



LESSON TITLE: Filipino Diaspora in Canada: Population Changes in Shaping the Country

SUBJECT/Grade: CGC 1D1 Grade 9 Academic: Issues in Canadian Geography

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Activity Overview

This is the third lesson that looks at population changes. This lesson focuses on where people settled in Canada and how that settlement has shaped Canadian society. Historical data is limited prior to the 1960s as immigrants from the Philippines were classified as “non-white immigrants” according to Canadian census. Students will be looking at the different waves of Filipino migration and where these communities settled in Canada. Students will take on specific roles through the eras of the Filipino migration and research the ease of immigration to Canada. They will then compare and contrast the different major settlements of the Filipino community throughout Canada. Students will be asked to look at the ways in which immigrant groups have helped contribute to and shape broader Canadian society.

Overall Expectation(s):

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;

D2. Immigration and Cultural Diversity: describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada

D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population

Specific Expectation(s):

A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating

D1.1 analyse the impact of selected population trends on people living in Canadian communities

D2.1 identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada (e.g., expansion of business opportunities, cultural

D2.2 evaluate strategies used to address the needs of various immigrant groups within communities

- D3.1** describe patterns of population settlement in Canada and assess the importance of various factors in determining population size, distribution, and density
- D3.2** identify factors that influence the demographic characteristics of settlements across Canada
- D3.3** analyse the major demographic characteristics of the Canadian population
- D3.4** compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world

Catholic Graduate Expectation(s):

An effective communicator who:

CGE2b: reads, understands and uses written materials effectively

CGE2c: presents information and ideas clearly and honestly and with sensitivity to others

CGE2d: writes and speaks fluently one or both of Canada's official languages

A self-directed, responsible, lifelong learner who:

CGE4b: demonstrates flexibility and adaptability

CGE4f: applies effective communication, decision-making, problem-solving, time and resource management skills

A reflective, creative and holistic thinker who:

CGE3c: thinks reflectively and creatively to evaluate situations and solve problems

CGE3e: a holistic approach to life by integrating learning from various subject areas and experience;

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.

A collaborative contributor who:

CGE5a: works effectively as an interdependent team member

Evidence of Learning (Assessment and Evaluation Plan):

- **Prior Knowledge:** Working definition of push and pull factors, linear, clustered, scattered settlement patterns, census metropolitan areas
- Discussion
- Citizenship Mixer
- Observation
- Conferencing
- OSSLT Opinion Paragraph
- Visual Timeline
- Exit Ticket

Teaching/Learning Strategies

Minds-On [5 mins]

Ask students what the benefits are of living in a large city? A smaller town/city? Put their answers into a T-Chart on the board.

SMALLER TOWNS/CITIES	LARGE URBAN CITY
<ul style="list-style-type: none"> • More land • Cheaper property • Cleaner air • Less condensed population • Less pollution • Lower cost of living • Easier making local friends • Less intimidating atmosphere 	<ul style="list-style-type: none"> • More diversity • Larger community of similar cultures • More places for ethnic food • Greater resources for newcomers • Established ethnic communities • Better transit systems • More things to do • Greater social interaction • More access to medical centers and other social services

Review [30 minutes]

Have students refer back to the push and pull lesson where they looked at the factors affecting a person's decision to leave a country. Tell them they will need to have this in mind moving forward with this lesson.

Settlement Patterns [20 minutes]

Have students refer to pages 21 and 28 in the textbook Making Connections: Issues in Canadian Geography, 3rd ed. Go over the definitions of linear, clustered and scattered settlement patterns, census metropolitan areas, and population distribution to ensure that students are familiar with the terms. Put the terms on the board.

- Linear:** a population settled along a line, such as a coastline, river or highway
- Concentrated/clustered:** a population focused in patches with specific resource industries, such as mines or paper mills
- Dispersed/Scattered:** a population spread evenly across the land; common in agricultural areas
- Census Metropolitan Areas (CMAs):** an urban area in Canada with a population over 100,000. A CMA is centered around a city and generally extends beyond the borders of the city.
- Population density:** the average number of people living in a particular place. It is calculated by dividing the population of a place by the area of the place.

Role-Playing Game [60 minutes]

Divide students into small groups and hand out a different role-playing cards from BLM.CGC9.3.1a & b. You will need to print and cut the cards beforehand. Students will investigate different eras of the Filipino migration to Canada and discover the areas of Canada in which they settled. Some eras of the Filipino migration have limited information due to data collection methods. Significant statistics about the Filipino community emerged during the 1960s. These eras represent different motivations and historical events that influenced the large migration of Filipinos. For example, in the 1970s, Canada saw an increase of Filipino immigrants who left the Philippines for political reasons caused by the declaration of martial law by President Marcos in 1972. Encourage your students to look at underlying factors that may have influenced the emigration of Filipinos.

Immigration Survey [30 minutes]

Students can research the era and area of settlement of their role-playing card to answer the accompanying "Role-Playing: Immigration Survey" (BLM.CGC9.3.2). Conference with your students to ensure they are on the right track. Students are required to conduct secondary research in order to complete this task.

Citizenship Mixer [25 minutes]

Host a citizenship party where students will mingle with each other adopting the persona of the immigrant depicted in their role-playing card. Encourage them to "stay in character" during the whole activity. See the handout "Citizenship Mixer Rubric" (BLMCGC9.3.3) for evaluation criteria.

Filipino Settlement in Canada [15 minutes]

Take up the lesson by comparing and contrasting the different major settlements of Filipinos in Canada “Comparing Filipino Settlements” (BLM.CGC9.3.4). See Answer Key below:

Ontario	British Columbia	Manitoba	Alberta
Large and established Filipino community	Large Filipino population	somewhat diverse city	somewhat diverse city
Largest percentage of Filipinos in Canada	Many temporary contract workers (280,000 in metro Vancouver alone)	Growing job market	Growing job market
Large settlement in Toronto and the Greater Toronto Area	Filipino Fiesta	Easier immigration policy	Large concentrations of Filipinos in Calgary and Edmonton
Lots of food and community locations		More established Filipino community	Many entering as contract workers in the oil industry
Little Manila		One of the first settlements in Canada	Approximately 170,000 living in Alberta
Taste of Manila festival		Many came as garment or temporary workers	Filipino language and culture curriculum by 2020
Big wave of educated and skilled workers came to Ontario in the 1970s due to growing employment		Large population in Winnipeg	

Consolidation [10 minutes]

As an exit card, have students write 150 words about what city they would have preferred to live in and why.

Extension: Opinion Paragraph [20 minutes]

Students may write an opinion paragraph as practice for OSSLT. They are to respond to the prompt, “Should the government be able to regulate where people live/settle in the country?” (see BLMCGC9.3.6).

Extension: Visual Timeline [20 minutes]

You can also have your students create a visual timeline in their provincial groups showing the major dates and accomplishments of the Filipino community within their province (see BLMCGC9.3.7).

Differentiated Instruction and Accommodations/Special Needs:

- Write answers on the board or provide a handout for students who struggle with literacy
- Try pairing at least one person who speaks the same language as the ELL student in your class, if none exists, encourage the student to use google translate or another translation app or dictionary
- Rephrase, repeat instructions
- Provision of visual, audio, prompts
- Additional time
- Collaborative work
- Chunk main tasks and/or concepts for students

- Allow students to work in pairs if they struggle with the content/are shy
- Conference with the students to ensure they are on the right track and provide ongoing feedback

Learning Materials

- BLM.CGC9.3.1a & b “Role-Playing Cards”
- BLMCGC9.3.2 “Immigration Survey”
- BLMCGC9.3.3 “Citizenship Mixer Rubric”
- BLMCGC9.3.4 “Comparing Different Filipino Settlements”
- BLMCGC9.3.5 “Exit Ticket”
- BLMCGC9.3.6 “Opinion Paragraph”
- BLMCGC9.3.7 “Visual Timeline”

Elements of 21st Century Learning

Critical Thinking and Problem Solving: Acquires, processes, interprets, and analyzes information to make informed decisions

Innovation, Creativity, and Entrepreneurship: Makes discoveries through inquiry research

Collaboration: Students work together, sharing responsibility, making substantive decisions, interdependently

Communication: Asks effective questions to acquire knowledge

Resources

- Abuaaj, T. A., Bautista, M. T., Bonifacio, G., Wilson, A., Gurstein, M., Baldonado, B., (2014, January 28). The Story of Filipino Immigration to Canada: Canada Immigration News. Retrieved August 01, 2019, from <https://www.cicnews.com/2014/01/story-filipino-immigration-canada-013193.html#gs.wb4713>
- First wave of Filipino immigrants mark 50 years in Winnipeg | CBC News. (2018, September 16). Retrieved August 01, 2019, from <https://www.cbc.ca/news/canada/manitoba/filipino-garment-workers-winnipeg-1.4825692>
- History of Filipino Migration to Manitoba. (n.d.). Retrieved August 02, 2019, from <https://www.thefilcan.com/history-filipino-community/>

Teaching Notes

- Filipino migration to Canada has been occurring since the 1930s (the earliest documented Filipinos were 4 in 1931). Overtime, small cohorts of migrants came to Canada and settled in Winnipeg, MB. Many people may not be aware that there is a large and well established settlement in Manitoba, as Toronto has been the major destination since the 1990s. Even though there are more Filipinos in Vancouver and Toronto, Filipinos make up 8% of the visible minority population in Winnipeg. Prior to the use of the points system in the late 1960s, Canada saw an increase of Filipino migration due to political policies that the Philippines was thinking of enacting- the denial of citizens of countries who denied Filipino immigration- as a response the Canadian government slowly opened its doors to Filipinos.
- The top 4 provinces with the highest populations in Canada are as follows: Ontario, Alberta, British Columbia, Manitoba
- Students may have difficulty finding information, advise them to use the links provided in the Resource section

Role-Playing Cards

INSTRUCTIONS:

1. PRINT OUT CARDS ONTO CARD STOCK
2. LAMINATE IN ORDER TO REUSE
3. CUT ALONG THE LINES

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1965 AND YOU'VE SETTLED IN TORONTO, ONTARIO. YOU ARE A 25 YEAR OLD FEMALE WITH A BACHELOR'S DEGREE IN MEDICAL SCIENCES.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1965 AND YOU'VE SETTLED IN WINNIPEG, MANITOBA. YOU ARE A 19 YEAR OLD FEMALE WITH A BACHELOR OF SCIENCE DEGREE. YOU ARE ENTERING CANADA WITH THE POINTS SYSTEM. MANITOBA HAS ADOPTED A PROVINCIAL IMMIGRATION POLICY SIMILAR TO QUEBEC, WHICH ALLOWS THEM TO CHOOSE AND RECRUIT IMMIGRANTS TO THE PROVINCE.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1965 AND YOU'VE SETTLED IN VANCOUVER, BRITISH COLUMBIA. YOU ARE A 20 YEAR OLD MALE WITH A BACHELOR OF ARTS DEGREE. YOU ARE ENTERING CANADA WITH THE POINTS SYSTEM. BRITISH COLUMBIA HAS A GROWING NEED FOR WORKERS IN THE FORESTRY AND MINING INDUSTRIES.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1972 AND YOU HAVE SETTLED IN WINNIPEG, MANITOBA. YOU ARE MALE AND HOLD A BACHELOR OF ARTS DEGREE. YOU ARE ENTERING CANADA WITH THE POINTS SYSTEM. YOU HAVE BEEN ABLE TO OBTAIN A JOB IN THE GARMENT MANUFACTURING INDUSTRY IN WINNIPEG.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1972 AND YOU HAVE SETTLED IN TORONTO, ONTARIO. YOU ARE FEMALE AND HOLD A BACHELOR OF ARTS DEGREE. YOU ARE ENTERING CANADA WITH THE POINTS SYSTEM. JOBS IN ONTARIO HAVE BEEN INCREASING.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1972 AND YOU HAVE SETTLED IN VANCOUVER, BRITISH COLUMBIA. YOU ARE MALE AND HOLD A BACHELOR OF ARTS DEGREE. YOU ARE ENTERING CANADA WITH THE POINTS SYSTEM. YOU HAVE BEEN ABLE TO OBTAIN A JOB IN THE GARMENT MANUFACTURING INDUSTRY IN WINNIPEG.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1977 AND YOU HAVE SETTLED IN WINNIPEG, MANITOBA. CANADA HAS PASSED THE 1976 IMMIGRATION ACT WHICH FAVORED EDUCATED AND TECHNICALLY TRAINED IMMIGRANTS. CANADA ALSO ADOPTED HUMANITARIAN POLICIES TOWARD REFUGEES AND FAMILY REUNIFICATION. YOU ARE 25 YEARS OLD AND HAVE LEFT THE PHILIPPINES BECAUSE OF MARTIAL LAW UNDER PRESIDENT MARCOS. YOU HOLD A BACHELOR OF ARTS DEGREE.

YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1977 AND YOU HAVE SETTLED IN TORONTO, ONTARIO. CANADA HAS PASSED THE 1976 IMMIGRATION ACT WHICH FAVORED EDUCATED AND TECHNICALLY TRAINED IMMIGRANTS. CANADA ALSO ADOPTED HUMANITARIAN POLICIES TOWARD REFUGEES AND FAMILY REUNIFICATION. YOU ARE A 45 YEAR OLD MAN WHO HAS COME TO JOIN HIS WIFE THROUGH THE FAMILY REUNIFICATION PROCESS.

<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1977 AND YOU HAVE SETTLED IN VANCOUVER, BRITISH COLUMBIA. CANADA HAS PASSED THE 1976 IMMIGRATION ACT WHICH FAVORED EDUCATED AND TECHNICALLY TRAINED IMMIGRANTS. CANADA ALSO ADOPTED HUMANITARIAN POLICIES TOWARD REFUGEES AND FAMILY REUNIFICATION. YOU ARE A 15 YEAR OLD FEMALE WHO HAS COME TO JOIN YOUR PARENTS THROUGH THE REUNIFICATION PROCESS.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1984 AND YOU HAVE SETTLED IN WINNIPEG, MANITOBA. YOU HAVE BEEN RECRUITED TO CANADA THROUGH THE LIVE-IN CAREGIVER PROGRAM. YOU ARE A 26 YEAR OLD FEMALE.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1984 AND YOU HAVE SETTLED IN TORONTO, ONTARIO. YOU HAVE BEEN RECRUITED TO CANADA THROUGH THE LIVE-IN CAREGIVER PROGRAM. YOU ARE A 30 YEAR OLD FEMALE AND HAVE A SMALL CHILD THAT YOU WILL HAVE TO LEAVE BEHIND WHILE YOU WORK.</p>
<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1990 AND YOU HAVE SETTLED IN VANCOUVER, BRITISH COLUMBIA. YOU ARE 50 YEAR OLD WOMAN COMING TO JOIN YOUR FAMILY THROUGH THE REUNIFICATION PROCESS.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 2012 AND YOU HAVE SETTLED IN CALGARY, ALBERTA. YOU ARE A 26 YEAR OLD MALE. YOU HAVE COME TO CANADA AS A TEMPORARY FOREIGN WORKER TO WORK IN THE OIL INDUSTRY.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 2012 AND YOU HAVE SETTLED IN VANCOUVER, BRITISH COLUMBIA. YOU HAVE COME TO CANADA AS A TEMPORARY CONTRACT WORKER. TIM HORTONS HAS BEEN RECRUITING MANY PEOPLE AND YOU'VE BEEN ABLE TO FIND WORK AS A CASHIER. YOU ARE 20 YEARS OLD AND MALE.</p>
<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 2012 AND YOU HAVE SETTLED IN TORONTO, ONTARIO. YOU HAVE COME TO CANADA THROUGH THE LIVE-IN CAREGIVER PROGRAM, BUT HAVE A BACHELOR OF SCIENCE DEGREE IN NURSING. YOU WANT TO BE ABLE TO PRACTICE YOUR SKILLS IN CANADA. YOU ARE A 27 YEAR OLD WOMAN.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 2012 AND YOU HAVE SETTLED IN WINNIPEG, MANITOBA. YOU ARE A 15 YEAR OLD MALE AND YOU HAVE BEEN SPONSORED BY YOUR PARENTS TO COME TO CANADA.</p>	<p>YOU ARE A NEWCOMER TO CANADA FROM THE PHILIPPINES. THE YEAR IS 1955 AND YOU'VE SETTLED IN WINNIPEG, MANITOBA. YOU ARE 20 YEARS OLD AND ARE TRAINED AS A NURSE. YOU ARE ENTERING CANADA WITH THE IMMIGRATION ACT OF 1952.</p>

Role-Playing: Immigration Survey

Name	
Age	
Education	
Religion	
Country of Origin	
Year of Emigration	
Reason for Leaving Home Nation	
Immigration Policy in Place in Canada	
City and Province of Settlement	
Occupation	

1. What (if any) social services are available to you as a newcomer?
2. What services were missing that would have greatly helped you in your transition into Canadian life?
3. How many people from your ethnic community are there when you arrive? Present day?

4. What kind of settlement pattern would you classify your community?
5. Why settle there instead of anywhere else?
6. In what ways has your community contributed to larger Canadian society within that province?
7. Overall rating of immigration experience in Canada: _____

CITIZENSHIP MIXER RUBRIC

Expectations	Level 1	Level 2	Level 3	Level 4
Communication A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	Student is unable to stay in role throughout the mixer. Clearly disengaged Does not ask questions Avoids talking with peers	Student has trouble staying in role throughout the mixer. Is distracted or distracting to peers Questions are basic and does not push for more details Talks with only select individuals	Student is able to stay in role throughout the mixer. Engaged in the process Questions and discussions are well thought out Tries talking with many different people	Student has no trouble staying in role throughout the mixer. Very engaged and encourages others Questions and discussions are thoughtful and meaningful Seeks new people to converse with to gather new perspectives
D2.1 identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada	is not able to identify the push and pull factors for their role Does not identify the challenges Newcomers face Is unable to list or discuss contributions and impact of their ethnic community on Canada	is able to identify some of the push and pull factors for their role Identifies some of the challenges Newcomers face Is able to list contributions and impact of their ethnic community on Canada	is able to identify the push and pull factors for their role Identifies the challenges Newcomers face Is able to list and discuss the contributions and impact of their ethnic community on Canada	is able to identify and explain the push and pull factors for their role identifies and explains in detail the challenges Newcomers face discusses in great detail the contributions and impact of their ethnic community on Canada
D3.4 compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world	Is unable to identify where Filipinos settled in their province Is unable to discuss the changes that Filipinos made to the development of the province	Is able to identify some Filipino settlements in their province Is able to discuss some of the changes that Filipinos made to the development of the province	Is able to identify where Filipinos settled in their province Is able to discuss the changes that Filipinos made to the development of the province	Is able to identify the various Filipino settlements within their province Is able to identify what drew Filipinos to those areas over others Is able to discuss the changes that Filipinos made to the development of the province

Name: _____

BLM.CGC9.3.4

COMPARING FILIPINO SETTLEMENTS

Ontario	British Columbia	Manitoba	Alberta

EXIT TICKET

Based on the Citizenship Mixer and class discussion, if you were a new Filipino immigrant to Canada what province would you prefer to live in and why? (150 words)

Should the government be able to regulate where people immigrate and live in a country?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

VISUAL TIMELINE

Overall Expectation:

D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population

Task: You have now researched the major eras of Filipino migration to Canada. You have also researched the changes that occurred both physically and culturally within the provinces because of the growing number of Filipinos. Working in your provincial groups, create a visual timeline that depicts the following things:

- Date of event
- Immigration Act in place
- Number of Filipinos coming into the province
- Major milestones for the Filipino community (opening of the embassy or cultural centre, festivals, etc...)

Remember a timeline is meant to be a quick visual recap of major events and milestones. Please avoid paragraph writing and choose meaningful pictures.

Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication D3.2 identify factors that influence the demographic characteristics of settlements across Canada	Timeline is incomplete <hr/> Much of the required information is missing <hr/> Missing images or dates <hr/> Lacks a sense of organization and is hard to follow	Timeline is somewhat complete <hr/> Some of the required information is missing <hr/> Images do not match the event <hr/> Has some creativity, needs more colour	Timeline is complete <hr/> All required information is present <hr/> Images were well chosen and represent event well <hr/> Creatively done, good use of colour	Timeline is complete <hr/> More than the required information is present <hr/> Images were very well chosen <hr/> Very creative. Outside the box thinking with the visual component