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EDPB 508
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Competency-Based Activity and Tool
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“A Night at the Immigration Museum” - an inquiry project based on real Canadian immigration stories

Background:

As part of the “New World”, Canada has always been a place for many newcomers and immigrants. Other than the Indigenous peoples that come from territories in what is now referred to as “North America”, everyone else has a personal or family story of immigration. In this sense, Canada is a country made up of a mosaic of peoples, cultures and histories. Because of this, Canadian immigration stories and their significance is something that helps us understand and interact with other peoples, and appreciate the diverse perspectives that can be found here. To be Canadian is something different to each person, and this activity allows students to create inquiry-based projects that showcase some of the central concepts of Canadian past, present and future.

This activity is geared towards grade 5 students, and since immigration is part of the curriculum at that grade level, this activity will allow students to engage with these competencies in an interdisciplinary way that gives them the opportunity to create and highlight the stories and perspectives of others.

Curricular Competencies (BC):

- “Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.” (**Social Studies 5 Curricular Competency**)
- “Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).” (**Social Studies 5 Curricular Competency**)

Content Standard Connections (BC):

- “The changing nature of Canadian immigration over time.” (**Social Studies 5 Content**)
- “The development and evolution of Canadian identity over time.” (**Social Studies 5 Content**)

- “Immigration and multiculturalism continue to shape Canadian society and identity.”
(Social Studies 5 Big Ideas)

** Where these Curricular Competencies and Content are present (and can be assessed) in the Teaching Sequence and Assessment Notes will be noted, and highlighted below.**

This activity will be focused primarily on the change and continuity tenet of the “Big 6” [Historical Thinking concepts](#), but it also touches on the cause and consequence tenet as well.

Activity:

Firstly, students will be presented with the various immigration stories that they can choose from, and showcase the vast array of options for stories that students can choose to learn more about and present in a meaningful and respectful way. Students will be able to interact with a few of the stories (printed off or presented to them digitally), before choosing which one they want to look at more closely. This “gallery walk” of immigration stories will expose students to various options, as well as the sheer number of people that have come to Canada throughout history, for various reasons.

The next step for this activity will be the research process. Once they have selected their individual immigrant stories, students will begin a more in-depth look into their chosen stories, and lead an inquiry-based project answering questions such as “who, what, when, where and why”. This project seeks to have students think critically about their immigration story, and fill in the timeline and point out significant events. The research process will be guided by the rubric that asks students to answer basic questions, but explore the individual nature of their immigrant story and go wherever it might take them.

After the research, students will be creating an artistic backdrop (approx. 3 ft. by 5 ft.), which represents and symbolizes the immigrant's story and self. This backdrop will be hung on the wall and will be what the students stand in front of while they “present” their immigration speech in character. This background will fulfill curricular competencies in multiple areas, and will give students the ability to express their ideas and their immigrant’s personal growth.

After the research and backdrop creation, students will be getting ready to hang their backdrop on the walls of the gym/classroom, and they will stand motionless in front of it, until people come to stand in front of them, at which point they will “come to life” to tell their story. Next to the background, there would be a small write-up which would capture the essence of the immigration story for those students who might not feel as comfortable saying too much.

This activity hopes to bring to life some of the many immigration stories that contribute to Canada's past, present and future. With research, art and some level of performing arts, this activity is designed to be interdisciplinary and engaging for students to understand perspective, and how the change and continuity of Canadian immigration patterns have helped shape our nation. In addition to various assessments that will accompany this activity, students will be given a reflection sheet after the presentations. This will allow them to voice any strengths or stretches they encountered during the activity, and provide their teacher with any mitigating factors that they think should be taken into account during assessment.

<u>Time</u>	<u>Teaching Sequence:</u>
Done ahead of time.	<p>Prep:</p> <ol style="list-style-type: none"> 1) Have the sites/print-offs of various immigration stories ready to go. 2) Have an example of the background, writeup and presentation format ready for students to see.
1x hour block	<p>Intro:</p> <ol style="list-style-type: none"> 1) Open up the class conversation around immigration, and the experiences people might already have with it. <ol style="list-style-type: none"> a) Discuss how Canada (with the exception of Aboriginal people), is a country made up of immigrants from all over the world; we are a true mosaic. b) “The development and evolution of Canadian identity over time.” (Social Studies 5 Content) 2) Introduce the activity and explain to students how they are to access and assess various immigrant stories. Ask them to go through multiple before choosing one to research further for the project. 3) Show them the teacher example and ask for student questions, and then ask if someone can explain the activity (in full and what our first step will be), in their own words.
2-3x hour blocks	<p>Body:</p> <ol style="list-style-type: none"> 1) Have the students use their research guide (attached below), to keep them on track with their research once they have chosen their specific immigrant story. Use Chromebooks or other technologies where possible to give students the opportunity to look online. 2) Once they have completed their research guides, have the students start working on the write-up that will accompany their backdrop and dramatic performance. This write-up will summarize their research findings, and provide a written back-up for the students who might not want to speak/share as much during their presentations. <ol style="list-style-type: none"> a) Hand out the research self-assessment form (attached below) and give students time to reflect on their work.
2x hour blocks	<ol style="list-style-type: none"> 3) After the preliminary research has been done, students will begin to make their artistic backdrops. All backgrounds will be on the same size piece

