

# Alberta's Francophone Heritage Edukit

## Secondary Instructional Plan: Francophone Immigration (Grade Seven)

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### Learning outcomes

Selected Grade Nine outcomes (2005 Social Studies Program draft-- Alberta)

The following are general outcomes using the material in the Francophone Heritage Edukit.

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#### General Outcome

Students will demonstrate an understanding and appreciation of the distinct roles of and the relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

7.2.5 Evaluate the impact of Confederation and subsequent immigration on Canada from 1867 to World War I by exploring and reflecting on the following:

- How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada?
- What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from Eastern Canada and the United States?
- What impact did immigration have on Aboriginal peoples and communities in Canada? How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)?
- How were the needs of varied populations considered through the creation of Alberta?

### Introductory Activity: Exploring Migration and Settlement

In this activity Students will use primary sources (photographs and text excerpts) located in the Student Zone MultiMedia and Informatics. The intent is to explore reasons why members of the Francophone Community in eastern Canada migrated to Alberta in the early 1900s.

1. Start with a brainstorm regarding Francophone Settlement in Alberta to gauge how much students know about the subject. Record and display the results.





2. Instruct students to examine and evaluate 3-4 photos found in the Student Zone under the Mega Media title. Have Students record their observations in the following table or use one of your own. Students should also read the excerpts regarding Francophone Settlement in the various areas of the Province of Alberta to see if their ideas about early life are correct.

Attention to image analysis and visual interpretation is a key component of language arts concepts and processes, and is part of the Alberta *Program of Studies: English Language Arts K-9, 2000* and *English Language Arts (10-12) 2003*

“Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.”  
Introduction to English Language Arts in the Programs of Study (K-9 page 3)

3. Once students have completed the table you can ask them to share results as a small group or as a class. You may also want to move right into the next activity.

### Visual Interpretation Retrieval Chart

<b>Image #</b> (These images are located in the media section of the Student Zone)	<b>What does the photo reveal about early Francophone Settlement in Alberta?</b>	<b>What does the photo reveal about why and when they settled in Alberta?</b>	<b>What does the photo reveal about the family life of these settlers? Occupations?</b>	<b>What does the photo reveal about the experiences and challenges these settlers had in Alberta?</b>
				
				
				
				

## Settlement Web Quest and Poster Activity

Once the students have found all the information they need to answer the questions listed below and gathered the images that they would like to use, they will prepare one or more posters. These posters should cover the information that they have found in the best way possible so that anyone who is looking at it will be able to easily understand what the students have found.

The students will find the information they need in this Edukit and on the Internet with a web quest.

### Web Quest

A Web Quest is the process of finding the information the students need to complete a project from sources on the World Wide Web. To find the information students want from the Internet they will have to use a search engine. A search engine is a program available on the Internet that directs the searcher to the websites that has the information that they have asked for.

One of the most commonly used search engines is: <http://www.google.ca/>

Another option is to send student to <http://www.albertasource.ca/aoe/ui/index.aspx> and have them do the same search.

The students completing a search will place key words, names, or dates in this box and click on the search button. After that, the students will receive a list of websites that have the exact word they asked for in them.

The better the students are at asking for information the better their result will be. If the searchers use a series of key words they will get a better result. To force the search engine to show only result that have the selected words in them use the + sign in front of the words, names, or dates. For example, the students may want to type in **Francophone Settlement, Clifford Sifton, Immigration Policies, Immigration Posters** and the dates **1896 - 1905**, but to make these terms appear type: **+Clifford Sifton +1905 or Francophone +Settlement + Alberta**. If the researchers do not want to see a word in a web site they can use the “-” sign.

### Procedure:

1. Students should try to answer the following questions:

- What Immigration and/or Western Settlement Policies was Clifford Sifton responsible for?
- How did the policies of Clifford Sifton affect the Francophone community?
- How did changing demographics resulting from Clifford Sifton’s immigration policies affect the collective identity of Francophones in communities across western Canada? (students may need some clarification regarding changing demographics)
- What specifically were Immigration posters and advertisements of the time promising to settlers?

2. Now that students have a better idea of the policies and advertisements used by Clifford Sifton it is their turn to create a poster that might have been used at the time.

3. You may want to design a marking rubric as a class, use one of your own, or use those from Alberta Education. The rubric forms developed to assess writing qualities are in the section on Achievement testing. They are outlined in the Bulletin section (for the grade six rubrics see [http://www.education.gov.ab.ca/k\\_12/testing/achievement/bulletins/Gr6\\_ELA/gr6\\_ela\\_toc.asp](http://www.education.gov.ab.ca/k_12/testing/achievement/bulletins/Gr6_ELA/gr6_ela_toc.asp)) and applied with writing samples at [http://www.education.gov.ab.ca/k\\_12/testing/achievement/samples/default.asp](http://www.education.gov.ab.ca/k_12/testing/achievement/samples/default.asp)

### **Conclusion or Extension Activity**

As an extension activity, have students do some online research into Canadian immigration policies of the early 1900's and compare them with current Immigration policies.

How have these policies shaped Canada as a Multicultural nation? A debate might be interesting here.

There are good online resources for this topic, although the reading level suggests attentive preparation. See <http://www.cic.gc.ca/english/department/legacy/> for what is essentially an online book "Forging our Legacy: Canadian Citizen and Immigration 1900 – 1977 (2000)

# Alberta's Francophone Heritage Edukit

## Secondary Instructional Plan: Francophone Settlement and Language Rights (Grade Nine)

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### Learning Outcomes

Focus: Immigration from Sifton's policies and communities established by Francophones in Western Canada.

Grade	Outcomes
9	<p>General Outcome</p> <p>Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.</p> <p>9.1.7 •</p> <p>In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?</p> <p>To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?</p> <p>How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?</p>

### **Rationale**

By looking back to the time of Francophone Settlement in Alberta and the discrimination/hardships those settlers encountered, students should develop an appreciation for the Charter of Rights and Freedoms that exists in Canada today. Students will examine Immigration policies and their relationship to the Charter of Rights and Freedoms, and speculate how those policies and the Charter may have helped ease the struggle of Alberta's Francophone Settlers.

### **Introductory Activity: Exploring the Relationship**

Ask students what they know about the Charter of Rights and Freedoms. Brainstorm a list on the board, and have students record in their notes. Direct students to an online copy of the Charter or provide them with a hard copy. In groups have students go over the document once for understanding. Now ask them to go through the document looking for connections to immigration and/or immigrants as well as meeting the needs of Francophones in minority settings. Have them record their observations in the following table.

Online:

Charter of Rights and Freedoms

<http://laws.justice.gc.ca/en/charter/>

Immigration Policies

<http://www.canadaimmigrationvisa.com/visatype.html>

Rights stated in Charter	What it means to you	Connection to Immigration Policies/Meeting needs of Francophones in Minority Settings

**Main Activity: Multi-Paragraph Assignment**

By this point students should have a much better understanding of Francophone Settlement in the Province of Alberta, and the challenges/hardships those people had to overcome to create a new life. They should also be aware that the first language of these settlers was not English, and that they also struggled to have their first language, French, recognized and used.

Direct students to the text in the Student Zone dealing with Language Rights in Canada and the problems Francophones encountered while trying to have French recognized and used as an official language. This will help prepare them for the next activity/assignment.

Instruct students to do a written analysis of 400-500 words about the challenges/hardships that Francophone Settlers encountered in their attempt to settle in the Province of Alberta and use their first language. Students should include the following in their analysis:

- What factors led these Francophone settlers to migrate to Alberta
- Where did they settle in Alberta and why
- What was life like in Alberta
- Reception they received from English speaking settlers in Alberta
- What were the positives and negatives of settling in Alberta
- Considering the journey, hardships and challenges of settling somewhere new, do you think it was worth it
- What obstacles did the French speaking settlers have to overcome in order to have French officially recognized and used as a language in Canada

4. You may want to design a marking rubric as a class, use one of your own, or use those from Alberta Education. The rubric forms developed to assess writing qualities are in the section on Achievement testing. They are outlined in the Bulletin section (for the grade six rubrics see [http://www.education.gov.ab.ca/k\\_12/testing/achievement/bulletins/Gr6\\_ELA/gr6\\_ela\\_toc.asp](http://www.education.gov.ab.ca/k_12/testing/achievement/bulletins/Gr6_ELA/gr6_ela_toc.asp)) and applied with writing samples at [http://www.education.gov.ab.ca/k\\_12/testing/achievement/samples/default.asp](http://www.education.gov.ab.ca/k_12/testing/achievement/samples/default.asp)

### **Extension Activity**

As an extension activity have students do some online research into Immigration policies of the early 1900's and compare them with current Immigration policies. How have these policies shaped Canada as a Multicultural nation? A debate might be interesting here.