



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Intermediate Lesson developed by Carl Yuen

Grade(s): 5	Date(s):	Duration: 3- 6 lessons (adaptable for more)	Lesson Topic/Title: Immigration: Push and Pull Factors
Subjects: Social Studies (integrated with ADST, Arts Education and English Language Arts)		Number of Students: 28	
Big Ideas: <ul style="list-style-type: none">- Technologies are tools that extend human capabilities (ADST)- Engaging in creative expression and experiences (Arts Ed)- Exploring stories and other texts helps to understand ourselves and make connections to others and to the world (EngLA)- Texts can be understood from different perspectives (EngLA)- Immigration and multiculturalism continue to shape Canadian society and identity (SS)- Canada's policies and treatment of minority peoples have negative and positive legacies (SS)			
Curricular Competencies: <ul style="list-style-type: none">- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (SS)- Explore connections to identity, places, culture, and belonging through creative expression (Arts Ed)- Reflect on creative processes as an individual and as a group, and make connections to other experiences (Arts Ed)- Applied Design: ideating – generate potential ideas and add to others' ideas (ADST)			

- Applied Design: making – construct the final product, incorporating planned changes (ADST)
- Consider different purposes, audiences, and perspectives in exploring texts (EngLA)
- Use personal experiences and knowledge to connect to the text and develop an understanding of self, community, and world (EngLA)
- Respond to text in personal and creative ways (EngLA)

Content Objectives

General Objectives:

- Students will be able to read/view text and images and be able to gather information and general sense of ideas about immigration.
- Students will be able to make or build an item to represent items of significance for immigrating to a new country.

Specific Objectives:

- students will be able to specify targeted reasons for why immigrant groups came to Canada. Name both push and pull factors.
- students will learn to build a visual representation to describe the significance of push and pull factors and/or tell their own reasons for migrating to Canada.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*

Critical Thinking - students are able to effectively reason about the forces that motivated immigrants to leave their country as well as want to start life in a new country.

Creativity/Innovation - students will show a maker mindset to create a collection of objects

Collaboration/Communication - students are able to work together to share ideas through oral and written language and able to convey the meaning of their ideas

Global Citizenship - understanding that their community is made up of a number of different people from different places through discussion and development of their collection.

Metacognition and Reflection - students are able to learn and understand the growth of their awareness and learning of others. They will reflect upon how they arrived at the place they are at and how others have also come to join them.

LEARNING GOAL(S) I can... I will...

- I can explain the factors that encouraged people to leave their own country to move to Canada.
- I can recognize and appreciate the cultural diversity of Canada, including the contributions of Indigenous peoples, immigrant communities, and various cultural groups.
- I can understand the importance of promoting inclusivity, respect, and intercultural understanding.
- I can ask questions, gather information, and analyze historical evidence to make connections between past and present events and situations.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- know their own identity (lesson 1)
- acknowledge their connection to the land and the act of reconciliation (lesson 2)

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA)

Frameworks-Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
- Incorporating student voices into their projects and work. Incorporate stories about their own cultures and experiences.
- Assessment allows demonstration of understanding and learning in various ways, and rubric is discussed and built upon student feedback.
- Critically analyzing historical facts, images, and videos from the perspective of different groups who might be involved in the situation.
- Making sure the materials we are using are accessible and appropriate and represent everyone.
- Grounding work and referencing intersectionality framework to their outcomes.
- Referring to First Peoples Principles of Learning by exploring their own identity and the identity of others.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Make sure materials are accessibly placed, examples of use and tutorials of how to use programs are done prior to students using them.
- Multi-modal presentations: Videos with audio and captions to read. Replaying video to make sure students have a chance to absorb and reflect upon ideas that might spark their interest.
- Provide different types of resources and materials to find information. Use of online resources, textbooks, videos, and oral stories.
- Use of collaboration and small group discussions and working groups.
- Outcome can be adapted/modified for different learners. The amount of description or number of items that they have to collect can be changed to suit the level of output.
- Flexible pacing and due dates for students who need more support or take more time.
- Continual teacher and peer feedback for students to focus on strengths and areas for improvement/iteration.
- Individualized support who need more one-to-one support and require extra help.
- Ongoing reflection for students and teachers to assess how they are progressing and ways to improve.