2-3x hour blocks	<p>of paper, but students can use any available art supplies to create an image/backdrop that represents their chosen immigrant story.</p> <p>a) Hand out the background self-assessment form (attached below) and give students time to reflect on their work.</p> <p>4) With their writeup and backdrop, students will now plan and prepare their dramatic monologue/presentations. This will include possible costume making/makeup application and the creation of props that will allow students to better portray their creativity and individual immigrant stories.</p> <p>a) Check-in with each student to see how they are feeling about their presentation, and how you might be able to assist/guide them.</p> <p>b) Organize the “museum night” within the community, and speak with students about the expectations and overall goal for the night.</p> <p>c) Emphasize the importance of encouragement and acceptance of all classmates.</p>
1x hour block	5) Once all students feel they are ready to present, have a “dress rehearsal” in the class, doing so in shifts so that students have the chance to see some of their peers present.
1x30 min. block	6) Bring the class together and go over the expectations and goals for the “museum night”, and how we can support each other as a class community.
1x30 min. block	<p>Closure:</p> <p>1) After the “museum night”, congratulate the class and thank them for their participation.</p>
1x hour block	<p>2) Hand out the presentation self-assessment form (attached below), and give the students time to reflect on their effort and overall presentation.</p> <p>3) Bring the class together for a discussion on the activity, and what they think went well/what should be done differently next time.</p> <p>a) Hand out the post-activity evaluation and allow students to provide feedback on the teaching/management of the project.</p> <p>i) This will also allow them to share any additional information they wish to have taken into account for their “evaluation”.</p>
	<p>4) Come back to the original topic of immigration, and ask students what they have learned, and how they see immigration changing and shaping Canada over the generations.</p> <p>a) “Immigration and multiculturalism continue to shape Canadian society and identity.” (Social Studies 5 Big Ideas)</p>

Materials required:

- A pre-selected array of individual immigration stories, written in child-friendly language (taken from the Immigration Museum at Pier 21 website <https://pier21.ca/home>).
- Research template that students can fill out on their Chromebooks.

- Template will have inquiry questions and prompts in order for students to be able to compile enough information about their immigrant to be able to present the information in multiple ways (template attached below).
- Large 3 ft. by 5 ft. pieces of paper so that students can create the backgrounds that represent and symbolize the story and lives of their chosen immigrant.
 - Various painting and drawing supplies and tools.
- A rubric for students that will show them what to strive for in terms of their research, background and presentation (see rubrics attached below).
- A final “reflection” sheet that will allow for students to provide the teacher/evaluator with any relevant information that they have gained throughout this activity that they would like to have kept in mind during their assessment. This page will act as an opportunity for students to show what they have learned that might not have been highlighted by the work itself (see reflection sheet attached below).
- Various resources and manipulatives in order to help bring to life the stories and history of immigration in Canada, and the thousands of immigrants who have moved here.
 - Stories, videos and interviews with immigrants to show to students the real-life causes and consequences of immigration (taken from the Immigration Museum at Pier 21 website <https://pier21.ca/home>).

Assessment Notes:

For this activity, students will be assessed on their research, their created backdrop, and their live presentation on the “museum night”. The assessment tools will be different for each of these components in the desired outcomes and learning intentions are different.

For the research portion of this activity, the students will be assessed on:

- Time-management and proper behaviour.
- Ability to choose reliable sources, and search for relevant material.
- Completed and detailed research worksheet/template that allows them to gather enough information to present/write effectively.
- A written component to accompany the oral presentation that follows the grammatical, structural and linguistic rules of the language.

“Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.” **(Social Studies 5 Curricular Competency)**

For the artistic background portion of this activity, the students will be assessed on:

- Their choice of image(s) and how they represent the individual immigrant and their story.
- Appropriate use and care for art supplies/equipment.
- Clear and organized thoughts and planning that show in the background.

“Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).” (Social Studies 5 Curricular Competency)

For the presentation portion of this activity, the students will be assessed on:

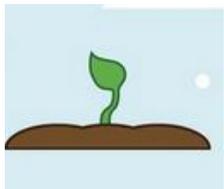
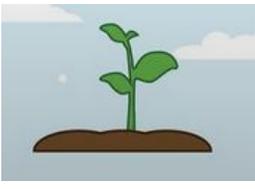
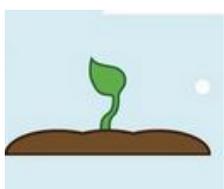
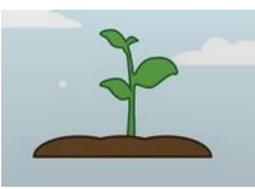
- Their individual courage and strength that it takes for many to speak out and share information publicly with others.
- How their presentation (physically) reflects their immigrant story and persona.
- Their effort to keep in character and maintain consistency throughout the presentation, and the reported experiences of their “exhibit visitors”.

“Interpret and communicate ideas using symbols and elements to express meaning through the arts.” (Arts Education 5 Curricular Competencies)

Name: _____

Date: _____

Immigration Wax Museum Background Assessment

	Emerging	Developing	Proficient	Extending
Use of equipment and supplies				
Appropriate choice of images and colours				
Organization of thoughts and clear reflection of the immigration story				

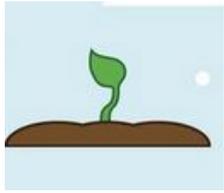
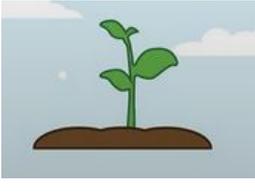
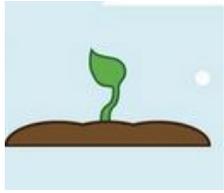
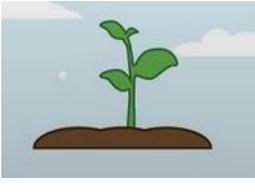
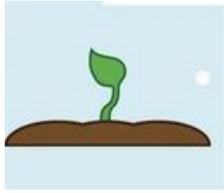
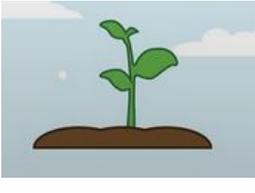
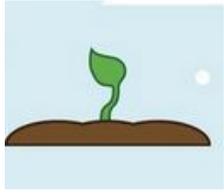
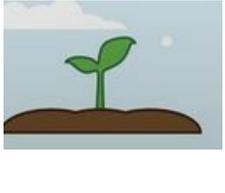
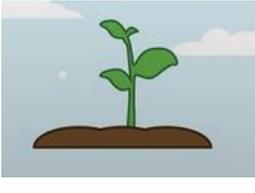
Students will be given this rubric at the beginning of the activity/assignment, and therefore they will be familiar with the expectations and images/concepts used. During evaluation, teachers will be able to use this rubric and the "growth" mindset in order to highlight certain levels of development, and assess the students on the scaffolded competencies.

Teacher Notes:

Name: _____

Date: _____

Immigration Wax Museum Research Assessment

	Emerging	Developing	Proficient	Extending
Time-management and proper behaviour				
Appropriate choice of sources and relevant material				
Completed and detailed research worksheet with enough information				
Written portion is relevant to the chosen immigration story, and follows the language and grammar rules of the language used				

Students will be given this rubric at the beginning of the activity/assignment, and therefore they will be familiar with the expectations and images/concepts used. During evaluation, teachers will be able to use this rubric and the "growth" mindset in order to highlight certain levels of development, and assess the students on the scaffolded competencies.

Teacher Notes:

Name: _____

Date: _____

Immigration Wax Museum Presentation Assessment

Student Statements	Student Voice	Teacher Voice
I pushed myself out of my comfort zone during my presentation.		
My background and presentation reflected my chosen immigration character and story.		
I put in my best effort to stay in character and present my story to my peers and exhibit visitors.		

(Still learning) (Sometimes) (Almost Always)



Two Stars and a Wish for our next presentation!

Star: _____

Star: _____

Wish: _____

Name: _____

Date: _____

Immigration Wax Museum Post-Assignment Reflection

3 things that I think went well:

1. _____
2. _____
3. _____

3 things that I would want to know for next time:

1. _____
2. _____
3. _____

What I would like you to know about my work on this activity (optional):

Great job!

Name: _____

Date: _____

Immigration Wax Museum Research Guide

Chosen Immigrant Name: _____

Brief Overview of their immigration story:

Source Evaluations

Source Name/Link	Important Information	How I Can Use This

Summary of the information that I have found that I will use for my "wax museum" presentation:
