Passages to Canada Teaching Tools:
Elementary (Grades 4 to 6)

An initiative of The Historica-Dominion Institute, the Passages to Canada Speakers Bureau offers volunteers from a wide range of ethno-cultural, religious and linguistic backgrounds the opportunity to share stories of their heritage and identity with schools and community groups. Since 2002, over 700 new Canadians have created dialogue on Canada’s diversity with over 250,000 youth and adults. To book a speaker, please visit www.passagestocanada.com. Passages to Canada is generously supported by Citizenship and Immigration Canada and TD Bank Group.

Passages to Canada Write and Make Art! Challenge:

These teaching tools are designed to support submissions to the Passages to Canada Write and Make Art! Challenge – Elementary category (Grades 1 to 6). The tools have been written for Grades 4 to 6 but can be customized as needed for Grades 1 to 3.

Submissions are to centre on themes of immigration, multiculturalism, racism, discrimination, citizenship and Canadian identity. Passages to Canada speakers are available free of charge to speak to your students, as an accompaniment to these resources.

For the elementary category, the prize will be awarded to the classroom with the best entry. Submissions can be generated by individual students, small groups or collaboratively as a class. In all cases, one classroom prize will be awarded to the class as a whole.

The best classroom entries will win the Citizenship and Immigration Canada Prize of $500 of book and art supplies!

The rubrics used to judge submissions can be found in the appendices of this resource. You can use the rubrics to evaluate your students’ work, which will provide consistency when their work is judged for the Challenge by The Historica-Dominion Institute using the same criteria.

Guidelines:

• Written submissions are to be no more than 250 words. All styles are accepted (essays, reflection, play, poetry, letter, etc.).

• Art submissions must be two-dimensional pieces and must include a brief artist’s statement describing the piece and its inspiration (no more than 200 words). All two-dimensional visual art accepted (paintings, drawing, photography, print, etc.). Unfortunately, video is not accepted at this time.

Submissions cannot exceed the word limit above, but will not be penalized for being considerably under the word limit.

Full contest details are available at passagestocanada.com.
Guiding Questions

Writing and art submissions must be centered on themes from the questions below. These questions are meant to guide and inform, and responding specifically to these questions is not a requirement for participating in the Challenge:

1. Canada is considered a multicultural* country, but do all Canadians respect and appreciate the diversity in our communities? What can we do to make our country an accepting and respectful place to live for all Canadians?

2. How would you define a Canadian? When you think of a Canadian, what do you see? What do you think of? Why is it acceptable if your definition is different from someone else’s?

3. Why do people choose to come to Canada? What makes Canada a desirable place to live? Why have people left their homelands to come to Canada? Have these reasons changed over the past 100 years?

*See glossary after appendices for definitions of highlighted words.
Part A: Preparing for a Passages to Canada Speaker

The following worksheets and activities are designed to be used before receiving a Passages to Canada speaker, in person or via Skype, and focus on Guiding Question #1:

*Canada is considered a *multicultural* country, but do all Canadians respect and appreciate the *diversity* in our communities? What can we do to make our country an accepting and respectful place to live for all Canadians?*

1. Activity: Remember Africville Video Review

Have students watch *Remember Africville* from the National Film Board of Canada***. The web link for the film is listed below. This film explores how the City of Halifax removed and relocated an African Nova Scotian settlement in Halifax, Nova Scotia to develop an industrial park. The themes of *racism* and *discrimination* are evident in the decisions made by the City of Halifax. Consider sending home a short note explaining the film and the themes that will be covered (Appendix A). After watching the film, discuss with the students what they saw, questions they have about the film, and any other issues that might arise. The students will be required to answer four questions outlined below on a student response form (Appendix B) with detailed and honest answers regarding how the film affected them.

1. Describe what the film was about. What do you think was the main message of the film?
2. Explain what you learned from the film about life, respect and working with other people.
3. Explain what "If you’re not part of the solution, you are part of the problem" means and how it relates to *racism* and *discrimination*.
4. How effective was the film? Do you think the film clearly conveyed its message? Would you do anything differently? Explain your perspective and provide examples from the film to support your opinion.


**Note:**

Start the film at the 44 seconds mark. There is one piece of coarse language in the film and it happens before 44 seconds. Starting the film at the 44 second mark takes you to the formal introduction of the film and avoids the language.

