



Count Yourself In!
May 16, 2006

Activity 4: Where Do We Come From?

Suggested Level: **Intermediate, Intermediate ESL**

Subjects: **ESL, Geography, Social Studies, Language Arts**

Overview

This activity makes students aware of the places of birth of people who immigrate to Canada. Students will gain an understanding of the multicultural nature of Canadian society by examining the cultural diversity present within their classroom. As an Extension/Enrichment exercise, they can look at how immigrants contribute to our society. (1-2 class periods for main activity)

Note: See the **Teacher's Guide** for general background on the census and census vocabulary.

Learning Objectives

- Develop an awareness of the places of birth of people who immigrate to Canada.
- Understand how this information is gathered through a census.
- In a group, locate their place of birth on a world map.
- Express/understand personal experiences of immigration to Canada through pictures or stories.
- Recognise the contributions that immigrants have made and continue to make to Canadian society.

Vocabulary

Census, diversity, emigrate, immigrate, immigration source areas, multicultural, place of birth

Materials

- Teacher's Guide
- Handout 1: *Where Do We Come From?*
- Handout 2: *How Immigrants Contribute to Canada*

Getting Started

1. Using the background information provided in the Teacher's Guide, tell students about the census and explain that the next one takes place on May 16, 2006. Mention the importance of immigration information that the census gathers. The data are used to provide services to immigrants.
2. Explain to your students that one of the questions asked in the census is: Where were you born? In this way, we know where people come from and how many come from each place.



Census Activity

1. Ask your students to name the country in which they were born and find its approximate location on the world map in Handout 1: *Where Do We Come From?* Tell them to write in the name of their country near its location.

Ask students to draw an arrow connecting their place of birth to where they live now in Canada. (Maps can be displayed so that students can see the various places of birth of their classmates.)
2. Ask your students to colour the stacked columns in the graph and the map according to the colour key.
3. Do a mini-census of the classroom counting the total number of students from each country. Display the results on the blackboard or a chart.
4. (a) In a class that includes students who have immigrated to Canada: invite students to share their experiences of immigrating to Canada with the class (see the questions suggested in 4 (b)).

- (b) For a class of students who were all born in Canada:

Invite a person who immigrated to Canada to visit your class. Students with parents, grandparents, or neighbours who are immigrants, could ask them about their experience, and report back to the class with the stories they have gathered.

Here are a few QUESTIONS you can use as examples (the census asks similar questions about language and where you were born):
Where were you born? How long ago did you come to Canada? Why did you come? When you immigrated to Canada, were there others who came here at the same time?

Did you already speak English or French when you came to Canada? What language(s) did you learn as a young child? Do you still speak it (them) now?

Did you play the same or different games? Tell us about your culture's art and music. What was the most important thing you brought with you when you came here? What did you find hardest to learn or adjust to in Canada? What do you like best about living here?

5. Have each student write and/or draw a story about immigrating to Canada.

Extension/Enrichment

1. Ask your students to put these stories together in a book format. Each student's story can be a chapter in the book.

Using Handout 2: *How Immigrants Contribute to Canada*, prepare your students to research a source area and country of their choice. The work could be done individually or in groups.

2. Ask your students to visit the Statistics Canada Web site (www.statcan.ca) and research the immigration characteristics of their community and their province under the "Community Profile" button. Ask them to draw a chart using the census data.

