Welcome to Canada?

Teacher's Guide

JOHN MYERS

HOLOCAUST EDUCATION REMEMBRANCE AND RESEARCH

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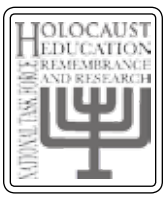
Preface

In June 1939, country after country refused safe haven to more than 900 Jewish refugees aboard the *MS St. Louis,* who were desperately trying to escape Nazi Germany. Canada was one of those countries. What factors influenced government policy at the time, and where were the voices of ordinary citizens? How have others groups seeking entry to this country been received throughout Canada's history, for example, runaway slaves from the United States, immigrants fleeing the Irish Famine, or the passengers on the *Komagata Maru*?

Welcome to Canada? is a new Student Resource that tackles such questions, and this Teacher's Guide is its supplementary manual. Within these pages, curriculum expert John Myers offers a range of pedagogical strategies and resources, practical tools to help teachers engage students in a journey of enquiry that will enhance their literacy and numeracy, hone research skills, bring out deductive talents and fine-tune debating techniques. Many possible curriculum entry points are suggested for courses such as civics, history, social sciences, geography, economics or law.

Welcome to Canada? and its Teacher's Guide are projects of the National Task Force on Holocaust Education, Remembrance and Research, which was created by B'nai Brith Canada's League for Human Rights, with funding support from the Department of Citizenship and Immigration (CIC) and the B'nai Brith Foundation.

The goal of this new material is to inform and engage students, and to sensitize them to the factors involved in decision-making on complex and sensitive policy issues. The ultimate aim is to encourage them to accept their civic responsibility, as they take their place as the future leaders of Canada.



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Author's Foreword

Some 30 years ago, when preparing to do workshops for teachers about immigration and Canada's multicultural heritage, I asked my students:

"So, what advice do you have for teachers?"

"Don't preach!" my Grade 10 students replied in unison.

At the time, I had spent a year trying out new content and teaching methods for an Ontario course that had just been introduced (Myers, 2006). The students' feedback was invaluable, and I have borne it in mind ever since. And now we return to some of these same themes in *Welcome to Canada?*, and the same advice holds true.

Welcome to Canada? is interactive and challenging since it deals with issues of past, present and future decision-making in this country's immigration policy, a topic that is a recurring theme in the news today.

Teacher's Guides are generally required for any provincially-sanctioned textbook, but anecdotal evidence suggests that they are misused or, more likely, not used at all. This is a mistake. Teacher's Guides, like this one, which accompanies *Welcome to Canada?*—a supplementary resource designed to complement existing curriculum texts—help to bring school work alive.

The activities suggested in this Guide can make the study richer for both students and teachers, by making important factual content both meaningful and memorable. Moreover, many of the ideas can be used in other social studies classes, in addition to the civics course ideally suited to its use.

I would like to thank the National Holocaust Task Force (NTF) created by B'nai Brith Canada's League for Human Rights for supporting my work in this area. In particular, I wish to express my appreciation to Ruth Klein, Tema Smith and Adina Klein for their editorial input to this Guide. I have also benefitted from the expertise of the NTF's Education Committee, as referenced in *Welcome to Canada?*

Collectively, we seek feedback from teachers across the country on this new resource, and encourage educators send us their comments as per the instructions you will find on page xx.

I hope you and your students will enjoy the journey of enquiry we have mapped out in all its many dimensions.

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Myers, J. (2006). Past reflections on a future course? The Multicultural Curriculum. *Education Today. 18* (3). 14–19.

Section A

Introduction

This guide is designed to help you and your students explore issues in Canadian immigration and beyond.

Why *Welcome to Canada?*

In the early 1970s, the Federal Government introduced "multiculturalism" as a policy. Reactions to this policy were mixed. For example, there were protests when the Ontario Government introduced an optional high school course, "Canada's Multicultural Heritage," into the curriculum. Some called the course a "Toronto plot" to influence the rest of the province, meaning that, at best, this was a course that would be fine in Toronto, but not elsewhere. Decades later, multiculturalism in Canada has become an entrenched value and a reality of Canadian life. As the Introduction to *Welcome to Canada?* notes, we are a country of immigrants and the diversity of our demographic make-up is here to stay. Thus, the next generation needs the knowledge, skills and habits of mind to take its place in our diverse, pluralistic and democratic society.

Moreover, recent events in the past decade have focused renewed interest worldwide—including in Canada, the United States and Europe—on issues referred to in *Welcome to Canada?* These include:

- migration as a local and global phenomenon
- the interactions among host and immigrant communities and groups
- the connections, wanted or unwanted, predictable or unforeseen, between events in Canada and in other parts of the world

To quote Marshall McLuhan, the world is indeed a "global village" (*Understanding Media: The Extentions of Man*. 1Ed. Toronto: McGraw-Hill, 1964). Alternatively, if you prefer a 21st century analogy, there is Thomas Friedman's notion of a "flat world" (*The World Is Flat: The Globalized World in the Twenty-First Century*. London: Penguin, 2006).

Background to the Project

Although education is a provincial responsibility, the Federal Government and national organizations from both the public and private sectors also produce curriculum material for use in all of Canada's provinces and territories. This project falls within the latter category and offers the benefit of a "pan-Canadian" approach, despite the challenges such an approach presents, given varied existing provincial and territorial curricula.

Background to and Mandate for the Project

The national conference, **The *St. Louis* Era: Looking Back, Moving Forward,** held in Toronto, June 1–2, 2009, illustrated some of the rich complexities that surround any historical event. These include:

- the event itself
- the contexts (note the use of the plural) in which the event occurred
- issues of causation, the role of government, and the influence of public opinion on policy decisions
- comparison on a variety of levels with similar events in Canada's history

continued

- comparison and standard-setting issues, including the tricky terrain of making judgments, particularly moral ones
- "lessons" for the next generation, or at least implications for teaching our students to exercise informed, thoughtful and responsible citizenship

The conference was part of a developing project, the National Task Force on Holocaust Education, Remembrance and Research, involving the Federal Government and the League for Human Rights of B'nai Brith Canada. One of the components of this project is education: to help students better understand the event and the context of the voyage of the *St. Louis*, with a view to promote "greater civic responsibility and participation in the democratic process in the future . . . [and to] encourage leadership on the pressing issues of the day" (B'nai Brith Canada's Funding Proposal to the Department of Citizenship, Immigration and Multiculturalism, 2008).

For a full account of the work at the conference go to *www.stlouis2009conference.ca*. The sessions, papers and links go beyond the scope of this project to examine issues related to genocide and human rights, both past and present.

What Is the Student Resource Designed to Do?

Welcome to Canada? is a "Student Resource" (SR). The term "student resource" implies a book outside of the core materials, which are approved at the provincial level for specific courses. The SR comes with an accompanying Teacher's Guide (TG). The SR is intended to:

- illustrate the *St. Louis* tragedy as a "lynchpin" of immigration issues presented in the SR
- promote insight into government policy on immigration then and now
- explore the role of civil society, i.e., how we, the citizens, shape such policies
- serve as a tool for teachers conducting classes on these and other issues related to human rights, genocide and Holocaust education

What Is the Student Resource Not Designed to Do?

The histories of those who have arrived and stayed to contribute to Canadian society are all important, but those stories and contributions are not part of the mandate for this project. *Welcome to Canada?* generally stops at or shortly beyond the border crossing. This is likewise true of the histories and contributions of Canada's Aboriginal peoples, though students may wish to explore a little-known event in Canadian history linking Aboriginal Canadians to the themes highlighted in *Welcome to Canada?* (see the SR, Chapter Four). These other case studies are worthy of further exploration and the TG will offer a few ideas in this regard.

This Guide concludes with a feedback form for you to complete and return to the National Task Force on Holocaust Education, Remembrance and Research, B'nai Brith Canada, 15 Hove Street, Toronto, Ontario, M3H 4Y8, or online at *www.holocaustbbctaskforce.ca/welcometocanada*.

How Is the Student Resource Organized?

A brief introduction sets the stage for the issues that will be explored in the SR. The 2010 Haiti earthquake and its aftermath are provided as a case study for how events are explored throughout the SR.

Part One: Context to the Studies

Chapter One – The Voyage of the *St. Louis:* Should Canada Be Proud of Its Record? looks at the *St. Louis* as a "case study" in the following ways:

- the event itself and its historical background, both global and national aspects, including the role of government, which is hinted at, but only explored in Chapter Five

- the aftermath for the passengers (with a story about the captain of the vessel)
- persisting questions to be explored throughout the SR

Chapter Two – The World of Migration: Where Does Canada Fit In? outlines key terms and ideas that raise powerful questions to drive student inquiry for the rest of the book. The terms include "migration", "refugees" and "push-pull factors", as well as a brief overview of government departments and responsibilities under the Canadian Constitution.

Part Two: Historical Themes

The Introduction (similar to the format of Chapter One) explains how the events or "case studies" are organized around:

- the event and its historical context
- its aftermath
- persisting questions
- case studies that have been selected on the basis of a variety of push and pull factors

This TG will offer additional teacher and student resources for further exploration, and suggest other events that might serve as case studies. This will depend on the needs of your local curriculum, the interests of your students, and the time available in your program. After each chapter, there will be a summary as well as conclusions to be drawn.

Chapter Three – Pre-Confederation: An Inconsistent Approach explores immigration policy and its effects before 1867, for example:

- introduction and questions to consider when examining the case studies
- United Empire Loyalists
- the Underground Railroad
- immigrants fleeing the Irish famine

Chapter Four – Post-1867: Immigration as National Policy continues to explore immigration policy and its effects after Canada gained control of the area from Britain in 1867, up to World War I:

- change and continuity in immigration policies after Confederation
- immigration to the West as an "open door" policy
- cases when doors were closed, e.g., the *Komogata Maru* event

Chapter Five – Between the Wars: The Door Closes looks at Canada's reputation as a welcoming country from a not-so-positive viewpoint. This includes a detailed examination of the role of the Canadian Government in the events surrounding the voyage of the *St. Louis*, which showed Canada to be "missing in action", a topic first introduced in Chapter One. The lack of welcome for the *St. Louis* represents but one example of a sad time in Canada's history.

Part Three: Towards the Present and Future

A brief introduction prepares us for examination of some more recent issues.

Chapter Six – Post-war Changes: Breaking Down Barriers examines policies and practices since 1946, and establishes what our immigration record is—and why it is that way—using the following format:

- introduction and questions to consider when examining events
- immigration policies and practices 1946–present, "tap on, tap off"
- the development of "multiculturalism" as a policy and current reality: how "colour blind" or equitable have we been in welcoming people from around the world?

Chapter Seven – Past, Present and Future: Where Do We Go from Here? asks how welcoming we should be, and under what conditions? What responsibilities do citizens and governments have?

What lessons, if any, can history teach us? We shall use the events and the aftermath of September 11, 2001 as a contributing factor in understanding current concerns and issues.

Each chapter contains stories and case studies, followed by challenging questions and activities for students to do. This will allow teachers to use the SR flexibly. The questions directed to students **as they read** promote critical literacy, since strong readers ask and explore emerging questions as they go. The inclusion and placement of such questions is becoming a feature directed at teachers and teacher teams as they work through curriculum issues. Each chapter will therefore contain key questions for inquiry that speak directly to the student and invite him/her to think and respond.

The kinds of recurring questions that might be asked throughout the book would resemble the following:

- Why did "x" act the way s/he did?
- Did governments meet their responsibilities?
- If you were there, what would you have thought? What would/could you have done?
- Now that we know what we know, what are our responsibilities with regard to making amends for past wrongs? Should we make amends, or is what happened in the past over and done with?

Each chapter can, more or less, stand alone to allow teachers across Canada to use the SR based on their own course needs and possibilities.

What Are Some Options for Using the SR Within My Crowded Curriculum?

The Survey Option

Even with textbooks that follow a specific course, you still have options with regard to structuring lesson plans and teaching the course material. This resource is designed to support a variety of curricula and cannot precisely match the mandates of any specific provincial course, except with considerable difficulty, thought and effort. The easiest, but sometimes not the best, option for student learning is to begin with the first chapter and go through to the end, or as far as you can go.

Chapters
Introduction → 1 → 2 → 3 → 4 → 5 → 6 → 7

Traditional textbook use reinforces this approach, even though there is a century of evidence illustrating that delving deeply into each concept is needed to promote critical thinking and deep understanding of complex issues.

Here are some options depending on the nature of the course in which you wish to use the SR. How you organize your topics and investigations, and how you integrate the work of *Welcome to Canada?* into your existing curriculum, will depend on the goals you have and the results you and your students want to achieve. One way to focus this study is to use powerful questions to drive the inquiry.

CANADIAN HISTORY SURVEY COURSES and/or units within social studies courses might find the history chapters—One, Three, Four, Five and/or Six— relevant. The history chapters could also serve as "backgrounders" for current issues. In this case, teachers might apply principles or ideas that arise in Chapters One, Two and/or Seven, linking the past to the present. Here are some ways to do this:

- Using focus questions for any study of immigration, such as:

  - What motivates people to leave their country of birth, and go to a land that they have never seen?
  - Why have so many chosen Canada?
  - How have they been welcomed?
  - What role does government play in helping newcomers adjust and prosper once they are here?
  - Who gets in? Why or why not?

- Is our immigration and refugee policy "colour-blind" based on humanitarian need, a "tap on, tap off" policy based on economic and political considerations, or a combination of both?
- Can immigration and refugee policies be treated separately? Should they be?
- What role should governments play now and in the future?

- After a study of the United Empire Loyalists, students can do follow-up projects—either individually or in groups—to look at the historical record when it comes to other groups coming to Canada, answering questions such as:

- Has government been as helpful to other groups wishing to settle as they were to the Loyalists?
- Why or why not?

- For Black History Month, students might look at the fugitive slave case study in Chapter Three, as well as other relevant examples of African-American, African and Caribbean immigration (Chapters Four, Six and Seven). They can then return to the Introduction and analyze the options for people fleeing Haiti in the aftermath of the earthquake that struck in January 2010.

- How welcoming have we been to oppressed groups?
- How welcoming should we be? Should our welcome be unconditional, or should there be rules?

- Chapter One is clearly a feature for a unit or course that focuses on genocide and the Holocaust, with follow-up in Chapters Five, Six and Seven on questions like:

- Should we be proud or ashamed of our record in helping those fleeing persecution from other countries?
- What responsibilities does the present generation have for making amends for past wrongs?

CIVICS, GOVERNMENT, POLITICS AND LAW COURSES and/or units can use the Introduction, Chapters Two, Five and Seven as well as relevant parts of the historical chapters (One, Three, Four, Five or Six) to ask:

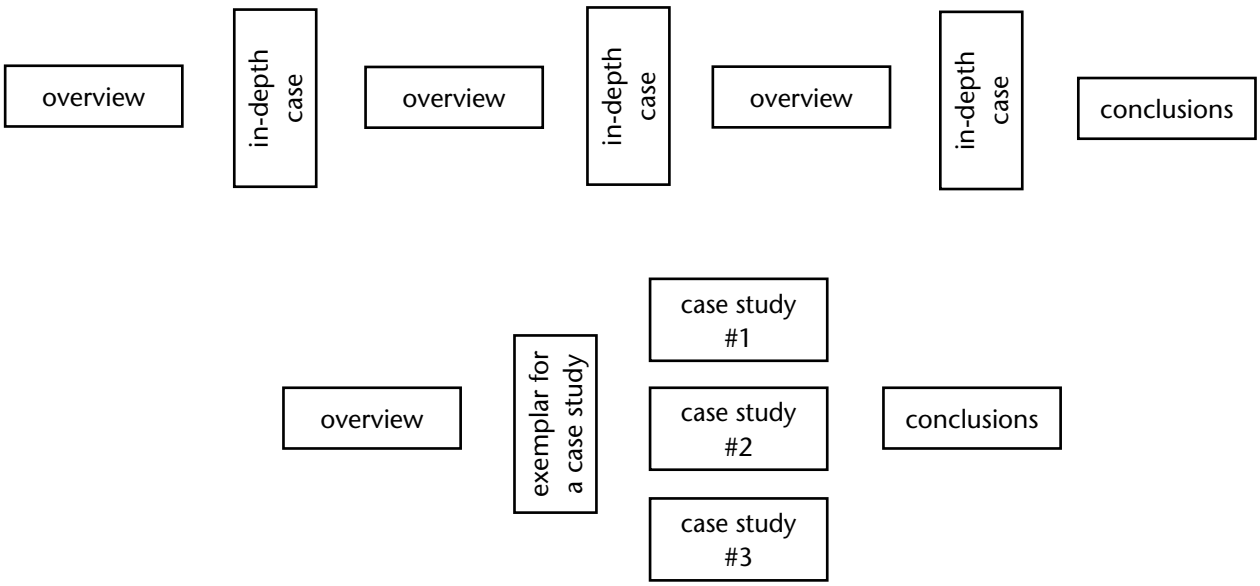
- What role should federal and provincial governments play in shaping immigration and refugee policy?
- What conditions, if any, should newcomers to Canada accept as they progress towards citizenship status?
- Should newcomers immediately be granted all the rights that citizens have, such as the right to vote?
- What rights should be granted to temporary workers and others who come for specific periods of time before returning to their countries of origin?
- What role can Canadians play in staying informed about these issues and taking action to ensure that their opinions are heard?
- How can we ensure that our decisions meet the highest standards of justice and social responsibility? Are we, or should we be, our "brother's keeper"?

