

PRE-INTERNSHIP UNIT

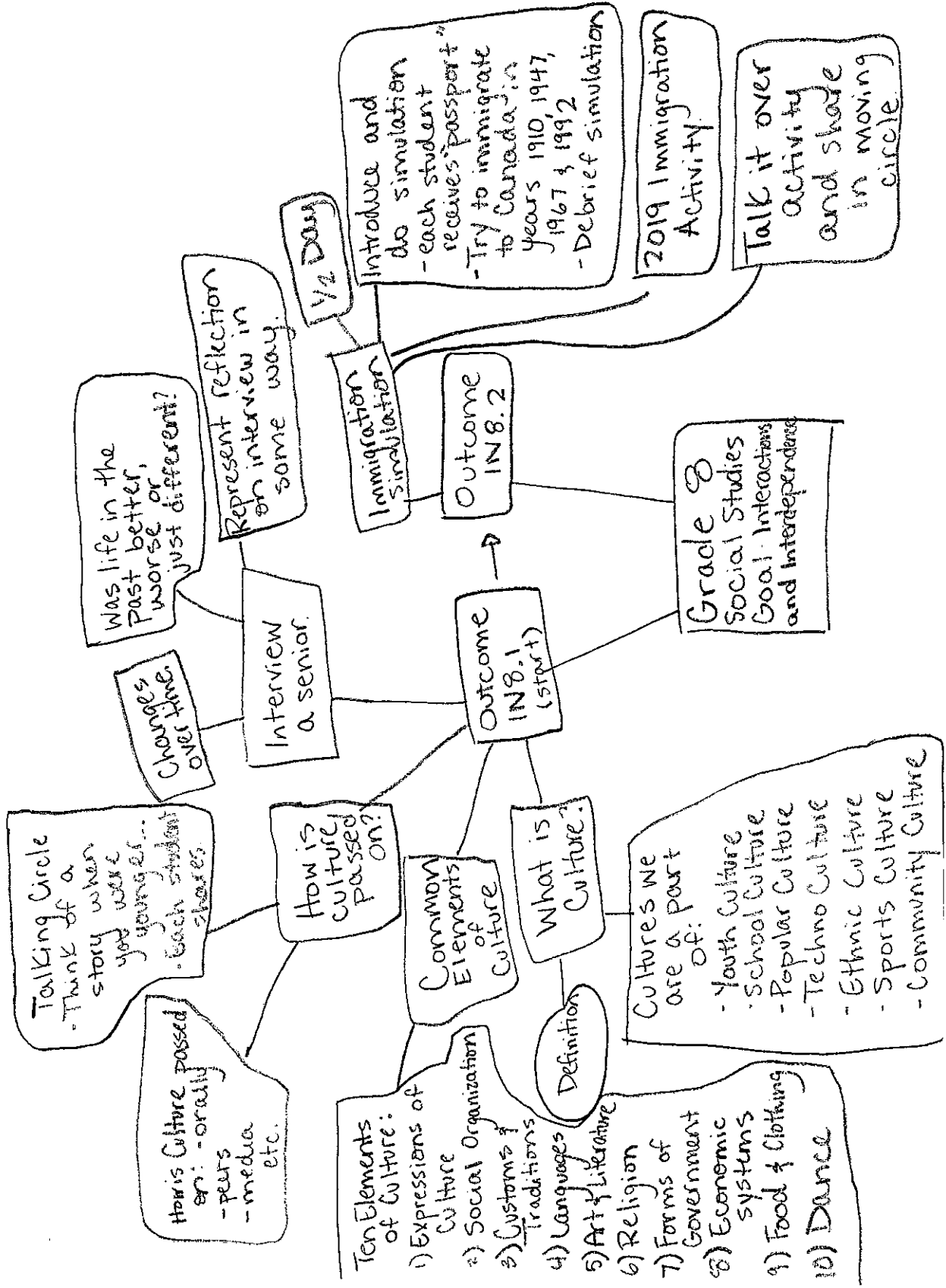
CULTURE QUEST

LAURA BIEBER

APRIL 1, 2019

CONCEPT MAP

Culture Quest



FRAMEWORK FOR BACKWARDS

DESIGN UNIT PLANNING

FRAMEWORK FOR BACKWARDS DESIGN UNIT PLANNING

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.

Title of Unit	Culture Quest	Grade Level	7/8
Entry Subject	Social Studies	Time Frame	3 Weeks
Integrated Subject(s)	ELA, Math, Art		
Developed By	Laura Bieber	School	École Harbour Landing Elementary School

AGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)

What will students know, understand and be able to do?

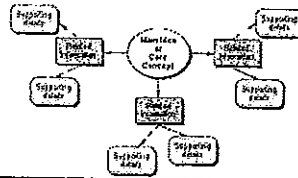
1. OUTCOMES, Broad Areas of Learning and Cross Curricular Competencies (CCCs)

- Become familiar with goals & outcomes for grade/subject, including Treaty Outcomes
- Review the Broad Areas of Learning and Cross Curricular Competencies

***Choose specific outcomes AFTER you identify the CONCEPT/BIG IDEA

2. CONCEPT (BIG IDEA) Draw on a separate document, include with unit

- Identify the main concept or topic you are thinking of for your unit
- Draw a concept map to brainstorm ideas, to make connections, create a visual to guide unit
- Place information on concept map; core concept to major points to significant details



3. QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)

- Design 1 or 2 essential question(s) [Open-ended, thought-provoking, calls for higher order thinking skills, sparks inquiry, raises additional questions, requires support & justification and not just an answer, timeless] Ex. Why do people move? How do you feed a growing world?

ESSENTIAL QUESTION(S)

- What is culture?
- How is it passed on from one generation to the next?
- What are the main changes to the Canadian immigration laws since 1910?
- How immigration positively effect Canadian society?

- Broad Areas of Learning: Building Lifelong Learners - students will learn from the past and Building a sense of self, look towards the future.
- and community - The importance of multiculturalism in Canada.
- Building Engaged Citizens - Students will discover their importance in Canadian culture
- Cross-Curricular Competencies:
- Developing Thinking
- Developing Identity and Interdependence - Developing Social Responsibility
- Developing Literacies

STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)
How will students & teachers know if the learning outcome has been achieved?

Outcomes (Students need to know) What a student is expected to know, understand and be able to do.	Indicators (Students are able to do) Ways that students demonstrate their learning of an outcome; think 'verb'; tells the story of outcome.
<p>Subject 1: <u>English Language Arts</u></p> <p>Subject 2: <u>Math</u></p> <p>Subject 3: <u>Arts Education</u></p> <p>CH8.1 - share and research insights about art expressions on social commentary.</p>	<p>CR8.2 students preview info, inference and then make meaning.</p> <p>CR8.5 - students listen, understand, gather info, follow directions, form opinions, analyze, from presenters perspective.</p> <p>CC8.1 Create various visual, oral, written, multimedia texts.</p> <p>CC8.6 Orally discuss (1 to 1, small, large group) situations.</p> <p>CC8.7 Orally express information and ideas.</p> <p>NR8.2 Expand and demonstrate understandings of percents.</p> <p>PS8.1 Demonstrate understandings of results (graph)</p> <p>SP8.1 Analyze data and form conclusions</p> <p>Drama: CP8.4 - characters interact in relationship with situation (immigration simulation)</p> <p>Visual Art</p> <p>CP8.10, CP8.11 - student choice in my unit: Create visual art or other form to express perspective on social issues.</p> <p>Dance, Drama, Music, Visual Art</p> <p>CR8.2 - Investigate and identify ways that today's arts expressions often reflect concern for social issue</p> <p>CR8.3 Investigate how arts expressions can reflect diverse worldviews.</p>
<p>Key Understandings: 'I Can' statements <i>Write the key learnings into student-friendly language that begin with 'I can...'. The students should know what these are at the beginning of the lesson.</i></p> <ul style="list-style-type: none"> - I can explore the meaning and different elements of culture. - I can list a variety of things that make up culture. - I can pass culture on in a variety of ways. - I can identify similarities and differences from life in the past to present. - I can identify and explain the changes to the Canadian immigration process since 1910. - I can work cooperatively with my peers. - I can interview a community person. - I can empathize with immigrants from various countries. 	<p>Questions for deeper understanding What provocative questions will foster inquiry into the content? (open ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p> <ul style="list-style-type: none"> - What is culture? - How do I contribute to culture? - How is culture passed on? - Do you think life in the past was better, worse, or just different? Explain. - How has the immigration process in Canada evolved? - Explain how the immigration process has become more inclusive? - Why is multiculturalism good for Canada?
<ul style="list-style-type: none"> - I can identify policies that may be racist or discriminatory. - I can learn from Elders from various cultures. 	

STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION

What are the learning experiences for all students to achieve outcomes?

Learning Tasks & Experiences	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
Teacher Resources What teacher resources will you need to support your knowledge in this unit? Culture Quest - Exploring World Cultures - Author: Angus Sully Multiculturalism in Canada. Canada's Oxford Multicultural Society Today Canada Author: Weigl Educational Publishers Limited Kitoskâyiminêwak Pîkiskwêwak Our young people speak! The Treaty Edition Author: Prairie Valley School Division We Are Canadian. Snapshot 10 Changing Patterns Developed by: Social Program Evaluation Group, Queen's University for the CRB Foundation Student Resources What student resources will you use in the learning experiences to meet the outcomes? - Various handouts - Internet - Atlas - Scratch map - Immigration Simulation - Community Resources - Elder, senior - pair, small, large group discussions/sharing Community Resources What community resources will you engage (guest speakers, elders, field trips) Field Trip - Orange Tree Living (Interview with Senior) First Nation Elder presentation What displays, artifacts and bulletin boards will you include in the unit? - Scratch maps of the world - Immigration mock government set up - Display of student reflections - Carousel activity	Instructional Strategies & Adaptations (Adaptive Dimension, Differentiated Learning) A. Resources: The "WHAT" Examples of expectations and demonstration given for each activity. Comprehensive handouts provided. A variety of activities and resources used. Community resources incorporated. Numerous opportunities to match students of varying abilities. B. Instruction: The "HOW" A variety of learning strategies are included in unit to address all types of learners and abilities. Incorporate other "teachers" to impart knowledge. Provided choice of assignment format. Example of expectation provided for each activity. Upon discussion with coop the class is made up of mainly immigrant students with weaker written and comprehension skills due to English proficiency. To enhance success I incorporated as many participatory learning activities as possible. C. Assessment: The "Show What You Know" - Evaluation of peer interaction - Group participation - Hand in assignments - Verbal responses - Class/small group/partner discussions - Talking Circle - Inside/outside circle - Carousel activity D. Learning Environment: The "WHERE" - Classroom - Inside/outside - Community Circle - Home - Carousel activity - Talking Circle
STAGE 4: Assess and Reflect Is there alignment between outcomes, assessment and learning experiences? Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes? Have I planned a variety of instructional strategies? Am I planning for differentiation to meet the needs of diverse learners? Have I selected a variety of resources that represent a wide variety of worldviews, perspective and voices?	

Unit Plan At-A-Glance

See attached Overview and lesson plans

8 - 10 Lessons	Overview Include Essential Question (EQ) and Guiding Questions
1 & 2 Introductory Lesson(s) [To be fully developed]	
3	
4	
5 [Plan one-half day for your 2 nd or 3 rd week]	
6	
7	
8	
9 & 10 Culminating Lesson(s) [To be fully developed]	

Handwritten: *Handwritten*

Handwritten: *The importance of multiculturalism in Canada.*

Handwritten: *Lifelong- students will learn from the past and look towards the future.*

FRAMEWORK FOR BACKWARDS DESIGN UNIT PLANNING
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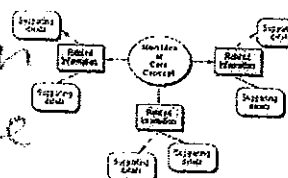
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- ***Choose specific outcomes AFTER you identify the CONCEPT/BIG IDEA

- 2. CONCEPT (BIG IDEA)** *Draw on a separate document, include with unit*
 - Identify the main concept or topic you are thinking of for your unit
 - Draw a concept map to brainstorm ideas, to make connections, create a visual to guide unit
 - Place information on concept map; core concept to major points to significant details

Handwritten: *What are the main changes to the Canadian immigration laws since 1910?*



Handwritten: *How has Canadian immigration laws changed?*

3. QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)

- Design 1 or 2 essential question(s) [Open-ended, thought-provoking, calls for higher order thinking skills, sparks inquiry, raises additional questions, requires support & justification and not just an answer, timeless] Ex. Why do people move? How do you feed a growing world?