Map of Immigration Source Areas

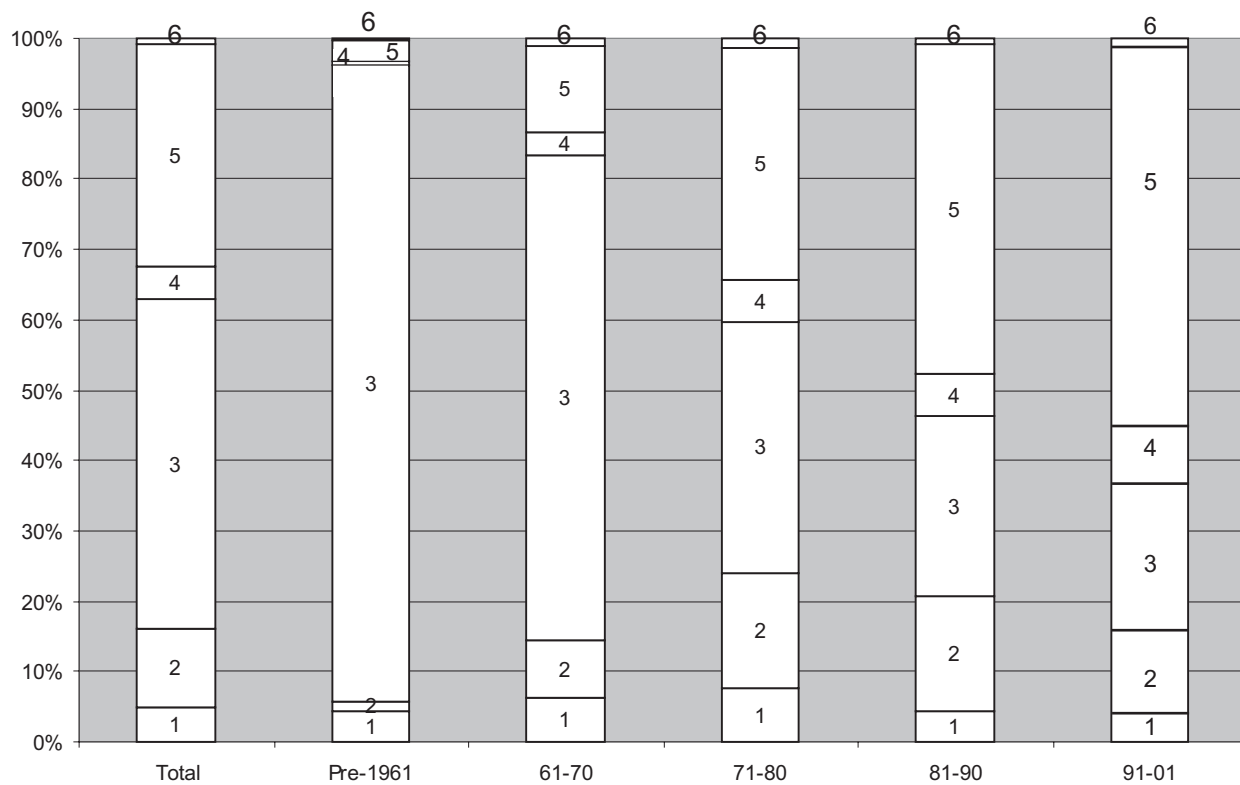


Colour Key

- | | | | |
|--|--------|--------------------------------------|--------|
| 1. North America (excluding Canada) | red | 4. Africa. | blue |
| 2. Central and South America, and the Caribbean. | green | 5. Asia and the Middle East. | orange |
| 3. Europe. | yellow | 6. Oceania and other. | purple |

Handout 1: *Where Do We Come From?* (continued)

GRAPH 1: Immigrant Population by Place of Birth and Period of Immigration



Colour the Stacked columns and the map.

Colour Key Legend

- | | |
|---|--|
| 1. North America (excluding Canada) □ (red) | 4. Africa □ (blue) |
| 2. Central and South America, and the Caribbean □ (green) | 5. Asia and the Middle East □ (orange) |
| 3. Europe □ (yellow) | 6. Oceania and other □ (purple) |

Handout 2: *How Immigrants Contribute to Canada*

Pick an immigration source area that you would like to research online and circle its name.

Africa Asia and the Middle East Europe Central America, South America, and the Caribbean North America Oceania

1. Using an atlas or a wall map, name some countries that are located within your immigration source area.

1. _____ 3. _____

2. _____ 4. _____

2. Name some large cities within the countries you listed in Question 1.

1. _____ 3. _____

2. _____ 4. _____

3. Pick a country within your immigration source area and do some research online. Write down the most interesting things you find out. Include things such as special customs, festivals, foods, etc.

Country: _____

4. (a) List some people you know who have immigrated to Canada and tell where they came from. These people could be friends or classmates, or people you know in your neighbourhood. They could be either adults or children.

Name: _____ From: _____

Name: _____ From: _____

Name: _____ From: _____

(b) Think of the names of some well-known Canadians you've read or heard about, both past and present, whose families immigrated to Canada.

Name: _____ From: _____

Famous for: _____

Name: _____ From: _____

Famous for: _____

Census Day: May 16, 2006



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