

Lessons that Explore Gender and Identity

Lesson - How does Gender Influence Identity? – can be found at www.planidproject.net/teacher_resources/coreplan

Lessons that Explore Migration and Identity

Recommended Resource: –

Livesey, Robert, *Coming to Canada*, Little Brick School House, 1994.

Coming to Canada Assignment

The study of history has both personal and societal value. On a personal scale, it helps us to place ourselves within a wider framework – to see how we, and our families, play roles within a regional, national and global context. History is not just about others; it is also about us. The purpose of this assignment is two-fold: to come to a better understanding of what has happened to our own families over time and to see how we fit within the framework of a growing young nation, Canada.

Part 1: Family decisions

1. When did your family decide to immigrate to Canada? Explain why and when they did so.
2. What were the “**push factors**” – the reasons why they left their original home?
3. What were the “**pull factors**” – the reasons why they chose to come to Canada?

These will involve research into conditions in the country of origin at the time of emigration and conditions in Canada at the time of arrival.

Pay particular attention to important local, national or world affairs happening at the time.

Did these affect your family’s decision to move?

4. Give some background information - Did you live in a city? Town? Rural area? What did your parents do for work? Were you involved in the decision making process to leave your country? What language(s) did you speak at home before you came to Canada?

5. More information- Did you know how to read and write in your own language before you came here? Did you go to school before you came here? For how many years? How much English did you know before your arrival?

Part 2: Your journey

1. Before you got here, what was your view of Canada and of what your life here would be like?
2. What family members or friends left with you?
3. How long did it take from when you left your home until you arrived in Canada?
4. Describe the journey. Did any noteworthy, exciting, or unexpected happenings occur on the journey?
5. How did you feel during the journey?

Part 3: Arrival in Canada

1. Where has your family lived in Canada? Where did they come to first?
2. Why and when did they come to [the city/town you live in]?
3. Since you arrived, how have your family’s attitudes toward your former country and Canada changed?
4. If you still have contact with relatives in the “old country,” note how your family’s lives here are similar or different to family members there.
5. Are you glad that your family made this move? Why or why not?

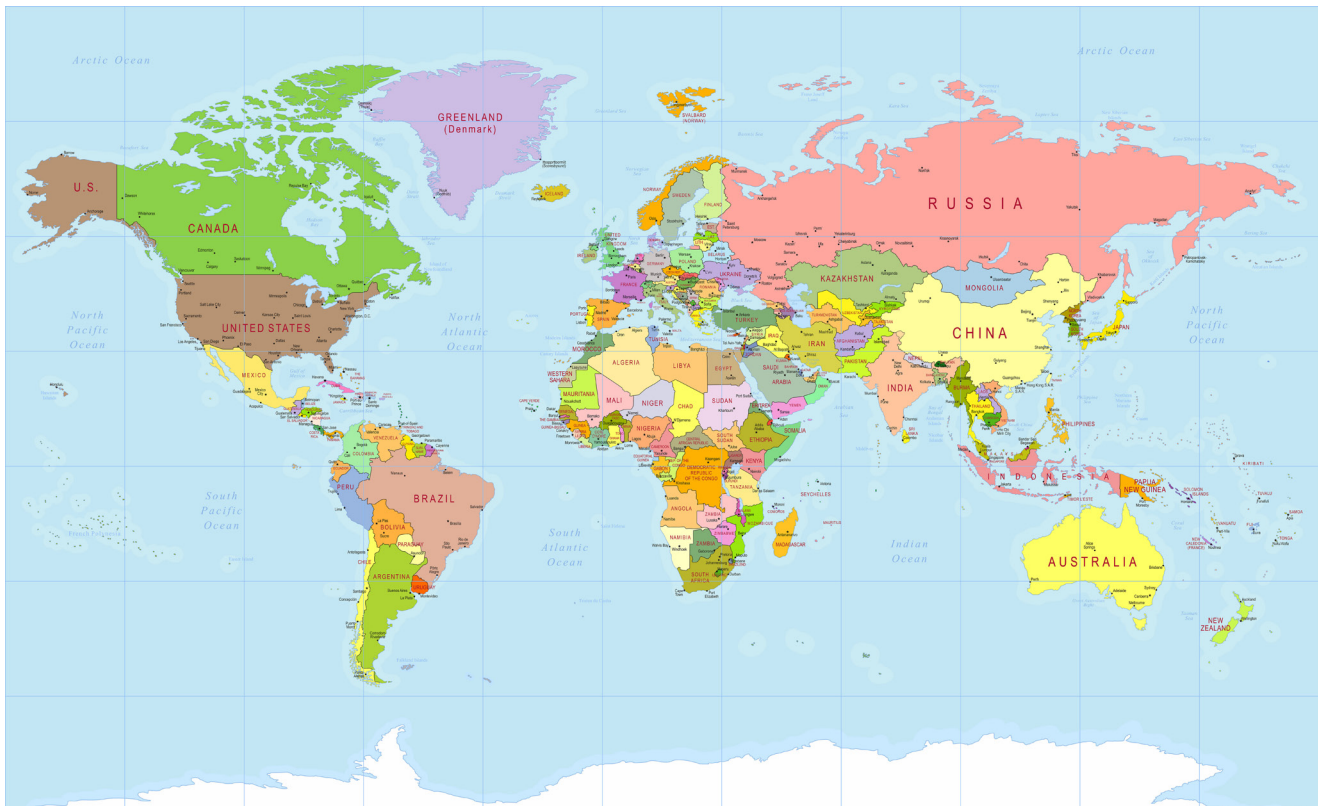
Part 4: Map component

On the world map provided or maps that you create or find, show the following:

1. Your country of origin.
2. The capital city of that country.
3. The city or area where your family came from.
4. The probable route that your family took in coming to Canada (if possible, specify the type of transportation used in brackets next to the route.)
5. Your family's first place of residence in Canada.

(cut here and attach to your story)

MY JOURNEY TO CANADA



Lesson - Migration Experience

for Beginner Language Learners

Resources:

My Name is Sangoel, Karen Lynn Williams

Blank white paper and coloured pencils

Globe

Chart paper

Sentence Strips

Fill in the blank writing sheet

Abstract:

This is an initial lesson in a larger unit that explores students' identities. This lesson explores students' migration experiences / coming to Canada. It involves a read aloud of the book *My Name is Sangoel* by Karen Lynn Williams. This is followed by a discussion about the students' own experiences coming to Canada and modeled speaking and writing activities supported with sentence stems. The final output for students will be a short speech about their experiences and a short written paragraph/fill-in-the-blanks exercise.

Objectives:

Listening/Reading: Read Aloud - Read aloud the book *My Name is Sangoel* and model the following: reading fluency; using context to figure out new vocabulary; making background connections/connections to personal experiences, listening for the gist of the story (Level 1) or for details (Level 2/3)

Speaking: Use sentence frames to support talking about personal experiences.

Writing: Text structure writing – Model a short paragraph using write aloud and sentence stems.

Procedure:

1. Reading Strategies modeled: Brief introduction to *My Name is Sangoel* book – Look at the cover and

make predictions. What will the story be about? Who is Sangoel? Where do you think he is from? Why is he telling people his name? Why is he standing apart from the other boys?

2. Listening to/Reading the story: Highlight important parts of the story on stickies as you read the story. Allow for some discussion but don't let it slow down the flow of the story too much.

3. Listening and drawing/representing: Use a world globe for support. Give an example of a move you have made, or tell a story of someone else's move. Illustrate this story for the students with a brief sketch.

Post sentence frames:

Hello, my name is _____.

I am from _____.

I came to Canada in _____ (____ years ago).

First, I went to _____.

Second, I went to _____.

Then, I went to _____.

Finally, I came to Edmonton.

I like my new home.

4. Background Connections/representing student journeys: Ask students to draw a picture similar to the one you sketched of your journey.

5. Speaking: Students share their drawings and experiences using sentence stems for support.

6. Writing: Provide students with a fill-in-the-blank writing sheet with the sentence stems they have already used in their oral speech.

I can talk about my migration experience

My name is _____.

I am from _____.

I came to Canada _____ years ago.

First, I went to _____.

Then, I went to _____.

Next, I went to _____.

Finally, I came to Edmonton.

I really like my new home.