Benefits/Concerns of Increased Immigration Unit

Appendix A - Cultural diversity/immigration/ethnic group/visible minority

Cultural Diversity

- Cultural - meaning culture (peoples' way of life, including their language, art, religion, customs)

- Diversity - meaning different

In Canada, we have many different cultural groups living together.

Ex. Toronto - home to 100's of ethnicities (Jewish, Italian, Portuguese)

Immigration/Ethnic Group/Visible Minority

- immigrant - a person who leaves their home country and settles in another

    Past - Canada was settled mostly by the French and British

    Today - Canada receives many immigrants from all over the world (China, Africa, South America)

- ethnic group - ethnic or cultural origins of a person's ancestors

- visible minority - people who look different from the majority of the population due to their physical appearance

Appendix B - Where do Immigrants Settle?

Where to Immigrants Settle?

- Ontario 27% and BC 26%
- immigrants settle in large urban centres
    - ➡easier to get a job
    - ➡there are other people there with the same ethnicity
    - ➡purchase food/practise their religion with their ethnic group
    - ➡more services like education/ESL classes, transportation, hospital

Appendix C - Changing Face of Canada

Changing Face of Canada

- 200 ethnic origins reported in the 2006 Census
- in contrast to 25 different ethnic groups in the 1901 Census
- newer groups to Canada were Montserratan from the Caribbean and Chadian, Gabonese, Gambian and Zambian from Africa
- 11 ethnic origins passed the 1 million mark
- over 5 million belonged to visible minorities (16%)
- South Asians became our largest visible minority group in 2006, surpassing Chinese for the first time

Source: Statistics Canada - The Daily

Appendix D - Ethnic Diversity of Our Class

Ethnic Diversity of Our Class

Name: _____   Date: _____

1.   The teacher will survey the class to determine the ethnic diversity. Record the results here.

Ethnic Group	Total Count	Degrees of a Pie

Appendix D - Ethnic Diversity of Our Class

2.   Complete your pie graph - teacher may demonstrate on the overhead/computer.

3.   Complete the following chart.

Question	Answer
Study the Pie Graph of our Class 1. What are the two largest ethnic groups in our class? 2. What are the two smallest ethnic groups in our class?	
Study the Pie Graph of Canada 3. What are the two largest ethnic groups in Canada? 4. What are the two smallest ethnic groups in Canada?	
5. What is similar about Canada's pie graph and our class's? Identify two points.	
6. What is different about Canada's pie graph and our class's? Identify two points.	

4.   Write a paragraph **comparing** Canada's ethnic diversity and our class' ethnic diversity. What is **similar** and what is **different**? Provide possible explanations for the differences. Think about our lesson from yesterday (who settled in Canada first). Your paragraph should have **six** or **seven** sentences.
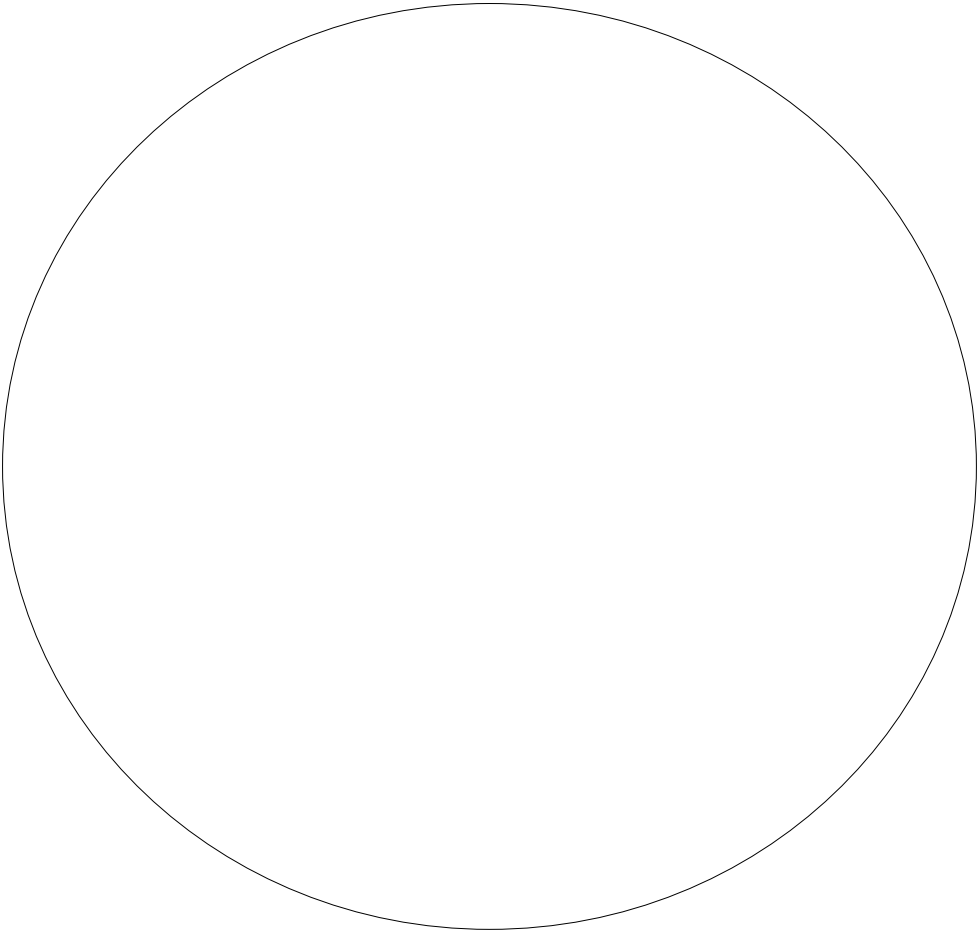
Please write using proper grammar, sentence structure, spelling and geographic terms. You will be evaluated on this.

