

# Strangers Becoming Us



## Classroom Ready Student Activities

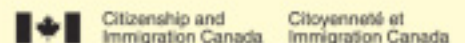
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Designed to increase understanding of the role immigration has played in Canadian history and society

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### Grades 4-8

Social Studies,  
Mathematics,  
Language Arts



### Resources accompanying this program include:

- Audio CD • Online resources  
[www.classroomconnections.ca](http://www.classroomconnections.ca)

Materials in this resource  
can be photocopied for school use.



When school, family, and community work together  
to nurture a joy of learning in children,  
a society of educated citizens is created.



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**School + Home + Community**  
**Working together for our children**

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**Classroom Connections**

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Thank you to CERIS, Joint Centre of Excellence for Research on Immigration and Settlement, Toronto ([www.ceris.metropolis.net](http://www.ceris.metropolis.net)), The Maytree Foundation ([www.maytree.com](http://www.maytree.com)), Family Service Association ([www.fsatoronto.com](http://www.fsatoronto.com)), Lord Dufferin Public School, Toronto, and Ramer Wood Public School, Markham.

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The opinions and views expressed in this project are not necessarily the opinions and views of CIC or OASIS.

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# Strangers Becoming Us

## INTRODUCTION

A school is like a country - it requires people and resources to function. Just as schools need teachers, students, support staff, books, papers and other school supplies, countries need land, water, natural resources and people with diverse skills and backgrounds. Both schools and countries need something more than resources in order to function. That something is a set of ideals to impart a sense of purpose. Canada's ideals include our dedication to fair play, and a sense of obligation to aid the less fortunate -- whether that means the disadvantaged residents of this country or people living abroad who require help and sometimes protection. In this unit, students in grades 4 to 8 are encouraged to learn more about immigration and how it has, and continues to, contribute to Canada's human resources.

Each student activity is designed to correspond with a track on the *Strangers Becoming Us* CD, and comes complete with a detailed lesson plan and reproducible worksheets. Each lesson plan provides some suggested criteria that may be used in the creation of assessment tools such as rubrics or checklists. The culminating activity, used at the end of the unit to formally assess learning, has a prepared rubric that may be modified or used as is. Extension or alternate activities are also provided to adapt the unit to suit student needs, time allotment, program restrictions, etc.



## NATIONAL CURRICULUM CONNECTIONS

Listed under each activity title are the main skills that are addressed in the lesson. Using your own provincial/territorial curriculum guidelines, these skills can be linked to the outcomes, objectives or expectations for language, social studies, math or the arts in the junior division. It is suggested that this unit be used in an integrated fashion to achieve the expectations revolving around Heritage and Citizenship in your area.



### USING THIS UNIT

There are two elements in this unit that make it unique and challenging: the audio tapes and the 'emotional' content.

These two factors can make this unit a huge success or a real frustration. To avoid the latter, consider the following suggestions:

- ◆ To get the total picture, listen to the entire CD track yourself before introducing it to the students,
- ◆ Anticipate your student's needs.

Preparing a few questions in advance to guide the listening can help students with short attention spans stay on task. Create Acloze activities or guided listening sheets using information from the tape.

- ◆ Define any unusual or new vocabulary before listening.
- ◆ Encourage older students to take point form notes during or after listening, to provide a source of information for discussion or activity completion.
- ◆ Watch your students as they are listening. Stop the tape at key moments





or when they seem distracted and discuss important points.

- ◆ After listening, talk about any of the emotionally charged stories that were presented, especially those involving racism, war or persecution. Encourage sensitivity and perspective.
- ◆ Depending upon the age and maturity level of your students, you may wish to discuss some of the more sensitive issues surrounding immigrants / refugees. Although we'd like to think that Canada is the ideal resettlement country, there are problems.

For example: although most immigrants /refugees eventually 'make it', many live in poverty far too long, especially during their initial years in Canada.

- ◆ Bring the audio tapes to life with your own stories or those of students in the room!

**Please Note:**

The audio CD was produced from "live" interviews with students living in Canada. These young people shared their views and answered questions in their own words.



## PROGRAM INTRODUCTION - UNIT KICK OFF

**SKILLS:** listening and speaking, critical and creative thinking (brainstorming)  
Kick off the unit with a general discussion regarding immigration using a KWL chart. Using large experience chart paper and markers, record all the things the students already know about immigration in the K column. In the W column, record the things they want to know. Leave the L column empty until the end of the unit when you will be able to record what the students have learned.

Listen to the first track on the CD entitled *Introduction*. Return to the KWL chart and include any new information in the K and W columns.

