

Name: Trevor Ritchie
Subject: Social Studies 11
Unit: The Interwar Years
Lesson Number: 2
Lesson Title: Immigration between the wars

Prescribed Learning Outcomes:

- demonstrate effective research skills
- compare policies facing an immigrant to Canada in the early 20th century with those in place at the end of the 20th century

Objectives:

- Explain the role of the immigration system in the Interwar Period
- Highlight how race was used to discriminate against Canadians and potential Canadians
- Compare the past system to the current program

Materials Required:

- Laptop, powerpoint projector, Counterpoints textbook, Social Studies 11 workbook or photocopies, project criteria, project marking rubric, whiteboard markers or blackboard chalk

Activating Prior Knowledge:

- Some students may have an understanding of the current immigration system because of their own personal experiences
- Students will have already learned about some of the racial statistics of Canada in the early 20th century

Introduction to the lesson:

- Highlight on the board some of the statistics regarding Canadian war brides; how many of them there were, where they came from and how they changed the makeup of Canadian society

10 minutes

Body of Activity:

1: Note-taking on the immigration system in Canada, with a focus on the policies and agreements Canada made to ensure that the vast majority of new immigrants were of 'preferred stock' which was generally Western European or American, and how those policies were enacted. Highlight the prejudiced thinking that accounted for the systemic reduction in immigration levels from less desired areas of the world

2: Have students do a comparison chart between the Chinese Head Tax, the Japanese Labour Agreement and the Komogata Maru incident, comparing it with how open the Canadian government was with immigrants from Great Britain and America

3: Brief discussion of how the immigration system changed because of Multiculturalism and the political views that were fostered in later decades, leading to an understanding of the current system and what principles serve as the foundation to the modern immigration system in Canada. Allow for student input where possible.

Timing and Pacing:

1: 25 minutes

2: 20 minutes

3: 20 minutes

Extension Activities:

- Students can begin their homework early if they are able finished other activities early

Closure of the Lesson:

- Have students write an editorial from the perspective of a person who was barred from immigrating to Canada because of the policies of the Canadian Government

5 minutes or for homework

Assessment of Learning:

- Formative Assessment; are students asking questions during the discussion part of the classroom activity
- Summative Assessment; hand in the comparison chart, mark for understanding and complexity of ideas

Adaptations and Modifications:

- Use of handouts instead of powerpoint notes, or fill in the blank notes during the note-taking part of the class may be useful for diverse language learners