*** In order to stream Remember Africville, ensure your school or classroom has an educational subscription from the National Film Board. To purchase a subscription, please visit: [http://www.nfb.ca/transaction/subscriptions/](http://www.nfb.ca/transaction/subscriptions/) or contact customer service at: 1-800-267-7710 or info@nfb.ca
Part B: During Presentation Activity for Guiding Question #1

The following worksheets and activities are designed to be used during a Passages to Canada speaker’s visit, in person or via Skype.

1. **Activity: Exit Card**

Have students complete an exit card for the presentation. An exit card is a short response card that the students complete and hand in before they leave the classroom. The exit card allows you to see what the students understood and to identify questions the students still have. This activity also keeps the students engaged and focused on the presenter. The exit cards could then be posted on a class bulletin board as a collage and the information would serve as a reference point for future discussions and as a catalyst for students developing their Write and Make Art! Challenge submissions. A sample exit card can be found in Appendix C.

**Note:**

You could also organize these questions into a blog question that student could respond to on a class blog. The blog would allow the students to see one another’s work and respond to one another.

The rubric outlined below could be used to grade the exit cards and blog entries.

<table>
<thead>
<tr>
<th>Making connections between the topic, personal and real life contexts</th>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student made connections between the topic, personal experiences, and life situations to enhance their writing with limited effectiveness</td>
<td>The student made connections between the topic, personal experiences, and life situations to enhance their writing with some effectiveness</td>
<td>The student made connections between the topic, personal experiences, and life situations to enhance their writing with considerable effectiveness</td>
<td>The student made connections between the topic, personal experiences, and life situations to enhance their writing with a high degree of effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
Part C: After Speaker Activity for Guiding Question #1

These activities are designed to be used after the Passages to Canada speaker’s visit, in person or via Skype.

1. Activity: Write and Make Art! Challenge Submission

Once the students have completed the before and during activities, they can consolidate their learning through the activities outlined below that can then be submitted to the Write and Make Art! Challenge. Students should be encouraged to use the knowledge they gained from watching Remember Africville and from the Passages to Canada presentation to help them develop their work. You can also encourage your students to reference the exit card bulletin board to review themes and ideas that came out of the presentation.

The student worksheet for the writing activity can be found in Appendix D and the rubric that will be used to evaluate the writing submissions can be found in Appendix E.

The rubric that will be used to evaluate the art submissions can be found in Appendix F.

**Contest Submission Idea - Write!**

What could you and your friends do to stop racism, discrimination and bullying in your school and community? Write a persuasive argument that outlines the actions you would take to make your school and community a better place for everyone. When you develop your argument, you may want to include information you learned from watching Remember Africville and from the Passages to Canada presentation. Be sure to have a catchy title that grabs the reader’s attention, an introductory paragraph that outlines your main ideas, a detailed body paragraph for each of your three main arguments and a convincing concluding paragraph that sums up your main arguments and leaves a lasting impression on the reader.

**Contest Submission Idea - Make Art!**

The students will be asked to develop anti-racism, discrimination and/or bullying posters. Students should be encouraged to use symbols, slogans and any other pieces of information learned from watching Remember Africville and the Passages to Canada presentation to develop their posters. These posters can either be developed electronically on programs like Comic Life, Microsoft Publisher or Bit Strips for Schools, or by hand. The posters could then be posted around the school and the community to raise awareness about the need for people to respect and embrace diversity.

When designing their posters, the students will need to consider:

a) the colour scheme
b) the symbols they use
c) the overall message of the poster
d) the overall layout and design of the poster

Students will be required to write a paragraph (the “artist’s statement”) to explain the idea behind the poster and the style/colours/symbols they chose to use.
Part A: Preparing for a Passages to Canada Speaker

The following worksheets and activities are designed to be used before receiving a Passages to Canada speaker, in person or via Skype, and focus on Guiding Question #2:

How would you define a Canadian? When you think of a Canadian, what do you see? What do you think of? Why is it acceptable if your definition is different from someone else’s?

1. Activity: Family Profile

Students will attempt to trace back their family trees two or more generations and learn about their heritage. To complete the worksheet, they will need to determine where their family is from, the language or languages spoken in the home, family/cultural customs, and any other interesting facts they can describe from their own experiences or through conversations with family members. If interviewing family members is not an option for some students, have them choose a group in their community to research.