(Possible Assessment Criteria:  
participation in discussion)

## ACTIVITY ONE - MIXED MESSAGES

**SKILLS:** deciphering language patterns, critical and creative thinking, journal writing

Listen to track two on the CD entitled *Challenges*. Discuss the types of challenges described by recent immigrants to Canada, highlighting the difficulties these people had with language. Have students complete the *Mixed Messages* worksheet using the translator box provided. As students work, provide very little instruction, and allow the frustration level to build. This should not be an easy activity for the students. Therefore, to add additional difficulty, wait until most students have completed the form, and then announce to the class that you forgot to mention that this particular country uses a language where they write from right to left.

Upon completing the worksheet, discuss the questions listed at the bottom of the sheet together. Have students complete a journal entry about their experience and the other challenges new immigrants would face in Canada.

(Possible Assessment Criteria for Journal Entry: creativity, clarity and organization of ideas, spelling, grammar and punctuation.)

## ACTIVITY TWO - A LAND OF IMMIGRANTS

**SKILLS:** data management, data gathering, graphing

Listen to track three on the CD entitled *Immigrants*. Discuss the information presented, highlighting the nature of Canadian Immigration: 'We've always let people in when

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we've needed them'. Have students complete the worksheet A Land of Immigrants to discover the cultural background of their classmates. Be ready to help students who are in foster care or other alternate family arrangements.

Upon completing their bar graph, have students answer the questions at the bottom of the worksheet. Discuss their findings.

(Possible Assessment Criteria: accuracy of tally chart and graph, ability to read information from their own graph and those of others.)

### ACTIVITY THREE - DEAR DIARY...

**SKILLS:** taking another perspective in writing, organizing of ideas, using the conventions of writing



Listen to track four on the CD entitled *Refugees*.

Discuss the difference between an 'immigrant' and a 'refugee' and the

special challenges faced by the latter. Have students imagine the difficulty faced by people when they flee their home in search of a better life. Have students complete the worksheet Dear Diary..., by recording their thoughts and feelings in the role of a refugee who is in the process of leaving their country or has already made it to Canada. Students may wish to write a series of shorter journal entries to demonstrate the changes over time. Have students share their journal entries with peers or the entire class.

(Possible Assessment Criteria: creativity, organization and clarity of ideas, spelling, grammar and punctuation, effectively conveying another perspective.)



### ACTIVITY FOUR - WHERE IN THE WORLD?

**SKILLS:** researching, mapping, participating in discussion



Listen to track five on the CD *Demographics*. Have students pay special attention to the statistics presented and the '1 in 6' ratio mentioned. Encourage students to discuss their own ideas about Canada as a home for immigrants, overpopulation, and change.

Using activity sheet number 4, have the students read the chart and create a map which shows when refugee and immigrant groups arrived in Canada and their country of origin. As a class, discuss the circumstances or opportunities that would lead entire families to leave their homes and settle in a new place.

(Possible Assessment Criteria: accuracy of chart and map, country identification, research skills.)

## ACTIVITY FIVE - WHO WANTS TO BE A CANADIAN?

**SKILLS:** organizing ideas, debating, listening and speaking, letter writing



Listen to track six on the CD entitled *Canadian Immigration History*. Have students pay special attention to the discussion regarding the 'point system'.

(You may wish to re-listen to program 2, where the point system is first introduced.)

Encourage students to consider whether or not this point system is really an improvement over the way things used to be in Canada.

Introduce the concept of a 'friendly debate' to the class, where people talk about the sides of an issue without hurt feelings, insults or trying to 'win' the argument. The goal is to explore the issue. Create two groupings: one that will be 'pro point system' and the other 'against the point system'. Using the worksheet provided, have students prepare their

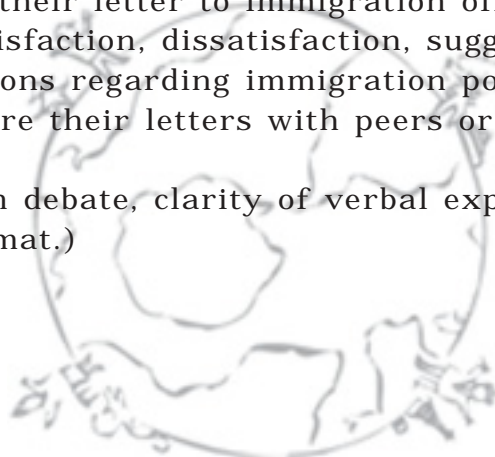
arguments and engage in the debate. The Immigration Information Sheet at the end of the unit (pg 26-27) might help the students gain a better understanding of some of the issues. The teacher should act as a

moderator and ensure that the debate remains civil.

Upon drawing the debate to a close, remind the students that they are now 'out of role' and need to form their own opinion. Begin this process by having them complete the other side of the chart to provide a balanced perspective. Have the students discuss the 'ideal immigration policy'. Students then write their letter to immigration officials expressing their satisfaction, dissatisfaction, suggestions for change or questions regarding immigration policies.

