



LESSON TITLE: Canadian Immigration Policies and Advocacy

GRADE/SUBJECT: Grade 6 Social Studies

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Activity Overview

“Canada never took away my heritage when I first moved here. It not only embraced my culture but actually celebrated it with the rest of the world.” Max Tuazon Jr., Filipino Canadian

People come to Canada from different parts of the world through the nation’s various immigration programs. Migrants bring with them their own sense of culture, making Canada a cultural mosaic. This ideal became the foundation of The Canadian Multiculturalism Act which formalized the government's commitment to "promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society". This Act became the basis from which immigrants, like Filipinos, advocate for greater inclusivity in Canadian society. Through guided reading, students explore immigration policies in Canada since the mid-19th century and create a timeline of major policy changes in response to the changing needs and values of the country and in response to global forces. In an arts-based activity, students will apply their research of migrant advocacy in a poster of their own creation inspired by Filipino Canadian artist group, the Kwentong Bayan Collective.

Overall Expectation(s):

A1 assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

A3 demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)

Specific Expectation(s):

A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., the efforts of women’s rights, civil rights, First Nations, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious and ethnic groups), and assess the extent to which Canada has achieved the goal of being an inclusive society focusing on the policy of multiculturalism)

A3.8 identify and describe fundamental elements of Canadian identity (e.g. inclusiveness, respect for human rights, respect for diversity, multiculturalism, parliamentary democracy, constitutional monarchy, bilingualism, the recognition of three founding nations, universal health care)

Catholic Graduate Expectation(s):

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

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Evidence of Learning (Assessment and Evaluation Plan):

- Diagnostic assessment of prior learning and student attitudes
- Formative assessment and descriptive feedback of peers and teacher observations
- Summative assessment of immigration policies and production advocacy poster depicting inclusivity in Canada

Teaching/Learning Strategies

Activating Prior Knowledge [10 mins]

Ask students to name elements of Canadian identity. You may have an anchor chart ready with the list of fundamental elements of Canadian identity to provide the class with visual cues throughout this activity. The elements of Canadian identity include:

- ☐ Inlusiveness
- ☐ Respect for Human Rights
- ☐ Respect for Diversity
- ☐ Multiculturalism
- ☐ Parliamentary Democracy
- ☐ Constitutional Monarchy
- ☐ Bilingualism
- ☐ The Recognition of Three Founding Nations
- ☐ Universal Health Care

See 'Teaching Notes' (BLM.SS6.3.3) for definitions of each of these elements of Canadian Identity.

Guided Viewing [10 mins]

Show the following Canadian Tire commercial entitled *The Outsider* [2017, 1 min]. The video can be found here on YouTube: <https://www.youtube.com/watch?v= ml3ZCyEs0com>

After watching the video, **ask:** *Which elements of Canadian identity are featured in the video?* Draw their attention to the anchor chart. Students may state multiculturalism, respect for diversity, and/or inclusiveness. Focusing on the element of inclusiveness, **ask:** *Using the commercial as an example, what does it mean to be inclusive? What qualities does it take to include others? If you were an "outsider", what qualities would you need in order to be included? How might inclusion be challenging for "insiders"? For "outsiders"? From the students' responses, highlight the fact that it takes a lot of courage, perseverance, skill, and determination to be a part of a group.*

Guided Reading of Historica Canada [20 mins]

In order to understand how Canada's values have changed and are changing with regards to inclusiveness, students will examine immigration policies in Canada since the mid-19th century. Historica Canada provides a concise history of Canadian immigration policies over time.

1. In pairs or in groups of three, have students read the Historica Canada article "Immigration Policy in Canada" found here: www.thecanadianencyclopedia.ca/en/article/immigration-policy
2. Have students complete the 'Canadian Immigration Policy Timeline' (BLM.SS6.3.1). Using the timeline template, students will match the historical moment in Canadian immigration to the appropriate year or timeframe. They will require scissors and glue to do this.
3. While the groups are completing the timeline, circulate to ensure that students are on task.
4. Once students have completed the timeline, ask students to indicate at which historical moment(s) did they or their families arrive in Canada. How did their arrival or their ancestors' arrival correspond with Canada's immigration policy at that time?
5. Refer to 'Answer Key: Canadian Immigration Policy Timeline' (BLM.SS6.3.1a) for correct order.

Consolidation [10 mins]

Once they have completed their timelines, lead a group discussion. Ask the following questions:

1. Based on your research and your observations of the changes to Canada's immigration policies over time, has Canada always been inclusive to immigrants and refugees? Why or why not?
2. How can communities or organizations advocate for greater inclusivity in Canadian immigration policy?
3. How can we, as people of faith, ensure that Canada's immigration policies uphold inclusivity?



Emphasize that Canadian immigration policies reflect the values of dominant society at a given time. These values are not always in the best interest of diversity and inclusivity (ie: Chinese migrants, the poor, disabled, non-Europeans, and refugees). Policy should attend to the best interests of the people, communities and society. In order to ensure this happens, citizens may advocate for greater inclusivity in Canada.

Day 2 [60 mins]

This lesson focuses on the efforts of women's rights and other organizations that advocate for greater inclusivity for migrant workers in Canada. Students assess the extent to which Canada is inclusive through the analysis of the history of caregiving work in Canada, which largely relies on migrant women. Students evaluate how interdependent systems (physical, political, ethical, socio-economic and ecological) aid in the development of a just and compassionate society. The Kwentong Bayan Collective's poster **Caregiving Work in Canada** is used to as a text to reach these learning goals.

The poster may be viewed or downloaded from the **Graphic History Collective** found here: <http://graphichistorycollective.com/project/poster-3-caregiving-work-canada>

Motivation [15 mins]

1. Present the Filipino Canadian artist group the **Kwentong Bayan Collective**. Consisting of illustrator Althea Balmes and writer Jo SiMalaya Alcampo, the Kwentong Bayan Collective works in collaboration with caregivers, advocates and community allies in representing the real-life stories of Filipino migrant caregivers who work under Canada's Caregiver Program (formerly known as the Live-in Caregiver Program) through comic art.

2. Show the class the Kwentong Bayan Collective's poster **Caregiving Work in Canada**. Using comic art, the artists highlight the struggles and victories of caregivers throughout Canadian history. The poster depicts how migrant women, like Filipino caregivers, advocated for greater rights in Canada. They initiated and carried out actions that pushed for greater inclusivity in Canada. You may use a digital projector to show the class the poster or you may have students bring up the image on their devices.

3. Pair the students up or allow elbow partners to work together. Have them analyze the poster using the following prompts:

- a. What historical facts surprised you about this poster?
- b. Why are caregivers important to Canadian society?
- c. What do you think is the purpose of this poster?

Class discussion [10 mins]

Have a few pairs share their responses to the previous 3 questions. As a class, discuss these following concluding prompts:

- Why is it important for migrant groups to advocate for greater rights?
- Based on the history of caregiving work depicted in this poster, what observations would you make about inclusiveness in Canada?

Emphasize that caregiving work is essential to the growth and health of Canadian society. However, because caregiving work is often done by women (mostly migrant women) within the home, and due to sexist and racist attitudes, it remains undervalued work. Attitudes towards caregiving can change over time through advocacy, allowing greater society to learn about the importance of this work. This poster demonstrates that the rights that migrant caregivers have today were not simply given to them by the Canadian government, but were fought for through awareness campaigns and social action. Therefore, inclusiveness is an element of Canadian society that requires constant work.

Alternate Activities: Debate [30-40 mins]

In a debate format, students argue the topic: "Is Canada inclusive?" Divide the class into 2 groups. One group will argue that Canada is inclusive while the other group will argue the contrary. Review debate guidelines and structure. Using supporting evidence, have students on both sides present their points. Allow the opposing team to provide rebuttals.

Day 3

Advocacy Posters [60 mins]

Inspired by the Kwentong Bayan Collective's work, students will create a poster advocating for greater inclusivity for a marginalized group (e.g. racial, gendered, or otherwise minoritized or stigmatized group). Combining text and image, students must indicate the groups' significant contributions to inclusivity in

Canadian society. How have they used advocacy to push Canadian policies to become more inclusive? Challenge them to highlight a lesser-known narrative in Canada. For example, students may want to highlight the contributions of Filipino nurses to the development of Canada's health care system since the 1950s. There are several Filipino Canadian nurses' associations that have fought against discrimination.

Review the elements and principles of design (See Arts Curriculum) and how they may be effectively used to communicate their ideas. Point out how Balmes and Alcampo organize the space in their poster in order to tell a sequential narrative about the history of caregiving work in Canada. Emphasize how through text and simple line drawings, the artists have successfully represented this history. Provide materials for the production of their art work.

Peer Assessment [10 mins]

Once their poster is complete, in pairs, have students complete the 'Advocacy Poster: Peer Assessment Form' (BLM.SS6.3.2). You may also choose to do a gallery walk or gallery wall in order to showcase student work.

Differentiated Instruction and Accommodations/Special Needs:

Alternatives of this activity include a comic strip or the development and performance of a skit based on inclusiveness and advocacy. For students with special needs, please refer to IEPs to accommodate or modify the activity appropriately.

Learning Materials

- drawing paper
- pencils
- markers or crayons
- computer, internet access
- all BLMs contained in this lesson

Elements of 21st Century Learning

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

Resources

Kwentong Bayan (Jo SiMalaya Alcampo and Althea Balmes), *Labour of Love*. Remember | Resist | Redraw: A Radical History Poster Project. Graphic History Collective from:

<http://graphichistorycollective.com/projects/graphic-history-project/kwentong-bayan-labour-of-love>

The Arts, The Ontario Curriculum, Grade 6, p. 129

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Social Studies Ontario Curriculum Grades 1-6 p. 121 & p. 123

Teaching Notes

Ensure the classroom has internet access or book a computer lab for this activity. Reserve a projector and computer in order to show the Kwentong Bayan Collective's poster to the class. Consider pairing ELL learners with students who have a good command of English for vocabulary assistance.

Read Historica Canada's article "Immigration Policy in Canada" found here: www.thecanadianencyclopedia.ca/en/article/immigration-policy. Cut out these historical moments in Canadian immigration policy. Place and glue them in chronological order on the Canadian Immigration Policy Timeline.

	Racial discrimination in Policy Ends: A points system ranked potential immigrants based on skills, education, family connections, & language (French or English) - not race or nationality.	Private Sponsorship of Refugees: This program allowed private groups, such as churches & ethnic community organizations to sponsor refugees & bring them to Canada as permanent residents.	Immigration and Refugee Protection Act Post-9/11: Family class now included same-sex & common-law relationships. More powers to detain & deport landed immigrants suspected of being a security threat.	5 classes of immigrants established for entry to Canada: 1. Independent 2. Humanitarian 3. Family 4. Assisted Relatives 5. Economic	Post-WW2: With changing social attitudes and labour needs, Canada eased immigration restrictions. The Chinese Immigration ban was ended.
Changing racial make-up of immigrants: Asia (particularly China, India and Philippines) had replaced Europe as the largest source of immigrants to Canada.	Chinese Exclusion: Migrants from China were restricted from entering Canada through a "head tax" and series of other racist measures.	Doors Open: The first Immigration Act passed. People were allowed into Canada, except for the ill, disabled, and poor.	A New Immigration Act: Canadian policies continued to discriminate against non-European and non-American immigrants.	Pierre Trudeau's new Immigration Act: This policy promoted economic, social, & cultural goals, & prioritized family reunification, new-comer settlement, and Canada's obligation to refugees.	Race & National Restrictions: After waves of European immigration after WW1, Canada excluded communists, Mennonites, Austrians, Hungarians, and Turks.

1869	1880	1903-1919	1946	1952	1962-1967

1976-1978	1979	1980	1990	2001-2002	Now?

Answer Key: Canadian Immigration Policy Timeline

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Doors Open: The first Immigration Act passed. People were allowed into Canada, except for the ill, disabled, and poor.	Chinese Exclusion: Migrants from China were restricted from entering Canada through a "head tax" and series of other racist measures.	Race & National Restrictions: After waves of European immigration after WW1, Canada excluded communists, Mennonites, Austrians, Hungarians, and Turks.	Post-WW2: With changing social attitudes and labour needs, Canada eased immigration restrictions. The Chinese Immigration ban was ended.	A New Immigration Act: Canadian policies continued to discriminate against non-European and non-American immigrants.	Racial discrimination in Policy Ends: A points system ranked potential immigrants based on skills, education, family connections, & language (French or English) - not race or nationality.

1976-1978	1979	1980	1990	2001-2002	Now?
Pierre Trudeau's new Immigration Act: This policy promoted economic, social, & cultural goals, & prioritized family reunification, new-comer settlement, and Canada's obligation to refugees.	Private Sponsorship of Refugees: This program allowed private groups, such as churches & ethnic community organizations to sponsor refugees & bring them to Canada as permanent residents.	5 classes of immigrants established for entry to Canada: 1. Independent 2. Humanitarian 3. Family 4. Assisted Relatives 5. Economic	Changing racial make-up of immigrants: Asia (particularly China, India and the Philippines) had replaced Europe as the largest source of immigrants to Canada.	Immigration and Refugee Protection Act Post-9/11: Family class now included same-sex & common-law relationships. More powers to detain & deport landed immigrants suspected of being a security threat.	Students indicate the patterns of immigration that they currently observe in Canada. Answers may vary.

Advocacy Poster

Peer Assessment Form

Using this assessment form, talk with a partner about the successes of their advocacy poster and complete the following:

- Put a star beside the skill you think is the most evident in the work.
- Circle the skill you would most like to improve.
- Underline the skill that is the most challenging for you.
- Indicate the strengths of the poster in the space provided at the bottom on the page.

	Do the illustrations and captions reflect the message?
	Does the dialogue and action match well?
	Are the characters clearly identified?
	Do the background and details help to establish the scene?
	Are correct spelling and grammar used throughout?
	Is it well composed and does it show care in work?

Strengths of Advocacy Poster:

Teaching Notes

Fundamental Elements of Canadian Identity

Inclusiveness: the quality of including many different types of people and treating them all fairly and equally; an aura or environment of letting people in and making them feel welcome (Cambridge Dictionary)

Respect for Human Rights: a fundamental right every individual has from the time of birth; to have a life of equality, dignity and respect (Canadian Human Rights Commission)

Respect for Diversity: means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies (Queenborough Community College)

Multiculturalism: ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging; it encourages racial and ethnic harmony and cross-cultural understanding (Citizenship and Immigration Canada)

Parliamentary Democracy: a system of government in which people elect representatives to a parliament to make laws in which the leader of the party or the coalition of parties with the greatest representation elected by the people becomes the Prime Minister (Collins English Dictionary)

Constitutional Monarchy: system of government in which a monarch shares power with a constitutionally organized government; the monarch may be the de facto head of state or a purely ceremonial leader

Bilingualism: the presence of two official languages: English and French

The Recognition of Three Founding Nations: there are three groups of people who helped to start Canada: the Aboriginal Peoples, the French and the British

Universal Health Care: individual citizens are provided preventative care and medical treatments from primary care physicians as well as access to hospitals, dental surgery and additional medical services; with a few exceptions, all citizens qualify for health coverage regardless of medical history, personal income, or standard of living (Canadian Health Care)