



**Count Yourself In!**  
**May 16, 2006**

## Activity 6: Immigration

Suggested Level: **Intermediate, Intermediate ESL**

Subjects: **Mathematics, Geography, History, Family Studies, Language Arts, Social Studies**

### Overview

This activity provides students with an understanding of the multicultural nature of Canadian society. Students complete a series of graphs showing Canada's immigration patterns over time. They examine Canadian immigration, including place of birth, language, and the changing proportion of immigrants. They learn how this information is gathered through a census, and carry out a small survey. (1-2 class periods)

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

### Learning Objectives

- Develop an awareness and appreciation of Canada's cultural diversity.
- Use graphing techniques to illustrate immigration data.
- Identify changes in data over time.
- Understand language questions from the 2006 Census questionnaire.
- Compile data to make up a class profile.
- Analyse data and write a report.

### Vocabulary

Census, census metropolitan area, immigration, multicultural, place of birth, population, stacked column, statistics

### Materials

- Teacher's Guide
- Classroom map of the world (not included)
- Handout 1: *Graphing Immigration*
- Handout 2: *Map of Immigration Source Areas*
- Handout 3: *2006 Census Questions on Language*

### Getting Started

1. Tell the students the next census takes place on May 16, 2006. Begin with a general discussion of the census — what it is and how it is carried out. Mention that immigrants to Canada come from many different countries and speak many different languages. (See the Teacher's Guide.)

2. Review Handout 1: *Graphing Immigration* and Handout 2: *Map of Immigration Source Areas* focusing on the categories used for place of birth, and help students locate these on the world map. The students will be learning about immigration to Canada and the changes that have occurred over 40 years.
3. Make sure everyone understands the instructions for graphing. Examine the results of the graphing together as a class.

### **Census Activity**

1. Look at the bar graph in Handout 1, and identify trends in immigration.

During the period 1961-1970, where did most of Canada's immigrants come from? How does this compare with 1981-1991 and 1991-2001?

Discuss the trends of the other immigrant populations mentioned in the graph.

2. Steer discussion from immigration to how it affects the variety of languages spoken in Canada. Note that the census not only requests information on the place of birth, but also language(s). Mention that all responses to census questions are kept strictly confidential.

Distribute copies of Handout 3: *2006 Census Questions on Language* to the class and have students fill in their answers.

Write the names of the languages reported in Handout 3 on the blackboard and record the number of students who speak each one. Discuss briefly the findings of this small classroom survey.

### **Extension/Enrichment**

1. Students could write a brief report describing trends in immigration to Canada between 1961 and 2001.
2. Students could write a brief summary (five to eight sentences) about the class survey on language.
3. Working in small groups of two to three, students could prepare a bar graph showing languages spoken at home by members of the class.
4. Ask students to visit Statistics Canada's 2006 Census Web site ([www.census2006.ca](http://www.census2006.ca)). Choose the "Multimedia presentations of census data" link to view "The one hundred years of immigration to Canada (1901-2001)" presentation.

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## Handout 1: Graphing Immigration

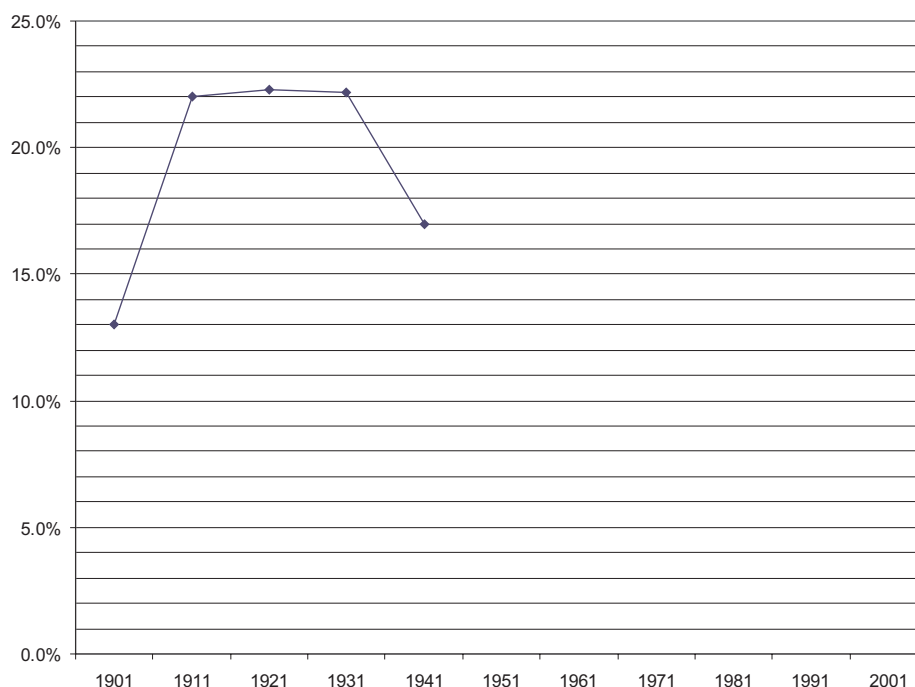
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**Introduction:** The immigrant population of Canada consists of people who were born in other countries and have been granted the right to live in Canada permanently. Many of these people immigrated many years ago; some have come more recently. The newest information about immigration patterns in Canada comes from the 2001 Census. In Handout 1 you will be graphing or analyzing immigration statistics. Follow the instructions at the beginning of each graph.