GEOGRAPHY AND ECONOMICS COURSES and/or units can use the Introduction, as well as Chapters Two and Seven, to serve as the core of an immigration/migration unit, with the remaining chapters offering historical backgrounders to current study. The courses may ask questions such as:

- Are we a nation of immigrants? Have we always been? Should we always be?
- How has immigration shaped Canada's development? Has it been a benefit or a hindrance?
- What are the ideal policies for welcoming future immigrants? What might be the consequence of "turning the tap off" to immigrants in the next decade?

Alternatives to the Survey

Depending on the options you and your class take, here are some ways the contents from the SR can be viewed:



Resources for Further Exploration and Maximizing Choice Across Canada

Finally, the examples used in *Welcome to Canada?* are only that—examples. It is impossible to present, outline or even list every possible instance of how Canadian immigration and refugee policy—interacting with public opinion and reaction—has influenced how or why we welcome some and reject others on a national level. This is even more difficult on a provincial or territorial level. Fortunately, there are now many websites, each with links to other sources, many of which are bilingual, that can lead students on productive searches or webquests to learn about different issues surrounding immigration to Canada. Many of these also have lesson ideas or specific lesson plans. While the chapter notes will offer specific examples, here are some websites that you and your students can use for a variety of inquiries.

Newfoundland and Labrador History

The following websites offer opportunities to compare the separate developments in the history of Newfoundland and Labrador (until it became a province in 1949) to those of the rest of Canada, since governance and government policies were separate before then. Students may find some interesting parallels as well. For example, the Chinese Head Tax was introduced in NL in 1906 by a policy separate from that of the Federal Government at the time (see *http://www.heritage.nf.ca/society/headtax.html*). Many aspects of immigration history and policy for NL can be explored through Newfoundland and Labrador Heritage:

http://www.heritage.nf.ca/home.html

http://www.heritage.nf.ca/exploration/default.html

http://www.heritage.nf.ca/society/culture.html

http://www.heritage.nf.ca/society/diversity.html

More Canadian Sources

Library and Archives Canada (*http://www.collectionscanada.gc.ca*), like many sites listed here, offers a treasure trove of documents, stories and resources for students and teachers and lesson ideas. These include:

- The Learning Centre and The Evidence Web for you to explore such topics as:
  - the Loyalists (Chapter Three)
  - anti-slavery and the Underground Railroad (Chapter Three)
  - building a just society (Chapter Six)
- Virtual exhibitions, which include:
  - The Early Chinese Canadians, 1858 to 1947 (Chapters Four, Five)
  - Moving Here, Staying Here: The Canadian Immigrant Experience (Chapters Three–Six)

If you look under the theme of Exploration and Settlement, you will be able to access PDF files of 31 Canadian Historical Association booklets, which provide detailed essays on the histories and contributions of different ethnic groups in Canada, as well as larger themes related to immigration policy and settlement. Many of these were originally written in the 1960s, though some were completed in the early 1990s. Their production and addition to the canon of Canadian history was reflective of the changes in Canadian society that occurred after World War II (Chapter Six).

Multiculturalism Canada (*http://www.multiculturalcanada.ca/*) stresses the many cultural groups of which Canada is comprised, and has collections of materials with information about these groups in many languages, including audio files, published texts, such as books and newspapers, unpublished texts, such as manuscript documents and photographs, and items such as identity cards. While most collections focus on a single ethnic group, the BC Multicultural Photograph Collection includes images of most cultural groups found in British Columbia. Look in the Learning Modules section and view the video to learn about the site. Better yet, have your students do this as part of an inquiry. These resources will help teachers and students make use of the wealth of primary materials found in the collections.

In addition to these collections, the website includes online access to the *Encyclopedia of Canada's Peoples,* which provides extensive essays on hundreds of groups, and suggests further readings. If you open the "Group Entries" files, you will find a detailed paper by Harold Troper, a professor at the Ontario Institute for Studies in Education, University of Toronto (OISE/UT), and long-time expert on the history of immigration and immigration policy up to the late 1990s. Troper is also the co-author, along with Professor Irving Abella, of the book, *None Is Too Many,* referenced in this TG.

You can also access heritage and multiculturalism-related museums across Canada through this site.

Finally, a special feature allows you to save pages from the website or upload your own images into an electronic "scrapbook", where you can add comments and create your own arrangement. Scrapbooks can be published for all users to view, or kept private for your own personal reference.

Canada's Virtual Museum (*http://www.museevirtuel-virtualmuseum.ca*) includes links to every museum in Canada, as well as online features for teachers and students.

Another online site that originated with collections from early Canadian history is **Canadiana** (*http://www.canadiana.org*). This site would be particularly helfpul to you as you work with Chapter Three of the SR. If you go to Canada in the Making: Immigration Acts (1866–2001) (*http://www.canadiana.org/citm/specifique/immigration_e.html*), you will see a number of specific topics, including a section on Canada's immigration policy, especially relevant to Chapters Four–Six. Akin to the other sites, there are teaching and learning ideas provided here as well.

The Museum of Civilization (*http://www.civilization.ca*) also has online exhibitions related to immigration history.

A number of lessons suggested in the SR can be introduced by an **"Historica Minute"**, one minute film clips that illustrate significant stories from Canadian history, (*http://www.histori.ca/minutes/section.do?className=ca.histori.minutes.entity.ClassicMinute*). If you check out the "Footprints" part of the website, you will see sample lessons for many of these Minutes.

The Cariboo Gold Rush (*http://bcheritage.ca/cariboo/contents.htm*) is an interactive site that lets you explore the story of our diversity in Canada.

The Canadian Archival Information Network (*http://www.archivescanada.ca/english/virtual/search.asp?todo=all*) is a portal to hundreds of virtual exhibits from around the country. Some of these relate to the themes underscored in *Welcome to Canada?*

While concentrating on Quebec, **The McCord Museum's Website** (*http://www.mccord-museum.qc.ca*) is an effective means of obtaining information. This website is ideal for teachers and students. Many experts across Canada have been encouraged to contribute to its education resources.

The Immigration section of the **Community Learning Network** (*http://www.cln.org/themes/immigration.html*) is a "one-stop" mall for information on immigration, past and present, including features on the children of immigrants, ways to obtain citizenship, and links to related sites. There are also lesson plans for students in Grades Five and up.

The Canadian Studies Project: Focus on Citizenship, Multiculturalism, Aboriginal Peoples and Diversity (*http://www.teachmag.com/canadian_studies_2/index.html*) enables teachers and students to engage in Canadian studies via various activities.

For decades, ***The Beaver***—now called ***Canadian History***—has educated the general public about history in Canada. A number of articles related to the themes in this project are cited in the resource sections of the chapters in the TG. The new and still developing website (*http://www.canadashistory.ca*) already has sample lessons and links to relevant sites for studying immigration history. In the February/March 2000 issue, historian Donald Avery outlines Canada's immigration history in "Peopling Canada", (28–37). An additional advantage for using this resource is that most articles are brief (2–4 pages, including illustrations). This makes them useful for independent research studies by students, even if the sophisticated language in certain articles may challenge some readers.

Pier 21 in Halifax was the major gateway to Canada from Europe for much of the 20th century. You can have students examine some of this history through the Pier 21 Museum's website (*http://www.pier21.ca/research/research-materials/the-first-seventy-five-years*).

Note: The URLs for websites in this section and in the rest of the SR are current as of the date of publication. However, designations do change. Teachers should verify websites before assigning them for student use. In addition, many archives are being digitized so online collections are growing. Check these from time to time for new virtual exhibits as they appear.

If you discover new, applicable websites, include them in the feedback form at the back of this TG with a sentence or two on their merits.

Section B

Teaching Approaches & Classroom Activities

Introduction: Teaching Is Not Telling, Told Is Not Taught

For too long, the history of teaching has been a history of untested assumptions. Some of these have been confirmed and reinforced by decades of research, synthesizing key principles of how we learn. Other assumptions are either unproven or plain wrong. Some principles based on decades of research include:

1. Students come to the classroom with pre-conceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information, or they may learn them for purposes of a test, but revert to their preconceptions outside the classroom.
2. To develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework and (c) organize knowledge in ways that facilitate retrieval and application.
3. A "metacognitive" approach to instruction can help students take control of their own learning by defining learning goals and monitoring their progress in achieving them (Donovan, M.S. and Bransford J.D., eds. *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC: The National Academy of Sciences, 2005).

Survey courses at best give students a casual acquaintance with knowledge. The conventional textbook approach treats history as a chronicle, with an unending parade of facts, names, dates and events. Without purpose or context, these discrete bits of knowledge are inert; they can be parroted back on a quiz, but if they are not used, they are soon forgotten.

Making sense of the past and the present comes from linking facts to larger concepts, and linking knowledge with understanding. How can we help students make these links?

Here are some strategies for using the SR. Throughout the chapters, notes and ideas with specific references and applications of these strategies will be made.

An Overview of the Field: Teaching Important Citizenship Values and Habits

Underlying many of these teaching strategies is a commitment to social responsibility and citizenship, qualities that may have been lacking in the era of the *St. Louis*.

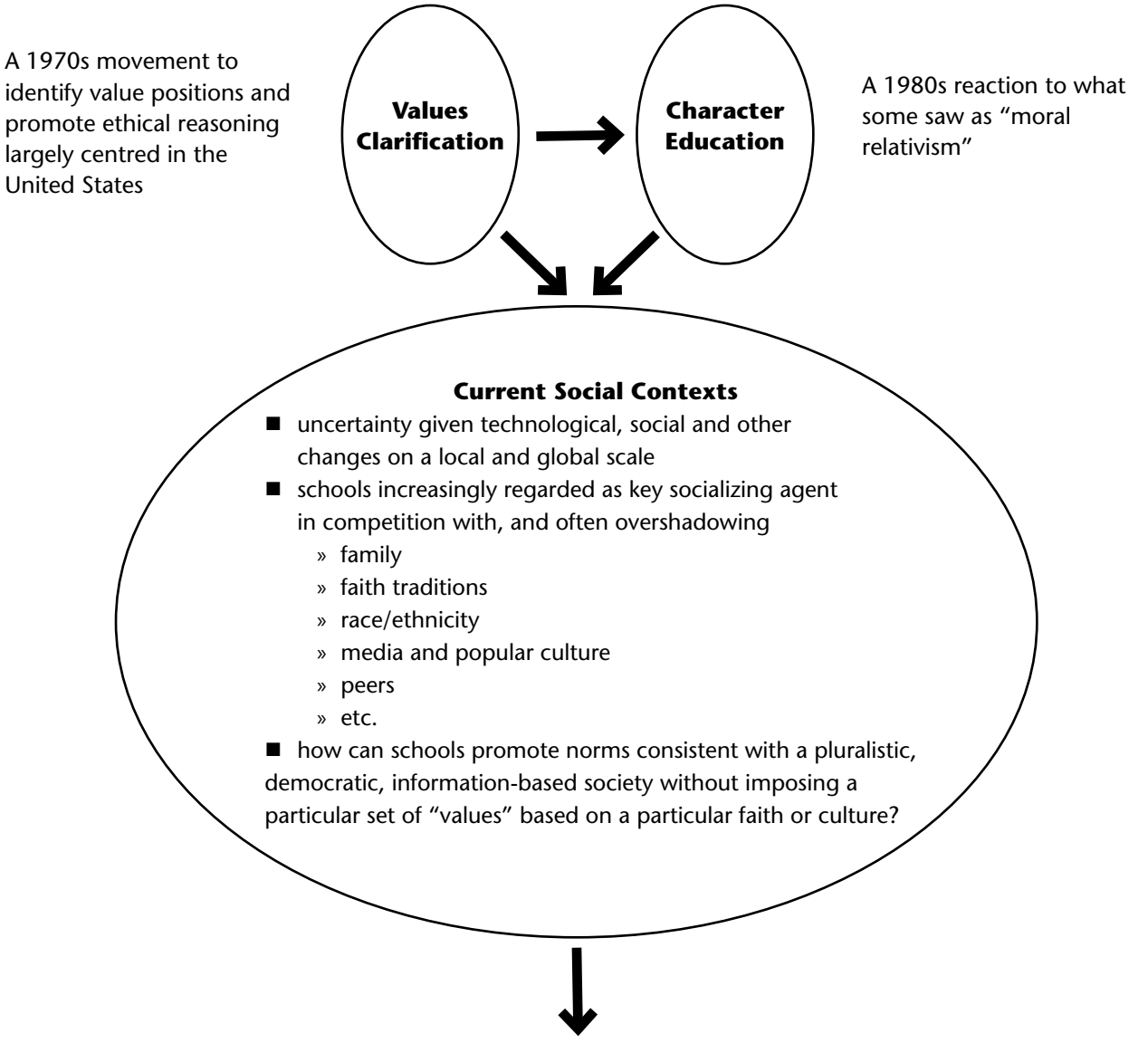
How do we teach these qualities and lessons from history if telling people to do the right thing often does not work?

One way is to think of them as habits—modeled, developed, practiced and refined over time—just like we try to do with our children. Let's discuss some "pedagogical possibilities":

Modern efforts began with character education—originally an American movement in the 1980s associated with conservative Christian views of citizenship and morality. The movement has changed and broadened its original appeal as a result of a number of social trends that extend beyond the United States. It now has connections to issues of

diversity, responsibility and respect. Recent research about the influences of social and emotional learning is also shaping classroom life. The Ontario Provincial Government and a number of school districts throughout Canada are strongly supporting this aspect of education. According to Kathleen Wynne, former Ontario Minister of Education, "Character education is about treating students as citizens who can make a difference. By doing this, we can create a school environment where civic responsibility and academic achievement thrive" (Press release, Office of the Premier, February 5, 2007, at *http://www.premier.gov.on.ca/news/event.php?ItemID=4322&Lang=EN*).

There are a number of education initiatives that have been launched across the continent and elsewhere under a variety of similar, but confusing, names. The following diagram presents one view of their connections:



Among the initiatives with similar ideas offering answers to questions for schools are:

- Howard Gardner's "personal" intelligences
- Daniel Goleman's emotional and social intelligences
- academic, social and emotional learning
- social and/or personal responsibility
- Habits of Mind, including those connected to self-regulation and mental self-management (meta-cognition), so that we do not make poor and permanent decisions in response to temporary problems. (See the website of the Institute for Habits of Mind (*www.institutefor habitsofmind.com/*) for an overview and examples of these thoughtful behaviours.)

Many of these initiatives are being applied in business settings to promote respect for diversity as a key element of working with others. This is reflected in many parts of the Ontario education system, such as the "learning skills" section of the provincial report card used by all public schools in the province. Other provinces and territories have their equivalent terminology.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) founded by Daniel Goleman (*http://www.casel.org/basics/skills.php*) offers the following goals for the kinds of learning promoted in this manual:

- **self-awareness**—accurately assessing one's feelings, interests, values and strengths as well as maintaining a well-grounded sense of self-confidence
- **self-management**—regulating one's emotions to handle stress, control impulses and persevere in overcoming obstacles, as well as setting and monitoring progress toward personal and academic goals and expressing emotions appropriately
- **social awareness**—being able to take the perspective of and empathize with others, as well as recognizing and appreciating individual and group similarities and differences, and recognizing and using family, school and community resources
- **relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation, resisting inappropriate social pressure, and preventing, managing and resolving interpersonal conflict, as well as seeking help when needed
- **responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others and likely consequences of various actions and subsequently, applying decision-making skills to academic and social situations, in addition to contributing to the well-being of one's school and community

Note that social and emotional learning, usually considered "soft" skills or competencies, are seen as key ingredients for student engagement and improved academic learning. Writers and researchers, from William Glasser in the 1980s to Joseph Zins and his colleagues today, have conducted research to support this.

