

Important Concepts . . .

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**W2 - Lesson 4: Immigration**

## 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 4

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Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



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# Preview/Review Concepts for Grade Nine Social Studies

Teacher Key



*Week 2 - Lesson 4:*

*Immigration*

# OBJECTIVES

By the end of this lesson, you should

- understand the impact of increasing immigration on Aboriginal peoples and communities
- know how provincial governments are able to influence and implement immigration policies
- understand how the implementation of immigration policies in Quebec can strengthen the French language in North America
- recognize the extent to which Canada benefits from immigration

## GLOSSARY

**accord** – a written agreement between two parties or groups

**Assembly of First Nations (AFN)** – the national organization representing First Nations citizens in Canada

**Provincial Nomination Program** – a program in which provinces can nominate a percentage of immigrants Canada selects each year

**resolution** – a course of action to resolve an issue

**symposium** – a meeting or conference where a topic can be publicly discussed

## Week 2 - Lesson 4: Immigration

### Reading 1: Immigration and Aboriginal Collective Rights

The fastest growing section of Canada's population is found among the First Nations of the country.<sup>1</sup> This rapid growth places tremendous pressure to provide adequate services for education, health, and employment systems.

Many of the First Nations youth are unemployed. When Canada's Immigration Minister announced the increase in the number of immigrants to be accepted by Canada to fill a need for skilled workers, the **Assembly of First Nations (AFN)** indicated that Aboriginal collective rights had been forgotten. The Assembly of First Nations believes that First Nations should be consulted when the Canadian government makes a decision that can change the future of the country.

The Assembly of First Nations asked the government to invest in the individuals already in Canada. The Assembly passed a resolution to have the Canadian government freeze all immigration coming to Canada. The resolution indicated that the Canadian government had failed to meet the needs of First Nations communities and had failed to consult with the AFN leadership on immigration policies and legislation.

To understand the impact that immigration has on Aboriginal peoples, read pages 183 to 184 in your textbook, *Issues For Canadians*. Then complete Activity 1.



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<sup>1</sup>Statistics Canada: <http://www.12.statcan.ca/census-recensement/2006/as-sa/97-558/p1-eng.cfm>

## Activity 1: Immigration and Aboriginal Collective Rights

To complete Activity 1, fill in the blanks for each of the following sentences by writing the correct word or phrase on the lines provided. 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. Aboriginal peoples are partners in Canada.
2. Aboriginal peoples have collective rights under the constitution and a reasonable expectation to be consulted when the Canadian government makes decisions that fundamentally shape the future of the country.
3. Treaties and agreements between First Nations, Inuit, or Métis peoples and the government of Canada create a commitment for Canada and Aboriginal peoples to work together and share prosperity.
4. Aboriginal peoples continue to face health, education, and employment challenges linked to poverty and the impact of past policies and laws.
5. These challenges can create obstacles to full participation in Canada's economy for individuals from First Nations, Inuit, or Métis communities.

6. The Assembly of First Nations passed **Resolution** No. 49 that called for the Canadian government to **freeze** all **immigration** coming into Canada until the federal government addresses, commits, and delivers **resources** to First Nations to **improve** the housing conditions, education, health, and employment in First Nations communities.



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## Reading 2: Provincial Nomination Program

When immigrants come to Canada, where do they go? Who decides their destination?

Canada's three largest cities, Toronto, Montreal, and Vancouver, attract nearly 68% of all the immigrants who enter Canada. The balance of the immigrants will find themselves spread throughout the rest of Canada.

Where the immigrants go can depend on individual provinces. The **Provincial Nomination Program** allows provinces to influence the Canadian government in some aspects of immigration to meet their provincial requirements for labour and skills.

To learn how the Canadian government adjusted the immigration policy to assist minority language communities and how provinces can influence the Canadian government regarding immigration, read page 185 and read pages 188 to 190 in your textbook, *Issues For Canadians*. Then complete Activity 2.



## Activity 2: Provincial Nomination Program

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. What did Canada do in 2006 to assist Francophone communities located in minority settings?

***Canada established a five-year plan to attract French-speaking immigrants to Francophone communities in minority settings.***

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2. What major adjustment is required of Francophone institutions regarding new immigrants coming to Canada?

***Francophone institutions have to adjust to deal with Francophone people who come from non-European cultures.***

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3. Why did the Francophones in Alberta host a **symposium**?

