

COMING HERE, BEING HERE

A Canadian Migration Anthology

Teacher's Resource

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Guernica

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Table of Contents

Part One: Overview

The Benefits of Migration Studies in Canadian Schools	5
Synopsis of Anthology Contents	10

Part Two: Learning Activity Planning

How Can I Effectively Use Anthology Contents?	15
Sample Learning Strategies for Anthology Contents	24

Part Three: Specific Learning Activities

1- Postwar Prosperity and Immigration: 1945 – 1982	32
2- Culture and Humanity: A Sociological Perspective	39
3- The Transformative Suitcase Project: A Canadian Enterprise	48
4- The Power of Storytelling	58

Part One: Overview

The Benefits of Migration Studies in Canadian Schools

Canada can truly be called “a land of immigrants.” Of its three founding nations (Indigenous, French, and British) two consisted of immigrants, or the descendants of immigrants. Since Canada became a nation in 1867, numerous other immigrant groups have come to help build the young nation. In turn, each new group has woven its own imprint into the rich multicultural mosaic of today’s Canada. Whenever new Canadians contribute the best of what they have to offer, Canada is all the better for it.

Originally, Canadians were leery of letting foreigners into their young nation. As noted by historian John Douglas Belshaw in *Canadian History: Post Confederation*, Clifford Sifton, the Winnipeg lawyer who became Interior Minister for the Laurier government (1896-1905), clearly favored white Americans and farmers from Northern and Eastern Europe (Germany, Poland, Ukraine, Scandinavia) when populating the Canadian west. He effectively blocked Italian, Greek, Jewish, Arab, and Chinese immigrants as undesirables. When his successors allowed them in, Sifton complained openly by saying, “It is quite clear that we are receiving a considerable portion of the off-scourings and dregs of society.” These same xenophobic sentiments are being heard again today in many affluent nations, including France, Germany, and the United States of America, in response to a steady stream of immigrants and refugees attempting to penetrate their national borders. Regrettably, these intolerant voices can still be occasionally heard in Canada as well.

In time, Canada opened its doors to diverse immigrant groups and the rest is history. John Ralston Saul is an accomplished writer and husband of former Governor General Adrienne Clarkson. His thought-provoking writings often challenge Canadians regarding how they see themselves and the country they are building – a nation Saul sees as a perpetual “work in progress” and an “experiment” in nation building. Curiously, almost everywhere else in the world that French and British interests collided, the result was conflict, war, and destruction. In 1867, the descendants of French and British immigrants decided to actually create something together, a new and prosperous nation.

Throughout human history, cultural differences have most often been a source of conflict and division. Canadians have elected to challenge this historical pattern. In today’s multicultural Canada, such diversity is now embraced as an innate strength, a rich national resource. As we move forward from the 150th anniversary celebrations of last year, reflecting on immigrant experiences can help provide valuable insight into the Canadian national dynamic, as well as into the resilient and irrepressible spirit of those who choose to make Canada their home.

Given the complex nature of the noble national experiment Canadians have elected to embark upon, migration studies and reflection on the immigrant experience is clearly time well spent. It is essential that Canadians understand the immigrant experience. Throughout our lifetime, all Canadians experience aspects of the immigrant reality, from time to time:

- ❑ Many senior Canadians see themselves as digital immigrants in a post-modern, information age filled with digital natives.
- ❑ The young person leaving a small community to find work in a big city is an urban immigrant. Immediate lifestyle adjustments are required.
- ❑ Every fall, nervous Grade 9 students cautiously attending their new high schools are all scholastic immigrants. Often these new arrivals exhibit simultaneous excitement and fear.

- ❑ Those starting a new job are workplace immigrants, coping to adjust to a new workplace environment and culture.
- ❑ People leaving one country to start a new life in another nation are political immigrants. This can be, by far, the most all-encompassing transformational experience.

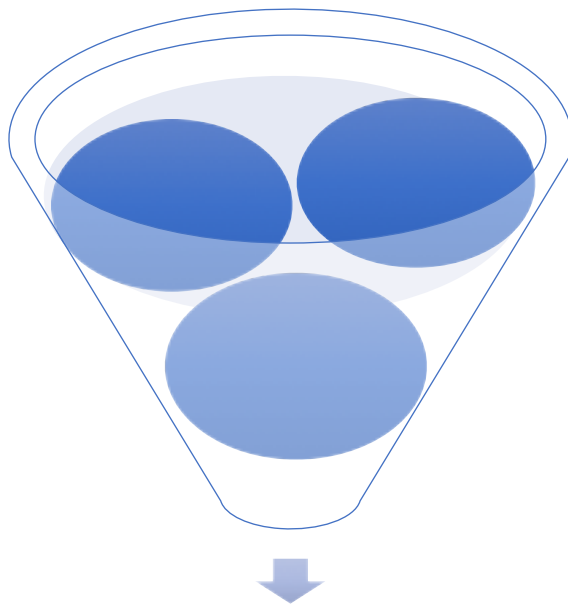
New technology! New city! New school! New job! New country! Remembering such experiences can help replace intolerance with empathy when it is most needed!

In reality, anyone with the courage to experience something new, in the hope of finding something better, is possessed with the ‘immigrant’ spirit. This ‘immigrant’ spirit enables hope to overcome fear and depression. Canada was founded on this spirit, and fuelled by this irrepressible spirit, Canada has evolved into the nation it is today. Canada’s future prospects continue to be influenced by this courageous spirit.

For various reasons (both pushing and pulling factors), and under diverse circumstances, many families and individuals have emigrated from a problematic homeland, in the hope of the opportunity to build a better life in Canada. Whether motivated by political, economic or social factors, the human life journey is clearly complicated by the experiences of uprooting, long distance movement and re-settlement. Most of these newcomers have stayed and adapted to an immigrant lifestyle. Immigrants work hard to adapt to Canadian society. In time, the many gifts offered back to Canada in gratitude, help transform Canada and Canadian society. Immigrants have contributed greatly to the development and growth of the Canadian nation – from a farming and resource rich nation at the start of the 20th century to the urbanized, multicultural, and economically diversified nation it is today.

Emigration is always a difficult choice for those embarking on the often physically and emotionally

gruelling journey. The more cultural immigrant experience, that generally follows emigration, can be very difficult on those who choose to adopt it. Before any new place can be called “home”, immigrants must acclimatize, adapt and respond to the many change stimuli encountered. At the same time, a civil society will do its best to welcome and support the immigrants in this important process of adaptation, and ultimately, transformation.



TRANSFORMATION

Over time, immigrants may still not fully fit in their new home, yet they no longer fit in their previous home! Canada tries to soften the immigration experience by inviting new Canadians to keep and celebrate their rich cultural heritage, while slowly infusing the customs and practices of their new home. By sharing their know-how, resourcefulness, experience, and humanity, immigrants simultaneously contribute to the evolution of the prevailing culture, in the host country.

Living the immigrant’s life in Canada has often contributed to a hybrid culture, recognized by

hyphenated nomenclature. Hence, Canada is home to hybrid cultures, including Chinese-Canadians, Indian-Canadians, Italian-Canadians, Jamaican-Canadians, Japanese-Canadians, and Ukrainian-Canadians, just to name a few. These hyphenated cultures are distinct from each component, creating a uniquely Canadian cross-pollination.

For Canadians, *migration studies* represent an opportunity to better understand the immigrant experience and the irrepressible immigrant spirit. Regardless of place of origin, cultural background, and economic status, migration narratives reveal the following recurring themes. Each theme offers significant insight into the human condition. The following is intended as a representative listing, rather than an exhaustive listing of central themes:

- ❑ Fleeing Life-threatening Conditions in Search of Peace and Hope
- ❑ Freedom and Opportunity After a Difficult Journey;
- ❑ Facing Hardship and Dealing with Discrimination;
- ❑ Life Steeped in Family;
- ❑ Building, Identity, Community, and Home;
- ❑ Adapting and Making Sacrifices in an Often Conflicted Existence;
- ❑ Earning Respect;
- ❑ Working with Pride and Passion;
- ❑ The Importance of Education and Hard Work;
- ❑ Loneliness, Isolation, Acceptance, and Integration;
- ❑ Contributing to Canada and Becoming Canadian;
- ❑ Giving Back and Paying it Forward;
- ❑ Preserving Heritage and Identity;
- ❑ Progress and Legacy.

Often, the most compelling narratives are those of ordinary immigrants facing their everyday challenges. The extraordinary power of the seemingly ordinary comes from three distinct, yet interconnected sources. First and foremost, an innate source of power comes from the honest simplicity of the immigrant perspective, reflecting on the human life journey. Working hard, loving family, doing things with passion, these simple principles are key elements of the powerful immigrant spirit.

Second, an aggregate source of power comes from the sheer magnitude of their number. Millions left what they had in search of something better, landing and eventually choosing to settle in Canada. The great number of immigrants, often coping with similar challenges, gives much power and significance to seemingly ordinary accounts.

Finally, a tenacious form of power comes from the immigrant's courageous drive to succeed at all costs. Turning back was simply not an option. When fleeing a war-torn country, a deadly famine, religious persecution, ethnic cleansing, or suffocating poverty, turning back is not possible, only striving forward is. And so, with all their determination, these extraordinary people found a way to make it work, usually through great personal sacrifice.

These immigrant narratives are an important part of Canada's rich history. These accounts need to be documented so as not to be lost, when those who lived the experience ultimately pass away. Once written, these accounts become powerful educational tools for current and future generations of Canadians. They become a valued part of Canadian history.

The educational goals of *migration studies* include (but are not limited to):

- ❑ Citizenship education for young Canadians;
- ❑ A fuller understanding of and appreciation for the immigrant experience;
- ❑ Insight into the human condition and life journey;
- ❑ Empathy for new Canadians and the adaptations required on their transformative journey;
- ❑ Models for the creation of additional individual, family, and community based narratives;
- ❑ Inspirations for artistic expressions of the human life journey;
- ❑ A celebration of the immigrant spirit and our shared humanity.

Given the nature of these goals, *migration studies* can be effectively used by classroom teachers to address mandated learning expectations for the following secondary school program areas and courses:

Canadian and World Studies

- Grade 10 Canadian History Since World War I
- Grade 10 Civics and Citizenship
- Grade 11 Canadian Law
- Grade 11 Origins and Citizenship: History of a Canadian Ethnic Group
- Grade 12 Canada: History, Identity, and Culture
- Grade 12 Canadian and International Politics
- Grade 12 World Geography: Urban Patterns and Population Issues
- Grade 12 World Issues: A Geographic Analysis

Social Sciences

- Grade 11 Introduction to Anthropology, Psychology, and Sociology
- Grade 12 Challenge and Change in Society
- Grade 12 Equity and Social Justice
- Grade 12 Families in Canada
- Grade 12 World Cultures

Language Arts

- Grade 11 English
- Grade 11 Media Studies
- Grade 12 English
- Grade 12 English, Writer's Craft
- Grade 11/12 International Languages

The Arts

- Grade 11 Dramatic Arts
- Grade 11 Visual Arts
- Grade 12 Dramatic Arts
- Grade 12 Visual Arts

Business Studies and Technology

- Grade 11 Entrepreneurial Studies
- Grade 11 Communications Technology

Given that course requirements are already quite sizeable, *migration studies* are best introduced where they can be effectively used to address mandated learning expectations for a particular course. If presented in a manner indicating additional course content, rather than compulsory course content, such presentations can be quickly relegated to “add on” status in an already overfull curriculum.

As such, teachers should avoid creating entire units of *migration studies* when a well planned and efficiently executed learning module, research project or investigation will suffice. A deep and rich treatment often has more educative value than a long drawn out treatment, intended for comprehensive coverage. However, it is important that the products and conclusions of student work be publicly displayed and openly celebrated.

Teachers should investigate special calendar opportunities that can be used to showcase and celebrate the results of student investigations, analysis and creative expressions of the immigrant experience in Canada. Public display/performance opportunities include ‘open house’ evenings, multicultural nights, and Education Week celebrations. Since the immigrant experience transcends ethnic manifestations of culture and tradition, it helps to reveal a common humanity and an irrepressible spirit, central to the noble and ongoing Canadian experiment in nation building. If this noble experiment is to succeed, we must mindfully dedicate time and energy to its successful completion. It is not something that can ever be taken for granted.

For future generations of Canadians to understand and appreciate the transformations that have taken and continue to take place, school curricula must include structured learning opportunities focused on a better understanding of the immigrant experience and appreciation for the immigrant spirit of giving back to a host nation that has been transformed to a new home. Busy teachers need classroom ready materials that will actively engage their students in learning activities that generate deep and enduring understanding, relative to both the immigrant experience and human nature.

This resource has been created to support teachers in this important educational task. To maximize the educative potential of this resource, teachers should seek out the “best fit” learning opportunities and adapt them to the needs, interests, and abilities of their students.

The following synopsis provides an overview of anthology contents to help teachers make appropriate curriculum connections at-a-glance. Information presented in the following two parts of this teacher’s resource will better support effective classroom implementation.

Synopsis of Anthology Contents

Part One: Coming Here

Title (Author)	Pages	Ethnicity and Travel	Arrival	Experience
1- Come from Away in Newfoundland (Roberta Buchanan)	19	South African born to Scottish parents; moved back to Britain at age 10	1964	An unhappy research associate accepts a lecturer position at Memorial University; reflections on her awkward adjustment to, and ultimate pride in being Canadian
2- They Left Their Homes with Nothing, and Made a New Life with Hard Work (Dana Borcea)	5	Vietnamese “boat people” escaping communist rule in dangerous, overcrowded boats	1979	A newspaper journalist writes about the Kwok and Tong families – government sponsored refugees from a camp in Malaysia; they came with virtually nothing and worked hard to build successful businesses in Edmonton
3- Prejudice (Anton Capri)	4	Romanian boy experiences prejudice in 1950s Toronto	1951	After being bullied as an unwanted DP a Caucasian boy befriends a coloured schoolmate and learns about baseball and temporary and permanent prejudice
4- My First Day in Canada (Chung Won Cho)	5	Korean student comes to further studies in Toronto	1953	Graduate student in physics arrives on Christmas Eve feeling alone but finally free from ravages of war; worked hard and happily decided to make deep roots in Canada
5- Secrets, Lies and the Call to Reconciliation (Joan Clayton)	8	Ukrainian woman living as a Lithuanian in Southwestern Ontario	1951	Young man discovers his mother’s secret life in 2004, after her death; survived ‘death by hunger’ campaign; walked across Europe during WWII; married a Lithuanian and assumed his nationality; arduous journey from tyranny to justice and dignity at a great personal cost (painful secrets)
6- The Phoenix (Thuc Cong)	3	Vietnamese refugee came to Edmonton, Alberta in 1985	1982	Science teacher flees on small boat with 15 starving and frightened strangers; came as church sponsored refugee; reborn in Canada through patience and hard work, rising from ashes like the phoenix
7- Carlo and Andrea (Antonio D’Alfonso)	11	Italian families from the Abruzzo-Molise region	Post WWII	Family ancestry traced back to nomadic Samnites; Italy as a point of reference, not a place to return to; emigration seen as the rule rather than an exception; parents did not alter their identity or assimilate into a fictitious lifestyle; transition from emigrant to immigrant requires younger generations to be inquisitively curious
8- He Was One of Eight (Irene Gargantini)	7	Eight Dutch orphan siblings move to Strathroy, Ontario	1950-51	Dutch orphans come of age on an Ontario farm; youngest complains about being picked on; eventually buys out siblings, learns cattle breeding and raises purebred champion Holsteins; becomes credit union chairman to help settlement of new Dutch families
9- No Return (Tchitala Kamba)	4	African emigrants lost to the sea, bound for Europe/ Canada/USA, never to return	--	Poem written by a Congolese woman about African executives, engineers, physicians, teachers leaving on ships for a better life in Europe/Canada/USA never to return; taking much promise and hope away with them

10- The Music of Small Things (Monica Kidd)	7	Family of 7 refugees from Congo sponsored by a family from Calgary, Alberta	2015	Drowning of Alan Kurdi, and slow government response, inspires a Calgary family to sponsor a family of Congolese refugees; relatives and neighbours contribute food and clothing; strangers also very generous; many small things (gifts) make beautiful music
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Title (Author)	Pages	Ethnicity	Arrival	Experience
11- Excerpts from Not One of the Boys (Christopher Levenson)	6	English citizen, from the London area moved, with family, to Ottawa for employment	1968	University professor comes for an interview at Carleton University, in Ottawa, and stays there for 31 years; first impressions of Canada as a calm and cool place; decided against working in America after the assassination of Robert Kennedy while preparing for the Carleton interview
12- My Grandmother and The Gold Mountain (Ian Mah)	5	Family from Guangdong, China finally united in Edmonton, Alberta	1921, 1950, 1957	Chinese labourer Jock Mah referred to Canada as "Gold Mountain"; unable to bring his wife and child to Canada due to the Chinese Immigration Act of 1923; son came in 1950 but wife not allowed by Communist government; finally smuggled out of China and transported to Canada in 1957, to find husband paralyzed by stroke; facing discrimination in Edmonton she was never comfortable enough to call Canada home
13- Canada, Papa's Land of Opportunity: My First Year in Canada (Theresia M. Quigley)	7	Family from Southern Germany (former refugees in Japan during war) join father in Montreal, Quebec	1952-53	Cramped boarding house experience (shared bed and bathroom, limited hot water) and snow filled winters; first Halloween; not being ridiculed at school for not speaking a word of English; weeding a neighbour's garden; father's sudden death from prostate cancer on Christmas Eve; kindness of neighbours; found work to help out family
14- Land of Milk and Corn Flakes (Carrie Ann Smith)	5	Various European immigrants coming through Pier 21 in Halifax, Nova Scotia	Post WWII	Canada's streets were supposed to be paved with gold, yet numerous accounts of immigrants passing through Pier 21 remember the unfamiliar gift of Kellogg's Corn Flakes; many flakes ending up on the floor to crackle as they were trampled by a steady stream of newcomers; some newcomers became loyal customers

