

Important Concepts . . .

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**W2 - Lesson 3: Immigration Issues**

## Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 ..... Citizenship, Government, and Identity  
W1 - Lesson 2 ..... Making Laws in Canada and the Role of the  
..... Media  
W1 - Lesson 3 ..... Youth Criminal Justice  
W1 - Lesson 4 ..... The Charter of Rights and Freedoms  
W1 - Lesson 5 ..... The Charter and the Workplace  
W1 - Quiz

W2 - Lesson 1 ..... Collective Rights  
W2 - Lesson 2 ..... Collective Rights of the French and Métis  
W2 - Lesson 3 ..... Immigration Issues  
W2 - Lesson 4 ..... Immigration  
W2 - Lesson 5 ..... Review  
W2 - Quiz

W3 - Lesson 1 ..... Market and Mixed Economies  
W3 - Lesson 2 ..... The Roles of Government, Labour, and  
..... Consumers in the Economy  
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy  
W3 - Lesson 4 ..... Social Programs and Political Parties  
W3 - Lesson 5 ..... The Environment  
W3 - Quiz

## Materials Required

**Textbook Required**  
*Issues For Canadians*

Social Studies Grade 9

Version 6

Preview/Review W2 - Lesson 3

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# Preview/Review Concepts for Grade Nine Social Studies

Teacher Key



*Week 2 - Lesson 3:*

*Immigration Issues*

# OBJECTIVES

By the end of this lesson, you should

- understand the factors that influence immigration policies in Canada
- know how changes to Canadian policies on immigration and refugees is a reflection of world issues
- recognize the relationship between immigration policies in Canada and the rights guaranteed in the Canadian *Charter of Rights and Freedoms*
- know the extent to which Canada benefits from immigration

## GLOSSARY

**demographic** – characteristics used to classify people for statistical purposes

**immigration** – the arrival of individuals into a country for the purpose of permanent residence

**Immigration Act of 1976** – an act that focused on who should be allowed into Canada, not on who should be kept out

**labour force growth** – the increase in the number of people who can work

**point system** – a system developed in 1967 to assist and encourage the flow of skilled immigrants to Canada

**migrants** – individuals who move to one country from another country

**refugees** – individuals who flee to escape conflict, persecution, or a natural disaster

**research** – a thorough inquiry and investigation into a subject

**security** – the freedom from anxiety or fear

**Singh Decision** – a decision by the Supreme Court of Canada that stated that every person in Canada is protected by the *Charter of Rights and Freedoms* regardless of citizenship except democratic rights such as the right to vote

## Week 2 – Lesson 3: Immigration Issues

### Reading 1: Immigration Laws and Policies

Canada has always depended on **immigration** for its growth and prosperity. When Canada was first settled by Europeans, it was English and French colonists seeking a fresh start in the New World who followed the fur traders.

As time went on, the Canadian government began to realize how vast the land really was. By offering cheap land, Canada encouraged other Europeans to immigrate to Canada to help develop the country.

Immigrants came to Canada by the hundreds of thousands. They came for the opportunity to own land, for jobs, and because Canada was a land where dreams could come true.

As Canada developed, the government discovered that certain skills were needed to allow the country to continue its progress. The country needed a railroad to go from coast to coast. The building of the railroad through the Rockies required many workers who would work at low wages. Chinese workers were brought in to fill the need.

As the west opened there was a need to develop the agricultural potential of the land. Eastern European farmers were encouraged to come to western Canada and develop the land. Canada wanted these experienced farmers to settle the prairies.

As more and more people showed an interest in coming to Canada to live, the Canadian government realized that an immigration policy was needed to control the flow of immigrants. The government was concerned that Canada's quality of life would be affected without an immigration policy.

Initially, these immigration policies favoured people with British ancestry and restricted individuals from Asian nations. As Canada matured, these policies changed and no longer excluded people because of race or country of origin.

In the future, Canada will see a major change in the **demographic** make up of the country's population. This change could have an impact on Canada's future immigration policy.

To discover Canada's current immigration policy, read pages 167 to 170 and pages 172 to 173 in your textbook, *Issues For Canadians*. Then complete Activity 1.

## Activity 1: Immigration Laws and Policies

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Identify and describe the categories of immigrants who can come to Canada from other countries.

- *Refugees are those who are escaping persecution, torture, or cruel and unusual punishment.*

- *The Family Class includes spouses, partners, children, parents, and grandparents of people living in Canada.*

- *Economic immigrants are those who are skilled workers and business people.*

- *Other includes those who are accepted for humanitarian or compassionate reasons.*

2. What are **three** of the objectives of the *Immigration and Refugee Protection Act of 2002*?

*Students are to identify any three of the following objectives.*

- *To pursue social, cultural, and economic benefits for all Canadians*

- *Respect the bilingual and multicultural character of Canada*

- *Support the development of minority official language communities in Canada*

- *Share the benefits of immigration and support a prosperous economy across all regions of Canada*

- *Reunite families in Canada*

- *Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society*

3. Why is labour force growth important?

***Labour force growth is important to ensuring Canada's economic growth.***

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4. What demographic change could result in Canada increasing its need for additional immigrants?

