ONTARIO
ELEMENTARY
SOCIAL STUDIES
TEACHERS
ASSOCIATION

SPATIAL SKILLS/ACTIVITIES
GRADE 6: HERITAGE AND IDENTITY:
COMMUNITIES IN CANADA, PAST AND PRESENT

ABSTRACT:

Students will examine immigration statistics for two time periods (before 1991 and 1991 to 2006) to understand how immigration to Canada has changed. Students will communicate this change by analyzing a series of thematic maps which express percentage of immigration to Canada by continent.

A thematic map shows the spatial distribution of specific data themes for a geographic area. Refer to the following Statscan site for information about thematic maps: http://www.statcan.gc.ca/pub/92-195-x/2011001/other-autre/theme/p1-eng.htm In addition, students will examine the impact of immigration and settlement on Canadian cities.

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

•   What experiences have shaped the stories of different communities in Canada?
•   How is immigration involved in the story?

LEARNING GOALS

•   We are learning to how to find and understand patterns using census data and thematic maps depicting immigration to Canada for different time periods

•   We are learning to identify the characteristics of various Canadian communities and/or regions, and how they contribute to the identity and image of our country (for example, the variety of racial/ethnic neighbourhoods in some of Canada's largest cities)

Spatial skills focus

- Students will analyse two thematic maps depicting the spatial distribution of immigration to Canada over two distinct time periods in order to understand how the flow of immigration has shifted in relation to where Canada has (before 1991) and is now (after 1991 to 2006) receiving immigration

- Students will also investigate where immigrants settle in Canada and how this flow of immigration has created of a variety of ethnic neighbourhoods in many of Canada's largest cities. This reinforces the importance of the Canadian multicultural cultural fabric that blankets Canada. Students will also identify and evaluate the contributions that various ethnic groups have contributed to Canada's identity

Prior to Spatial Skill Activities

Please review quantities using benchmarks of 10%, 25%, 50%, 75%, and 100% in math class.

The Ontario Educational Resource Bank has several interactive activities related to immigration to Canada that can be completed prior to commencing this activity.

Go to https://resources.elearningontario.ca/, talk to your teacher-librarian about access credentials for your board.

Place students into groups of four and allow students to think of reasons why people would want to leave a country (emigrate) and go to another country (immigrate).

Have students discuss evidence that proves different racial/ethnic groups exist in different Canadian communities? (use images of places and events in Canada to support the inquiry, also discuss stereotypes).

Have students discuss and state what these communities may look like.

Have students provide examples of what it looks like when a large number people from one racial/ethnic group settle in one area?

Have students place post it notes on a map of the world, identifying the different continents where they think the flow of immigration to Canada has come from in the past. (50 years ago)

As a class discuss the maps. Are there commonalities or differences in the estimations?

Repeat this process but have the students identify regions where they think our present immigration is coming from since 1991.

As a class comment on the maps. Are there commonalities or differences in the estimations?

Using a large map of Canada and sticky notes, have students identify using post it notes where these immigrants go when they arrive in Canada based on the map.

Have students define and provide examples of two spatial regions (Provincial and Local) related to Canada.

Students will identify what evidence is there of the different ethnic groups in their community of regions identified above using a variety of online sources. The teacher will model how to find evidence and organize the results.

Detailed Spatial Skill Activities

How has immigration created a variety of ethnic neighbourhoods in some of Canada's largest cities?

Census Data
1. Provide students with world maps and students will colour the continents according to the instructions in Appendix 1.The students will work with the provided immigration data from Statistics Canada.
Use this as an opportunity to utilize benchmarks of 10%, 25%, 50%, 75%, and 100% to compare the data.

2. The students will be divided into continent groups using Appendix 1. The group will examine the data prior to 1991 and after 1991 looking for patterns. The students will also be encouraged to generate questions or wonders about the data and the places. The teacher will first model making observations and generating wonders. The analysis of the data will be based on Appendix 4.

3. Groups will share their observations with groups representing different continents. What patterns did they notice? How are the results similar or different . The teacher will share the overall statistical results with the class and the students will complete Appendix

4. Thematic Maps (introducing thematic maps)
Before commencing the activity view the following thematic maps and have the students reflect on the questions.

http://tinyurl.com/muhefw8
http://www.colocarto.com/graphics/maps/fullsize/pie_chart_map.jpg

What is the theme of this map? (refer to titles and labelling)
How can this map be read? (refer to legend)
What is it expressing? (what story does it tell?)

5. The teacher will now ask the question, "How can this data from Census Canada be represented on a map?" (refer to the examples of thematic maps listed above)

6. Examine the maps in Appendix 5 and consider what the maps are communicating and how immigration to Canada has changed for the two different time periods for this activity.

7. Discuss how the use of a thematic map can helped communicate this concept of changing patterns of immigration to Canada by continent.

8. Students will use Appendix 4 to explain what spatial patterns are evident over the two time periods (before 1991 and after 1991 to 2006). Is it the same story that the census data told us? Students will also identify the strategies they practiced to help them read maps.

ASSESSMENT

Observe whether students accurately identify the changes that exist for the change in immigration to Canada during the two time periods identified on the maps.

Observe whether students use appropriate terminology in their discussions about how this change in immigration will affect the cultural fabric of Canada in major Canadian cities.

Observe student conversations for any misconceptions and also connections to how the thematic map is a relevant way of communicating the provided data.

Observe how students are able to identify spatial patterns, provide feedback.

EXTENSIONS

1. As students conduct more investigation they can explore why these changes have occurred.

2. Students may explore the idea of where immigrants settle in Canada and how immigration from different parts of the world will have an impact on Canadian cities in terms of cultural impact.

3. Use the resource listed below to explore how immigration to Canada has created a variety of ethnic communities in some of Canada's largest cities. Teachers and students can access statistical information about their own community by using the Community Profile option offered by Statistics Canada by simply inputting a postal code. All related census data for the associated census community will be available for analysis. You can use the following link to access Community Profiles from Statistics Canada. Simply click on the Census tract (CT) Profiles and follow the provided directions.

4. Refer to the heading: Immigrant status and period of immigration. The teacher will need to calculate the impact of immigration (percentage) for the class. http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E

5. Students can now see what affect all of the immigration to Canada has had on Toronto and Vancouver by viewing the following video on multiculturalism and diversity within these two region. http://www.youtube.com/watch?v=1xNWX8YcuII

http://www.bing.com/videos/search?q=multicultuarlism+in+Vancouver&FORM=HDRSC3#view=detail&mid=8F8FEF9F21FE37DEE52F8F8FEF9F21FE37DEE52F

6. Students can see the spatial distribution of a specific ethnicity within the city of Toronto using web-based mapping provided by the city of Toronto. Students

can see where ethnic clusters exist in Canada's most culturally diverse city.
http://map.toronto.ca/wellbeing

7. Students can create a picture essay focusing on of images representing multiculturalism in their own neighbourhood using Power Point, Prezi, iPad, Google Earth or through the use of a non digital format.

OVERALL EXPECTATIONS

A1 Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions

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

SPECIFIC EXPECTATIONS

A1.1 explain how various features that characterize a community can contribute to the identity and image of a country

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada

A2.2 gather and organize information from a variety of primary and secondary sources using various technologies

A2.3 analyze and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada

A3.1 identify the main reasons why different peoples came to Canada

Math Expectations: Grade 6 Number Sense

- Represent, compare, and order fractional amounts
- Estimate quantities using benchmarks of 10%, 25%, 50%, 75%, and 100%

OTHER RESOURCES

Teacher will need to photocopy a map showing continents of the world on (11 x 17 sheets) http://en.wikipedia.org/wiki/File:Continental_models-Australia.gif

An example of a proportional flow map: http://goo.gl/0Azqjj
http://4.bp.blogspot.com/E6xpZOqwuhE/UOoPF0rxZBI/AAAAAAAAAGk/ky7ikQqf mpI/s1600/Abbott_FlowMap.jpg

Immigrant Population by Place of Birth and Period of Immigration (2006 Census)

	COL = Colour	
P = Pink	B = Blue	
G = Green	R = Red	
O Orange	Y = Yellow	

Color Code	Countries and Continents	Total Immigration	Total 1991	Total After 1991	% of Total Immigration	% of Before	% of Total After 1991
B	Fji	24,390	14,770	9,620			
B Total	Oceania	24,390	14,770	9,620	0.4%	0.5	0.4%
G	Egyp	40,575	21,975	18,605			
G	Morocco	39,055	14,460	24,595			
G	South Africa, Republic of	38,305	19,225	19,080			
G	Algeria	32,255	3,615	28,645			
G	Kenya	22,475	13,600	8,885			
G	Cambodia7	20,190	15,400	4,800			
G	Tanzania, United Republic of	19,765	14,430	5,335			
G	Ethiopia	19,715	5,460	14,255			
G	Somalia	19,515	3,240	16,270			
G Total	Africa	251,85	111,405	140,470	4.6%	3.6	5.8%
O	United Kingdom3	579,62	515,135	64,485			
O	Ital	296,85	289,820	7,035			
O	German	171,40	149,020	22,385			
O	Poland	170,49	123,435	47,055			
O	Portugal	150,39	136,945	13,445			
O	Netherlands	111,99	102,415	9,580			
O	Romania	82,645	22,560	60,085			
O	France	79,550	44,685	34,860			
O	Greece	73,125	69,385	3,735			
O	Ukraine	59,460	23,180	36,285			
O	Hungary	45,940	39,080	6,855			
O	Croatia	39,250	28,275	10,975			
O	Yugoslavia, (not otherwise specified)	37,205	20,800	16,410			
O	Bosnia and Herzegovina	28,730	3,335	25,400			
O	Serbia and Montenegro	25,465	7,215	18,250			
O	Ireland (Eire)	22,370	20,340	2,030			
O	Czech Republic	22,030	18,580	3,445			
O	Austria	20,795	19,205	1,590			
O	Belgium	20,215	16,625	3,590			
O	Switzerland	19,955	13,760	6,195			
O Total	Europe	2,057,480	1,663,795	393,690	37.3%	53.8%	16.2%
P	United States of America	250,53	168,840	81,695			
P	Jamaica	123,42	84,345	39,070			
P	Trinidad and Tobago	65,540	43,755	21,785			
P	Hait	63,350	34,400	28,950			
P	Mexico	49,92	18,950	30,970			
P	El Salvador	42,78	25,180	17,600			
P Total	North America	595,55	375,47	220,07	10.8%	12.1	9.1
R	China, People's Republic of	466,94	133,91	333,02			
R	India	443,69	156,83	286,85			
R	Philippines	303,19	107,76	195,42			
R	Hong Kong, Special Administrative Region	215,43	107,92	107,50			
R	Viet Nam4	160,17	107,76	52,410			
R	Pakista	133,28	19,760	113,52			
R	Sri	105,67	24,695	80,975			
R	Korea, South5	98,39	26,500	71,895			
R	Iran6	92,09	24,285	67,800			
R	Lebano	75,27	41,320	33,960			
R	Taiwan	65,20	12,670	52,530			
R	Russian Federation	64,13	12,995	51,130			
R	Afghanistan	36,16	4,215	31,950			
R	Ira	33,54	6,420	27,120			
R	Bangladesh	33,23	4,325	28,900			
R	Malaysia	21,88	14,305	7,57			
R	Japan	21,70	9,330	12,370			
R	Turkey	21,58	8,165	13,420			
R	Israel	21,32	11,890	9,43			
R Total	Asi	2,412,900	835,06	1,577,79	43.7%	27.0	65.1
Y	Guyana	87,19	57,525	29,665			
Y	Colombi	39,14	6,995	32,150			
Y	Chile	26,50	19,375	7,13			
Y	Per	22,08	8,455	13,620			
Y Total	South America	174,92	92,350	82,570	3.2	3.0%	3.4
Grand Total		5,517,095	3,092,85	2,424,21	100.0	100.0%	100.0%

Chart A: Teacher Chart (Appendix 2)

Percentage of Immigration to Canada by Continent and For All Census Periods before 1991 and after 1991

Continent	% of Total Immigrant Population	% of Total Immigrant Population Before 1991	% of Total Immigrant Population After 1991
Europe	37.3	53.8	16.2
Asia	43.7	27.0	65.1
South America	3.2	3.0	3.4
Oceania	0.4	0.5	0.4
North America (U.S, Mexico Caribbean)	10.8	12.1	9.1
Africa	4.6	3.6	5.8

Source: Statistics Canada 2006

Chart A: Student Chart (Appendix 3)

Percentage of Immigration to Canada by Continent and For All Census Periods before 1991 and after 1991

Continent	% of Total Immigrant Population	% of Total Immigrant Population Before 1991	% of Total Immigrant Population After 1991
Europe			
Asia			
South America			
Oceania			
North America (U.S, Mexico Caribbean)			
Africa			

Source: Statistics Canada 2006

As a class we identified the following pattern:

Student: Analysis Sheet (Appendix 4)

Making the Connection A Study of Canadian Immigration

Examining Census Data:

1) Describe the patterns for your continent. How does the data compare to the benchmarks of 10%, 25%, 50%, 75%, and 100%?

2) What wonders or questions did your group generate about your continent? Are you familiar with the countries?

3) Compare your continent to another continent.

Examining Thematic Maps:

1. Discuss how the thematic map is helpful/challenging to help you understand immigration. What strategies are useful when reading thematic graphs?

2. Explain the trend/pattern within Canada's immigration structure for the time periods Before 1991 and After 1991 to 2006 (Which continents have gone up, which have reduced?)

3. How will the current immigration patterns influence communities in Canada? What evidence will you see?