



Push and Pull Factors Intermediate Learning Tool (Grades 7 to 9 / Secondary I to III in Quebec)

Driving Questions: Why do people migrate to Canada? What are some of the benefits to Canadian society of having such a variety of people migrating to Canada from all corners of the world?

Note: Any writing or two-dimensional art pieces developed from these learning tools can be submitted to the Passages Canada *Write and Make Art!* Challenge. Details at: <http://passagestocanada.com/write-make-art-challenge/>

Applicable Courses: Intermediate History and Social Science

Description: By watching video interviews from Passages Canada, students will investigate push and pull factors related to migration. Students will first explore why people settle in Canada. Next, the class will watch two interviews from people who have immigrated to Canada and consider the varied reasons for their move. Following this, the students will research an ethnocultural heritage of their choosing. They will then produce a piece of writing or art demonstrating their understanding.

Minds On:

Strategy: Think-Pair-Share

Approximate Time: 15 min

Action:

1. Ask the students to consider why people migrate to Canada. The students can use their own lived experiences, those of their parents/guardians, or the background knowledge that they have of push and pull factors. The teacher may need to address that many people do not choose to move but are forced to migrate for a variety of reasons (e.g. refugees, internally displaced people, etc).
 - Consider letting students jot down their thoughts.
 - Allow English Language Learners (ELLs) the opportunity to write in their mother tongue before translating to English. If you have translation dictionaries or if the students have smart devices with translators, consider allowing students to use them.
2. Next, the students will turn to their elbow partner and share their thoughts. Each partner should take a turn speaking.
3. Then, the teacher may have the students share in table groups or as a whole class.
 - During this time the teacher should write the students' thoughts on the board.
 - If the teacher decides to do small group discussions, the teacher should circulate. Once the groups are done discussing, the teacher will ask tables to share their thoughts with the whole class.
4. The teacher will ask the students as a whole class, why move to Canada? Discussions about why the students think that people come to Canada instead of another country should evolve.
5. Note: The teacher can link this to the settlement of the Prairies and post-WWII immigration of Europeans to Canada.



Activity:

Strategy: Video interview with Miguel-Iván Barradas of Passages Canada (French with English subtitles, 8 min), video interview with Dorota Glowacka of Passages Canada (English with French subtitles, 10 min)

Necessary Resources:

- Miguel-Iván Barradas' bilingual profile with video at <http://passagestocanada.com/story-profile/?story=665>;
- Dorota Glowacka's bilingual profile with video available at <http://passagestocanada.com/story-profile/?story=973>;
- Videos also available on the free **beCOMING Canada DVD**. Request the DVD at <http://passagestocanada.com/videos/>

Approximate Time: 45 min

Action:

1. The teacher should ensure that he/she has the technology to stream or play the videos from the Passages Canada website or the **beCOMING Canada DVD**.
2. The teacher should hand out Appendix 1: The Passages Canada Video Questions to the students and ask them to complete it while they watch the videos. The students should also be told about the videos that they will be watching. Background information on Miguel-Iván can be found in his online profile (see link above in the list of resources).
3. The teacher will play Miguel-Iván Barradas' video.
4. The teacher may want to go over the questions with the students prior to starting the videos to ensure the students understand what the questions are asking. The teacher should pause the video periodically for talking points or to allow students time to write an answer.
Note: Students who need extra time to answer the questions should be given it.
5. The teacher may consider allowing students to share answers after the video is finished.
 - Extension option: The final question for Miguel-Iván Barradas' video interview may be extended into a project asking the students to create a resource for newcomers to Canada.
6. Give the students some time to finish the questions for Miguel-Iván before playing Dorota Glowacka's video.
 - The teacher should discuss what the students learned from Miguel-Iván's video, and if they had any thoughts that they'd like to share with the class.
7. The teacher should introduce Dorota's video and remind the students to answer the questions as they watch the video. Background information on Dorota Glowacka can be found in her online profile (see link above in the list of resources).
8. After time is given for the students to complete the questions, the teacher may allow the students to discuss the videos in small groups or as a whole class.
 - Extension option: The students can extend the last question in the handout for Dorota's video and create short stories focusing on belonging and inclusion to be shared with a younger class during the literacy block.

Activity:

Strategy: Waves of Immigration Research; Video interview with George Zwaagstra of Passages Canada (English with French subtitles, 8 min 30s)

Necessary Resources:

- George Zwaagstra's bilingual profile with video available at: <http://passagestocanada.com/story-profile/?story=1082> or by requesting the free **beCOMING Canada DVD** from <http://passagestocanada.com/videos/>
- The Canadian Encyclopedia, <http://www.thecanadianencyclopedia.com>
- "Dutch Immigration Through Pier 21" by Carrie-Ann Smith , http://www.pier21.ca/wp-content/uploads/files/First_75_Years/research_dutch_immigrants.pdf
- Passages Canada Story Archive, <http://passagestocanada.com/story-archive/>

Approximate Time: 60 min (Students may need to complete the assignment for homework or during another class)

Action:

1. The teacher should ensure that students have access to computers with the internet for this activity.
2. The teacher should explain to the students that they will be researching a cultural group of their choosing. Consider pairing options for students.
3. The teacher should explain that the students will be asked to write either a short report on immigration of the group that they've chosen, or to create an advertisement encouraging people of that group to immigrate to Canada. Note: The advertisement's time period would be up to the student to determine based on the immigration wave they are focussing on.
4. Before the students begin, the teacher will show an example. The teacher will play George Zwaagstra's video interview (see link above)
5. After watching the video, direct the students to: http://www.pier21.ca/wp-content/uploads/files/First_75_Years/research_dutch_immigrants.pdf. The students will read "Dutch Immigration Through Pier 21" by Carrie-Ann Smith.
Note: Consider assigning this reading to students ahead of time as homework and have them highlight sections they do not understand. Spend 15 to 20 minutes going over the reading in the following class. Make sure to check in with ELLs and those with exceptional learning needs.
6. The students will fill in the Dutch Immigration column in Appendix 2: Canadian Immigration handout based on the information from George's video and the reading on Dutch immigration.
7. The teacher may want to discuss the reading and video with the students, and fill in the handout as a class.
8. Students will log onto the computers and access The Canadian Encyclopedia website at: <http://www.thecanadianencyclopedia.com>.
9. Direct the students to enter "waves of immigration" into the search bar.
 - Consider showing the students this step on a projector, or writing the directions on the board.
 - Ensure that the "article" box under the search box is selected.
10. Students should select a cultural group of their choosing from the search results.
 - Students can also scroll through the options before beginning.

- If there are many students in need of assistance, make use of assistive technology to provide for the students' needs.
 - The teacher may also consider mixed pairings of students by strengths and needs.
 - The teacher should assist the students in selecting appropriate articles. Direct students to article headings such as first wave, second wave, migration & settlement, etc. As many groups experienced multiple waves of immigration, students will want to pick one period to focus on.
 - It may help some students to print off their research. Allow students to use highlighters and other supports to aid their reading comprehension. The readings can be done at home if more time is needed.
 - Enrichment options: Ask students to read the entire entry, or to select two groups or waves of immigration to research.
 - The teacher should check in with ELLs and students in need of assistance throughout the activity to check for understanding. It may be necessary for the teacher to support an ELL by reading the entry to them, allowing them extra time, or directing the student to read a specific paragraph rather than the entire entry.
 - Note: Having students select a group of their choice allows for students to explore their interests. The teacher may want to have some options chosen for students who have a hard time deciding.
11. The students should fill in the second column on the Canadian Immigration handout in Appendix 2 based on their individual research.
 12. Students will use the information that they gathered to begin either a short report on immigration of the group they are researching, or create an advertisement encouraging people of that group to immigrate to Canada. Consider allowing the students to complete this assignment for homework or during future class periods.
 13. Enrichment option: Students may want to supplement this research by accessing the Passages Canada Story Archive, <http://passagestocanada.com/story-archive/>, where they can use the interactive map to search for other contemporary immigration stories.
 - The teacher may consider allowing the students to demonstrate their understanding in a variety of formats including: poster, story, illustration, comic strip, brochure, video, blog, etc.
 14. Extension option: Have students interview an adult (parent, grandparent, family friend, teacher, etc) about their migration experiences.
 - The students would write their own interview questions.
 - Planning time, peer review, and teacher review would need to occur before the interview.
 - Students could record the interview and write an article, or they could film the interview and make a YouTube video to share with the whole class.

Assessment: Assessment for learning and Assessment of learning

Skill: Terminology, Reading Comprehension, Application, Inferences



Consolidation

Strategy: Short Reflection

Approximate Time: 10-15 min

Action:

1. The teacher will write the driving question on the board: What are some of the benefits to Canadian society of having such a variety of people migrating to Canada from all corners of the world?
 - Students will write a paragraph response to the question and hand it in as they leave class or at the beginning of the next class.

Assessment: Assessment as Learning

Skill: Reflective Learning, Critical Thinking, Writing Comprehension



Passages Canada Video Questions

Please answer the questions on a lined piece of paper.

Video: Miguel-Iván Barradas

1. Where was Miguel-Iván Barradas born?
2. When did he arrive in Canada?
3. Why did he choose to settle in Canada?
4. What did Miguel-Iván find difficult after moving to Canada? In what ways did this make his life complicated?
5. What does Miguel-Iván identify as a significant obstacle? Why?
6. How does Miguel-Iván describe life as a refugee?
7. For Miguel-Iván what is the most important thing about being Canadian?
8. Imagine you have been asked to create a cultural resource or program to help integrate refugees to Canada, such as a poster, a welcome letter or a video. What would you include in this resource? Working with a partner, create an outline of the resource that would help refugees and new immigrants to integrate.

Video: Dorota Glowacka

1. Why did Dorota want to leave Poland?
2. What happened in 1989 in Poland?
3. How did her life in Poland compare to her life in the United States?
4. What were the differences between Dorota's experience in the United States and in Canada?
5. What were/are the challenges that Dorota has faced since settling in Canada?
6. Why did Dorota feel empowered by the citizenship ceremony?
7. How did Dorota change after becoming a citizen?
8. What can you do to help someone who is new to Canada feel welcome and involved in their community?



Canadian Immigration

Name: _____ Date: _____

If you require additional space to respond, record your answers on a separate piece of lined paper.

	Dutch Immigration	Subject of Individual Research: _____
Who came to settle in Canada? Be as descriptive as possible. Include age, religion, financial situation, marital status, trade/education, if available.		
What was happening in the region and/or in the world politically, socially, and economically that encouraged this group's migration? Consider the push factors driving them from their country of origin.		
When did this migration occur? People from this group may have come in multiple waves. Include the years for each wave of immigration.		
Why did they select Canada? Consider the pull factors drawing them to Canada.		
Where did they settle? Why did they choose this part of Canada? Was it similar geography, job opportunities, language, etc?		
What challenges did they face in moving to Canada and starting a new life?		