The next sections outline teaching approaches that aim at social, emotional and academic learning, including those that will be helfpul when working with the content explored in *Welcome to Canada?*

The Student Resource and this supporting Teacher's Guide, especially in Chapters One and Seven, recognize the power of the media in shaping future generations. This approach will help teachers and their students not just mouth the words associated with "doing the right thing", but actually encourage them to practice, debate and live a principled life in a complex, changing and unpredictable world shaded much more in grays than in simple blacks and whites.

Classroom Activities

Clipping Thesis

Much of what we know or learn about immigration and the role that governments and citizens can play comes from the media. Therefore, it is important to learn how to analyze media treatment of any issue.

A thesis is a statement about an issue based on clear criteria and supported by evidence. This can be made a component of the culminating end-of-unit task to be displayed, handed in or used separately if there is a current event that has attracted the class's interest.

1. Students, either individually, in small groups or as a whole class, select a problem or issue in Canada today that they wish to explore (see snowball technique below).
2. They collect stories, pictures or information about the topic over a three- or four-week period from the local newspapers or other media, including appropriate and online sources approved by the teacher.
3. They prepare an analysis that might include such aspects as the following:
   - » historical background to the issue (as reported in the newspaper and in the text)
   - » the perspective(s) taken by the newspaper or other media examined
   - » a weighting of the different perspectives in order to arrive at a defensible conclusion on the issue in question

The following are just some of the topics and questions that students may use for developing theses based on readings from their local paper and other media sources:

TOPIC	CRITICAL QUESTION
Refugees from Haiti	Should we bring them to Canada? Under what conditions?
Emigration	Why would people choose to leave their country or region of birth to move to a new place?
Immigration	Why would people choose to live in Canada?
Illegal immigration	How serious of a problem is this for Canada?
Temporary workers	How important are they to the Canadian economy? What are our obligations to this group?
Public opinion	What does the public in your community/province/territory think of immigration issues? What does the Canadian public think as a whole on immigration issues?
Role of government	What is current government immigration policy? What influence should the provinces and territories have on federal immigration policy?
Refugees	Which groups coming to Canada are claiming refugee status? How strong are the arguments for and against admission of refugees?
Global migration	Which places experience massive migration? Why is this occurring? What can/should Canada do about the issues causing such migration?
Canada's economy	Should the health of Canada's economy affect immigration and refugee policy?
Border security	How secure are our borders? How secure should they be?

TOPIC	CRITICAL QUESTION
Challenges to newcomers	What challenges do newcomers to Canada face?
Immigration consultants	Are they a help or hindrance to newcomers?
Hopes and realities	What has happened to immigrants who came to Canada in the past?
Multiculturalism	Is this a contributor or a hindrance to Canadian identity?
Studying immigration	Is it better to study immigrants as groups of people or to concentrate on individual stories to learn more about the issues?
Genocide survivors	Have refugees from Cambodia, Rwanda and Darfur been readily welcomed?

The clippings can be included in a portfolio, or cited in an essay on the topic and question.

Some school libraries have signed onto databases of various news media, including newspapers, magazines, television and cable news sources. Some are free of charge such as:

http://www.onlinenewspapers.com/

http://www.thepaperboy.com

The Clipping Thesis helps students go beyond the headline to trace a story. If a news story is the first draft of history, it will not be the last.

Speaking of headlines, students can compare front-page coverage from a dozen Canadian newspapers and hundreds from more than 50 countries by checking the Washington, DC-based Newseum's website daily (*http://www.newseum.org/todaysfrontpages/*).

Online selections can be part of a "media file" to develop the Clipping Thesis.

The Importance of Powerful Questions

Theses and good research come from powerful critical questions. Asking good questions is an important skill for any citizen. For both teachers and students, questions help prioritize what needs to be learned, as seen in the earlier section on shaping and organizing content.

Here is one way to help your students create good questions to use when developing their clipping theses:

- be engaging
- do not lead to obvious yes or no answers, but require further investigation
- be connected to important curriculum goals
- require an informed, reasoned answer based on evidence, and clear criteria for making a judgment.

Snowball

The class is discussing the issue of refugees wishing to come to Canada as a part of a unit (whether it is geography, science, social studies, health or something else). They are going to use *Welcome to Canada?* and other print and online sources to set up an inquiry around one or more powerful questions.

1. Individually, each student writes down three questions s/he would like to answer about refugees (Haitians, any group in the news, or refugees in general as a class of immigrants) and their desire to come to Canada.
2. Students pair up and compare questions. They come to agreement on three questions they both consider important.
3. The pairs combine with another pair. The groups of four come to a consensus on four questions they want answered.
4. The groups of four combine to make groups of eight and come to agreement on five important questions.
5. Each group puts their questions on the board.

continued

6. With the teacher's help, the class must agree on five or six important powerful questions they want answered about issues involving refugees and their claims for asylum in Canada. As individuals, pairs or small groups, they begin a clipping file on one of these questions to develop a thesis to share with the class.

Since the students proposed these questions, they are more likely to be engaged in answering them and they are, therefore, more accountable for the material.

The Use of Visual Tools

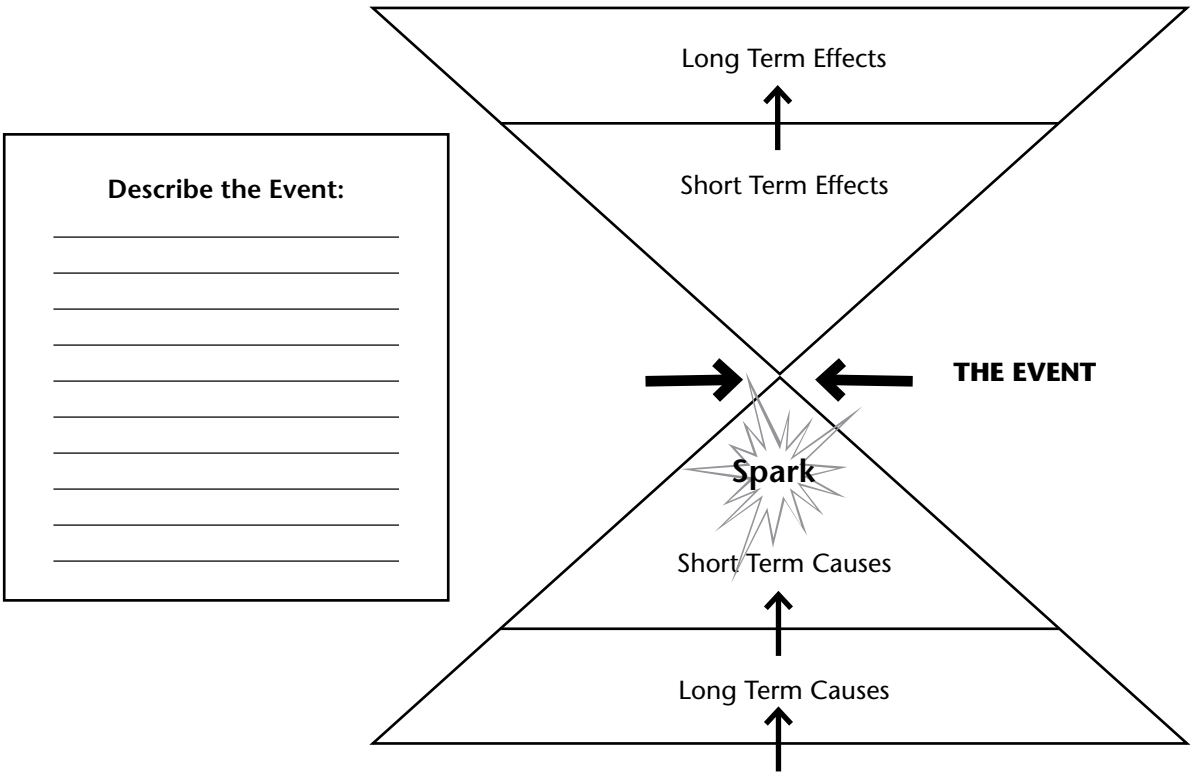
Graphic organizers and other visual tools help students focus, and link their thinking to important content and concepts when they delve deeply into an issue. The use of visual tools helps all learners to more readily recognize patterns and relationships.

While discussion in pairs or small groups enhances and promotes the thinking we want students to do, individual accountability can be established when these preliminary tasks precede individual writing tasks, based on the discussions ranging from position papers (one paragraph to one-page opinion pieces supported by evidence and logic) to full research papers.

Tools for Assessment and Evaluation

Events Graphic Organizer

The following graphic organizer, based on Stephen Hawking's cone representation of the relationship between time and space (Hawking, Stephen W. *A Brief history of Time: From the Big Bang to Black Holes*. New York: Bantam Books, 1988), can be used to examine cause-event-effect relationships (Hundey, I. *9 Habits for Success in Teaching History*. Toronto: Emond Montgomery, 2007.). This adaptation is courtesy of Flora Fung, a teacher at Oshawa Central Collegiate (Fung, F. Personal communication. 2008):



The cases in *Welcome to Canada?* often focus on a central event. Thus, the graphic organizer can be used throughout the SR.

Historical Graph: Timeline with Attitude!

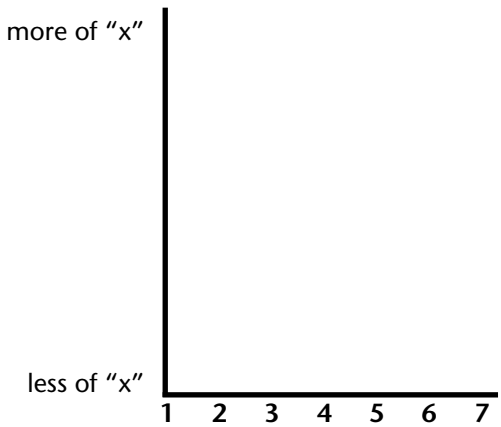
Students often construct graphs exploring the relationships between price and demand in economics as well as sets of demographic data in geography.

Historical graphs add a dimension to traditional timelines by helping students explore the nature of significance and chronology (change over time) in rigorous and meaningful ways. Students can see patterns over time and recognize that history is not an unbroken line of progress. Historical graphs push students to construct meaning from the information, through making connections between the abstract nature of data and the people and events that lay behind it.

Procedure

1. The horizontal axis usually represents an element of chronology such as:

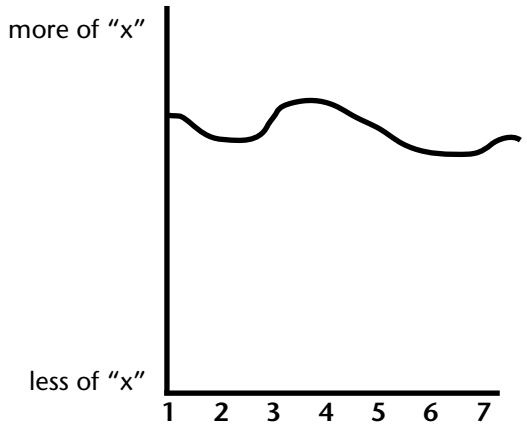
- decisions by a leader or a group
- a series of events around a common theme, e.g. strikes, inventions, diary entries
- public speeches by an historical figure

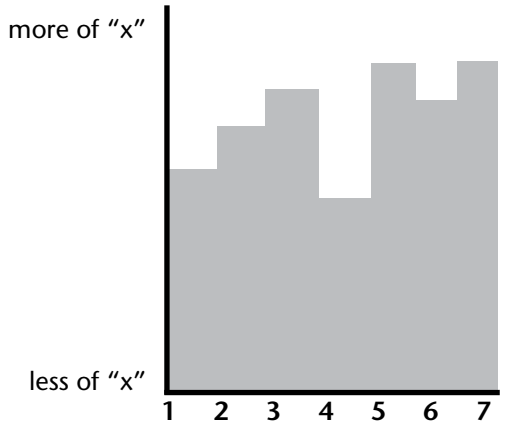


The vertical axis represents some comparative criteria such as:

- unimportant—very important
- more push factor—more pull factor
- good example—poor example
- strongest influence—weakest influence
- more or fewer of ____
- positive or negarive examples or views of ____
- good leadership—poor leadership
- more welcoming—less welcoming

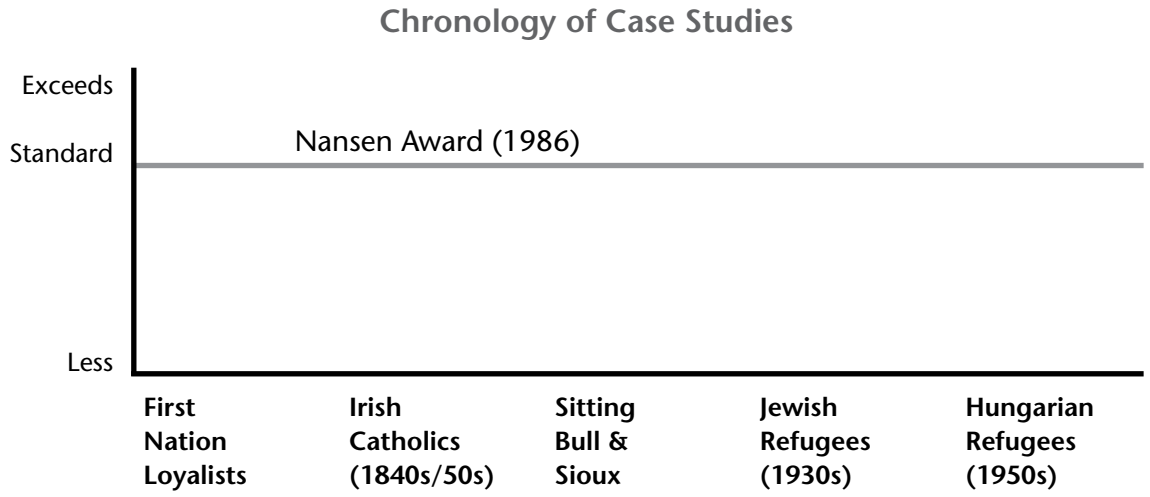
2. Students place the events or a number corresponding to each event on the graph, depending on their assessment of the degree to which the event, quote, feeling, decision, etc., exemplifies the criteria on the vertical axis.

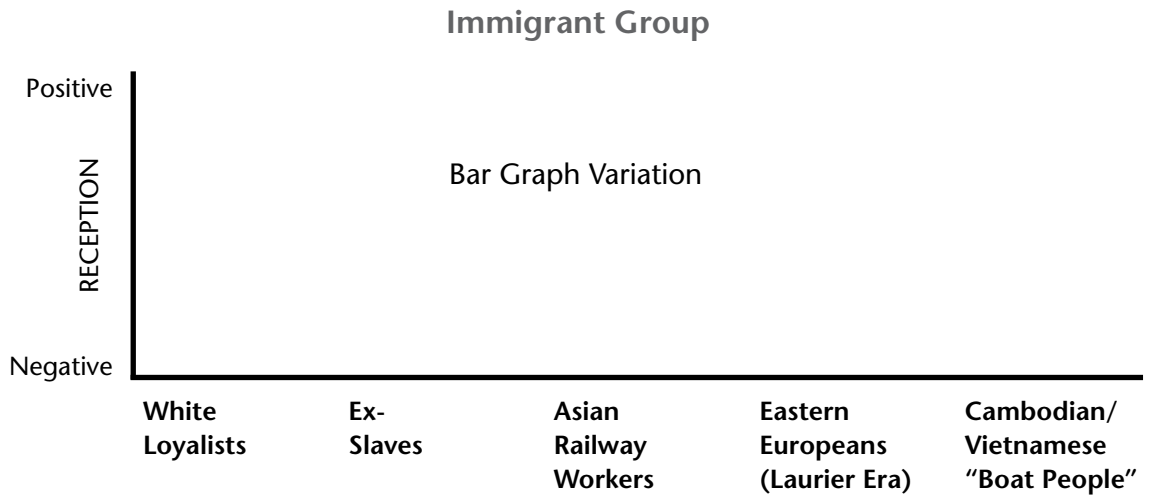




3. The events or examples can be connected by a line, or drawn as a bar graph as the above examples show.

The samples below represent variations connected to the themes of *Welcome to Canada?* The historical graphs are very flexible.





