

Strangers Becoming Us



Classroom Ready Student Activities

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

Grades 10-11



Materials Accompanying This Resource Include:

Audio CD * Transcripts of the Audio Programs *
Strangers at the Gate: a book by Dr. Morton Beiser * Online Resources

www.classroom-connections.com

Material in this resource can be photocopied for school use.



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Classroom Connections

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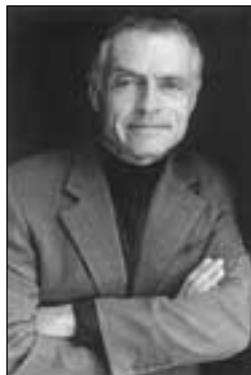
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Strangers Becoming Us - Audio CD was written and narrated by Dr. Morton Beiser, Professor of Cultural Pluralism and Health, University of Toronto, and Centre for Addiction and Mental Health; Director, Joint Centre of Excellence for Research on Immigration and Settlement (CERIS) --Toronto
www.ceris.metropolis.net

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Dear Educator:

We have been pleased to work with Classroom Connections to produce *Strangers Becoming Us*, a resource package about Canadian immigration, which consists of a CD, a printed transcription of the CD, these classroom ready activities and the book, *Strangers at the Gate*, by Dr. Morton Beiser.

The materials evolved from a popular radio series on immigration hosted by Dr. Morton Beiser and broadcast over CJRT-FM in Toronto and CKUA-AM/FM in Alberta. Out of this grew the first *Strangers Becoming Us*, a set of learning materials for elementary schools, and now this new edition for high schools. The entire project has been funded by Citizenship and Immigration Canada and by the Maytree Foundation.

The production of these materials has been led by Dr. Beiser, Director of CERIS, the Joint Centre of Excellence for Research on Immigration and Settlement. This is a group of researchers from Ryerson Polytechnic University, the University of Toronto and York University who work together with immigration and settlement agencies in greater Toronto to conduct research on immigration. This research is used by policy makers, the press and educators. Visit the CERIS website at www.ceris.metropolis.net.

Dr. Morton Beiser, whom you will hear on the CD, is a psychiatrist and professor at the University of Toronto, where he holds the David Crombie Chair in Cultural Pluralism and Health. For the past 30 years, he has conducted research about immigration and settlement, and he has written numerous articles and books on the subject. His book, *Strangers at the Gate*, is about the 60,000 boat people, refugees from Vietnam, Laos and Cambodia who came to Canada between 1979 and 1981. Although the book was not originally written to be part of these learning materials, it has been included because it describes the largest and most comprehensive investigation of resettlement ever undertaken, and the study results highlight what successful resettlement depends upon. By focussing on the refugees' stories, the book manages to convey a great deal of information in an interesting, very accessible style.

The study results are relevant to the resettlement of people coming to Canada from many other parts of the world. We are grateful to Citizenship and Immigration Canada for funding a special printing of this book and to the University of Toronto Press for re-printing it on short notice.

Mr. Tom Morton, an award-winning high-school history teacher from Vancouver, and Ms. Kate Barker, a freelance journalist, collaborated with Dr. Beiser in writing the resource guide. David Carroll produced the CD.

We hope you will enjoy using these materials.

Sincerely,

A handwritten signature in cursive script that reads "May Maskow". The signature is written in dark ink and is positioned above the printed name.

May Maskow
Project Co-ordinator
CERIS



ORGANIZATION OF THE UNIT

This unit follows the "backward design" model of Grant Wiggins and Jay McTighe (*Understanding by Design*, 1998). It is organized around essential questions and a student performance of their understanding in answer to those questions. The lessons that follow are intended to help students explore and slowly construct the enduring understandings that are given under each question.

Wiggins and McTighe argue that even good students often display a poor understanding of what is taught. Part of the problem at the secondary level is "coverage" of too much material, presented too superficially. Superficiality about the topic of immigration may mean stereotypical or thoughtless thinking.

On the following 2 pages are six possible essential questions

in bold face and the enduring understandings that might result from a thoughtful consideration of these questions. Depending on the level of the class and the amount of time available for the unit, the teacher should choose three or four of these questions. They should be introduced at the beginning of the unit and emphasized throughout. However, the teacher does not give the understandings; rather, the students slowly develop them through the lessons.

The guide suggests that the performances for evaluation of the enduring understandings be a reflective journal and a role-play. The journal criteria are in a rubric on page 10. Alternative performances for evaluation might be an essay, a fictional story or play of an immigrant's experiences, or an interview of an immigrant to Canada with interpretation.



ESSENTIAL QUESTIONS AND ENDURING UNDERSTANDINGS

1. What has motivated people to pull up roots and undertake a sometimes dangerous journey to Canada?

Possible enduring understandings:

People have immigrated to Canada for a variety of reasons. The "pull factors" that attract them to Canada include the political system, economic opportunities, educational opportunities, Canadian culture and way of life, family, and love.

Immigrants also have various "push factors" that drive them out of their country of origin including poor opportunities for economic or educational advancement and lack of political rights.

Refugees come to Canada because of fear of persecution or physical harm.

2. What has been the promise of life in Canada versus the realities in the past? What is the promise and reality today?

Possible enduring understandings:

Although immigrants have come to Canada to improve their lives and have been generally welcomed by the government and by many Canadians, there have been many barriers to their full acceptance. In the past these have included economic, social, legal, and political discrimination.

In the short run, immigrants have generally done poorer economically than the average Canadian. In the long run,