Handwritten: *Positive effects of*

ESSENTIAL QUESTION(S)

Handwritten: *How immigration positively effect Canadian society?*

- What is culture? ~~How is it passed on from one generation to the next?~~
- How do you immigrate to Canada and ~~what is the process?~~

Handwritten: *Understanding Canadian immigration over 100 year period*

- Broad Areas of Learning: Building Lifelong Learners CCC
- Building a Sense of self and community
 - Building Engaged Citizens - students will discover their importance in Canadian society
- CCC
- Developing Thinking
 - Developing Identity & Interdependence
 - Developing Literacies
 - Developing Social Responsibility

I can empathize with ~~immigrants~~ immigrants from various countries,
 I can identify policies that may be racist or discriminatory.
 I can learn from Elders from various cultures -
 why is multiculturalism good for Canada?

STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)

How will students & teachers know if the learning outcome has been achieved?

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Key Understandings: 'I Can' statements Write the key learnings into student-friendly language that begin with 'I can...'. The students should know what these are at the beginning of the lesson. I can explore the meaning and different elements of culture. I can list a variety of things that make up culture. I can pass culture on in a variety of ways. I can identify similarities and differences from life in the past to present. I can identify and explain the changes to the immigration process over the years since 1910. I can work cooperatively with my peers. I can interview a community person.	Questions for deeper understanding What provocative questions will foster inquiry into the content? (open ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) - What is culture? - How do I contribute to culture? - How is culture passed on? - Do you think life in the past was better worse or just different? Explain. - How does the immigration process in Canada work? evolved? - Has it been the same for years or changing? - Explain how the immigration process has become more inclusive?

students of varying abilities
 upon discussion with coop the
 class is made up of mainly
 immigrant students with weaker
 written and comprehension skills

STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION due to English proficiency.
 What are the learning experiences for all students to achieve outcomes?

To enhance success I incorporate as many participatory learning activities as possible

Learning Tasks & Experiences	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
Teacher Resources What teacher resources will you need to support your knowledge in this unit?	Instructional Strategies & Adaptations (Adaptive Dimension, Differentiated Learning)
Student Resources What student resources will you use in the learning experiences to meet the outcomes? Various handouts Internet Atlas Community Resources - Elder, senior * Immigration Simulation	A. Resources: The "WHAT" Examples of expectations and demonstrations given for each activity. Comprehensive handouts provided. A variety of activities and resources used. Community resources incorporated. B. Instruction: The "HOW" A variety of learning strategies are included in unit to address all types of learners and abilities. Incorporate other "teachers" to impart knowledge. Provided choice of assignment format. Example of expectation provided for each activity. C. Assessment: The "Show What You Know" Evaluation of peer interaction Group participation hand in assignments verbal responses class/disc small group/partner discussions sharing circle D. Learning Environment: The "WHERE" Classroom Community Home Inside/outside circle Sharing Circle talking circle
Community Resources What community resources will you engage (guest speakers, elders, field trips) Field Trip- Orange Tree Living Interview First Nation Elder presentation What displays, artifacts and bulletin boards will you include in the unit? Scratch maps of the world, immigration mock government office set up Display of student reflections Carousel activity	

STAGE 4: Assess and Reflect Is there alignment between outcomes, assessment and learning experiences? Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes? Have I planned a variety of instructional strategies? Am I planning for differentiation to meet the needs of diverse learners? Have I selected a variety of resources that represent a wide variety of worldviews, perspective and voices?

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OVERVIEW OF UNIT

Grade 8 Social Studies

Goal: Interactions and Interdependence

Unit: Culture Quest

Outcomes and Indicators met in Unit:

Outcome:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

- a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g. transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
- b) Formulate a definition of culture from responses to the question. "What is culture?" (e.g. A group's beliefs, norms, institutions, and communication patterns: a learned way of living shared by a group of people).
- c) Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g. how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g. self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g. tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g. methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g. sports, games, traditions, celebrations).

Outcome:

IN 8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.

Indicator:

- c) Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.

Treaty Education Grade Seven Outcome:

SI72 Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.

Culture Quest Unit Overview

Lesson One: What is Culture?

In this unit we are going on a Culture Quest to explore the different elements of culture and to discover an entirely new way to look at one's own life and how we all share many elements of culture with others.

Divide students in small groups. Hand out sentence pack to each group and have them identify whether each sentence is part of their culture.

When complete distribute "What is Culture" Also, have this projected on the smartboard.

Discuss how they classified the sentences and does it match the definition of culture?

Explain to students that all sentences are part of culture. We are a part of many cultures. Now have each group place the sentences into the various culture categories.

Students participate in carousel activity to share the results of the last activity.

Assessment Possibility

Formatively assess student participation in group work and class discussion.

Lesson Two: Common Elements of Culture

Students access "Elements of Culture" from Google Classroom.

Explain worksheet to students using example projected on smartboard. Students will complete the ten elements of culture on a country they and their partner assigned randomly. Also, indicate the similarities and differences between your assigned country and Canadian Culture.

During activity student pairs will be called to locate their assigned country in atlas and scratch off location on scratch map of world for later use.

Lesson Three and Four: Common Elements of Culture. Museum of Culture Assignment

Student pairs receive the Museum of Culture assignment and complete based upon their Common Elements of Culture chart from last class.

Check in with students. Continue next class for the first half of class. Gallery Walk will happen at the end of the next class.

*Gallery Walk: half of the groups present their Powerpoint while the other half of the group walks to each group and completes the Gallery Walk Exit Slip that needs to be handed in before leaving. Then switch roles.

Assessment Possibility for Lesson Two, Three and Four

Formatively assess students individually on the Elements of Culture worksheet and Museum of Culture with a rubric.

Lesson Five: How is Culture Passed On?

Culture is passed on in a variety of ways:

- Orally
- Peers
- Media
- Permanent events, organizations, or services a society creates. Example: school, Canada Day

A common way is through story telling. As an example watch this youtube video:

https://www.youtube.com/watch?v=BNY7L_RdObA

In the video they used the Legend of the Thunderbird. Read *On The Land* by Elder Alma Poitras. Ask students what First Nation culture and traditions are passed on in this short paragraph.

Students are to think of a story they are willing to share. The story is to be something that someone in their family told them and explain how it relates to their culture.

Students will share in a talking circle format. Review talking circle etiquette. I will start as another example.

Close lesson with this:

As Elders pass on stories we interpret the stories in many ways. This next video is a rap wrote by Rob Bellegard called "I remember" based on a story that he was told about Residential Schools showing how culture lost is prevalent so people are looking at ways to keep stories alive.

<https://www.youtube.com/watch?v=FueSrtKZnbl>

Assessment Possibility

Formatively assess student participation in group work and class discussion.

Lesson Six: Create an Interview

Inform students that we will be using Google Hangout with a Senior's Home in Indian Head (Hayes Haven) next class. Together we will interview a group of seniors to learn how culture changes over time.

Students will work in pairs or small groups to brainstorm interview questions for the seniors in one of the five following areas:

- School Days
- Where did they grow up? What type of house they had? Family life (i.e. number of siblings, parents, jobs, etc.)
- Free time, entertainment, sports
- Transportation (did you have a bike, family car, public transport, etc.)
- Vacation and/or family holiday celebrations.

Students to record their questions in time allotted and then compile with other classmates with same topic. Compiled questions to be handed in at end of period.

Assessment Possibility

Formatively assess student participation in group with rubric.

Lesson Seven: Interview a Senior (Google Hangout)

Interview a senior. Each table group will be given a sheet of the compiled brainstormed questions from one of the five categories from last class. That table group is responsible for asking a question when I call upon their table.

Assessment Possibility

Formatively assess student participation in group work, interview and class discussion.

Lesson Eight and Nine: Write a Thank You Letter

Ask each group to share one thing they learned from the interview.

Have each student get a computer and navigate to the Thank You Letter sample I posted on Google Classroom. Individually each student will write (replace all of the red text) with their answers from our interview.

Assessment Possibility

Summatively assess student thank you letter and mark with a rubric.

Lesson Ten: Immigration Simulation (Half Day Teaching)

Prior to class prepare room for immigration simulation (four immigration stations, “waiting room” chairs, hang signs and scratch maps).

Explain simulation to students and begin. Stop simulation in time to debrief with students and collect classroom immigration statistics.

If time allows, teach students how to create a bar graph in word using these statistics. Note: this step can be completed during math if necessary.

Assessment Possibility

Formatively assess student participation and collect Immigration Information Organizer.

DEVELOPED UNIT

LESSON ONE

WHAT IS CULTURE?

Lesson Plan One

Name: Laura

Date: March 12, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): What is Culture?

Instructional Strategies: (Specific) Interactive Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

b) Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).

Prerequisite Learning: N/A

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).
- Ensure there is enough room for students to effectively work in small groups.

Preparation: (Materials, resources, equipment)

Materials:

What is Culture handout, Sentence packs, Culture Sorting sheets, flipchart paper, eight different colours of sharpie markers

Set (5 min) In this unit we are going on a Culture Quest to explore the different elements of culture and to discover an entirely new way to look at one's own life and how we all share many elements of culture with others.	Student Engagement/ Classroom Management Strategies Circulate the room. Offer guidance when necessary.
Development (40 min)	Redirect students if they become off task.

Divide students in small groups. Hand out sentence pack to each group and have them identify whether each sentence is part of their culture.

When complete distribute "What is Culture" Also, have this projected on the smartboard.

Discuss how they classified the sentences and does it match the definition of culture?

Explain to students that all sentences are part of culture. We are a part of many cultures. Now have each group place the sentences into the various culture categories.

Closure (15 min)

Students participate in carousel activity to share the results of the last activity.

Assessment Possibility

Formatively assess student participation in group work and class discussion.

What is Culture?

Culture is the shared way of life of a group of people. The way of life includes the types of foods people eat, the types of clothing people wear, their values, beliefs, customs and the way they express their thoughts and feelings. Culture is all of the things a group of people share in common. The group can be a family, a school, a community, an ethnic group, a region or a whole country. We all belong to many groups at the same time. We share in many different cultures.

We share in many different Cultures!

Can you think of anymore?



Your favourite pair of **JEANS** are Levis.

You are reading the **HARRY POTTER** book series.

You watch the new TV show **THE LAUNCH** every week.

You have seen all of the **SPIDERMAN** movies.

Your favourite song is **THANK U, NEXT** Ariana Grande.

Your favourite rap singer is **DRAKE**.

You attended the Sunset Ceremony at the **RCMP DEPOT** last year with your family.

You participated in the **TERRY FOX RUN** for Cancer last year.

Your favorite food is **CHINESE**.

You like to wear dye your hair **PURPLE**.

You buy your jeans with **RIPS** in them.

You always have a **CAKE** on your birthday.

Your favourite sport to watch is **HOCKEY**.

You cheer for the **RIDERS**.

Your school teams are called the **HARBOUR LANDING HAWKS**.

The school plays **OH CANADA** every morning.

You celebrate **UKRANIAN CHRISTMAS** with your Dad's family.

You have **SNAPCHAT**.

Your older sister attends **U of S**.

You play Canada's official summer sport of **LACROSSE**.

You and your friends play **VIDEO GAMES** in your free time.

Your favourite fast food restaurant is **FIVE GUYS**.

You attend **CHURCH** on Sunday.

You refer to your hooded sweatshirt as a **BUNNY HUG**.

Your cousin has season tickets for **THE PATS** games.

Your school basketball team attended a **COUGARS** game last week.

Last summer holidays you visited **BATOCHE**.

You attend the annual **POW WOW** at the Brandt Centre.

Your family speaks **GERMAN** at home

Your family celebrates **CHINESE NEW YEARS**.

You use the **INTERNET** to research information for your Science project.

Your family does not eat **PORK**.

In your parents' wedding picture, your mom is wearing a traditional **INDIAN SAREE**

Your brother just proposed to his girlfriend and gave her a **ENGAGEMENT RING**.

Your family celebrates the eight days of **HANUKKAH** every year.

Your grandmother always read **FAIRY TALES** to you when you were little.

YOUTH
CULTURE

SCHOOL
CULTURE

POPULAR
CULTURE

TECHNO
CULTURE

ETHNIC
CULTURE

SPORTS
CULTURE

COMMUNITY CULTURE

LESSON TWO

COMMON ELEMENTS OF CULTURE

Lesson Plan Two

Name: Laura

Date: March 14, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Common Elements of Culture

Instructional Strategies: (Specific) Indirect Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

- a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
- c) Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Prerequisite Learning: Lesson One

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).

Preparation: (Materials, resources, equipment)

Materials:

Elements of Culture on google classroom, laptops, atlas, scratch map

Set (5 min)	Student Engagement/ Classroom
Students access "Elements of Culture" from Google Classroom.	

<p>Development (40 min)</p> <p>Explain worksheet to students using example projected on smartboard. Students will complete the ten elements of culture on a country they and their partner assigned randomly. Also, indicate the similarities and differences between your assigned country and Canadian Culture.</p> <p>Have access the handout on Google Classroom. Explain the six common elements of culture and handout. What is in each element may be similar or very different.</p> <p>During activity student pairs will be called to locate their assigned country in atlas and scratch off location on scratch map of world for later use.</p> <p>Closure (15 min)</p> <p>Check in with students. Give next class period as a work period if needed.</p>	<p>Management Strategies</p> <p>Circulate the room. Offer guidance when necessary.</p> <p>Redirect students if they become off task.</p>
<p>Assessment Possibility</p> <p>Formatively assess students individually on the Elements of Culture worksheet with attached rubric.</p>	

Date: _____

Student Names: _____

ELEMENTS OF CULTURE

Using the Internet, find information about each Element of Culture for your country. Also indicate the similarities and differences between your assigned country and Canadian Culture.

Elements of Culture	Country <i>Insert Name of Country</i>	Similarities To Canada	Differences From Canada
Social Organization: Who makes up your family?			
Customs and Traditions: Rules or behaviors are enforced ideas of right and wrong.			
Languages: Spoken language			
Art and Literature: help pass on the Culture's beliefs (art, literature, music, folktales, etc.).	-		
Religion: Meaning of Life, values that the group feels are important.			
Forms of Government: Democracy, Republic, Dictatorship.			
Economic Systems: What to produce, how to produce it and for whom (Traditional, Market, Mixed Economy).			
Food and Clothing: traditional foods and clothing			-
Dance: traditional dances and costumes.			
Expressions of Culture	All of the above elements combined express a country's culture (values, belief, etc.)		

Date: _____

Student Names: _____

ELEMENTS OF CULTURE

Using the Internet, find information about each Element of Culture for your country. Also indicate the similarities and differences between your assigned country and Canadian Culture.

Elements of Culture	Country HONG KONG	Similarities To Canada	Differences From Canada
Social Organization: Who makes up your family?	<ul style="list-style-type: none"> -Usually only one child. -Mother/Father roles traditional -Wife responsible for household chores but often hire help so Mother can also work full time. - Elders are highly respected - One's behavior reflects on the entire family 	<ul style="list-style-type: none"> -traditional roles in some families -many families have parents who both work - some families hire house cleaners, nannies, etc. 	<ul style="list-style-type: none"> - families often have more than one family - many different types of families
Customs and Traditions: Rules or behaviors are enforced ideas of right and wrong.	<ul style="list-style-type: none"> -Last names comes before one or two given names (e.g. <i>LEI Kwong Ming</i>). The first name is the father's and the middle is one's personal name. -Parents must approve marriages - very superstitious (ie. some dates are considered lucky while other are not) 		<ul style="list-style-type: none"> -people not usually called by last name -not all couples have same last name and/ or hyphenate names - people get married without parent approval
Languages: Spoken language	Cantonese		-most common language in Canada is English (French is second official language)
Art and Literature: help pass on the Culture's beliefs (art, literature, music, folktales, etc.).	<ul style="list-style-type: none"> -folk tales are popular -many genres of music (traditional and modern) -also listen to western music 	<ul style="list-style-type: none"> - similar to our fairy tales -many genres of music (country, pop, jazz, opera, etc.) 	
Religion: Meaning of Life, values that the group feels are important.	-Buddhist, Taoist, Christian and		-wider variety of religions with the largest majority Christian
Forms of Government: Democracy, Republic, Dictatorship.	<ul style="list-style-type: none"> -"one country, two systems" -Limited democracy -Hong Kong's government is financially independent and the People's Republic of China, is responsible for Hong Kong's defence and foreign policy 		-democracy where officials are elected by Canadian Citizens
Economic Systems: What to produce, how to produce it and for whom (Traditional,	<ul style="list-style-type: none"> -Financial services -Tourism -Manufacturing (electronics, clothing, etc.) 	- Canada also manufactures goods and has a tourism trades that is growing	-primary areas of industry (agriculture, oil and gas extraction, forestry and mining)

Date: _____

Student Names: _____

Market, Mixed Economy).			
Food and Clothing: traditional foods and clothing	<ul style="list-style-type: none"> -dim sum is Hong Kong's most well known dish -older people dress modestly while the majority dress in "western" fashionable clothing - umbrellas popular for sun and rain -both men and women wore silk long dresses/ robes include embroidered clothes with unique designs, like phoenixes, dragons, and lightening. 	<ul style="list-style-type: none"> -seniors also dress modestly - western clothing (jeans, tshirts, etc are worn) 	<ul style="list-style-type: none"> -Maple syrup, Poutine. Nanaimo bars, smoked salmon and butter tarts -no specific traditional clothing (parkas, long johns, linen, leather and fur jackets, shirts, trousers, moccasins, wide skirts with crinolines, etc.)
Dance: traditional dances and costumes.	<ul style="list-style-type: none"> -Lion dance and dragon dance -Intricate costumes with the head of Lion and Dragan. Often the costume is made of a group of people. One person is head, many are the body and one person is the tail. 		<ul style="list-style-type: none"> -many ethnic cultures that preserve their traditional dance and costumes (ie. pow wow dancers, Red River Jig, Ukranian dancers, etc.
Expressions of Culture	All of the above elements combined express a country's culture (values, belief, etc.)		

LESSON THREE AND FOUR
THE COMMON ELEMENTS OF CULTURE
MUSEUM OF CULTURE ASSIGNMENT

Lesson Plan Three and Four

Name: Laura

Date: March 18/19, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Common Elements of Culture. Museum of Culture Assignment.

Instructional Strategies: (Specific) Indirect Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

- a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
- c) Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Prerequisite Learning: Lesson One, Two

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).

Preparation: (Materials, resources, equipment)

Materials:

Museum of Culture Assignment displayed on Smartboard, Example PowerPoint of Museum of Culture, Gallery Walk Exit Slip handouts, computers

Set (5 min)

Students are assigned Museum of Culture assignment

**Student Engagement/
Classroom**

<p>Development (40 min)</p> <p>Explain assignment.</p> <p>Students are handed back their Elements of Culture Sheet from last week.</p> <p>Closure (15 min)</p> <p>Check in with students. Continue on tomorrow for the first half of class. Gallery Walk will happen at the end of the class tomorrow.</p> <p>*Gallery Walk: half of the groups present their Powerpoint while the other half of the group walks to each group and completes the Gallery Walk Exit Slip that needs to be handed in before leaving. Then switch roles.</p>	<p>Management Strategies</p> <p>Circulate the room. Offer guidance when necessary.</p> <p>Redirect students if they become off task.</p>
<p>Assessment Possibility</p> <p>Formatively assess students individually on the Museum of Culture assignment and Gallery Walk.</p>	

MUSEUM OF CULTURE ASSIGNMENT

You work for The Regina Museum of Culture, a new museum that is opening soon in our city where visitors can learn about different cultures around the world. You are a tour guide and are each assigned your own culture. It is your responsibility to learn about the different elements of culture for the country that you are assigned. You will create a six slide PowerPoint to be shown off at our museum gallery walk.

Refer to the example and ensure your PowerPoint includes the following:

Slide 1: Country, picture and Tour Guide(s) name.

Slide 2 to 5: Choose Five Elements of your countries Culture from the following list:

- Social Organization
- Customs and Traditions
- Art and Literature
- Religion
- Forms of Government
- Economic Systems
- Food and Clothing
- Dance

NOTE: EACH SLIDE MUST INCLUDE A MINIMUM OF ONE PICTURE AND BRIEF DESCRIPTION OF THE ELEMENT OF CULTURE!

HONG KONG

TOUR GUIDE: MISS BIEBER



HONG KONG FAMILIES TEND TO BE SMALL



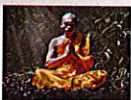
Hong Kong families often choose to have only one child.



Seniors are highly respected members of Hong Kong Families.

RELIGION: IN HONG KONG 43% OF THE POPULATION IS RELIGIOUS.

- The majority of people follow Chinese traditional religion. This is a mixture of Buddhism, Taoism and Confucianism, along with local practices and beliefs.



LANGUAGE – MANDARIN IS THE OFFICIAL LANGUAGE OF HONG KONG.

- Mandarin is the official language taught in schools but is most frequently used in everyday life. Cantonese is known for its colorful slang and colloquial sayings, and is a strong part of the region's cultural identity.



TRADITIONAL FOOD - DIM SUM

- Eating dim sum is opportunity for the people of Hong Kong to gather and socialize with family and friends over a leisurely brunch. Tea and bite-sized dishes are served in round bamboo steamers to share. Typical dishes include char siu bao (steamed buns filled with barbecued pork), siu mai (steamed shrimp or pork dumplings), cheong fun (stuffed rice noodle rolls), spring rolls, and more.



TRADITIONAL DRAGON DANCE

- The dragon dance is often performed during festive celebrations as they are believed to bring good luck. The longer the dragon is in the dance, the more luck it will bring to the community. It is believed that dragons possess great power, dignity, fertility, wisdom and success. The dance is performed by a team of experienced dancers who manipulate a long flexible figure of a dragon using poles positioned at regular intervals along the length of the dragon.



THE END

STUDENT NAME:

GALLERY WALK EXIT SLIP

1) Country: _____

What is one fact you learned about the country?

2) Country: _____

What is one fact you learned about the country?

3) Country: _____

What is one fact you learned about the country?

STUDENT NAME:

4) Country: _____

What is one fact you learned about the country?

5) Country: _____

What is one fact you learned about the country?

6) Country: _____

What is one fact you learned about the country?

LESSON 5

HOW IS CULTURE PASSED ON?

Lesson Plan Five

Name: Laura

Date: March 20, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): How is Culture Passed On?

Instructional Strategies: (Specific) Interactive Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Treaty Education Grade Seven: SI72 Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.

Indicators:

a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).

Prerequisite Learning: Lesson One, Two, Three, Four

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).
- Ensure there is enough room for all students to actively participate in the talking circle.

Preparation: (Materials, resources, equipment)

Materials: *On The Land* by Elder Alma Poitras, rock to pass student to student during talking circle, video links on smartboard.

Set (5 min)

Ask students how they feel culture is passed on?

Development (40 min)

Culture is passed on in a variety of ways:

**Student Engagement/
Classroom Management
Strategies**

Circulate the room. Offer guidance when necessary.

- Orally
- Peers
- Media
- Permanent events, organizations, or services a society creates. Example: school, Canada Day

A common way is through story telling. Watch this video:
https://www.youtube.com/watch?v=BNY7L_RdObA

In the video they used the Legend of the Thunderbird. Read *On The Land* by Elder Alma Poitras. Ask students what First Nation culture and traditions are passed on in this short paragraph.

Students are to think of a story they are willing to share. The story is to be something that someone in their family told them and explain how it relates to their culture.

Students will share in a talking circle format. Review talking circle etiquette. I will start as another example.

Closure (15 min)

As Elders pass on stories we interpret the stories in many ways. This next video is a rap wrote by Rob Bellegard called "I remember" based on a story that he was told about Residential Schools showing how culture lost is prevalent so people are looking at ways to keep stories alive.

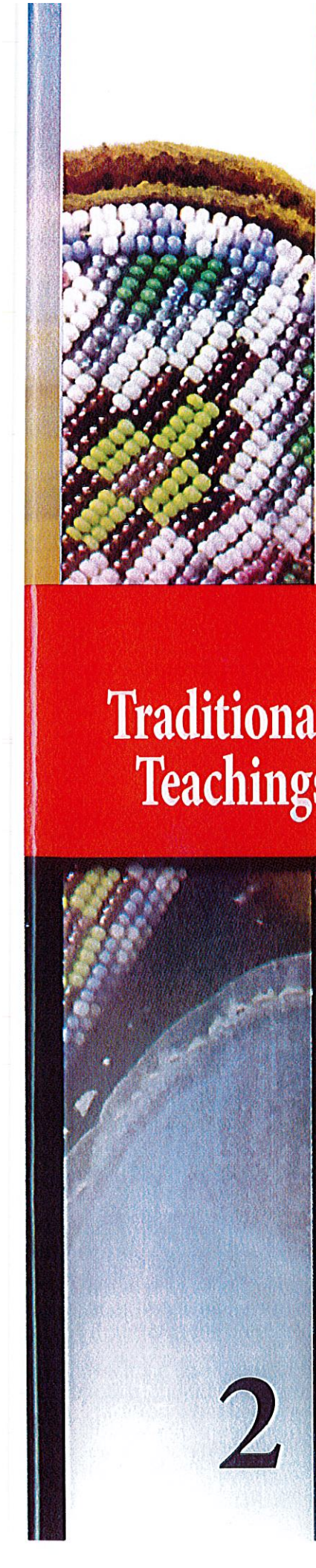
<https://www.youtube.com/watch?v=FueSrtKZnbl>

Redirect students if they become off task.

Allow students to pass in the talking circle. However, encourage all students to share story. I am hoping this will happen as I start the circle with my story.

Assessment Possibility

Formatively assess student participation in group work and class discussion.



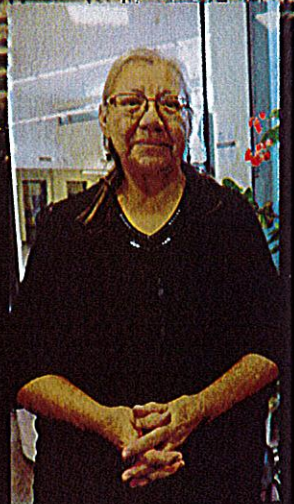
Traditional Teachings



ELDER ALMA POITRAS ON THE LAND

"We lived off the rabbits, the deer, the ducks and the water...when we lived in a tent, we used to be able to go to that slough, get a pail of water, and kind of strain it a little bit because there would be bugs in there, and we'd drink that water, right from the slough like that. You know, it was clean, we never got sick.... we'd live anywhere....it was beautiful."

- Treaty Symposium presentation, Balcarres, Sk., Feb. 4, 2014



LESSON SIX

CREATE AN INTERVIEW

Lesson Plan Six

Name: Laura

Date: March 21, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Create an Interview

Instructional Strategies: (Specific) Interactive Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).

Prerequisite Learning: Lesson One, Two, Three, Four, Five

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).

Preparation: (Materials, resources, equipment)

Materials:

Sample Interview questions

Set (5 min)

Explain to students that we will be interviewing a group of senior's from Hayes Haven in Indian Head through Google Hangout.

**Student Engagement/
Classroom Management
Strategies**

Circulate the room. Offer guidance when necessary.

Redirect students if they become off task.

Development (40 min)

Students will work in pairs or small groups to brainstorm interview questions for the seniors in one of the five following areas:

- School Days
- Where did they grow up? What type of house they had? Family life (i.e. number of siblings, parent(s) jobs, etc.)
- Free time, entertainments, sports
- Transportation (did you have a bike, family car, public transport, etc.)
- Vacation and/or family holiday celebrations.

Post a few sample interview questions on whiteboard to get students started.

Closure (15 min)

Students to record their questions in time allotted and then compile with other classmates with same topic. Compiled questions to be handed in at end of period.

Assessment Possibility

Formatively assess student participation in group with rubric.

Person Interviewed: Grandmother
Topic: Birthdays

1. How did you celebrate your birthday when you were 11?
2. What did you do at the party?
3. What food did you eat?
4. Did you have the party on a weekend?
5. Did you play games? Which ones?
6. What do you think has changed in the way we celebrate birthdays?

LESSON SEVEN

INTERVIEW A SENIOR

Lesson Plan Seven

Name: Laura

Date: March 25, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Interview a Senior (Google Hangout)

Instructional Strategies: (Specific) Experiential Learning, Interactive Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).

Prerequisite Learning: Lesson One, Two, Three, Four, Five, Six

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).
- Ensure students are respectful and on task.

Preparation: (Materials, resources, equipment)

Materials: Interview questions, Smart Board, Google Hangout, Hayes Haven Seniors

Set (5 min)

The field trip to Orange Tree Living did not work out. I have arranged with the Hayes Haven (Senior Home in Indian Head) to interview over Google Hangout.

Last class the students have been prepped for what is going to happen and what their role is.

Development (40 min)

**Student Engagement/
Classroom Management
Strategies**

Ensure students are respectful and following instructions.

Students brainstormed interview questions last class in the five following areas:

- School Days
- Where did they grow up? What type of house they had? Family life (i.e. number of siblings, parent(s) jobs, etc.)
- Free time, entertainments, sports
- Transportation (did you have a bike, family car, public transport, etc.)
- Vacation and/or family holiday celebrations.

I have compiled all questions and the groups of tables will be assigned one of the five category of questions to ask.

I will tell each group when it is time to ask their question. Rotate through the groups asking questions until class is over.

Closure (15 min)

Discuss the interview.

I let table groups know when it is their turn to ask a question.

Take pictures.

Assessment Possibility

Formatively assess student participation in group work, interview and class discussion.

Interview Questions
(Students thought of all questions)

Transportation

1. Did you travel by horseback?
2. Did you walk to school or other places? What would have been the furthest destination you would have had to walk to?
3. How often did you travel to a city? How would you have traveled there? What did the city look like?
4. Did you travel to many places when you were young?
5. Did your family own a car when growing up?
6. Was it expensive to purchase a car?
7. How much did gas cost when you started driving a car?
8. How different are cars from when you were growing up to now?
9. Why did many families not have cars when you were young?
10. What car companies existed when you were growing up?
11. What would have been the most expensive car you would have seen when you were young?
12. What was your favourite car when you were young?
13. Did airplanes look the same as today?
14. Did you ever travel on a plane when growing up?
15. How much would a plane ticket have cost?
16. Did you own a skateboard or bike? Do they still look the same?
17. What was the most common type of transportation when you were growing up?
18. How often would you have traveled to the nearest town in a week?
19. Was there public transportation where you grew up? If so, did you use it?

Free Time

1. Was there a disco/dance club when you were a teenager? Did you participate?
2. What games did you play as a child?
3. What did you and your friends like to do growing up?
4. What movies/TV shows would you have watched growing up?
5. What activities did you do for fun?
6. Did you play any sports? If so, which ones?
7. What music did you listen to growing up? What music do you listen to now?
8. What activities did you enjoy doing in winter?
9. What activities did you enjoy doing in summer?
10. What books did you enjoy reading as a child and now?
11. What do you do in your free time now?

Vacation and/or Family Holiday/Celebrations

1. What holidays did you celebrate?
2. How did you celebrate those holidays?
3. What holidays/celebrations did you look forward to the most?
4. What type of foods did you eat on holiday celebrations?
5. How did you celebrate your birthdays?

6. What food did you eat on birthdays?
7. Was there any traditional clothing or dances worn/done at your celebrations?
8. Did you go on family vacations? Where would you go?

School Days

1. Did you have to walk to school? How far would you have to walk?
2. What did your school look like? Is it different from now?
3. What happened when you misbehaved?
4. Did you go on to other education after high school?
5. Were you a good student and did you enjoy school?
6. How many students would have been in your grade, school?
7. What were the teachers like?
8. Was there much diversity in your school?
9. Did bullying happen in your school?
10. Did you ever have to face any type of racism or discrimination?
11. How is school different from when you were growing up?

Growing Up

1. Who made up your family?
2. How big was your family?
3. Where did you grow up? What is your hometown's name?
4. What was your favourite place in your hometown?
5. Where were you born?
6. How did your parents discipline you?
7. What chores did you have to do growing up?
8. Did your family have electricity and running water?
9. What is your fondest childhood memory?
10. How different do you think your life would be if you were a child now?
11. What is your most embarrassing childhood memory?
12. Do you have any unfulfilled dreams?
13. What was the biggest challenge you faced growing up?
14. When growing up was anyone vegetarian or vegan?
15. How are social norms different from when you were growing up until now?
16. Were there fancy brands like Gucci and Prada when you were growing up?
17. What was money like growing up?
18. What was your first job? How much would you have earned an hour?
19. How would a family have been considered wealthy when you were growing up?
20. How would your children/grandchildren childhoods have been different from yours?
21. What technology existed when you were growing up?
22. What occupation(s) did you do as an adult?
23. Do you enjoy living in Hayes Haven? What types of things do you do?

Last question to end with:

What advice would you give to your younger self?

LESSON EIGHT AND NINE

WRITE A THANK YOU LETTER

Lesson Plan Eight and Nine

Name: Laura

Date: March 26/28, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Write a Thank You letter

Instructional Strategies: (Specific) Interactive Instruction

Outcomes:

IN 8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

Indicators:

a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).

Prerequisite Learning: Lesson One, Two, Three, Four, Five, Six, Seven

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).

Preparation: (Materials, resources, equipment)

Materials: Computers, Sample letter shared on Google Classroom

Set (5 min) Discuss the interview from yesterday.	Student Engagement/ Classroom Management Strategies
Development (40 min) Individually have students write a thank you letter to the seniors. Use sample letter shared on Google Classroom.	Circulate the room. Offer guidance when necessary.
Closure (15 min) Students hand in their thank you letter.	Redirect students if they become off task.

Assessment Possibility

Formatively assess student participation in group with rubric.

Ecole Harbour Landing
Regina, SK

Month dd, yyyy

Hayes Haven
Personal Care Home
920 McKay Street
Indian Head, SK
S0G 2K0

Dear Hayes Haven Residents:

My name is **FIRST NAME** and I am writing to thank you for speaking with our class on Monday. I am **13/14** years old and in Grade **SEVEN OR EIGHT** at Ecole Harbour Landing. **Write a little bit about yourself . You can include a description of your family, your pets, clubs or sports you enjoy, your interests or anything else to help the seniors get to know you better.**

Thank you for answering all of our questions. It was interesting to learn about **Choose one or two things that you found really interesting and explain why. Example: It was really interesting to learn how you celebrated special occasions when you were growing up. In my family the occasions that we celebrate most is birthdays. We always have a family meal**

I enjoyed learning about your life when you were younger and seeing what is the same and different today. **If possible share one thing in your life that is similar and one that that is different to something the seniors talked about. Example: I also walk to school everyday because I live close but sometimes wish I could ride the bus especially when it is so cold or is raining. I have flown in a plane many times as I have lots of relatives that live in China so we go back to visit whenever we can.**

Thank you for sharing stories about your life with us. **Write another sentence showing appreciation for visiting with the class.**

Sincerely,

TYPE YOUR FIRST NAME

LESSON TEN

HALF DAY IMMIGRATION SIMULATION

Lesson Plan Ten

Name: Laura

Date: March 29, 2019

Subject: Social Studies

Goal: Interactions and Interdependence

Grade: Seven/Eight

Content: (Topic): Immigration Simulation (Half Day Teaching)

Instructional Strategies: (Specific) Interactive Instruction

Outcomes:

IN 8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.

Indicators:

c) Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.

Prerequisite Learning: Lesson One, Two, Three, Four. Five, Six, Seven, Eight

Differentiated Learning/Adaptive Dimension:

- Ensure students understand the task(s).
- Ensure students are on task.

Preparation: (Materials, resources, equipment)

Materials: Prior to class prepare room for immigration simulation (four immigration stations, "waiting room" chairs, hang signs and scratch maps). Immigrant profiles and Immigration Information Organizer.

Set (5 min)	Student Engagement/ Classroom Management Strategies
Tell students that they are going to take on the identity of someone wanting to immigrate to Canada on four separate years.	Ensure students are on task
Distribute profile and complete their Immigration Information Organizer.	Redirect students if they become off task.
Development (40 min)	

<p>Explain simulation to students and begin. Stop simulation in time to debrief with students and collect classroom immigration statistics.</p> <p>Closure (15 min)</p> <p>If time allows teach students how to create a bar graph in word using these statistics. Note: this step can be completed during math if necessary.</p>	
<p>Assessment Possibility</p> <p>Formatively assess student participation and collect Immigration Information Organizer.</p>	

Summary of Passports

NAME	COUNTRY	GENDER
Abrussi, Maria	Italy	F
Ali, Mohhaud	Jordan (Former Transjordan)	M
Annianoupoulos, Sylvia	Greece	F
Asha, Ali Molamal	Somalia	M
Bois-D'Engbrien, Marguerite	Belgium	F
Brandemark, Beatrice	Denmark	F
Chao, Lirong	Taiwan (Former Formosa)	F
Chong, Judy	Hong Kong	F
Da Gamo, Maria	Portugal	F
Deplace, Monique	Haiti	F
Diop, Dijibil	Senegal	M
Fityani, Imran	Israel (Former Palestine)	M
Fruhling, Sophie	Romania	F
Grant, Alex	United Kingdom (Scotland)	M
Guo, Baoyu	China	F
Hadj, Sali	Ethiopia	M
Javard, Subascran	Sri Lanka (Former Ceylon)	M
Jawarski, Tadeusz	Poland	M
Jelawa, Helena	Czech Republic (Former Czechoslovakia)	F
Jensen, Leif	Norway	M
Jones, Sue	United States of America	F
Karami, Elias	Lebanon	M
Kman, Hasina	Bangladesh (Former India)	F
Kruprayoon, Chuan	Thailand	M
Lafoy, Emilie	France	F
Marten, Rebecca	Germany	F
Martinez, Rosa	Argentina	F
Mobuto, Tokyo	Japan	M
Nasser, Paolo	Egypt	M
Navisivsky, Anatolii	Ukraine (Former U.S.S.R.)	M
Nol, Li	Kampuchea (Former Cambodia and Indo-China)	F
O'Brian, Mark	Ireland	M
Patel, Indira	India	F
Robinson, Christina	Jamaica	F
Santiago, Ramon	Philippines	M
Shannon, William	U.K. (N. Ireland)	M
Sutton, Jim	U.K. (England)	M
Valdez, Pedro	El Salvador	M
Velazquez, Graciela	Mexico	F
Vik, Immo	Finland	M

IMMIGRATION OFFICE



Canada

1910

IMMIGRATION OFFICE



Canada

1947

IMMIGRATION OFFICE



Canada

1967

IMMIGRATION OFFICE



Canada

1992

IMMIGRATION OFFICE



Canada

2019

STUDENT NAME: _____

IMMIGRANT INFORMATION ORGANIZER



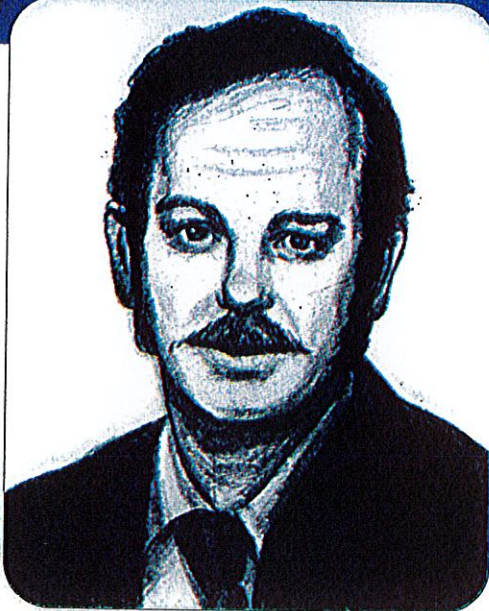
IMMIGRANT NAME: _____

BRIEF BIOGRAPHY OF IMMIGRANT: _____

	1910	1947	1967	1992
STATUS	<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date
REASON FOR ACCEPTANCE OR DEFERRAL				
QUESTIONS FOR IMMIGRATION OFFICER				

Adapted from: We Are Canadians (The CRB Foundation)

<SHANNON<WILLIAM<<U.K. (N. IRELAND)



Surname

SHANNON [SHÄ-non]

Given Names

WILLIAM [WILL-yam]

Age

54

Education

HIGH SCHOOL DIPLOMA (GRADE 12) PLUS UNIVERSITY
(4 YEAR B.A.)