Students should share their letters with peers or the entire class.

(Possible Assessment Criteria: involvement in debate, clarity of verbal expression, detail and accuracy of letter, use of letter format.)





## ACTIVITY SIX - LOCATION, LOCATION, LOCATION

**SKILLS:** mapping, labelling, creative thinking

Listen to track seven on the CD entitled *Where Do Immigrants Live*. Ask students to discuss their own experiences with multi-cultural neighbourhoods, cities or ethnic centres.

Students complete the mapping activity *Location, Location, Location* using a place that has a significant ethnic component. If at all possible, visit that location, use city maps, or use the telephone directory to help students uncover necessary information. If this type of location is not readily accessible, have students research a site in another urban centre such as Toronto or Vancouver.

When the maps are completed, highlight the number and location of immigrant owned, occupied or frequented establishments. Encourage the students to appreciate the contributions to Canada made by immigrants and refugees.

(Possible Assessment Criteria: accuracy and clarity of map, use of mapping conventions.)



## ACTIVITY SEVEN - SCHOOL DAZE

**SKILLS:** communicating non-verbally, using body language, writing and reflecting

In this activity, students will truly have the opportunity to “walk a mile in someone else’s shoes”. Select a 1/4 or 1/2 day or another extended period of time when the whole class, including the teacher, will communicate non-verbally (no verbal or written communication of instructions or ideas.) Tell the students that they are really going to get a feel for what it would be like to have a communication barrier. During the time period, try to schedule some non-routine things so there is a real need to communicate and understand. When the time has ended, discuss the difficulties that you and the students had understanding others and being understood.

Use this experience as a springboard when listening to track eight on the CD entitled *Schools*. Encourage students to think about how an immigrant or refugee must feel



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when they have problems communicating in school. Students write a reflection about their experience using the worksheet *School Daze*.

(Possible Assessment Criteria: use of non-verbal language, written conventions used in reflection.)

### ACTIVITY EIGHT - ADVICE FROM THE EXPERT

**SKILLS:** reading, writing, considering alternatives, creative thinking, listening and speaking



Listen to track nine on the CD entitled *Family Life*. Have students pay special attention to the frustrations experienced by families as they grapple with the adjustment to life in Canada.

Have students complete the worksheet *Advice from the Expert* where they are faced with two scenarios of family difficulty and conflict. Have the students write a reply as if they were an expert on family relations (like "Dear Abby"). Encourage students to share their suggestions with classmates. If possible, create an audio or video tape of the advice session to develop a phone-in help line.

(Possible Assessment Criteria: use of written conventions and letter format, evidence of understanding gained from audio tapes.)

### ACTIVITY NINE – YOU'RE HIRED

**SKILLS:** sketching, drawing, colouring



Listen to track ten on the CD entitled *Multiculturalism*. Encourage students to consider the definition of multiculturalism presented: the freedom to choose what you want to be.

Present students with the challenge issued on the worksheet *You're Hired*. Have them create posters that reflect the importance of valuing multiculturalism and the contribution of immigrants to our country. Display the posters in a prominent location for others to see and enjoy.

(Possible Assessment Criteria: appropriateness of slogan/message, relationship to design, balance and proportion, artistic qualities.)

### ACTIVITY TEN - I AM CANADIAN

**SKILLS:** brainstorming, critical thinking, sketching or creating a layout



Listen to track eleven on the CD entitled *Citizenship*. Highlight the portion that challenges students to consider the question: "What does it mean to be a Canadian"? Discuss the responses given by the people interviewed on the tape.

Using the worksheet *I am Canadian*, have the students create a proclamation

that expresses their feelings about being a Canadian citizen. Encourage students to use concrete examples to create their statements, such as "I love hockey", "I am a Peacekeeper", or "I have freedom of speech". The Canadian Charter of Rights and the Constitution would provide lots of great ideas. Have students illustrate their good copies or create a corresponding collage using cutouts from Canadian magazines such as MacLean's, Canadian Geographic, Equinox, or Chatelaine.

(Possible Assessment Criteria: uniqueness of statements, relation to illustrations, use of spelling grammar and punctuation.)



### **CULMINATING ACTIVITY - WORLD'S FAIR DAY**

**SKILLS:** researching, group work, speaking, evaluating

As a wrap up to this unit, divide your students into small groups (3 or 4 works best) to create a World's Fair Day. Each group prepares a project using the Culminating Activity worksheet and evaluation to guide them. Review the criteria and evaluation rubric in advance to ensure students fully understand their task.

Upon completion have students give a 3 - 5 minute oral presentation about their projects. This should include a question and answer period with their peers. Set up the completed projects in a large area such as the gym, library or a hallway and invite students in other classes to visit your World's Fair to learn about the immigrant groups in Canada.

(Evaluation: Self, Peer and Teacher Evaluation using the World's Fair Project Rubric.)

### **EXTENSION OR ALTERNATE ACTIVITIES**

- ◆ invite a guest speaker from your local multicultural centre or immigration assistance office
- ◆ have students collect and share newspaper and magazine articles that deal with immigrant and multiculturalism issues
- ◆ read stories about people faced with the challenges of immigration
- ◆ enjoy foods from other cultures
- ◆ create a recipe for peace
- ◆ create a family tree to explore cultural heritage
- ◆ interview a new immigrant/refugee to learn first-hand about their experiences
- ◆ explore the music, food, and customs of various countries



### **RESOURCES**

Dr. M. Beiser - *Strangers at the Gate*, University of Toronto Press, 1999  
Citizenship and Immigration Canada's Website - **[www.cic.gc](http://www.cic.gc)**

Name: \_\_\_\_\_

# Activity One - MIXED MESSAGES

One of the biggest challenges faced by new immigrants is learning a new language. In fact, English is considered to be one of the most difficult languages to master in the world! Imagine that you have just moved to a new country and you must complete the basic Immigration Form. Use the translator box to figure out the questions and to write your answers in the spaces provided. Your answers must be written in the new language!

A		B		C		D		E		F	
G		H		I		J		K		L	
M		N		O		P		Q		R	
S		T		U		V		W		X	
Y		Z									

IMMIGRATION APPLICATION

(ENGLISH)

(ANSWER)


Immigrants often speak of the difficulty they face with language barriers. A barrier is something that stands in the way of getting or doing something else. How was language a barrier when completing your immigration application form?

In what ways and situations would language be a barrier for immigrants? What types of simple every day activities would be very difficult for a new Canadian? Describe your thoughts and feelings on the back of this page or in your journal.



Name: \_\_\_\_\_

## Activity Two - A LAND OF IMMIGRANTS

With the exception of First Nation Canadians, all of our families immigrated to Canada at some time. We truly are a land of immigrants.

Survey your classmates and find out what kind of cultural background they have. Record your information on the tally sheet below. Remember, some of your fellow students may have ancestors from several different countries! Record them all.

COUNTRY	#	COUNTRY	#
eg. England	///		

Using grid paper, make a bar graph to display your information. List the countries on the bottom axis and the numbers along the left side. Then answer the following questions:

1. From which country did most of your classmates' families immigrate?

2. From which country did the smallest number of your classmates' families immigrate?

3. Were you surprised by the results of your survey? Why?

4. How many students would there be in your class if no one had ever immigrated to Canada?

Name: \_\_\_\_\_

## Activity Three - DEAR DIARY ...

Have you ever moved to a new school or house? Big changes often bring big challenges. Listen to the stories of the children who recently immigrated to Canada as refugees. Pay special attention to the emotions and feelings presented.

Imagine that your family must move to a new country. Write a journal entry describing your first day in this new place. Consider the following as you write:

- What would be frightening?
- What would frustrate you?
- What would be exciting?
- What would you miss?
- What would make you happy?
- What are your hopes for the future?
- Would you ever want to go back to your home country?