Accommodations: PLEASE REFER TO THE INCLUSION AND ACCOMMODATION GUIDE

- [https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&oid=110274116019379306578&rtpof=true &sd=true](https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&oid=110274116019379306578&rtpof=true&sd=true)
- <https://drive.google.com/file/d/1fKQvX2vxWcdULxjbekNiUK8yWzEOpioY/view?usp=sharing>
- pacing: extended time requirements
- environment: preferential seating, peer buddies
- reinforcement: positive, concrete, more frequent check-ins and feedback
- assignment: reduce difficulty or shorten assignment, multi-modal instructions
- presentation: varied instruction, demonstrate concepts, use of manipulatives, graphic organizers
- materials: specialized materials suited to particular needs
- testing/grading: modify to accommodate individual needs; shorten, test in different ways

MATERIALS:

- Computer and projector for teacher to display videos
- Technological tools like an iPad, laptop, Chromebook, or desktop computer for students to use
- old magazines with images, such as national geographic
- historical books and textbooks related to historical events
- shoebox to use as a suitcase, or materials to build one.

websites/online resource links:

- *Heritage minutes: "Boat People" Refugees* <https://youtu.be/v4nKkqdnVCM>
- <https://thediscoverblog.com/tag/immigrations-posters/>
- <https://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.html#menu>
- *Heritage Minute: Nitro* <https://www.youtube.com/watch?v=EE3ISzaVuo>
- [twine](#)
- *Paldi* <https://youtu.be/gmXzagGJ1EQ>
- [Minecraft Education](#)

<p>INTRODUCTION/MINDS-ON</p> <p>Congratulate students for the amazing jobs they did on the land acknowledgments that they created. Refer back to the personal artifacts they created for lesson 1. Review/discuss why those items are important to them and what it means to them. Are they important for cultural reasons?</p> <p>Introduce the idea of how they think they ended up here. Were they born here, did they move here, who was the earliest family member that they know to come to Canada or move here?</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>How did we end up living in this location?</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 (Provocation/Challenge)</p> <p>Provocation: Push and Pull Factors</p> <p>Watch <i>Heritage minutes: "Boat People" Refugees</i> https://youtu.be/v4nKkqdnVCM</p> <p>Discuss and brainstorm what they notice in the video, what questions come to mind when they see this? Possible question prompts:</p> <ul style="list-style-type: none"> ● Who are those people? ● Why were they going to be taken away? ● How did they manage to escape? ● Why did Canada accept them? ● Could something like this happen today? <p>Discuss what an immigrant and refugee are, both are people settled in a new country, one choosing to leave as opposed to being forced to flee. Brainstorm ideas why immigrants and refugees decide to move.</p> <p>Possible question prompts:</p> <ul style="list-style-type: none"> ● Why do people leave their homes for a new one? ● What are the reasons for people to come to Canada of their own choice? ● What are the reasons people have to flee their own homes? ● What are feelings people experience? 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Why do people leave their home for a new one?</p> <p>What is a refugee? What is an immigrant?</p>

Describe push and pull factors, refer back to the ideas they came up and pick out which are push and which are pull factors. Also, refer back to the video and pick out if it was a push or pull factor that influenced their choices.

Low-tech alternative is to read *What is a refuge* by Elisa Gravel and have a similar discussion.

View historical advertisements encouraging people to come to Canada

<https://thediscoverblog.com/tag/immigrations-posters/>

<https://www.historymuseum.ca/cmce/exhibitions/hist/advertis/ads1-01e.html#menu>

Discuss how these documents differ from the video that we saw. Critically think about the differences.

Challenge: [Push and pull factor collage](#)

Students are asked to create a visual representation of their understanding of the factors in migration with a collage art piece. This can look like a collection of pictures glued together, it can be a layout of personal or made items to be photographed and displayed, or a digital presentation. Each image or item that is included should relate back to either their own personal history or represent the reasons why a group of individuals would migrate to Canada historically or within the present or possible future.

No tech:

- Gather magazines and/or craft materials to spread around the class or between groups.
- Students can then look to cut out images to glue as a collage, or physical build items to represent important items or factors that influenced push or pull factors.
- They can think of it like an advertisement of their own to encourage people to come to Canada, or as an informative piece signaling the inequities elsewhere.
- Students are to write up or script to help explain their process and product.

Low tech:

- Students can use electronic devices to search for images.
- Students can gather images and collate them onto a digital platform of their choice (such as a Word document, slide document, Canva, Genial.ly, or other) to display.
- Use technological features to help explain your images and process. This could be in the form of an interactive presentation, a video, audio, written piece, etc.

What are the push and pull factors?

What are the push and pull factors that influenced the choice of immigrants/refugees?

What were some events that “pushed” or “pulled” more people to come to Canada?

Who is included and excluded in these messages?

High tech:

- Students can use a digital platform like Tinkercad to build an assortment of items to represent the push and pull factors of migration. (Would require to connect to a 3-D printer)
- Possibility to add more technology by integrating Makey Makey and have audio recordings when items are pressed. (Would need Makey Makey kit)

After time is given to complete their challenge, students are encouraged to share and do a gallery walk to see what others have come up with. They can learn about personal stories, and ideas that they may have come up with themselves.

