

Canada's Cultural Imprints



Toronto's annual Caribana Parade and festival

Before READING

Making Connections

Canada is often called a mosaic, while the United States is often called a melting pot. What do each of these terms suggest to you?

In 1995, U.S. President Bill Clinton said, “Canada has stood for all of us as a model of how people of different cultures can live and work together in peace, prosperity and understanding.” At the time, he was talking about how Canada’s English and French populations work together in one country. He could also have been talking about Canada’s current policies, which encourage cultural understanding.

At one time, Aboriginal peoples and immigrants were expected to blend in with the majority groups—the English and French. Most cultural practices were discouraged or banned. Today, both the federal and provincial governments support a wide range of cultural events, such as Caribana. As you explore these changes, you will continue to investigate the unit’s Big Idea: **How do migration patterns affect people and communities in Canada and the world?**



Canada's Governor General Michaëlle Jean congratulates new Canadian citizens in 2007.

Questions to Consider as You Read this Chapter

- How does migration affect Canada's culture?
- What comparisons can be made between the experiences of minority groups in Canada, past and present?
- How can I become more aware of the cultural origins of people in my community?
- How can I interpret a map of population distribution and cultural origins?

Thinking About Literacy

Inferences: Making Meaning Through Context Clues

Create a personal dictionary. You will use the words and phrases in your dictionary at the end of this chapter. Write any bold or italicized words in the first column (and any other words you are not sure of) then write the definition. In the third column, explain how you actually see this in Canada.

Word/Phrase	Definition	How do I see this in Canada?
culture		
core values		

What Is Culture?

WORDS MATTER

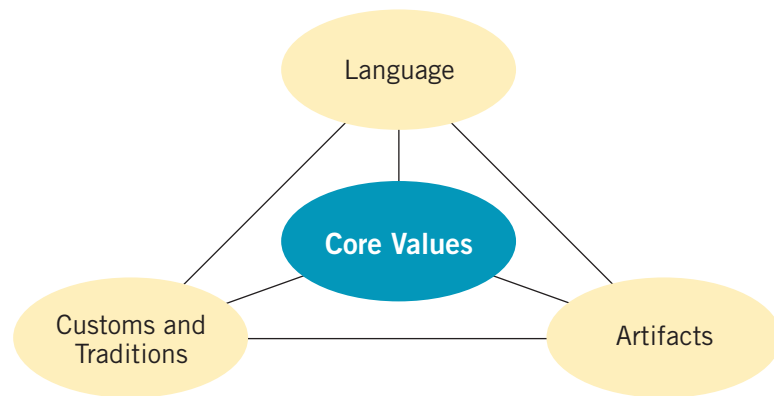
culture learned behaviour of people, which includes their belief systems, social relationships, organizations, and material goods (e.g., food, clothing, buildings)

core values the central beliefs that influence how a group thinks and acts

secular values ideas that are based on an individual's morals, reason, and experience, instead of religion

Culture has different meanings to different people. To some it means art or music, while others think of it as food or clothing. Others connect culture with language and beliefs. In fact, culture is all of these things and more. A **culture** is the collected values, customs, beliefs, artifacts, and arts of a group of people. In this section, you will examine culture and consider how it has shaped Canada.

A Model of Culture



Core Values

Core values are the basic ideas that explain how a group thinks and acts. Does a culture value success above happiness? Does it strive for conquest or peace? Religious beliefs remain very important in shaping core values. Major world religions include Hinduism, Islam, Buddhism, Judaism, and Christianity. There are also people with **secular values**, which are not based on religious beliefs (although their values may not always be different). Secular values can include the belief that religion and politics should be separate.

Customs and Traditions

Cultural customs and traditions come directly from core values. In December, you may participate in Hanukkah, Kwanzaa, or Christmas, depending on your cultural roots. Cultural celebrations would be incomplete without traditional foods, such as those eaten at the Passover seder or Christmas dinner. In Canada today, it is common for cultural groups to invite the whole community to share in some of their customs.

During READING

Making Connections

Brainstorm public celebrations or festivals that take place where you live.

Artifacts

You may think that artifacts are old objects, such as arrowheads or Roman coins. In fact, an **artifact** is any object produced within a cultural group. This includes buildings, clothing, and tools. Artifacts often provide clues about the core values of the culture which produced them. In some cultures, women wear specific clothing that covers their hair or face. These artifacts reflect core religious values. The same is true for head coverings worn by men.

Language

Language is extremely important to culture. It is one of the ways in which values and customs are passed between generations. Young people learn their culture through language. Their parents, relatives, and Elders are their first teachers, long before they go to school. When children do not learn the important stories, lessons, and songs of their culture, they cannot pass them on to their own children later. The culture may begin to die.



These students in Iqaluit can learn using their first language, Inuktitut. Along with English and French, Inuktitut is recognized as an official language in Nunavut.

English and French are the two official languages of Canada. Many families find it hard to preserve other languages after a few generations in this country. Typically, grandparents speak the **heritage language** best. Sometimes children have little interest in learning the language because they do not need it at school or with their friends. That's why some groups have organized heritage language classes. By teaching the language, they hope to keep the culture alive.

During

READING

Connecting Text to Self

Elders can include family or community members. In Aboriginal communities, Elders are those who pass on their wisdom and experience to others. Who would that include for you?

WEB LINK

For information about many different cultural groups in Canada, visit our Web site.

WORDS MATTER

artifact an item that reflects the culture of a group, either modern or historical

heritage language a language that originates in another country, and which is learned and used at home; it may not be the dominant language of the community in which the speakers live

Linking Literacy and Numeracy

If 3% of the population was about one million, what was the approximate population of Canada?

WEB LINK

Learn more about Aboriginal cultures in Canada by taking a virtual tour on Canada's Aboriginal Portal Web site. Visit our Web site.

WORDS MATTER

reserves land that is set aside for the exclusive use of First Nations people

residential schools schools where First Nations children were expected to give up their language, spirituality, and culture

Canada's Aboriginal Cultures

The Aboriginal peoples of Canada include the First Nations, the Inuit, and the Métis peoples. In the 2006 Canadian census, these three groups numbered more than one million—about 3% of Canada's population.

The Inuit

The Inuit live in northern Canada—Nunavut, the Northwest Territories, the Yukon, and northern Québec and Labrador. The Inuit first encountered European explorers and traders about 400 years ago. In recent years, the Inuit have successfully negotiated shared control of Nunavut and a large area of northern Labrador. A national organization called Inuit Tapiriit Kanatami (ITK) works to preserve Inuit language and culture. This is difficult because the Inuit way of life has changed a great deal.

The First Nations

The First Nations are found throughout Canada. They have negotiated land treaties for traditional territories with Canadian government officials. More than half of the First Nations live on **reserves** as part of those land agreements. Further treaty discussions and land claims disputes have yet to be settled. Only about 19% of First Nations people can still speak the language of their ancestors. This is largely a result of the **residential schools** system, which began as early as 1874 in Canada, and lasted until the 1990s. First Nations children were taken from their families to be educated in English or French. They were forbidden to speak their first language.

The Métis

The Métis are people of mixed First Nations and European ancestry. Their culture draws on their diverse origins, including Scottish, French, Ojibwe, and Cree. The Métis have no treaty agreements with the government of Canada. You may have learned in Grade 7 that the Métis culture was closely tied to the fur trade, especially in the West, where many Métis people worked as traders or transporters. In the past, the Métis struggled for their land rights, and were often cheated out of lands to which they were entitled. Today, many live in urban communities where their cultural traditions may be lost.



The summer solstice—the longest day for the Northern Hemisphere—usually falls on June 21. Some Aboriginal groups in Canada have always celebrated the **solstice**. The idea of a nationally recognized day for Aboriginal peoples in Canada was first proposed in 1982 by the National Indian Brotherhood (now the Assembly of First Nations). A Royal Commission on Aboriginal Peoples also recommended a National First Peoples Day. In 1996, then-Governor General Romeo LeBlanc made it official.

WHEREAS the Aboriginal peoples of Canada have made and continue to make valuable contributions to Canadian society and it is considered appropriate that there be, in each year, a day to mark and celebrate these contributions and to recognize the different cultures of the Aboriginal peoples of Canada...

THEREFORE, His Excellency the Governor General in Council... hereby directs that a proclamation do issue declaring June 21 of each year as "National Aboriginal Day."

"Everything that is going on today is in recognition of the contributions made by Aboriginal people. It's a day to come together and celebrate. A day to educate non-Aboriginal people about the different cultures and diversity."

Lisa Nidosky, Métis, Regina

National Aboriginal Day is an invitation for all Canadians to learn about Aboriginal heritage by attending their celebrations. The day reflects Canada's commitment to **multiculturalism**—recognizing the value of all cultures.



Boys drum during National Aboriginal Day at Curve Lake First Nation near Peterborough, in 2006.