***Between 2025 and 2030 the birthrate and death rate will be about equal and Canada will depend on immigration for its population and economic growth.***

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5. What is the difference between Canada's immigration law and its immigration policy?

***Canada's immigration law says who is allowed into Canada. Canada's immigration policy sets the procedures for evaluating immigrants and determining how many people are allowed into Canada in a particular year.***

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6. In Canada's immigration point system, how many possible points are there and how many points does one need to qualify for consideration? To what category of immigrant does the point system apply?

***There are 100 possible points. An individual requires 67 points to be considered for immigration. The point system applies to Economic Immigrants.***

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7. What are the **six** factors considered for awarding points? Which **three** factors have the highest possible points?

*The six factors are education, the ability in Canada's official languages, work experience, age, arranged employment, and adaptability.*

*The three factors with the highest possible points are education, ability in Canada's official languages, and work experience.*

8. What are **two** of the health factors that could prevent someone from immigrating to Canada?

*Students are to identify any two of the following factors.*

*A person may be refused entry into Canada if*

- *their health could put the health of Canadians at risk*
- *they have a condition that could endanger public safety*
- *their health could put excessive demands on Canada's health services*

9. Who is allowed an exception in meeting the health requirements of Canada's immigration policy?

*People who Canada has declared as refugees and family-class immigrants do not have to meet the health requirements.*

10. How did the point system change the way Canada accepts immigrants?

*In the past, Canada favoured immigrants of British ancestry and restricted immigration from Asian countries. The point system evaluates immigrants on their skills and education and not because of their race or country of origin.*

## Reading 2: Refugee Policy

Imagine the following scenarios.

*You live on an island and one day you wake up and half the island is gone! There's not enough room left for everyone. Where do you go?*

*You hear the sounds of gunfire. Your parents grab you and your sister and head for the forest. Later you learn that members of your family have been killed and it is too dangerous to return home. Where do you go?*

*Today you have been informed that your government will no longer allow you to practice your religion. If you fail to obey the government, you could be punished or even put to death. Where do you go?*

People who face issues similar to these are likely to become **refugees**. After much **research**, Canada decided to include refugees as one of the categories in Canada's immigration policy.

An individual by the name of Satnam Singh came to Canada seeking refugee status. His case was rejected under the ***Immigration Act of 1976***. Mr. Singh appealed this decision because he believed his rights under the *Charter of Rights and Freedoms* had been denied.

To discover the result of the **Singh Decision** and Canada's policy toward refugees, read pages 177 to 179 and pages 181 to 182 in your textbook, ***Issues For Canadians***. Then complete Activity 2.



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## Activity 2: Refugee Policy

To complete Activity 2, use the list of words provided to choose the **best** word to complete each statement. Write the correct words on the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

admission	automatic	Board	Canadians	categories
Committee	commitments	different	displaced	democratic
hearing	immigration	opinion	peace	permanent
persecuted	protection	provides	refugees	religion
subversion	Sudanese	terrorism	vetted	war

1. In 1976, Canada made refugees one of its immigration categories.
2. Canada's refugee program offers protection to people who are displaced and persecuted.
3. Canada's refugee program fulfills Canada's international commitments to protect refugees.
4. Canada's refugee program offers refuge to people facing persecution because of race, religion, political opinion, or membership in a social group.
5. Canadians are lucky to live where there is no war.
6. No person shall be granted admission to Canada who is a member of a group engaged in or instigating the subversion by force of any government.
7. A permanent resident or foreign national is inadmissible on security grounds for engaging in terrorism.
8. People claiming refugee status in Canada have the right to a hearing, which they attend in person.
9. Canada established the Immigration and Refugee Board to provide quick and fair hearings.
10. Canadians have different opinions about the Singh decision.

## Week 2 - Lesson 3: Immigration Issues Review Assignment

Complete pages 7 to 11 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks

### Section A: Fill-in-the-Blanks

Complete each of the following sentences by writing the correct word or phrase on the lines provided. (10 marks)

1. Canada will accept refugees who are escaping persecution, torture, or cruel and unusual punishment.
2. Canada allows the immigration of economic immigrants who are skilled workers and business people.
3. Canada's immigration law says who is allowed into Canada.
4. Of the 100 possible points, an individual needs 67 points (2 words) to be considered for immigration into Canada.
5. Canadian immigration considers education, the ability to speak and understand Canada's official languages (2 words), and work experience (2 words) as the most important factors to be considered in approving immigrants to Canada.
6. People who Canada has declared as refugees and family-class immigrants do not have to meet the health requirements.





### Section C: Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. (5 marks)

1. Canadians have different opinions about the Singh decision and still debate its effects today. Do you agree or disagree with the Singh decision? Provide **two** reasons to support your opinion. (4 marks)

*Students' responses will vary. Possible answers are provided below.*

*Reasons to agree with the Singh decision:*

- *It is difficult to apply for immigration outside of Canada if you are being persecuted.*
- *We need to protect people who are at risk from human rights violations.*
- *The Singh decision is consistent with our own human rights legislation and with international treaties.*
- *The decision agrees with the Charter of Rights and Freedoms.*

*Reasons to disagree with the Singh decision:*

- *The only people who should be admitted to Canada should be vetted abroad. There should not be an automatic right for immigrants or refugees to come to Canada.*
- *The Supreme Court, which is comprised of unelected officials, made the Singh decision without consulting the people of Canada.*
- *It is unfair that Canadian taxpayers have to pay for legal aid, medical care, and food, housing, and security measures for people who arrive in the country illegally and then claim to be refugees.*
- *If people can arrive without proper proof, how do we know who the refugees really are?*

2. After earning enough points to qualify to immigrate to Canada, what is **one** of the other things a person needs to do to complete the emigration process? (1 mark)

*Students may indicate any one of the following steps.*

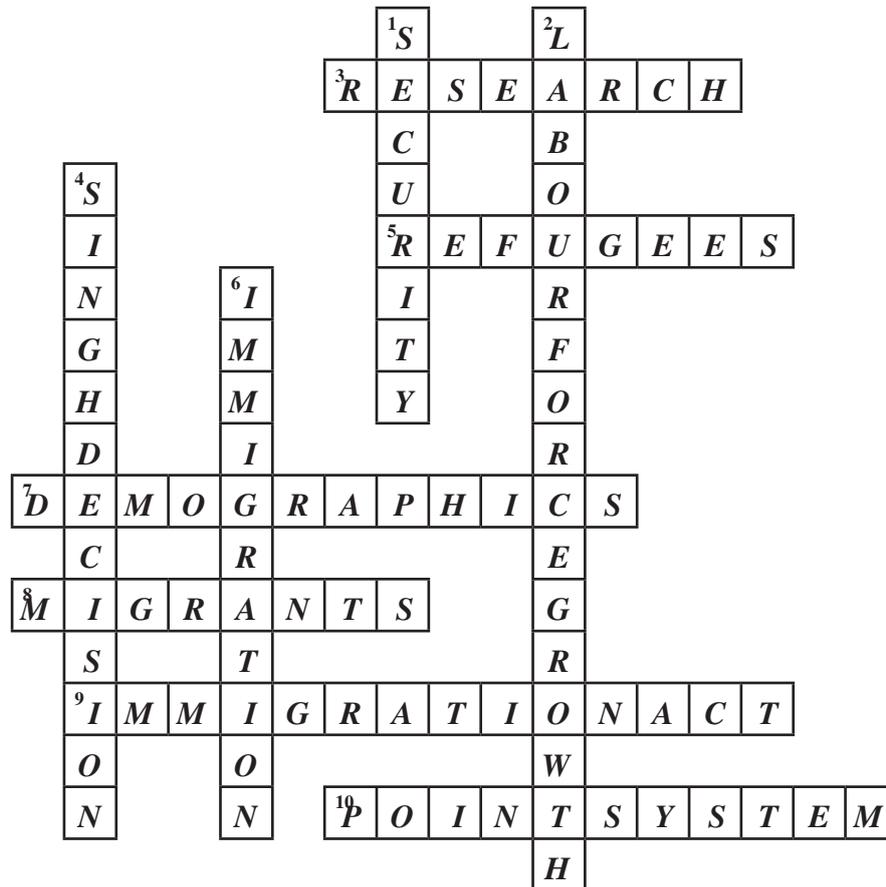
*To complete the emigration process, a person must*

- *complete a formal application and submit it to Citizenship and Immigration Canada*
- *pay an application fee*
- *pass a medical exam that shows he or she does not have any illnesses that could endanger Canadians or strain the Canadian health care system*
- *pass a security check that shows the person has no criminal record and is not a security risk to Canada*

Total: \_\_\_\_\_  
25 marks

## Bonus Crossword Puzzle: Immigration Issues

Use the clues below to identify the words and phrases in the crossword puzzle.



**Across**

- 3 to inquire and investigate a subject
- 5 those who flee to escape conflict
- 7 used to classify people for statistical purposes
- 8 individuals who move to one country from another
- 9 passed in 1976 and focused on who should be allowed into Canada (2 words)
- 10 used to assist the flow of skilled migrants to Canada (2 words)

**Down**

- 1 freedom from anxiety or fear
- 2 an increase in number of people who can work (3 words)
- 4 stated that every person in Canada is protected by the *Charter of Rights and Freedoms* (2 words)
- 6 the arrival of new individuals into a country







