

The Ups and Downs of Immigration

Concept(s) Continuity and Change, Cause and Consequence

Prepared for Grade(s) 9

Province AB

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Time Period(s) 1900-present

Time allotment 5 to 6 x 50 minute classes

Brief Description of the Task

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In this lesson students examine how immigration policy in Canada has changed over time. Students draw from a list of events and changes in immigration policy to research the effects these had on immigration in Canada. Students are required to research why the event happened or the policy was created and how it affected Canada. Students then provide a reasoned judgment on whether these events should be considered as positive or negative developments in Canadian history.

Objectives

Historical Thinking Objectives:

- 1) Students will be able to explain continuity and change as it applies to immigration throughout history.
- 2) Students will be able to explain the cause and consequence of changing immigration policy in Canada.

Alberta Social Studies Learning Outcomes:

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?
- To what extent does Canada benefit from immigration?

9.S.1 develop skills of critical thinking and creative thinking:

- evaluate, critically, ideas, information and positions from multiple perspectives • demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics by using appropriate technologies

9.S.2 develop skills of historical thinking:

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations

9.S.3 develop skills of geographic thinking:

- construct diagrams, charts, graphs and tables to analyze geographic information

9.S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- formulate new questions as research progresses
- create a plan for an inquiry that includes consideration of time management • make connections among related, organized data, and assemble various pieces into a unified message
- analyze and synthesize information to create a product

Required Knowledge & Skills

Students should have a basic understanding of the following concepts:

- Vocabulary: law, policy, act, quality of life
- Issues facing immigrants coming to Canada
- The nature of Immigration Act
- Categories of immigrants (economic class, family class, etc.) and how these differ from refugees
- Familiarity with timelines and how to create them

Detailed Instructions

1. Hand out Attachment 1 - Project Worksheet and review with students. Explain to students that their task is to research developments in immigration in Canada over the last 100 years and decide if particular developments should be considered an improvement in the way our country treated potential immigrants — progress — or if the developments were a setback — decline — in policy. Also explain that once they have arrived at their conclusions, they will be asked to present their findings in

the form of an illustrated “progress and decline” timeline. Upon completion, this timeline will resemble a stock market line graph with “ups” and “downs.” Accordingly, the policy they deem to be the best will be the highest peak on the graph and the one they feel is the worst will be the lowest peak.

2. Direct students to research the following historical developments in Canadian immigration policy. Ask them to record 3-5 points that made each event significant in terms of encouraging or discouraging immigration to Canada.

- John A. Macdonald’s National Policy
- Immigration Act 1906/1910
- Immigration Act 1962
- Point System 1967
- Immigration Act 1976
- Immigration Act 2002

3. In addition, ask students to select four of the following historical developments in Canada’s immigration history and identify 3-5 significant points for each event. Again ask students to identify the criteria being used to decide who was encouraged to come to Canada, able to get in, and able to stay in the country. These will become part of the students’ timelines.

- Chinese Immigration Act 1885
- Komagatu Maru 1914
- Empire Settlement Act 1922
- Chinese Immigration Act 1923
- Railway Agreement 1925
- “Becoming a Public Charge” deportations 1930
- Post WWII Japanese policies 1940’s
- Hungarian refugees 1956
- American draft dodgers and deserters 1971
- Lebanese Special Measures 1976
- Kosovar refugees 1992

4. Once students have conducted their research (2-3 class periods), as a class develop criteria to assess historical progress and decline. Explain that events which demonstrate progress are ones which benefit Canada, Canadians, and newly arrived Canadians (immigrants). These criteria are open for debate and not all will agree on the criteria. So make sure you brainstorm this part of the lessons as a group. Some criteria that demonstrate progress in immigration policies include permitting skilled labourers to immigrate because it created economic benefits for Canada, the process was fair, and it did not exclude particular groups because of race etc. Events that demonstrate decline are events that have left a negative mark on Canadian history by showing discrimination, prejudice, or creating hardship. From this discussion consider adopting the following criteria to decide if a policy or event showed progress or decline:

- Is it fair to applicants and all groups equally?

- Is it sensitive to Canada’s international role to help less fortunate peoples or people fleeing oppression make a new home in Canada?
- Does it benefit the country? (e.g. allowing in skilled labourers creates economic benefits, letting in unskilled labourers fills jobs in sectors of the economy that many ‘Canadians’ are unwilling to do.)

Using the criteria developed in class, have students rank the historical events and immigration policies from “highest point” — showed the most progress — to Canada’s “lowest point” — showed decline. Remind students that they must be able to use the criteria to justify their choices. In order to do this, have students create a T-Chart with their list from 1 to 10 on one side and the reasons for their decisions on the other. You may wish to ask students to write a one-paragraph statement justifying why they ranked the events as they did; you may want to limit this to only a portion of the rankings (i.e. #1, #2, #9, and #10). Once students have ranked their events, they are now ready to plot these in timeline form on a large sheet of poster paper. It is recommended that they complete a planning page before they transfer the information to the poster. Ask students to keep in mind that:

- The oldest event should be near the left hand side of the page and the most recent event should be near the right hand side of the page.
- The event which holds the highest rank (#1) will be the highest peak on the timeline and the event which holds the lowest rank (#10) will be the lowest peak (see student samples attached).
- Under each event, students should write down the 3-5 facts that they researched about the event in the opening portion of this lesson.
- Next, students should carefully select pictures and/or illustrations and add these to the timeline. These should correspond with each of the events they have chosen to plot.
- Create a bold title and make the poster visually appealing. To someone passing by, there should be a clear pattern of progress and decline shown.
- Complete and submit the reflection worksheet .

When students have completed all the necessary elements to be included in the timeline have them fill out Attachment 2 — Reflection and then hand in their project. Use the accompanying rubric (Attachment 3) to assess their final product.