

Immigration and Refugees: A suggested inquiry pathway for grade 5

Big Idea: Immigration and multiculturalism continue to shape Canadian society and identity.

Lesson 1 - Driving questions: What is an immigrant? Why do people emigrate? How do people migrate?

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Construct arguments defending the significance of individuals/groups, places, events and developments (significance).*

Key terms: immigrant, emigrated, migrating, legal immigrant, illegal immigrant, asylum, refugees, push factors, pull factors

Comprehension strategies: Questioning and inferring.

Co-constructing ideas: *What are some possible reasons people would want to move away from their home country? What are some possible reasons people would want to move to another country?*

Resources:

Nonfiction text pages 4-11 - *Immigration World Issues*

Video clip - *Push and Pull Factors in Immigration* (2:21)

<https://www.youtube.com/watch?v=nai-Rjg7QF4>

Story - *Where Will I Live?* written by Rosemary McCarney

Lesson 2 - Driving questions: What is a refugee? Why do people become refugees? What is a refugee camp?

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Construct arguments defending the significance of individuals/groups, places, events and developments (significance).*

Key terms: refugee, asylum, asylum application, asylum seeker, internally displaced person, smugglers, illegal documents, refugee camp

Comprehension strategies: Questioning and inferring.

Resources:

Nonfiction text pages 4-7 - *Refugees* World Issues

Nonfiction text pages 14-15 - *Immigration* World Issues (Refugee Camps)

Video clips - *What does it mean to be a refugee?* (5:42)

<https://www.youtube.com/watch?v=25bwiSikRsI>

Real Stories Of Child Refugees (3:29)

<https://www.youtube.com/watch?v=REJp4FMIE6s>

Storybook: *Stepping Stones: a Refugee Family's Journey* written by Margriet Ruurs

Lesson 3: Driving Questions: How do people migrate? What do they bring with them? What would you take with you?

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Take stakeholders perspectives on issues, developments or events by making inferences about their beliefs, values and motivation (perspective-taking).*

Key concepts: Migration on foot, migration by boat, migration by vehicle.

Comprehension strategies: Questioning and inferring; making personal connections; empathy.

Resources:

Nonfiction text pages 8-9, 12-19 - *Refugees* World Issues

Nonfiction text pages 8-13 - *Immigration* World Issues

Video clip - Air Canada Reunites Families : Meet one of Canada's newest families (2:56)

<https://www.youtube.com/watch?v=NuwDZD9tVTM>

Storybook: *This is Me: A story of Who We Are and Where We Came From* written by Jamie Lee Curtis & Laura Cornell

Zooming in: *What would you take with you?*

<https://www.rferl.org/a/25022057.html>

Imagine being forced to leave your home without warning. What would you take with you? Something essential to your survival? A sentimental object? A beloved pet? The United Nations

refugee agency, the UNHCR, is putting these questions to the public as part of its I Family campaign in honour of World Refugee Day on June 20. But for many families, such painful choices are an actual part of life. In this UNHCR photo series, refugees living in Central Europe share the most important thing they brought with them when they left their homes.

Lesson 4 - Driving Questions: Why do people emigrate to Canada? Who are they? Where are they from? Why would they want to move to Canada? What would you tell an immigrant or refugee about Canada?

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Take stakeholders perspectives on issues, developments or events by making inferences about their beliefs, values and motivation (perspective-taking).*

Comprehension strategies: Questioning and inferring; making personal connections; empathy.

Resources:

Nonfiction text pages 94-95 - *Making Canada Home: How Immigrants Shaped this Country*, article “The Changing Face of Canada” and page 122, “Canada’s Immigration Statistics”.

Video clip - *Here's Why Everyone Wants To Move To Canada* (3:59)

<https://www.youtube.com/watch?v=u5Ii0DXSNvA>

Websites to explore:

Dear Refugees: 10 things you should know about Canada

<https://www.thestar.com/news/canada/2015/12/10/dear-refugees-10-things-you-should-know-about-canada.html>

10 More things you should know about Canada

<https://livelearn.ca/article/about-canada/10-more-things-you-should-know-about-canada/>

Lesson 5 - Driving questions: How does it feel to be an Immigrant? How does it feel to live in a new country? How does it feel to be a Refugee?

Curricular competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Take stakeholders perspectives on issues, developments or events by making inferences about their beliefs, values and motivation (perspective-taking).*

Key terms: language barrier, cultural differences, net migration

Comprehension strategies: Questioning and inferring; making personal connections; empathy.

Resources:

Nonfiction text pages 16-19 - *Immigration* World Issues

Nonfiction text pages 20-21 - *Refugees* World Issues

Video clip - *Kids, refugees, questions* (3:11)

What is the one question you would ask a refugee the same age as you?

<https://www.youtube.com/watch?v=ctCaKH-2Wm8>

Storybooks: *The Colour of Home* by Mary Hoffman

Lesson 6 - Driving questions: How do others feel about Immigration? How do others feel about Refugees?

Curricular competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Make ethical judgments about events, decisions or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgment).*

Comprehension strategy: Questioning and inferring; making personal connections.

Resources:

Nonfiction text pages 20-21 - *Immigration* World Issues

Nonfiction text pages 22-23 - *Refugees* World Issues

Nonfiction text pages 82-83 - Making Canada Home: How Immigrants Shaped this Country, article “A Safe Haven for Refugees”

Video clips -

Imagine a World More Open to Refugees (1:13)

https://www.youtube.com/watch?time_continue=4&v=o3zueLb6muo

I AM A REFUGEE: Global refugees bust myths (2:48)

<https://www.youtube.com/watch?v=LR06swBPNWc>

Story book:

The Cat from Kosovo: The true story of how a refugee cat found a haven and a home in Nova Scotia written by Mary-Jane Hampton

Lesson 7 - Driving questions: What are Immigration laws? What are Refugee laws?

Curricular competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Construct arguments defending the significance of individuals/groups, places, events and developments (significance)*

Comprehension strategies: Determining importance; questioning and inferring.

Resources:

Nonfiction text pages 22-23 - *Immigration* World Issues

Nonfiction text pages 24-25 - *Refugees* World Issues

Nonfiction text pages 120-121 - *Making Canada Home: How Immigrants Shaped this Country*, article “Canada’s Immigration Laws”

Video clips -

What life is like once refugees reach Canada (2:27)

<https://www.youtube.com/watch?v=Gkn5O6MSWuU>

Hi. I'm a refugee. (2:50)

<https://www.youtube.com/watch?v=fdj7XVQLehU>

Canada’s immigration minister considers scrapping ‘discriminatory’ law that rejects immigrants

<https://globalnews.ca/news/3875208/canadas-immigration-minister-considers-scrapping-discriminatory-rules-that-reject-immigrants/>

Lesson 8: Driving Question: Who is Canada’s Minister of Immigration, Refugees and Citizenship?

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Construct arguments defending the significance of individuals/groups, places, events and developments (significance)*

Comprehension strategies: Questioning and inferring; synthesizing and transforming: How has your thinking changed?

Websites to explore:

The Honourable Ahmed D. Hussen, MP

Canada’s Minister of Immigration, Refugees and Citizenship

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/minister.html>

2017 Annual Report to Parliament on Immigration

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2017.html>

Immigration, Refugees and Citizenship Canada

<https://www.canada.ca/en/immigration-refugees-citizenship.html>

Test students' national knowledge with a mock citizenship exam! The *Citizenship Challenge* invites Canadians to test their national knowledge by studying for and writing a mock citizenship exam in French or English. <http://canadiancitizenshipchallenge.ca>

Discover Canada: The Rights and Responsibilities of Citizenship

https://www.immigroup.com/citizenship/discover_canada.pdf

Canadian Citizenship: Your Rights and Responsibilities

<https://livelearn.ca/article/about-canada/canadian-citizenship-your-rights-and-responsibilities-as-a-citizen/>

Lesson 9- Case Study: Iraq

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Take stakeholders perspectives on issues, developments or events by making inferences about their beliefs, values and motivation (perspective-taking).*

Comprehension strategies: Questioning and inferring; making personal connections; empathy.

Synthesizing and transforming: How has your thinking changed?

Resources:

Nonfiction text pages 26-27 - *Immigration* World Issues

Video clip - *Refugee Life: Through a Child's Eyes* (2:59)

<https://www.youtube.com/watch?v=tkkVnQEB1mE>

Little Hamze was uprooted from his home in Mosul, Iraq when ISIS swept through the area in 2014. Now, he and his father have made it to Indomeni, Greece where they await safe passage to Germany and hope to be able to send for Hamze's mother and sister.

Story books -

Lost and Found Cat: The True Story of Kunkush's Incredible Journey written by Doug Kuntz and Amy Shrodes

Lesson 10 - Case Study: Syria

Curricular Competencies:

- *Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings.*
- *Take stakeholders perspectives on issues, developments or events by making inferences about their beliefs, values and motivation (perspective-taking).*

Comprehension strategies: Questioning and inferring; making personal connections; empathy. Synthesizing and transforming: How has your thinking changed?

Resources:

Nonfiction text pages 26-27 - *Refugees* World Issues

Nonfiction text pages 90-91 - Making Canada Home: How Immigrants Shaped this Country, article "Afghan Refugees"

Story book: *Leaving My Homeland: A Refugees Journey from Syria* by Helen Mason

Video clips - *Refugee family's first days in Canada* (4:56)

<https://www.youtube.com/watch?v=avdKPt7AI3w>

Syrian refugees in Canada (2:29)

<https://www.youtube.com/watch?v=q18lCsZxtfg>

Websites to explore:

5 challenges faced by Syrian refugees arriving in Canada

<https://globalnews.ca/news/2395085/5-challenges-faced-by-syrian-refugees-arriving-in-canada/>

What do Syrians like to eat?

<http://www.dontbelieveinjetlag.com/foodology/syrian-refugees-eat/>