Part Two: Being Here

Title (Author)	Pages	Ethnicity	Time	Experience
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15- No Country for a Master Race (Henry Beissel)	12	German from Cologne resettled in Montreal, Ottawa area	1951	Home city destroyed by bombs; shock and shame with realization of Nazi atrocities; Canada provided escape, reconciliation and healing; important to learn lessons of compassion, tolerance and humility from past suffering; legacy of suffering helps forge national character with honest focus on internationalism; cold climate breeds docile, humble Canadians; rising global impoverishment, fall of Soviet Empire, political destabilization due to two Gulf wars, climate change, and population explosion will trigger increased migration; Canadian policy must adapt
16- Writing in French in Alberta (Laurent Chabin)	4	French born writer living in Calgary, Alberta	2004-14	A culture must not retreat into itself; a writer must not limit the potential audience; the fact that I express myself in French has not been a hindrance for me in Anglophone Alberta; this is not done as protest; the only thing that can kill a language is to be abandoned by its own speakers; <i>one does not live in a country, one lives in a language</i>
17- A Simple Wedding (Ursula Delfs)	4	Alberta born teacher/ writer, born to homesteader parents from Germany	1930	German homesteader travels to Edmonton to meet his future bride who must travel by ship, rail, car, rail, and horse drawn wagon to their log cabin in Peace River Country; they were married on the day they met with strangers serving as witnesses, with family thousands of miles away; solitude, courage, and trust in the wilderness

Title (Author)	Pages	Ethnicity	Time	Experience
18- Hundedagene and The Foxtail Phenomenon (Vivian Hansen)	4	Danish children living in a prairie homestead near Calgary, Alberta	1961-64	Childhood recollections about accordion music and the origin of foxtail grasses waving in the wind during the dog days (hundredagene) of August; <i>if foxes run too fast through the wind, their tales fall off</i> ; eventual move to Calgary at age five, into a multicultural neighbourhood; assimilation into British colonial status began with school; solemn vow to become invisible, speaking only English when beyond their front lawn
19- "Attention Mr. Inglewick" (Vid Ingelevics)	3	Latvian refugee family relocated to Toronto	1965-75	After father's death, author finds his personal archive of all misspellings of the family name; D.P. was a derogatory term used by Canadians to identify job stealing immigrants; misspelling someone's name was one banal form of socially acceptable humiliation; Anglicization of ethnic names by immigrant children in school
20- Mrs. Lukasiewicz and The Winter Boots (Barbara D. Janusz)	14	Polish refugee living in Calgary visits a lawyer	--	New Canadian charged with theft of boots finds a Polish speaking lawyer to defend her claiming that she believed the mall to be one big store for comparison shopping; provided bribe money for lawyer to give judge as was the practice back home; when asked in court to compare buying boots in Communist Poland the contrasts were stark – limited product, no choice, payment before given product; after acquitted by judge gave lawyer "bonus" to pay back lawyer for bribing judge

21- Letters From Ceinwen (Iris Jones Mulcahy)	4	Welsh teenager immigrates to Dundurn, Saskatchewan	1920s	Letters reveal young immigrant girl's life on the prairie; experiences include dances, business college, children mauled by wolves, driving lessons, 32 miles from nearest photographer, and curiosity about things back home
22- Watchful for The Parallels and Overlaps (Romeo Kaseram)	3	Trinidadian Canadian living in Edmonton	--	Reflections on living between two worlds triggered by simple experiences like comparing the size of the winter sun to a small coin and selecting an apple or mango from a pile based on colour hues, texture, smell, and firmness
23- Marking Territory (Anna Mioduchowska)	14	Polish Canadian living in Edmonton (emigrated as a child)	1961, 1622	Vacation experiences in Newfoundland include cuisine and local delicacies, archaeological dig uncovering early exploration and settlement, misinformation in face saving letters sent home by early migrants then used for life-altering decisions by others that follow; family's arrival in 1961 compared to imagined 1622 experiences of early settlers; isolated experience of settlement in the rugged land and difficult climate of Newfoundland compared to Alberta experience; a developing passion for Canadian diversity is well documented
24- Of Death and The Immigrant: Some Journeys (Michael Mirolla)	11	Italian born writer; raised in Montreal before moving to the Greater Toronto Area	various	Reflections on death, from an immigrant's perspective, include: the dreaded long-distance phone call and the realization of unbridgeable separation; visiting the town cemetery on a return trip to the place of birth; being cooked for by relatives while a family mourns a dead grandmother in the old country; pastimes of the elderly while waiting to die; a telegram error mistakenly announcing a traveller's death; corpse less home-based family mourning rituals; untimely death as the ultimate joke; smug residents proud of their refusal to emigrate surrounded by abandoned, crumbling and storied old world homes and properties

Title (Author)	Pages	Ethnicity	Time	Experience
25- My Immigration Medical (Carol Moreira)	15	British born journalist with international experience	--	Reflections of a journalist seeking medical clearance to live and work in Halifax with her Canadian husband and two children, after the finding of a breast lump include: confiding with neighbours; shopping in local malls; freely playing children; borrowing books about breast cancer; appreciation for the Canadian health care system; visit by a worried mother from England; relief as tests confirm no cancer; volunteering at Pier 21 museum; status confirming immigration documents, after months of "invisibility"; hope of one day feeling equally at home in Canada and England

26- The View of a Writer: 'I am Canadian Enough' (Jane Rule)	5	American born writer	--	Reflections of a writer spending half her life in Canada and still being considered American and finding it difficult to be published in Canada; seeing Americans as different from all other immigrant groups in reaction to political, cultural, and economic influence, and super-patriotism; if bragging is an American trait, self-denigration is 100% Canadian; Canadians still in process of bringing our country to birth
27- The North End (Libby Simon)	13	First generation offspring of pre-WWII Jewish immigrants settling in Winnipeg, Manitoba	From 1880 for the North End; 1928 for author's family	Reflections of living in a 'North End' enclave of Ukrainians, Poles, Jews, Germans, Russians and Mennonites fleeing persecution, oppression and war include: financial hardship; importance of education for children; absence of toys; ghettoization and racial intolerance; balancing assimilation and alienation; a list of famous and notable one-time residents
28- I Am an Immigrant (Batia Boe Stolar)	16	Mexican born to Ashkenazi Jews of Ukrainian ancestry, emigrating to Oakville, Ontario at age 12	--	Insights of an English professor of immigrant literature, as an "assimilated aural minority", on proudly being an immigrant; unable to lose the telltale accent; 'immigrant' seen as a tattoo or medal of honour signifying triumph, pain, misery, acquiescence, loss, choice, exchange, gain, survival; subjected to anti-Semitism living in Mexico; desire to be a chameleon; immigrants are challenged to give their ineradicable memories a voice or repress them
29- Between Two Tongues: Falling at The Speed of Light (H. Masud Taj)	4	Indian born and Urdu speaking poet/architect resettled in Ottawa, Ontario	--	Insights of a descendent of accomplished poets while comparing his first (Urdu) and adopted languages; English seen as a civil tongue/friendly intonation; impact of reading from right to left; reconciling past, present and future in both languages confirms importance of the present
30- A Dozen Reasons This American is Celebrating Canada Day (Ken Victor)	5	American from Boston, Massachusetts finally becomes a Canadian citizen	--	Reasons to embrace Canadian citizenship: concise electoral process, healthcare system; permissive/inclusive legislation; lakes and rivers; ads for government services; conscientious bureaucrats; political parties; Rocky Mountains; curling; Quebec; introspective nature; beer
31- Definitely Not The Chinatown Field-Trip To See The New Year Dragon Dance (Meguido Zola)	11	Jewish educator resettled in British Columbia	1967	Reflections on the importance of storytelling in the human life journey, while avoiding cliché treatments like Chinese dragon dances; educator explores if a Jew can effectively teach the Christmas story with global sensitivity – as students and teacher learn with and from each other through role/dramatic play and dialogue and sharing personal stories; a Canadian chicken crosses the road to get to the middle, eh

Part Three: Going Back

Title (Author)	Pages	Ethnicity	Time	Experience
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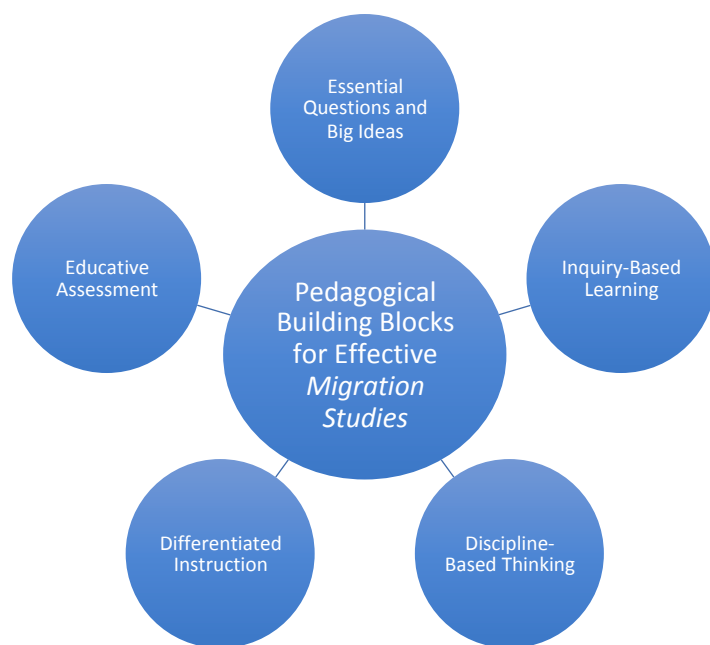
32- Three Readings (Roxanne Felix)	6	Born and raised in Edmonton, Alberta; parents originally from the Philippines	--	A researcher reflects on the dual feeling of being a stranger yet being at home on her first visit to the native home of her parents and grandparents; aunt brings out family albums to explain persons, places and events; comes across grandfather's autobiography closing with the hope that his children would be able to have a more prosperous life – creating a proud link to the family's past
33- Excerpts from 'Ireland's Eye' (Mark Anthony Jarman)	9	Born and raised in Edmonton, Alberta; parents originally from Ireland	1999	A writer/educator occasionally visits relatives in Ireland to compare life in Ireland to mental images acquired over time; reports a magnetic attraction to Ireland; reflects on women dying alone and undiscovered for days; encounters friendly folk with interesting reactions to his being Canadian
34- Writing Home (Monica Kidd)	7	Born and raised on the Alberta prairies; parents were of Slovak stock	1919 to present	A writer turned family doctor and living in Calgary, Alberta reflects on the existence of only one 90-year old photo to confirm the existence of her great-grandparents; author recorded maternal grandmother's accounts, mirroring a history of rugged and strong frontier women; author recounts a visit to Slovakia, where she was fascinated by evidence of Roman influence, while studying a different medical system as preparation for a medical career
35- How I Lost My Tongue (Myrna Kostash)	9	Writer/educator of Ukrainian descent living in Edmonton, Alberta	1954, 1984, 1988	Regretful reflection on the loss of the author's first language; memories of a childhood Ukrainian-language reader and reluctant attendance at Saturday classes; 1984 visit to Kiev reveals Communist attempts to replace language with Russian (a true World language); back home author enrolled in Ukrainian classes after 30 years, returning to Kiev in 1988 with the power of speech
36- Going Home; Coming Home (Don Mulcahy)	13	Welsh born writer/academic of Irish ancestry living in Edmonton, Alberta then Strathroy, Ontario	1969, 2001	Immigrants can never escape the familial bonds or heal the breaches and severed connections created by departure; return journeys often punctuated by egocentric sentiments of transformation and becoming and regrets of people and places left behind; return visit to parents' Welsh hometown reveals depopulation, boarded up hamlet resulting from toxic explosion at hands of American oil company, and finally a near schizophrenia of emigrants conflicting loyalties

Part Two: Learning Activity Planning

How Can I Effectively Use Anthology Contents?

The following cross-curricular strategies can be effectively used by teachers to help ensure a pedagogically sound learning experience for their students. Given the adult nature of some content, some parts of this anthology are best saved for Grades 11 and 12 classes. However, citizenship education opportunities are also possible in Grade 10. Teachers are encouraged to carefully preview the contents of their selections to ensure that language and subject matter are appropriate for their school community.

Given that class composition will most often contain a diverse cross-section of ethnicities, as well as individual learners at different levels of readiness to discuss such adult topics, it is best to plan appropriately. As such, the following building blocks are strongly recommended.



Teachers are encouraged to review the pedagogical approach recommended in this section of the *Coming Here, Being Here* teacher’s resource to better understand assumptions, underpinnings, links to mandated learning expectations, and classroom instructional strategies recommended for school use. This will support teachers in the effective integration of suggested learning and assessment activities into their repertoire.

Since each Canadian province has its own ministry or department of education, policy documents vary greatly across the country. Luckily, *migration studies* are a core element of all provincial curricula.

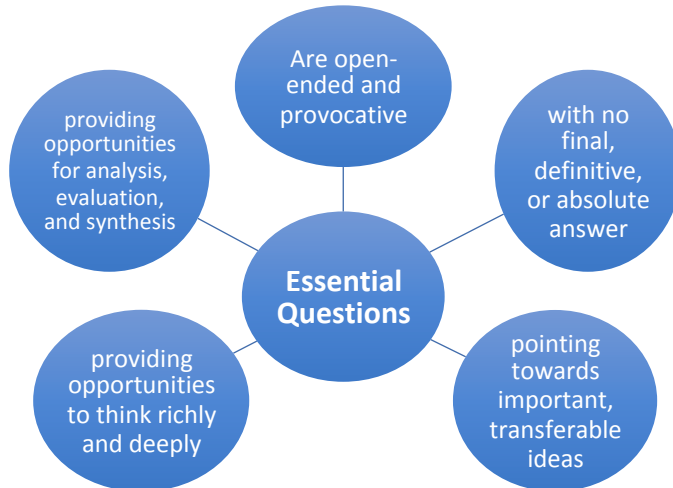
As a useful reference point/organizer, this resource has been designed around the policy documents published by the Ontario Ministry of Education. Teachers in other jurisdictions will have to adapt the suggestions and classroom activities to comply with local policy requirements.

In Part Three of this resource, specific learning activities are supported with classroom-ready materials, such as reproducible masters, suitable for first-time and experienced users alike. Experienced teachers are invited to adapt and revise the included materials to better serve the diverse needs of their students.

Over the next few pages, the five pedagogical building blocks for effective *migration studies* are succinctly explained. Busy teachers should refrain from the impulse to rush to the classroom ready materials without first processing this important “big picture” information.

Essential Questions and Big Ideas

By going directly to the heart of the discipline being studied, *Essential Questions* provide the framework and/or thematic organizer for integrating migration studies into a particular unit, study, or project. Teachers can use essential questions to help direct students to a rich and enduring understanding of their world and the human condition.



Sample Essential Questions:

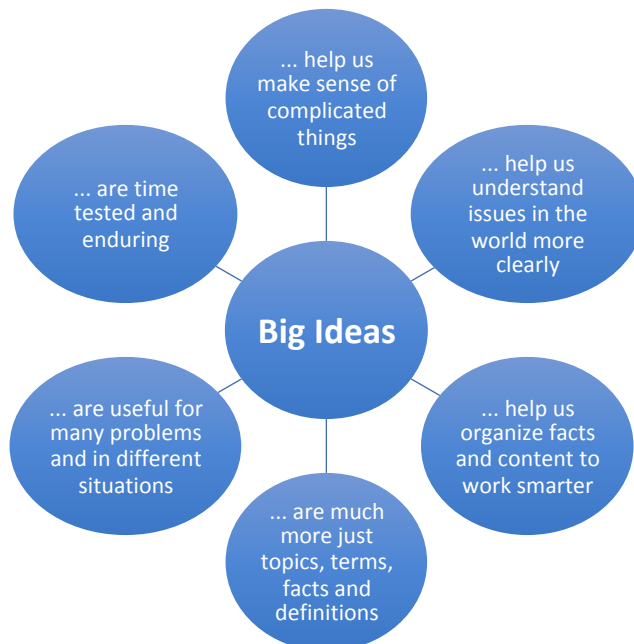
At what point is someone a good or a bad citizen?

What does the immigrant experience reveal about human nature?

When does an emigrant become an immigrant?

When used effectively, *Essential Questions* provide opportunities to think critically, creatively, ethically, productively, and reflectively. They invite students to analyze information, in search of meaning and purpose, and then to synthesize a new and transferable understanding.

A focus on *Big Ideas* also supports learning by helping students to make sense of isolated facts and details. These *Big Ideas* help to bring facts and details into a more comprehensive, meaningful, and enduring perspective. A series of focus questions can then be used to explore, consolidate, and contextualize the *Big Idea* or *Essential Question* being investigated.



Sample Big Ideas:

Citizenship is about more than where you were born.

The immigrant experience is a conflicted existence.

When new Canadians contribute the best of what they have to offer, Canada is all the better for it.

