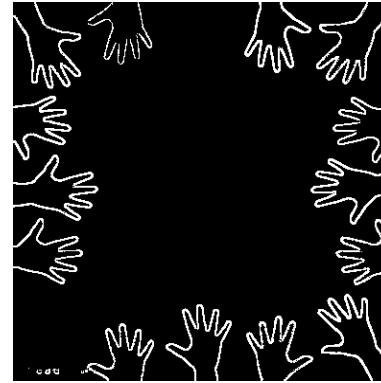


Interacting in
communities: Unit 3
IMMIGRATION &
MULTICULTURALISM



ELSA 6
CLB 7

Introduction

The topics of immigration and multiculturalism are of interest to newcomers, not just through the lens of personal experience, but also from historical, political and social perspectives.

The **Core Curriculum** introduces learners to immigration and multicultural programs. Learners will explore some of the historical factors that have shaped immigration in BC and look at barriers faced by newcomers.

The **Project** involves building relationships. It includes an assignment in which learners interview a newcomer to Canada for their experiences and opinions. Learners will practice interview techniques, prepare questions for the interview, conduct the interview, and report back to the class.





Teaching Suggestions

- Draw on learners' experience and expertise as newcomers to Canada.
- Arrange field trips to multicultural fairs, neighbourhoods and community events.
- Encourage learners to purposefully investigate language use (e.g., greetings, leave-taking) and bring results to class.
- Encourage learners to actively work on developing community connections through community centres, friendship clubs, churches, etc.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Involve learners in the development of editing checklists and paragraph and essay evaluation rubrics.
- Encourage learners to use various conversation management strategies and discussion techniques in every class.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-III:	Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences. (FATK)
Speaking	
 CLB 7-IV:	Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.
Reading	
 CLB 7-IV:	Understand moderately complex extended descriptions, reports and narrations on familiar topics.
Writing	
 CLB 7-IV:	Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.

Content and Other Outcomes

Learners will

- express opinions about immigration and multiculturalism in Canada
- survey immigration and multiculturalism policy from historical and contemporary perspectives
- increase their cultural understanding of immigration and multiculturalism through both research and critical analysis
- build vocabulary related to immigration, multiculturalism, race, and ethnicity, and apply it in speaking and writing
- refine their critical reading abilities through critiquing immigration and multiculturalism policy in Canada
- build confidence in speaking through an extended interview with a newcomer

POSSIBLE TOPICS

Topic	<p>This unit covers the historic and contemporary policies and practices of immigration to Canada and British Columbia, and policies, practices, and organizations promoting multiculturalism. Instructors might include any of the following topics:</p> <ul style="list-style-type: none">• life histories of individual immigrants or histories of immigrant communities in British Columbia• critical issues in immigration history in British Columbia, such as the Chinese Head Tax in the 1920s and the internship of the Japanese during WWII (news or other documentation from the time might be used to consider historical versus contemporary perspectives)• the changing nature of immigration policies and the immigration sources to British Columbia• demographic distributions of immigrants and immigrant communities over time in British Columbia
Cross-cultural Perspectives	<p>Immigration in Canada varies from region-to-region and from rural to urban contexts. Likewise, internationally, migration trends and multicultural policies and practices vary. These topics invite the introduction of compare and contrast or advantages and disadvantages processes. Instructors could explore one or more of the following differences with learners:</p> <ul style="list-style-type: none">• compare and contrast the histories, experiences and perspectives of immigrants to Canada in different regions or in rural versus urban contexts• compare and contrast British Columbia and Quebec's approaches to immigration and multiculturalism• explore how Canada's immigration and multicultural policies and practices compare with those of other countries.• explore the advantages and disadvantages of diversity and high levels of immigration in a country or region
Systems and Practices in BC and Canada	<p>The following are one or more topics instructors could explore with learners:</p> <ul style="list-style-type: none">• Canada and BC's immigration policies, practices and services.• Canadian Multicultural policies as articulated in the Canadian Charter and the Multicultural Act of 1988

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- idiomatic and technical language related to immigration and multiculturalism
- vocabulary related to application forms, policies, and procedures
- vocabulary related to reports and formatted texts
- vocabulary to manage conversations, deal with conflict, and give opinions

diversity, melting pot, mosaic, allophone, anglophone

act, bill, ministry, appeal, adjudicated

outline, refer to, based on, according to

in my experience, on the other hand, I don't doubt you

Grammar

- perfect tenses, basic reported speech, infinitives and gerunds, and basic conditionals
- questions for conversation management and tag questions for small talk
- passive voice to describe processes

According to the article, they said that they were claiming refugee status

The decision was made unanimously.

