

Population, Immigration and Emigration



Canadian and World Studies, Grades 9-12

Jennifer Richards

Photo:

<http://www.telegraph.co.uk/news/majornews/3173087/England-population-growing-at-fastest-rate-since-records-began.html>

Assignment 5 – Post Practicum

Best Practice/Resource Sharing

POPULATIONS CHANGE WITH A ROLL OF THE DICE!

75 MINUTES

ACTIVITY DESCRIPTION:

This activity allows students to examine the changes to a population or society. It uses a simple method of addition and subtraction of numbers, but with meaning. It ties in skills of teamwork, written and oral communication, cause and effect and the difference between natural and human systems. These skills are imbedded in an exercise of movement and creativity; suitable for all learners. With the completion of this activity students will understand reasons of population increase and decline, as well as emigration and immigration and the causes associated with these terms.

STRANDS AND EXPECTATIONS:

If slightly modified, this lesson can be used for multiple courses in the Ontario Canadian and World Studies curriculum. Below are the Strands, Overall Expectations and Specific Expectations for grades 9 and 10 academic and applied Geography and History courses. *This can also be applied to senior level geography and history courses.

Canadian Geography

Grade	Geography
Grade 9 Applied	Strands: <ul style="list-style-type: none"> • Geographic Foundations: Space and Systems • Human-Environment Interactions • Global Connections • Understanding and Managing Change • Methods of Geographic Inquiry
Grade 9 Academic	Strands: <ul style="list-style-type: none"> • Geographic Foundations: Space and Systems • Human-Environment Interactions • Global Connections • Understanding and Managing Change • Methods of Geographic Inquiry

Canadian History

Grade	History
Grade 10 Academic	Strand: Communities: Local, National, and Global Overall: CGV.02 – explain ways in which outside forces and events have influenced Canada’s policies; Specific: CG4.05 – demonstrate knowledge of how Canada’s foreign and domestic policies in the 1930s contributed to the development of new policies after World War II (e.g., the closed-door policy for Jewish refugees fleeing Europe between 1933 and 1939; the current refugee immigration laws); Strand: Change and Continuity

	<p>Overall: CCV.01 – demonstrate an understanding of the changing demographic patterns within Canada since 1900; Specific: CC1.01 – identify the major groups that have immigrated to Canada from 1900 to the present and describe the circumstances (e.g., push and pull factors) that led to their immigration; CC1.03 – analyse the similarities and differences between contemporary immigration patterns and historical immigration patterns; Strand: Methods of Historical Inquiry Overall: MIV.01 – ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history; MIV.02 – use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way; MIV.03 – analyse and evaluate information when researching historical topics or issues; MIV.04 – communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations. Specific: MI1.01 – use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation); MI2.03 – record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps; MI4.03 – express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays.</p>
<p>Grade 10 Applied</p>	<p>Strand: Communities: Local, National, and Global Overall: CGV.02 – explain ways in which outside forces and events have influenced Canada’s policies; Specific: CG2.07 – investigate the political and economic challenges and opportunities that Canada faces as a result of international developments (e.g., end of Cold War, globalization of economy, advent of world telecommunications) and describe the effect of these challenges on Canadians. Strand: Change and Continuity Overall: CCV.01 – demonstrate an understanding of the changing demographic and social patterns within Canada. Specific: CC1.01 – identify the major groups that have immigrated to Canada from 1900 to the present and describe significant factors (e.g., push and pull factors) that led to their decisions to immigrate; CC1.02 – compare contemporary immigration patterns with historical immigration patterns; Strand: Methods of Historical Inquiry Overall: MIV.01 – use appropriate historical research methods to investigate topics and issues in history; MIV.04 – communicate the results of research in oral and written presentations. Specific: MI1.01 – use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation); MI1.02 – use who, what, where, when, why, and how questions effectively when researching historical topics and issues; MI2.03 – record and organize information effectively using notes, lists, concept webs, timelines, organizers, charts, maps, graphs, and mind maps;</p>

PLANNING NOTES:

- Make photo copies of the student worksheet for younger/applied grades.
- Have at least 1-2 dice per group.
- Have lined paper or chart paper and writing tools available for students.
- Use the teacher chart to guide the lesson and answers.

PRIOR KNOWLEDGE REQUIRED:

- Students should have prior knowledge of population.

Teaching/Learning Strategies:

Note: This can be used as an introduction to population change and immigration, or a supplementary activity.

1. Split students into groups of three or four students (depending on how many dice are available).
2. Teacher Instructions:
 - a. Each person in the group will roll the die/dice twice.
 - b. Explain they are going to have complete control over a town/city.
 - i. Name the town/city.
 - ii. Each town starts at 100 people.
 - c. If you get:
 - i. 1 – add 1000
 - ii. 2 – subtract 500
 - iii. 3 – add 100
 - iv. 4 – add 500
 - v. 5 – subtract 2000
 - vi. 6 – subtract 50
 - d. For each roll, as a group, come up with a reason for the population increase or decrease.
 - e. Be creative! Write down answers on paper.
 - f. After about 10-15 minutes (depends on group) have students present, group by group their results.
 - g. After each group presentation, teachers should write down reasons in each category (birth rate, death rate, immigration, emigration). See teacher chart for example. Keep in mind the titles are not yet labeled.
 - h. After the last group has presented direct students to the board.
 - i. Ask for the students to look for similarities of the reasons you have grouped.
 - j. As the students offer answers, write down the titles.
 - k. As a class, guide students through the rest of the chart.
 - l. This can be modified to suit different grades and academic levels.

ASSESSMENT/EVALUATION:

Assessment As/For/Of	Achievement Chart Focus	Tool for Assessment	Assessor
Of	Summative	Quiz/Test	Teacher
As	Formative	Observation	Teacher

ORIGINAL SOURCE:

Experience Canada : a Geography. Oxford Canada, 2003. Print

Teacher Chart: (draw on board, blank overhead or power point slide)

BIRTH RATE:	DEATH RATE:
Definition: the number of births per 1000 people in a specific area.	Definition: the number of deaths per 1000 people in a specific area.
<ul style="list-style-type: none"> -Reasons for No Births -birth control -education/awareness - -Reasons for Births -no birth control -no/little education/awareness - 	<ul style="list-style-type: none"> -Reasons for No Deaths -Medicine -Access to Health Care -Government Policy -Reasons for Deaths -Natural Disasters/Natural Systems -Disease/Illness -Accidents/Crime/War
IMMIGRATION:	EMIGRATION:
Definition: the number of people who move to an area.	Definition: the number of people who leave an area.
<ul style="list-style-type: none"> -Policies/Government -Families/Friends -Employment/Income -Health/Safety -Education 	<ul style="list-style-type: none"> -Corrupt Government -Families/Friends left/died -Unemployment/Poverty -No healthcare/Unsafe -No access to education
PULL FACTORS: reasons to go to a new area.	PUSH FACTORS: reasons to leave an area.
Migration: the movement of people from one place to another place.	Natural Increase: Birth rate (<i>b</i>) – death rate (<i>d</i>) = rate of natural increase (<i>r</i>).

Student Chart:

Title:	Title:
Definition:	Definition:
- - - -	- - - -
Title:	Title:
Definition:	Definition:
- - - -	- - - -
Pull Factors:	Push Factors:
Migration:	Natural Increase: