

LESSON TITLE: Migration: Canada's Record-Grade 12 World Issues by Erin Clancy

75 minutes (1 period)

LESSON OVERVIEW / DESCRIPTION: Students will learn more about displaced persons, refugee camps and Canada's immigration record.

SUCCESS CRITERIA: To identify types of displaced persons, examine Canada's immigration record, and analyze characteristics of refugee camps

OVERALL EXPECTATION(S):

- D1.Trade and Immigration: analyse the influence of trade agreements and immigration policies on global interdependence and the well-being of countries
- E1. Leadership and Policy: analyse the influence of governments, groups, and individuals on the promotion and management of social change

SPECIFIC EXPECTATION(S):

- D1.2 analyse the influence of immigration on global interdependence and on individual countries, and assess the role of national immigration policies in managing the impacts of population change and immigration
- E1.3 assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern

PRIOR KNOWLEDGE AND SKILLS: Students have learned about population demographics and the factors affecting migration. They have also learned about the Canadian policies associated with migration.

PLANNING NOTES:

Review: Push and pull factors, types of immigrants, migration barriers & effects
Powerpoint:

https://docs.google.com/presentation/d/190QNsJZZ84VchMsuSn_6lfpFRhj2Y5ZsxRnrRYPYi4/edit?usp=sharing

- Discuss political cartoon about Syrian refugees
- analyze pictures of Canada and multiculturalism/diversity
- Briefly outline Canada's poor record on immigration policy
- Watch <https://www.youtube.com/watch?v=zv3s81dsByo> (17 minutes) "When Canada Said No: The Abandoned Jews of the MS St. Louis"
- discuss how the video made them feel about being Canadian and whether this dark mark is given enough attention in Canada today
- UNHCR overview
- Refugee Status (refugees, asylum seekers, IDPs)
- Refugee Camps Overview
- Watch: Tanzania – Benaco Refugee Camp (3 minutes- if time permits)
<https://www.youtube.com/watch?v=t1J4n3XoxA&feature=youtu.be>

-**Homework:** An interactive internet map of Zaatari Refugee Camp and fill out the mind map provided

If there is extra time: Hand out timeline of Canadian Immigration Policies- class can read and make summary notes and add questions in the margins. If extra time, they may discuss with a partner what they thought was the most harmful and most beneficial aspects of the immigration policies

LEARNING STRATEGIES:

Verbal: Lecture, class discussion

Visual: 2 videos, interactive online map of Zaatari, political cartoon, timeline

Homework: mind map to fill in at home

Written: Taking notes beside slides, taking notes during videos, mind map points, writing in margins of timeline

RESOURCES:

<input type="checkbox"/>	Atlas	<input type="checkbox"/>	Library Books
<input type="checkbox"/>	BLMs	<input type="checkbox"/>	Map
<input type="checkbox"/>	Chalk Board	<input type="checkbox"/>	Overheads
<input type="checkbox"/>	Chart Paper	<input type="checkbox"/>	Text
<input type="checkbox"/>	Dictionaries	<input checked="" type="checkbox"/>	Video
<input checked="" type="checkbox"/>	Handouts	<input checked="" type="checkbox"/>	Visuals
<input checked="" type="checkbox"/>	Internet	<input type="checkbox"/>	Worksheet
<input type="checkbox"/>	Other:		

TEACHING STRATEGIES:

<input checked="" type="checkbox"/>	Brainstorm	<input type="checkbox"/>	Pairs Share
<input type="checkbox"/>	Case Studies	<input type="checkbox"/>	Read Aloud
<input type="checkbox"/>	Chart Work	<input type="checkbox"/>	Research
<input checked="" type="checkbox"/>	Class Discussion	<input type="checkbox"/>	Role Play
<input type="checkbox"/>	Debate	<input type="checkbox"/>	Scenario
<input type="checkbox"/>	Demonstration	<input type="checkbox"/>	Seatwork
<input type="checkbox"/>	Field Trip	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Game	<input checked="" type="checkbox"/>	Socratic
<input type="checkbox"/>	Group Share	<input type="checkbox"/>	Student Presentations
<input type="checkbox"/>	Guest Speaker	<input type="checkbox"/>	Think-Pair-Share
<input type="checkbox"/>	Jigsaw	<input checked="" type="checkbox"/>	Turn to Partner
<input checked="" type="checkbox"/>	Lecture	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Overheads	<input type="checkbox"/>	Worksheets
<input type="checkbox"/>	Other:		

ASSESSMENT / EVALUATION:

<input type="checkbox"/>	Assignment	<input type="checkbox"/>	Participation
<input type="checkbox"/>	Conference	<input type="checkbox"/>	Peer
<input checked="" type="checkbox"/>	Discussion	<input type="checkbox"/>	Performance Task
<input type="checkbox"/>	Group work	<input type="checkbox"/>	Presentation
<input checked="" type="checkbox"/>	Homework	<input type="checkbox"/>	Project
<input type="checkbox"/>	Journal/Reflection	<input type="checkbox"/>	Quiz
<input type="checkbox"/>	Notebook	<input type="checkbox"/>	Self
<input checked="" type="checkbox"/>	Observation	<input type="checkbox"/>	Test
<input type="checkbox"/>	Other:		

ASSESSMENT TOOLS:

Assessment for learning: review from previous class

Assessment as learning: class discussion about videos

Assesment of learning: Check for homework completion the next day and record who did not complete mind map

ACCOMMODATIONS:

Prompting

Chunking

Preferred Seating

Provide Extra Notes

Fewer boxes to fill out on mind map