**Dear Diary,**

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Name: \_\_\_\_\_

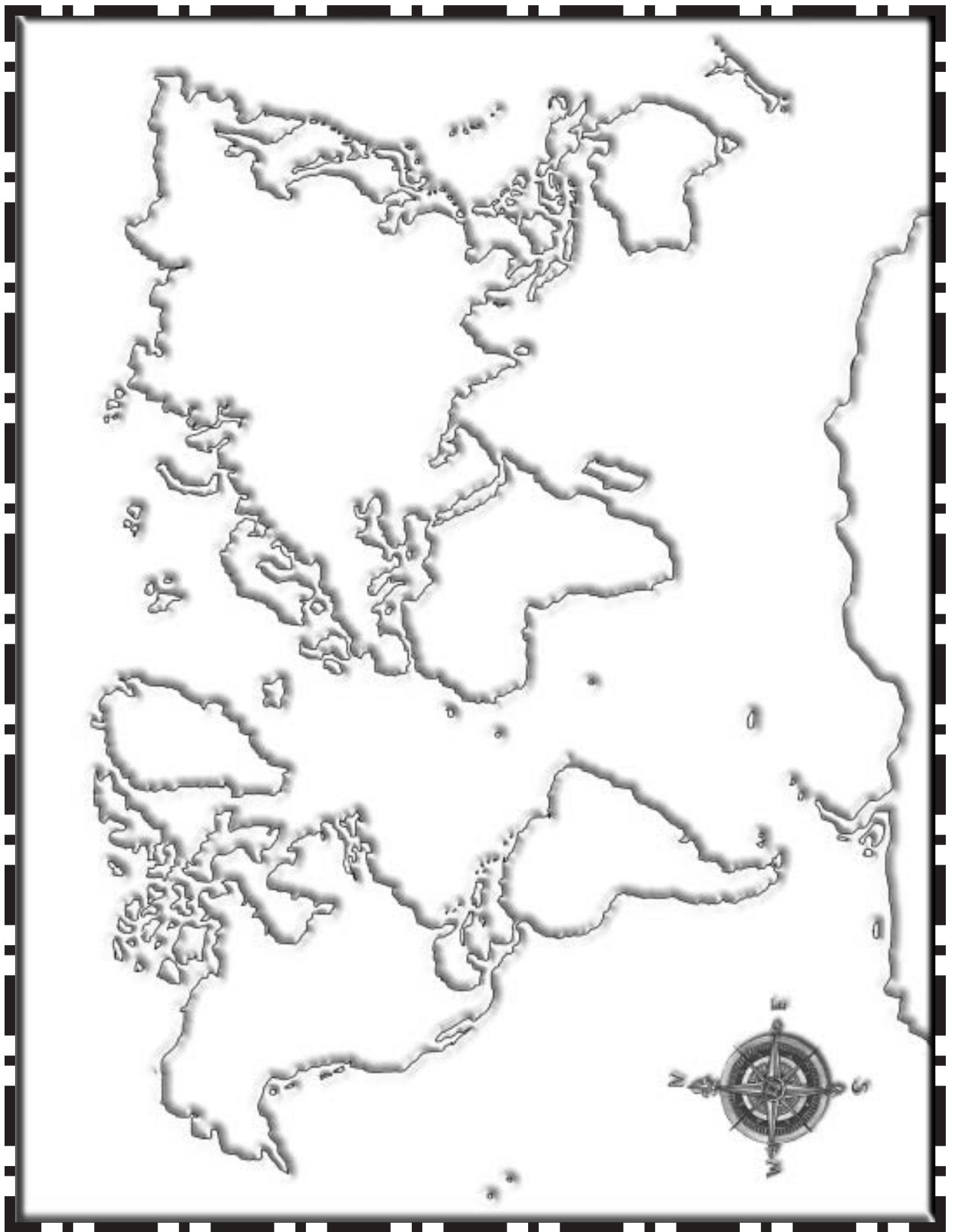
# Activity Four - WHERE IN THE WORLD?

Immigration to Canada has been happening for centuries! Check out the chart below that lists some of the waves of immigration to Canada in the last 150 years.

Time Period	World Event	Country of Origin
<b>1855-1900</b>	Canada Builds a railway to cross country	Italy, Austria, Hungary (went to the Eastern part of the country) China (went to the West)
<b>1896-1913</b>	The railroad opens up the Prairies for farming, Central and Western Canada for mining and forestry	Ukraine, Estonia, Russia, Poland, Scandinavian countries, Finland
<b>1956-1957</b>	Soviet Union crushes the Hungarian uprising	Hungary
<b>1968-1969</b>	Warsaw Pact troops invade Prague	Czechoslovakia
<b>1972</b>	Idi Amin, the Ugandan dictator, orders all Asians to leave the country	Uganda
<b>1973</b>	The Government in Chile is overthrown in a coup	Chile
<b>1979-1981</b>	'Boat People' flee communist repression in Vietnam, genocide in Cambodia, and political upheaval in Laos	Vietnam, Cambodia, Laos
<b>1999</b>	The Serbians and Albanians fight over independence for Kosovo	Kosovo, region of former Yugoslavia

These are time periods during which a great many people arrived in Canada at the same time. Pay special attention to what was happening in the countries of origin at this time (where the immigrants/refugees came from) and why they ended up in Canada.

Using the chart provided, find the Countries of Origin from which some of our immigrants and refugees hail. Using the map on page 16, colour and label these countries. Note any interesting patterns.





**Name:** \_\_\_\_\_

# Activity Five -

## WHO WANTS TO BE A CANADIAN?

Canadian immigration policies haven't always been fair, and over time they have changed. Our current policy involves a point system, as described on the CD. What do you think about this way of deciding who gets to become a Canadian?

In your group, prepare your arguments for the debate using the appropriate side of the table below. Leave the other side blank until after the discussion has ended.

GROUP 1 - FOR THE POINT SYSTEM	GROUP 2 - AGAINST THE POINT SYSTEM
<p>i.e., It uses the same rules for everyone.</p>	<p>i.e., It eliminates people who could be really good citizens.</p>

Following the debate, record the opinions presented by the other side and use this chart to help you write a letter to Canadian immigration officials. In your letter, be sure to include the things you like about our current system, the things you don't like and how you would change them. Suggest a new policy that would be fair to all! Include the date, a salutation/greeting, and an appropriate closing.

