might explain the changing number of People of Chinese Origin?

    b. What might cause the difference between male and female numbers?

4. Access the link titled "Building the Railroad" and click on the year "1881". Summarize Railroad Construction in one sentence.

5. Analyze the "Immigration Political Cartoon" by observing, reflecting, and questioning.
    a. What do you notice? (List details)

    b. What do you think? (What do you think is the message or purpose of the political cartoon? Give the Who, What, Where, When, Why.)

    c. What do you wonder? (Consider: What do you think the author intended? What do you think the reader might think? What do you anticipate in a second cartoon?)

6. View the "Glory Cafe Letter" video (1:26). Explain what was going on in China.

7. View the "Split Families" video (1:29). What did Chinese families have to do to get a complete family photo?

8. Analyze the "Head Tax".   Read and analyze the next TWO links, both titled "Chinese Head Tax". (Click on the year "1885" on the SECOND link).
    a. What was the Head Tax and what was its purpose?

    b. What was the impact of the head tax?

    c. Examine the "Head Tax Certificate" on the following slide. How much did the young man pay to enter Canada?   Would paying this price be "worth it"? Why/why not?

9. Canadian citizenship was granted beginning in 1947. Review the "Certificate of Canadian Citizenship". What does the note underneath say about Canadian citizenship?

10. View the video clip titled "Where did the Chinese Work?" (2:06):
    a. Provide a one-sentence summary of what many Chinese immigrants did for work after construction of the railroad.

    b. What jobs do you think Chinese immigrants were denied?

11. View the video clip titled "Maintaining Family History" (2:02):
    a. Describe the ancestral village.

    b. How did the Chinese maintain their heritage and connections to family?

    c. Why weren't the Chinese completely settled in Canada? How important is it to make a new home?

12. Access the 2014 article, "Opinion: How does a province say sorry?"
    a. According to Henry Yu, why should the government apologize?

    b. What should be done to provide justice?

13. View and analyze the THREE pictures of Victoria's Chinatown. List 3 observations you can make about the Chinatown:
    a.

    b.

    c.

14. View the clip "Victoria's Chinatown" (1:58). What was, and still is, the purpose of a Chinatown and how did it help the Chinese immigrants?

15. Analyze the web link "Immigration Watch Canada (1860-2013)".
    a. Examine the graph. Why were immigrant numbers so low from 1930-1950? What was happening in the world?

    b. Generalize Canada's immigrant numbers for the past 20 years.

    c. What are the 3 concerns about the high number of immigrants coming to Canada listed below the graph?
        i.

        ii.

        iii.

d. Scroll down and read through the Quick Immigration Facts. On average, how many immigrants have come to Canada per year since 1990?

e. What does this organization think should be done?

f. What are your thoughts on the current immigration trends in Canada?

ArcGIS Section:

Pre-1950: Using the Canada Immigration Watch graph from WeExplore identify the year that had the most immigrants coming to Canada. Now go to the ArcGIS map. Using the legend, check all layers OFF except for that year. The years are in increments of 5 years so be as precise as possible. What year did you choose? _____

1) List the 3 main countries that people are coming from for the year you have identified.	a. b. c.
2) Which countries have the highest percentage of immigrants coming to Canada? Hint: Click on the countries to get the exact data	a. b. c.
3) Choose one of the countries that people are coming from. What push/pull factors are making people leave their homeland and come to Canada?	Country: _____ a. b. c.
4) Where were most of the people coming from prior to 1950?	
5) Using the Canada Immigration Watch graph at WeExplore, identify the dip that took place for a number of years. Where were the majority of people coming from during these years? (Click through the different maps.) What caused that dip to take place?	Years: Location: Causes:

Post 1950: Using the Canada Immigration Watch graph from WeExplore identify the year that had the most immigrants come to Canada after the long dip. What is the year? _____ Use the ArcGIS maps to answer the questions below.

What continent were they coming from?	
What country did the highest amount of immigrants come from?	
What is the percentage?	
What were some push/pull factors?	

Post 1980's: Using the Canada Immigration Watch graph from WeExplore analyze the trends starting in the late 1980's until today. Access ArcGIS and cycle through those years to answer the questions below.

What trends do you see?	a. b.
Where are people coming from during this time period?	a. b.
Analyze the 2011 Immigration map: a) What continent are people coming from? b) Which country has the highest amount of immigrants? c) What is the percentage? d) What are some Push/Pull Factors?	a. b. c. d.

Today: Turn off all layers except the layer titled "Canada Immigration Past and Present 2003-2012". Analyze the years and answer the following questions.

Which province/territory has the highest amount of immigrants?	
Which province/territory has the least?	

If you were an immigrant, what two factors would determine where you would choose to live? Based on this layer, what province would be the most welcoming and allow you to transition to living in Canada the best. Justify your answer.	a) b) Province: Justification:

Using the legend, click on the layer "Canada Immigration Past and Present by City 2011."

Identify two cities in the province that you might choose to immigrate and calculate the percentages that are immigrants. (Immigrants divided by total population)	City: _____ # of immigrants/ _____ total population = _____% City: _____ # of immigrants/ _____ total population = _____%
Based on this layer, research a few cities, choose a city that you feel would be the most welcoming and allow you to transition the best, and justify your answer.	City: Justification: