

# BE THE CHANGE

<p><b>Grade:</b> 12</p> <p><b>Curriculum Area:</b> World Geography CGU4U</p> <p>NOTE: This unit can be adapted for use with ESL students.</p>	<p><b>Topic:</b> Be Cared For / Freedom of Expression</p> <p><b>Title:</b> Migrants and Refugees You and your classmates represent government officials on the Immigration and Refugee Board of Canada and must determine whether you will admit the claimant appearing before you into Canada.</p>
<p><b>U.N. Rights of the Child Article(s):</b></p> <ul style="list-style-type: none"> <li>Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family. (Article 10)</li> <li>Governments should take steps to stop children being taken out of their own country illegally. (Article 11)</li> <li>Children who come into a country as refugees should have the same rights as children born in that country. (Article 22)</li> </ul>	<p><b>Teaching Strategies</b></p> <p>Whole class activities (teacher-directed):</p> <ul style="list-style-type: none"> <li>Choose an excerpt/story from <i>People in transition: reflections on becoming Canadian</i> or <i>When your voice tastes like home: immigrant women write</i> to highlight why people are coming to Canada</li> <li>View CBC video <i>Refugee Camp</i> and facilitate a discussion of the experience of being a refugee</li> <li>Clarification of Canada's Immigration and Refugee Board and its operation</li> <li>Copy documentation about Canada's "point system" for student use in the project</li> <li>Using ESTAT from Statistics Canada's website (<a href="http://www.statcan.ca/">http://www.statcan.ca/</a>) find the countries that represent the current immigration trends to Canada (instruction may be provided by Teacher-Librarian, if available)</li> <li>Instruction on research strategies and citation formats</li> </ul>
<p><b>Information Studies: Overall Expectations</b></p> <p><b>Inquiry and Research</b></p> <ul style="list-style-type: none"> <li>Preparing for research</li> <li>Access resources</li> <li>Process information</li> <li>Transfer learning</li> </ul> <p><b>Information Technologies</b></p> <ul style="list-style-type: none"> <li>Use information technology to identify, gather and sort information and revise product</li> <li>Use information technology to explore information, collaborate with others, test ideas and present findings</li> </ul> <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	<p>Student activities:</p> <ul style="list-style-type: none"> <li>Working in small groups (3 member) or individually, students choose a country of origin for Canada's immigrant population</li> <li>Researching the country of origin, students must determine the possible reason for emigrating from that country to Canada</li> <li>Present a case study to the whole class as the decision-making body to determine if the individual will be admitted to Canada</li> </ul> <p><b>Presentation:</b> (May be done as a role play – claimant, lawyer, support worker – or as a formal research presentation with each group member participating.)</p> <ul style="list-style-type: none"> <li>Using your research as the basis for your argument, your group must convince the board to either admit or reject the claimant into Canada</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Refugee Camp [videorecording]</li> <li><i>People in transition: reflections on becoming Canadian</i></li> <li><i>When your voice tastes like home: immigrant women write</i></li> <li><i>In their own voices</i> series (junior text)</li> <li><i>The Immigrant Experience</i></li> <li><i>International Migration</i></li> </ul> <p>(Additional resources available on second page.)</p>	<p><b>Evaluation strategies:</b></p> <ul style="list-style-type: none"> <li>Annotated works cited list in proper MLA/APA format (to be evaluated by Teacher-Librarian)</li> <li>Presentation rubric (created co-operatively with students and teacher) may be peer and/or teacher evaluation</li> </ul>
<p><b>BE THE CHANGE... Suggestions for Action</b></p> <ul style="list-style-type: none"> <li>Interview someone in your school or community who has recently come to Canada. With their permission, publish their story in a school newsletter or community newspaper.</li> <li>Raise awareness of conflict areas of the world that are causing population migrations through announcements, posters, bulletin boards, newsletters, etc.</li> </ul>	

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## RESOURCES: (CGU 4U – World Geography – Migrants and Refugees)

Journal Research with subscription services such as Ebsco or Electric Library, i.e.:

- *Immigration and the changing Canadian city*; Hiebert, Daniel; *Canadian Geographer*, 04-01-2000
- *A nation of immigrants Past, present and future*; Anderson, Christopher G.; *Journal of Canadian Studies*; 04-01-2001
- *Flexible citizens? Transnationalism and citizenship amongst economic immigrants in Vancouver*; Waters, Johanna; *Canadian Geographer*; 10-01-2003

Web Sources:

- Citizenship and Immigration Canada (<http://www.cic.gc.ca/>)
- Immigration lawyers (<http://www.immigration.ca/>)
- Canadian Immigration Law firm (<http://www.canadavisa.com/>)
- <http://www.canadaimmigrationlaw.net/>
- CIA World Fact Book (<http://www.cia.gov/cia/publications/factbook/>)
- Country Studies (<http://countrystudies.us/>)
- Country Briefings (<http://www.economist.com/countries/>)
- One World – Nations Online (<http://www.nationsonline.org/>)
- Portals to the World (<http://www.loc.gov/rr/international/portals.html>)