

GRADE 5 SOCIAL STUDIES: Coming to Canada

Summary of Learning Opportunity

This learning opportunity is part of a unit about Canadian identity and immigration, supporting the Socials 5 learning standard: the changing nature of Canadian immigration over time. We explored how immigration and multiculturalism shape Canada's identity and society and examined some of Canada's past and present policies on immigration. We discussed our diverse classroom's personal and family beliefs and factors which influenced families' decisions to come to Canada. Students synthesized information learned in class, through examining texts, such as stories and videos, and through interviews with their families. Students then used graphic organizers to write a paragraph describing reasons why people immigrate to Canada.

Social Studies
Grade 5

Learning Standards

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
- The changing nature of Canadian immigration over time

Literacy Connections

Instruction and Assessment

Competencies Developed, Practiced and/or Assessed

LITERACY: Applies
understanding—Extracts ideas
and information

1. Students built knowledge around immigration in Canada by watching videos (Historica Canada, Immigration, Refugees and Citizenship Canada), reading excerpts from Pearson text, Canadian Issues and Governance, and reading/hearing stories from immigrants who moved to Canada from a variety of primary and secondary sources (CBC, DIVERSECity, interviews with family members or friends). After each lesson, students recorded ideas and inferences in charts.

Use Social Studies inquiry processes and skills to — ask questions; gather, interpret and analyze ideas; and communicate findings and decisions

LITERACY: Develops ideas—
Generates ideas

2. Students were given a graphic organizer and asked to use the resources and chart paper notes to write a topic sentence and 3-5 details which include both push and pull factors that draw people to Canada.

LITERACY: Develops ideas—
Refines ideas

3. Student work was reviewed through a teacher conference and peer feedback process. Students created a final typed copy of their work.

Demonstration of Student Learning, Teacher Assessment, and Reflection



PARAGRAPH PLANNER

Topic Immigration in Canada

Topic Sentence/Main Idea There are push and pull factors that bring people to Canada.

Detail Refugees come to Canada to escape bad things happening in their country. These are called push factors.

Detail Economic immigrants come to Canada because of pull factors. Pull factors include jobs, safety and health care.

Detail Today Canada has many cultures.

Concluding Sentence People come to Canada for safety, jobs and health care. People come to Canada for these reasons.

A push factor pushes people away from their country. For example discrimination, violence and war. refugees

Teacher's Reflection

Using the Learning Pathways materials helped to give me a framework to design a learning opportunity which helped students break down and meet the Social Studies inquiry processes and skills. Through the proficiency descriptors, I have a more concrete picture of what to look and listen for in student work. How they extract information, develop ideas and then communicate their understanding of whatever content I teach are clear skills that I can assess using the Literacy Learning Progressions.

Immigration Push and Pull Factors

Written by Student Q

Push and pull factors bring economic immigrants and refugees to Canada. Refugees come to Canada to escape bad conditions happening in their country. These are called push factors. A push factor pushes people away from their country, for example discrimination, violence and war. Economic immigrants come to Canada because of pull factors. Pull factors include jobs, safety and health care. Today Canada has many cultures. People come to Canada usually for these reasons.

Teacher's Observations and Assessment

Student Q extracted key ideas from both primary & secondary sources to use in their paragraph planner. They understood and explained that two main types of factors influence immigration, and that Canada provides many opportunities for newcomers beyond the pull factors discussed in class. After the peer review process (refining ideas), the student added the definition of "push factor" to provide more clarity in their writing. This resulted in a product which effectively communicated the student's research findings of factors which influence immigration to Canada. The student is **proficient** in the curricular competency of *Using Social Studies inquiry processes and skills*.