Pronunciation

- high-rise intonation pattern to indicate yes-no questions and tag questions
- rise-fall intonation pattern in wh- questions
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

Did he really/ leave?//; He didn't leave, did he?

Where did he move to/ after he left Toronto?

um-hmm, aha, wow

RESOURCES

Newcomer Stories

[BC Archives](#)

This website is a good resource for instructors. It includes access to textual and visual records and moving images and sound recordings from the archives of the Government of British Columbia.

Uses: Learners access and listen to moderately complex communication related to personal or general experiences.

[BC People – Portraits of Diversity in BC](#)

This website offers an overview of the project, a downloadable book, online podcasts, and a DVD that can be ordered online for free. This is an excellent resource for reading and listening skills development.

Uses: Learners read and listen to understand moderately complex extended descriptions and narrations about the people of BC.

[Canadian Immigrant Magazine - British Columbia Edition](#)

This is a fantastic free resource for both instructors and learners. It offers information on settlement in BC, culture, education, money and business etc.

Uses: Learners find and research immigrant stories, which have Canadian immigrants discussing a wide variety of topics about life in Canada.

[Canadian Immigrant – Voices of Immigrants in Canada](#)

This website has immigrant stories and resources for newcomers.

Uses: Learners write a summary, a comparison, or provide a detailed description of a person, system, or procedure.

[Canadian Museum of Civilization – Face to Face – The Canadian Personalities Hall](#)

This online exhibition has a wide variety of stories about Canadians throughout history who have contributed to the building and shaping of Canada and Canadian culture.

Uses: Learners write two or three connected paragraphs to relate a familiar

sequence of events, make a comparison, or provide a detailed description of a Canadian newcomer.

[Hana’s Suitcase](#)

The original book is illustrated for children but it can be adapted for use with adults. There are excellent web-based teacher resources, archival material, and audio and video resources readily available on-line for extending the reading into research, including the Brady Family.

Uses: Learners could display their own immigration realia to explore their personal immigration stories, or they might consider the immigration histories of communities in Canada that sought refuge from persecution.

[Shaun Tan](#)

This is the website for the author of *The Arrival*, a graphic novel with no words or text that chronicles the journey of a newcomer from his unspecified homeland to the USA. This website provides a good way to explore visual literacy, creative outlets, and one very interesting newcomer, Shaun Tan.

Uses: Learners build vocabulary and creative writing assignments based on the ideas from the website, so learners are able to narrate what they understand. Like *Hana’s Suitcase*, it invites using objects to tell learners’ personal migration stories.

[TEFLtastic Blog – Alex Case](#)

This blog has links to excellent worksheets, games, articles, and more.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays. It is also a great source of classroom-ready material for teachers. The links include functions like giving detailed information, expressing and qualifying opinions and feelings, and expressing reservations, approval, disapproval, possibilities, probabilities and more.

RESOURCES

Newcomer Facts and Resources

[British Columbia Institute of Technology \(BCIT\) – International Credential Evaluation Service \(ICES\)](#)

This page has an overview of the service and links to the steps required to have an evaluation of credentials done.

Uses: Learners follow the steps and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure.

[Citizenship and Immigration Canada](#)

This is the Federal Government’s official website providing comprehensive information about immigration law, process of immigration, settlement programs etc.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

[Citizenship and Immigration Canada – My Application](#)

This page of the CIC website has links to sponsorship forms, immigration forms, and geographical information guides.

Uses: Learners complete extended forms requiring personal information, or learners use the forms to practice question formation and fill out the forms for a partner through questioning.

[Ministry of Social Development – Self Serve Assessment & Application](#)

This page has links to information, assessment, and application forms for income assistance.

Uses: Learners complete extended forms requiring personal information, or use the forms to practice question formation and fill out the forms for a partner through questioning.

Multiculturalism and Identity

[Campbell River and Area – Multicultural and Immigrant Services](#)

This page has a condensed version of the basic principles from the BC Human Rights Code and the Canadian *Human Rights Act*.