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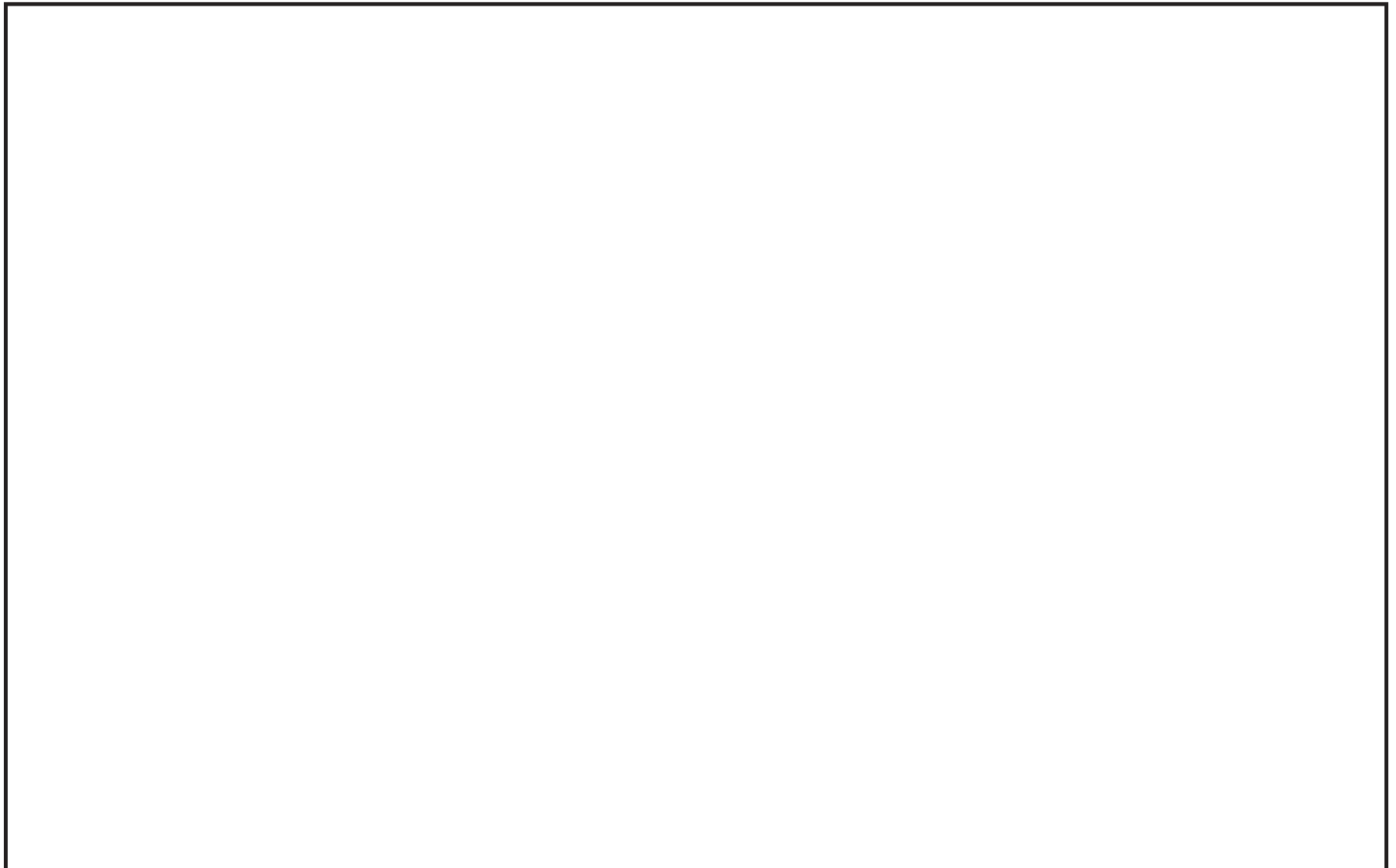
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**Name:** \_\_\_\_\_

## Activity Six - LOCATION, LOCATION, LOCATION

When you choose your place to eat lunch or a seat on the school bus, you probably want to be close to your friends. It's comfortable to be around people who like you and enjoy your company. That's one of the reasons immigrants and refugees choose to live with others who have come from their home country.

Create a map of a place in your city where there is a unique ethnic presence - i.e. a main street, an Italian village, or a multicultural centre. If such a place doesn't exist near you, consider researching one in a large urban centre like Toronto or Vancouver. Use appropriate mapping techniques to sketch the streets and buildings in the area and use symbols to represent the places of interest. Highlight the restaurants, shops, homes, theatres, etc. that are rich in culture. Label and colour your map to show the special influence immigrants have brought to this town!