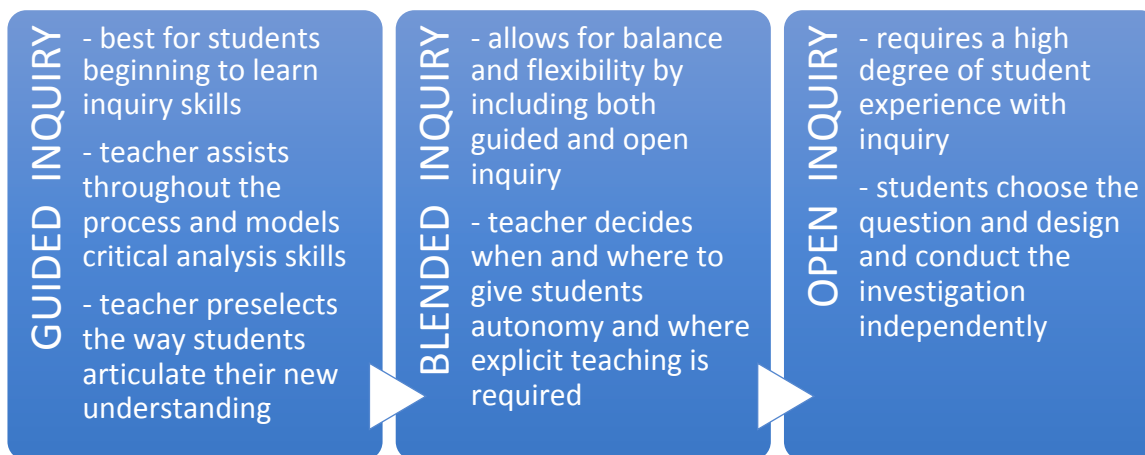
Inquiry-Based Learning

Inquiry is an interactive, fluid, and recursive process used to solve problems, create new knowledge, and resolve doubts. Inquiry always begins with a wondering—a problem, a challenge, a dilemma, or a provocative question. These wonderings stimulate interest-based research and further investigation by curious students. Given that in most classes student composition will reflect Canada’s multicultural social dynamic, an inquiry approach will allow students to simultaneously investigate immigrant experiences related to a particular group of direct personal interest. Class discussion can then be used to help recognize particular and universal themes in the accounts of different immigrant groups.

Teachers can take a guided, blended, or open approach to an assigned investigation. The degree of student autonomy/teacher direction depends on a number of factors:

- ❑ teacher comfort and level of successful experience with inquiry-based learning;
- ❑ student experience and comfort with inquiry-based learning;
- ❑ level of inquiry learning skills demonstrated by students;
- ❑ available time and supporting resources.

Some inquiry opportunities will arise naturally from classroom activities and the *Essential Questions* posed in class. *Essential Questions* often trigger a series of additional questions suitable to direct a focused investigation into a problem, challenge, or dilemma. The following graphic provides some tips and ideas from teachers experienced in inquiry-based learning.

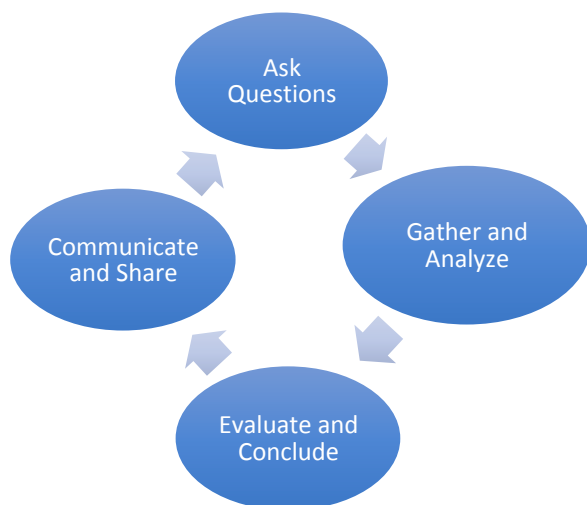


Shifting from guided inquiry to blended or open models requires a gradual release of responsibility from teacher to student. Once students have demonstrated a propensity to learn effectively through investigation and inquiry, teachers can provide more opportunities for the independent research of topics, problems, and dilemmas that address mandated curriculum learning expectations (or outcomes). Class time can be used to conference with groups and individuals conducting investigations; to provide formative feedback; and to affirm, consolidate, or redirect the learning process.

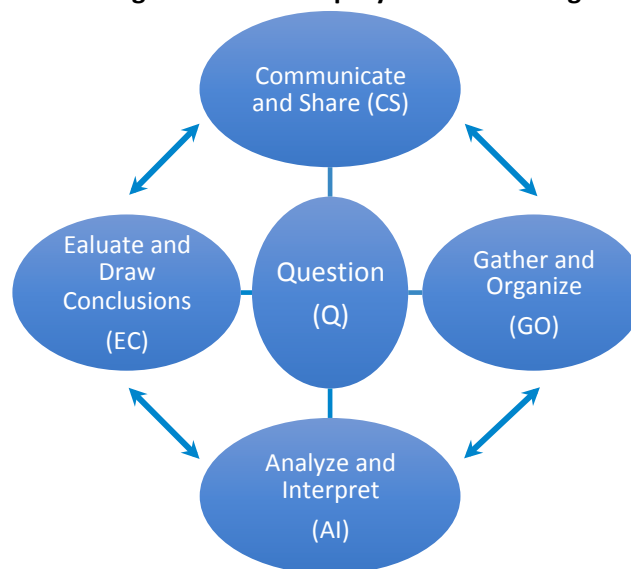
This transition to more independent learning, or open inquiry, provides students more ownership and direct engagement in the learning process. It also allows students to meet mandated learning expectations while pursuing high-interest and personally relevant questions, issues, and problems. There is considerable buy-in on the part of interested students, personally invested in the learning process. The strategies and learning activities found in this resource are designed to be timely, topical, relevant (authentic), and thought provoking.

The following skill sets and process steps are common to all subject disciplines and program areas. Whether students apply these skills as a linear (stepped) sequence, or as a distinct, yet interconnected (organic), set of insight building blocks, both approaches to the inquiry learning process ultimately lead to rich, deep, functional, and lasting understanding.

A Linear/Cyclical Approach to Inquiry



An Organic View of Inquiry-Based Learning



From an organic perspective, effective questioning is central to the inquiry-based learning process. Although each subject discipline has its own particular way of thinking, as a common (but not exclusive) starting point, a probing question (Q) can generate discussion (CS), exposing the need to gather and process more information (GO), to analyze and interpret what has been found (AI), and ultimately, to assess and integrate these additional findings into a tentative conclusion (EC).

As additional concerns come to mind (Q), the acquisition (GO), sharing (CS), and interpretation (AI) of available information can lead to a reasoned and defensible judgement or conclusion (EC). Sharing and reflecting on the process can identify next steps or affirm previous conclusions. The motivated learner “pinballs” among the components of this inquiry process, each being a focus for organized thinking intended to seek deeper understanding, insight, and illumination.

In a more traditional approach, teachers often prefer to introduce controversy only after students have developed the requisite knowledge and skills. Sometimes students are lost along the way, before they get to “the good stuff.” In an inquiry-based approach, teachers often start with a controversy or challenge and infuse key conceptual and skills building blocks along the journey. This approach replicates how issues and problems are often encountered in life, and encourages students to develop a disposition for lifelong learning beyond school.

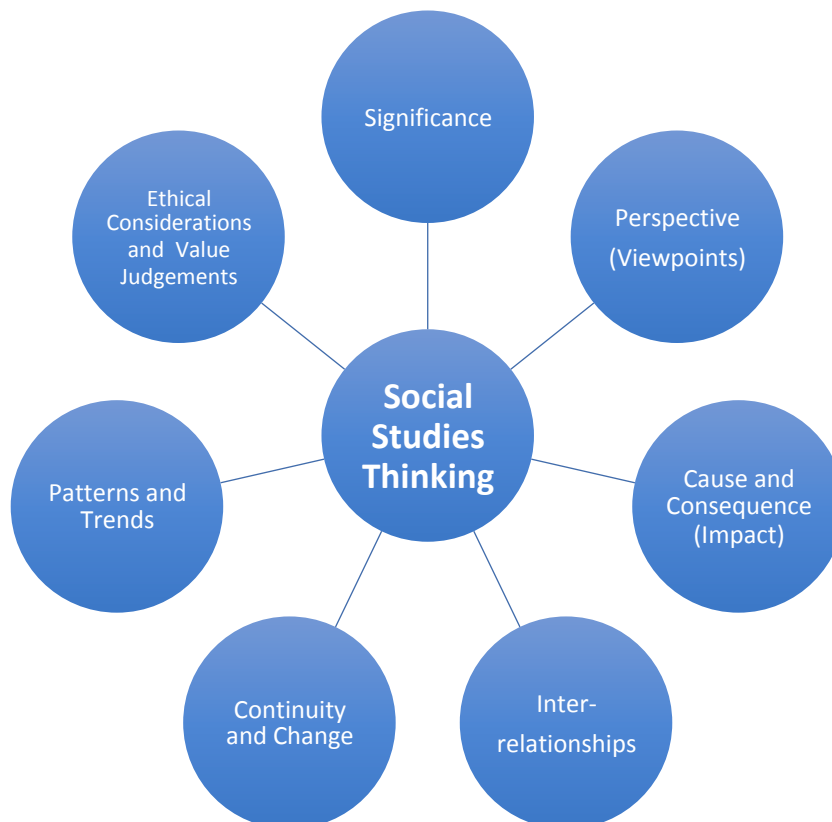
Teachers seeking to introduce students to inquiry-based learning may decide to start with a very focused and linear investigation involving considerable teacher direction. As students acquire successful experiences with inquiry-based learning, the investigations can become more complex, organic, and student-directed. The integration of inquiry-based learning strategies with varied learning activities helps to foster a disposition towards lifelong learning fueled by an inquisitive mind.

Discipline-Based Thinking

Education is intended to help students see the world more clearly and to recognize meaningful connections. Each subject area helps students acquire the ability to think about and process information in a disciplined way. Understanding our increasingly complex world requires the effective application of this disciplined thinking. The ‘disciplines’ (or discrete subject areas) of the approved curriculum each contribute to the holistic development of the learner.

Migration studies provide a valuable opportunity for students to discover and investigate global, regional, and local realities relevant to the lives of all Canadians. Beyond citizenship education, *migration studies* provide a passport to greater understanding of the human condition as well as fostering empathy for those engaged in the challenging processes of adaptation and transformation. In arts classes, while thinking as an artist, students can explore creative ways of depicting the irrepressible immigrant spirit through their artistic specialty (dramatically, visually, and musically). In language classes (both English and International) students think in a disciplined manner to use the vehicle of language to effectively communicate key insights about the immigrant experience, to a particular audience.

In classes focused on Canadian and world studies, social studies, citizenship education, and social sciences, students investigate the human dynamic (in a disciplined manner) to better understand the increasingly more complex world around them. Clear and profound thinking encompasses individual, familial, community, provincial, national, and global reference points to frame perspective, significance, impact, relationship, pattern, and ethical considerations. In the following graphic, the umbrella term *social studies* is used to represent all courses/subject areas focused on the study of human experiences, institutions, and relationships, and to identify the key concepts of disciplined thinking used.



The critical thinking invited by such socially focused studies often requires reasoned judgement based on appropriate criteria. The conclusions reached by critical judgment require supporting evidence to establish accuracy and validity. These conclusions also require the lens of ethical considerations to help distinguish right from wrong, so that fairness and justice prevail. In these socially focused studies, disciplined student thinking requires students to consider the following elements that inform and illuminate choices in often difficult decision-making:

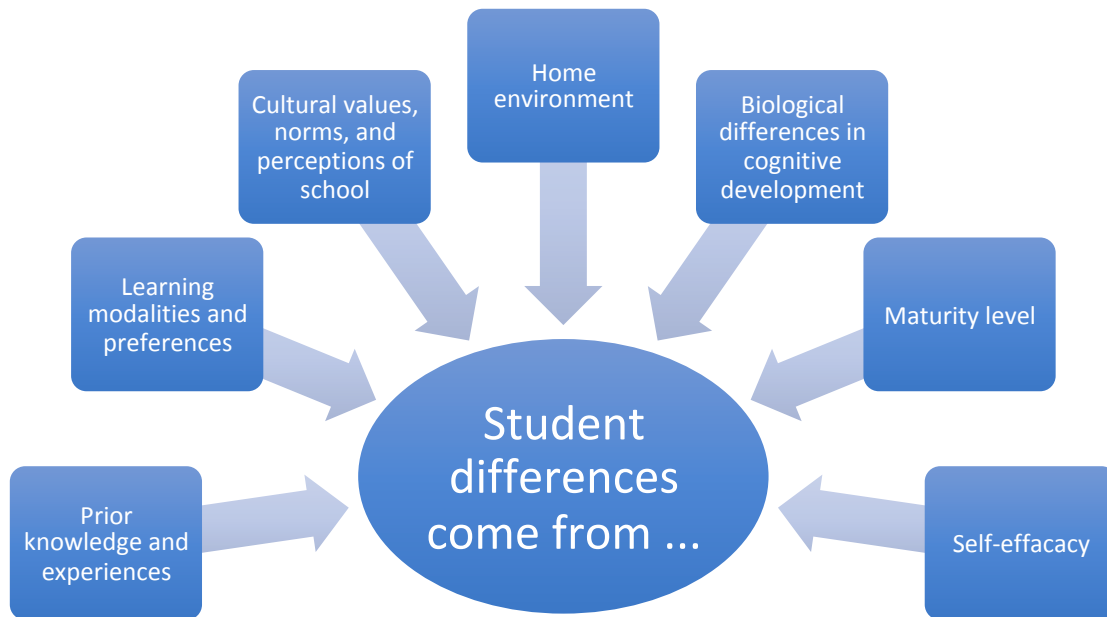
- ❑ inherent assumptions (not always explicitly stated);
- ❑ priorities (both expressed and implied);
- ❑ trade-offs (sacrifices made to protect priorities);
- ❑ consequences or impact (of both action and inaction).

These will serve as a useful benchmark for self-assessment, as well as the assessment of the decisions or indecisions of others. *Migration studies* provide numerous opportunities to apply disciplined thinking skills to relevant, timely and critical subject matter.

Differentiated Instruction

To enable the success of diverse learners with differing needs, abilities, and interests, the use of varied teaching/learning strategies is recommended. Diverse learning preferences and levels of readiness can be effectively addressed through this varied approach.

Through differentiated instruction, the conscientious teacher can personalize the learning process for all students in a particular class. Such teachers can be seen to activate a vision of effective teaching practice that anticipates differences in the ways that students learn, and believes that, in order to maximize student success, teaching should be adjusted to support these recognized differences.



An investigation, student inquiry, research project, or creative composition can be differentiated in many ways. For example:

- ❑ Some students could explore a question that branches off the main question.
- ❑ Some students could assess and evaluate different sources from the rest of the class.
- ❑ Students could complete different products.
- ❑ Teachers could provide different scaffolding towards completing the processes and products.

Teachers may choose to have students work on an investigation independently, with partners, or in groups. Groups may be formed by assigning students based on their demonstrated ability to successfully complete a previous task. Assigning group members with complementary skills can lead to effective co-operative learning. Work groups may also be formed based on individual learning interests, or cultural background.

Teachers adopting the sample learning activities, found in the third part of this resource, will find differentiation suggestions both in the Teaching/Learning Strategies and the Teaching Notes sections of each plan. These opportunities allow for enrichment, consolidation, and support of individual interests and abilities, as well as the effective use of locally available resources.

Assessment for Learning

Assessment is integral to learning. When used effectively, assessment becomes an educative experience for both the learner and the teacher. The learning activities in this resource are designed to maximize learning through effective and timely assessment.

Assessment used to improve learning is often referred to as *assessment for learning*. It includes diagnostic assessment to inform instruction, as well as teacher, peer, and self-assessment to provide valuable, formative feedback to the learner. When sufficiently descriptive, this feedback will help focus efforts aimed at improvement and personal growth.

Assessment may at times become part of the learning content experienced by students. Often referred to as *assessment as learning*, this practice involves developing the abilities (skills) and inclinations (dispositions) to use peer and self-assessment to support personal growth and improvement. Setting and revising learning goals is an important part of *assessment as learning*, and an essential element in the formation of the lifelong learner.

Summative assessment, also known as evaluation, or *assessment of learning*, is conducted by the teacher to determine grades reflecting the full extent of demonstrated student achievement, relative to mandated learning expectations (curriculum outcomes) for approved course of study. This practice usually includes a combination of term tests, performance tasks, and a final examination. It is conducted near the end of a learning cycle (unit, program, and/or course of study).

Teachers are encouraged to work from a balanced assessment plan in which all three types of assessment are used together to improve learning and effect personal growth. The assessment tools included in this resource will support a balanced approach to assessment, including:

- ❑ construction and use of success criteria;
- ❑ assessment of investigations and inquiry learning;
- ❑ testing;
- ❑ product/task/performance assessment;
- ❑ gathering of evidence of student achievement to assign valid and reliable grades.