Evaluation: Pie Graph - accuracy
                     Paragraph - accuracy and grammar

Appendix E - Pie Graph - Blank

Pie Graph

Appendix F - Points System

The Points System

- this is a system of evaluating immigrants for possible entry into Canada for a trial basis
- if immigrants pass the trial basis (2 years), they may apply for permanent status in Canada and become a Canadian citizen

How do you evaluate people to determine whether they would be suited and a good member of our Canadian society?

- education - are they educated, how many years of schooling?
- relatives - do they have family here that could help them?
- job training - do they have any experience in a trade/profession?
- pre arranged job - is there a job here waiting for them?
- personal suitability - does the immigrant show initiative?
- age- how old is this immigrant? Will Canada have to support him/her?
- demand for job - does the immigrant have a skill that we need?
- language - does the immigrant speak English or French?

Canadian immigration officers spend a lot of time going over every immigrant's application and actually interview the immigrant several times. Based on their point total, immigrants are either allowed or denied entry.

Appendix G - Instructions for Role Playing

Complete this role playing exercise involving the evaluation of an applicant for Canadian Immigrant Status.

Roles:　　　　Applicant

　　　　As an applicant for Canadian citizenship you are trying to get into the country permanently. You are to represent an applicant (sample provided) for the immigration officer. You can fake an accent, you can pretend not to understand some of the questions or you can ask questions of your own. The only things you cannot do are lie, refuse to answer questions or show the officer your applicant's description. It is important that the immigration officer gets the correct answers. You don't have to tell them anything negative about yourself unless they ask. You can tell him/her the good things about your chosen description even without being asked. Remember, you are trying to make a good impression. If something is left out in the applicant's profile - you may improvise.

　　　　　　　　Immigration Officer

　　　　As an immigration officer it is your job to ensure that only the right applicants are allowed into the country. Using the Point Systems Guide, you will decide on whether to accept or reject the applicant. Be sure to evaluate the candidate fairly using the form. Record the number of points the candidate achieves. In some cases you will have to make some personal judgements and even ask additional questions to get a better idea of what the applicant is really like. Don't be afraid to ask personal questions. Think of yourself as an applicant. What would you try to hide? How would you feel?

Benefits/Concerns of Increased Immigration Unit

Appendix H - Points System Guide

Name of Immigrant: _____   Date: _____

Name of Immigration Officer: _____   Time: _____

Criteria	How to judge this criteria?	Immigrants Score
Education	**Maximum 25 points** - give one point for each year of education after high school High school graduate 5 points Masters/PhD with 17 years experience 25 points	
Languages	**Maximum 24 points** - give two points each for fluency in speaking, listening, writing and reading either French or English	
Work Experience	**Maximum 21 points** - One year experience 15 points Four years experience 21 points	
Age	**Maximum 10 points** < 16 years 0 points 21-49 - 10 points > 54 - 0 points	
Arranged Employment	**Maximum 10 points** 10 points if you have arranged employment in Canada	
Adaptability	**Maximum 10 points** partner's education - 3 to 5 pts. previously working in Canada - 3 to 5 points previous study - 5 points arranged job - 5 points relative in Canada - 5 points	

Accepted   Denied   Total Score _____

The immigrant must score a **minimum** of **67 points** to be accepted into Canada as an independent or skilled worker.