Class to examine the unit learning checkbrick and see what assessments are relevant for this project. Together teacher and students can modify and create a new checkbrick for their challenge.

B) EXPERIENCE 2 (Provocation/Challenge)

Provocation: Watch *Heritage Minute: Nitro* <https://www.youtube.com/watch?v=EE3ISzalVuo>

Discuss that certain events in history helped propel the number of immigrants coming to Canada. Refer back to experience 1 about all the push and pull factors that students came up with. Can students name certain historical moments or events that caused this?

Examples:

The fur trade, Irish famine, Gold rush, CPR, American Revolution, World War II, Russian/Soviet occupations of Hungary, Ukraine, Warsaw, Chinese Cultural Revolution, Bangladesh war, Vietnam War, resettlement of Muslim, Syrian, African, Middle-Eastern and many other refugees.

Challenge: Students are to look into a certain event to explore further and share back with the rest of the class about the event and how that influenced people to come to Canada. Students are encouraged to work together and gather information and make a story/[twine](https://www.youtube.com/watch?v=twine) to exemplify the choices and consequences of an immigrant's journey and difficulties to make it to Canada.

C) EXPERIENCE 3 (Provocation/Challenge)

Provocation: Show: *Paldi* <https://youtu.be/gmXzagGJ1EQ>

Discuss how immigration changes the communities where people of different people settle. In the video how did the community come together? Was culture lost, did it stay the same or did it change? Think about your own communities and your own lives, how have other cultures influenced your lives?

How would coming to Canada change/influence the identity of individuals and their community?

How would communities develop to accommodate new cultures and peoples?

<p>Challenge: High-tech - build a virtual world (Minecraft Education) in which different cultures and peoples are represented. Show how communities are shared and built to support each other. What would you include in this world?</p> <p>Alternative: Continue to build the items to be placed in their suitcase from experience 1. This will show the progression of newly immigrated to one that has settled in Canada and been influenced by interactions that they have had here through other people and cultures.</p>	
<p>CONSOLIDATION/CONCLUSION: Students will have a gallery walk/invite others to see and hear their explanations of their projects/challenges. Students will do a final reflection piece to discuss their understanding of the push and pull factors of immigration and how that changes who they are and the communities they live in.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>How is immigration tied to different cultures?</p>
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <ul style="list-style-type: none"> ● Student participation in discussion and collaboration of ideas. ● Students will take notes and do a journal entry/exit slip throughout the experiences. ● Referring to the checkbrick that the class edited together. ● Final reflection to discuss what they felt they learned out of doing their challenges and discussions about the topic. ● The class can examine the unit learning checkbrick and see what assessments are relevant to this project. Together teacher and students can modify and create a new checkbrick for their challenge. 	
<p>EVALUATION OF THE LESSON</p> <p>I know my lesson will be successful be if...</p> <ul style="list-style-type: none"> ● students have shown an understanding of their own identity and the identity of others in their class/country through their final product. ● students are actively involved in their learning. They are asking questions, collaborating, and sharing ideas. ● student reflections show critical thinking and making connections to the lessons. ● students are able to apply their knowledge to other situations, lessons, or discussions. 	

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

Unit of learning checkbrick (can be modified for maker assessment with student feedback)

	Consider adding/changing	Meets Expectations	Above and beyond
Social Studies: Learner can communicate about how immigration and multiculturalism continue to shape Canadian society and identity (SS)			
Learner can take a stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (SS)			
Arts: Learner explores connections to identity, culture, and belonging in creative and meaningful ways, which demonstrate growth throughout the unit.			
ADST: Learner shows the ability to reflect and revise their ideas throughout the unit and incorporate planned			

changes in making tasks.			
Learner identifies and uses appropriate tools, technologies, and materials for production.			
ELA: Learner demonstrates an understanding of different perspectives.			
Learner responds to provocations in personal or/and creative ways.			

References

Bruce, J. (n.d.). *The last best west advertising for immigrants to Western Canada, 1870-1930*. Canadian museum of history.

<https://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.html#menu>

Historica Canada. (2017, June 19). *Heritage Minutes: "Boat People" Refugees* [Video]. YouTube. <https://youtu.be/v4nKkqdnVCM> Historica Canada.

(2016, March 2). *Heritage minutes: Nitro* [Video]. YouTube. <https://www.youtube.com/watch?v=EE3ISzalVuo> Historica Canada. (2023, April 19).

Paldi [Video]. YouTube. <https://youtu.be/gmXzagGJ1EQ>

"*The New El Dorado*" – *Attracting Settlers to the West*. (2017, May 2). Library and Archives Canada Blog. Retrieved July 13, 2023, from

<https://thediscoverblog.com/tag/immigrations-posters/>