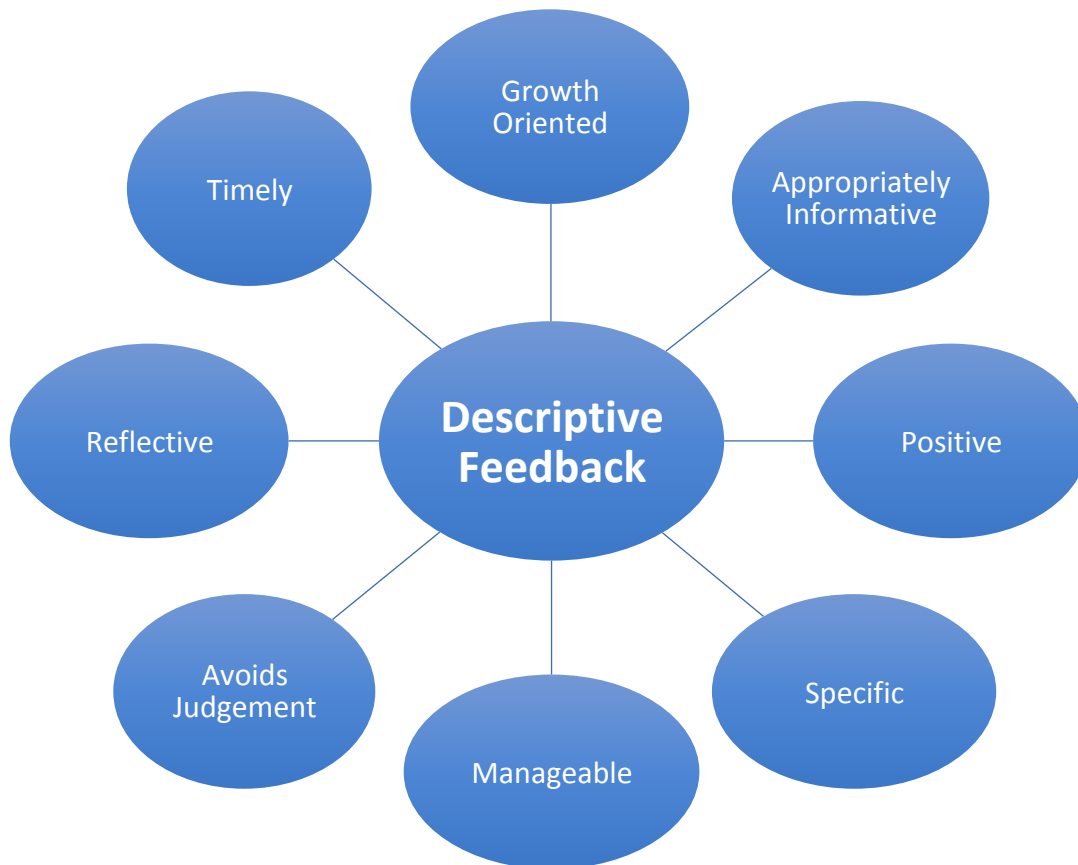
Recent education research, including work done by John Hattie (2008), Dylan Wiliam (2011), and Grant Wiggins (2012) confirms the importance of formative assessment, and specifically descriptive feedback, in increasing student learning. In this sense, *assessment for learning* is a key building block for all learning activities supported by this teacher's resource.

Good descriptive feedback must be growth oriented, forward-thinking, and positive in nature. It need not dwell on past deficiencies but can focus most directly on what measure can be applied to close the learning gap. Descriptive feedback avoids judgements that might imply that the learning journey is over.

Descriptive feedback is appropriately informative (clear and concise) about what has already been done well and the next step that can lead to greater success. The most useful feedback is specific. It does not deal in generalities or platitudes. It identifies specific strengths, specific areas for improvement, and specific corrective strategies that can be put to effective use by any learner wishing to improve.

Both the number of identified deficiencies (expressed positively to students as learning targets) and the corrective strategies suggested (expressed as learning opportunities) must be held to a manageable number for students. Too many targets can overwhelm and confuse young learners. When several

deficiencies need to be addressed to close the learning gap, it is always best to select one to three to work on at a given time, saving others for a subsequent opportunity.



As much as possible, descriptive feedback should model and foster reflective thinking. Through the teacher’s example and support, students can become better able to self-assess their own work and to set their own learning goals and strategies to achieve them. The teacher can model the kind of thinking required in productive self-assessment, based on established success criteria. Students should then be given opportunities to apply and fine-tune this critical thinking, and to provide helpful feedback to their peers. Finally, all feedback must be timely. Students should receive it as soon as possible, while the work done and the thinking applied to its completion are still fresh.

To support teachers in working from a balanced assessment plan, several assessment tools have been included in the reproducible masters that accompany each learning activity featured in this resource. Teachers are encouraged to add their own tools and strategies. In this way, even more variety can be incorporated into assessment planning. Education research confirms the pedagogical value of using a rich variety of assessment tools to support diverse learner needs. Given the nature and complex subject matter of *migration studies*, product and performance demonstrations provide teachers with more effective ways of assessing the full extent of student learning than do traditional tests, quizzes and exams.

Sample Learning Strategies for Anthology Contents

The following represents some best fit examples of strategies for using anthology contents with students. Some are most appropriate as whole class learning strategies. Others may be more appropriate for group work or independent study. Teachers are the ultimate judges for the best strategies to use given student needs, interests and abilities. These suggestions are not the only strategies possible. Creative teachers will be able to find many additional entry points and strategies to engage their students in *migration studies*. In addition, some strategies can be used with several different pieces from this anthology. They have not always been repeated to make better use of available space.

Part One: Coming Here

1. Narrative (Author) [First Page]	Perspective
Come from Away in Newfoundland (Roberta Buchanan) [3]	Reflections on an awkward adjustment to life in Newfoundland by a proud Canadian
Course/Subject Area	Strategy
Grade 12 World Cultures	Have students investigate to uncover any relationship between physical isolation and cultural uniqueness

2. Narrative (Author) [First Page]	Perspective
They Left Their Homes with Nothing, and Made a New Life with Hard Work (Dana Borcea) [21]	Newspaper journalist reports on two families of Vietnamese refugees (boat people) who came with nothing and build successful businesses
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 10 Civics and Citizenship	Have students investigate and compare Canada's current and historical immigration policy for refugees
Grade 11 Entrepreneurship	Have students investigate how the resourcefulness of Vietnamese boat people has contributed to entrepreneurial courage and success

3. Narrative (Author) [First Page]	Perspective
Prejudice (Anton Capri) [27]	Reflections on learning about temporary (accent based) and permanent (skin colour based) prejudice
Course/Subject Area	Strategy
Grade 11 Origins and Citizenship; Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice	Use reflection to focus a study of discrimination, prejudice and name calling of visible and ethnic minorities
Grade 11 Dramatic Arts	Role play the innocent discovery of prejudice by school children

4. Narrative (Author) [First Page]	Perspective
My First Day in Canada (Chung Won Cho) [31]	Reflections of a lonely grad student who arrived in Canada on Christmas Eve to escape ravages of Korean War and to further his education
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 11 Origins and Citizenship; Grade 12 Canadian History, Identity, and Culture	Have students analyze and compare experiences of Korean immigrants fleeing war and communist persecution

5. Narrative (Author) [First Page]	Perspective
Secrets, Lies, and the Call to Reconciliation (Joan Clayton) [37]	Young man discovers immigrant mother's painful, secret past as a fleeing Ukrainian resistance refugee, assuming husband's Lithuanian nationality
Course/Subject Area	Strategy
Grade 10 and 12 Canadian History	After reading this account have students investigate the Ukrainian Genocide and Canada's role in helping relocate starving, peasant farmers
Grade 12 Equity and Social Justice	After reading this account have students discuss the reasons for family secrets from one generation to the next
Grade 12 Families in Canada	

6. Narrative (Author) [First Page]	Perspective
The Phoenix (Thuc Cong) [45]	Science teacher flees Vietnam in a dangerous small boat, comes to Canada as a church sponsored refugee and is reborn through hard work
Course/Subject Area	Strategy
Grade 10 Canadian History: Grade 10 Civics and Citizenship	Have students investigate and assess Canada's current and historical immigration policy for refugees
Grade 11 Origins and Citizenship Grade 12 English, Writer's Craft	Use along with #2 to have students write a letter to the editor reflecting on why Vietnamese refugees made good citizens; extend to other groups
Grade 12 World Issues	Assess the need for an international refugee aid and relocation policy

7. Narrative (Author) [First Page]	Perspective
Carlo and Andrea (Antonio D'Alfonso) [49]	Nomadic ancestry used to explain recent immigrant experience in Canada; emigrant does not become immigrant unless prodded by children
Course/Subject Area	Strategy
Grade 11 Introduction to Anthropology, Psychology, and Sociology; Grade 12 Families in Canada	Have students investigate the influence of children on immigrant parents and the effects of immigration on the children of immigrants
Grade 12 World Issues	Investigate the impact of human migration on international relations

8. Narrative (Author) [First Page]	Perspective
He Was One of Eight (Irene Gargantini) [59]	Writer's family experience as eight Dutch orphans operating a family farm in Ontario and the great success of the youngest sibling as a breeder
Course/Subject Area	Strategy
Grade 10 Civics and Citizenship; Grade 11 Entrepreneurship	Have students analyze the successful immigrant's need to give back to their new home and to the community enabling their success

9. Narrative (Author) [First Page]	Perspective
No Return (Tchitala Kamba) [67]	Poem about promising African immigrants, bound for Europe, America and Canada, lost to the sea
Course/Subject Area	Strategy
Grade 12 English, Writer's Craft	Have students read and interpret this poem, then use it as a model for writing their own poem about the immigrant experience

10. Narrative (Author) [First Page]	Perspective
The Music of Small Things (Monica Kidd) [71]	Relatives, neighbours and strangers contribute to a family bringing 7 Congolese refugees to Calgary
Course/Subject Area	Strategy
Grade 11 Introduction to Anthropology, Psychology, and Sociology	Have students investigate the human capacity to do good when faced with a terrible natural disaster or human crisis

11. Narrative (Author) [First Page]	Perspective
Excerpts from Not One of the Boys (Christopher Levenson) [79]	Professor comes for a job interview at Carleton University and stays 31 years seeing Canada as a calm, cool and safe place to live
Course/Subject Area	Strategy
Grade 12 World Geography	Use narrative (along with #1, 2, 4, 6, 9, 12, 13, and 30) to have students recognize push and pull factors influencing migration

12. Narrative (Author) [First Page]	Perspective
My Grandmother and The Gold Mountain (Ian Mah) [85]	Discriminatory Chinese Immigration Act of 1923 prevents a family from getting back together until 1957; prejudice seen to last after law changed
Course/Subject Area	Strategy
Grade 10 Canadian History: Grade 12 Canadian History Grade 12 Equity and Social Justice	After learning about the impact on one family, have students research the motives behind this law, discriminatory practice and formal apology

13. Narrative (Author) [First Page]	Perspective
Canada, Papa's Land of Opportunity: My First Year in Canada (Theresia M. Quigley) [91]	Reflections of a young German refugee upon joining her father in Montreal circa 1952; hardships faced after sudden death of father
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 11 Intro to Anthropology, Psychology and Sociology; Grade 12 Canadian History	Have students investigate the treatment of German, Italian, and Japanese immigrants after WWII looking for both positives and negatives

14. Narrative (Author) [First Page]	Perspective
Land of Milk and Corn Flakes (Carrie-Ann Smith) [99]	Memories of Immigrants passing through Pier 21 reveal references to complimentary boxes of unfamiliar/often discarded Kellogg's Corn Flakes
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 11 Dramatic Arts; Grade 11 Visual Arts	Have students replicate the Pier 21 experience of immigrants restarting their lives in post-war Canada with all worldly possessions in a trunk

Part Two: Being Here

15. Narrative (Author) [First Page]	Perspective
No Country for a Master Race (Henry Beissel) [107]	Immigrant recalls Canada providing escape, reconciliation and healing after a devastating war; learning tolerance, compassion, and humility
Course/Subject Area	Strategy
Grade 11 Visual Arts; Grade 12 Visual Arts; Grade 12 English, Writer's Craft	Have students use metaphor, colour and symbol to impressionistically depict how the immigrant legacy of suffering can impact on the national character (Consider also using narratives #2, 3, 5, 6, 7, 12, 13, 17, and 21)
Grade 10 Canadian History; Grade 12 Canadian History Identity, and Culture	Have students research the reasons for a post-war surge in immigration to Canada (Consider also using #1, 2, 8, and 13)

16. Narrative (Author) [First Page]	Perspective
Writing in French in Alberta (Laurent Chabin) [119]	Writer reflects on the importance of language in cultural preservation; one does not live in a country, one lives in a language
Course/Subject Area	Strategy
Grade 10 Canadian History; 12 Canadian History, Identity, and Culture	Have students research and debate the significance and impact of Canada's official bilingualism policy in a global age; Assess Quebec's careful guarding of language rights as the key to cultural preservation
Grade 11/12 International Languages	Have students reflect on the importance of language preservation (Consider also using #29 and 35)

17. Narrative (Author) [First Page]	Perspective
A Simple Wedding (Ursula Delfs) [123]	Writer reflects on German parents' solitude, courage and trust as homesteaders in the Canadian wilderness
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 12 Canadian History Identity, and Culture	Have students research and assess the impact of the immigrant/pioneer spirit in developing the Canadian nation and character (Consider also using #21)

18. Narrative (Author) [First Page]	Perspective
Hundredagene and The Foxtail Phenomenon (Vivian Hansen) [127]	Childhood recollections of Danish children growing up in Alberta, sensing great pressure to assimilate and disappear
Course/Subject Area	Strategy
Grade 11 Intro to Anthropology, Psychology, and Sociology; Grade 11 Dramatic Arts	Have students assess the impact of various socialization options including assimilation, coexistence, diffusion/integration, polarization/alienation, segregation, domination, and transformation

19. Narrative (Author) [First Page]	Perspective
"Attention Mr. Inglewick" (Vid Ingelevics) [131]	Misspelling names as a banal form of socially acceptable humiliation
Course/Subject Area	Strategy
Grade 12 Challenge and Change in Society; Grade 12 Equity and Social Justice	Have students investigate changing trends in xenophobic humiliation strategies (increased tolerance versus more subtle intolerance) to debate whether humans are becoming more humane

20. Narrative (Author) [First Page]	Perspective
Mrs. Lukaszewicz and The Winter Boots (Barbara D. Janusz) [135]	Memories of a young lawyer defending a Polish immigrant charged with theft and convinced that Canadian judges are like judges in Poland
Course/Subject Area	Strategy
Grade 11 Canadian Law	Have students identify the relative strengths of the Canadian legal system
Grade 12 Canadian and International Politics	Have students identify the relative inefficiencies and weaknesses of communist and capitalist politico-economic systems

21. Narrative (Author) [First Page]	Perspective
Letters From Cheinwen (Iris Jones Mulcahy) [150]	Letters reveal a young immigrant girl's life experiences on the prairie
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 12 Canadian History Identity, and Culture	Have students research and assess the impact of the immigrant/pioneer spirit in developing the Canadian nation and character (Consider also using #17)

22. Narrative (Author) [First Page]	Perspective
Watchful for The Parallels and Overlaps (Romeo Kaseram) [153]	Reflections on living between two worlds triggered by simple, everyday experiences
Course/Subject Area	Strategy
Grade 11 Visual Arts; Grade 12 Visual Arts; Grade 12 English, Writer's Craft	Have students use metaphor, colour and symbol to depict the dual or conflicted existence evident in the immigrant experience and lifestyle (Consider also using #5, 7, 12, and 18)

23. Narrative (Author) [First Page]	Perspective
Marking Territory (Anna Mioduchowska) [157]	Reflections on the immigrant lifestyle (especially letters) while visiting rugged Newfoundland
Course/Subject Area	Strategy
Grade 11 Intro to Anthropology, Psychology, and Sociology; Grade 11 Dramatic Arts	Have students explore why an immigrant might exaggerate or leave out things when writing to the folks back home (Consider also using #21)

24. Narrative (Author) [First Page]	Perspective
Of Death and The Immigrant: Some Journeys (Michael Mirolla) [171]	Reflections on death and dying from an immigrant's perspective
Course/Subject Area	Strategy
Grade 11 Intro to Anthropology, Psychology, and Sociology; Grade 11 Dramatic Arts; Grade 12 English, Writer's Craft	Have students explore how and why an immigrant might see death and dying differently than other people

25. Narrative (Author) [First Page]	Perspective
My Immigration Medical (Carol Moreira) [183]	Experiences of a new Canadian after a lump was found on her breast during a pre-immigration medical exam
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 11 Intro to Anthropology, Psychology and Sociology; Grade 11 Dramatic Arts	Have students explore the anxiety and loneliness of new Canadians while waiting for the clarification of status and benefits

26. Narrative (Author) [First Page]	Perspective
The View of a Writer: 'I am Canadian Enough' (Jane Rule) [199]	After spending half of her life in Canada, a writer is unable to shake her American roots and experiences difficulties being published in Canada
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 12 Canadian History, Identity, and Culture	Have students investigate cultural differences between Canada and the United States using the following as a starting point: "If bragging is an American trait, self-denigration is 100% Canadian."