When students construct these in pairs, the discussion generated in trying to reach consensus promotes further thinking, and mirrors constructive behaviours we might wish to see in any public discussion in a pluralistic democracy of which Canada is a prime example.

Graphic Organizer Chart

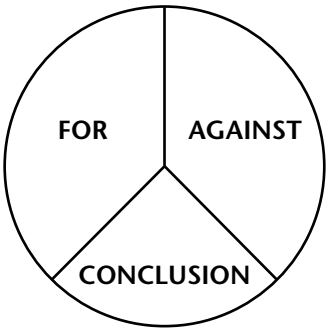
The sample below can be used to facilitate a more detailed analysis of cases mentioned in *Welcome to Canada?* and other topics.

CASE	PUSH FACTORS	PULL FACTORS	ROLE OF GOVERNMENT	PUBLIC OPINION	CONCLUSION & JUSTIFICATION
Loyalists					
Fugitive Slaves					
Irish during Famine					
Icelanders to Manitoba					
Chinese to the West					
Doukhobors					
Jews during the Nazi Era					
Hungarians (1950s)					
"Boat People"					
Economic migrants from Hong Kong (1980s/1990s)					
Rwandan Refugees					
Bosnian Muslims (1990s)					
Refugees from Darfur					
Tamil refugee claimants (21st Century)					

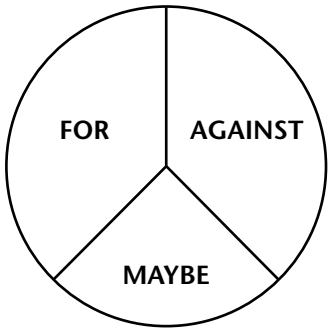
Decision-Making Pie Charts

Students can analyse positions in other ways. The following can be used whenever there are decisions to be considered, such as whom to let in, or when to increase or decrease the number of refugees, as well as what criteria to consider. These types of decisions, which students can see in the SR or in the Canadian media, are made all the time.

Example 1

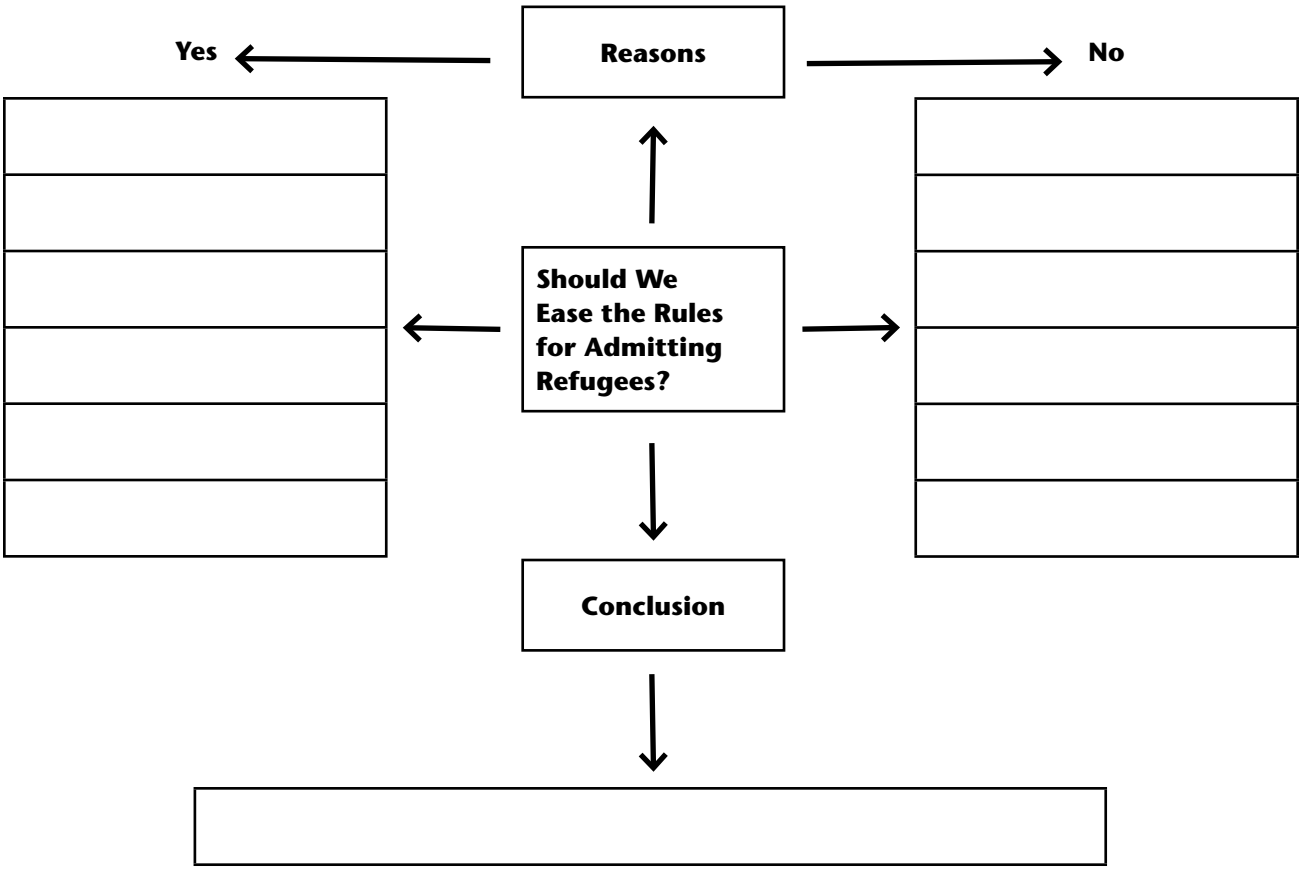


Example 2 adds a level of complexity



Decision Web

There are many possibilities for educators to promote reasoned decision-making. This example can be used as a model for a position paper or a formal essay.



Section C

Specific Teaching/Learning Strategies

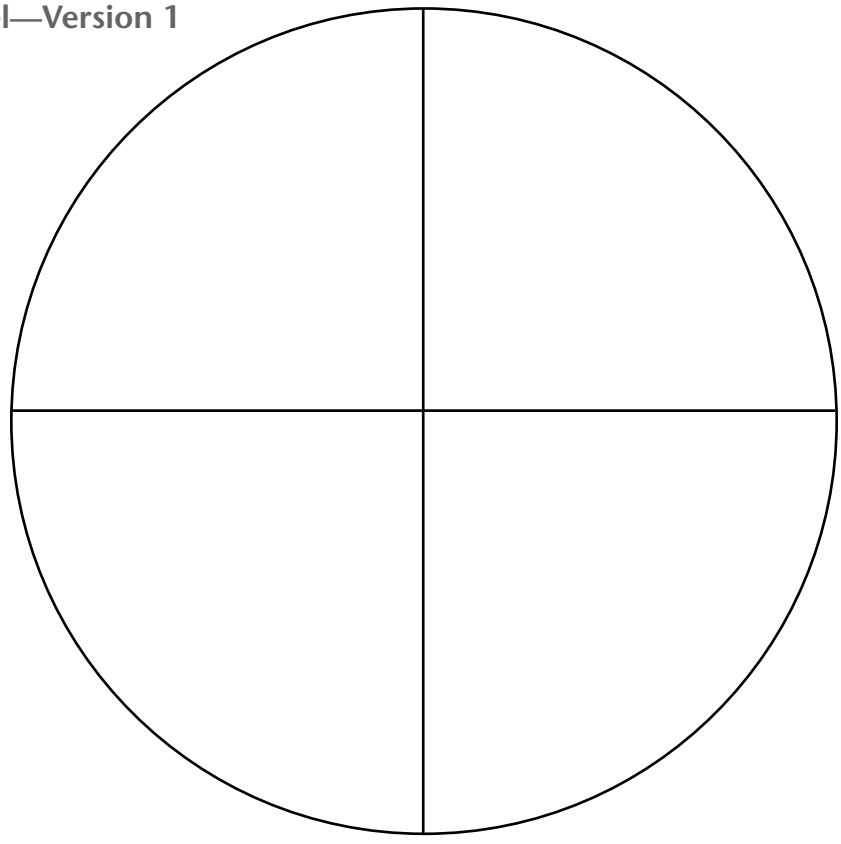
The following are strategies linked to each chapter in *Welcome to Canada?* While these strategies are connected to specific chapters, many can be used elsewhere.

Part I: Chapter 1
Introduction

The Haitian disaster in January 2010, like the earthquake in Chile in March of that year, or other disasters caused by war, famine or flood, is an example of a dramatic event that evokes a variety of emotional reactions.

Engaging the students' emotions can facilitate their cognitive grasp of the material. Here is one approach for promoting an engagement that leads to meaningful learning:

Reaction Wheel—Version 1



1. Form groups of three-five students (the example is for a group of four) and give each group a wheel on an 8½ x 11 sheet of paper.
2. Each member of the group picks a quadrant. Make sure all group members are positioned so they can write in their quadrant simultaneously.
3. Tell the students, "Write down your IMMEDIATE REACTION to the word I give you in your quadrant. You will have only a few seconds to do this, so write quickly. You have ten seconds after I give the prompt." (**Variation:** Give 30 seconds to view and react to a picture or visual cue.)
4. Give students a prompt in the form of a word or phrase after giving the instructions in #3.
5. When time is up, have groups take a minute to share and compare reactions prior to a general class discussion.

Students will respond as follows:

- The word/picture we had to react to was _____
- Our reactions had the following in common _____
- What does this tell us about our **attitudes/feelings** about the word or phrase mentioned? _____

Reaction Wheel—Version 2

1. Each student follows steps 3-4 above using her/his own wheel.
2. Have each student form a pair with the person sitting beside him/her and exchange wheels. Each pair discusses the reactions on their wheels before joining another pair. The students should subsequently exchange wheels with another pair and repeat the process.

An Assessment Bonus!

The wheel is a quick way to find out what students are thinking about a particular issue, and what background knowledge they might have about a topic to be explored in your curriculum. You can also use this as a pre- and post-test to see changes in their attitudes or perspectives on an issue as a result of the learning. Thus, it is a tool for both formative (diagnostic) and summative assessment. It can provide you with data about the effectiveness of your own teaching.

While the situation in Haiti might be an effective first use of the wheel, you might also use "Canada's reputation" as a pre-test. Use the same phrase as a post-test after the study of the events in *Welcome to Canada?*

Part I: Chapter 1
The Voyage of the *St. Louis*

Great Beginnings

Use the reaction wheel with the picture that begins this chapter on page 5.

Continuing the Inquiry

The United States Holocaust Memorial Museum (USHMM) (*http://www.ushmm.org/museum/exhibit/focus/stlouis/*) has an extensive online collection, with teaching ideas for examining the voyage in detail. Offering resources for both students and teachers, the site allows you to:

- trace the voyage through maps, photographs and other artifacts
- trace the fate of the passengers—those who survived and those who did not

Extensions and Resources

The **Blechner Family** website, specifically the section focusing on Oskar Blechner (*http://www.blechner.com/oskar.htm*), is another excellent site for those seeking information on the voyage of the *St. Louis*. Told from the perspective of the Blechner family, this site is remarkable for its details and photos about the event.

Doug Whiteway provides a brief account of Canada's role in the *St. Louis* incident in the Moments section of ***The Beaver*** (2007, 12–13).

Many resources on the *St. Louis* can also be found on the ***St. Louis* Era: Looking Back, Moving Forward** website (*http://www.stlouis2009conference.ca*).

Scott Miller calls the fate of the passengers aboard the *St. Louis* a "microcosm" of the Holocaust. Miller is a researcher at the United States Holocaust Memorial Museum, who has developed an impressive project about the event (*http://www.ushmm.org /museum/exhibit/online/stlouis/*).

You can ask students to figure out what "microcosm" means, or provide a definition—"a small version of something similar but larger; for example, the struggles of the baseball team in this game are a microcosm of the reasons they have been losing throughout the entire season."

In addition to exploring the work of the USHMM, you can consult the film based on the voyage of the *St. Louis,* **Voyage of the Damned** (DVD. Directed by Stuart Rosenberg, 1976. Santa Monica, CA: Lionsgate, 2009, running time 155 minutes) based on a 1974 book of the same title written by Gordon Thomas and Max Morgan-Witts (New York: Stein and Day, 1974).

When viewing the film as a film review exercise, students should consider questions such as:

- How accurately does the film portray the voyage?
- Are there discoveries and insights about people and events that films can reveal that cannot be revealed by textbook accounts? Justify your view.

On a similar theme, students may also read ***Ship of Fools*** by Katherine Anne Porter (Boston: Little, Brown and Company, 1962), which was also made into a film (DVD. Directed by Stanley Kramer, 1965. Culver City, CA: Columbia Tristar Home Entertainment, 2003, running time 149 minutes).

Part I: Chapter 2
The World of Migration

"Refugee", "migration" and "asylum seeker" are just a few of the terms defined in the SR in this chapter.

Great Beginnings

Ask students to compile a list of reasons why people would leave a place to move to a new country. One way to generate a lot of data in a minute or two is through a co-operative learning tactic called **roundtable.**

Roundtable is a co-operative learning activity in which small groups of students take turns contributing solutions to an open-ended problem. It promotes talking and listening to facilitate problem-solving, and helps to build a positive classroom atmosphere. The problems themselves can be as simple or as complex as you wish, depending on the level of your students. In recent years, it has been popularized by Spencer Kagan, a researcher and advocate of co-operative learning from California, whose work can be found online (*http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK13.php*).

You provide hidden structure by seating four to six students face-to-face to ensure eye contact. All solutions should be written on the same large sheet of paper so that everyone has ownership in the task. Individual accountability can be ensured when each participant writes with a different colour marker. One person writes at a time, but encourages other group members to assist with ideas and solutions. This activity values the knowledge of the group. The duration of the task should be from one to three minutes, depending on your objectives.

An alternative method of conducting this activity is to limit the group to one pen or marker. This writing apparatus is passed around the table as each group member in turn contributes an idea. Group members who are stuck may pass or ask for help from the rest of the group. When beginning this activity, ensure that the problem is formatted in a way that enables all members of the group to contribute.

Example Questions and Tasks for this Chapter

- Why would people move from one place to another? List as many reasons as you can.
- Why would people want to come to Canada? List as many reasons as you can.

Later chapters will suggest other roundtable possibilities.

Roundtable activities are useful for generating ideas and for gauging your students' knowledge and/or misconceptions about an idea or concept introduced to your class.

The data can be classified and worked with in order to come up with topics for further investigation. Alternatively, students might develop hypotheses that they can test throughout the unit/course. For the above, working hypotheses might include the following:

- People emigrate because they are forced to leave their home country due to difficult situations.
- People immigrate to Canada for economic opportunities not available where they came from.
- People come to Canada for democratic freedom and human rights.

Variations include:

- simultaneous roundtables in which each student has a sheet of paper and passes his/her papers simultaneously so that four lists are being compiled at once
- round robin, an oral version in which team members answer questions orally

- rally table and rally robin in which pairs generate their lists by alternating contributions between the groups

For the rally variation, an example comes to mind in which students can use their languages skills: one person says or writes a word in English and the pair responds with the French or other equivalent word.

Remember the rules about passing or asking for help. The goal is quantity. Quality comes as the data from the roundtable task is sorted and analyzed, revealing patterns, categories for classifying the data, similarities and differences. Brainstorming works when the "Four S Rule" is followed. This rule is comprised of:

- **S**peed
- **S**uspending judgment to ensure lots of data
- "**S**illy" ideas accepted, since they may turn out to hold surprising truths in the analysis phase
- **S**ynergy so that ideas can be developed

Assessment Bonus

If this is done as a pre- and post-test, you can determine the effect of the study on the students' knowledge acquisition.

Continuing the Inquiry

Using the data set of push and pull factors collected and the roundtable strategy, students can check the newspapers and other media for a period of time to see which factors occur most frequently. Refer to the Clipping Thesis earlier in this TG (page 11).

Extensions and Resources

There are so many books available on the topics explored in the SR. This guide will limit itself to books that are not conventionally consulted with regard to course material. Teachers interested in the whole picture of migration throughout human history might look at Nayan Chanda's ***Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*** (New Haven, CT: Yale University Press, 2007).

For Canadian immigration patterns and population trends, refer to **Statistics Canada** (*http://www.statcan.gc.ca*). For the section on Canada's population estimates as well as ethnic diversity, students can look at the Statistics Canada study, **"Projections of the diversity of the Canadian population 2006 to 2031"** (*http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm*), issued on March 9, 2010, and discussed in Chapter Seven of the SR.