Appendix I - Profiles of Immigrants/Applicants

Sample Applicant #1

Mr. G is from Thailand. He is a young male of 18 years of age. He has no formal training in any job. He had to leave his home at 14 years of age because his family could no longer support him. He has lived on the streets of Bangkok for most of the four years. He has sold water bottles to tourists to make ends meet. He often goes to a street children shelter to get food, clothes or medical care. Living on the streets of Bangkok, Thailand is tough and he has acquired Hepatitis as a result of his living style. Hepatitis is treatable in Canada. He has learned to speak some English and when he has time he schools himself with the help of the street children shelter employees. He wants to make a better life for himself. He is willing to live in a less populated area. He has no relatives here. He is a fast learner but has no skills. He left school at Grade 7.

Sample Applicant #2

Mrs. Z is from South Africa. She is 45 years old. She is a black African and wants to leave the country for political reasons. She has no husband. He was killed in the violence between the whites and blacks in South Africa. She has four children. Her only formal training is that of a health care provider. The demand for health care providers is high in Canada. She has received a certificate from the local Continuing Education College. She went there for two years and worked part time to support her family. Her schooling was limited to Grade 8.. Her mother is 60 years old, healthy and helps her with her children while she is working. She wants to make a new start with her children. She has never been in trouble with the law and is healthy. All her children are healthy as well. She has no relatives here to help her. She does speak English.

Sample Applicant #3

Ms. X is 45 years old with one teenager living at home. She is a specialist in analyzing satellite images and air photos for private and government agencies. She has previously worked for the Defense Department in her home country of Israel. In Canada, there is a high demand for this type of occupation. Ms. X is fluent in English and French. She actively pursued her career after the birth of her son. She attended a University and received her Bachelor of Arts in Geography. She additionally took a one year college program in Geographic Information Systems which enabled her to analyze images and map data. She is energetic, shows initiative and is committed to her employer. At present, Ms. X has a job interview with Canada's Defense Department-Imaging. When Ms. X was 18 she was arrested for shoplifting jewellery. She pleaded guilty and was sentenced to community service for one year. She hasn't been in trouble since.

Appendix J - Prejudice and Discrimination

Prejudice and Discrimination

Prejudice - prejudge someone - **a thought**

Discrimination - an act/action against someone - **a behaviour**

Examples of discriminatory behaviour:

•   if a government office is not wheelchair accessible

•   if a government denies you an interpreter if you need one

•   if a business refuses to hire a person in an executive position due to their sex

•   if an apartment owner refuses to rent to a person due to their ethnicity

•   if a group of youths harass and/or insult someone as a result of their sexual orientation

Student Exercise:

Make up **four** more examples that show discriminatory practices.

1. _____

2. _____

3. _____

4. _____

Appendix K - Looking at the Whole Person

Looking At the Whole Person

Activity: You will be **partnered** up with someone you don't know very well. You will be **interviewing** them based on the following questions.

You will then be **sharing** this information to the class.

Interviewer: _____ Interviewee: _____

1.   What is your full name?

2.   What is your birthday? Day Month Year

3.   Have you always lived in (name of community)? If not, where else have you lived?

4.   What is your ethnic background?

5.   What kind of abilities/skills/hobbies do you have?

6.   Is there anybody in your family that is your role model - who you respect - who influences you?

7.   Do you practice any type of religion? If so, what?

Appendix L - Organizer - Benefits and Concerns re Immigration

	Benefits	Concerns
Social Issues		
Economic Issues		
Political Issues		

Appendix M – Internet Resource List

Benefits of Increased Immigration

Social
 	
1. Canadian Heritage Site - Multiculturalism Act
    Http://www.pch.gc.ca/progs/multi/reports/ann01-2002/part1_e.cfm
    (Reflects the purpose of the act)

Economic
 	
1. Statistics Canada Website - www.statscan.ca - search The Daily - July 31, 2006 - Title -
    Births or link http://www.statcan.ca/Daily/English/060731/d060731b.htm
    (Reflects that immigrants have higher birth rates)

Political
 	
1. Canadian Heritage Site - Multiculturalism Act
    Http://www.pch.gc.ca/progs/multi/reports/ann01-2002/part1_e.cfm
    (Reflects the purpose of the act)