27. Narrative (Author) [First Page]	Perspective
The North End (Libby Simon) [205]	A community study of an Eastern European immigrant enclave in the North End of Winnipeg reflects on hardships and successes
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 12 Canadian History, Identity, and Culture	Have students compare the North End experience to other immigrant reception communities, locally and across Canada
Grade 11 Intro to Anthropology, Psychology, and Sociology	Have students investigate the effects of assimilation, alienation, and ghettoization using the North End as a case study

28. Narrative (Author) [First Page]	Perspective
I Am an Immigrant (Batia Boe Stoler) [219]	Insights of an English professor's personal experience: immigrants are challenged to give their inerascable memories a voice or repress them
Course/Subject Area	Strategy
Grade 12 English, Writer's Craft; Grade 11/12 English	Have students collect memories from immigrant parents and grandparents to give them an appropriate voice
Grade 11/12 Visual Art	Have students create visual representations of the immigrant experience including: pain, misery, loss, choice, exchange, gain, survival, triumph

29. Narrative (Author) [First Page]	Perspective
Between Two Tongues: Falling at The Speed of Light (H. Masud Taj) [235]	An immigrant reflects on similarities and differences between first and adopted languages
Course/Subject Area	Strategy
Grade 12 English, Writer's Craft	Have students write a poem or personal reflection comparing native and second language

30. Narrative (Author) [First Page]	Perspective
A Dozen Reasons This American is Celebrating Canada Day (Ken Victor) [239]	An American offers his reasons for embracing Canadian citizenship
Course/Subject Area	Strategy
Grade 10 Canadian History; Grade 10 Civics and Citizenship; Grade 12 Canadian History, Identity, and Culture	Have students assess cultural, social and political differences between Canada and the United States to determine where they prefer to live

31. Narrative (Author) [First Page]	Perspective
Definitely Not The Chinatown Field-Trip To See The New Year Dragon Dance (Meguido Zola) [245]	A reflection on the importance of storytelling in the human life journey, while avoiding clichés and stereotypes
Course/Subject Area	Strategy
Grade 11 Media Studies; Grade 11 Communications Technology	Have students investigate the use of cultural stereotypes and clichés in the media and to suggest strategies for improving media literacy
Grade 12 English, Writer's Craft; Grade 11 Visual Arts	Have students investigate the power of storytelling before writing and illustrating a story for children about or from their own native culture

32. Narrative (Author) [First Page]	Perspective
Three Readings (Roxanne Fox) [259]	A researcher reflects on the dual feeling of being a stranger yet being at home on her first visit to the ancestral homeland (Philippines)
Course/Subject Area	Strategy
Grade 12 Families in Canada	Have students compare the author's experience to those of family members and immigrant friends/relatives to assess the importance of transgenerational contact

33. Narrative (Author) [First Page]	Perspective
Excerpts from 'Ireland's Eye' (Mark Anthony Jarman) [265]	A writer/educator occasionally visits relatives in Ireland to compare life there to mental images acquired over time
Course/Subject Area	Strategy
Grade 11 Dramatic Arts; Grade 11 Intro to Anthropology, Psychology, and Sociology	Have students roleplay returning guest, relatives back home and locals to investigate human relationships connected to migration

34. Narrative (Author) [First Page]	Perspective
Writing Home (Monica Kidd) [275]	Disappointed by the finding of a single photo to document the existence of her great grandparents a writer proceeds to document grandmother's accounts as a strong pioneer woman
Course/Subject Area	Strategy
Grade 11 World Cultures	Have students compare cultural experiences connected to life in Canada and life in the land of their ancestors to distinguish between distinct and hyphenated variations of culture
Grade 12 Families in Canada	Have students research and document the experiences of parents, grandparents and great grandparents to create a family archive

35. Narrative (Author) [First Page]	Perspective
How I Lost My Tongue (Myrna Kostash) [289]	Regretful reflection on the loss of the author's first language (Ukrainian) and her subsequent re-learning some 30 years later and returning to Kiev finally in 1988 with the power of speech
Course/Subject Area	Strategy
Grade 11 Intro to Anthropology, Psychology, and Sociology; Grade 12 World Cultures	Have students research and report on the power of language in the human life journey as a communication tool and a living cultural artifact
Grade 11 Origins and Citizenship: The History of a Canadian Ethnic Group; Grade 12 Equity and Social Justice	Have students research and report on the push factors forcing Ukrainians to leave their homeland and the communities they created in Canada

36. Narrative (Author) [First Page]	Perspective
Going Home; Coming Home (Don Mulcahy) [299]	Writer reflects on immigrants' inability to escape familial bonds or heal the breaches and severed connections created by the departure
Course/Subject Area	Strategy
Grade 11 Intro to Anthropology, Psychology, and Sociology; Grade 12 Challenge and Change in Society Grade 11/12 Dramatic Arts	Have students investigate the effect of distance, assimilation, adaptation and nostalgia on immigrants and their relationship with the friends and relatives left behind

Part Three: Sample Learning Activities

Classroom Ready Migration Studies for Busy Teachers

In the last part of this resource, four sample learning activities are planned out for teachers to integrate *migration studies* into their courses. Each sample plan has been developed for a different course, program area and curriculum policy document. Each plan includes classroom ready reproducible masters (RMs) for teachers to duplicate or adapt. Using a ‘design down’ template, each sample plan is designed to address mandated learning expectations for the course being addressed. A balanced assessment plan is briefly outlined and then supported with specific assessment strategies and tools.

Each sample plan incorporates selected readings from the anthology as key learning materials. These plans present an approach to *migration studies* that is less than a major unit of study, but much more than a single lesson or class period treatment. Teachers are encouraged to adapt these plans to better serve the specific needs, interests, and abilities of their students. In addition, teachers are encouraged to tweak and adapt plans to address mandated learning expectations for other secondary school courses.

List of Sample Learning Activities

#	Title	Course
1	Postwar Prosperity and Immigration: 1945 – 1982 Pages 32 – 38	Grade 10 Canadian History Since World War 1 (Academic)

#	Title	Course
2	Culture and Humanity: A Sociological Perspective Pages 39 – 47	Grade 11 Introduction to Anthropology, Psychology, and Sociology (University Preparation)

#	Title	Course
3	The Transformative Suitcase Project: A Canadian Enterprise Pages 48 – 57	Grade 11 Visual Arts (University/College Preparation)

#	Title	Course
4	The Power of Story Telling Pages 58 – 63	Grade 12 English, The Writer's Craft (University Preparation)

Postwar Prosperity and Immigration: 1945-1982

Grade 10 Canadian History Since World War 1 (Academic)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> analyse historical statistics and other primary sources to identify key demographic trends and developments, and assess consequences (D1.1) identify sources and numbers of postwar immigrants and/or refugees, describe the circumstances that led to their arrival, and assess consequences (D1.1) describe some key developments in immigration during this period and explain their significance for Canadian heritage and identity (D3.6) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The economic prosperity that followed World War II attracted many immigrants to Canada from war-torn and economically depressed countries. <input type="checkbox"/> Postwar immigration policy was instrumental in the development of Canada as a multicultural society. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building community <input type="checkbox"/> Serving the common or greater good <input type="checkbox"/> Empathy for those working hard and making sacrifices to better their lives
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<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> Diagnostic assessment of prior learning and student attitudes towards immigration and refugee groups Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and cooperative group skills (collaboration, accountability, compromise) Evaluation of performance task products as a demonstration of learning expectation achievement

<p>Teaching/Learning Strategies Day 1</p> <ol style="list-style-type: none"> Introduce the topic by asking students to recall an incident or situation where they felt compelled to leave a familiar place in favour of a strange place. Have students reflect on their Grade 9 experience to consider how it made them feel to be in a new or strange place. Ask students how they dealt with the situation and what help they appreciated most during the adjustment period. Relate this to the immigrant experience. [10 minutes] Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. For this <i>jigsaw</i> activity, organize students into mixed ability home groups with diverse learning preferences. Explain the four expert group stations and arrange for home groups to send one representative to each expert group to gather useful information for the home group task that must be completed cooperatively. Each expert group will cooperatively complete a different task using varied resources. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Group</th> <th style="width: 20%;">Resource</th> <th style="width: 70%;">Task</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Personal Accounts</td> <td>Read personal/family accounts <i>Prejudice</i> and <i>My Grandmother and The Gold Mountain</i>. Complete RM 1 to note hardships and discrimination experienced by immigrants to Canada during the postwar period.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Biographies</td> <td>Read biographical accounts <i>Secrets, Lies and ... Reconciliation</i> and <i>They Left Their Homes with Nothing ...</i> to note the push/pull factors bringing people to Canada, the experiences of isolation, adaptation, and assimilation, and the contributions to Canadian society on RM 2.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Videos</td> <td>Watch three short videos and complete RM 3 to determine the historical importance of Pier 21 and immigration in Canada.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Data Analysis</td> <td>Access the Citizenship and Immigration Canada Website to complete RM 4 comparing recent and past immigration data to identify significant patterns. If time permits, note also the services and supports available to new Canadians today.</td> </tr> </tbody> </table> <p style="text-align: right;">[30 minutes]</p>	Group	Resource	Task	1	Personal Accounts	Read personal/family accounts <i>Prejudice</i> and <i>My Grandmother and The Gold Mountain</i> . Complete RM 1 to note hardships and discrimination experienced by immigrants to Canada during the postwar period.	2	Biographies	Read biographical accounts <i>Secrets, Lies and ... Reconciliation</i> and <i>They Left Their Homes with Nothing ...</i> to note the push/pull factors bringing people to Canada, the experiences of isolation, adaptation, and assimilation, and the contributions to Canadian society on RM 2.	3	Videos	Watch three short videos and complete RM 3 to determine the historical importance of Pier 21 and immigration in Canada.	4	Data Analysis	Access the Citizenship and Immigration Canada Website to complete RM 4 comparing recent and past immigration data to identify significant patterns. If time permits, note also the services and supports available to new Canadians today.
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4. Back at the home groups, have individual students take turns sharing what they have learned through expert group activities. This will give each home group member a five minute opportunity to be an expert and to provide valuable information to their group. This information should help the home group to complete a cooperative task successfully. Use a class discussion and textbook contents to consolidate student understanding. [30 minutes]

Day 2

5. Instruct each home group to use the knowledge acquired to produce one of the following:
- a set of four commemorative postage stamps,
 - a set of four dollar bills (\$5, \$10, \$20, \$50)
 - a set of four posters
 - one heritage minute video
- to commemorate the historical significance of immigration to the development of Canada. [70 minutes]

Day3 (after providing sufficient completion time in and out of class)

6. Have student home groups take turns presenting and explaining their creations. Use RM 5 for self, peer and teacher assessment. Display student work. [70 minutes]

Learning Materials

RM 1 *Personal Story – Expert Group Worksheet*
 RM 2 *Biography – Expert Group Worksheet*
 RM 3 *Video Presentation – Expert Group Worksheet*
 RM 4 *Immigration Data – Expert Group Worksheet*
 RM 5 *Rubric for a Visual Product*

Elements of 21st Century Learning

- Collaboration
- Application of communication technology to complete an authentic task
- Creativity and effective design

Resources

Pier 21 Halifax Nova Scotia: Gateway to Canada (5:53) <http://www.youtube.com/watch?v=Nw3Z4MILXHs>

PM Announcement at Pier 21, Halifax – CTV (9:37) July 2, 2009

http://www.youtube.com/watch?v=b_PLnXM3SBc

Pier 21 Halifax Nova Scotia Canada (2:09) <http://www.youtube.com/watch?v=eKG4w9B6sbQ>

Resources From the Anthology

<i>Prejudice</i>	<i>They Left Their Home with Nothing, and Made a New Life with Hard Work</i>
<i>My Grandmother and The Gold Mountain</i>	<i>Secrets, Lies, and the Call to Reconciliation</i>
<i>No Country for a Master Race</i>	<i>Canada, Papa’s Land of Opportunity</i>
<i>The North End</i>	

Teaching Notes

1. Book the school library or computer lab for expert group activities. Reproduce copies of the selected anthology accounts for students to read and mark up.
2. If each home group has four members, each individual member can be responsible for one stamp, coin, bill or poster. After a brief home group planning meeting, consider assigning this home group task for homework if available class time is limited.
3. Consider using this home group activity as an evaluation opportunity in place of another assignment for the same unit of studies (Canada: 1945-1982).
4. Consider pairing English language learners with learning partners who have a good command of English to help with difficult vocabulary and new concepts. Consider incorporating the ethnic diversity of students in completing this immigration study and the assigned task.

RM 1 Personal Stories – Expert Group Worksheet

Read the two accounts provided by the teacher and underline key words and details the author uses to tell each story. After reading, answer the following questions.

1. Use the following summary table to determine whether each personal account is a primary or secondary source of information.

Comparing Sources of Information		
	Primary	Secondary
Characteristics	A first hand or eyewitness account Based on direct personal observation or participation Original information	An account summarized from primary sources Based on the direct observations of others Explaining and discussing information found in primary sources
Examples	Diary entries, letters, personal memoirs, photographs, autobiographies	Encyclopaedias, newspaper columns, textbooks, essays, television programs, biographies

2. Are primary sources always more reliable than secondary sources? Explain.
3. What makes this account interesting or boring?
4. What makes this account believable or unbelievable?
5. Do you think that the experiences of this individual or family are common or unique? Explain.
6. What is the single most significant insight that each story/account reveals about the immigrant experience and about human nature?

Prejudice	My Grandmother and The Gold Mountain

7. What effects can this immigrant spirit have on Canadian identity and culture over time?

RM 2 Biographies – Expert Group Worksheet

Read the two accounts provided by the teacher and underline key words and details the author uses to tell each story. After reading, answer the following questions.

1. Use the following summary table to determine whether each personal account is a primary or secondary source of information.

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2. The movement of people is often influenced by push and pull factors. Push factors drive people away from a certain area. Pull factors attract people to another area. What were the push and pull factors in each story?

They Left Their Homes with Nothing, and Made a New Life with Hard Work	Push Factors	Pull Factors

Secrets, Lies, and the Call to Reconciliation	Push Factors	Pull Factors

3. Although these immigration stories are more than 25 years apart, what parallel conclusions can be drawn about the immigrant experience and spirit in Canada?

4. How instrumental was Canada's postwar immigration policy in the development of Canada as a multicultural society?

RM 3 Video Presentations – Expert Group Worksheet

Use the contents of these videos to prepare a definitive statement about the importance of Pier 21 in Halifax, Nova Scotia, and immigration on the growth and development of Canada.

Video 1 – Pier 21 Halifax Nova Scotia: Gateway to Canada (5:53) http://www.youtube.com/watch?v=Nw3Z4MILXHs	
How does the song writer choose to tell the story of Pier 21? What does he emphasize?	What images are used to support the lyrics?

Video 2 – PM Announcement at Pier 21, Halifax – CTV (9:37) July 2, 2009 http://www.youtube.com/watch?v=b_PLnXM3SBc	
What is the significance of the CBC survey that the former prime minister talks about early in his speech?	What key words does former prime minister use when talking about Pier 21 and immigration?

Video 3 – Pier 21 Halifax, Nova Scotia, Canada (2:09) http://www.youtube.com/watch?v=eKG4w9B6sbQ	
What key words does this veteran tour guide use to describe the importance of Pier 21?	How can you tell that he has a personal and emotional attachment to Pier 21?

Prepare a brief statement to explain your assessment of the historical significance of Pier 21. Provide factual evidence from the contents of the videos to support your decision.

RM 4 Immigration Data – Expert Group Worksheet

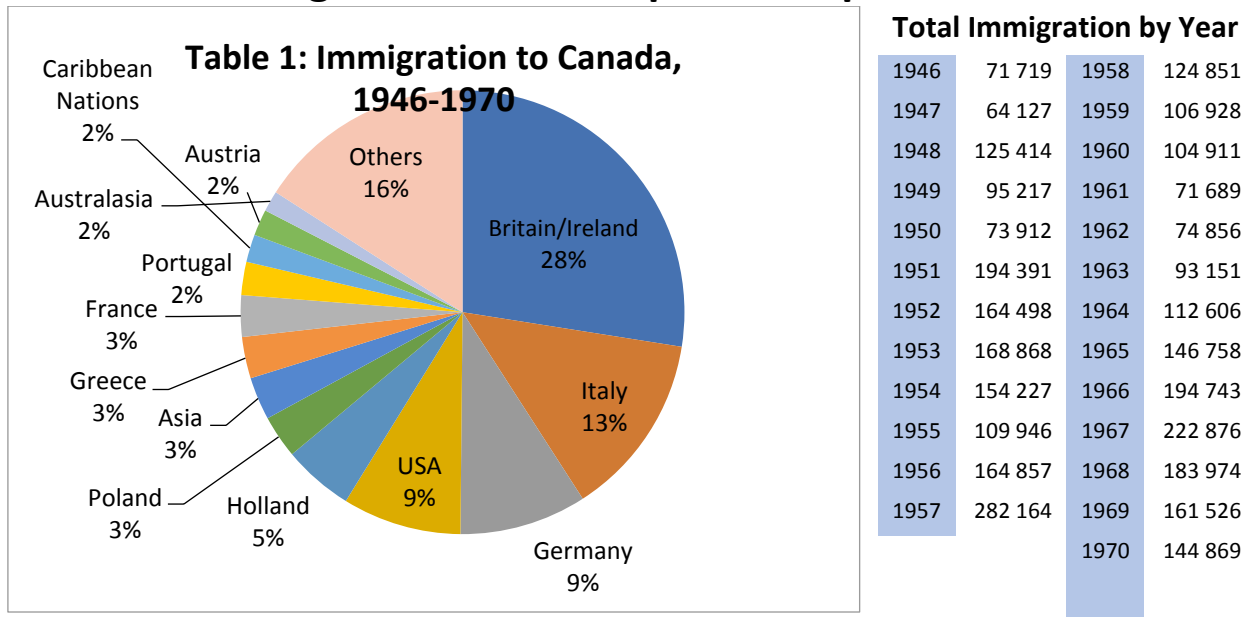
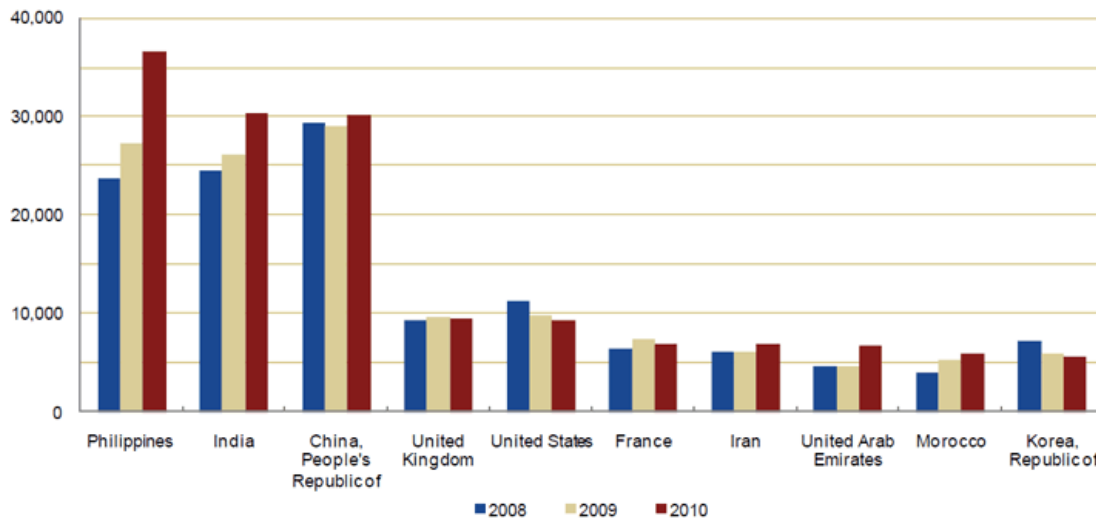


Table 2: Immigration to Canada (by top 10 source countries), 2008–2010



Source: Statistics Canada and Citizenship and Immigration Canada

1. Compare immigration patterns from Table 1 to Table 2. What are the most significant differences and similarities?
2. What patterns and concerns do these data raise?

RM 5 Rubric for a Visual Product

Name: _____ Date: _____

Topic/Title:

Learning Goal:

Home Group Members:

Assessed by (check one):

- Self
- Peer _____
- Teacher

This rubric can also be used to assess or evaluate visual products including collages, posters, brochures or bulletin-board displays.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of historical terms, facts and concepts demonstrated through visual product	Visual product demonstrates limited but passable understanding of terms, facts and concepts	Visual product demonstrates adequate understanding of terms, facts and concepts; some key information used correctly	Visual product demonstrates good understanding of terms, facts and concepts; most key information used correctly	Visual product demonstrates excellent understanding of terms, facts and concepts; all information used correctly
	Accuracy of information presented	Minimal important information accurately presented	Most important information accurately presented	All important information accurately presented	All information accurately presented
Thinking	Evidence of research, thought and planning	Limited evidence of research, thought and planning	Some evidence of research, thought and planning	Clear evidence of solid research, thought and planning	Extensive evidence of thorough research, thought and planning
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s); use of visuals to support main idea(s)	Language use provides limited clarity; limited visual support for main idea(s)	Main idea(s) somewhat clearly expressed and somewhat supported by visual images	Main idea(s) clear and well supported by visual images	Main idea(s) very clear and well supported by effective visuals; no language errors
	Effectiveness of layout and design; use of space; prominence of title; legibility and completeness of text	Ineffective layout and design; limited use of space; title unclear; text incomplete and illegible in key parts	Somewhat effective layout and design; use of space adequate; title clear but lacks prominence; text somewhat legible and complete	Effective layout and design; good use of space; title clear and prominent; text mostly complete and legible	Highly effective layout and design; excellent use of space; title clear, prominent and attractive; all text legible; all important text included
Application	Relevance of visuals and print to main idea	Limited relevance of visuals and print to main idea	Most visuals and print connect to main idea and provide some support	All visuals and print connect well to main idea and provide good support	All visuals and print connect very well to main idea and provide excellent support
	Effectiveness of message (impact on viewer/ consumer/ intended audience)	Limited appropriateness and effectiveness for intended audience/viewer	Message somewhat interesting and effective	Message interesting, effective and somewhat persuasive	Message very interesting and effective; highly informative and persuasive

Strengths / Recommendations for improvement / Next steps:

Culture and Humanity: A Sociological Perspective

Grade 11 Introduction to Anthropology, Psychology and Sociology (U)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. explain from a sociological perspective how diverse influences (e.g., culture, religion, economics, media, technology) shape social behavior (e.g., dating, social networking, bullying, following trends and fads) (D2.3) 2. explain how culture produces diverse forms of human behavior and is an agent of socialization (B3.1) 3. describe from an anthropological perspective, the effects that diffusion, assimilation and multiculturalism have on culture (B2.2) 4. assess various aspects of information gathered from primary and secondary sources (A3.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culture impacts our social behaviour. <input type="checkbox"/> Social behaviour reveals a need for cultural identity and belonging. <input type="checkbox"/> Immigrants often attempt to preserve traditional cultural ties while adapting aspects of the prevailing culture. No one culture today perfectly addresses the human condition. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introspection and self-reflection <input type="checkbox"/> Appreciation of cultural heritage and identity <input type="checkbox"/> Respect for cultural diversity
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes towards the importance of culture in life 2. Formative assessment and confidential feedback regarding character education goals 3. Formative assessment and descriptive feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and learning skills 4. Evaluation of individual and group performance tasks using coaching/grading rubrics 	
<p>Teaching/Learning Strategies</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Introduce the topic by posing the following questions: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><i>Can a human being ever escape culture?</i></div> <div style="text-align: center;"><i>Would a human being ever want to?</i></div> </div> <div style="text-align: center;"><i>Does culture make us human or does it get in our way?</i></div> <p>Use a <i>think-write-pair-share</i> strategy to have students share their thoughts about culture and the human condition with a partner. Use class discussion to review the concept of culture and its importance to human existence. Summarize discussion points about good and bad outcomes arising from culture, sub-culture, cultural differences and the factors that influence culture. [20 minutes]</p> 2. Introduce the concept of migration by accessing prior learning regarding the push/pull factors causing people to move to a different part of the world. Then lead class discussion about the <i>acculturation</i>, <i>acclimatization</i> and <i>socialization</i> processes related to migration. Highlight the tensions between cultural <i>preservation</i> and <i>assimilation</i> and the need immigrants have for acceptance into or by the prevailing culture. Note sociological terms connected to student discussion points about cultural contact on the board. Samples may include <i>diffusion</i>, <i>assimilation</i>, <i>domination</i>, <i>polarization</i>, <i>discrimination</i>, <i>coexistence</i>, <i>alienation</i>, <i>socialization</i>, <i>integration</i> and <i>multiculturalism/pluralism</i>. [20 minutes] 3. To consolidate terminology and conceptualization, return to <i>think-write-pair-share</i> partnerships and use <i>RM 1 Cultures in Contact</i> to identify seven abstract representations of socialization terms. Organize quads (pairs of pairs) to facilitate self-assessment of previous selections and then use class discussion to consolidate student understanding for effective application on individual and group tasks to follow. [20 minutes] 	

4. Outline the individual research tasks for students and explain process steps and feedback opportunities designed to support student success. Have each student select one indigenous or immigrant cultural group to investigate. Encourage variety in student choices. Assign one account from the anthology to each student to read and make notes. Allow appropriate alternatives from other sources. After discussing their findings in class next day, students will be required to create a formal report on the forces of socialization, cultural diffusion, adaptation, and assimilation in Canada, relative to their chosen cultural group. Provide students with a coaching/grading rubric (*RM 4*) to assist them in successful task completion. Review assessment criteria.
5. To vary the task, allow individuals to elect to produce a PowerPoint or Prezi presentation, a website, or a short video documentary to present their cultural study, instead of a printed report. [10 minutes]

Day 2

6. Have students view the award-winning documentary *Sempre Avanti! An Italian Canadian Immigrant Experience* (20:42) and read the filmmaker's account. <https://www.transformationscanada.com/narrative/sempre-avanti-an-italian-canadian-immigrant-experience> Distribute *RM 2* to students as a focus for viewing the documentary. Use class discussion to apply socialization and assess filmmaker's questioning skills. [30 minutes]
7. Organize students into groups of four. Use a *placemat* strategy to share, compare and consolidate individual findings from assigned readings. As much as possible, each group member should be researching a different cultural group. Provide each *placemat* group with an enlarged copy (11 x 17) of *RM 3* to process their information. Give students sufficient time to record and then take turns sharing their findings. Each student should have one outer section of the placemat to work on. Chart paper can also be used for this activity.
8. Once this process is complete, instruct each group to appoint a scribe to record conclusions and recurring questions in the centre of the placemat. Circulate among placemat groups to monitor and support the learning process. Have one group representative report conclusions and recurring questions to the class. [40 minutes]

Day 3

9. In *placemat* groups, have students brainstorm potential interviewees, and interview questions, suitable to gather useful primary source information about the experiences of members of their assigned cultural group. Have students consider immigration experiences, socialization, adaptation, preservation, cuisine, community leaders and businesses, as possible areas of focus for their project. Use class discussion to consolidate interview question design and to hear emerging strategies for group studies and reports. [30 minutes]
10. Reconfigure working groups to focus on one specific cultural group per working group. Allow each group some planning time in class to finalize interview questions, to determine the best three people to interview, and to discuss other sources of information to help build an effective and comprehensive report. By the end of the class each student should be ready to begin the research process with both primary and secondary sources of useful information. Conference with groups and individuals as needed to facilitate learning. [40 minutes]

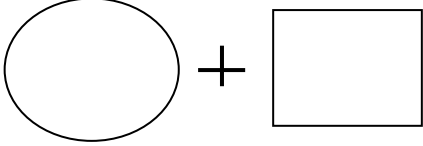
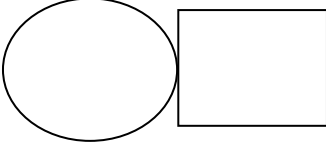
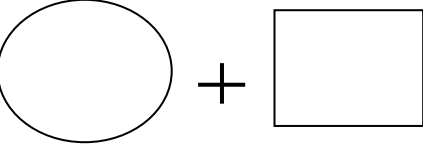
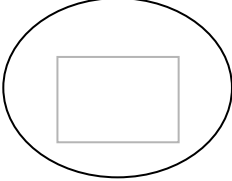
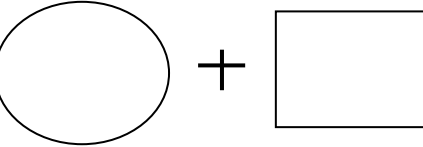
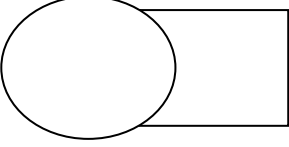
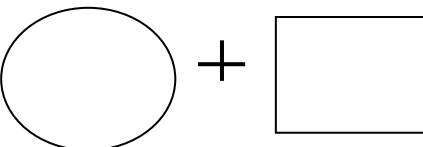
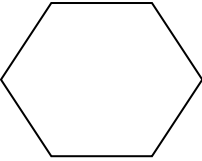
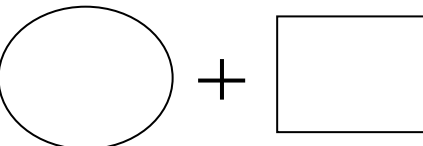
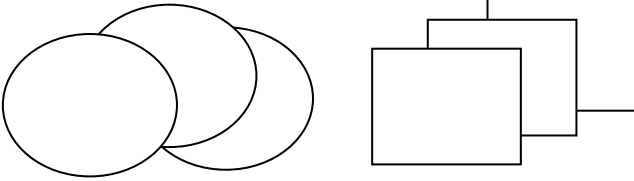
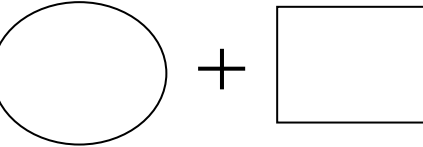
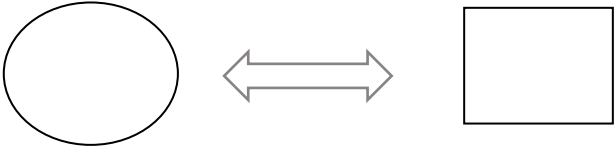
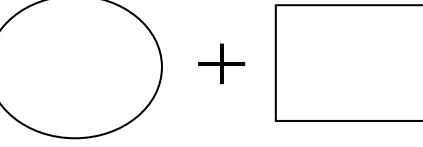
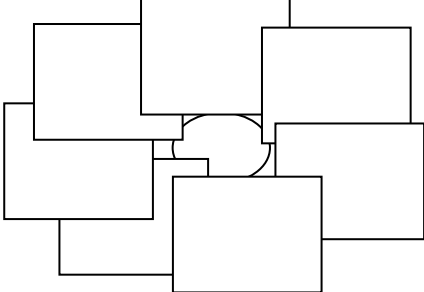
Day 4 (some fixed time later)

11. After individual students have produced a working draft of the report emerging from their research, return students to original *placemat* groups to allow students to take turns presenting their information to receive constructive feedback from their peers. Allow 10 minutes for each student presentation. Consider booking the school library if students have elected to work on computer assisted presentations. Prepare one copy of *RM 5 Seven Things About Your Report* per student to allow both peer and self-assessment during this *placemat* group activity. Use a paper cutter to cleanly cut each copy into four feedback slips. [45 minutes]
12. Use remaining time for class discussion of how some students have effectively addressed research and reporting problems, or have incorporated important content from the course textbook. Review evaluation criteria. Remind students of the submission date for final reports and collect them at the start of that class.
13. When collecting final reports for evaluation, have students complete *RM 6 Student Self Reflection: Thinking About My Work* to reflect on their work.

<p>Learning Materials</p> <p>RM 1 <i>Cultures in Contact: Seven Scenarios</i> RM 2 <i>Focus for Viewing</i> RM 3 <i>Placemat For Socialization Studies</i> RM 4 <i>Culture, Socialization, and Identity Report Rubric</i> RM 5 <i>Seven Things About Your Report</i> RM 6 <i>Student Self Reflection: Thinking About My Work</i></p>	<p>Elements of 21st Century Learning</p> <ul style="list-style-type: none"> ❑ Critical and analytical thinking ❑ Collaboration (cooperative group process) ❑ Skillful communication ❑ Primary source research 		
<p>Resources</p> <p><i>Sempre Avanti! An Italian Canadian Immigrant Experience</i> (20:42) https://www.transformationscanada.com/narrative/sempre-avanti-an-italian-canadian-immigrant-experience This is one of several narratives about the Italian Canadian immigrant experience found in the <i>Transformations Canada</i> project website.</p>			
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<p>Teaching Notes</p> <ol style="list-style-type: none"> 1. For this learning activity, sixteen resources have been selected from the anthology. To provide a cross-section of experiences, no more than two students should be assigned the same reading. Assign shorter and more readable accounts to reluctant readers and English language learners. Consider matching the culture being discussed with student interests. 2. Consider creating a follow-up activity where student work is publicly presented or published. A school <i>Multicultural Night</i> is one such opportunity. 3. A scaled down version of this activity can be used as formative preparation for another culminating unit/course task. 4. Consider allowing students to complete the final task through a balance of class time and personal time. Ensure that there is a specified deliverable for every class period being used, and that class time is being effectively used. 5. Book the school library for Day 4 presentations of next-to-final reports. 6. This activity can be adapted to work in other senior secondary school courses or to promote interdisciplinary approaches to the topics of cultural, multicultural and trans cultural encounters and experiences. Some examples include: <ul style="list-style-type: none"> Grade 11 Equity and Social Justice (discrimination, exploitation of minorities, marginalization); Grade 11-12 Visual Arts (trans generational, trans cultural and cultural artistic expression); Grade 12 Families in Canada (norms, changing demographics, family roles, socialization, challenges); Grade 12 World Issues (globalization, demographic trends, migration and cultural differences, treatment of immigrants, refugees and migrant workers, social justice for world peace). 			

RM 1 Cultures in Contact: Seven Scenarios

When different cultures come in contact different sociological outcomes may occur. Identify each outcome represented by the following seven scenarios by name.

	=		<p>Socialization Options to Consider</p> <ul style="list-style-type: none"> Assimilation Coexistence Diffusion/Integration Domination Polarization/Alienation Segregation Transformation ???
	=		
	=		
	=		
	=		
	=		
	=		

Can you think of any other outcomes?

Which one best represents your cultural group's experience in Canada? Explain your choice.

RM 2 Focus for Viewing

View the documentary *Sempre Avanti! An Italian Canadian Immigrant Experience* (20:42) and read the filmmaker's account. <https://www.transformationscanada.com/narrative/sempre-avanti-an-italian-canadian-immigrant-experience>

1. What does the filmmaker note about socialization, assimilation, adaptation, and cultural preservation in her own family?
2. What factors most influence the socialization experiences of individual immigrants from this same village?
3. How important is food preparation in this culture? How can you tell? Is this different from your culture?
4. Which individual(s) appear most and least adjusted to Canadian society? Explain why.
5. What insight does this award-winning documentary and the filmmaker's personal account reveal about culture and the immigrant experience in Canada (past and present)?
6. How do these conclusions help me to prepare appropriate questions for my own interview questions and research project?

RM 3 Placemat for Socialization Studies

The placemat is a square with a large oval in the center. Four lines connect the corners of the square to the perimeter of the oval, dividing the square into four quadrants. There are four rectangular boxes for names: one at the top center, one at the bottom center, one on the left side, and one on the right side. A central box labeled 'Group Consensus:' is positioned inside the oval.