Uses: Learners use the information to guide discussion about current human rights stories in the news.

[Statistics Canada](#)

This website has links to a lot of demographic information, including ethnic diversity, immigration, population, income, poverty, and more.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

[Statistics Canada – Students and Teachers](#)

This page includes a comprehensive list of lesson plans intended for learners from elementary to post-secondary levels.

Uses: Learners and teachers can create their own graphs and charts based on the data of their choice.

[Welcome BC](#)

This website has a comprehensive list of various service providers, resources, and programs offered in BC.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

[Welcome BC – Immigration and Diversity Facts and Trends](#)

This page has links to diversity profiles by region, immigration diversity maps and trends, and census reports.

Uses: Learners use navigation skills to access online material for short presentations by region using charts, graphs, and tables.

[Campbell River and Area – Multicultural and Immigrant Services](#)

This resource provides a condensed version of the basic principles in the Canadian *Multiculturalism Act* and the BC *Multiculturalism Act*

RESOURCES

Multiculturalism and Identity (cont.)

[Embrace BC](#)

Funded by the Government of Canada and the province of BC, this website offers resources and links with a focus on promoting inclusive communities within BC, multiculturalism, and eliminating racism.

Uses: Learners access information online for a jigsaw about current resources, campaigns, and events.

[Encyclopedia of Canada's Peoples – Multiculturalism and Canadian Identity](#)

This article examines multiculturalism and the Canadian identity in the years leading up to, during, and after World War II.

Uses: Learners build vocabulary through reading and create a timeline to

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner's Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Uses: The following chapters are particularly well-suited to this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

Chapter 7, Volume 2: Telephone Calls

match the article with key points summarized. Also well suited to an ordering exercise if cut into strips as a warm-up/follow-up.

[The Globe and Mail – Strike Multiculturalism from the National Vocabulary](#)

This article investigates the benefits of multiculturalism in Canada. The page has links including most viewed articles, video and features, top-rated comments and poll results.

Uses: Learners read the article, watch the videos, and give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions.

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

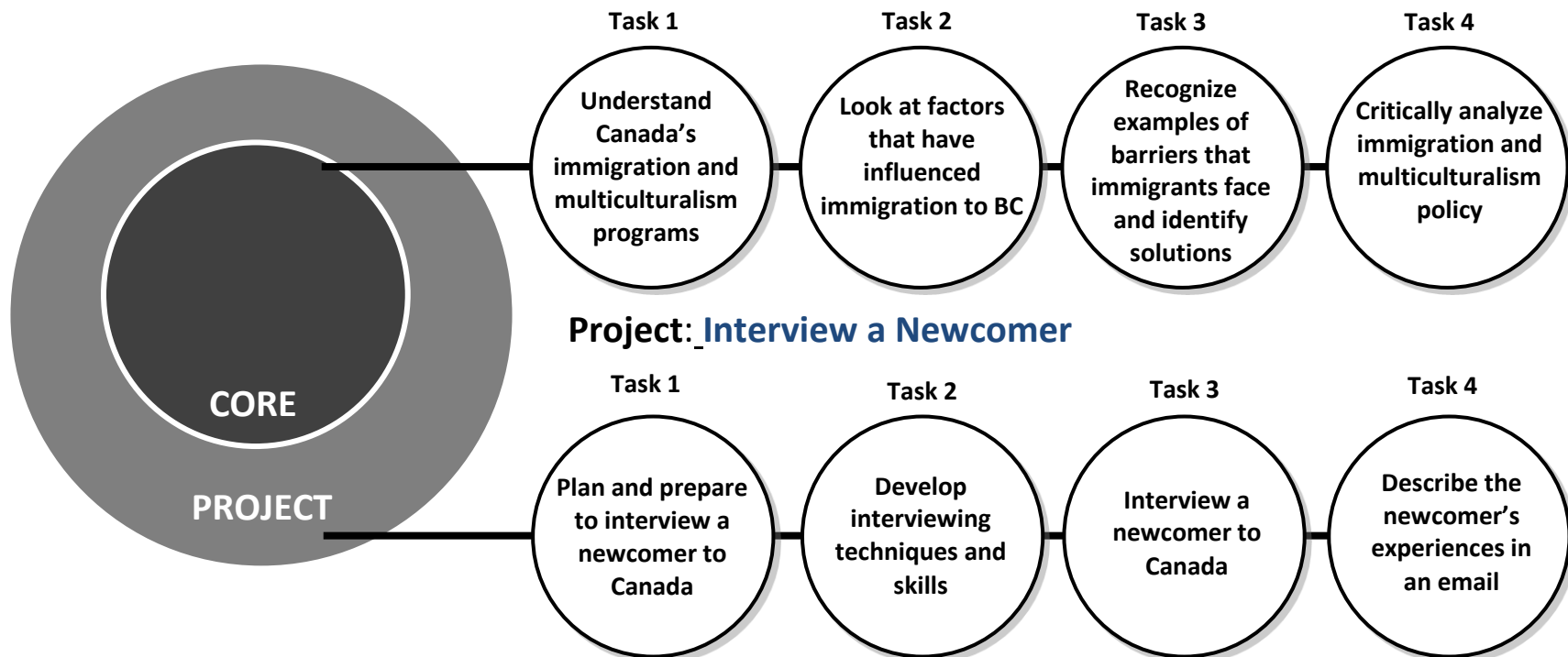
[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)

At a glance: IMMIGRATION & MULTICULTURALISM

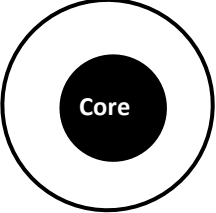
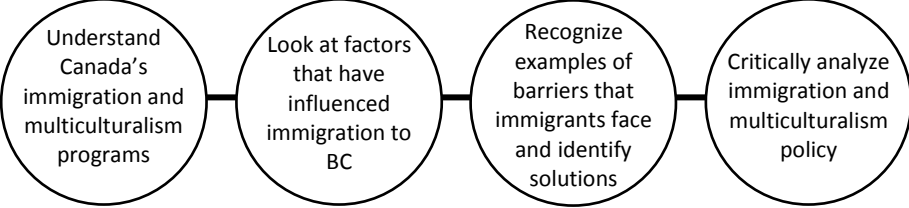



Core Curriculum: Immigration & Multiculturalism Programs



SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


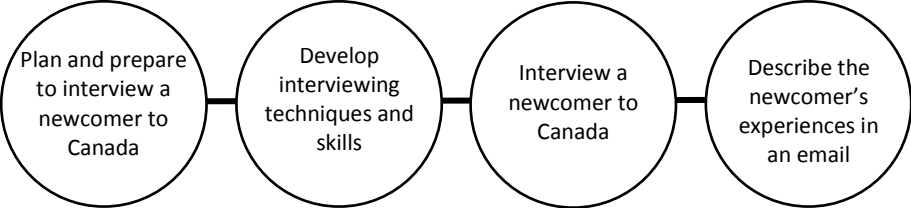

UNIT 3: Immigration & Multiculturalism	CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview a Newcomer	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.</p>	<p>Task 1: Understand Canada’s immigration and multiculturalism programs</p> <ul style="list-style-type: none"> • view various videos on the Citizenship and Immigration Canada (CIC) website • identify purpose and intended audience for the videos; analyze the persuasive intent and devices used • compare with learners’ own experiences with the immigration system • identify key immigration policies, programs and trends • search CIC and Welcome BC websites to identify and list settlement and employment programs for newcomers • create posters to summarize and display useful information 	<p>Citizenship and Immigration Canada – Video Centre</p> <p>Welcome BC</p> <p>Encyclopedia of Canada’s Peoples – Multiculturalism and Canadian Identity</p>
<p> CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.</p>	<p>Task 2: Look at factors that have influenced immigration to BC</p> <ul style="list-style-type: none"> • read reports, timelines, and tables to understand how immigration to BC has changed historically • ask and answer questions about how BC has been built by immigration • explore the role of one or more immigrant communities in BC (e.g., Japanese, Ukrainian) and how they have influenced others and been shaped by settling in BC 	<p>Welcome BC</p> <p>Encyclopedia of Canada’s Peoples – Multiculturalism and Canadian Identity</p>