THINKING It Over

1. Apply the four parts of culture to your own background or to secular society in Canada. **ka**
2. Work with a small group to apply the model of culture on page G 174 to the Inuit, the Métis, and the First Nations. Use the Web Link (page G 176) to find out more information to share with your group. **tc**
3. What effect does learning about other cultures have on you? Do you now see great differences, or appreciate the other culture more? Explain. **t**

WORDS MATTER

solstice the name given to the longest day (summer solstice) and the shortest day (winter solstice) of the year

multiculturalism the preservation of culturally distinct groups within a society

Culture and the Environment

Our Environment

Ecological Footprints

An ecological footprint measures the imprint which people have on the environment. Aboriginal hunters and fishers had very limited effects on the earth. However, modern peoples can leave a much deeper ecological footprint. Some people view the earth as an endless storehouse of natural resources. This attitude contributes to today's environmental problems.

Work with a partner to make a Venn diagram comparing resource use in past and present societies.

Every culture is affected by its surroundings—the land and the climate. People make tools, gather food, and build homes according to their needs and their level of technology. When European explorers first encountered Canada's Aboriginal peoples, they found cultures well-adapted to an environment that was sometimes harsh.

Many of the ways the Inuit, First Nations, and Métis adapted to the environment have become part of Canadian society today. Originally, all of the items below were drawn from the natural resources available to Aboriginal peoples. Today, some are produced using newly developed materials, such as Kevlar or titanium. Many are still made using traditional materials and methods.

- **Transportation:** canoes, snowshoes, and kayaks
- **Clothing:** moccasins, boots, parkas, and beaded clothing
- **Foods:** pumpkins, squash, corn, and beans
- **Tools and equipment:** paddles, bows and arrows, lacrosse sticks, and woven baskets
- **Remedies:** herbal medicines to cure many common illnesses, aches, and pains

European and Aboriginal cultures were both changed by their contact with one another. The First Nations and Inuit hunters received useful manufactured products, such as pots and cloth. In return, they traded furs, which were sent to Europe. The First Nations became working partners in the fur trade for the next several hundred years. They also passed along important cultural knowledge about the environment to Europeans. For example, during the winter of 1535–1536, members of Jacques Cartier's settlement at Stadacona (Québec) had scurvy, an illness caused by a lack of vitamin C. Ten men had already died. The Mohawk First Nations saved the rest by showing them how to make a tea from white cedar bark, a traditional remedy.



Lacrosse, a game invented by First Nations peoples in North America, is now played all over the world. This photo shows a Canada vs. Finland game at the Lacrosse World Championships, held in Ontario in 2006.

What Is a Cultural Imprint?

Cultures also have an impact on the environment. The way that culture affects the earth's surface is called **cultural imprint**. This imprint can last for a long time. Today, the imprints of many cultures can be seen on the land, giving a distinctive character to Canada's different regions.

The Canadian environment presented Aboriginal peoples, explorers, and immigrant settlers with many obstacles. Canada's climate can be extreme, with hot summers and frigid winters. The maritime coastal climates can be very wet, while the interior may be very dry. Add extreme weather such as blizzards, hailstorms, and the occasional Atlantic hurricane into the mix. Landforms also presented challenges. Many pioneer farmers spent years trying to farm the Canadian Shield. Nature is still reclaiming all of their abandoned cabins and stony fields. Soon their cultural imprint will be gone forever.

Canada's environment also provided opportunities for Aboriginal peoples and newcomers to feed, clothe, and shelter themselves. Different cultures found ways to make a living by farming, fishing, forestry, and trading. They created **cultural landscapes**—areas of the land changed by human activity. Their homes, communities, and ways of life have all contributed to the unique regional character of Canada. On the next two pages, you will see photos that show how different cultures, past and present, have left their imprint on six regions of Canada.

WORDS MATTER

cultural imprint ways in which culture has shaped the land

cultural landscapes landscapes which have been changed by human societies



The Welland Canal, built to allow large ships to bypass the Niagara Escarpment, is an example of a cultural landscape.

THINKING It Over

1. How can the environment be an obstacle to culture? How can it be an opportunity? **K**
2. Use examples to explain the terms *ecological footprint* and *cultural imprint*. **K**
3. How did the arrival of Europeans affect Aboriginal societies? Create a chart using the same headings as the list on the previous page to show the trade of cultural knowledge, materials, and tools between European and Aboriginal peoples. **T C**

Cultural Imprints from Coast to Coast

The cultural makeup of each region of Canada is different. This reflects Aboriginal settlement and the waves of immigrants that have entered the country in the past 500 years. These pictures highlight cultural differences which give each region its own unique character.

The Atlantic Provinces

Newfoundland attracted seasonal European fishers five centuries ago. Just as the First Nations had, the European fishers settled along the rocky coast. Most communities are Irish, English, or French in origin. With the collapse of the cod fishery in 1992, these places fell on hard times. Some now use their unique cultural imprint to attract tourists. This photo shows the Battery, a neighbourhood of the city of St. John's.