Occupation

INVESTMENT AGENT AND ENTREPRENEUR (BUSINESS)

Health

GOOD

Criminal Record

NONE

Family Status

MARRIED WITH OLDER CHILDREN WHO ARE INDEPENDENT

Languages Spoken

ENGLISH

Relatives in Canada

NONE

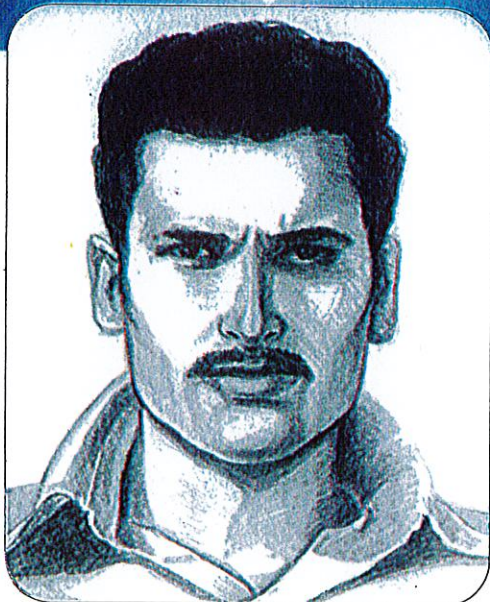
Arranged Employment

IS A MILLIONAIRE AND PLANS TO INVEST \$500 000 IN
CANADA

Work Experience

30 YEARS

<ALI<MOHHAUD<JORDAN<(FORMER TRANSJORDAN)



Surname

ALI [ah-LEE]

Given Names

MOHHAUD [mow-hode]

Age

36

Education

1910: GRADE 8

1947, 1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12)
PLUS MILITARY COLLEGE (3 YEARS POST SECONDARY)

Occupation

MILITARY OFFICER

Health

GOOD

Criminal Record

NONE

Family Status

MARRIED, 2 DEPENDENT CHILDREN

Languages Spoken

ARABIC, ENGLISH

Relatives in Canada

NONE; WANTS TO SETTLE IN ONTARIO

Arranged Employment

HAS SAVED TO OPEN RETAIL BUSINESS; WOULD FARM IF
NECESSARY. MONEY SAVED ACCORDING TO YEARS:

1910: \$1 000

1947: \$10 000

1967: \$100 000

1993: \$300 000

Work Experience

16 YEARS IN THE MILITARY

A black and white composite sketch of a man. He has dark, shaggy hair with bangs, a mustache, and a goatee. He is wearing a light-colored collared shirt. The sketch is framed by a thick black border.

33

[CP-26B]

A black and white composite sketch of a woman with long, dark, wavy hair, wearing a light-colored collared shirt. The sketch is framed by a thick black border.

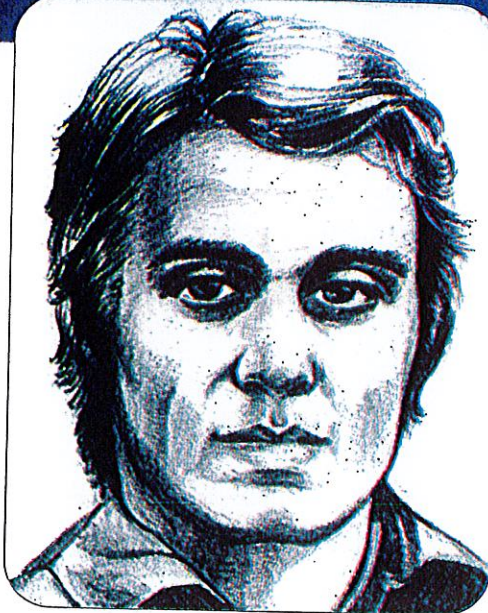
38

10 YEARS

18 YEARS, 8 YEARS AS OFFICE MANAGER IN 1967 AND 1993

[CP-19B]

<NAVISIVSKY<ANATOLII<<UKRAINE (FORMER U.S.S.R.)>>



Surname

NAVISIVSKY [nah-vee-SEEV-skee]

Given Names

ANATOLII [an-nah-TOE-lee]

Age

46

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Education

1910: GRADE 6

1947: GRADE 10

1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS 2 YEARS COLLEGE

Occupation

1910, 1947: FARM LABOURER

1967, 1993: HOCKEY COACH (RED ARMY)

Health

VISUAL IMPAIRMENT: 100 70 IN THE LEFT EYE

Criminal Record

MINOR OFFENCE AS A CHILD

Family Status

SINGLE - CLAIMS TO BE A REFUGEE IN 1967 AND 1993

Languages Spoken

UKRAINIAN, RUSSIAN, A LITTLE ENGLISH

Relatives in Canada

NONE

Arranged Employment

1910, 1947: NONE WILLING TO WORK ON A FARM IN WESTERN CANADA

1967, 1993: HOCKEY COACH; BORN ON FARM AND WILL DO ANYTHING TO LIVE IN CANADA

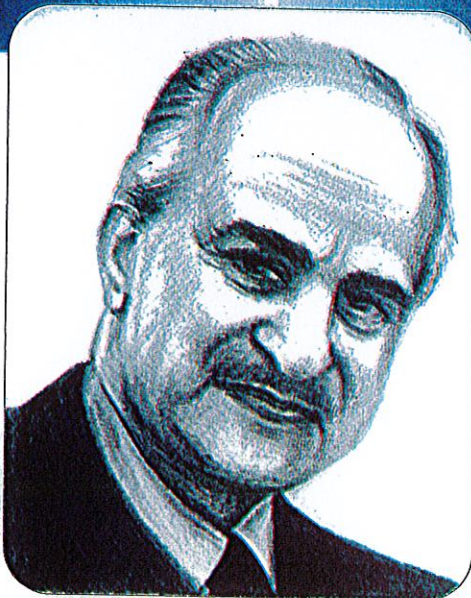
Work Experience

1910, 1947: 30 YEARS OF FARM WORK

1967, 1993: 10 YEARS AS PROFESSIONAL HOCKEY PLAYER; 16 YEARS AS COACH

[CP-36E]

<FITYANI<IMRAN<<ISRAEL (FORMER PALESTINE)>>



Surname

FITYANI [feet-YAH-nee]

Given Names

IMRAN [EEM-ran]

Age

70

© The CRB Foundation, We Are Canadians

Education

HIGH SCHOOL DIPLOMA (GRADE 12) PLUS UNIVERSITY GRADUATE IN BUSINESS (4 YEARS)

Occupation

RETIRED ENTREPRENEUR

Health

POOR

Criminal Record

NONE

Family Status

MARRIED (WIFE WILL NOT ACCOMPANY HIM)

Languages Spoken

ARABIC, HEBREW, A LITTLE ENGLISH

Relatives in Canada

SON IN HALIFAX. WILL LIVE WITH SON

Arranged Employment

NONE

Work Experience

NOT RELEVANT

[CP-18B]

A high-contrast, black and white portrait of a young man with dark, wavy hair, looking slightly to the left. The image has a grainy, artistic quality, possibly a photocopy or a stylized print.

Education

1910: GRADE 6 PLUS 6 YEAR APPRENTICESHIP PROGRAM
1947: GRADE 10 PLUS 6 YEAR APPRENTICESHIP PROGRAM
1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS 6
YEAR APPRENTICESHIP PROGRAM

Occupation

ELECTRICIAN (ELECTRICAL ENGINEERING TECHNOLOGIST)

Health

GOOD

Criminal Record

NONE

Family Status

SINGLE

Languages Spoken

ENGLISH

Relatives in Canada

UNCLE IN BROCKVILLE, ONTARIO

Arranged Employment

UNCLE HAS INDICATED HE WILL FIND HIM A JOB AND
PROVIDE ROOM AND BOARD

Work Experience

5 YEARS

Education

HIGH SCHOOL DIPLOMA (GRADE 12) PLUS UNIVERSITY
(4 YEARS)

Occupation

1910, 1947, 1967: LIBRARIAN

1993: ELECTRICAL ENGINEER

Health

GOOD

Criminal Record

NONE

Family Status

MARRIED, 1 DEPENDENT CHILD (HUSBAND IS PHYSICALLY CHALLENGED AND WILL COME LATER)

Languages Spoken

FRENCH, DUTCH, ENGLISH, AND GERMAN

Relatives in Canada

NONE

Arranged Employment

NONE; WILL WORK ANYWHERE BUT PREFERS NEW BRUNSWICK
BECAUSE OF BILINGUAL POLICY

Work Experience

10 YEARS

A black and white composite sketch of a young woman with long, straight hair and bangs, looking directly at the camera. The sketch is rendered in a realistic style with fine lines and shading, typical of a police composite drawing. The woman has a neutral expression and is wearing a dark, high-collared garment. The background is plain white.

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[CP-3B]

A black and white portrait of a woman with dark, wavy hair and bangs. She is wearing a patterned jacket and has a serious expression. The image is framed by a thick black border.

26

3 YEARS

1967, 1993: 30 YEARS BOTH IN INDUSTRY AND TEACHING

52

A black and white composite sketch of a man with short, dark hair, a high forehead, and a serious expression. He is wearing a light-colored, possibly white, shirt. The sketch is framed by a thick black border.

28

3 YEARS IN SENEGAL

[CP-31B]

8

NOT APPLICABLE

[CP-9B]

A black and white composite sketch of a woman with long, dark hair and bangs, wearing a collared shirt. The sketch is framed by a thick black border.

23

1967, 1993: 4 YEARS AS A BANK CLERK IN KAMPUCHEA

[CP-23B]

A black and white composite sketch of a man with dark, wavy hair, a high forehead, and a slight smile. He is wearing a light-colored collared shirt. The sketch is framed by a thick black border.

32

CLAIMING REFUGEE STATUS

[CP-8B]

A black and white composite sketch of a woman with short, dark hair, looking directly at the camera. The sketch is framed by a thick black border.

26

NONE

[CP-5B

A black and white portrait of a young woman with dark, shoulder-length hair and bangs. She is looking slightly to the right of the camera with a neutral expression. She is wearing a light-colored, possibly white, collared shirt or jacket. The image is framed by a thick black border.

22

3 YEARS

[CP-13B]

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[CP-40B]

A black and white composite sketch of a woman with short, dark hair, looking directly at the camera. She has a neutral expression and is wearing a dark top. The sketch is framed by a thick black border.

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[CP-15B]

28

7 YEARS

[CP-11B]

A black and white composite sketch of a young woman with long, dark hair, looking directly at the camera. She has a serious expression and is wearing a collared shirt. The sketch is framed by a thick black border.

26

8 YEARS AS A WAITRESS

[CP-29B]

33

15 YEARS

[CP-14E

A black and white portrait of a man with short, dark hair, wearing round-rimmed glasses and a collared shirt. He is looking slightly to the right of the camera with a neutral expression. The image is framed by a thick black border.

39

21 YEARS EXPERIENCE AS A FARM LABOURER

[CP-17B]

26

1967, 1993: 1 YEAR

[OP-20E

A black and white portrait of a man with dark, wavy hair, wearing a collared shirt. The portrait is framed by a thick black border.