For information on refugees, see the **Office of the United Nations High Commissioner for Refugees** (UNHCR) website (*http://www.unhcr.org/*). Established in December 14, 1950, the UNHCR is a United Nations agency and the sponsor of the Nansen Refugee Award.

In addition, **Against All Odds** (*http://www.playagainstallodds.com*) is a game in which students can assume the role of a refugee in order to better understand what it means to be one.

The **Life Stories of Montrealers Displaced by War, Genocide and other Human Rights Violations** website (*http://www.lifestoriesmontreal.ca*) contains oral testimonies of Montreal residents who came to Canada in response to human rights crises in their home countries. The stories on this site include testimonials of Cambodians, Haitians, Rwandans and others, as well as **"Experiences of Refugee Youth in Montreal"** (*http://www.lifestoriesmontreal.ca/en/experiences-of-refugee-youth*), a collaborative multimedia project that integrates documentary video, mapping, new media and oral histories to raise awareness about refugee youth in Montreal.

Students can investigate the agreements in **immigration policy** that their province or territory has with the federal government and compare these to the Quebec agreement with the federal government. Ask them to visit the website of the appropriate Ministry in your region. These sites have all the relevant policy documents, as well as other resources.

Part II: Chapters 3–4
Pre-Confederation–Post-1867

These chapters provide survey histories around some specific themes noted in the graphic organizer chart seen earlier. In addition to the categories on the chart, there are comparisons to be made between the policies of the colonial powers and Canada's policies after 1867. If your curriculum unit stresses the former or the latter, the comparison with the previous or subsequent government policies can be extensions or independent research projects.

Great Beginnings

Begin with a powerful question that allows you to focus on the theme or themes you wish to pursue.

You can use the snowball technique discussed on page 13 to have students come up with questions, or you can raise one yourself. For example, if the Nansen Refugee Award, formerly known as the Nansen Medal, had been given out in earlier times, is there any period or event for which a Canadian or colonial government would have deserved this award?

Continuing the Inquiry

Venn diagrams are effective comparison tools—a key ingredient for improving student achievement. Comparing and contrasting can be successfully accomplished through scaffolding and focused thinking, known as the "Venn Test". We can compare two ideas, for example:

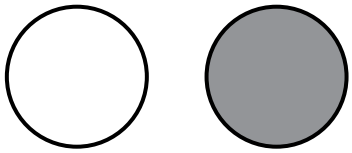
- "tap on, tap off" immigration policy and "colour blind" immigration policy
- push factors and pull factors
- colonial immigration policy and Canadian immigration policy
- immigrants and refugees from 1867–1914

Or we can look at the experiences of two groups of immigrants, for example:

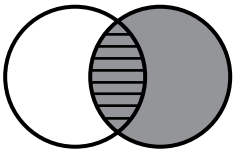
- African-Americans fleeing slavery to Canada
- African-American immigrants during the Laurier era

In these cases we can ask:

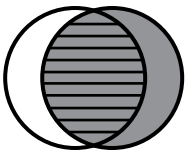
A) What are the commonalities between the people, events or ideas in question?



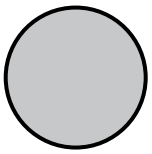
B) Are any similarities overshadowed by their differences?



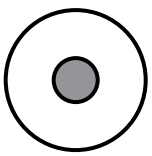
C) Are their similarities so strong that differences do not matter much?



D) Are they synonymous: do they constitute the same thing although they go by different names?



E) Is one idea a part of the other idea?



This "test" can be used in all subject areas from Grade Six and up in a variety of circumstances such as:

- two (or more) historians' accounts of an event, idea or person
- editorials from two newspapers on a current issue in the area of immigration and refugees

The Venn Test is more open-ended than a simple Venn diagram, and promotes deeper analysis of patterns and relationships through focused discussions in pairs or larger groups. Some comparative relationships may be a matter of judgment for which there may be more than one "right" answer.

Extensions and Resources

The sorts of extensions that will work for you will vary depending on your curriculum and the choices you and your classes make on the nature of your in-depth study. The following are just some of the possibilities:

For all of the history chapters (Three, Four, Five and Six), the class can create a **WALL OF FAME** or **WALL OF SHAME** for governments or for figures in Canadian immigration history.

Roberta Perin offers a brief essay, "**The Many Faces of the French Fact**", on the diversity within francophone Canada as a result of immigration (*The Beaver* (1998): 2–3).

Consider the following for the areas initially examined in Chapter Three:

The **Atlantic Canada Virtual Archives** (*http://atlanticportal.hil.unb.ca/acva/*) have accounts of Loyalist families, as well as letters by female Loyalists and information about the struggles of Black Loyalists.

Joseph Brant's contributions can be seen on the Grand River Branch of the **United Empire Loyalists Association of Canada's** website (*http://www.grandriveruel.ca/Grand_River_Brant_Monument.htm*).

Teaching resources relating to Aboriginal Loyalists are offered by **Parks Canada** (*http://www.pc.gc.ca/lhn-nhs/on/fortgeorge/edu/edu10/j/5.aspx*).

Black History Canada (*http://blackhistorycanada.ca/*) is a portal into a number of sites related to Black history in Canada.

The Historica Dominion Institute has an **Historica Minute** dramatizing the **Underground Railroad** (*http://www.histori.ca/minutes/minute.do?id=10166*). Check out the sample lesson in the "Footprints" part of the website.

The **Government of Canada** has a series of essays commemorating the Underground Railroad in Canada (*http://www.pc.gc.ca/canada/proj/cfc-ugrr/itm2-com/pg03_e.asp*).

The Thornton and Lucie Blackburn story, including the diplomatic conflict between Upper Canada and the State of Michigan, is described in Karolyn Smardz Frost's ***I've Got a Home in Glory Land*** (Toronto: Thomas Allen, 2007), which won a Governor General's Award for Non-Fiction. Additional information on this book can be found online (*http://www.homeingloryland.com*), including a timeline of events and an excerpt from the book.

Tom Derreck's **"In Bondage"** is a brief history of slavery in Canada (*The Beaver* (2003): 14-19).

Beverly Camp's **"Neighbourhood Lost"** describes a piece of lost history, providing background on the Black community that settled in parts of British Columbia (*The Beaver* (2008): 28–33). Students could be asked:

Are there other examples of "lost history" in your community?

Among the many resources that cover the Irish Famine and its influence on immigration to Canada are those offered by **Parks Canada** and the **Irish Memorial Historical Site** at Grosse Île (*http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/index.aspx* and *http://www.collectionscanada.gc.ca/grosse-ile/index-e.html*). Both of these sites include resources for teachers and students.

Penelope Johnston's **"Canada's Ellis Island"** gives a brief overview of Grosse Île and its place in Canadian immigration history (*The Beaver* (2009): 52–53).

Death or Canada (*http://www.deathorcanada.com/*) is a moving film that depicts the trip from Ireland to Canada using the Willis family as an example of Irish immigrants who made the journey.

The Toronto story can also be explored through the **Irish Famine Park and its memorial** at (*http://www.irelandparkfoundation.com*).

Jim Rees' "**The Surplus People**" brings the Irish story to New Brunswick (*The Beaver* (1998): 5–11).

Library and Archives Canada has a unit entitled, ***The SARS Crisis and Irish Potato Famine: Understanding How International Events Affect Canadian Legislation*** (*http://www.collectionscanada.gc.ca/canada-gazette/035001-3040-e.html*). This unit links the past to the present.

In the 1850s, many Quebec families adopted Irish orphans, after their parents died from ship fever on the Atlantic crossing. This is the subject of an **Historica Minute** entitled "**Orphans**" (*http://www.histori.ca/minutes/minute.do?id=10165*).

Marianna O'Gallagher's "**Children of the Famine**" describes the adoption of Irish orphans by Quebec families (*The Beave*r (2008): 50–56).

Thousands of orphans or children were given up by poor families in industrial Britain in the hope of a better life. They came to Canada between 1833 and 1939. The following websites offer opportunities to learn more about these "home children":

- *http://retirees.uwaterloo.ca/~marj/genealogy/homeadd.html*
- *http://www3.telus.net/Home_Children_Canada*
- *http://www.bytown.net/homekids.htm*

Nancy Loucks-McSloy's "**The Long Way Home**" tells the story of her great-grandmother who came to Canada in 1835 as an orphan from England (*The Beave*r (2009): 54–55).

In October 2010, the **Canadian Post Office** issued a stamp in honour of British Home Children. This is a recent event that you may wish to discuss with your class to link the past to the present.

The Cariboo Gold Rush in British Columbia in the 1860s and the role of migrants is the subject of a **BC Heritage** website (*http://bcheritage.ca/cariboo/contents.htm*).

For a collection of historical documents, photographs, maps and multimedia that enable users to investigate mysteries in Canadian history, go to the **Great Unsolved Mysteries in Canadian History** website (*http://www.canadianmysteries.ca*).

For example, William Robinson, a Black American, was murdered on Salt Spring Island in the British colony of British Columbia in 1868. He had arrived in the colony a decade before as part of a contingent of Black Americans fleeing persecution and slavery in the years leading up to the American Civil War. Information about his case, as well as guides for teachers and students, can be found on the **Great Unsolved Mysteries** site (*http://www.canadianmysteries.ca/sites/robinson/home/indexen.html*).

Consider the following site for the areas initially examined in Chapter Four:

- "**Nitro**" is an **Historica Minut**e underscoring the dangers for Chinese workers on the railroad (*http://(www.histori.ca/minutes/minute.do?id=10196*).
- ***The Beaver*** has a number of articles looking at historical aspects of Chinese immigration to Canada including:
  - Chliboyko, Jim. "**Brief Empire: Canada's First Chinese Settlement.**" (2001): 22–26. This is an history of many small groups that settled in British North America before 1867.
  - Barnholden, Michael. "**The lessons of the Anti-Asiatic riot.**" (2007): 14–15. This article discusses what can be learned from the Anti-Asiatic riot.
  - Carstairs, Catherine. "**The Racist Roots of Canada's Drug Laws.**" (2004): 11–12. This article is an interesting reaction to West Coast immigration.

- Moore, Christopher. **"Confronting the Dragons."** (2006): 52–53. This article looks at the positive impact of Chinese immigration and the issue of redress. Another article by Moore, **"Redressing History's Horrors"** (2003, 54–55), looks at the broader issues around redress for past wrongs.

Stitch Media has created a multimedia project comprised of a three-part documentary series and an interactive living documentary website on the Chinese Head Tax and the 2006 official Government apology to the Chinese community. The interactive ***Redress Remix*** website (*http://www.redressremix.ca*) tells the story of the quest for an official apology, and allows visitors to contribute to the national dialogue.

Chandler, Graham. **"Selling the Prairie Good Life."** *The Beaver* (2006): 24–30. This reference includes a collection of posters that could serve as examples for a poster design contest.

Hasselriis, Kaj. **"Fields of Freedom."** *The Beaver* (2009): 36–41. This article describes efforts by African-Americans to settle in the West during the Laurier era.

The **Historica Minute** entitled **"Soddie"** (*http://www.histori.ca/minutes/minute.do?id=10184*) introduces Western expansion and settlement during the Laurier era.

The Vancouver City Archives has an online resource examining the *Komogata Maru* incident (*http://www.vancouverhistory.ca/archives_komagatamaru.htm*).

Known as "the Lordly", Peter Vasilievich Verigin inspired his Doukhobor followers to build a communal empire that spread over three western provinces in the years after 1899, when they arrived in Canada. This is part of the **Canadian Mysteries** site (*http://www.canadianmysteries.ca/sites/verigin/home/indexen.html*).

Part II: Chapter 5
Between the Wars

Great Beginnings

Here are some possibilities for opening the inquiry:

- a class discussion about the picture that opened Chapter One and the concluding question of the chapter, which address Canada's place in the *St. Louis* incident
- a discussion around the quotes introducing Chapter Five with the question: "If these cases represent Canadian opinion on immigration when times were good, what might happen to Canadian attitudes on immigration when times are bad?"
- a discussion around the statistics that compare how welcoming various countries were to Jewish refugees in 1933–45
- a discussion on the book ***None is Too Many***, which is examined in a CBC broadcast (October 6, 1982) (*http://archives.cbc.ca/war_conflict/second_world_war/clips/1579-10644/*) (refer to the extensions and resources section further into this chapter).

Continuing the Inquiry

In this chapter, the SR presents a number of primary sources. Some consist of quotes, speeches, letters and accounts. Others are photos, posters or statistical tables. While these are framed by questions meant to encourage further analysis, here are some additional strategies for analyzing the material:

1. MARKER

MARKER is a mnemonic: an organizational tool for helping students remember complex ideas or factual knowledge (O'Reilly, K. and Splaine, J. *Cooperative Learning and Social Studies: Towards Excellence and Equity.* Tom Morton, ed. San Juan Capistrano, CA: Kagan Cooperative Learning, 1996.). Each letter in the mnemonic represents a procedure for tackling important ideas. For example, students can use **MARKER** to critically examine a written argument.

M—What is the **MAIN POINT**? Look up key words identifying different parts of the argument.

A—What **ASSUMPTIONS** does the author make? What values and value judgments are apparent?

R—What type of **REASONING** does the author use? Comparison, inference, cause and effect?

K—What are some **KEY QUESTIONS** about this topic? How well does the author answer them?

E—What **EVIDENCE** does the author offer to support the argument? Is it factual? Is a source mentioned?

R—What **RELEVANT INFORMATION** do you already know about the topic? Does it match what the author claims? Do the author's claims make sense according to your own experiences?

2. Concentric Rectangles

Concentric Rectangles can focus students' thinking about a primary source to show levels of inference.

Look at the following quote as an example:

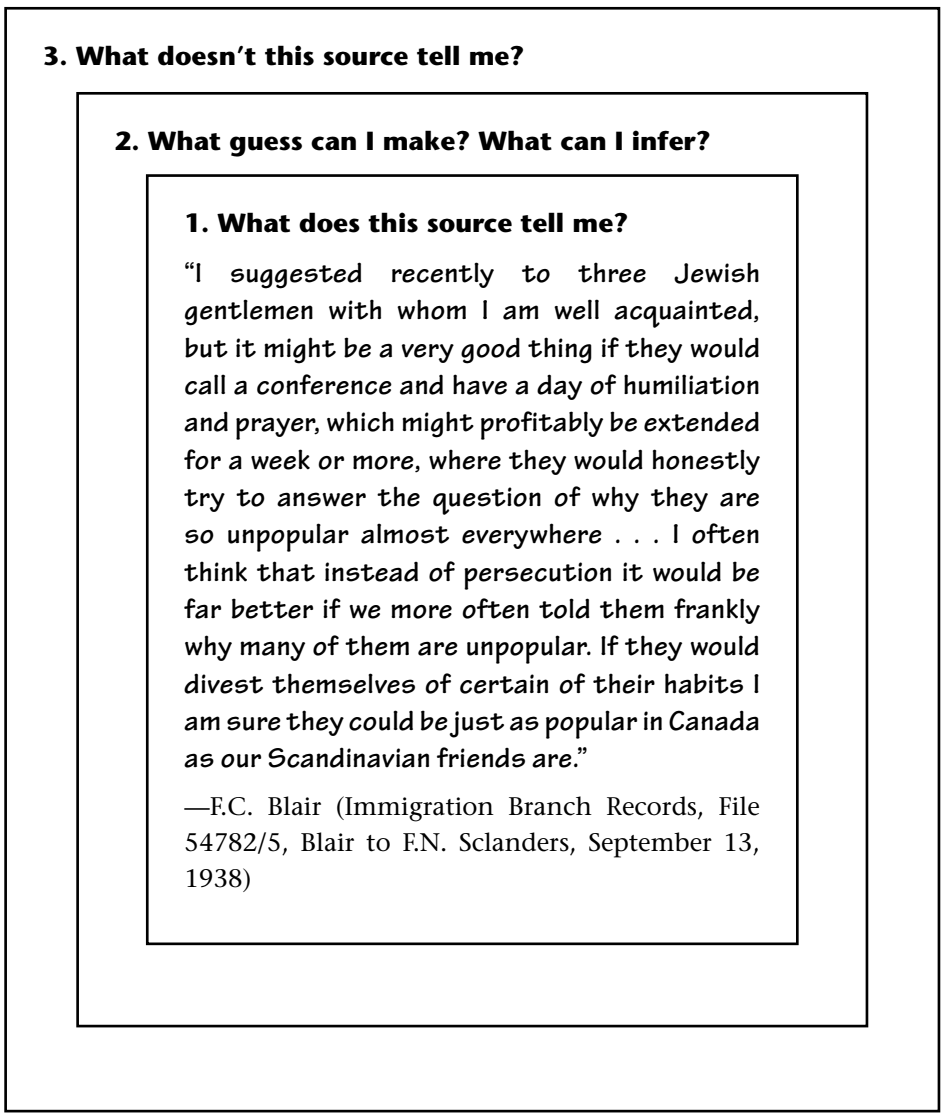
> "Following Kristallnacht in November 1938, some public opinion in Canada took on a different tone. A crowd of more than 20,000 filled and overflowed into the streets surrounding Maple Leaf Gardens in Toronto as part of a National Day of Mourning. Similar demonstrations were mounted across Canada (Winnipeg 4000; Quebec 200; Alberta 800; Niagara Falls 1200). Telegrams, petitions, and letters poured into the offices of the prime minister and government officials calling for them to take action in favour of refugees."
>
> —*Toronto Daily Star*, November 21, 1938

The following questions can be used to analyze the text. The order of the questions moves students from direct evidence to inference:

1. What does this source tell me?
2. What guess can I make? What can I infer?
3. What does this source not tell me?
4. What other questions do I need to ask?

The same four questions can be placed into a graphic like the one below with a comparable source from the same period. Students in this case write within the appropriate rectangle or outside the box for the last question.

This type of concentric rectangle organizer can be used for looking at cartoons, photos and other information. The extensions offer sources for locating political cartoons to use in your classroom.



At the end of the examination of this time period, you can return to Chapter One and to other areas of *Welcome to Canada?* and have students think about and discuss the significance of the actual voyage of the *St. Louis* in Canadian history. It is interesting that, in a personal communication with me, Harold Troper, co-author of ***None Is Too Many***, called the event one of "symbolic significance". What do you think he means by this statement? Students can discuss this question here, and return to it in Chapter Six, which examines the case of the Vietnamese Boat People and the policy response of the Canadian Government in 1979-80.

In addition to the questions in the Student Resource, there are other questions that could be asked to promote engaging, critical classroom discussions. These include:

- Were any of the views expressed justified? Why or why not?
- Why would members of the Canadian Government hide the real reasons for the restrictive policies?

Extensions and Resources

Irving Abella and Harold Troper's ***None Is Too Many: Canada And The Jews Of Europe 1933–1948*** (originally published in 1982, and reissued in its third edition by Toronto: Key Porter Books, 2000) is still the definitive book on the period. The fact that the events around the voyage of the *St. Louis* take up fewer than three pages in a 289-page text can be understood as an illustration of Canada's attitude towards immigrants in general, and Jewish refugees in particular, during the period.

In the **CBC Digital Archives** (*http://archives.cbc.ca/politics/international_politics/clips/7062/*), there is a 14-minute radio broadcast from Britain appealing for help on behalf of German Jewish refugees, demonstrating that their plight was well-known.

The role of the Prime Minister Mackenzie King was and remains controversial, as were many aspects of his fascinating life. The publication of **Mackenzie King's diaries** raises as many questions as it answers. Students can explore the diaries online (*http://www.collectionscanada.gc.ca/king/023011-1070.05-e.html*), using the links on the menu bar to the left of the text.

The **Virtual Museum's "Open Hearts, Closed Doors: The War Orphans Project"** (*http://www.virtualmuseum.ca/Exhibitions/orphans/english/*) moves examination of Canada's policy closer to the end of the war. Here is the description on the home page of the project:

> "After the war, a group of young Jewish orphans immigrated to Canada from the devastation of Europe as part of the War Orphans Project. Using the orphans' own words and artifacts, this virtual exhibit tells the story of the orphans' courage and resilience and of the tireless efforts of the people who helped them. It is as much a story about the present as it is about the past. It is a warning against human indifference and the inaction of the world. Over half of the world's more than 20 million refugees are children."

Library and Archives Canada's Learning Centre (*http://www.collectionscanada.gc.ca/education/008-3050-e.html*) offers lessons on decoding political cartoons for students and teachers.

The **Media Awareness Network** site (*http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/political_cartoons.cfm*) has similar resources.

Although Canada turned away thousands of Jews who tried to flee Europe during World War II, community leaders managed to pry open the door just long enough to bring over 450 refugees to Canada in 1944. An account of this appeared in the ***Globe and Mail*** Friday April 24, 2009 (*http://www.theglobeandmail.com/news/national/article1138213.ece*).

The ***Montreal Jewish Magazine*** features the article "**Never Again**", which presents a story of a family that managed to escape the Holocaust and come to Canada on the *Serpa Pinto* (*http://www.montrealjewishmagazine.*

com/story-holocaust-survivor.html). If students look at the voyage of the *Serpa Pinto*, they might ask why the results turned out to be different from those of the *St. Louis*.

The project, **Life Stories of Montrealers Displaced by War, Genocide and other Human Rights Violations** of the Montreal Institute for Genocide and Human Rights Studies (MIGS) is an oral history project exploring Montrealers' experiences and memories of mass violence and displacement. A working group of the project looks at Holocaust survivors. You can access information about this working group online (*http://www.lifestoriesmontreal.ca/en/holocaust-working-group*). The MIGS site also features online memoirs of Holocaust survivors who settled in Canada after the war (*http://migs.concordia.ca/survivor.html*).

The New Brunswick internment Camp (called Camp B or Camp 70) was one of 26 such camps across Canada and the only one in the Maritimes. It housed people identified as "enemy aliens" in Britain who were sent to Canada. For more information visit the **Village of Minto** website (*http://www.village.minto.nb.ca/internm.html*).

The **Nashwaaksis Middle School** website (*http://nasismiddle.nbed.nb.ca/waryears/internment_camp.htm*) features a set of drawings and photos from the aforementioned camp.

Visit the ***St. Louis* Era: Looking Back, Moving Forward website** (*http://www.stlouis2009conference.ca/pages/English/Sessions/Conference_Proceedings/Proceedings_-web_version-*) for a research paper entitled "**Closed Door: Newfoundland's Denial of Sanctuary to Refugees from the Third Reich**" by Professor Gerhard Bassler, Memorial University of Newfoundland.

Closing the Doors: A Case Study from the St. Louis Era, which is from the same website, is an audio presentation of both the case study of Newfoundland and the story of Camp B in New Brunswick.

The Beaver, also provides an interesting perspective on the same period as the aforementioned resources (October–November 1998, 19–24). In this issue, Abraham Arnold's "**Sir Wilfred Laurier and Canada's Jews**" offers a couple of "what ifs", one of which surprisingly comes from Louis Riel, decades before the Laurier era.

For a different look at the inter-war period, beyond the perspective of a small city in the interior of British Columbia, see ***Similar Journeys, Different Trails: One Destination a Century*** (*http://www.museevirtuel-virtualmuseum.ca/Search.do?ex=on&R=VE_1825&lang=en*). Much of this can be used as supplementary material for Chapter Five, providing documents, photos and oral history.

Part III: Chapter 6
Postwar Changes

Great Beginnings

Here are some possibilities for opening the inquiry:

- Take the Jackie Robinson story and ask if it could have happened in the period between the wars.
- Have the class brainstorm using the Roundtable structure to try and answer why Canada seems so different today from how it was before the end of World War II. A set of pictures showing our diversity could be used as a prompt to spur such brainstorming and discussion.
- The sites *http://www.canadianwarbrides.com* and *http://www.nlwarbrides.ca/* introduce the story of the war brides' immigration to Canada and, specifically, to Newfoundland and Labrador after World War II. Students can compare the welcome these women received with the welcome immigrant groups received in the 1930s.

Continuing the Inquiry

There are many personal stories about journeys to Canada—ours, as well as our friends', our parents', our grandparents' or other relatives' and acquaintances.

The **Passages to Canada** site (*http://www.passagestocanada.com/en/outlines*) suggests using a speaker series. Some 600 immigrants and refugees have shared their experiences with more than 100,000 students in classrooms acrosss Canada. Students can use the **Snowball** strategy desribed earlier in this Teacher's Guide (page 13) to develop powerful questions to ask guest speakers.

With or without the speakers from this program, students can interview family, friends or others in the community about their immigration experiences.

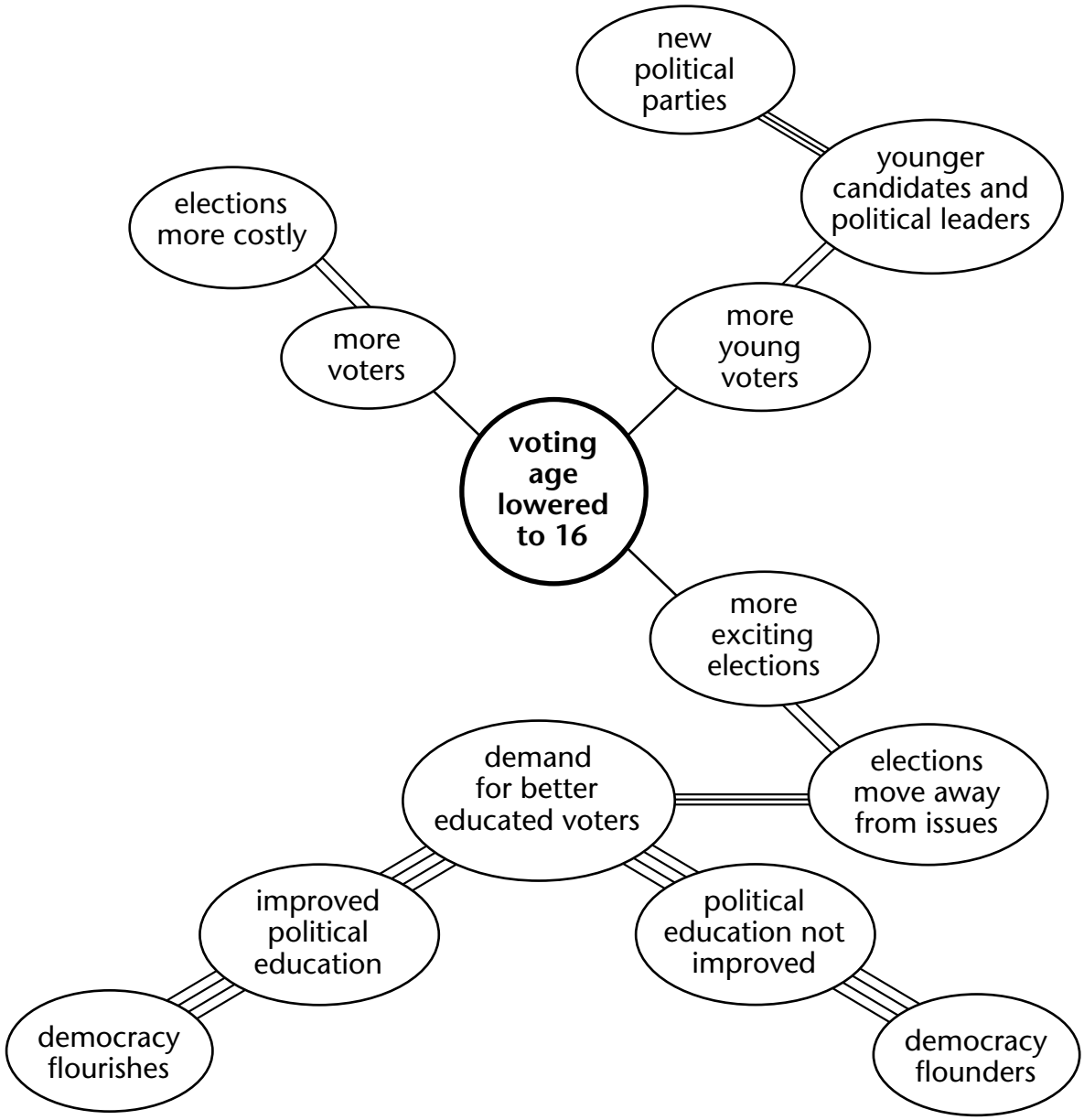
When governments develop policies, they often look at the impact or effects of such a policy to determine if:

- the policy will have the intended consequences they predict
- that these consequences are generally positive for the voters and, hence, the government.

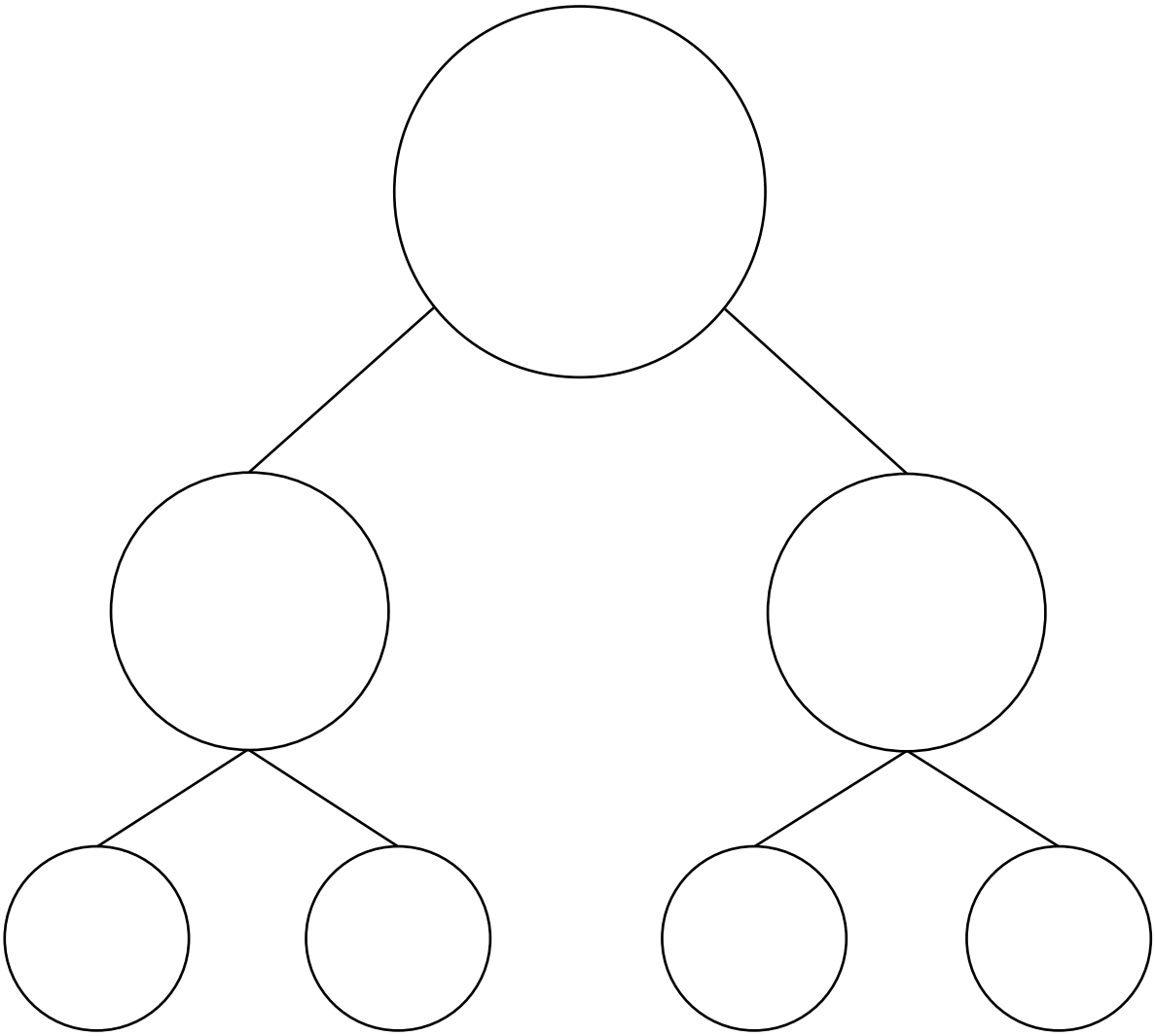
Consequences Chart

There is potential for thoughtful, focused sequencing with a deeper understanding of cause-effect relationships, using a consequences graph. Here is an example that I have used in a Grade 10 classroom, followed by a simple blank template.

1. Begin with a central idea or decision.
2. Brainstorm implications and effects of this decision.
3. Brainstorm the possible effects of the implications.
4. Continue the chain as long as you can.