Imagine what this city/region would be like without the immigrant/refugee influence. Which businesses or homes would be vacant without new Canadians?

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Name: \_\_\_\_\_

# Activity Seven - SCHOOL DAZE

After experiencing your Non-Verbal Time in class, take a moment to reflect upon the experience. Answer the following questions about your thoughts and feelings. Feel free to use the back of this paper or another page to expand on your answers.

What was the most frustrating part about not being able to talk?

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What was still easy to do, even though you weren't able to speak?

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What kinds of things helped you to understand the teacher and your classmates?

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What would have been challenging in the future had you not been able to talk for the rest of the day, week, year, etc.?

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How was this experience like the challenge faced by immigrants and refugees who do not speak English or French?

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What could you do to help a student who is new to your school to help him/her adapt to a new school and a foreign language?

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Name: \_\_\_\_\_

## Activity Eight - ADVICE FROM THE EXPERT

Your local newspaper advice columnist, "Dear Pat", is taking a week-long vacation. The editor of the paper has asked you to take over the column for this week's edition! Read the two letters below from immigrants who are experiencing conflict in their families, and write a suitable response on a separate sheet of paper or in your journal.

Dear Pat,

I am a sixteen year old immigrant from Peru with a problem. You see, my father and mother are very strict and just don't understand life in Canada. We've been here for a couple of years and yet they always want to stand in the way of me being like the rest of my Canadian friends. I want to learn how to drive, go to dances, and date, but my parents won't hear of it. They say that this wouldn't be appropriate in Peru, but we're not there anymore. What should I do?

Signed,  
Maria

Dear Pat,

I am an eleven year old Laotian Canadian and I am sick and tired of taking care of my grandmother! We've both been here for the same amount of time, but she can hardly speak English, let alone read or write it. I have to do everything, including filling out forms, reading bills and letters, and going with her everywhere to translate! To top it all off, she's upset and depressed because back home she used to be a dentist, but here, she can barely get a job. I love my grandmother, but I just want to enjoy being a kid and stop worrying about her. What should I do?

Signed,  
Kuaying



# Activity Nine - YOU'RE HIRED

Congratulations! You have just been hired by Canadian Heritage's Multiculturalism department to head up their new Multiculturalism Awareness campaign. This organization is worried that some people in your city have a negative opinion of immigration and multiculturalism that leads to racist attitudes (a thought or belief that one race is better than another.)

Your first task is to create a poster that will be displayed throughout the city to make people aware of the special challenges faced by new immigrants and the benefits of a multicultural society. You should include a catchy slogan, eye-catching design, and information that would encourage people to re-think their old ideas about newcomers. You might want to consider all the great things new people bring to our society, such as music, food, celebrations, new ideas, etc.

Use the space below for your rough draft.



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**Name:** \_\_\_\_\_

# Activity Ten - I AM CANADIAN

We are all very lucky to be living in a great place like Canada, but not everyone has a clear idea of what it means to be a Canadian. Consider your own ideas about what makes Canada and Canadian people special and different.

In the space below, write your own I AM CANADIAN proclamation, that tells the world about how you feel about your country and why it is unique. Use sentence starters like these:

- I believe ...
- I do ...
- I don't ...
- I like ...

Edit and re-write your proclamation on a clean sheet of 11 x 17 poster paper and include illustrations. Consider using magazines and cutting out related pictures to create a Canada Collage.

**I AM CANADIAN!**



# Culminating Activity

## WORLD'S FAIR DAY

It's time to share what you've learned with others! In small groups, prepare a project about a major immigrant group in Canada, such as the Chinese, Italians, Romanians, etc. Use the Internet, books or other sources to find your information. Your project must include the following:

- ◆ A map of the country of origin
- ◆ Information such as:
  - ◆ population
  - ◆ area
  - ◆ languages spoken
  - ◆ currency (money)
  - ◆ life expectancy
  - ◆ capital city and major cities
  - ◆ ethnic groups and religions
  - ◆ climate
  - ◆ agriculture
  - ◆ natural resources and industry
  - ◆ exports, imports and trading partners





# Culminating Activity

## WORLD'S FAIR DAY / continued

- ◆ flag
- ◆ historical points of interest
- ◆ food, games, music, and other interesting cultural elements
- ◆ Information about why this immigrant/refugee group came to Canada and what they have brought with them (i.e. contributions to our cuisine, music, language)
- ◆ Display your information on Bristol Board (parts may be better suited to a booklet)
- ◆ Reference Section (i.e. A list of books, web sites, people that you used to get your information)
- ◆ An oral presentation (3 - 5 minutes) including a question time will occur when all projects are complete

### EXTRA ITEMS THAT WILL EARN EXTRA CREDIT:

- ◆ Illustrations and/or graphics
- ◆ An interview with a person from the selected country
- ◆ A neatly presented, computer print-out
- ◆ A table of contents or other organizers
- ◆ Multi-media extras like video or audio tapes
- ◆ Your own great ideas!