Name:

Name:

Name:

Name:

Group Consensus:

RM 4 Culture, Socialization, and Identity Report Rubric

Name: _____ Date: _____

	Criteria	Below Level 1			Level 1		Level 2		Level 3		Level 4			Total
Knowledge	Use of sociology terms, structures, processes and factors to present accurate information	Use of sociology terms, structures processes and factors is very superficial			Limited but passable use of sociology terms, structures processes and factors		Some good use of appropriate sociology terms, structures processes and factors is evident		Most relevant sociology terms, structures processes and factors are appropriately used		All relevant sociology terms, structures processes and factors are very appropriately used			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
Thinking/Inquiry Skills	Sociological analysis	Demonstrated analysis skills not passable			Limited sociological analysis is evident in report		Some good sociological analysis is evident in report		Report reflects very good sociological analysis		Report reflects excellent and thorough sociological analysis			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
Thinking/Inquiry Skills	Interpretation and analysis of primary source information	No interpretation of material demonstrated			Little evidence used to support interpretation of material		Some good evidence used to support interpretation of material		Solid evidence used to support interpretation of materials		Excellent support for interpreted and analyzed materials			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
Communication	Clarity and sequence of information	Report is unclear and disorganized (unacceptable for this grade)			Report presents information with limited clarity and sequence		Report somewhat clear and sequential; awkward/ incomplete in some key parts		Report is clearly presented, logical and a bit wordy in a minor part		Report is highly logical and presented both clearly and concisely throughout			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
	Report format includes a clear introduction, body and conclusion	No evidence of formal structure			Limited evidence of formal structure		Adequate use of introduction, body and conclusion to communicate		Introduction, body and conclusion are explicitly and effectively used		Excellent use of formal structure to communicate			
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X	
Communication	Effective use of language conventions and chosen delivery medium	Use of language and/or medium not passable for this grade			Limited use of proper spelling, grammar and sentence structure; awkward use of medium		Adequate use of medium, spelling, grammar and sentence structure; weak at times		Spelling and grammar used well; sentence structure awkward at times; solid use of medium		Spelling, grammar, sentence structure and medium all used effectively throughout the report			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
Application	Making links to sociological terms, factors, processes and structures	Connections made are forced and superficial			Few appropriate connections made in report		Some appropriate connections made in report		A good number of appropriate connections made in report		Connections made are numerous, thorough and highly relevant			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
	Effective synthesis of the research gathered	Not passable (superficial or non-existent)			Research used to limited effect in presentation		Presentation makes adequate use of some research; more primary sources needed		Presentation makes effective use of good research, including primary sources		Presentation makes excellent use of all research; research is thorough			
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X	
Application	Persuasiveness and interest	Not interesting or convincing			Limited interest and persuasiveness in presentation		Persuasive and interesting in some key parts		Persuasive and interesting in all key parts		Totally interesting and very convincing presentation			
		0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	X
Strengths and Suggestions for Improvement:											Final Mark		%	

RM 5 Seven Things About Your Report: Peer Assessment

<p>Name:</p> <p>Scale: L- Limited; G- Good; VG- Very Good; E- Excellent</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Criteria</th> <th style="width: 10%;">Check one»</th> <th style="width: 5%;">L</th> <th style="width: 5%;">G</th> <th style="width: 5%;">VG</th> <th style="width: 5%;">E</th> </tr> </thead> <tbody> <tr> <td>Knowledge- use of sociology terms and concepts</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thinking- interpretation and analysis of information in your report</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication- clarity and flow of information being reported</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Application- interest level and persuasiveness of report</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">One thing I really liked is:</td> </tr> <tr> <td colspan="6">One thing I still have a question about is:</td> </tr> <tr> <td colspan="6">One thing I would suggest is:</td> </tr> </tbody> </table> <p>Assessed by:</p>	Criteria	Check one»	L	G	VG	E	Knowledge- use of sociology terms and concepts						Thinking- interpretation and analysis of information in your report						Communication- clarity and flow of information being reported						Application- interest level and persuasiveness of report						One thing I really liked is:						One thing I still have a question about is:						One thing I would suggest is:						<p>Name:</p> <p>Scale: L- Limited; G- Good; VG- Very Good; E- Excellent</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Criteria</th> <th style="width: 10%;">Check one»</th> <th style="width: 5%;">L</th> <th style="width: 5%;">G</th> <th style="width: 5%;">VG</th> <th style="width: 5%;">E</th> </tr> </thead> <tbody> <tr> <td>Knowledge- use of sociology terms and concepts</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thinking- interpretation and analysis of information in your report</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication- clarity and flow of information being reported</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Application- interest level and persuasiveness of report</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">One thing I really liked is:</td> </tr> <tr> <td colspan="6">One thing I still have a question about is:</td> </tr> <tr> <td colspan="6">One thing I would suggest is:</td> </tr> </tbody> </table> <p>Assessed by:</p>	Criteria	Check one»	L	G	VG	E	Knowledge- use of sociology terms and concepts						Thinking- interpretation and analysis of information in your report						Communication- clarity and flow of information being reported						Application- interest level and persuasiveness of report						One thing I really liked is:						One thing I still have a question about is:						One thing I would suggest is:					
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RM 6 Student Self Reflection: Thinking About My Work

What were you trying to do in this project?
What do you think went well?
What did you learn about the topic, about yourself, and about human nature?

What would you do differently next time?
What help do you need?

The Transformational Suitcase Project: A Canadian Enterprise

Course: Grade 11 Visual Arts (U/C)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. apply the appropriate stages of the creative process to produce and revise two- and three- dimensional art works using a variety of traditional and contemporary media (A1.2) 2. apply elements and principles of design as well as art-making conventions to create art works that comment and/or communicate their personal perspective on issues related to social justice or the environment (A2.2) 3. explore and experiment with media, including alternative media, and current technologies, and use them to create a variety of art works (A3.1) 4. reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues (B2.3) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Art is a powerful tool to construct purposeful narratives for social commentary and change. <input type="checkbox"/> Art is a vehicle to illuminate the human experience and to stimulate reflection and dialogue. <input type="checkbox"/> Displacement means change. Change is upsetting but transformational. <p>Character/Values Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empathy for others <input type="checkbox"/> Awareness of cultural diversity <input type="checkbox"/> Self-awareness
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes regarding the immigrant experience 2. Peer and teacher assessment to provide descriptive feedback intended to support learning and growth 3. Evaluation of the artistic expression and design principles reflected in student creations 	

Teaching/Learning Strategies

Day 1

1. Introduce the concept of a travelling trunk by asking the class:
 - Who has heard of, used, or seen a travelling trunk?
 - What do they look like and for what purpose were they used?
 - When were they used and by whom?

Introduce students to the Pier 21 Trunk Show website and provide a brief explanation of the exhibition. Between 1928 and 1971, Pier 21 was the main gateway to Canada for most immigrants. It has been called “The Gateway that changed Canada.” [15 minutes]

2. Working in pairs, have students visit the *Pier 21 Trunk Show* website and use the *Retell, Relate, Reflect Worksheet* (RM 1) to explore Canadian immigration history, stories, and artifacts. Have each student select one personal story to read from the immigrants listed on the *Culture Trunks* site. Ask students to reflect on the experience of these individuals and what it must have been like to journey to a new country. Encourage students to pick a variety of stories representing diverse cultural groups.
3. Working in pairs, ask students to think about these immigrants to Canada. Use the following questions to guide discussion:
 - What personal articles would be in their trunk as they made the voyage to Canada?
 - What would they have brought and what would they have left behind?
 - How did this impact their journey both physically and emotionally? [30 minutes]
4. Have student pairs share their reflections with another pair. Use this as an opportunity to consolidate student understanding about the personal stories and experiences that have been read. Have groups of students look for similarities in the experiences of immigrants. [15 minutes]
5. Conduct a class survey to determine how many individuals can trace back their own family history to similar immigration stories. Have students collect photographs, cultural artifacts, and conduct interviews with family members to help develop an understanding of their own cultural identity, and to start thinking about how that identity might be expressed artistically. [10 minutes]

Day 2

6. As a uniform prompt, use the anthology story *Land of Milk and Corn Flakes* to further investigate the Pier 21 experience, from the eyes of new arrivals. Have students work in pairs to note the expectations, sights, sounds, smells, and emotions of anxious immigrants. Provide copies of RM 2 *Land of Milk and Corn Flakes Worksheet* and a concept map (RM 3) for recording purposes. Circulate among pairs to facilitate and redirect discussions and to reinforce good ideas.
7. Use class discussion to summarize and share ideas developed by working in pairs. Have students consider the experience of refugees who might welcome the opportunity to have a whole trunk for their worldly possessions. [35 minutes]
8. Introduce the *Transformative Suitcase Project* (RMs 4-7) as an opportunity for students to incorporate appropriation, installation, and the simultaneous use of diverse art forms and media into one multi-media expression of the immigrant journey. For an authentic context, explain to students that their work has been commissioned for display in a foreign art gallery or museum to help present the Canadian immigrant experience. The centre piece for this artistic display can be a suitcase or other vessel. The contents chosen for the vessel, and the artwork adorning or surrounding it, must offer glimpses into a journey of displacement, difficult choices, overcoming hardships, and self-discovery. Contents should reveal who the artist is as a young Canadian, and as an immigrant or the descendant of immigrants. Print RM 4 and RM 5 on two sides of the same sheet. Use this two-sided handout to discuss success criteria with students.

9. Have students construct a 'suitcase' that symbolizes their personal identities and experiences, using a card board box, basket, old suitcase or another carrier that reflects their cultural heritage. Items inside, on, and around the suitcase should help shed light on the conflicted emotions of the immigrant experience and offer insight into the human life journey. Students will also be required to produce a short viewer's guide, for inclusion in the booklet that visitors will receive, to explain the significance of each piece in their installation/display.
10. Have student pairs brainstorm about suitcase contents and display ideas. Additional research should be conducted to better inform student artwork. Research ideas include:
 - Interviewing family members and relatives who lived the immigrant experience
 - Reading additional stories from the anthology
 - Referring back to notes and discussions in Grade 10 Canadian History classes
 - Library and online research
 - Visiting galleries and museums for professional display ideas

[35 minutes]

Days 3+

11. Allow students to work on their artwork and display in class for peer and teacher feedback, and to facilitate cooperative problem solving and idea sharing. Use RMs 6 and 7 for conference planning and to finalize student proposals.
12. Once students have completed their installations or displays, organize a carousel to have students assess the finished products and viewer's guides. Create an opportunity for teachers, parents and friends to see and comment on student artwork as one final and public feedback opportunity for young artists. Celebrate student learning and creativity.

Learning Materials

RM 1 *Pier 21 Retell, Relate, Reflect Worksheet*
 RM 2 *Land of Milk and Corn Flakes Worksheet*
 RM 3 *Immigration Experience Concept Map*
 RM 4 *The Transformative Suitcase Project:
 A Very Canadian Enterprise*
 RM 5 *Rubric for the Transformative Suitcase Project*
 RM 6 *Teacher-Student Conference Sheet*
 RM 7 *Suitcase Project Final Proposal and Conference Planner*

Elements of 21st Century Learning

- Creativity
- Critical thinking
- Effective communication
- Collaboration
- Authentic task completion

Resources

Culture Trunks, Canadian Museum of Immigration at Pier 21.
<http://www.pier21.ca/schoolsandkids/students/culture-trunks>

Crossroads of Culture: Trunks & Travel Exhibition, Canadian Museum of Civilization.
<http://www.civilization.ca/cmc/exhibitions/tresors/immigration/imf0900e.shtml>

Resources From the Anthology

<i>Land of Milk and Corn Flakes</i>	<i>Watchful of The Parallels and Overlaps</i>
<i>No Country for a Master Race</i>	<i>Hundedagene and The Foxtail Phenomenon</i>
<i>I Am an Immigrant</i>	<i>Definitely Not the Chinatown Field-Trip to See The New Year Dragon Dance</i>

Teaching Notes

1. Book a lab or library to provide student access to the Internet to facilitate online exploration.
2. Consider pairing English language learners with learning partners who have a good command of English to help with difficult vocabulary and new concepts.

3. Encourage students to pick different stories from the Pier 21 Trunk Show site and the anthology to allow a richer and more cross-cultural discussion.
4. Be sensitive to any reluctance individual students may have about the sharing of recent experiences involving immigration or family. Allow these students to present their work only to you, instead of presenting to the entire class. Adapt the task as appropriate to allay individual student fears of embarrassment.
5. Consider displaying student artwork during a *Multicultural Night* or a similar gathering of the school community. Use the occasion to publicly celebrate artistic achievement and the multicultural nature of Canadian society.
6. This activity can be adapted to address learning expectations involving Canadian immigration and human migration. Some examples include:
 - ❑ Grade 10 Canadian History;
 - ❑ Grade 11 Origins and Citizenship: History of a Canadian Ethnic Group;
 - ❑ Grade 12 Families in Canada;
 - ❑ Grade 12 World Issues.

It can be used to allow hands-on learners and creative thinkers to better demonstrate the full extent of their achievement of mandated learning expectations/outcomes.

RM 1 Pier 21 Retell, Relate, Reflect Worksheet

Select one personal story from the website <http://www.pier21.ca/schoolsandkids/students/culture-trunks>

<p style="text-align: center;">Retell</p> <ul style="list-style-type: none"> <input type="checkbox"/> This story is about.... <input type="checkbox"/> I noticed that... <input type="checkbox"/> I especially like... <input type="checkbox"/> I like the part when... <input type="checkbox"/> In this story.... 	<p>1. What does this story tell about displacement and the immigrant experience?</p>
<p style="text-align: center;">Relate</p> <ul style="list-style-type: none"> <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I remember when... <input type="checkbox"/> It makes me think of... <input type="checkbox"/> It makes me feel... <input type="checkbox"/> It sounds like... <input type="checkbox"/> This compares to... <input type="checkbox"/> This is different from... <input type="checkbox"/> That happened to me, too, when... 	<p>2. What difficult choices do immigrants make about what to bring and what to leave behind? Have you ever had to make similar choices?</p>
<p style="text-align: center;">Reflect</p> <ul style="list-style-type: none"> <input type="checkbox"/> I wonder how... <input type="checkbox"/> I wonder if... <input type="checkbox"/> I wonder why... <input type="checkbox"/> I wonder when... <input type="checkbox"/> This gives me an idea to... <input type="checkbox"/> I want to... <input type="checkbox"/> I think that... <input type="checkbox"/> What do you think... <input type="checkbox"/> Now I understand that... 	<p>3. Displacement means change, but change can be both upsetting and transformative. How does displacement impact the immigrant journey physically and emotionally?</p>

Adapted from: Schwartz, S. & Bone, Maxine. (1995) *Retelling, Relating, Reflecting: Beyond the 3R's*. Toronto, ON: Irwin Publishing

RM 2 Land of Milk and Corn Flakes Worksheet

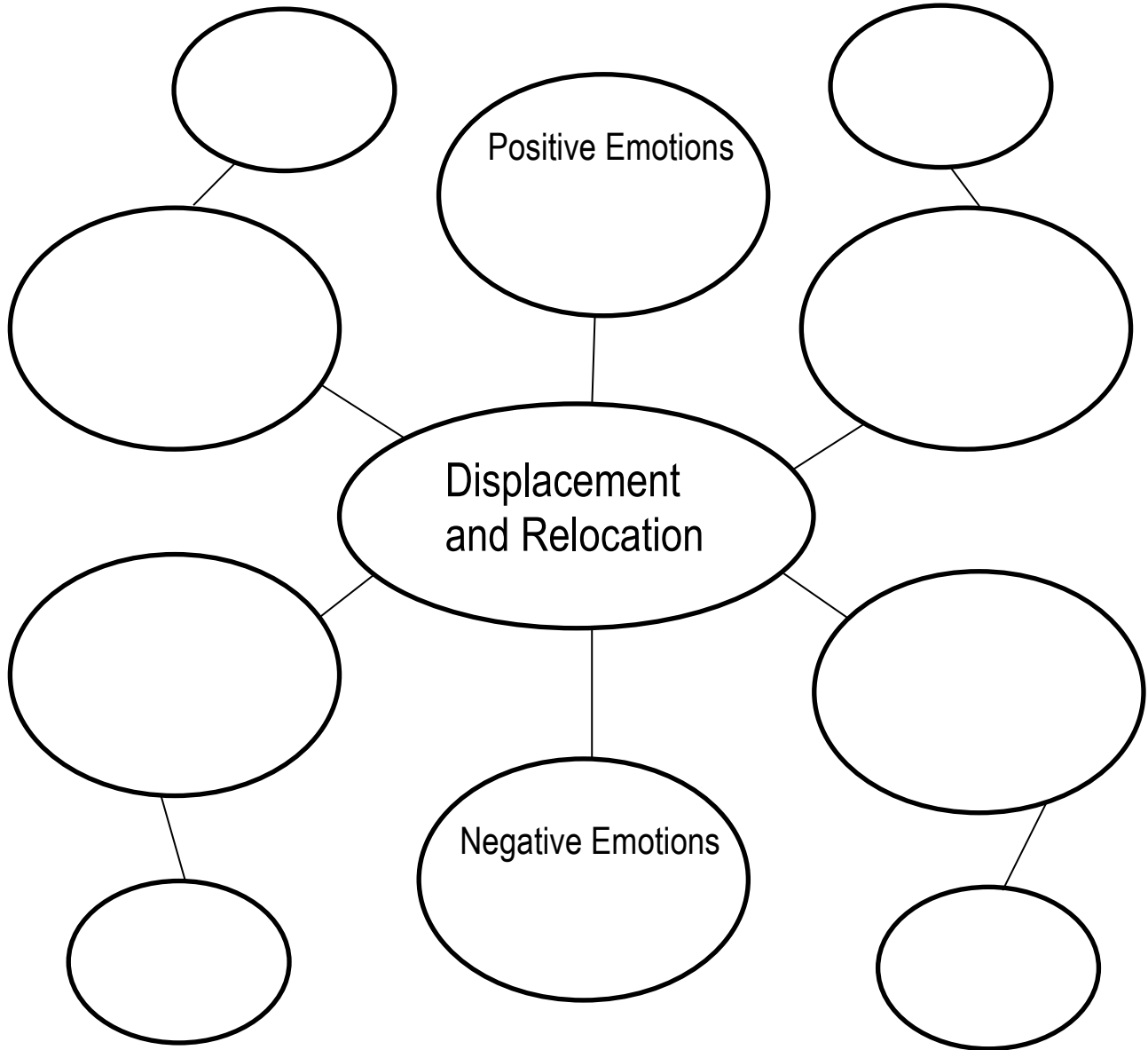
<p style="text-align: center;">Retell</p> <ul style="list-style-type: none"> <input type="checkbox"/> This story is about.... <input type="checkbox"/> I noticed that... <input type="checkbox"/> I especially like... <input type="checkbox"/> I like the part when... <input type="checkbox"/> In this story.... 	<p>1. What expectations, sights, sounds, smells, and emotions of anxious immigrants become most significant in this story?</p>
<p style="text-align: center;">Relate</p> <ul style="list-style-type: none"> <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I remember when... <input type="checkbox"/> It makes me think of... <input type="checkbox"/> It makes me feel... <input type="checkbox"/> It sounds like... <input type="checkbox"/> This compares to... <input type="checkbox"/> This is different from... <input type="checkbox"/> That happened to me, too, when... 	<p>2. Have any family members or relatives experienced the immigrant journey? What do they say about their experience?</p>
<p style="text-align: center;">Reflect</p> <ul style="list-style-type: none"> <input type="checkbox"/> I wonder how... <input type="checkbox"/> I wonder if... <input type="checkbox"/> I wonder why... <input type="checkbox"/> I wonder when... <input type="checkbox"/> This gives me an idea to... <input type="checkbox"/> I want to... <input type="checkbox"/> I think that... <input type="checkbox"/> What do you think... <input type="checkbox"/> Now I understand that... 	<p>3. It is often said that an immigrant must live between two worlds, never completely comfortable in either one. Perhaps that explains why their travel trunk, suitcase or duffle bag is a treasured artifact. What do you think?</p> <p>How might you express this immigrant experience as an artist?</p>

Adapted from: Schwartz, S. & Bone, Maxine. (1995) *Retelling, Relating, Reflecting: Beyond the 3R's*. Toronto, ON: Irwin Publishing

RM 3 Immigration Experience Concept Map

Name: _____

Date: _____



Images and ideas to represent physical, economic, social, and emotional changes:

RM 4 **The Transformative Suitcase Project: A Very Canadian Enterprise**

Throughout history people from many cultures have travelled the world in search of a better life. Immigrants give up a big part of themselves and their original homes in the hope of better opportunities for themselves and their families in Canada. This can be a very conflicted (bitter-sweet) existence. Before the 1970s passengers brought very little with them because shipping lines charged them for every parcel brought on to the ship. They would often pack their belongings into one trunk or suitcase. Today many airlines charge passengers for every additional luggage brought on board. There are additional charges if these items exceed a certain weight and size. Relocation is a costly adventure physically, financially and emotionally. Displacement means immediate change, but change can be both upsetting and transformative. For personal reasons, many immigrants are reluctant to part with their original suitcase or trunk.

