



LESSON PLAN

Title: Immigration Posters Grade: 8
Subject: Social Studies Topic: Geographic Influences

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 8.2.3 Demonstrate an understanding of the nature of migration and its impact on post-1920 Canada</p>	<p>Assessment Tasks Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Project Question and Answer [from teacher and/or peers]</p> <p>Recording Device(s): Rubric</p>
<p>Resources: Teacher's Materials Chart Paper [have chart set up before the lesson] Markers Completed Chart of Push and Pull Factors [if already created] "Push" and "Pull" Labels Tape Sample Immigration Posters Visual Technology [if required; for instance, if you were showing the sample posters on an overhead projector, you would need to make sure the projector was available for use] Poster Size Blank Paper [one sheet per student] Blank/Scrap Paper [one sheet per student] Colouring/Drawing Supplies Extra Pencils, Pens and Erasers</p>	<p>Resources: Learner's Materials Colouring/Drawing Supplies Pencils Pens Erasers</p>

TEACHING / LEARNING

<p>Groupings: Whole Class Independent Work</p>	<p>Prior Knowledge: This activity would be completed after students have discussed some reasons why immigrants left their homeland for a new life in Canada [push and pull factors].</p> <p>Strategies: Review Visual-Spatial Intelligence Poster</p>
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Steps:

1. Review with students some of the push and pull factors that caused people to migrate. Brainstorm their responses on chart paper. Alternatively, if you already have an anchor chart of push and pull factors, you could turn this review into an interactive game. Label two sides of the classroom into “Push” and “Pull.” While keeping the list hidden from students’ view, call out one push or pull factor at a time, having students move to one side of the classroom that indicates whether they believe the idea is a push or a pull factor. For example, if you called “More Job Opportunities,” students would move to side of the classroom labeled “Pull.” Depending on the amount of time you wish to spend on this topic, you may also wish to conduct both activities and record the factors that students provide, while they then move from one side of the classroom to the other.
2. Tell students that they are going to assume the role of an individual who creates immigration posters. Their task is to advertise a particular part of Canada, in order to attract immigrants to that area. You may wish to limit the time period and/or areas that students may create posters for, or you can take a modern-day approach. They will have to utilize pull factors to complete their poster. Suggestions include: job opportunities, climate, education, health care, housing, etc.
3. Before commencing, show students some sample posters and discuss some of the elements that are included [colour, words, pictures, persuasion, etc.]
4. Provide students with poster size blank paper to complete their work on. They may wish to use a smaller piece of scrap paper to do a rough copy or brainstorming on.
5. This task can be used as an assessment piece, if desired. If so, a rubric should be created with student input or ahead of time by the teacher, and then discussed prior to students beginning work on their activity.
6. When completed, have students share their work with the rest of the class. Some suggestions for presenting include: a poster fair [with half the class walking around to see their peers’ posters and discuss their works with them], class presentation, etc. Alternatively, you may wish to have another class come in, take a look at the posters and have them choose where they would like to move to based on the poster. This could be completed by secret ballot on their way back to their classroom.

**Please see below for a sample rubric and example immigration posters.

Immigration Poster Rubric [Sample]

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge and Understanding of Pull Factors and Immigration	- demonstrates limited knowledge and understanding of pull factors and immigration	- demonstrates some knowledge and understanding of pull factors and immigration	- demonstrates considerable knowledge and understanding of pull factors and immigration	- demonstrates thorough knowledge and understanding of pull factors and immigration
Neatness and Attention to Detail	- poster completed with limited attention to neatness and/or detail	- poster completed with some attention to neatness and/or detail	- poster completed with considerable attention to neatness and/or detail	- poster completed with thorough attention to neatness and/or detail
Element of Persuasion	- expresses ideas and information with limited use of persuasion	- expresses ideas and information with some use of persuasion	- expresses ideas and information with considerable use of persuasion	- expresses ideas and information with a high degree of persuasion
Independent Work Skills	- requires a great deal of teacher or peer assistance	- requires little to no teacher or peer assistance	- requires no teacher or peer assistance	- requires no teacher or peer assistance

