

A Bit of Canadian Immigration Mini Unit

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Description:

This series of SMART Notebook lessons is developed to go with ***Pier 21: Stories From Near and Far***, by Anne Renaud. At the end of lessons students will be able to compare and contrast immigration of Canada to the U.S. and also explain how institutions influence individuals and culture. The students will gain an understanding of why immigration stations were opened and how they changed as well as what it was like to emigrate to Canada through Pier 21. The lessons are prepared in SMART Notebook Version 10 and include links to digital media (i.e. virtual tours, photo show, etc.) and provide interactive student activities as a form of review and assessment. The SMART Notebook lessons are in an easy to follow format with built in links and directions. At the end of the series of lessons the students will select one of several writing prompts that they will be read to the class. The essay will be used for a culminating activity and also a formal writing assessment.

Grade Level(s):

Suitable for Grades 5-6

Subject(s):

ELA and Social Studies

Duration:

Lesson 1: How Did Pier 21 Come to Be? (~30 minutes)

Lesson 2: More About Pier 21 (~45 minutes)

Lesson 3: Canadian Immigrants: Who? When? Why? (~ 45 minutes)

Lesson 4: Closure and Reopening of Pier 21 (~10 minutes)

Lesson 5: Culminating Activity/Writing Prompts (two or three, 45 minute time blocks for writing depending on individual student needs, and one, ~30 minute block of time to share essays)

Goal:

The goal is for students to recognize the similarities and differences of Canadian and U.S. immigration and to also have an understanding of what emigrating to a country would be like. Students will participate in a number of small group interactive activities in response to excerpts from ***Pier 21: Stories From Near and Far***, a nonfiction text by Anne Renaud. Students will also select and respond to a writing prompt and share their responses with their peers.

Objectives:

Students will:

- listen to an excerpt telling how Pier 21 came to be and then be able to answer multiple choice questions as a review activity;
- listen to an excerpt about Pier 21, watch two virtual tours and a series of photos and then respond to several questions as a review activity;
- read and discuss an excerpt with a partner, locate answers to questions provided (i.e. Who?, Where did they come from?, Why did emigrate to Canada?, etc.), and then present this information to the class;
- recall immigration information presented by classmates in a click and respond formatted activity page;
- predict why Pier 21 closed its doors and reopened, and view an information page about the closure and reopening of Pier 21, and listen to a short excerpt;
- identify similarities and difference in immigration of the U.S. and Canada during a class brainstorm session;
- select a writing prompt to respond to and then share his/her essay with class as a culminating activity.

Standards:

This lesson meets several National Standards in ELA.

- ELA 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- ELA 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

This lesson meets SC state standards in ELA and Social Studies (SS).

- ELA 5-2.1 Summarize the central idea and supporting evidence of a given informational text
5-2.2 Analyze informational texts to draw conclusions and make inferences
5-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations
- SS 5-3.2 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900's including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation.

This lesson also meets district requirements regarding writing the "Five Paragraph Essay" to improve student writing and their writing scores on standardized tests.

Background Information:

Before this activity, students already understand that immigrants are people who move from one country, often their homeland, to permanently live in another country. The students will have:

- examined various waves of immigration to the U.S. through lessons in the social studies text.
- listened to and discussed . . . ***If Your Name Was Changed at Ellis Island***, by Ellen Levine.

Materials:

- SMART Board, SMART Notebook Version 10.0, Internet accessibility
- ***Canadian Immigration Series: Pier 21: Stories From Near and Far***, by Anne Renaud
- White boards or clipboards with paper x the number of groups, pencil and paper x all students, and highlighters x all students is optional but helpful

Procedures:

Preparation before teaching lessons

Open up the SMART Notebook "A Bit of Canadian Immigration", view the slides and activities, and then collect materials necessary for lessons. There are built-in directions for teacher and students therefore making the lessons easy to follow. However, being familiar with the format of the slides and lessons is critical. Many of the lessons have links to Internet sites and require you to have students paired to gather information for sharing later with the class. This requires preparation.

Lesson 1: How Did Pier 21 Come to Be? (~30 minutes)

1. Go to the "How Pier 21 Come to Be" slide in SMART Notebook "A Bit of Canadian Immigration".
2. Read pages 4-7 of ***Pier 21: Stories From Near and Far***, by Anne Renaud to the students.
3. Divide students into equal teams and provide each team with either a small white board or clip board with paper to write their answers on. Assign one person to lead the class through the "questions and answers review" at the SMART Board. The lead person will read the questions and possible answers, give the students time to discuss in their groups, have group captains reveal the answers, and then

he/she will click on the most popular answer at the Smart Board. If the answer is incorrect the next most popular answer should be clicked on and so forth until the correct answer is selected. The student leader should continue through the questions in this same format. Teacher will monitor student groups to get an informal assessment by listening to student discussion. This is a great time for the teacher to complete the check off assessment sheet to record student participation.

