



**LESSON TITLE:** Filipino Successes in Canada

**GRADE/SUBJECT:** Grade 6 Social Studies

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### Activity Overview

According to Laquian (2017), in the mid 1960s to early 1970s, about 1467 Filipinos entered Canada. A nation-wide survey in 1972 revealed that Filipino Canadians were an educated population with 85 percent of immigrants obtaining at least a bachelor's degree. Most of these immigrants held occupations in health (most notably as nurses), manufacturing, sales, teaching, and service categories. Between 1982 and 1991, 30,000 Filipinos immigrated to Canada as caregivers (domestic workers or nannies). Even today, because of push/pull factors in the Philippines (ie: poor economic opportunities) and in Canada (ie: the demand for childcare), many well educated Filipinos come to Canada as caregivers under labour and migration pathways such as the Caregiver Program.

With the use of collaborative strategies, the purpose of this lesson is illustrate other astounding contributions and achievements of Filipino Canadians outside of the aforementioned fields. While working in groups, the students will read primary sources (i.e. PASSOC Role Model profiles) of successful Filipinos and will explore their obstacles and accomplishments. Inspired by these role models, students will choose their own role model who has achieved great things in the face of marginalization and will create a trading card of them. Students will gain an understanding of how various groups have made contributions to Canada, despite the challenges they experienced, while reflecting on his/her abilities, influencing current and future aspirations and choices.

### Overall Expectation(s):

A1. Application: assess contributions to Canadian identity made by various groups (FOCUS ON: Cause and Consequence; Patterns and Trends)

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (FOCUS ON: Perspective)

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various

### Specific Expectation(s):

A1.2 Evaluate some of the contributions that various ethnic groups have made to Canadian identity (e.g., the contributions of various communities to Canada's multicultural identity).

A2.2 Gather and organize information from a variety of primary sources using various technologies that present different perspectives on the historical and/or contemporary experience of communities in Canada.

A2.4 interpret and analyse information and evidence relevant to their investigation.

A2.6 Communicate the results of their inquiries, using appropriate vocabulary and formats.

historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)	A3.5 Describe interactions between communities in Canada, including between newcomers and groups that were already in the country.
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### Catholic Graduate Expectation(s):

#### A Discerning Believer Formed in the Catholic Faith Community who:

- **CGE1d** - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

#### An Effective Communicator who:

- **CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others

#### A Self-Directed, Responsible, Life Long Learner who:

- **CGE4g** - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

#### A Collaborative Contributor who:

- **CGE5a** - works effectively as an interdependent team member

#### A Responsible Citizen who:

- **CGE7f** - respects and affirms the diversity and interdependence of the world's peoples and cultures

### Evidence of Learning (Assessment and Evaluation Plan):

Lesson Number/Days/Title	Diagnostic Assessment	Formative Assessment	Summative Assessment
Lesson 4 (1-2 Days) Filipino Successes in Canada (approximately 110 minutes)	Group statements about what the students believe to be true about their role model	While the students are working on their placemats in groups, record anecdotal observations of what is discussed within groups and written.	Responses to four questions on placemat (BLM.SS6.4.1a)  Completed Trading Card (BLM.SS6.4.1b)

### Teaching/Learning Strategies

What you will need to do prior to the lesson:

1. Read through the interviews of the Filipino Role Models found here on the PASSOC website:  
<https://passocblog.wordpress.com/passoc-role-models/>
2. Strategically divide your class into groups so that each group will receive one profile. For example if you have 26 students, you could have five groups of four and two groups of three, making a total of seven groups.
3. Given the students in each group, assign a profile to the group that you feel they will relate to in some way.
4. For all of the profiles that you decide to use, gather props/toys/artifacts that represent an element of their story. If you have seven groups, you will need seven props. See below for an example of props that you could gather for seven groups (alternatively, you can print one photo of each role model):

Group 1	Father Carlos Tupaz	Cross
Group 2	Principal John Pasia	TCDSB logo
Group 3	Casey Mecija	Guitar
Group 4	Mikey Bustos	Microphone
Group 5	Mila and Hermie Astorga-Garcia	Newspaper
Group 6	Dr. Ethel Tungohan	Picture of the book: <i>Filipinos in Canada: Disturbing Invisibility</i>
Group 7	Immanuel Lanzaderas	Photo of the Scarborough Flag, St. Maria Goretti C.S., or Blessed Cardinal Newman H.S.