Consequences Chart Template



Fill in the template above to answer either of the following questions:

1. What are the consequences of our official policy on multiculturalism?
2. In looking at contemporary issues (see Chapter Seven), what would be the consequences of turning the "tap on" or "tap off" when it comes to immigration?

Extensions and Resources

Before we pat ourselves on the back too much for accepting Jackie Robinson, we might want to look at the story of one of the greatest hockey players never to play in the NHL: Herb Carnegie. Students can read his story online (*http://www.sportshall.ca/accessible/hm_profile.php?i=160*).

Students can do a webquest in which they explore post-war immigration from the Baby Boom era to the Trudeau era (1945–1970s) by visiting the **Ontario History Quest** website (*http://ohq.tpl.toronto.on.ca/ohqProject/portlets/ohq.portal*). Is Ontario a welcoming community?

The "Boat People" experience definitiely has roots in the era of the *St. Louis*. Although the outcome was different, there was still controversy over whether to accept the Boat People into Canada. The **CBC Digital Archives** (*http://archives.cbc.ca/search?q=boat+people&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1&x=11&y=17*) link you to 22 programs with a variety of perspectives with regard to refugees, as well as poll results.

You can also find a compilation of 10 television and five radio clips looking at history from 1820-2004 under the topic: "**Making the Mosaic: Multiculturalism in Canada**" (*http://archives.cbc.ca/society/celebrations/topics/3517/*).

An online game, **Canadian Immigration Process**, designed to teach students about the process of immigrating to Canada, can be accessed online (*http://www.virtualmuseum.ca/Exhibitions/Pier21/index_e.html*). Students select a country of origin from the top 30 countries that sent immigrants to Canada between 1928 and 1971. They then choose a character and choose a ship, and answer a series of questions based on what they have read about their character. Their answers, in part, determine whether or not that person will be admitted to Canada. When entry is refused, an explanation appears.

The **Pier 21** website features an online exhibit, ***A Day in May*** (*http://www.pier21.ca/exhibitions/virtual-exhibits/a-day-in-may*). During May 1963, Ken Elliot, a photographer, spent a day at Pier 21. The pictures he took offer a glimpse of the tumult as hundreds of new immigrants arrived.

The **Passages to Canada** site (*http://www.historica-dominion.ca/en/programs/5750_passages-to-canada*), noted on page 32, is a portal to many programs and sources about Canadian history in general, including immigration history.

Julie Gedeon's "**Reflections of Revolution**" describes Hungarian emigration and immigration in the 1950s (*The Beaver* (2006): 40–46).

Adrienne Leduc's account, "**La Fille du Roi's Passage**" makes an interesting comparison between the *filles du roi* of the 1600's and the War Brides who came to Canada following World War II (*The Beaver* (2001): 20–22).

The following are additional sites on Canadian immigration that might be useful:

- **The Canadian Immigrant** (*http://www.canadian immigrant.ca/*)
- **Canadian Newcomer Magazine** (*http://cnmag.ca/*)
- **Welcome to Ontario**, sponsored by Citizenship and Immigration Canada (*http://www.settlement.org/*), and other similar sites in other provinces.

You may also want to refer to sites from the non-profit sector that look at issues of immigration and settlement, such as:

- The **Ontario Council of Agencies Serving Immigrants (OCASI)** (*http://www.ocasi.org*)
- The **Immigrant Services Society of British Columbia (ISS of BC)** (*http://www.issbc.org*)
- The **Alberta Association of Immigrant Serving Agencies (AAISA)** (*http://www.aaisa.ca*)
- **Immigration Settlement and Integration Services of Nova Scotia (ISIS)** (*http://www.isisns.ca*)
- The **Refugee and Immigrant Advisory Council of Newfoundland and Labrador** (*http://www.riac.ca*)
- The **PEI Association for Newcomers to Canada** (*http://www.peianc.com/*)

Part III: Chapter 7
Past, Present and Future

Great Beginnings

Here are some possibilities for opening the inquiry:

One approach is to get the class to brainstorm all of the ways in which the events of 9/11 have affected Canada using the Reaction Wheel or Roundtable strategies introduced earlier in the TG.

A second approach or a follow-up to the above involves a collage of headlines (as illustrated on the opposite page) and a newspaper scavenger hunt. The collage should be collected over a period of a few weeks and will represent a fraction of the content on a particular topic from print media alone.

Given the way the media—print, radio, television and online—can shape public debate about the issues involving Canada and its future, an introduction into the world of media is crucial.

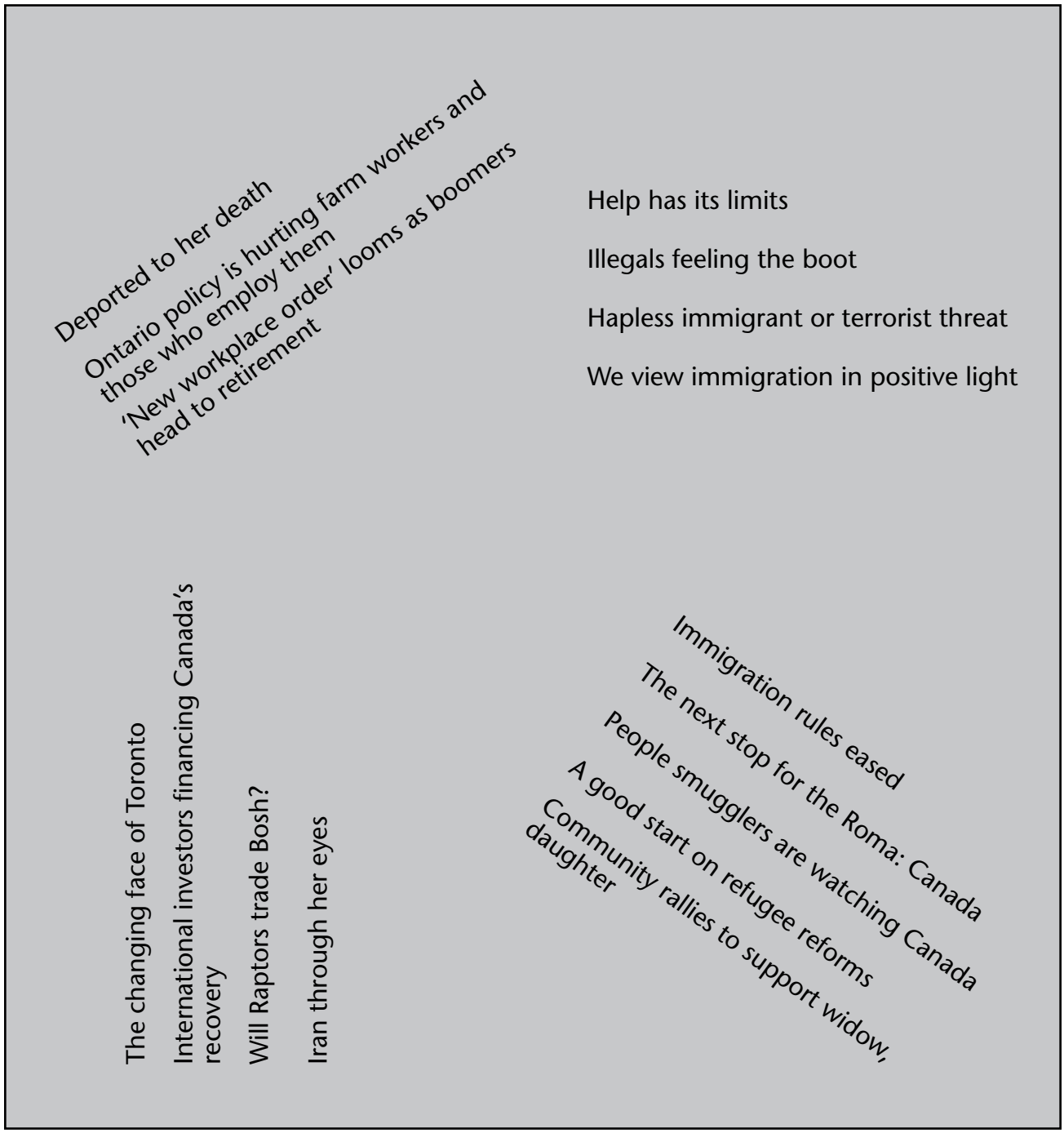
Immigration in the News: The Newspaper Scavenger Hunt

- introduce the newspaper and all its complexity and variety
- teach location and reading skills using the newspaper or other print materials
- provide motivation for studying a particular topic
- test understanding of concepts
- teach group skills and/or problem-solving skills
- diagnose student difficulties in reading, locating and comprehending information through observing students at work

Suggestions for Doing Scavenger Hunts

1. Groups of three or four per paper would be ideal.
2. Items in any scavenger hunt should force students to look in all sections of the paper.
3. Items may involve various levels of difficulty from vocabulary searches and conceptual understandings to making inferences and determining cause-effect relationships.
4. The hunt should take no longer than 10–15 minutes and include from 10–20 items depending on the group.
5. Hand out the scavenger hunt sheet folded in half and instruct your students to fold it when finished. This way you can monitor the speed at which a group completes the exercise.
6. Those who finish first should be encouraged to make up additional questions.
7. Discussion after the hunt should focus on the techniques used by the groups to complete their tasks.
8. Formative evaluation criteria in the form of teacher feedback and group self-evaluation can include:
   - ease and speed at getting started
   - methods of organizing to complete the task
   - roles assumed (leader, recorder, organizer or encourager)
9. Although students may get caught up in the competitive aspect of the hunt, it is important for them to recognize that co-operation within each group is the key to success.
10. Hunts can be used several times throughout a course with newspapers, book chapters or an entire textbook. Data can be collected using sheets such as the sample provided on page 39.

Sample Collage of Newspaper Headings



Sample Hunt for Immigration in the News

Instructions to the students: Look through the newspaper and locate the following items. Circle them with a pen or pencil. Be sure to indicate in the list below the page on which each item is found. When you are finished, fold the paper back into its original form so that the teacher knows you are finished.

1. A picture of a country from which immigrants come to Canada _____.

2. A story about events in a foreign country that could affect Canadians _____.

3. An article showing someone moving from one place to another _____.

4. A headline, article or picture about government immigration or refugee policy _____.

5. An item from the sports section featuring a skilled professional athlete in Canada _____.

6. An obituary about someone who was born outside of Canada but who died here _____.

7. An ad for a job in which speaking a language other than English or French would be an asset _____.

8. A Canadian business owned by someone born outside of Canada _____.

9. An editorial or letter to the editorial referring to immigrants or refugees _____.

10. The word "population" _____.

FINISHED QUICKLY? _____

_____.

WHAT STRATEGY DID YOU USE?_____

_____.

MAKE UP 3 MORE QUESTIONS.

_____

_____

_____

Some other possibilities include:

- a picture or story about temporary workers in Canada _____
- a reference to a provincial government interested in attracting immigrants or refugees _____
- a reference to federal immigration policy _____
- an editorial cartoon about some aspect of immigration or events elsewhere that might affect Canada
- a headline or picture intended to evoke an emotional response

Continuing the Inquiry

Pulling together all of the strands throughout Canada's history can be challenging for students. One approach to help them is through the use of the **historical graph** described at the beginning of this TG. Among the strands or themes that students can track are:

- those relating immigration policy history to "tap on, tap off" policy
- those relating immigration policy history to the Nansen standard or to a more "colour blind" policy

The graphic organizer chart (page 14) can also be used to summarize and compare events in Canada's immigration history.

Since the effects of 9/11 are still with us, this fits very well into Civics and Law curricula. The generic media strategies noted in the beginning of this guide, especially the Clipping Thesis (page 11), can be used to go beyond the headline.

The following strategy, an adaptation of a popular **Target Day** strategy, is an online version that offers quicker responses to a current event.

Target Day

Target Day is a skills-based current affairs lesson using newspapers and/or the Internet. The approach and skills are applicable to a variety of subject areas. It works as follows:

1. Set a **Target Day**. It could be a day at random or one around a specific event such as an anniversary of an important event or person in the history of settlement in Canada. Some examples could be:

   - the news of a new immigration and refugee policy
   - the actual passage of a new immigration and refugee policy
   - the publication of a movie or book highlighting immigration history
   - a public recognition of an important person or group in Canada's immigration history through such means as a stamp, a park, a building or a memorial plaque. For example, in Fall 2010, Canada Post issued a stamp in honour of British Home Children. Another example: February 29, 2011 will be the 100th anniversary of an event that will not likely be commemorated: a group of Edmonton farmers and the Board of Trade protested the settlement of a group of African-Americans in Alberta. As a result, the Canadian government rejected all applications by African-Americans at the border using the pretext of medical reasons.

2. The online version of **Target Day** assumes that students have access to computers and the skills to search for specific information on the web. The online version of this activity, including the research, can be completed in one 75-minute class. **Note:** Some online editions of newspapers are free, some are free with registration, while others charge. Be sure to check the Internet before giving an online assignment (this advice goes for ALL online work). If the assignment is based on headlines only, even papers requiring a paid subscription display headlines and selected articles. The **Newseum** website (*http://www.newseum.org/todaysfrontpages/*) is a great resource for both **Target Day** and **Clipping Thesis** tasks.

3. The teacher organizes the class into groups of three or four. Students draw randomly for online versions of one of the following, which are examples of just some of the Canadian online news sources with substantial websites:

   - Vancouver Sun
   - Calgary Herald
   - Regina Leader-Post
   - Winnipeg Free Press
   - Ottawa Citizen

continued

- Montreal Gazette
- Quebec Le Soleil
- Fredericton Gleaner
- The Guardian (Charlottetown)
- Halifax Chronicle-Herald
- St. John's Telegram
- National Post
- Globe and Mail
- Toronto Star
- Maclean's
- CBC
- CTV

4. Students locate the home page of their online news source and skim it.
5. Students answer questions about the home page such as the following:

- What relevant stories related to their search topic are featured?
- How is the immigration/refugee-related story reported?
- How much coverage was the story given?
- How do different media sources treat the same story, looking at amount of coverage, bias, etc.

6. Before sharing the answers to question six with their peers, the students work together as a class to generate a set of criteria for comparing print and digital media. They can use a scale of one (totally different) to 10 (identical) to try to predict how various media across the country may differ in their coverage of the same story. The criteria they use should include:

- similarities
- differences
- regional or local "bias" of the stories

Students must justify or explain their predictions.

7. Students then present their answers for question six either on a chart paper or on the chalkboard
8. Using the assessment categories they created in question seven, student groups compare and contrast their findings for all the media they examined. Students compare their findings to their original predictions, explain why their predictions were correct or incorrect, and account for any differences. Students judge the degree of comparison among papers on the one-to-ten scale, compare this to their original predictions, explain why their predictions were correct or incorrect, and account for any differences. Teachers can conduct their assessments through observation and feedback on such criteria as:

- group-generated criteria for comparing papers
- group summaries (on charts or the chalkboard)
- quality of student analysis and reasoning

Debates with Purpose and Power: Dealing with Controversy

The model of debating recommended here for discussing the issues in *Welcome to Canada?* is **Creative Controversy** (sometimes called Academic or Constructive Controversy). This model has many elements of traditional debating.

Traditional debates are fun and many students like the fact that they involve competition, but many other students do not fully participate because they are afraid of being put down. **Creative Controversy** appeals to both groups of students by accepting all ideas and encouraging persuasive argument. By rewarding the best argument **Creative Controversy** promotes rigorous, powerful learning and a deep understanding of important issues—key elements of citizenship in any democracy.

CREATIVE CONTROVERSY STEPS

1. PRESENTING THE CONTROVERSY

Present the controversy in an interesting manner. This includes providing students with needed background information on the topic at hand.

2. TEACH GUIDELINES FOR MAKING A GOOD ARGUMENT AND CULTIVATING SOCIAL SKILLS
Introduce the guidelines and procedures students are to follow. Teach skills and habits of mind needed to work through the controversy. You may teach these skills, or assess the extent to which students come to your class with these skills.

3. FORM TEAMS
Divide the class into groups of four, and then subdivide into pairs.

4. PREPARATION
Pairs prepare their positions.

5. PAIRS MEET WITH OTHERS WITH THE SAME POSITION
Students have a chance in groups of four (or six) to share points and refine opening arguments. Strong students might try to anticipate opposing arguments.

6. PAIRS RETURN TO THEIR ORIGINAL TEAMS TO PRESENT THEIR POSITIONS
Each pair, perhaps in round-robin style, presents their position in an opening statement (e.g., one pro, one con, two pros, two cons, etc.). The opposing pair does not critique the presenting pair yet, but can ask questions for clarification. (You may wish to skip this step and move to step seven.)

