

# Strangers Becoming Us



## Classroom Ready Student Activities

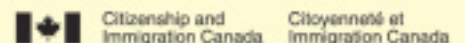
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Designed to increase understanding of the role immigration has played in Canadian history and society

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### Grades 4-8

Social Studies,  
Mathematics,  
Language Arts



**Resources accompanying this program include:**

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

Materials in this resource  
can be photocopied for school use.



## CLASSROOM CONNECTIONS

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



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

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### **Classroom Connections**

31 Cavell Avenue Toronto, ON M4K 1L5

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All Classroom Connections materials are available online at [www.classroomconnections.ca](http://www.classroomconnections.ca)

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# Strangers Becoming Us

## INTRODUCTION

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

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

## NATIONAL CURRICULUM CONNECTIONS

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





### USING THIS UNIT

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

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

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

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

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



or when they seem distracted and discuss important points.

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

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

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

**Please Note:**

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