The worksheet for this activity can be found in Appendix G.
Part B: During Presentation Activity for Guiding Question #2

These activities are designed to be used during a Passages to Canada speaker’s visit, in person or via Skype, and focus on Guiding Question #2.

1. **Activity: Q-Chart Questions**

Before the lesson, provide each student with a Q-Chart or post one in the classroom (see Appendix H for Q-Chart example). Have each student develop four questions that they would like to ask the presenter during the presentation. Students will be required to develop one question from each section of the chart (i.e. A factual question could begin with “What is…?” An analytical question could begin with “Why is…?”). Thus, there will be basic questions for the presenter to answer and questions that solicit more detailed/high order thinking. Have the students submit each question on a separate cue card and then place them in a box and have the presenter select a few cards to respond to during the presentation. The teacher could evaluate the questions after the presentation.

You could also have the students develop their four questions and then have each student ask the presenter a question with the rule being that the same question cannot be asked twice.
Part C: After Speaker Activity for Guiding Question #2

These activities are designed to be used after the Passages to Canada speaker’s visit, in person or via Skype, and focus on Guiding Question #2.

1. Activity: Defining Canadians

After the presentation, the students will be asked to try and define what it is to be Canadian. Their definitions will differ from those of their peers and this will help illustrate the diversity that exists within our communities.

Take a large piece of chart paper or make a bulletin board where the students can develop a graffiti board of their words, phrases, slogans, ideas, etc… about being Canadian. The students should write their own responses on the graffiti board in their own colourful style, allowing the eclectic nature of the class to come through in the exercise. After the students have developed their board, the teacher can lead a discussion about the variety of responses generated in the activity and why there is such a range of answers.

Contest Submission Idea - Make Art!

Submit the graffiti board as a classroom submission to the Write and Make Art! Challenge along with an Artist’s Statement written by the class explaining the meaning behind the board (200 words or less).

Or, have students use the information collected on this board to help them complete individual or group submissions to the Write and Make Art! Challenge.
2. **Activity: Defining Canadians, continued**

**Contest Submission Idea - Write!**

Once students have completed the before and during activities and participated in the presentation, they can consolidate their learning through the writing activity outlined below. Be sure to encourage your students to use the knowledge they gained from developing their family profiles and from the Passages to Canada presentation to help them develop ideas about what it is to be Canadian. The student worksheet can be found in Appendix I and the rubric that will be used to evaluate the submissions can be found in Appendix E.

**Student Prompt:**

Write a persuasive argument that outlines what it means to be Canadian. Do you have a single definition for what it means to be Canadian or do you have many definitions? Explain your thinking. When you develop your answer to these questions, make sure you use what you learned when you made your family profile and include information from the Passages to Canada presentation. Be sure to have a catchy title that grabs the reader’s attention, an introductory paragraph that outlines your main ideas, a detailed body paragraph for each of your three main arguments and a convincing concluding paragraph that sums up your main arguments and leaves a lasting impression on the reader.

**Contest Submission Idea - Make Art!**

The students will be asked to create their own version of the Canadian flag based upon their own interpretation of Canadian **identity** and the **diversity** that exists within the classroom. When designing their flags, the students will need to consider the colours they use, the symbols and how they will show Canada’s cultural **diversity**. Students should be encouraged to use information and ideas they learned from making their family profiles and from the Passages to Canada presentation to help them develop their flags.

Students will be required to write a paragraph (the “Artist's Statement”) to explain the idea behind the design and the style/colours/symbols they chose to use. The statement should be no more than 200 words. The student worksheet for the activity can be found in Appendix J and the rubric that will be used to evaluate art submissions can be found in Appendix F.
Part A: Before Speaker Activity for Guiding Question #3

The following worksheets and activities are designed to be used before receiving a Passages to Canada speaker, in person or via Skype, and focus on Guiding Question #3:

Why do people choose to come to Canada? What makes Canada a desirable place to live? Why have people left their homelands to come to Canada? Have these reasons changed over the past 100 years?

1. Activity: Pen Pal Letter

**Contest Submission Idea - Write!**

To prepare for the Passages to Canada presentation, students will draft a pen pal letter to someone in another country that explains why Canada is a great place to live. In essence, the students will be writing a pen pal letter that discusses the factors that might motivate someone to come to Canada.