**Graph 1:** The census takes a snapshot of the population at a certain point in time. The graph on this page tells us that 13% of the population enumerated in the census of 1901 were immigrants. The remaining 87% of the population were born in Canada. Use the data below to graph the statistics for other census years.

Census Year	Percentage of immigrants in the total population
1901	13.0%
1911	22.0%
1921	22.3%
1931	22.2%
1941	17.5%
1951	14.7%
1961	15.6%
1971	15.3%
1981	16.0%
1991	16.1%
1996	17.4%
2001	18.4%

**GRAPH 1. Percentage of Immigrants in the Total Population, 1901-2001**



Comment on a trend you have observed: \_\_\_\_\_  
\_\_\_\_\_

## Handout 1: Graphing Immigration (cont'd)

**Graph 2:** People who have immigrated to Canada were born in many countries all over the world. Statistics Canada has arranged these countries by source areas, and you can see them in Handout 2: *Map of Immigration Source Areas*.

The data below are reflected in the graph of stacked columns. The first stacked column (marked “total”) shows the places of birth of all people who have ever immigrated to Canada. The next five columns show the statistics for people who immigrated during specific time periods

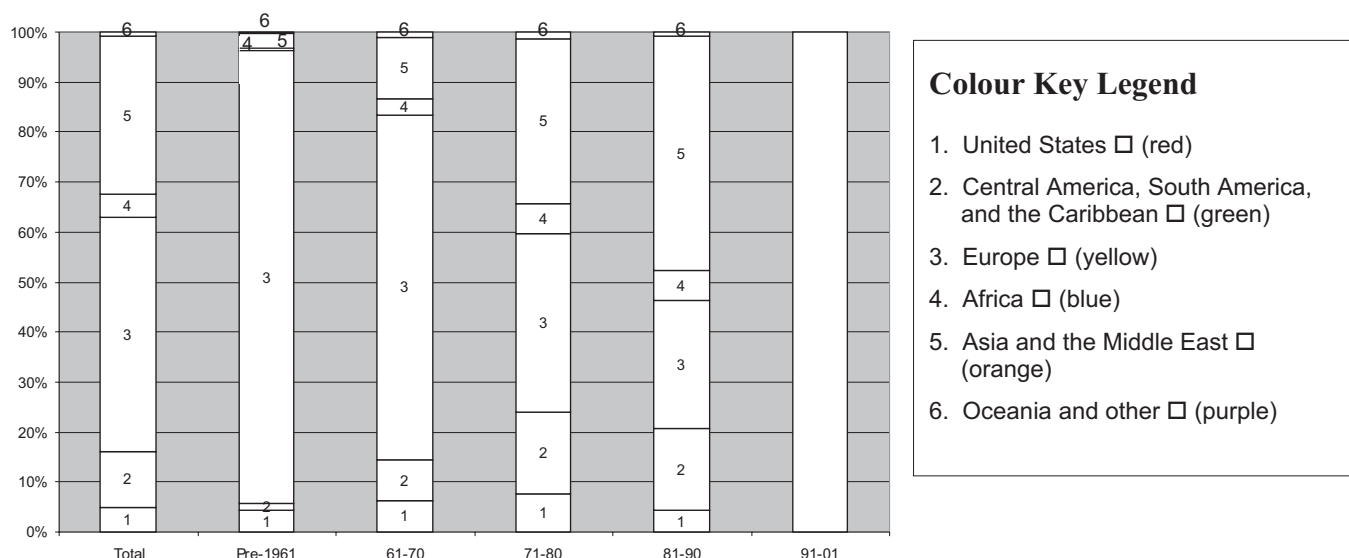
To begin, colour the stacked columns in Graph 2 according to the colour key legend. Complete the last column using the data provided and colour it in.

**Table: Immigrant Population by Birth and Period of Immigration (as a percentage)**

Place of birth	total	pre-1961	1961-70	1971-80	1981-90	1991-2001
United States	4	4	6	7	4	3
Central America, South America, and the Caribbean	11	1	8	16	16	11
Europe	42	90	69	36	26	20
Africa	5	1	3	6	6	8
Asia and the Middle East	37	3	12	33	47	58
Oceania and other	1	0	1	1	1	1

Note: Numbers have been rounded to the nearest tenth of a decimal point and do not always add exactly to 100.

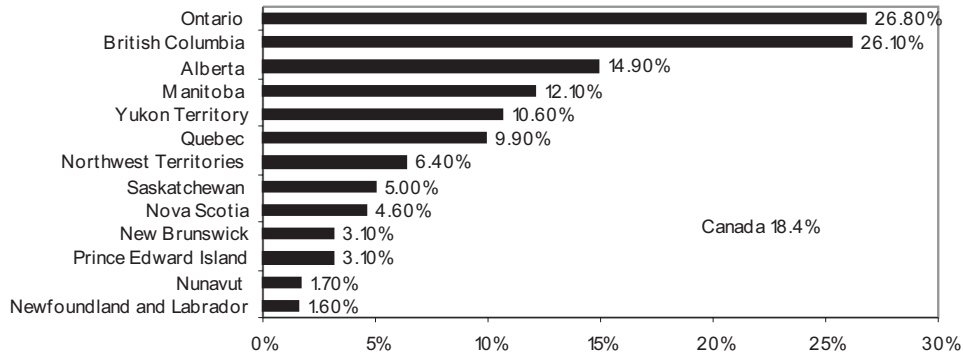
**GRAPH 2: Immigrant Population by Place of Birth and Period of Immigration**



Create 1 sentence that describes a trend \_\_\_\_\_

**Graph 3:** Where have Canada’s immigrants settled? By examining the two graphs on this page, you can see that immigrants have tended to settle in certain places rather than in others. Graph 3, which has been completed for you, shows the figures for the provinces and territories. Ontario leads with 26.8% of its residents having emigrated from other countries. What is the percentage for your province or territory?

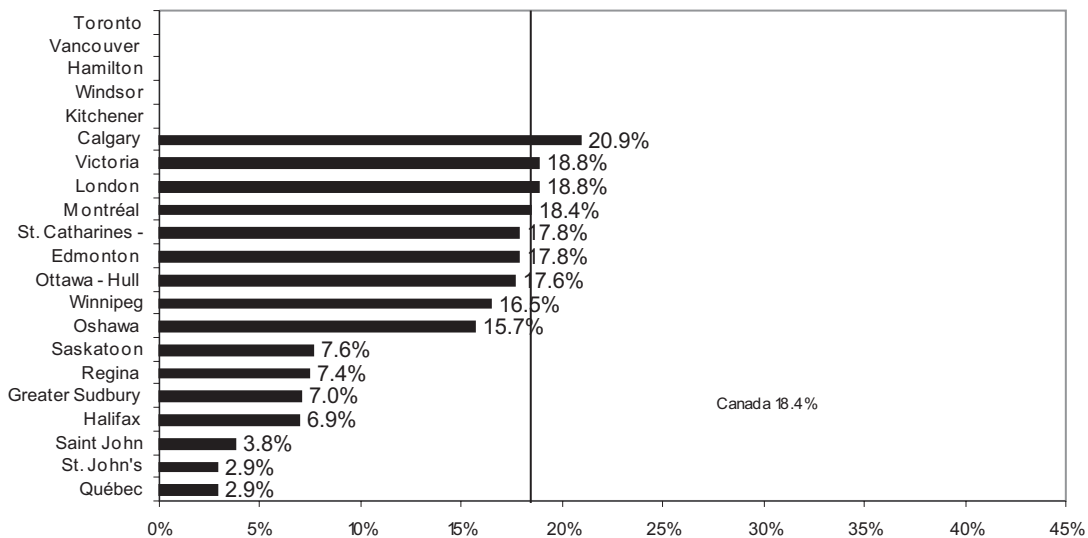
**GRAPH 3: Percentage of Immigrants in Total Provincial Population, 2001**



**Graph 4:** This graph shows the statistics for the top 21 census metropolitan areas (CMAs) in Canada. As you can see, immigrants have been more attracted to some of these large urban centers than to others. Fill in the missing bars in the graph using the data below from the 2001 Census.

CMA	Percentage of total CMA population (2001)
Toronto	43.7
Vancouver	37.5
Hamilton	23.6
Windsor	22.3
Kitchener	22.1

**GRAPH 4: Percentage of Immigrants in Total Population (CMA’s)**



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 |

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### Handout 3: 2006 Census Questions on Language

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- 13 Can you speak English or French well enough to have a conversation?
- English only  
 French only  
 Both English and French  
 Neither English nor French

- 14 What language(s), **other than English or French**, can this person speak well enough to conduct a conversation?
- None  
**OR**  
*Specify other language(s)*
- 

- 15(a) What language does this person speak **most often** at home?
- English  
 French  
 Other — *Specify*
- 

- (b) Does this person speak any other languages **on a regular basis** at home?
- English  
 French  
 Other — *Specify*
- 

- 16 What is the language that this person **first learned** at home **in childhood** and **still understands**?
- English  
 French  
 Other — *Specify*
- 

*If this person no longer understands the first language learned,  
Indicate the second language learned.*

- 48(a) In this job, what language did this person use **most often**?
- English  
 French  
 Other — *Specify*
- 

- (b) Did this person use any other languages **on a regular basis** in this job?
- No  
 Yes, English  
 Yes, French  
 Yes, Other — *Specify*
-

**Census Day: May 16, 2006**



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