Appendix M – Internet Resource List - continued

Concerns re Increased Immigration
Social 1. Statistics Canada Website - www.statscan.ca - search The Daily - September 29, 2003 - Title - Ethnic Diversity Survey or link http://www.statcan.ca/Daily/English/030929/d030929a.htm (Reflects statistics on prejudice/discrimination) 2. B'Nai Brith Society Website - www.bnaibrith.ca - Search Press Releases - 2008-04-09 - Title - Harassment of Jews in Canada on the Rise or link http://www.bnaibrith.ca/pr.php (Reflects rise in harassment of the Jewish people)
Economic 1. Wikipedia Internet Site - www.wikipedia.org - Search for - The Economic Impact of Immigration to Canada. or link http://en.wikipedia.org/wiki/Economic_impact_of_immigration_to_Canada (Reflects the economic impact of immigrants to Canada) 2. Statistics Canada Website - www.statscan.ca - search The Daily - May 17, 2004 - Title - Why the earnings of new immigrants to Canada have deteriorated over time? or link www.statcan.ca/Daily/English/040517/d04057a.htm (Reflects that new immigrants earnings are less than their counterparts)
Political 1. Wikipedia Internet Site - www.wikipedia.org - Search for - The Economic Impact of Immigration to Canada. or link http://en.wikipedia.org/wiki/Economic_impact_of_immigration_to_Canada   (Reflects that the tax revenue received from immigrants does not exceed the government expenses relating to them)

Appendix N - Decision Making Matrix - Teacher Support

Is immigration the key to Canada's future? Do the benefits outweigh the concerns?

Criteria	Benefits	Concerns
Social Rank 1, 2, 3 ☐	-supports the Multicultural Act of Canada ◯ Rank 1 or 2 ☆	-increase in discrimination; 7% Canadians experienced discrimination in the last 5 years due to ethno cultural characteristics ◯ Rank 1 or 2 ☆
Economic Rank 1, 2, 3 ☐	◯ Rank 1 or 2 ☆	◯ Rank 1 or 2 ☆
Political Rank 1, 2, 3 ☐	◯ Rank 1 or 2 ☆	◯ Rank 1 or 2 ☆

Multiply ☐ X ◯ = ☆

Totals of ☆ _____   _____
                          Benefits   Concerns

Lowest total is the decision.

Benefits/Concerns of Increased Immigration Unit

Appendix O - Evaluation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Re: Benefits/Concerns of Immigration	demonstrates limited knowledge	demonstrates some knowledge	demonstrates considerable knowledge	demonstrates thorough knowledge
Thinking and Inquiry Research/draw conclusions to support benefits/concerns re immigration	has acquired limited research (facts, statistics) to support either side; none or very weak conclusions	has acquired some research (facts, statistics) to support either side: weak conclusions	has acquired considerable research (facts, statistics) to support either side: strong conclusions	exemplary research (facts, statistics) to support either side: very strong conclusions
Communication Defend the position - Is increased immigration the key to Canada's future?	defends with limited persuasiveness	defends with some persuasiveness	defends with considerable persuasiveness	defends with exemplary persuasiveness
Application Makes predictions about the future of Canada and its economy - where do we go from here?	makes predictions with limited support	makes predictions showing some support	makes predictions showing considerable support	makes predictions with exemplary support

Appendix P - Benefits and Concerns re Immigration - Teacher Support - Answer Sheet

Categories	Benefits of Immigration	Concerns Re Immigration
Social Impacts	Multiculturalism Act - combat racism/discrimination - greater cultural mosaic - equalities for all peoples - variety of new foods, festivals, languages, music and clothes	- increase in racism, prejudice and discrimination - 2007 - B'nai Brith reported an 11.4% increase in incidents - 4 fold increase in the last decade (B'Nai Brith) - 7% Canadians (1.6 million) over age 15 experienced discrimination in the last 5 years due to ethno cultural characteristics (Statistics Canada)
Economic Impacts	-fills the needs for our labour shortage (now and in future) - solves our low birth rate (our birth rate is below 2.1/person - the replacement level) (immigrants traditionally have larger families) - more people/more consumer goods made and purchased - economy is stronger	- Fraser Institute says fewer people would increase per capita income and tax revenue from immigrants does not exceed government expenses relating to them - skilled worker immigrants have a 34% unemployment rate - C. D. Howe Institute -immigrant men who arrived between 1995-1999 estimated their earnings in their 1st year in Canada were 24% lower than their counterparts who arrived in 1965-69 (Statistics Canada)
Political Impacts	- Multiculturalism Act promotes the cultural diversity of Canada - combats racism/discrimination - promotes shared citizenship - increases our workforce - baby boomers retiring - in 2031 seniors will represent 23 - 25% of our population (Statistics Canada) -improved political relations with nations around the world - increases international business - wealth of knowledge with immigrants promotes new ideas	- social programs experience greater costs $18 billion/year between 1990 and 2002 in excess of taxes raised from those immigrants (Fraser Institute) - loss of Canadian identity