Québec

Québec was settled by France four centuries ago. Montréal and Québec City have often been described as a bit of Europe in North America. The combination of cafés, historic buildings, and the French language and culture can make visitors feel that they are overseas. This photo was taken in downtown Montréal.



Ontario

The Toronto area was home to the Huron and the Iroquois before the arrival of European settlers. It has become the favourite destination of immigrants to Canada since the mid-1900s. Today, 49% of the city's population was born in another country. International events send many Toronto neighborhoods into wild celebration, such as in this Greek neighbourhood after the EuroCup in soccer.





The Prairie Provinces

There are more than one million Canadians of Ukrainian origin, with the greatest numbers found in the Prairie Provinces. They were among the groups that Clifford Sifton favoured for western settlement. Ukrainian settlers built homes of sod to live in during their first years on the land. Soon, they were building traditional churches across the Prairies. This church is in Insinger, Saskatchewan.



British Columbia

British Columbia has a large Chinese population, much of it in Vancouver. The first wave of Chinese immigrants came as railway workers in the late 1800s. In the early 1900s, the Canadian government discouraged Chinese immigration with the “head tax”—a fee imposed only on Chinese immigrants. Most of Canada’s Chinese immigrants have come in the past twenty-five years. Vancouver has the largest Chinatown district in Canada.



The North

Communities in the North are often based on traditional camping or meeting places where the Inuit people would hunt and fish. The town of Inuvik, in the Northwest Territories, was first built in the 1950s. The most well-known building in Inuvik is the church, built in the shape of an igloo. Now more than 40 years old, the building reflects the traditional heritage of the Inuit population, as well as the ingenuity and creativity of the community.

Interpreting a Map of Population and Culture

The map and circle graphs on the next page will help connect what you have learned about Canada's population patterns (in Chapter 2) and cultural origins. Use this information to see why each of the photos on the previous pages was chosen to represent a particular cultural imprint.

Step 1 Become Familiar with the Map

Identify the meanings of the symbols and colours used on the map. Note that the map has divided Canada into six large regions, divided by heavier boundary lines than the provincial or territorial boundaries.

Step 2 Identify Population Patterns by Region

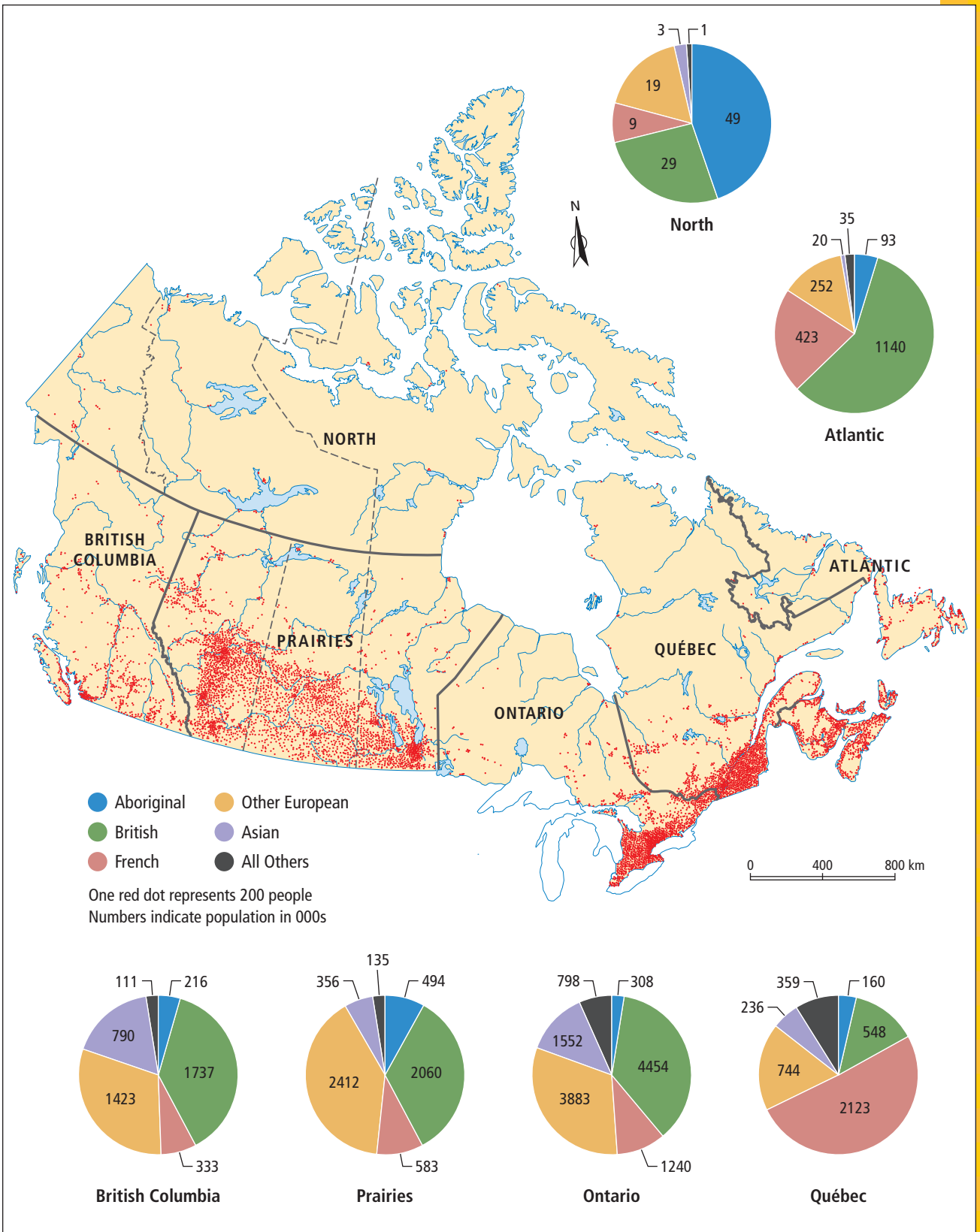
Review the small maps on pages G 27 to G 28, where you learned to identify scattered, clustered, and linear population patterns. These terms can be used to describe the most common population pattern(s) in each of Canada's six regions.