- On cue cards, write down the group number that each student will be part of.
- Gather chart paper, one for each group and markers for all of the students.

### **Mental Set [5 mins]**

Place the group number on each of your students' desks. When you say, "go" have the students find their group members.

### **Guided Instruction [15 mins]**

Distribute the corresponding artifact to each group. Tell the students that everyone has a story and today they will be learning about someone's story. Before reading about him/her, have your students think of a statement that they believe could be true regarding the person based on the artifact. Once all of the groups have decided on a statement, have each group share it with the class.

### **Group Work [30 mins]**

Each group will learn about one amazing Filipino Role Model. If you have access to classroom tablets or if your students have their own devices, provide them with the link the PASSOC site:

<https://passocblog.wordpress.com/passoc-role-models/>. In their groups, they must read the profile of their assigned role model and answer the following questions on the chart paper:

- Why did your role model (or their family) come to Canada?
- What information can you gather about their experience (or family's experience) of immigrating to Canada?
- Do you think that Canadian society has allowed them to make meaningful social, cultural, and political contributions?
- In what ways have Filipinos, such as your role model, contributed to Canada and Canadian identity?

Have students divide the chart paper into four sections, allowing each student to answer a question simultaneously. This placemat strategy fosters participation from all students as well as individual

accountability. Refer “Placemat Questions” (BLM.SS6.4.1a). For groups with three students, the group can work together to answer the fourth question.

### **Whole Class Discussion [15 mins]**

Once the groups have finished their responses to the four questions, have all students go back to their seats. Take this time to discuss the profiles and responses. Highlight the following in your discussion:

- ☐ No two journeys are the same: People come to Canada for a number of reasons. For those born in Canada, we take for granted the struggles that many have been encountered
- ☐ Settling in a new country has its challenges (i.e. climate change, prejudice, racism, questioning competencies because accents when speaking English, etc.)
- ☐ Due to the changing needs of the Canadian economy and the push/pull factors that draw Filipinos to work in Canada as caregivers, many Filipinos who came to Canada were involved in health/care work (nursing and domestic work, for example). It is evident that Filipinos contribute to society in a variety of ways and across different disciplines.
- ☐ Establishing one’s mark in particular professions can be challenging.
- ☐ Canada is known for its inclusivity. Do you think Canada was truly inclusive towards the people you read about in their personal and professional lives?
- ☐ How do the students feel about the hopes and wishes for young Filipinos and all youth, in general?

### **Role Model Trading Card [30 mins]**

Using the provided template (BLM.SS6.4.1b), each student will choose a personal role model who has accomplished great things in the face of marginalization. Marginalization refers to someone who has been excluded from meaningful participation in economic, social, political, cultural and other forms of human activity (Jenson, 2000). This trading card will highlight their struggles, but most of all, their achievements. Examples of marginalized groups in Canada include: women, First Nations peoples, refugees, immigrants, racial/ethnic groups, people with disabilities, older members of society, youth, members of the LGBTQ community, and those of low socioeconomic status.

**Note:** Students do not have to choose “famous” people. They can choose family members who experienced and overcome challenges in Canada. As such, provide time for students to take the assignment home and discuss with family and/or conduct research.

### **Closing [15 mins]**

The last portion of this lesson can be spent celebrating, more than consolidating information, and learning about each other’s trading cards. Two strategies for sharing can be found in the table below.

Gallery Walk	Divide the class into two large groups. Have the students in Group One hang their work around the classroom and stand next to their work. The students in Group Two are then given the opportunity to take a walk through the gallery and listen to the students in Group One present their work. Give the students only about 5-8 minutes as they are encouraged to visit about four to five exhibits. Continue with the same strategy, but have the groups switch. Group Two will now be the presenters while Group One will be given the chance to take a tour of the gallery and listen to the presentations.
Carousel Seating	Divide the class into two large groups. One group will form a circle with the students facing outwards. The second group of students will form a larger circle outside of the smaller circle. You should have two concentric circles with the students facing each other. If there is an odd number of students present, the teacher can either participate or a group of three can be formed. The students will share their work with the person in front of him/her. Once you’ve given about 90 seconds for both

students to share, you can have the outside circle rotate 5 students clockwise. The students will then share their work with their new partner. Again spending about 8-10 minutes, the students can rotate about five times.