37

18 YEARS

[CP-28B]

A black and white portrait of a woman with long, dark hair, wearing a light-colored jacket over a dark top. She is looking directly at the camera with a slight smile.

Education
GRADE 8
Occupation
FARMER
Health
GOOD
Criminal Record
NONE
Family Status
MARRIED, HUSBAND
Languages Spoken
FLUENT CHINESE,
FOR EXAMPLE, HINDI
Relatives in Canada
HUSBAND LIVING
Arranged Employment
NONE
Work Experience
3 YEARS

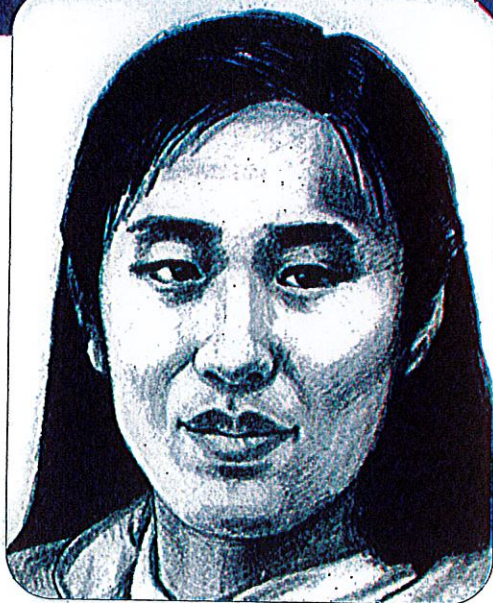
[CP-4B]

A black and white composite sketch of a woman with long, dark, wavy hair, wearing a light-colored collared shirt. The sketch is framed by a thick black border.

Education
1910, 1947: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS
TRAINING (2 YEARS)
1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS
UNIVERSITY (5 YEARS)
Occupation
1910, 1947: NURSE
1967, 1993: PHYSIOTHERAPIST
Health
EXCELLENT
Criminal Record
NONE
Family Status
SINGLE
Languages Spoken
SPANISH AND SOME ENGLISH
Relatives in Canada
NONE; HAS A FRIEND IN THE YUKON
Arranged Employment
NONE; BUT WANTS TO WORK IN THE YUKON
Work Experience
9 YEARS

[CP-1B]

<CHAO<LIRONG<<<TAIWAN<(FORMER FORMOSA)



Surname
CHAO [CHOW]
Given Names
LIRONG [LEE-RONG]
Age
32

Education

1910, 1947: NONE
1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS
UNIVERSITY-4 YEARS PHARMACOLOGY

Occupation

1910, 1947: HOMEMAKER
1967, 1993: PHARMACIST (DRUGGIST)

Health

SUFFERS FROM MIGRAINE HEADACHES; FAIR HEALTH
WILL NOT REQUIRE LONG TERM ASSISTANCE

Criminal Record

NONE

Family Status

HUSBAND AND 1 CHILD IN TAIWAN; WILL NOT COME UNTIL
SHE IS ESTABLISHED

Languages Spoken

CHINESE (2 DIALECTS), JAPANESE AND MODERATELY GOOD
ENGLISH

Relatives in Canada

1910, 1947: NONE
1967, 1993: COUSIN IN YELLOWKNIFE, N.W.T. WILL HELP

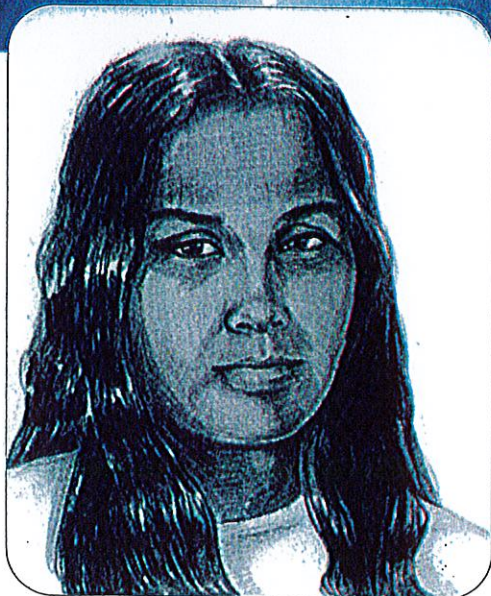
Arranged Employment

1967, 1993: NONE BUT HER COUSIN TOLD HER
PHARMACISTS ARE NEEDED IN N.W.T.

Work Experience

1967, 1993: 8 YEARS

<KMAN<HASINA<BANGLADESH (FORMER INDIA)



Surname
KMAN [kay-man]
Given Names
HASINA [ha-SEE-nah]
Age
28

Education

5 YEARS FORMAL EDUCATION

Occupation

WEAVER AND HAND CARPET MAKER

Health

GOOD

Criminal Record

NONE

Family Status

MARRIED, 1 DEPENDENT CHILD

Languages Spoken

BENGALI, LIMITED ENGLISH

Relatives in Canada

1910, 1947, 1993: NONE 1967: HUSBAND

Arranged Employment

NONE; WANTS TO LIVE IN BRITISH COLUMBIA

Work Experience

20 YEARS

A black and white composite sketch of a man with dark, curly hair, a mustache, and a goatee. He is wearing a light-colored t-shirt. The sketch is framed by a thick black border.

30

16 YEARS

42

20 YEARS

[CP-24B]

A black and white composite sketch of a man. He has short, dark hair that is slightly receding at the temples. His face is oval-shaped with a prominent forehead. He has dark, deep-set eyes, a straight nose, and thin lips set in a neutral to serious expression. He is wearing a light-colored, possibly white, collared shirt. The sketch is rendered with fine lines and shading, giving it a realistic but slightly grainy appearance. The entire sketch is enclosed within a thick black rectangular border.

32

18 YEARS

[CP-21E

A black and white portrait of a man with dark, curly hair, a full beard, and a mustache. He is wearing a light-colored, high-collared shirt. The portrait is framed by a thick black border.

41

23 YEARS

[CP-7B]

A black and white portrait of a man with dark hair and a mustache, wearing a collared shirt. The image is framed by a thick black border.

30

14 YEARS AS A STONE MASON

[CP-39B]

A blue-toned, high-contrast portrait of a man with a mustache, wearing a collared shirt. The image is framed by a thick black border.

48

WORKED IN A FACTORY FOR 30 YEARS

[CP-10B]

STUDENT NAME: _____

IMMIGRANT INTERVIEW FORM

YEAR: _____



Canada

IMMIGRANT NAME	COUNTRY OF ORIGIN	STATUS	REASON FOR ACCEPTANCE OR DEFERRAL
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	
		<input type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	

Adapted from: We Are Canadians (The CRB Foundation)

YEAR 1910
IMMIGRATION OFFICER INSTRUCTIONS



BACKGROUND:

- You are working under the Immigration Policies established by the Government of Prime Minister Wilfrid Laurier (1896 – 1911).
- Minister Sir Clifford Sifton was responsible for immigration from 1896 – 1905. His goal was to settle the Canadian West so encouraged immigrants who were farmers from the United Kingdom, Europe and the United States. He restricted entry of Labourers or those wishing to settle in cities

CURRENT SITUATION:

- Minister Frank Oliver is now in charge of immigration.
- He is even more restrictive about who can enter Canada.
- Immigration officers, like yourself, can refuse those they consider “undesirable” or who they feel will not fit into life in Canada based upon the following:
 - Race
 - Ethnic or Cultural Background
 - Medical Problems
 - Poverty
 - Moral Attitude
- Although nothing was written in the Canadian Immigration Law barring immigrants of colour, many were rejected as “*they were not considered to do well*” in Canada.

IMMIGRATION RULES:

1. Accept White Farmers

- Best to have farm experience but can accept if they state they want to farm.
- Must come from: United Kingdom (England, Wales, Scotland and Ireland), United States, Northern Europe (France, Holland, Germany, Denmark, Austria, Switzerland, Sweden, Norway, Belgium, Luxembourg, Finland or Iceland) and Eastern Europe (Poland, Czechoslovakia, Hungary, Yugoslavia, Russia, Ukraine or the Baltic States).

2. Accept Some Highly Educated People, such as doctors, nurses, teachers, engineers, etc. if they are from the United Kingdom (England, Wales, Scotland and Ireland) or the United States.

- Do not accept people wanting to live in cities.
- Be careful about accepting office workers, clerks and factory workers. You can make exceptions if they are from England. You may use your own judgement but must be able to provide a reason for the exception ie. applicant will fit in and be a good citizen.

3. Accept Orphaned Children from the United Kingdom (England, Wales, Scotland and Ireland) who are being sent to work in Canadian homes and on Canadian farms.

4. Your Goal is to Keep Non-White People Out of Canada. You can make your own decisions about immigrants from Southern Europe (Portugal, Spain, Italy, Greece, Albania, Romania and Turkey). If you feel they will fit in and be good, loyal citizens accept them.

5. As a General Rule Refuse All Immigrants From Asia (Afghanistan, Armenia, Azerbaijan, Bahrain, Bangladesh, Bhutan, Brunei, Cambodia, China, Georgia, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakhstan, Kuwait, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Mongolia, Myanmar (Burma), Nepal, North Korea, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Singapore, South Korea, Sri Lanka, Syria, Tajikistan, Thailand, Timor-Leste (East Timor), Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Vietnam, and Yemen), but:

- Accept Chinese males who agree to work in Canada but say they plan to return to China.
- Do not accept Chinese Women.
- Accept one Japanese male and his family.
- Accept one Chinese male who has lots of money.

6. Refuse:

- People who are physically, morally or mentally unfit.
- People who are unlikely to fit in or adjust to life in Canada.
- People who are likely to crowd into urban centers.

7. Give Preference to Immigrants Who Can Speak Some English, but
- Do not refuse a person only on the grounds that he or she cannot speak English or French.

Adapted from: We Are Canadians (The CRB Foundation)

PROCEDURE:

1. Begin your interview by carefully reading the passport of each applicant taking note of:
 - Country of origin (indicate the location on the map provided)
 - Racial background
 - Health record
 - Criminal record
 - Occupation
 - Education
2. Ask the potential immigrant questions to get an idea of what kind of person he/she is. Some questions might be:
 - Why do you want to come to Canada?
 - Will you settle in the Canadian West?
 - Would you be loyal to the British (English) King?
 - Are you a Christian?
 - Do you like snow? Do you think you can adjust to the cold Canadian winters?
 - Will you bring your family with you to Canada?
 - Would you like to try farming?
 - Have you ever worked or lived on a farm?

Note: If the applicant doesn't speak English (indicated on the passport) pretend that you can speak the immigrant's language.

3. During each interview, fill in the Immigration Interview Form so you have a record for the debriefing session at the end of the activity.
4. Do not explain to the immigrant why you accepted or rejected their application. You will answer these questions at the end of the activity.

EXAMPLE:

IMMIGRANT NAME	COUNTRY OF ORIGIN	STATUS	REASON FOR ACCEPTANCE OR DEFERRAL
Sofia Lopez	Argentina	<input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Try Again at Later Date	<ul style="list-style-type: none">- Well educated (nurse) but not from countries listed above.- Not a farmer

Adapted from: We Are Canadians (The CRB Foundation)

BACKGROUND:

- You are working under the Immigration Policies established by the Government of Prime Minister William Lyon Mackenzie King.
- The policy of the government is to foster the growth in population by encouraging immigration. *The government will seek by legislation, regulation and vigorous administration to ensure the careful selection and permanent settlement of such numbers of immigrants as can advantageously be absorbed in our national economy.*
- Your government is under pressure from the church and ethnic groups to allow relatives, compatriots (people from same country), refugees and displaced persons into Canada.
- The Prime Minister announced that Canada will be accepting the following people into Canada: war brides from the United Kingdom (England, Wales, Scotland and Ireland), Polish ex-service members, Netherlands (Holland) farm workers and immigrant from Malta (three islands south of Italy).
- The government feels Canada needs a larger population to develop the resources and provide a larger market within the country.
- Immigrants should be selected with care as government does not want those who may have difficulty adapting to the Canadian way of life.
- The government is opposed to large scale immigration from Asia (Afghanistan, Armenia, Azerbaijan, Bahrain, Bangladesh, Bhutan, Brunei, Cambodia, China, Georgia, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakhstan, Kuwait, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Mongolia, Myanmar (Burma), Nepal, North Korea, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Singapore, South Korea, Sri Lanka, Syria, Tajikistan, Thailand, Timor-Leste (East Timor), Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Vietnam, and Yemen).
- Priority should be given to people who are highly educated and trained.

