

Discovering Immigration History Activity Guide

Objectives:

Students will discover or learn more about how their family came to Canada, or other stories about past life experiences in Canada. By talking with grandparents, uncles, aunts, or friends or neighbours they will gather information to be shared with the teacher and/or their classmates. Through maps, stories, and personal family history, students will be able to discuss and relate how people immigrated and traveled in the past.

Curriculum Connections:

This activity is one part of the Historic Stewart Farm's Immigrant Perspectives Edu-kit that connects with big ideas in the grades 4-5 social studies curriculum. These big ideas are:

- Canada's policies and treatment of minority peoples have negative and positive impacts
- Immigration and multiculturalism continue to shape Canadian society and identity
- Different systems of government treat human rights and responsibilities differently

Getting Ready:

1. Information gathered by students can be used in the creation of a shareable map for the class. To do so, teachers will need to create or use a Gmail account to make the base world map that will be the starting point for a collaborative map showing the classes discovered immigration journeys. Go to <https://www.google.com/maps/d/> to create a map. Name the map and then select how you wish to share it with your students.
2. Send your students the Family History Worksheet to complete. They may need time to connect with a family member, or they may need support in identifying a friend or neighbour if no family member is able to assist. This is an opportunity for students to make a connection with someone in their family who is isolated, a relative far away, or a neighbour they want to get to know better.



Activity Instructions:

1. **Engage/Explore: Establish Meaning and Purpose**

Ensure students have completed the Family History worksheet.

Using your class' established communication process (email, Teams, etc.) ask students to share some of the interesting things they learned from their family or friends.

Ask each student to share a country or other place that their family member or friend lived.

2. **Explain: Communicate new information/competencies/skills**

After each student has had the opportunity to share where their family is from initiate a discussion about how people traveled, and where they came from. Explore the geographical challenges that would have faced anyone moving to Surrey in the past (e.g., crossing mountains, oceans, rivers, vast continents) and the costs of overcoming these challenges. Discuss how people in the past would have travelled (e.g., steamboat, train, horse, carriage or wagon, walking).

Through discussion or written submissions, ask students to answer the following:

- What are the different ways that the families of classmates travelled? How and why were they different?
- Did anyone need specific documents to travel to Canada? What were they?
- Did anyone come to Canada for work? Or to live with family already settled here?

Option: ask students to write a paragraph explaining how one aspect of travelling or immigration has changed in the past 100 years.

3. **Mapping our Journeys:**

Use the google map you have created to show where students' ancestors or friends came from.

Add **Pins** for each place your students' families travelled from, then add **Lines** to Surrey. You can modify the lines to travel through all the spaces your student's families or friends lived or travelled through.

You can invite your students to create their own journeys on the map, and add notes, in the same fashion. You can name each line and pin by student's name and ask them to add information to each description. Just hit the "**share**" button on the top left and add an email account to the map (or select the option to allow anyone with the link to edit and view the map, then share the link with the class).