\*Adapted from Inquiring Minds: Learning to Read and Write

## Differentiated Instruction and Accommodations/Special Needs:

### Specific accommodations linked to assessment

- BLM.SS6.4.1a: Placemat questions
  - strategically assign questions based on level of difficulty (questions 1 and 2 are more straightforward than questions 3 and 4)
  - group students strategically (i.e. based on interest and/or independent/focused students assigned to the group of three)
- BLM.SS6.4.1a: Trading Card
  - reduction in the number of prompts (i.e. removal of contributions and explanation of how she/he is a role model)

### Accommodations to be utilized throughout lessons as needed

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> <li>- buddy/peer tutoring</li> <li>- clarification for understanding</li> <li>- computer options</li> <li>- extra time for processing</li> <li>- one-on-one assistance</li> <li>- prompts to return student's attention to task</li> <li>- reduced/uncluttered formats</li> <li>- repetition and rephrasing of information</li> <li>- verbatim scribing (as required)</li> <li>- use of computers and software (Microsoft Office, GAFE, Kurzweil, Word-Q, Smart Ideas)</li> </ul>	<ul style="list-style-type: none"> <li>- alternative work space (as required)</li> <li>- proximity to instructor</li> <li>- strategic seating</li> </ul>	<ul style="list-style-type: none"> <li>- extended time limits</li> <li>- prompts to return student's attention</li> <li>- clarify instructions to ensure understanding</li> <li>- reduction in the number of tasks</li> <li>- spelling and grammar not graded on final product (assessment based on knowledge or application of concepts)</li> <li>- use of computers and software (Microsoft Office, GAFE, Kurzweil, Word-Q, Smart Ideas)</li> <li>- use of printer so that assignments are legible</li> <li>- verbatim scribing</li> </ul>

### Learning Materials

- PASSOC Role Models: <https://passocblog.wordpress.com/passoc-role-models/>
- Placemat Questions (BLM.SS6.4.1a)
- Trading Card Assignment (BLM.SS6.4.1b)
- Cue cards, chart paper, selected props/artifacts

### Elements of 21<sup>st</sup> Century Learning

- inquiry process
- cooperative strategies
- collaboration
- critical thinking
- communication
- intrapersonal, interpersonal and cognitive competencies

### Resources

- Ontario Social Studies Curriculum
- PASSOC Role Model: <https://passocblog.wordpress.com/passoc-role-models/>

- Jenson, J. (2000). Backgrounder: Thinking about Marginalization: What, Who and Why? Canadian Policy Research Networks Inc. (CPRN). Retrieved August 16, 2017 from Carleton University website: [http://cprn3.library.carleton.ca/documents/15746\\_en.pdf](http://cprn3.library.carleton.ca/documents/15746_en.pdf)
- Laquian, E.R. (2017, June 14). Filipino Canadians. The Canadian Encyclopedia. Retrieved August 17, 2017 from <http://www.thecanadianencyclopedia.ca/en/article/filipinos/>
- Wilhelm, J. D., Wilhelm, P. J., & Boas, E. (2009). Inquiring minds: learn to read and write: 50 problem-based literacy & learning strategies. Markham, Ont.: Scholastic.

### Teaching Notes

- For the subject of their trading cards, encourage students to choose a someone who is not in the “mainstream”, or in other words, a role model who is not widely known in media or in pop culture.

## PLACE MAT QUESTIONS

<p>1. Why did your role model (or their family) come to Canada?</p>	<p>2. What information can you gather about their experience (or family's experience) of immigrating to Canada?</p>
<p>3. Do you think that Canadian society has allowed them to make meaningful social, cultural, and political contributions?</p>	<p>4. In what ways have Filipinos, such as your role model, contributed to Canada and Canadian identity?</p>

## ROLE MODEL TRADING CARD

Name	Photo or Illustration
Place of Birth	
Accomplishments	
Struggles, Obstacles, Challenges Experienced	
Contributions to Canada and/or Canadian Identity	
Explanation of how he/she is a good role model for youth	

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Place of Birth	
Accomplishments	
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