4. Teacher will lead a group discussion to clarify information and also ask for student comments.

Lesson 2: More About Pier 21 (~45 minutes)

1. Go to the "More About Pier 21" slide in SMART Notebook "A Bit of Canadian Immigration".
2. Read pages 8 and 9 of ***Pier 21: Stories From Near and Far***, by Anne Renaud to the students.
3. Divide the students into groups. Each member should have a piece of paper and pencil to write his/her own responses. Click on the Pier 21 link to have the students recall the various facilities located at the Pier 21 Immigration Annex and to also discuss the importance of each of the facilities to the newcomers as well as the people already in Canada. Give the students time to write the facilities down and discuss why each facility was important. This is a great time for the teacher to use the check off assessment sheet to record student participation.
4. After the students have been given enough time to record and discuss information, move the Pier 21 picture to reveal the various facilities inside Pier 21.
5. Teacher will lead a group discussion to clarify information and ask for student comments.
6. Click on the "ditty bag" link at the bottom of the page to begin the ditty bag and support organizations review activity.
7. Provide each group with a small white board or clip board with paper to write their answers on. The students will discuss the contents in a ditty bag and list the items that may be found in a ditty bag. They will also respond to the two clicker questions (i.e. What two organizations assisted newcomers? and Give several examples of what these welcoming organizations did.). Monitor as the groups are listing and discussing. This is a great time for the teacher to complete the check off assessment sheet to record student participation and check for student understanding.
8. Teacher will select a student to reveal what is in the "ditty bag". This student should also begin the process of naming one of the contents, tell why it might have been included in the ditty bag and then place a check next to the item. This process should be continued until all contents have been named. It is best to call on different students to continue the process to keep them actively involved. While this is done on the SMART Board, the students at their seats should place a check next to the item or add it to their list if they did not have it.
9. Discuss the clicker questions and then reveal the answers.

Lesson 3: Canadian Immigrants: Who? When? Why? (~45 minutes)

1. Prepare ahead by dividing pages 10-22 of ***Pier 21: Stories From Near and Far***, by Anne Renaud among your students. Provide enough copies of the excerpts for each student to have his/her own. It is recommended for students to use highlighters to identify important information they will later share with the class.
2. Explain expectations to the students using the "Pair, Read and Share" slide of SMART Notebook "A Bit of Canadian Immigration" and also briefly review presentation expectations (i.e. time, eye contact, body movement, type of information to share, etc.).
3. Students will move to be with their partner(s) and teacher will hand out student excerpts from ***Pier 21: Stories From Near and Far*** for them to begin reading and discussing. Teacher should check for understanding and assist students having difficulty finding key information. Provide approximately 20 minutes for this part of the activity.
4. Students will take turns presenting their information.
5. As a review activity use slides 1 and 2 of "Canadian Immigrants: Who? When? Why?" in SMART Notebook "A Bit of Canadian Immigration". This is a click and reveal activity.
Note: An additional slide named "OTHER Canadian Immigrants: Who? When? Why?" is linked to the second slide on Canadian Immigrants. It can be used to add other Canadian immigration that may have been discussed in class beyond the excerpts from ***Pier 21: Stories From Near and Far***. Black slaves fleeing America for their freedom by way of the Underground Railroad is an example provided on this additional page.

Lesson 4: Closure and Reopening of Pier 21 (~10 minutes)

1. Ask students to predict why they believe Pier 21 would close and reopen then read the last two paragraphs on page 22-23 to the class.
2. Go to “Closure and Reopening of Pier 21” slide in SMART Notebook “A Bit of Canadian Immigration”. This is an informational review slide.

Lesson 5: Culminating Activity / Writing Prompts (two or three, 45 minute time blocks depending on individual students needs for writing and one, ~30 minute time block for sharing essays)

1. Use some of the review or information slides to open the lesson or open the lesson by having students brainstorm similarities and differences between Canadian and American immigration. If you choose to do this, there is a slide provided for you in the SMART Notebook “A Bit of Canadian Immigration”.
2. Open to the “Prompts” slide in the SMART Notebook “A Bit of Canadian Immigration” for students to select a prompt to respond to and briefly review the steps of the writing process which are located at the bottom of the slide. Set your expectations so students clearly know what you want. A copy of a writing rubric is linked to this page to share with the students.
3. Students should begin with brainstorming and continue through the writing process. Complete the writing process as you would normally do in your classroom. This lesson could start in class and be completed as homework or completed fully during class time.
4. Students will share their essays with the class.

Note: Scan and add a few sample essays to the SMART Board Notebook for future classes.

Evaluation/Assessment:

- Students will be formally assessed by their essay. A rubric is linked to the SMART Notebook for assessing students' essays.
- Students will be informally assessed through teacher observation during various review activities. A check sheet is linked to the SMART Notebook to record student participation and comments for this purpose.

Possible Extension/Wrap-Up/Additional Notes:

All support forms and activities are part of or linked to the SMART Notebook “A Bit of Canadian Immigration”.