Step 3 Compare Cultural Origins by Region

Look at the circle graphs positioned close to each region. They do not show the number of people in each region, just their cultural origins. Note how the cultural origins follow the same order in each circle. This makes it easier to compare the six different regions.

APPLY It

1. Review the terms *clustered*, *scattered*, and *linear* population in Chapter 2. Then describe the main population pattern(s) of each region using these terms. Suggest reasons for these regional population patterns based on your knowledge of Canada's land and people. **k m**
2. Use the circle graphs to record one unique cultural characteristic of each region. **k**
3. Use either the map or the circle graph to explain why each photo on pages G 180 and G 181 was chosen to represent the culture of the region. **t m**
4. Which of these six regions do you find most interesting? Is it the physical landscape or the cultural imprint that affects you? **t**



What Happens When Cultures Meet?

When cultures meet, various things can happen. Some cultures, such as the Amish and the Hutterites, want to keep their core values and beliefs unchanged by secular values. They do so through **cultural isolation**—for example, by speaking mainly German or living together in close-knit communities. Contact with other cultures is kept to a minimum by more conservative groups. At the opposite extreme is **globalization**, a world trend that is changing cultures. International trade has spread products, values, music, and language worldwide.



Why have familiar restaurants and cafés expanded globally? When and where have you experienced eating international foods in Canada?

WORDS MATTER

cultural isolation the preservation of a distinct culture by avoiding contact with other cultures

globalization the idea that the entire world is becoming one community with interconnected needs and services

assimilation when one culture is absorbed by another

Cultural Assimilation

When cultures meet, one is sometimes overcome by the other. This is called cultural **assimilation**. For example, English and French are the two official languages of Canada's federal government.

Government services are available in both of those languages, but not in every language spoken in the country. Although people are not expected to give up their heritage language, it is easier to get by if they learn English or French. People also join Canadian society when they become citizens. While Canada does not expect immigrants to completely assimilate, it was not always this way.

In 1867, 80% of Canada's population was either British or French in origin. For the next century, all other cultures were expected to adopt British language and customs, except in Québec, where French language and traditions dominated. There was little interest in learning about other cultures, and only limited tolerance for public displays of other traditions. Schools taught children "Canadian" ways. It was common for immigrant teenagers to learn basic English by attending classes with much younger children. English as a Second Language (ESL) classes were a thing of the future.

Aboriginal children were often separated from their families and cultural surroundings by being placed in residential schools, which operated until the 1990s in Canada. Abuse was a serious problem in the schools. Children were taken far from home and could not wear traditional clothing, speak their own language, or practise their spiritual traditions without being punished. They were expected to earn their keep through physical labour. Hunger, illness, and overwork were common. Total assimilation was the real aim of these institutions.

WORDS MATTER

enemy alien a person who is a citizen of a country that is at war with the country in which they currently live. In the case of the Japanese Canadians in World War II, this was not completely true, as the majority were Canadian citizens.

WEB LINK •

Read more about residential schools, and watch videos about this issue. Visit our Web site.