★ REMEMBER THAT YOUR FOCUS IS NOT SOLELY ON THE COUNTRY OF ORIGIN, BUT ABOUT THE CONTRIBUTION TO CANADIAN SOCIETY.



# World's Fair Project Evaluation

**Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ self ☐ peer ☐ teacher

Criteria	Poor 1	Satisfactory 2	Good 3	Excellent 4
<i>Necessary Items</i>	Missing items	all items present	all + 1 or 2 more extras	all + 3 or more extras
<i>Evidence of Research</i>	no evidence of research	one source of information	two sources of information	three or more sources of information
<i>Presentation</i>	messy and disorganized	neat and somewhat organized	neat and well-organized	extremely neat and very organized
<i>Creativity and Effort</i>	less than expected	meets expectation	some unusual and exciting ideas	more than expected-very unique!
<i>Connection to Immigration Issues: i.e. Challenges, contributions</i>	no evidence of immigrant issues	some inclusion of immigrant issues	immigrant issues included throughout project	thorough understanding of immigrant issues demonstrated in project
<i>Oral Presentation</i>	limited information unable to answer most questions	somewhat informative some questions answered effectively	informative and interesting, able to answer all questions	exciting and informative presentation thorough knowledge shown during questioning

**Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluator:** \_\_\_\_\_



# Additional Immigration Information

## A Reading Sheet



After listening to programs two and five, you've heard a little bit about the Immigration Point System. This is our country's way of carefully choosing immigrants who we hope will be successful in Canada. This system is designed to be fair but strict.

So there shouldn't be any problems, right? Wrong. Even though we work hard to select immigrants with job skills and qualifications, many immigrants find themselves unemployed or forced to take jobs below the level for which their education and training prepared them. A woman who was a doctor in Africa might be driving

a cab in Canada, or a teacher from China might have to work at a supermarket. Worse yet, some immigrants don't get a job at all. Nation-wide, about 13 percent of all families live below the poverty line. Sadly, for immigrants and refugees, 32 percent of families live in poverty. Most immigrants and refugees escape the 'poverty trap', but it takes an average of ten years for this to happen.

## WHY DOES THIS HAPPEN?

◆ **Job experience** is one factor. If an employer is looking for someone to work for them, they usually chose the applicant who has Canadian job experience over someone whose experience happened in



another country. This leads to a vicious circle: no Canadian job experience means no job, but without a Canadian job you can't get experience.

◆ **Education** is also a factor. Most employers know what a degree from a Canadian College or University means. However, the same employer may not know a lot about a degree from another country.

◆ **Discrimination** is a big factor as well. Discrimination occurs when people unfairly judge someone based on their race or cultural background. Even though we'd like to believe that Canadians don't discriminate against immigrants and refugees, research shows that visible minority workers,

those with different skin colours or facial features, earn less than workers from the majority culture. This is true even when the people have the same educational background and are working at the same job.

The Immigration Point System is designed to ensure admitting people with a good chance at becoming successful in Canada. As you heard on the audio tape, there are many things that can earn a potential immigrant points: education, family in Canada, a job waiting for him/her, and speaking English or French.

Is this system fair? How would you change it?



# Evaluation Form: Strangers Becoming Us

**EDUCATORS: Please answer the following questions and fax this form to 416-466-3104.**

1. In your opinion, please rate the need for resources related to the topics and objectives outlined:  
☐ great need      ☐ moderate need      ☐ some need      ☐ little need
2. Have you used this resource?      ☐ yes    ☐ no
3. Do you plan to use these resources?      ☐ yes    ☐ no
4. Would you recommend these materials to others?      ☐ yes    ☐ no
5. For the lessons included please rate the following:

Concepts presented	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Instructional strategies	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Fit to the curriculum	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Ease of use	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Educational value	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Grade appropriateness	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor
Engaging to students	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> average	<input type="checkbox"/> poor

Please comment on any of the above. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What did you like most about the resource in general? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. In your opinion, how could the resource be improved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Do you have suggestions for other resources that you would like to see *Classroom Connections* develop? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade & Subject: \_\_\_\_\_ School Address: \_\_\_\_\_

School District: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_



Thank you for your feedback. Please fax to 416-466-3104 or mail to:  
Classroom Connections, 31 Cavell Avenue, Toronto, ON M4K 1L5