UNIT 3: Immigration & Multiculturalism		CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview a Newcomer	
CLB OUTCOME 🗣️📖📝	SAMPLE TASK	RESOURCES	
<p>🗣️ CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.</p>	<p>Task 3: Recognize examples of barriers that immigrants face and identify solutions</p> <ul style="list-style-type: none"> • brainstorm barriers that immigrants and refugees experience, drawing on personal experience and the results of research done in component 1 & 2 • identify potential or actual solutions; refer to programs investigated above • view videos of “Success Stories” on the Welcome BC YouTube channel; identify the barrier the individual faced and how she or he overcame it 	<p>Welcome BC Video Channel – YouTube</p> <p>Canadian Immigrant – Voices of Immigrants in Canada</p> <p>Canadian Immigrant Magazine – BC Edition</p>	
<p>📝 CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.</p>	<p>Task 4: Critically analyze immigration and multiculturalism policy</p> <ul style="list-style-type: none"> • synthesize and evaluate the concepts explored in the unit by writing a short essay on one aspect of immigration and multiculturalism • select a topic that is narrow enough to be treated in a short essay • learn or review paragraph writing skills • write an outline; include a critical analysis, an opinion and a solution • write a draft • receive and provide feedback on draft • rewrite and share the work 	<p>LINC 5-7 Classroom Activities, Chapter 1, Volume 1: Academic Skills</p> <p>The Globe and Mail – Strike Multiculturalism from the National Vocabulary</p> <p>Campbell River and Area – Multicultural and Immigrant Services</p>	

SCOPE & SEQUENCE

of Sample Tasks

ELSA 6

UNIT 3: Immigration & Multiculturalism	CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview with a Newcomer	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.</p>	<p>Task 1: Plan and prepare to interview a newcomer to Canada</p> <ul style="list-style-type: none"> • working in small groups or pairs, identify a non-classmate newcomer to interview; this may be a friend, a co-worker, or a neighbour • email or phone the newcomer and request a 15-minute interview • negotiate the date, time and, venue for the interview <p>Note: this can be during class time</p> <ul style="list-style-type: none"> • Prepare a list of questions to ask the interviewee about the following topics: <ul style="list-style-type: none"> ○ experiences with and perceptions of the immigration process ○ experiences of various immigration and multiculturalism programs ○ views or opinions of multiculturalism and ethnic diversity in Canada ○ experiences living in British Columbia ○ perceptions of barriers to achieving economic, social, or political success in British Columbia 	<p>LINC 5-7 Classroom Activities</p> <p>TEFLtastic Blog – Alex Case</p>

UNIT 3: Immigration & Multiculturalism		CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview with a Newcomer	
CLB OUTCOME   	SAMPLE TASK	RESOURCES	
<p> CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences. (FATK)</p>	<p>Task 2: Develop interviewing techniques and skills</p> <ul style="list-style-type: none"> • practice conversation strategies by role playing the following: <ul style="list-style-type: none"> ○ conversation opening, maintenance, and closing techniques ○ follow-up questions to keep the conversation going ○ techniques for holding the floor, keeping the turn, and resuming conversation after interruptions ○ techniques to change the topic appropriately • listen to an interview with a newcomer to identify the following: <ul style="list-style-type: none"> ○ the purpose of the interview ○ factual details, and phrases used to interrupt, change the topic, and open and close the interview • role play interviews using questions developed in Component 1 and techniques developed in Component 2 	<p>Formative Assessment Toolkit (CLB 7)</p> <p>Canada's Top Immigrants - CBC Edmonton EAL</p>	
<p>Various non-target CLB outcomes</p>	<p>Task 3: Interview a newcomer to Canada</p> <ul style="list-style-type: none"> • meet with a newcomer and conduct an interview doing the following: <ul style="list-style-type: none"> ○ asking for clarification and repetition as needed ○ taking detailed notes and summarizing the notes back to interviewee in order to confirm accuracy 	<p>LINC 5-7 Classroom Activities</p> <p>TEFLtastic Blog – Alex Case</p>	
<p> CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.</p>	<p>Task 4: Describe the newcomer's experiences in an email</p> <ul style="list-style-type: none"> • report back to classmates presenting the results of the interview • write a report of two to three paragraphs describing the newcomers experience in Canada • email it as an attachment to classmates • reflect on the experience of planning and conducting the interview 	<p>LINC 5-7 Classroom Activities, Chapter 1, Academic Skills</p>	