Heroes and Villains | Mackenzie King and His Ministers

William Lyon Mackenzie King served 22 years as prime minister of Canada between 1921 and 1948. King and his ministers led Canada through part of the Depression and all of the Second World War. His government introduced unemployment insurance and the family allowance. However, many of his government's policies were prejudiced, even racist. Unfortunately, their views reflected the views of many, but not all, Canadians at the time.

Prime Minister King: During the Second World War, Japan was an enemy of Canada. King ordered all people of Japanese ancestry be moved from the west coast into isolated camps. Although most were Canadian-born citizens, they

were called **enemy aliens**. Their possessions were confiscated and never returned.

Frederick Charles Blair, Director of Immigration: During the Second World War, Jewish refugees escaping Nazi Germany asked to be admitted into Canada. Blair refused them.

Duncan Campbell Scott: Deputy Superintendent of Indian Affairs: In a speech supporting the assimilation of Aboriginal peoples, Scott declared that "Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic...."

What were the consequences of these leaders' beliefs and actions? How would you respond to their ideas about other races and cultures?

During

READING

Checkpoint

Remember the last section that talked about assimilation. Why would the government now have to vote on multiculturalism?

Multiculturalism

By the time the last residential schools closed, a lot of damage had been done to individuals and to the cultures of Aboriginal peoples. Since then, the outlook favouring assimilation has been mostly replaced. Instead, the government, and most Canadians, have become committed to multiculturalism. This new perspective on culture and citizenship has become an important characteristic of Canada today. When Prime Minister Pierre Trudeau brought a new policy of multiculturalism to a vote in 1971, everyone in Parliament supported it! Here is what the prime minister said:

It is the view of the Royal Commission, shared by the government...[that] there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly....A policy of multiculturalism...[is] the most suitable means of assuring the cultural freedom of Canadians.

Just what did the prime minister mean? And where did he get his ideas? During the 1960s, there were many social changes occurring in Canada. Canada was busy revising its immigration policy to a points system that would open the country to migrants from all continents. Canada was also trying to cope with a more independent attitude from Québec. In 1963, Canada set up a Royal Commission on Bilingualism and Biculturalism (i.e., two languages and two cultures) to develop new government policies. The Commission travelled across

WEB LINK •.....

What is the Canadian government doing to support multiculturalism? Visit our Web site.

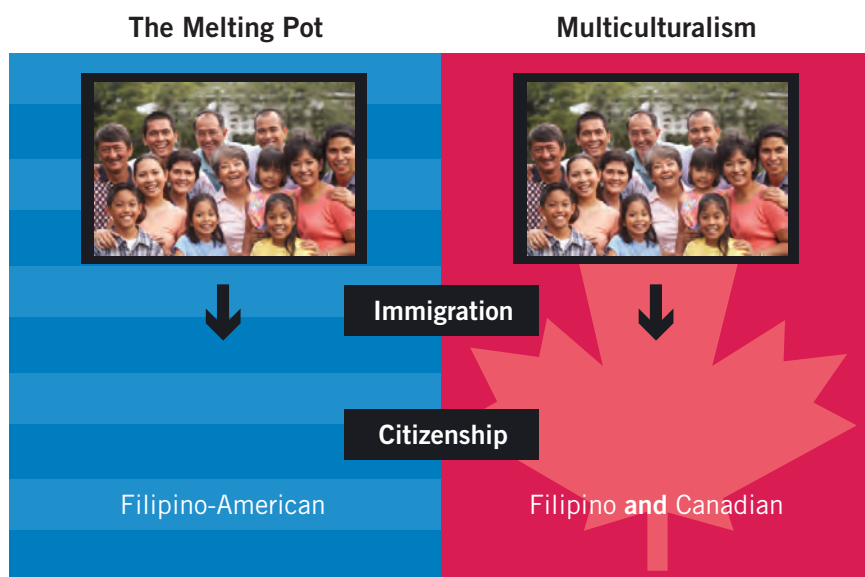


This monument in downtown Toronto was donated to the city by the Italian Canadian community as a tribute to multiculturalism. It was unveiled on Canada Day in 1984. How is multiculturalism recognized and celebrated in your community?

Canada, listening to people’s views. They heard from many immigrant groups who argued that Canada was not bicultural, but *multicultural*. They knew that their ancestors had also contributed to the building of the nation.

What Is Multiculturalism Policy?

There are many multicultural countries around the world. For example, Brazil has a very wide mix of peoples and cultures. Britain, France, and Australia are all becoming more multicultural. The United States has an even greater cultural mix than Canada, including many people of African and Latin American heritage. These are all multicultural countries, but Canada is the only one with an official policy of **multiculturalism**. Look at the diagram below to compare the policies of Canada and the United States.



Having a multiculturalism policy means that Canada officially recognizes and supports all cultures living in Canada. The government gives financial support for parades, festivals, and other events. The government also supports cultural exchanges between different groups, and actively fights racism.