Prior to writing the letter, discuss the differences between push and pull factors.

- **Push factor** – something that makes a person want to, or have to, leave their country/home (war, hunger, disease, lack of educational opportunities, inadequate health care)

- **Pull factor** – something that makes a person want to immigrate to a new country (good education system, good health care system, social services, no wars)

The teacher and the students will then work together to develop a chart that outlines pull factors that draw people to Canada. Students can then write their letter using the worksheet found in Appendix K. This letter can be submitted to the Write and Make Art! Challenge once it is complete.
Part B: During Speaker’s Visit Activity for Guiding Question #3

The following worksheets and activities are designed to be used during a Passages to Canada speaker’s visit, in person or via Skype, and focus on Guiding Question #3

1. **Activity: Push and Pull Factors Chart**

   To keep the students engaged and focused on the presentation, have them complete a push and pull factor chart during the speaker’s presentation (Appendix L). The students will be required to determine what the pull factors were that made the presenter, or their ancestors, want to immigrate to Canada and it will also help the students identify the push factors that made the presenter want to leave their homeland. The students will also have to identify what they feel were the most influential push and pull factors that influenced the presenter’s decision to come to Canada and explain their reasoning. This activity will be a review of the work on push and pull factors and will allow the teacher to see if the students have grasped the concept or if they still need support in this area.
Part C: After Speaker Activity for Question #3

These activities are designed to be used after the Passages to Canada speaker’s visit, in person or via Skype, and focus on supporting Guiding Question #3.

1. Activity: Narrative Poems

**Contest Submission Idea - Write!**

After the presentation, the students will work on developing narrative poems that chronicle the story of the presenter or the story of an immigrant to Canada 100 years ago*. Students will use the knowledge they have gathered from their work on push and pull factors, their pen pal letters and the presentation to create a narrative poem about the decision to come to Canada and the immigrant journey. Students can also choose to write about the experience of an immigrant group from the past. This will require the students to conduct research on that group and collect information on why they came to Canada and what their journey was like.

The student worksheet can be found in Appendix M and the writing rubric that will be used to assess the poem can be found in Appendix E. The teacher might consider having the students listen to *Cat's in the Cradle* by Harry Chapin, or read *Casey at the Bat* by Ernest L. Thayer or *The Cremation of Sam McGee* by Robert Service to review the structure of a ballad or narrative poem.

*Depending on the grade and curriculum, students might have already researched the immigration experience of a group of people from the early 20th century.*

2. Activity: Immigration Poster

**Contest Submission Idea - Art!**

Students will be asked to create a poster that illustrates the differences between immigration to Canada in 1912 and immigration today. The students will need to show push and pull factors that affected immigrant decisions to come to Canada in 1912 and then show how these factors have changed or remained the same. Students will use the knowledge they have gathered from their work on push and pull factors, their pen pal letters, and the Passages to Canada presentation to create their posters. Students will need to collect information on the immigrant experience from the early 20th century. Depending on the grade and curriculum, students might have already researched this subject. Students will be provided with a worksheet for planning their posters (Appendix N). Once the students have developed a plan for their poster, they can use a variety of mediums (painting, drawing, collage, etc….) to produce their final product. On the back of the poster, have students write a short Artist's Statement explaining their work.

The rubric that will be used to assess the poster is found in Appendix F.
Appendix A

Parents / Guardians:

On ________________, the class will be watching a 1991 documentary called *Remember Africville*. This National Film Board of Canada documentary chronicles the 1960s destruction of the African Nova Scotian settlement of Africville on the outskirts of Halifax. The film is about how various levels of government removed the people in the Africville community from their homes to build an industrial complex. The families were displaced and sent to live in housing projects in Halifax that were very different from what they had been accustomed to in Africville.

I am showing this video to the class to help illustrate to the students how quickly people can judge others and how hurtful discrimination can be. I feel that this film will help the students see the dangers of racism and discrimination. The lessons in the film will also help the students develop empathy for others. The students will complete a series of four reflective questions based upon the film.