IMMIGRATION RULES:

1. **Accept all immigrants from Europe who have relatives and/or friends in Canada to sponsor them.**
2. **Accept all British (English, Scottish, Welsh and Irish), French, Americans (except Black Americans), Australians, New Zealanders and White South Africans.**
3. **Accept all immigrants from Holland, Poland and Malta.**
4. **Accept highly educated immigrants, especially engineers, doctors, nurses, teachers, etc., who are white.**
5. **Accept immigrants from any European country** including Spain, Portugal, Italy and Greece, who are skilled workers or able and willing to work in construction and building trades, mining, logging or farming.
6. **Accept a few immigrants** who are highly educated or wealthy from India, Pakistan (part of which will later become Bangladesh) and Ceylon (Sri Lanka).
7. **Do not accept other people from Asia or the Middle East** (Japanese, Chinese, Vietnamese, Lebanese, Turks, Palestinians, Iranians, Iraqis, etc.)
8. **Do not accept non-Whites except for:**
 - A few black women who are willing to be maids or domestic helpers.
 - A few black men who are willing to work as conductors or cooks on the railroad.
9. **Do not accept anyone with a criminal record.**
10. **Do not accept anyone who is physically or mentally disabled or physically or mentally ill, unless he or she has a family that will give support.**

PROCEDURE:

1. Begin your interview by carefully reading the passport of each applicant taking note of:
 - Country of origin (indicate the location on the map provided)
 - Racial background
 - Health record
 - Criminal record
 - Occupation
 - Education
2. You may accept or reject any immigrant on the basis of his or her ability to fit in and adjust to life in Canada. It is up to you to judge if the immigrant can adapt to life in Canada. You should ask questions that will help you make the decisions. Some questions might be:
 - Why do you want to come to Canada?
 - What is your definition of a good citizen?
 - What will you do to fit into the Canadian way of life?
 - Will you do any kind of work you are asked to?
 - Would you be loyal to the King of Britain?
 - Do you like winter?

Note: If the applicant doesn't speak English (indicated on the passport) pretend that you can speak the immigrant's language.

3. During each interview, fill in the Immigration Interview Form so you have a record for the debriefing session at the end of the activity.
4. Do not explain to the immigrant why you accepted or rejected their application. You will answer these questions at the end of the activity.

EXAMPLE:

IMMIGRANT NAME	COUNTRY OF ORIGIN	STATUS	REASON FOR ACCEPTANCE OR DEFERRAL
Sofia Lopez	Argentina	X Accepted <input type="checkbox"/> Try Again at Later Date	<ul style="list-style-type: none">- Well educated (nurse)- Would adjust well in Canada's climate as wanting to settle in Yukon and has a friend there. Speaks some English and does not have a criminal record.

YEAR 1967
IMMIGRATION OFFICER INSTRUCTIONS



BACKGROUND:

- You are working under the Immigration Policies established by the Government of Prime Minister Lester Pearson.
- New regulations have been adopted that recognize family relationships and Canada's economic needs.

An assessment system will permit immigration officers to apply the same Standards in the same way to potential immigrants from all areas of the world

- *Canadian citizens and permanent residents are entitled to bring their dependents to Canada.*
- *Citizens and permanent residents may apply for more distant relatives to come to Canada to all areas of the world and new classes of relatives become eligible for this assistance. In the past, there have been geographical limitations on certain categories of relatives.*
- It is hoped that these new regulations will abolish discrimination, act more efficiently and with greater compassion while serving the manpower needs of Canada's growing economy.
- A point test will be used to assess each immigrant. The point system will eliminate discrimination on the basis of race, religion or national origin.

IMMIGRATION RULES:

1. **Do not accept people:**
 - With a criminal record for a major crime.
 - Who have been treated for mental illness in the past seven years.
 - Who suffer from epilepsy, tuberculosis or any contagious or infectious disease.
 - Who are unable to speak or who are blind or physically disabled unless they have sufficient means of support.
2. **Accept, without applying the Point Test, the following family members sponsored by Canadian citizens:**
 - Husband or wife
 - Finace(es)
 - An unmarried son or daughter under 21 years of age.
 - A parent or grandparent 60 years of age or more (younger if widowed, very ill or disabled).
 - An orphaned brother, sister, nephew, niece or grandchild under 18 years of age.
 - An orphan, abandoned child or other child placed with a welfare authority, who is under the age of 13 whom the sponsor intends to adopt.
3. **Accept immigrants from Czechoslovakia without the Point Test.** They are political refugees.
4. **All other immigrants** are independent applicants and **must take the Point Test** before the immigration official can accept or reject the application.

PROCEDURE:

1. Begin your interview by carefully reading the passport of each applicant.
2. Determine if the applicant is **rejected under Rule 1.**
3. Determine if the applicant fits the **Sponsored Family Category.** Refer to Immigration Rule 2.
4. Decide if Rules 3 or 4 apply.

5. If the person is an **independent applicant**, you must give him or her the **Point Test** (Rule 4). To do this, go through each category and award the appropriate number of points. Keep track of the total on a calculator or write the points down on a piece of paper. As soon as the applicant has a total of 35 points, accept him or her. Ask the applicant questions as:

- How old are you?
- Describe your education.
- What is your occupation?
- Do you have a job in Canada?
- Where in Canada do you want to settle?
- What languages do you speak?
- Do you have any relatives in Canada?

In order to assign the personal assessment points, you should ask them questions such as:

- Why are you immigrating to Canada?
- What is your definition of a good citizen?
- What are some of your plans once you arrive in Canada?
- What is your impression of Canada and Canadians?

Note: If the applicant doesn't speak English (indicated on the passport) pretend that you can speak the immigrant's language.

6. During each interview, fill in the Immigration Interview Form so you have a record for the debriefing session at the end of the activity.
7. Do not explain to the immigrant why you accepted or rejected their application. You will answer these questions at the end of the activity.

EXAMPLE:

IMMIGRANT NAME	COUNTRY OF ORIGIN	STATUS	REASON FOR ACCEPTANCE OR DEFERRAL
Sofia Lopez	Argentina	<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Try Again at Later Date	Age – 10 Education – 17 Arranged Employment – 0 Destination – 5 Languages – 3 Relatives – 0 Personal Assessment – 8 TOTAL: 43/70

YEAR 1967
THE POINT TEST



Applicants must score 35 or more points before they can enter Canada. If they score 34 points or less they cannot enter Canada. (This test is a simplified version of the real test that the government used.)		
1. Age	0 – 10 points	10 points – 35 years old or younger Subtract 1 point for each year over 35 Example: 9 points – 36 years old, 1 point – 44 years old, 0 point – 45 years old
2. Education	0 – 20 points	1 point for each year of formal education up to a maximum of 20 points. Example: 8 years of elementary school education, 4 years of secondary school education and 8 years of college and/or university of education would get 20 points.
3. Arranged Employment	0 – 10 points	10 points – if immigrant has a job waiting in Canada 0 points – if immigrant does not have a job waiting in Canada
4. Destination	0 – 50 points	5 points - AB, SK, Yukon, NWT 4 points – ON, BC 3 points – MB, QC 1 point – NS, NB 0 points – NF, PEI 0 points – Destination Unknown
5. Languages Spoken	0 – 10 points	Give 0 – 5 points depending upon English proficiency Give 0 – 5 points depending upon French proficiency Example: Speaks some English but no French: $3 + 0 = 3$ points Speaks poor English and excellent French: $1 + 5 = 6$ points Speaks perfect English but no French: $5 + 0 = 5$ points
6. Relatives	0 – 5 points	3 points – Brother, sister 2 points – Son, daughter 1 point – Cousin Example: 1 brother and 1 cousin living in Canada right now: $3 + 1 = 4$ points 2 brothers and 1 sister living in Canada right now: $3 + 3 + 3 = 9$ points (no more than 5 points in this section)
7. Personal Assessment	0 – 10 points	Immigration Officer can award 0 – 10 points for how well he/she feels the applicant will adjust to life in Canada. You do not need to explain why you give the points. Try to be fair to the immigrant.

PERFECT SCORE TOTAL: 70 POINTS

YEAR 1992
IMMIGRATION OFFICER INSTRUCTIONS



BACKGROUND:

- You are working under the Immigration Policy established on August 5, 1987.
- There is an increasing demand to admit more immigrants, especially those claiming refugee status. However, there is also pressure to restrict immigration when the unemployment rate is high. As a result, Prime Minister Brian Mulroney passed two new laws.
- The new Immigration Act and Regulations are based on non-discrimination; family reunion; humanitarian concerns for refugees' and the promotion of Canada's social, economic and cultural goals.
- The Act
 - Links immigration with Canada's **population and labour needs**.
 - States that there will be an annual announcement giving the number of immigrants Canada can comfortably absorb.
 - Allows Canadian citizens and permanent residents to **sponsor closer relatives**.
 - Confirms Canada's **commitment to refugees**.
 - Introduces security measures to protect against international terrorism and organized crime.

In 1990 the following provisions were added:

- Special rules that allow **entrepreneurs and investors** to enter more easily.
- Rules allowing **business people from the United States** to immigrate more easily.

IMMIGRATION RULES:

1. **Do not accept people who does not meet the basic standards of good health and character.** The applicant:
 - Must not be a danger to public health or make excessive demands on health or social services in Canada.
 - Must not be a threat to public safety.
 - Must not be a member of organized crime, a terrorist, hijacker or war criminal.
2. **Family Class. Accept all immigrants who have a close relative in Canada to sponsor them.** These applicants are:
 - Husband or wife
 - Finace(es)
 - An unmarried child of any age (including a child adopted before the age of 13)
 - A child under 13 whom the sponsor intends to adopt.
 - Parents of any age.
 - Grandparents who are 60 years of age or older.
 - Orphaned brothers, sisters, nephew, nieces or grandchildren who have never been married or are under 18 years of age..
3. **Convention Refugees. Accept as refugees applicants who are afraid of persecution in their own countries for reasons of race, religion, nationality or membership in a particular social group or political movement.** The government quota for the year 1992 (for this activity only) is three refugees. Therefore only accept **three refugees**.

These may include refugees from:

- Kampuchea (Cambodia), Laos and Vietnam
- Lebanon, Iraq, Iran and Sri Lanka
- El Salvador and Guatemala
- Bosnia, Herzegovina (formerly part of Yugoslavia)
- Somalia

4. **Independent Immigrants. Anyone who does not fit into the Family Class or Convention Refugees (Above) can be accepted only if he or she passes the Point Test.**

Business applicants (entrepreneurs and investors) are to receive the second-highest priority after the Family Class and Refugee applicants.

Entrepreneurs and Investors are applicants who:

- Will operate or invest in a business that creates jobs.
- May include farmers, store operators, sports figures and artists.
- Will need to score **25 points instead of 50** on the Points Test.

To be recognized as an **entrepreneur**, a person must have a proven track record in business. The authorities will check on these individuals to ensure that they do establish business after they immigrate.

To be recognized as an **investor** a person must make a minimum investment of:

\$150,000 in one of these provinces or territories: Newfoundland, Nova Scotia, Prince Edward Island, New Brunswick, Manitoba, Saskatchewan, The Yukon or the Northwest Territories.

OR

\$250,000 in Quebec, Ontario, Alberta or British Columbia.

As a result of the Free Trade Agreement with the United States, business people from the US do not need approval for their proposed employment in Canada. They may enter Canada without further delay.

All other immigrants must score at least **50 points** on the Point Test.

5. PROCEDURE:

1. Begin your interview by carefully reading the passport of each applicant.
2. Determine if the applicant **fits the Family Class or Convention Refugee** categories. If he/she does, you can accept the applicant now. Remember, however, that **you can only accept three refugees** because of the quota set by the government.
3. If the applicant is applying as an **entrepreneur or investor**, ask how long he or she has been in business and how much money he or she has to invest in business. If the applicant has experience and the minimum about to invest (See Rule 4 above), he or she will only need 25 on the Point Test to be accepted into Canada.
4. If the person is an **independent applicant**, you must give **him or her the Point Test** (Rule 4 above). To do this, go through each category and award the appropriate number of points. Keep track of the total on a calculator or write the points down on a piece of paper. As soon as the applicant has a total of 50 points, accept him or her. Ask the applicant questions as:
 - How old are you?
 - Describe your education.
 - Do you have any specific job training?
 - What work experience do you have?
 - Have you arranged a job in Canada?
 - What is your occupation?
 - How well do you speak English?
 - How well do you speak French?
 - Do you have relatives in Canada who are prepared to help you settle here?

In order to assign the personal assessment points, you should ask them questions such as:

- Why are you immigrating to Canada?
- What is your definition of a good citizen?
- What are some of your plans once you arrive in Canada?
- What is your impression of Canada and Canadians?

Note: If the applicant doesn't speak English (indicated on the passport) pretend that you can speak the immigrant's language.

5. During each interview, fill in the Immigration Interview Form so you have a record for the debriefing session at the end of the activity.

6. Do not explain to the immigrant why you accepted or rejected their application. You will answer these questions at the end of the activity.

EXAMPLE:

IMMIGRANT NAME	COUNTRY OF ORIGIN	STATUS	REASON FOR ACCEPTANCE OR DEFERRAL
Sofia Lopez	Argentina	<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Try Again at a Later Date	Age – 10 Education – 12 Specific Job Training – 5 Experience – 8 Arranged Employment – 0 Occupation – 10 Language – 6 Relatives – 0 Personal Suitability - 8 Score 59 (Pass Score 50)

YEAR 1992
THE POINT TEST



<p>Applicants must score 50 or more points before they can enter Canada. If they score 49 points or less they cannot enter Canada. (This test is a simplified version of the real test that the government used.)</p>		
1. Age	10 points maximum	10 points – 21 – 44 years old Subtract 2 points for each year under 21 or over 44 Example: 8 points – 45 years old, 8 points – 20 years old,
2. Education	12 points maximum	1 point for each year of elementary and secondary school - Points for post-secondary (college or university) are scored in #3 below.
3. Specific Job Training	10 points maximum	1 point for each year of post-secondary education or training (includes university, college and apprenticeship)
4. Experience	8 points maximum	1 point for each year of job-related experience. **Reject applicant and stop the test if they do not have any job-related experience, training or arranged employment.
5. Arranged Experience	10 points maximum	10 points for any arranged employment.
6. Occupation	10 points maximum	Find the applicant's occupation on the <i>General Occupations List for 1992</i> and award points listed there. **If the applicant receives 0 points in this category, do not accept him or her. Reject the applicant and stop the test.
7. Language	15 points maximum	If applicant is going to live outside Quebec award up to 10 points for English and 5 points for French. If applicant is going to live in Quebec award up to 13 points for French and 2 points for English.
8. Assisted Relatives	15 points Maximum	15 points if a son, daughter, parent, brother or sister will assist the applicant in Canada. 10 points for any other relative (ex. Cousin, aunt, uncle, etc.)
9. Personal Assessment	10 points Maximum	Immigration Officer can award 0 – 10 points for how well he/she feels the applicant will adjust to life in Canada. <i>Think about how well he/she would adapt to our culture and climate. Would he/she be motivated to work hard? Would he/she be resourceful both in making a living and fitting in to Canadian society? Would he/she make a positive contribution to Canada?</i> You do not need to explain why you give the points. Try to be fair to the immigrant.

PASS MARK TOTAL: 50 POINTS

CHANGING PATTERNS

BLACKLINE MASTER 2-4 (cont'd)

POINTS AWARDED FOR OCCUPATIONS			
Accountant, Auditor or other financial officers	1	Commercial Traveller	1
Advertising and Illustrating Artists and Sales	1	Commercial Design Artist	1
Aerospace Engineer or Technician	1	Community-Development Worker	5
Agriculturist and Related Sciences	1	Community-Organization Worker	5
Air-Compressor Repairer	5	Compressor Operator	1
Aircraft Mechanic	1	Computer Operator or Instructor	1
Airline Pilot	1	Computer Programmer and Related Occupations	1
Animal Pound Attendant	1	Conference and Meeting Planner	1
Architect	1	Conservation Officer	1
Art Therapist	1	Construction Equipment Mechanic	5
Audio Engineer	1	Corporate Secretary	1
Auto Driving Instructor	1	Cost Estimator	1
Automotive Engineer	1	Counsellor for Addiction, Attendance, Marriage or Rehabilitation	5
Baker	1	Court Reporter	1
Bank and other Finance Clerks	1	Dance Therapist	1
Barber, Hairdresser and Related Occupations	1	Data-Processing Operator	1
Biologist and Related Scientists Occupations in Life Sciences	1	Dentist	5
Blacksmith	10	Denturist, Dental Hygienist, Dental Assistant and Dental Technician	5
Boiler Operator	1	Detention-Home Worker	5
Boilerhouse Repairer	5	Diamond-Tool Maker	1
Bookkeeper or Accounting Clerk	1	Die Setter	10
Building and Bridge Engineer	1	Diesel Mechanic	5
Butcher	1	Dietitian and Nutritionist	1
Buyer, Wholesale and Retail Trade	1	Economist	1
Cable Tester	5	Electrical or Electronic Aerospace Engineer	1
Cable-Television Installer	1	Electrical and Related Equipment Installing or Repairing	1
Camera Repairer	5	Electrical Engineer or Technician	1
Ceramics Engineer	1	Electrical Power Line Worker	5
Chef and Cook	10	Electrical Repairer	1
Chemical Engineer or Technician	1	Electronic Engineer	1
Chemist	1	Embroidery Designer	1
Child Care Worker	5	Environmental Engineer	1
Civil Engineer or Technician	1	Executive Secretary	5
Claim Adjuster	1		
Coastal Engineer	1	Farm Equipment Installer	5
		Field Operator, Nuclear Generating Station	1
		Film Developer	1
		Fire-Fighting Occupations	1
		Flight Attendant	1
		Flying Instructor	1
		Forest Engineer or Forester	1
		Garment Designer	1
		General Clerk, Insurance	1
		Geological Engineer or Technician	1
		Geologist and Related Occupations	1
		Geophysical Technician	1
		Ground-school Instructor	1
		Gunsmith	5
		Gymnast	10
		Hairdresser	1
		Half-way House Supervisor	5
		Heavy-Duty Equipment Mechanic	5
		Helicopter Pilot	1
		Highway Engineer	1
		Industrial Development Representative	1
		Industrial Engines and Equipment Partsperson	1
		Industrial Engineer or Technologist	1
		Insurance Clerk	1
		Interior Designer or Decorator	1
		Job Printer	1
		Laboratory Technician	1
		Law Clerk	1
		Lawyer	1
		Legal Secretary	5
		Librarian or Archivist	1
		Load Dispatcher	1
		Locksmith	5
		Locomotive Inspector	1

cont'd

CHANGING PATTERNS

BLACKLINE MASTER 2-4 (cont'd)

Loom Fixer	5	Pipeline Engineer	1	Sewing Machine Mechanic	5
Machine Fixer, Textile	5	Plant Engineer, Electrical	1	Shoe Repair, Designer	1
Machinist, General	5	Pneumatic Tool Repairer	5	Sign Designer	1
Maple Syrup Maker	1	Police Instructor	1	Skinner, Animal	1
Marine Engineer, Technician	1	Pollution Control Technician	1	Small Engines, Repairer	5
Mathematician, Statistician or Actuary	1	Pottery Designer	1	Social Worker	5
Mechanical Engineer or Technician	1	Power Engineer, General	1	Sound and Video Recording and Reproduction Equipment Operator	5
Medical Doctor	5	Power Hammer Operator	10	Speech Pathologist	10
Medical Laboratory Technologist	5	Power Shovel Operator	1	Stained-Glass Artist	1
Medical Secretary	1	Probation Officer	5	Steam Operator	1
Metallurgical Engineer or Technologist	1	Producer or Director	1	Stock Clerk and Related Occupations	1
Metalworking-Machinery Mechanic	5	Production or Program Clerk	1	Surgical Assistant	1
Millwright	5	Psychologist	1	Surveyor	1
Mining Engineer or Technologist	1	Public-Relations Agent	1	Systems Analyst	1
Mining Machine Operator	1	Radio and Television Broadcasting Operators	5	Tannery-Machinery Repairer	5
Motion Picture Projectionist	1	Radiation Therapy Technician	5	Teacher of Technical Trades	5
Motor Vehicle Mechanic	5	Railway Engineer	1	Teacher of French outside of Quebec	10
Mould Maker or Designer	1	Recreational Therapist	1	Teacher of Mathematics	5
Music Therapist	1	Refrigeration Engineer, Mechanic or Operator	1	Teacher of Science, including Chemistry, Physics and Biology	5
Nuclear Engineer or Technologist	1	Rehabilitation Specialist	5	Technical Secretary	1
Nuclear Reactor Operator	1	Repairer, Electrical Motor	1	Telephone Station Installer	5
Nurse	1	Repairer, Major Appliance	1	Textile Designer	1
Occupational Therapist	10	Safety Inspector	5	Tool and Die Maker	1
Operating Room Assistant	1	Salesperson, Art	1	Tour Operator	1
Optometrist	1	Salesperson, Automotive Parts	1	Traffic Engineer or Inspector	1
Package Designer	1	Salesperson, Computers	1	Translator or Interpreter	1
Parole Officer	5	Salesperson, Hearing Aids	1	Travel Agent	1
Pattern Moulder	10	Salesperson, Livestock	1	Upholsterer	1
Patternmaker, Wood or Metal	1	Salesperson, Motor Vehicles	1	Veterinarian	1
Personnel Officer	1	Salesperson, Musical Instruments and Supplies	1	Video and Sound Recorder	5
Petrochemical-Engineer or Technologist	1	Salesperson, Parts	1	Watch Repairer	1
Pharmacist	5	Sales Representative	1	Water Resources Engineer	1
Physical Sciences Technician	1	Service Representative	1	Welder or Fitter	1
Physicist	1	Set Designer	1	Women's Fashion Designer	1
Physiotherapist	10	Sewing Instructor	1		

SIMULATION DEBRIEFING

CANADA'S IMMIGRATION POLICIES			
Immigration Policy			
1910	1947	1967	1992
Farmers Wanted. Rejected people likely to crowd into urban centers.	Accepted all European immigrants with Family/Friends to sponsor. Highly educated white professionals wanted (engineers, doctors, nurses, teachers).	Accepted all immigrants with Family/Friends to sponsor. Accept political refugees from Czechoslovakia.	Want to accept more refugees, reunite families, and promote Canada's economic and cultural goals. Entrepreneurs, Investors and US Business people wanted.
Blacks rejected. Rejected anyone with physical or mental disability. Rejected those unlikely to fit in or adjust to life in Canada.	Rejected Blacks (except a few for domestic or railway jobs). Rejected from Asia and Middle East. Reject anyone with a criminal record. Reject anyone with physical or mental disability.	Rejected anyone with criminal record for a major crime. Rejected those have been treated for mental illness in the past seven years. Rejected suffer from epilepsy, tuberculosis or any contagious or infectious disease. Rejected those who are unable to speak or who are blind or physically disabled unless they have sufficient means of support.	Applicants in poor health rejected. Applicants that threaten public safety (organized crime member, terrorist, hijacker, war criminal) rejected.
Accepted peasant farmers from Eastern Europe.	Accepted British, Australians, New Zealanders, White South Africans. Accepted from Holland, Poland, Malta and any European country.	If no family or not from Czechoslovakia applicants marked on The Point Test. -Age -Education -Arranged Employment -Desired Destination -Languages Spoken -Relatives -Personal Assessment	Accepted all with close relative to sponsor. Many refugees are accepted. All others must pass Point Test. Extra points awarded for entrepreneurs and investors.
Conclusions			
1910	1947	1967	1992
Policy was racist and discriminatory. Government wanted to settle Western Canada.	Policy was racist and discriminatory. Government wanted to attract highly educated and wealthy immigrants or those sponsored by family/ friends.	Point test implemented in an effort to abolish discrimination. Point Test to ensure same standards applied to all immigrants from all areas of the world. Government wanted citizens to be able to bring more distant relatives to come to Canada. Government wanted to ensure immigrants were sponsored or able to support themselves by working.	Rules are based on non-discriminatory criteria. Government wanted to accept more refugees, reunite families, and promote Canada's economic and cultural goals.

	<p>Education 1910, 1947: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS TRAINING (2 YEARS) 1967, 1993: HIGH SCHOOL DIPLOMA (GRADE 12) PLUS UNIVERSITY (5 YEARS)</p> <p>Occupation 1910, 1947: NURSE 1967, 1993: PHYSIOTHERAPIST</p> <p>Health EXCELLENT</p> <p>Criminal Record NONE</p> <p>Family Status SINGLE</p> <p>Languages Spoken SPANISH AND SOME ENGLISH</p> <p>Relatives in Canada NONE; HAS A FRIEND IN THE YUKON</p> <p>Arranged Employment NONE; BUT WANTS TO WORK IN THE YUKON</p> <p>Work Experience 9 YEARS</p>
<p>Surname MARTINEZ (MAR-TEE-nez)</p> <p>Given Names ROSA (ROW-sah)</p> <p>Age 33</p>	

1910 Rejected	1947 Accepted	1967 Accepted	1992 Accepted
Well educated (nurse) but not from "approved" country Not a farmer	Well educated (nurse) Would adjust well in Canada's climate as wanting to settle in Yukon and has a friend there. Speaks some English and does not have a criminal record.	Points Test applied as no family here and not from Czechoslovakia. Age - 10 Education - 17 Arranged Employment - 0 Destination - 5 Languages - 3 Relatives - 0 Personal Assessment - 8 TOTAL: 43/70	Points Test applied as no family here and not a refugee. Age - 10 Education - 12 Specific Job Training - 5 Experience - 8 Arranged Employment - 0 Occupation - 10 Language - 6 Relatives - 0 Personal Suitability - 8 Score 59 (Pass Score 50)