In Canada, immigrants become citizens without having to leave their own culture behind. In other words, a person can be Polish or Arab *and* Canadian. This is different from the **melting pot** of the United States, where newcomers are assimilated. In the U.S., there is no federal multicultural policy to support cultures. Instead, it is seen as a personal matter. People can call themselves Polish-American or Arab-American if they feel it is important. In fact, many do.



Campaigns against racism are an important part of Canada’s multiculturalism policy.

WORDS MATTER

multiculturalism policy government policy which supports the preservation of distinct cultural groups

melting pot a system which supports the blending together of many cultures

During READING

Checkpoint
Return to what you said about the melting pot in the Before Reading section of this chapter. Were you right?

What Do You Think?

You live in a multicultural society. What do you think about Canada's multiculturalism policy? How important is your own cultural background to you? Compare your thoughts with those of your classmates.

I've been to other parts of the world, and none of them have nearly the level of diversity we have. But some people don't believe we have any problems. Like they've been blinded by the accolades [praise] we've received from the world.

Robert Haggon, Toronto high school student, 2001

The future is bright for Canada. In fifty years, because of our multicultural mix, we will all be called Canadians. This will be our unique Canadian experiment for the future, a far cry from the past.

Fred Concisom, a retired teacher who immigrated from Malaysia in 1970

What it is to be a Canadian, I think, ultimately becomes what it is to be a citizen of this earth. And how we do as a country is going to be judged globally.

Baltej Dhillon, a Sikh who immigrated to Canada in 1983. When he joined the RCMP, he won the right to wear his turban on the job.

THINKING It Over

1. How did Canada's multiculturalism policy come about? What does the government do to support it? What do you do? **K**
2. What are the cultural imprints in your community? Choose a community in another region that is about the same size as yours. Do some research to find out how the cultural imprints of each community compare. **K T**
3. With a small group, discuss the quotations about Canada today on this page, along with the quotation from Bill Clinton on page G 172. What does each one mean? Which one do you agree with most? Write your own group statement about multiculturalism. **T C**

PUTTING IT ALL TOGETHER

This chapter completes your investigation of the unit key question: **How do migration patterns affect people and communities in Canada and the world?** In this chapter, you examined culture closely, using a model to show how values, customs, artifacts, and language are connected. You applied these ideas to Canada's Aboriginal peoples, then used maps, graphs, and photos to compare cultural imprints in different regions of Canada. The chapter ended with a comparison of assimilation and multiculturalism in Canada.

After

READING

Show Meaning Using Words and Visuals

Draw a picture or create a collage of Canadian identity. Use your own photos or those from magazines to create your collage. Then write a poem using at least 10 words from your personal dictionary that explains what your work says about Canadian identity.

THINKING It Through

Work with a partner for this assignment, ideally someone with a different cultural background from your own. Each person will have the opportunity to ask questions and exchange information.

