

## **Title: Immigration in Canada and in the European Union**

### **Grade 12: CGU 4U - World Geography: Human Patterns and Interactions**

#### **Time Requirements: 150 minutes**

**Description** In this lesson students will gain an understanding of Canada's and European countries' immigration policies. The students will learn the complexities of immigration.

#### **Ontario Curriculum**

##### **Overall Expectations**

- **Geographic Foundations: Space and Systems**
  - Explain the influence of social, political, cultural, economic, and environmental factors on human environments and activities
- **Understanding and Managing Change**
  - Explain the causes and effects of human migrations

##### **Specific Expectations**

- **Geographic Foundations: Space and Systems**
  - Developing and Practicing Skills
    - Use concepts of spatial interaction to explain patterns of movement between places
  - Learning through application
    - Assess how culture affects settlement patterns and human activities
- **Understanding and Managing Change**
  - Building Knowledge and Understanding
    - Identify different types of migration and associated push and pull factors
    - Analyze world regions that have experienced considerable international migration to explain the reasons for these trends

##### **Materials**

- Dictionaries
- Copies of:
  - Hand out #1 – Migration Key Terms
  - Hand out #2 – EU and Immigration
  - Hand out #3– Creating a New Society
  - Hand out #4 – Reflections on Immigration
  - Hand out# 5– OPTIONAL - Canadian Citizenship Test - Questions
  - Hand out #6 – OPTIONAL - Canadian Citizenship Test - Answers

## Procedure

### Day 1

1. Teacher will distribute to students Hand Out #1 – Migration Key Terms
2. In groups of two students will search in dictionaries and record answers for definitions
3. As a class review definitions.
4. Teacher then explains Canada's immigration policy (*Information provided in teacher section*)
5. As a class or as individuals ask the students to read Hand Out #2 – *Immigration and Asylum: Some Concerns for Europe* – and to list concerns which relate to the article's topic.
6. As a class expand the discussion to the consequences of immigration for the EU.
7. **Clarify the distinctions** between a (labour-market driven) immigration policy and an asylum policy. Does an asylum policy include the right to remain permanently in the country granting asylum?
8. Assign homework: Students are assigned to read a description of ONE EU country's immigration policy (France, Ireland, Belgium or the UK - Policies available online; please see last page of teacher section for URLs). Students should be asked to make summary notes.

### Day 2

1. Students get into their 'country policy' groups and briefly summarize the policy they have reviewed and identify its possible advantages and disadvantages.
2. Each group presents the summary of its country's policy and what it sees as the advantages and disadvantages of the policy concerned.
3. Students will now form NEW groups ensuring that a representative from every country is within each NEW group.
4. Teacher will distribute Hand Out #3 – Creating a New Society. Considering that the EU is aiming to coordinate the immigration and asylum policies of its member states, the next exercise will have the students consider some such related implications.
5. With the students' new knowledge about immigration they will stay in the same groups and create a simplified common immigration policy that a **NEWLY CREATED** country would like to pursue at the EU level. The students will name this new country and define the goals of its immigration policy. The policy should also clarify whether the new arrivals are to be considered i) as becoming part of the permanent population, or ii) merely as a temporary labour force. On the basis of these goals and considerations students then produce an immigration policy concept which is to be proposed to the other EU member states for consideration and possible adoption. In addition, if i) is selected, should citizenship be available, and if so under what conditions? If ii) is selected, what are the implications?
6. **ESSENTIAL ITEM:** What are the consequences of this immigration policy / of immigration policies for **the country or countries of origin** of the immigrants?

7. Ask students to return for a group discussion. As a group, students will explain and justify their new immigration goals and policies
8. Teacher can discuss with the students how Canada's and EU countries' policy is similar or different to the policies created
9. Teachers can discuss with the students the pros and cons of Canada's immigration system

### **Lesson Closing / Homework**

1. Teacher to distribute Hand Out #4 – Reflections on Immigration This hand out should be done individually and will provide the students the opportunity to summarize and reflect upon the issues that were addressed throughout the lesson. The teacher can then collect them for assessment

### **Fun Activity**

1. Teacher can distribute Hand Out #5 – which is the test that immigrants have to take to become a Canadian citizen.
2. Teacher can have the students exchange tests and mark them. The correct answers for the immigration test follow in Hand Out #6.
3. With a show of hands, teachers can determine how many students passed or failed the test.

### **Assessment**

Teachers will collect Hand Out #4 – Reflections on Immigration for assessment but for additional evaluation activities see below.

Students, during the lesson, gained an understanding of the immigration policies of Canada and the EU and with this information created a simplified immigration policy. Students could research and determine if their immigration policies are currently being used by governments. If determined that the students' recommendations are not being used, the students can analyze another country's immigration policy and compare it to the ones learned in class.