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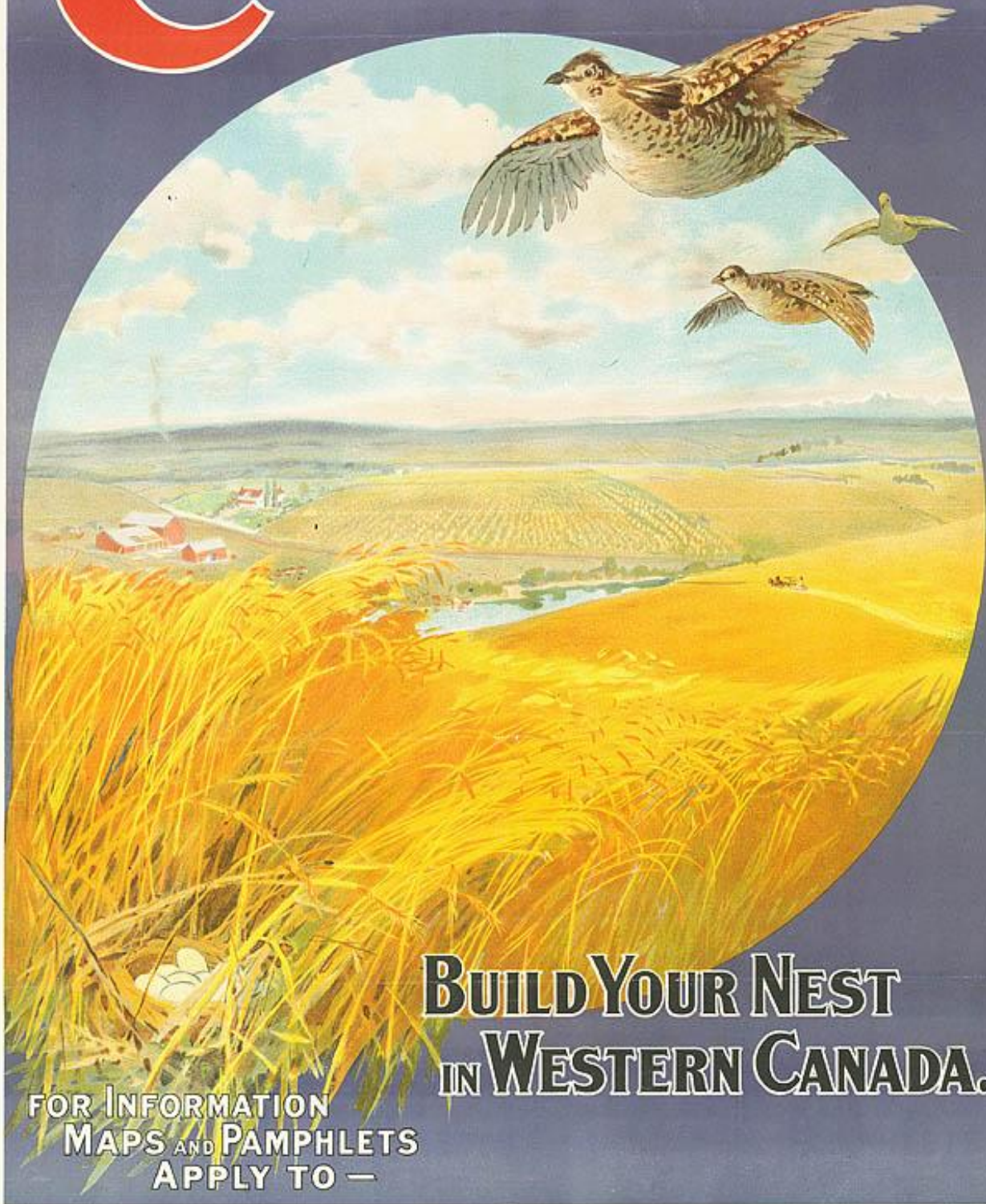
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Immigration Poster (1920's)
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1908-1918

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