We have decided to inform you of this viewing due to the strong message contained in the film. We are hoping that the conversation on discrimination can continue at home. If you wish to view the film yourself, please go to [http://www.nfb.ca/film/remember_africville/](http://www.nfb.ca/film/remember_africville/). The film will be started in class after the 44 second mark to avoid the one instance of coarse language that occurs before that point. If you have any questions about the film, please feel free to contact me at the school. Thank you for your co-operation in this matter.

Sincerely,
Appendix B

Worksheet: Remember Africville

1. Describe what the film was about. What do you think was the main message of the film?

______________________________________________________________________________
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2. Explain what you learned from the film about life, respect and working with other people.

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3. Explain what “If you’re not part of the solution, you are part of the problem” means and how it relates to racism and discrimination.

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4. How effective was the film? Do you think the film clearly conveyed its message? Would you do anything differently? Explain your perspective and provide examples from the film to support your opinion.

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__________________________________________________________________________
Appendix C

Worksheet: Presentation Exit Card

1. List three things you learned from today’s Passages to Canada presentation. Be as detailed as possible in your responses.

   a) ______________________________________________________________________

   ______________________________________________________________________

   b) ______________________________________________________________________

   ______________________________________________________________________

   c) ______________________________________________________________________

   ______________________________________________________________________

2. What else would you like to know about the topic covered in the presentation?

   ______________________________________________________________________

   ______________________________________________________________________

3. How are the speaker’s life experiences similar or different to your own? Be detailed in your response.

   ______________________________________________________________________

   ______________________________________________________________________
Worksheet: Writing Challenge Worksheet

What could you and your friends do to stop racism, discrimination and bullying in your school and community? Write a persuasive argument that outlines the actions you would take to make your school and community a better place for everyone. When you develop your argument, you may wish to include information you learned from watching *Remember Africville* and from the Passages to Canada presentation. Be sure to have a catchy title that grabs the reader’s attention, an introductory paragraph that outlines your main ideas, a detailed body paragraph for each of your three main arguments and a convincing concluding paragraph that sums up your main arguments and leaves a lasting impression on the reader. Use extra paper if you need more space to record your thoughts.

**Introductory Paragraph:**

Catchy Title:

**Your Main Arguments:**

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
Body Paragraphs:
What solutions will you present to the reader to convince them of your plan? Remember to include details and evidence to help convince your reader that your solutions will work.

<table>
<thead>
<tr>
<th>Main Arguments</th>
<th>Details/evidence to support arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tbody>
</table>

Concluding Paragraph:
Conclude your persuasive argument with a short paragraph that sums up your main arguments.
### Appendix E

**Write and Make Art! Challenge Rubric – Writing Rubric**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>The student demonstrates a limited understanding of the issues and themes related to the guiding question</td>
<td>The student demonstrated some understanding of the issues and themes related to the guiding question</td>
<td>The student demonstrated a considerable understanding of the issues and themes related to the guiding question</td>
<td>The student demonstrated an excellent understanding of the issues and themes related to the guiding question</td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>The student uses critical and creative thinking processes to generate and support ideas related to the topic with limited effectiveness There are limited connections between the question and the broader social context</td>
<td>The student uses critical and creative thinking processes to generate and support ideas related to the topic with some effectiveness There are some connections between the guiding question and broader social context</td>
<td>The student uses critical and creative thinking processes to generate and support ideas related to the topic with considerable effectiveness There are relevant connections between the guiding question and broader social context</td>
<td>The student uses critical and creative thinking processes to generate and support ideas related to the topic with a high degree of effectiveness There are excellent and creative connections between the guiding question and broader social context</td>
</tr>
<tr>
<td>Use of Evidence</td>
<td>The student uses a variety of evidence and/or personal examples to support the main message of their submission with limited effectiveness</td>
<td>The student uses a variety of evidence and/or personal examples to support the main message of their submission with some effectiveness</td>
<td>The student uses a variety of evidence and/or personal examples to support the main message of their submission with considerable effectiveness</td>
<td>The student uses a variety of evidence and/or personal examples to support the main message of their submission with a high degree of effectiveness</td>
</tr>
<tr>
<td>Communication</td>
<td>The student submission is unorganized, the main message is unclear and there are numerous spelling and grammatical errors</td>
<td>The student submission is somewhat organized, the main message is communicated with some clarity and there are frequent spelling and grammatical errors</td>
<td>The student submission is organized, the main message is communicated with considerable effectiveness and there are minor spelling and grammatical errors</td>
<td>The student submission is highly organized, the main message is communicated with a high degree of effectiveness and there are few or no spelling and/or grammatical errors</td>
</tr>
</tbody>
</table>
Appendix F

Write and Make Art! Challenge Rubric – Arts Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Student developed a submission that demonstrates a limited purpose and/or theme related to the guiding question.</td>
<td>Student developed a submission that demonstrates some purpose and/or theme related to the guiding question.</td>
<td>Student developed a submission that has an identifiable purpose and theme related to the guiding question.</td>
<td>Student developed a submission that has an easily identifiable purpose and unique theme related to the guiding question.</td>
</tr>
<tr>
<td>Critical Thinking and Analysis</td>
<td>Student work is unorganized, appears cluttered and the elements obscure the content / concepts</td>
<td>Student work is somewhat organized, but some parts of the poster were randomly placed and not developed with precision</td>
<td>Student work is organized and presented in an orderly fashion which supports the concepts / content</td>
<td>Student work is highly organized, and presented in a manner that reflected careful planning of the task and clearly supports and enhances the concepts / content</td>
</tr>
<tr>
<td>Use of Evidence</td>
<td>Student developed a submission that contains accurate content related to the theme outlined in the guiding question with limited effectiveness</td>
<td>Student developed a submission that contains accurate content related to the theme outlined in the guiding question with some effectiveness</td>
<td>Student developed a submission that contains accurate content related to the theme outlined in the guiding question with considerable effectiveness</td>
<td>Student developed a submission that contains accurate content related to the theme outlined in the guiding question with a high degree of effectiveness</td>
</tr>
<tr>
<td>Communication</td>
<td>The materials chosen for the product are inappropriate and make the main intended message of the product unclear</td>
<td>The materials chosen for the product are not organized and make the message of the product unclear</td>
<td>The chosen materials for the product represent the message in a common manner. Effort is evident.</td>
<td>The chosen materials support the effective presentation of the main message. Effort and attention to detail are evident and enhance the project</td>
</tr>
</tbody>
</table>
Appendix G

Worksheet: Family Profile

1. Where does your family come from?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. What languages are spoken in your home?
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____________________________________________________________________________
____________________________________________________________________________

3. List some of your family’s special traditions or customs.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4. List any other interesting facts you would like to share about your family.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Appendix H

Worksheet: Q-Chart

Use the Q-Chart below to develop questions for the speaker. Develop one question for each section (i.e. a factual question would start with: What is... or, What did...). You will be required to ask one of your questions during the presentation and you may not ask a question that has already been asked. Be as creative as possible with your questions.

<table>
<thead>
<tr>
<th>Is / Are</th>
<th>Did / Do</th>
<th>Can</th>
<th>Would</th>
<th>Will</th>
<th>Might / Could</th>
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</thead>
<tbody>
<tr>
<td>What</td>
<td>F ACT U L</td>
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<tr>
<td>Where</td>
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<td></td>
<td>P R E D I C T I O N</td>
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<tr>
<td>Who</td>
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<tr>
<td>Why</td>
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<td>APPLICATION</td>
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<td>How</td>
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</tbody>
</table>
Appendix I

Worksheet: Defining Canadians

Write a persuasive argument that outlines what it means to be Canadian. Do you have a single definition of what it means to be Canadian or do you have many definitions? Explain your thinking. When you develop your answer to these questions, make sure you use what you learned when you made your family profile and include information from the Passages to Canada presentation. Be sure to have a catchy title that grabs the reader’s attention, an introductory paragraph that outlines your main ideas, a detailed body paragraph for each of your three main arguments, and a convincing concluding paragraph that sums up your main arguments and leaves a lasting impression on the reader.

Introductory Paragraph:

Catchy Title:

Your Main Arguments:

1. 

2. 

3. 