7. TEAMS ADVOCATE AND REFUTE ARGUMENTS
After reminding students that their ultimate goal is to reach the best position for a group report, invite them to argue forcefully for their position, keeping in mind sound debating technique. Monitor the groups to check how well they follow guidelines for good arguments.

8. TEAMS REVERSE THEIR PERSPECTIVES
At this point, teams are asked to reverse roles and positions. To facilitate this, you might have teams switch places and notes and, subsequently, give them a couple of minutes to prepare.

9. TEAMS TRY TO REACH A DECISION
Students are asked to drop all advocacy and strive to reach a common decision that each member can agree with and defend. The resulting report can be in written, oral or graphic form. If a team cannot agree on one position, team members must prepare a report, which outlines, explains and defends the multiple positions taken. Minority opinions are also welcome, provided they meet the criteria set for the majority reports such as:

- identifying the issue over which there is disagreement
- identifying the positions taken on the issue and the reasoning behind each position
- presenting a final position on the issue
- supporting that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate and important
- considering ideas from both original positions
- offering sound reasons for supporting some arguments and rejecting others
- concluding with a restatement of the final position

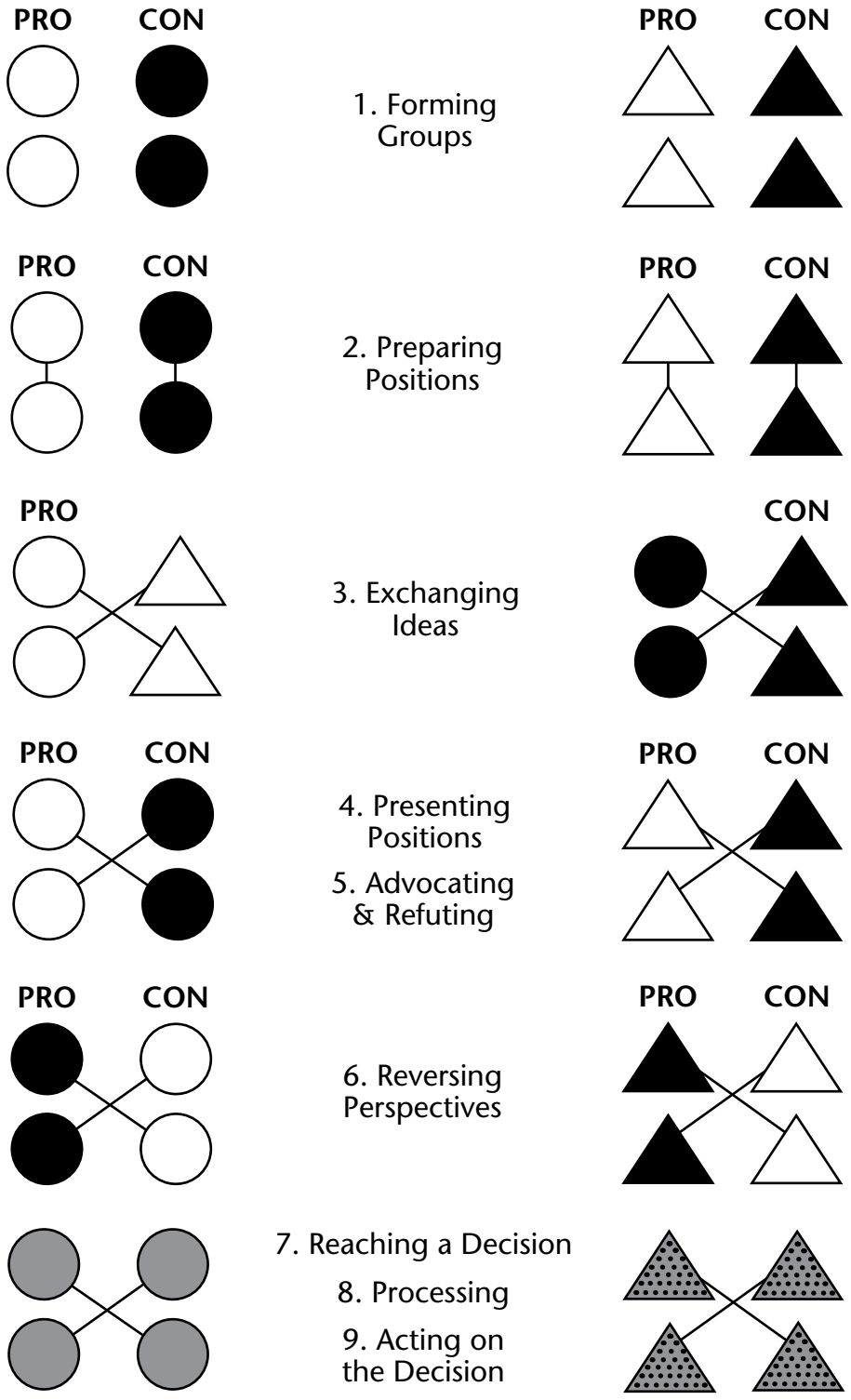
10. TEAMS REPORT TO CLASS
Students report to the class and you lead a class discussion to compare and summarize findings.

11. TEAMS REFLECT ON GROUP PROCESS
Students reflect on their group process through individual and group processing.

12. STUDENTS AND TEACHER EVALUATE THINKING AND KNOWLEDGE
In addition to the group reports, students should also demonstrate their individual understanding.

13. STUDENTS DECIDE ON ACTION TO BE TAKEN AS A RESULT OF INQUIRY
Many controversies have a real-life or authentic aspect. If we really want to prepare students to be active citizens in a democracy, then creative controversies need not be just an "academic" exercise. Students may want to go further if they feel strongly about an issue. For example, they may decide to write a letter to the editor of a newspaper, invite to the classroom a member of city council, their provincial legislature or a local Member of Parliament to hear their concerns, or launch a campaign to change a law.

This is how the process could look visually (note modifications to a number of steps above):



Here is a controversy to give students practice:

Should Canada continue to try to attract highly skilled professionals from other countries?

Consider these two positions:

First Position: Pro

Yes, we should continue to promote Canada to highly skilled professionals from other countries. First of all, our birth rate is declining and our population is getting older. We will need younger people to replace our doctors, engineers, skilled tradespeople and others. New leaders with fresh ideas can only help us.

We also gain from the global perspective that newcomers will give us if we are to compete in a global economy. We have recognized this for decades, and this policy has made us the wonderful multicultural country we call Canada. Why end these benefits?

If our schools are not producing a new generation of top quality professionals, perhaps global competition will force us to improve our own product. Besides, it might be cheaper to bring in new skilled people than train them ourselves.

Second Position: Con

No, we need to stop this policy of going after highly skilled professionals from other countries. First of all, it drains them of their best citizens at times when they need these people to build or rebuild their own countries. If their countries fail to develop, we may pay in lost trading opportunities, or a negative impact on our economy and investments. The world may pay in increasing conflict and war since poor countries are often unstable.

In the era of the Internet, if we really need outside help, we can do it online through virtual communities. This can even help raise the bar for achievement in our schools if that is what we need to compete globally.

Yes, we do need skilled immigrants to replace older and retiring workers, but let's continue to bring in less-skilled people and even people who need help. With support from our government and social agencies, as well as our education system, we can raise the bar for everyone.

Debatable topics may arise from the Clipping Thesis and Powerful Questions approaches. These can be explored more deeply by using the Creative Controversy technique to obtain the best solution, rather than ending up at an unsatisfying "win-lose" situation.

The following are some "how to's" for making the steps of the controversy debate procedure work more effectively:

Creative Controversy: Forming Teams

Set up teams of four from which pairs will be formed. The contending pairs should be of roughly equal academic achievement levels so that the debates are not one-sided.

- **What if my class does not divide evenly into fours?** If the class does not divide evenly, then match a twosome with a threesome.

- **What if someone is away for the debate portion of Creative Controversy?** If you have attendance concerns, form pairs and only combine two pairs at the beginning of the debate phase. In these circumstances, you can make students responsible for understanding both positions from the outset. Assign teams of four and initial positions for advocacy—pro or con—at the beginning of the debating period. If the preparation and debate steps occur in the same class, attendance concerns should not be an issue.

Teaching Debate/Discussion Skills

We often mistakenly assume that students know how to work together, but this may not always be the case. Some of the important skills and behaviours students need in order to participate fully can be found in Judy Clarke, Ron Wideman, & Susan Jane Eadie's *Together We Learn* (Scarborough: Prentice Hall, 1990).

Task Skills:

- asking questions
- asking for clarification
- checking for others' understanding
- elaborating on the ideas of others

continued

- following directions
- getting the group back to work
- keeping track of time
- listening actively
- sharing information and ideas
- staying on task
- summarizing for understanding
- paraphrasing

Working Relationship Skills:

- acknowledging contributions
- checking for agreement
- disagreeing in an agreeable way
- encouraging others
- expressing support
- inviting others to talk
- keeping things calm/reducing tension
- mediating
- responding to ideas
- sharing feelings
- showing appreciation

Both kinds of skills are necessary. In order for groups to do the task, they need to attend to those things that will help people get along while working together. Working with others is intense. Teacher impatience with what seems to be off-task behaviour can result in premature intervention, preventing group members from solving their own problems. You will need to use your judgment before intervening in a group's conversation.

Here are eight rules for debating (Johnson, D. and Johnson, R. *Creative Controversy: Intellectual Challenge in the Classroom* Edina, MN: Interaction, 1995):

1. I am critical of ideas, not people.
2. We are all in this together.
3. Everyone is encouraged to participate.
4. I listen . . . even if I disagree.
5. If I don't understand, I'll ask for a restatement.
6. I try to understand all sides of an issue.
7. I must have good reasons for changing a position.
8. First, all ideas are brought out . . . then I put them together.

Here are additional suggestions for preparing students for serious debate and discussion of the issues in *Welcome to Canada?:*

You can use a direct instruction approach in which group norms or behaviours are defined, modeled and practiced. Some teachers take time at the beginning of the year for team-building and class-building activities in order to build a climate for learning. Other teachers use an experiential approach that emphasizes student self-reflection. In any case, behaviours should not be taught in isolation, but shaped to the content and tasks required in your lessons. After any learning experience, students should have opportunities to reflect on their learning by considering "What went well?" and "How can we improve?"

Assessment and Evaluation

Here are some tips on assessment and evaluation of student work using the Creative Controversy model:

Criteria for Analyzing Positions on an Issue

Can students, either in a written or oral report:

- identify an issue over which there is disagreement?
- identify the positions taken on the issue and the reasoning behind each position?
- separate evidence from opinion and bias in the positions taken on an issue?

Criteria for a Sound Argument

Can students, either in a written or oral report:

- present a final position on the issue?
- support that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate and important?
- consider ideas from both original positions?
- offer sound reasons for supporting certain arguments and rejecting others?
- conclude with a restatement of the final position?

Assessing Students in Controversy Teams

One of the challenges of group work in classes is assessing the contributions and achievements of each individual in the group.

Here are some suggestions for assessing individual student understanding of an issue, especially when they use the Creative Controversy approach:

- use clear criteria such as

- identifying perspectives on issues
- debating skills
- sound debating
- presenting arguments and making decisions based on evidence

- use a combination of teacher, self and peer assessment to collect enough data to make a sound judgment.

Peer and/or self assessment: Here are some key questions that can be used in peer- and self-evaluation. A rubric follows on the next page that can be used by both teachers and students:

Explain why you assigned the marks you did to each member of your group in each of the categories.

Member #1_____

Member #2 _____

Your Partner _____

Yourself _____

Can every member of your group explain and defend your group's report? Explain. _____

Do not forget the individual position paper students write after the debating is done. It promotes individual accountability and allows for minority positions to be taken.

Rubric for the Debating and Negotiating Phases of Creative Controversy

The following rubric allows you to measure student performance for a group task using Creative Controversy or debate. Students can also use it to measure their own performance.

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Clearly articulates position	A clear position is stated and fully defined.	A clear position is stated.	Position is recognized, but only clarified through prompting.	Position is poorly stated.
Provides support for position	Supporting arguments for position are both reasoned and persuasively presented.	Support for initial position is clearly presented and reasoned based on evidence.	Support for initial position is incomplete.	Little support offered for position.
Effectively critiques positions	Opposing views effectively critiqued and opponents treated with sensitivity.	Opposing views are acknowledged and opponents are treated with sensitivity.	Opposing views acknowledged but not effectively critiqued or dealt with sensitively.	Other positions ignored.
Negotiates agreement	Works with group towards a "win-win" solution. Exhibits patience, open- and fair-mindedness throughout negotiation phase of controversy.	Works with group towards a "win-win" solution. Exhibits patience, open- and fair-mindedness often in the negotiation phase of controversy.	Exhibits patience, open- and fair-mindedness sometimes in the negotiation phase of controversy, but still tries to "win" rather than strive for "best" solution.	Exhibits little patience, open- or fair-mindedness in the negotiation phase of controversy. Tries to "win" rather than strive for "best" solution.

Strengths (teachers should also consider positives not included in rubric criteria) _____

_____

_____

Suggestions _____

_____

_____

Next Steps (to be filled in by student) _____

_____

_____

While a rubric is not useful for scoring eight groups at once, students can use it to monitor their own performance.

Creative Controversy: Intellectual Challenge in the Classroom provides the most thorough treatment of this approach. The book includes a number of exercises designed to encourage perspective-taking as well, as a detailed examination of steps for using the Creative Controversy model, processing forms, a self-evaluation questionnaire and student materials. It also contains review of the research demonstrating its effectiveness in promoting higher levels of thinking.

Shorter introductions are provided by the Johnsons in *Reducing School Violence Through Conflict Resolution* (Alexandria, VA: ASCD, 1995) and "The Pro-Con Cooperative Strategy: Structuring Academic Controversy within the Social Studies Classroom", in *Cooperative Learning in Social Studies: A Handbook for Teachers*, Robert Stahl (ed.) (Menlo Park, CA: Addison-Wesley, 1994, 306–331).

Tom Morton applies the controversy structure to a key episode in World War II in "Decision at Dieppe", in *The History and Social Science Teacher*, renamed *Canadian Social Studies* (Vol. 21, No. 4, 1986). Morton, a British Columbia teacher and 1998 winner of the Governor-General's Award of Excellence in Canadian History Teaching, features this and other cooperative techniques in *Cooperative Learning and Social Studies: Towards Excellence and Equity* (San Juan Capistrano, CA: Kagan Cooperative Learning, 1996).

Finally, Deborah Tannen's *The Argument Culture: Moving from Debate to Dialogue*, (New York: Random House, 1998) argues for a more constructive approach to working through issues in society, and documents some of the harmful effects when we fail to work through those issues.

Extensions and Resources

You may wish to visit the Statistics Canada website (referenced in Chapter Two) for immigration patterns and population trends.

Statistics Canada features a section with teachers' resources on the 2006 census with lessons, including downloadable handouts on issues connected to this chapter (*http://www12.statcan.ca/english/census06/teacherskit/index.cfm)*. Immigration patterns and population trends can be explored on this site.

A valuable pamphlet on the Reasonable Accomodation debate is available from the **League for Human Rights of B'nai Brith Canada** (*http://bnaibrith.ca/files/brief-final-eng.pdf*).

Other sites for examining the state of refugees in Canada and the world are also noted in Chapter Two.

A Final Word on Assessment

There are many ideas throughout the Teacher's Guide: rubrics, pre-and post-test ideas, criteria for making judgments and others. See how these match the policies and practices in your district, province or territory.

Feedback

Feedback is the engine of learning since it promotes improvement like no other assessment tool. We need your feedback and that of your students to make this project even better. Given the variations in Canada's provincial curricula we ask you to complete the following questionnaire.

1. What parts of ***Welcome to Canada?*** did you use? How connected were these chapters to your curriculum?

2. In which course did you use ***Welcome to Canada?***

3. How helpful was the Teacher's Guide? What specific approaches and strategies did you use?

4. What were the highlights for you personally?

5. What were the teaching highlights for you and your class?

6. What parts did your students find engaging and relevant?

7. What resources would you recommend we add to any future revisions of this project?

8. What teaching strategies would you recommend we add?

9. What topics, case studies or examples do you think could be added to any future revisions?

10. Add any other comments you think we should consider for improving future work in this area.

Thank you.

Please return to:

National Task Force on Holocaust Education, Remembrance and Research
c/o League for Human Rights, B'nai Brith Canada
15 Hove Street
Toronto, Ontario
M3H 4Y8