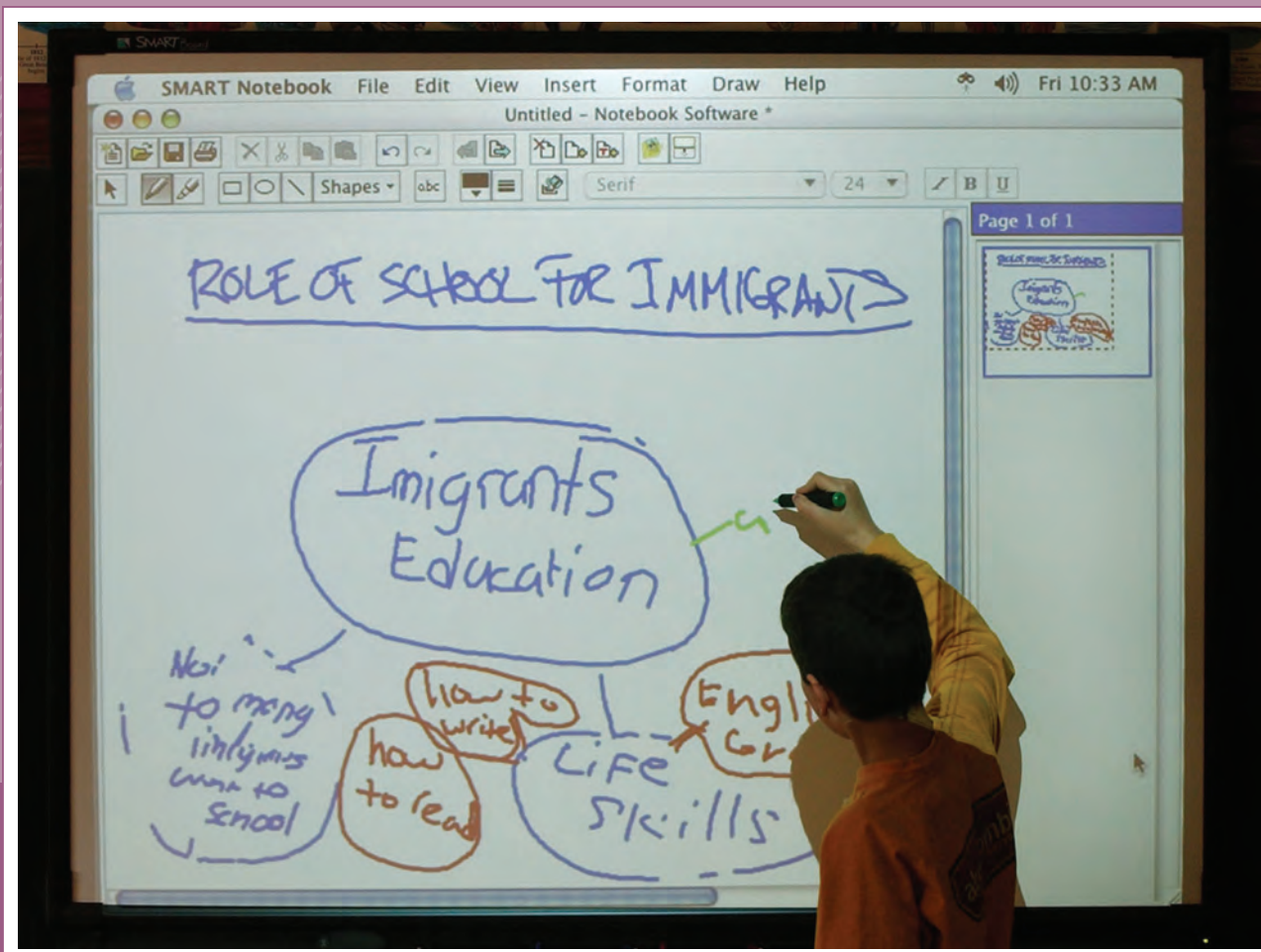
1. Use different print and electronic sources to gather information about the cultural heritage of your partner. Use the model on page G 174 as a guide. Draw a model of the culture to show your information. Carefully record your sources. **k c a**
2. Interview your partner to find out how their culture may have been changed by experiences in Canada. What parts of their culture remain unchanged in Canada? How long have they, their family, or their ancestors been living in Canada? **k c**
3. Prepare an organized report based on your findings from this interview. **k c**

Back to the Big Idea

Throughout this unit, you have:

- Examined the forces that affect migration, both within Canada and around the world
- Identified the Three “P”s (push, pull, and policy)
- Looked at how technology affects migration and mobility
- Compared and studied multiple cultures in Canada

Look back over the unit to assess what you have learned. Use a graphic organizer to answer the question: **How do migration patterns affect people and communities in Canada and the world?** Consider mobility, migration, and immigration.



Show That You Know

Canada is a very promising destination for people wanting to start a new life. Imagine that you have been hired to produce promotional material to attract immigrants to Canada. You can work alone on a limited assignment or as part of a team on a big production. Your work will be judged on both your research and your creativity.

Step 1 Choose your medium

The choices for the assignment include a large poster, a folding brochure, a computer slide show, a video, or a dramatic presentation. Choose the medium with which you are most comfortable.

Tip:

- See pages S 4–S 5 of the Skills Tool Kit to review primary and secondary information sources

Step 2 Research the topic

Use a variety of sources to research the pull factors and immigration regulations involved in drawing immigrants to Canada.

Tip: Review map skills using the Skills Tool Kit, pages S 14–S 15.

Step 3 Construct a map

Make a map of either Canada or Ontario to include in your promotional materials. Include the following information:

- population distribution
- major urban centres
- 2007 best places to live

Tip:

- Poster: Use bold images and a simple message, both of which can be seen clearly from a distance.
- Brochure: Plan a different topic or theme for each panel, using bold titles and clear visuals.
- Computer presentation: Use projection software and test the computer equipment before your presentation.
- Video: Edit your material so that the best information is shown in just 5 to 10 minutes.
- Dramatic presentation: Keep your scene(s) simple and be sure that everyone speaks clearly, projecting their voices toward the audience.

Step 4 Use unit vocabulary

Terms about migration and mobility from Unit 3 will improve the quality of your promotional materials and your score on the activity.

Step 5 Appeal to your audience

Communication skills are very important in this assignment. Plan your presentation to appeal to your classroom audience, and practise it ahead of time.