Your Task

You have been commissioned by a foreign art gallery/museum to artistically express the Canadian immigrant experience. You are required to create a multi-media installation or display to express the physical, economic, social, and emotional realities connected to the immigrant experience in Canada. Your work can include painting, sculpture, music, video and still images, sounds, smells, and 3D objects to represent the immigrant journey. The centre piece for your installation/display can be a suitcase or other vessel (trunk, duffle bag, backpack, shopping bag, cardboard box, etc.) which must be artistically transformed to capture the cultural background and experience of the artist.

The contents chosen for the suitcase and the artwork adorning or surrounding it, must offer glimpses into a journey of displacement, difficult choices, overcoming hardship, and self-discovery. In combination, the different components will reflect who the artist is as a young Canadian, and as an immigrant or the descendant of immigrants.

You will also be required to produce a short viewer's guide, for inclusion in the booklet that gallery/museum visitors will receive. This should explain the significance of each piece included in your display/installation.

Task Steps:

1. Use the RM 3 *Immigration Experience Concept Map* to brainstorm and revisit what your display could reveal (both positive and negative) about the immigrant experience. Make a list of the items and artwork you wish to include in your creative expression.
2. Use your sketch book to brainstorm three ideas for your suitcase or vessel. Draw a sketch of one of the vessel ideas, and include written details such as dimensions, building materials, and any decorative elements that will be on the outside of the vessel. Include a list of items that would be in your vessel and reasons for including them. Use RM 6 to conference with your teacher for early feedback.
3. Make revisions to your idea based on feedback. Begin to focus on the artwork and found objects that will accompany the vessel to help depict the immigrant experience. Decide which items you will create and which items will be found objects.
4. Propose to your teacher a final plan that includes a sketch of the installation/display. Submit your polished proposal (RM 7) to your teacher for further feedback. Use the rubric provided (RM 5) as a coaching tool and for self-assessment.
5. Begin to construct and assemble your display/installation.
6. Prepare your final installation/display for the class museum/gallery show.

RM 5 Rubric for the Transformative Suitcase Project

Name: _____ Date: _____

Criteria	Level 1		Level 2		Level 3		Level 4			Total
	Knowledge	Limited use of the Elements and Principles of Design		Some use of the Elements and Principles of Design		Good use of the Elements and Principles of Design		Excellent use of the Elements and Principles of Design		
Evidence of the importance of informed narrative	Little evidence that objects construct a purposeful narrative		Some evidence that objects construct a purposeful narrative		Objects are used to construct a purposeful and meaningful narrative		Excellent use of objects to construct a purposeful and creative narrative			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Thinking/Inquiry Skills	Quality and quantity of synthesis limited; research not evident		Quality and quantity of synthesis is good; some research is evident		Quality and quantity of synthesis very good; good research is evident		Quality and quantity of synthesis is excellent; research is outstanding			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Information and content	Limited information and content present		Some good information and content present		Very good information and content present		Excellent information and content present			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Communication	Limited message but not considerate of the media		Somewhat of a good message for some selected media		Clear, interesting, and media appropriate message		Strong and clear message; excellent use of all media			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Effective use of creative process to communicate ideas	Limited use of the creative process to communicate ideas		Good use of the creative process to communicate ideas		Very good use of the creative process to communicate ideas		Excellent use of the creative process to communicate ideas			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Application	Little evidence of attention to finishing touches; appearance of the product is below class standard		Evidence of attention to some finishing touches; appearance of the product approaches class standard		Evidence of attention to finishing touches; appearance of the product meets class standard		Evidence of careful attention to finishing touches; appearance of the product exceeds class standard			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Effective use of the production process	Produces an initial and final product with assistance		Produces an initial and final product with prompting		Produces an initial and final product independently		Produces an initial product independently; uses feedback on this initial product to refine the final product			
	5.2	5.7	6.2	6.7	7.2	7.7	8.2	9.2	10	X
Strengths and Suggestions for Improvement:									Final Mark	

RM 6 Teacher-Student Conference Sheet: Project Ideas

Student Name: _____ Date: _____

My best idea is:

Questions or problems I will try to solve:

Information/objects I gathered for my trunk include:

Artwork I will create to add to my display/installation include:

Other things I need to consider:

Student Signature

Teacher Signature

RM 7 Suitcase Project Final Proposal and Conference Planner

Name of Student: _____

Date of Conference: _____

Time of Conference: _____

My best idea is:	
The items in my display are:	Sketch of the vessel and contents:
What I need to do:	
Things to consider (Teacher Feedback):	

The Power of Story Telling

Grade 12 English, The Writer’s Craft (U)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft and world of writing (e.g., read a variety of narrative texts that reflect diverse cultural and geographical perspectives) (A1.1) 2. analyse and assess the effectiveness of the ways in which writers use elements of form to communicate meaning (A1.3) 3. analyse and assess the effectiveness of the ways in which writers use elements of style (e.g., diction, voice, tone, literary and/or rhetorical devices, sentence structure) to communicate meaning (e.g., explain how the imagery used by a writer strengthens the theme of his or her work) (A1.4) 4. use appropriate text forms and stylistic elements to communicate ideas and experiences effectively (B2.2) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ When effectively used ‘story’ is a communicative structure that can give meaning and order to life. ❑ Stories can be used to bridge the generational gap and further cross-cultural understanding. ❑ Hardships and challenging circumstances (both historical and contemporary) helped shape the character and identity of Canada’s immigrants. ❑ Metaphors are powerful storytelling tools. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Valuing relationships ❑ Developing appreciation for hardships endured by preceding generations
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes toward story writing and familial relationships 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations (writing process) and learning skills (group process) 3. Evaluation of final stories by teacher (using a coaching/grading rubric) 	
<p>Teaching/Learning Strategies Day 1</p> <ol style="list-style-type: none"> 1. Write the question: “Why are stories important?” on the board and brainstorm answers with the students. [10 minutes] 2. Have student pairs read RM 1 <i>The Power of Story Telling</i> to highlight the most significant information. Ask student pairs to use this new information to extend and complete the original brainstorm note. [15 minutes] 3. Have students read the story <i>The Phoenix</i>. Use the following questions to generate some ideas for the students’ own story writing: <ul style="list-style-type: none"> ❑ What metaphors and imagery did the writer use to portray the emotional feelings she has for her family and her country? ❑ What types of writers and audiences are served by this type of publication? ❑ If you were interviewing this writer, what questions would you want to ask about the process involved in writing this piece? ❑ How does the writer use cause and effect to make her story more interesting and persuasive? [15 minutes] <p>Hand out RM 2 <i>Understanding the Metaphor</i> and instruct student pairs to look at specific metaphors used in <i>The Phoenix</i>. Take up the questions with students to help generate personal story ideas. Hand out RM 4 <i>Rubric for a Short Story</i> for students to use as a coaching tool. Review contents with students to establish success criteria for their writing task. [30 minutes]</p> 	

DAY 2

4. Allow students the full period to work on their own short stories. To find additional storytelling models, direct students to the *anthology*, and other sources available from the school library. Circulate the room while the students are working to guide and assist the creative writing process, or to provide constructive feedback and encouragement for emerging metaphors and storylines. Instruct students to bring four copies of their working draft to a specified class later in the week. [70 minutes]

DAY 3

5. Put the students in peer feedback groups of 4. Provide each student with a copy of RM 3 *Peer Assessment Feedback Sheets* and ask students to carefully fold and tear the page into four separate feedback sheets. Have students sign each one in the 'Assessed by' space.
6. Provide each group with 15 minutes to read, assess and comment on each story. Instruct peer feedback groups to read the story and write their descriptive comments and corrections neatly and silently on the story sheet using a coloured pen. After 10 minutes, instruct student groups to provide the author oral feedback suggesting both strengths and areas for improvement in the existing story.
7. After 15 minutes instruct students to return the story to the author along with the completed and signed feedback sheets. After allowing three minutes for the exchange of papers, have student groups move on to the next story and repeat the feedback process. Sit with as many groups as possible to model constructive criticism and descriptive feedback. Require students to assess their own story. [70 minutes]

DAY 4

8. When the students submit their final draft for evaluation by the teacher, have them attach their three peer assessments and one self assessment to the back of the good copy. Evaluate stories using RM 4.

Learning Materials

- RM 1 *The Power of Story Telling*
- RM 2 *Understanding the Metaphor*
- RM 3 *Peer Assessment Feedback Sheets*
- RM 4 *Rubric for a Short Story*

Elements of 21st Century Learning

- Creativity
- Collaboration
- Self-direction

Resources

Story Tellings: http://www.storytellings.com/more_power.htm

Resources From the Anthology

- | | |
|--|---|
| <i>The Phoenix</i> | <i>I Am an Immigrant</i> |
| <i>Land of Milk and Cornflakes</i> | <i>Between Two Tongues: Falling at the Speed of Light</i> |
| <i>A Simple Wedding</i> | <i>Definitely Not The Chinatown Field-Trip To See The</i> |
| <i>No Country for a Master Race</i> | <i>New Year Dragon Dance</i> |
| <i>Watchful for the Parallels and Overlaps</i> | <i>Hundredagene and The Foxtale Phenomenon</i> |
| <i>Of Death and the Immigrant: Some Journeys</i> | <i>The Music of Small Things</i> |

Teaching Notes

1. Consider using this learning activity and writing assignment in place of another piece for your course evaluation plan. Giving students the option of selecting this assignment as a summative exercise.
2. Consider using different stories from the anthology to provide students with additional models.
3. Invite students to compose a class anthology of student stories.

RM 1 The Power of Story Telling

To be human is to have a story. Often, we think of our lives as a story. Story is the *structure* that gives meaning and order to our lives. Instead of trying to make sense of the literally millions of independent events that comprise our lives, we intuitively organize them into an orderly sequence of events. We have a *past*, a sense of where we came from; a *middle*, who we are now; and a *future*, what we aspire to become. This is essentially the same structure – beginning, middle and end – that makes up a storyline.

Stories are how we convey our deepest emotions and talk about those things that we value the most. It is through the stories we tell that we are most able to portray the fullest array of human emotion and spirituality.

Stories 'speak' to us at a number of levels. Factually, they appeal to our reason and intellect by providing evidence and information to bolster arguments and help us make informed decisions. Emotionally, they bond us to others who share the same story and give us a sense of belonging and community. Historically, stories are the connections to a past (possibly long forgotten or under-appreciated) that are *the* source of the rich images and symbols that unconsciously motivate our behaviour in the present.

Stories are as old as humankind. Cave paintings going back 25,000 years or more dramatically portray the story of the great Paleolithic hunts undertaken by our earliest ancestors. Glyphs recovered from Mayan pyramids and tombs of the Pharaohs tell a symbolic story of how the view of our place in the cosmos evolved over time. Throughout Celtic Europe, the bards held a place of the highest esteem for their disciplined talent of maintaining and passing on the stories of tribes and clans. The scriptures of our great religions take the form of parable and story, instructing and inspiring us to a higher good. Each of these is an example of how the very foundation of our human existence—the essence of who we are—is reliant on story.

We can safely surmise that without story, there could be no culture and without culture, our species would surely not have survived, let alone risen to dominance. How would we have learned to hunt, to gather, to plant, to create the first cities, if it were not for stories? Many so-called 'primitive' myths are often no more than stories that teach when to plant and when to harvest. In pre-literate times—the 99.99% of our human existence before the advent of the written word—stories were the primary means of transmitting everyday, practical knowledge from one generation to the next. Stories are how we've accumulated and shared our "intellectual capital" for hundreds of generations.

Stories are a priceless culture-shaping tool. They help us to understand how we "fit in" to the larger social order. They are the principal means for transmitting what's really important to the tribe, the clan, and the community. From stories, we learn the very relative notions of 'good' and 'bad', 'right' and 'wrong', what is expected and how we must behave. And we learn – vicariously – the consequences of failure. Fairy Tales are really morality stories that graphically demonstrate to children the consequences of certain behavior.

At their best, stories are incredibly impactful and persuasive because they 'speak to us' at a very meaningful, emotional, and often-unconscious level. When a story makes the hair on the back of our necks tingle it is because that particular story has touched a very deep nerve in our personal or collective psyches.

Adapted From: Storytellings. http://www.storytellings.com/more_power.htm

RM 2 Understanding the Metaphor

Name: _____ Course: _____ Date: _____

For every story, the story-teller must choose particular moments to occur that contribute significantly to the theme or overall message of the story. A big part of a story-teller's effectiveness depends on the teller's choice of the metaphors used and the deep-rooted meaning, significance, and ultimate humanity that those metaphors reveal.

The word 'metaphor' means "to carry over," or to exchange one thing for another. In the instance of writing a short story, the metaphor is often used to describe something that can't be seen, but is very much experienced. The metaphor combines with the characters and the environment in the story, to help construct the world or reality that the writer is trying to recreate and communicate to the reader.

The following table identifies some of the metaphors found in the short story *The Phoenix*.

Metaphor	Significance
Prized companion	A dictionary can be an immigrant's best friend when struggling with a new language
Blind person regaining eyesight	Magnificent landscapes, friendly people, and freedom help heal desperate refugees fleeing war and oppression
Boat people	Desperate refugees willing to risk their lives in dangerously overcrowded boats to escape war and oppression
Climbing the social ladder	Adapting to Canadian society and being accepted by other Canadians; as language, adaptability, and economic circumstances improve, new Canadians become upwardly mobile in social terms
Fenced yard for daughter	Pride of being a property owner in one's new home; symbol of progress being made in Canada through hard work; feeling safe and secure in Canada (a place where children can play freely)
Guest speaker	Proud Canadian immigrant gladly giving back to the community by helping others to make the personal transformation
Redness of all human blood	Universal redness symbolizes equality under one human family (regardless of external differences)

After reading the story, answer the following questions in the space provided:

1. What is the significance of the title of the story? Would you also consider that a metaphor? Explain?
2. What do the metaphors chosen by the author reveal about the depth of her emotional attachment to Canada?
3. Which metaphor speaks most to you? Explain why. (Feel free to select a metaphor not listed above.)
4. Which elements of this story remind you of a person, place or experience in your life? Explain.
5. What subject could you write about with similar passion?

RM 3 Peer Assessment Feedback Sheets

<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>
<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>

RM 4 Rubric for a Short Story

Name: _____ Course: _____ Date: _____

Topic/Title:

Learning Goal:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric can also be used to assess or evaluate biographies, paragraphs, or short essays.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of text, themes and concepts	Writing piece demonstrates limited but passable understanding of text, themes and concepts	Writing piece demonstrates adequate understanding of text, themes and concepts; some key information used correctly	Writing piece demonstrates good understanding of text, themes and concepts; most key information is used correctly	Writing piece demonstrates excellent understanding of text, themes and concepts; all information is used correctly
	Accuracy of information presented	Minimal/limited amount of important information is accurately presented	Most important information is accurately presented	All important information is accurately presented	All information is accurately presented
Thinking	Evidence of research, thought and planning, including use of draft-feedback-revision process	Limited evidence of research, thought and planning; little use made of feedback	Some evidence of good research, thought and planning; some good use made of writing process	Clear evidence of solid research, thought and implementation of metaphor; very good use made of writing process	Extensive evidence of thorough research, deep thought and metaphor implementation; excellent use of feedback for product improvement
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s)	Language use provides limited clarity	Main idea(s) somewhat clearly expressed	Main idea(s) clear and well supported	Main idea(s) very clear and well supported; no language errors
	Effectiveness of vocabulary choices, use of grammar, proper syntax and sentence structure	Ineffective use of vocabulary, grammar; text incomplete and illegible in some key parts	Somewhat effective use of vocabulary and grammar; text is typed	Effective use of vocabulary, grammar, syntax, and sentence structure; text is typed in proper essay format	Highly effective use of vocabulary, grammar, syntax and sentence structure; text is typed in proper essay format
Application	Use of description and metaphor are clear, cohesive and concise	Limited use of description and metaphor	Uses description and metaphor somewhat effectively	Effective (clear and cohesive) use of description and metaphor	Highly effective (clear, cohesive and concise) use of description and metaphor
	Effectiveness of message (impact on viewer/reader consumer/intended audience)	Limited appropriateness and effectiveness for intended audience	Story somewhat interesting and effective	Story interesting, effective and revealing of human nature	Message very interesting and effective; highly impactful and revealing of human nature

Strengths / Recommendations for improvement / Next steps: