

Name _____



Date _____

The Great Canadian

Immigration Research Project

For this project, you have selected an immigrant group that has come to Canada at some point in Canadian History. This may have been over 100 years ago, or maybe more recently due to various reasons. There are 4 parts to this research project:

Part One: The Research

Using the research sheet provided (and possibly more if needed), you will need to gather notes that relate the main questions being asked:

1. What are the **push and pull factors** that brought your group to Canada?
2. **When** and **where** did your group **settle** in Canada? (What area of Canada?)
3. What **struggles** did your group face when arriving the Canada? (Prejudice? Lack of land? Weather? Difficult jobs or living conditions?)
4. What did they **contribute** to Canadian society? (Jobs? Culture? Landmarks?)
5. What **traditions** and **ceremonies** did they bring with them?

Point form notes are recommended when gathering your research, but make sure you fully understand what you are reading and taking down, because you will need to use these notes for Part Two.

Potential Resources:

- Books from the library
- Online websites – go to Vedder.sd33.bc.ca → classroom news → click on Mr. Hodgins → **find the Canadian immigration link on his homework page.**

Part Two: Turning Your Notes into Paragraphs

Using your research and notes that you have collected, you will need to turn them into full paragraphs that include a topic sentence, details that relate to the topic, and a closing sentence that summarizes what was said. For each of the questions above, you will need to create a paragraph to go with it. If you would like, you can combine two questions together if it makes sense. When you finish your paragraphs, show Mr. Hodgins or Mrs. Chand before moving onto Part three.

Part Three: Presenting your Project

There are many different options that you can take when presenting your project and showcasing it to the class:

1. Making a PowerPoint presentation

For this option, you can create a 5-8 slide presentation where each slide can answer one of the questions. You may also add a title page, include pictures,

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maps, flags of the country, diagrams, or timelines. If you like to design projects on the computer, this option may be for you.

2. Using Comic Life to create a Poster

This is an option that has not been explored in our class, but something worth exploring if you're willing to learn a new skill. On Comic Life you can create posters by inserting your paragraphs and pictures. Comic Life offers a variety of templates and fonts to choose from.

3. Going Old School – Creating a Poster Board or 'Science Fair' Poster Board

For this option, you will need to purchase a 'Science Fair Board' or a poster board from Staples. All of your information would need to be typed up, printed, and glued onto your board. Titles and photos would also need to be added as well. If you are crafty, and like to work with your hands, this option is for you.

4. Sonic Pics

For this option, you can use Sonic Pics to create a digital story telling of your group and their experiences coming to Canada. Written paragraphs are still required, but if you are artistic, and wanted to sketch out the paragraphs into a comic retelling, you can film them, and then record your story overtop using Sonic Pics.

5. Others

If you have another option that you have in mind, share it with Mr. Hodgins or Mrs. Chand for approval.

Part Four: Extension Opportunities (Optional)

To take and extend this project, there are many different options that you can take to push your learning and understanding of the path many groups took towards immigrating to Canada. Some examples include:

- Creating a family tree of your own family as they immigrated to Canada
- Providing a sample of food from your cultural group
- Learning and presenting a tradition from your cultural group
- Exploring additional facts about the country
- Researching a person from your country that has made a cultural impact on Canadian history
- Other ideas?

Part Five: Presenting to the Class

The final task for this project is to present your learning to the class. This presentation should take less than 5 minutes (if possible). Mr. Hodgins will go over the requirements of this leading up to the day.



Marking Page

Curricular Competencies	1	2	3
Social Studies <ul style="list-style-type: none"> o The changing nature of Canadian immigration over time o Gather, interpret, and analyze ideas, and communicate finding about your immigrant group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorrectly some o <input type="checkbox"/> Does not use scientific vocabulary in description <input type="checkbox"/> Includes information that is irrelevant 	<ul style="list-style-type: none"> <input type="checkbox"/> Mostly identifies how the landform was created (minor errors) <input type="checkbox"/> Attempts to use scientific vocabulary in description <input type="checkbox"/> Includes interesting facts, but may not help with understanding of formation 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes all of the research <input type="checkbox"/> Uses scientific terminology (weathering and erosion) <input type="checkbox"/> Identifies types of rock found in landform <input type="checkbox"/> Includes interesting facts that help further understand how the landform was created
ADST/Language Arts <ul style="list-style-type: none"> o Demonstrate a willingness to learn new technologies as needed (PowerPoint) o Access information and ideas from a variety of sources o Use writing and design processes to plan, develop, and create texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not include all the required slides <input type="checkbox"/> Includes too many, or too few photos or poor quality <input type="checkbox"/> Uses too many transitions or animations that make it distracting <input type="checkbox"/> There are many spelling and grammatical mistakes that make it difficult to understand meaning <input type="checkbox"/> Most of the information was copied exactly from websites 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 3-5 slides with a theme <input type="checkbox"/> Includes at least 3 pictures, but some may be of poor quality <input type="checkbox"/> Attempts to use transitions <input type="checkbox"/> There are some spelling and grammatical mistakes, but do not interfere with meaning <input type="checkbox"/> Some of the paragraph is written in your own words 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 3-5 slides that have a theme <input type="checkbox"/> Includes at least 3 high quality pictures of the landform <input type="checkbox"/> Uses transitions that help make the presentation interesting, but not distracting <input type="checkbox"/> Uses a font that is professional looking, and large enough. <input type="checkbox"/> There is minimal spelling and grammatical mistakes in the paragraph <input type="checkbox"/> The paragraph is written in your own words with the use of dressups
L.A. – Presentation <ul style="list-style-type: none"> o Exchange ideas and perspectives to build shared understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice is difficult to understand (quiet, mumbling, etc.) <input type="checkbox"/> No eye contact in made with audience <input type="checkbox"/> Little preparation was made 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice is clear, and relatively easy to understand <input type="checkbox"/> Little to no eye contact is made with audience <input type="checkbox"/> Most of the information is read off the cue cards or screen 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice is loud, clear, and easy to understand <input type="checkbox"/> Presentation is engaging and spoken with enthusiasm <input type="checkbox"/> Eye contact is attempted with the audience <input type="checkbox"/> Little information is read off the cue cards or screen

Final Grade:

Powerful Performance Mark (Effort):