Body Paragraphs:

What evidence will you present to the reader to support your main arguments about what it means to be Canadian? Remember to include details/evidence that support each argument.
<table>
<thead>
<tr>
<th>Main Arguments</th>
<th>Details/evidence to support arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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**Concluding Paragraph:**

Conclude your persuasive argument with a short paragraph that sums up your main arguments.
Appendix J

Worksheet: Art Challenge Submission, Canadian Flag Design

If you could design your own Canadian flag, what would it look like? Use your own definition of Canadian identity and the ideas generated in class to develop a flag that you believe should be used to represent our country and its diversity. When designing your flag, you will need to consider the colours you use, the symbols, and how you will show Canada’s cultural diversity. Use information and ideas you learned from making your family profile and from the Passages to Canada presentation to help you develop your flag.

You will be required to write a paragraph on the back of your design to explain the idea behind the design and your reasons for choosing that particular style/colours/symbols. This activity will serve as a rough draft of your ideas. You will be given a large piece of paper to develop a detailed and colourful version of this design to submit.
Worksheet: Pen Pal Letter

INTRODUCTION:
Introduce yourself to your new friend and describe who you are. Talk about where you live and your home life. Introduce the three main reasons why you like living in Canada.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

BODY PARAGRAPH #1: Reason #1:

Describe the first reason why you like living in Canada. Your paragraph should have five sentences. The first sentence introduces your topic, the next three sentences explain why you like it and the last sentence wraps up the paragraph.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
BODY PARAGRAPH #2: Reason #2:

____________________________________________________________________________

Describe the second reason why you like living in Canada. Your paragraph should have five sentences. The first sentence introduces your topic, the next three sentences explain why you like it and the last sentence wraps up the paragraph.

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________

BODY PARAGRAPH #3: Reason #3:

____________________________________________________________________________

Describe the third reason why you like living in Canada. Your paragraph should have five sentences. The first sentence introduces your topic, the next three sentences explain why you like it and the last sentence wraps up the paragraph.

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________
CONCLUSION:

To wrap up your letter, briefly restate the main reasons why you like living in Canada and why the country would be a good place to visit or move to. Try to be as convincing as possible. The first sentence of the paragraph should talk about what makes Canada a desirable place to live. The next three sentences review the main reasons why you like living in Canada, and the final sentence wraps up your letter and tries to leave a strong impression about Canada.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Appendix L

Name: ________________________________________  Date:  ____________________

Push and Pull Factors Chart

Push factor – something that makes a person want to, or have to, leave their country/home (war, hunger, disease, lack of educational opportunities, inadequate health care)

Pull factor – something that makes a person want to immigrate to a new country (good education system, good health care system, social services, no wars)

During the Passages to Canada presentation, identify as many push and pull factors that influenced the speaker’s decision to come to Canada. Write down all of your ideas, even those that may not seem like major reasons. Major and minor factors can influence someone’s decision to come to Canada.

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Identify the pull factor that you think had the greatest impact on the speaker’s decision to come to Canada and explain why you think it was the most influential.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Identify the push factor that you think had the greatest impact on the speaker’s decision to come to Canada and explain why you think it was the most influential.
Appendix M

Worksheet: Narrative Poems

Tips:
- Narrative poems often have verses of four lines and tell a story
- They usually have a rhyming pattern: either abac or aabb (usually the easiest to rhyme)
- Repetition is often found in narrative poems
- Entire stanzas can be repeated like a song’s chorus

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Appendix N

Worksheet: Immigration Poster

Create a poster that illustrates the differences between immigration to Canada in 1912 and immigration today. You will need to show the push and pull factors that affected immigrant decisions to come to Canada in 1912 and then you will have to show how these factors have changed or remained the same. Use the information you have collected through class lessons, independent research and/or from the Passages to Canada speaker to develop your poster. Use the template below to help focus your ideas into a plan. Once you have developed a plan for the design, you can use the medium of your choice (paint, ink, collage, etc…) to produce your final product. Be sure to develop a catchy title or slogan that catches the audience’s attention. The rubric that will be used to assess the poster is found on the back of this page.

Note: The template below is merely a suggestion. If you have another idea or would like to try something else, please do so.
Glossary of Terms

Anti-racism
Challenging racism and promoting understanding and acceptance of others

Discrimination
The exclusion of individuals or groups from full participation in society.

Diversity
Being different, varied. A range of individuals and groups with different characteristics.

Identity
One's individuality or personality. The characteristics that make us who we are.

Multicultural
Describes a society that is made up of ethnic or cultural variety and differences.

Racism
Hostile attitude or behaviour to members of other groups, based on the belief that one race is better than another.