***Francophones in Alberta had a symposium to share ideas about how to meet the needs of new Francophone immigrants and how to welcome and integrate people from non-European cultures, particularly from French Africa.***

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4. The map on page 188 of your textbook shows that the top three locations where immigrants to Canada settle are Toronto, Montreal, and Vancouver. Why do you think many immigrants choose to settle in these major cities?

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

- *Major cities such as Montreal, Toronto, and Vancouver have the amenities and services that immigrants desire.*
- *Immigrants often prefer to settle where there are family members or members of the same cultural group.*

5. What are **two** ways the Provincial Nomination Program helps provinces make sure immigration fits and meets the needs of the province?

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

- *Provinces can nominate a percentage of the immigrants Canada selects each year.*
- *The program allows some provinces to establish their own immigration offices in foreign countries.*
- *The Provincial Nomination Program increases the likelihood that immigrants will settle in the provinces whose labour needs match the immigrant's skills.*

6. How was the Provincial Nomination Program expected to benefit Alberta?

***Alberta believed that the program would help increase and speed up the flow of immigrants to help address Alberta's labour shortage.***

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7. According to the charts on page 190, which **three** sectors of the Alberta economy have the greatest need for workers? What percentage of immigrants to Canada does Alberta receive?

***The three sectors with the greatest need for workers in Alberta are construction, transportation, and manufacturing. Alberta receives 8% of the immigrants coming to Canada.***

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## Reading 3: Canada - Québec Accord

Under Canada's constitution, immigration is a shared responsibility between the federal and provincial governments. Most of the provinces have signed immigration agreements with the federal government that outline the responsibilities of each government.

Since the *Constitution Act* of 1867 (BNA Act), the federal government of Canada and the province of Québec have had agreements regarding immigration. These agreements addressed the issue of cooperation on the selection of foreign nationals wishing to settle either permanently or temporarily in Québec.

The most recent **accord** between Québec and the federal government was signed in 1991. The Canada – Québec Accord gives Québec the sole responsibility in the selection of immigrants who come to Québec.<sup>1</sup>

To discover how the Canada - Québec Accord protected the collective rights for Francophones living in Québec, read page 191 in your textbook, *Issues For Canadians*. Then complete Activity 3.



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<sup>1</sup>Information obtained from: Library of Parliament  
<http://www.parl.gc.ca/information/library/PRBpubs/bp252-e.htm>

### Activity 3: Canada - Québec Accord

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true**. 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.

  **F**   1. The Canada - Québec Accord is a general agreement with Québec.  
          **The Canada - Québec Accord is a specific agreement with Québec.**

  **F**   2. Under the Accord, Québec can nominate the number of immigrants coming to Canada.  
          **Under the Accord, Québec can nominate the percentage of**  
          **immigrants to Canada that corresponds to Québec's population**  
          **within Canada.**

  **T**   3. Québec is allowed to require immigrants coming to Québec to send their children to French-language schools.

  **T**   4. The Accord allows Québec to seek out immigrants whose first language is French.

  **F**   5. Overall, every year more Francophone immigrants settle in Québec than non-Francophone immigrants.  
          **Overall, every year more non-Francophone immigrants settle in**  
          **Québec than Francophone immigrants.**

## Week 2 - Lesson 4: Immigration Review Assignment

Complete pages 10 to 13 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

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. This section is worth 10 marks.

Accord	Alberta	Anglophone	Assembly	Canada
challenges	collective rights	commitment	economy	employment
Francophone	immigration	majority	minority	needs
obstacles	partners	require	skilled	technician

- The **challenges** of health, education, and employment can create **obstacles** for full participation by First Nations people in Canada's **economy**.
- Canada seeks to fill the need for **skilled** workers through **immigration**.
- The **Assembly** of First Nations passed a resolution to freeze all immigration coming to **Canada**.
- Canada has a five year plan to help **Francophone** communities in **minority** settings attract French-speaking immigrants.
- Governments in Canada can not **require** immigrants to settle in particular places or work in particular jobs.

**Section B: Short Answers**

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. What major adjustment do Francophone institutions in Alberta have to make regarding recent Francophone immigrants? (1 mark)

***Francophone institutions in Alberta have to adjust to the fact that recent Francophone immigrants are coming from non-European countries and have different cultures.***

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2. Identify **two** ways the Provincial Nomination Program helps provinces fit their immigration needs. (2 marks)

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

- ***A province can specify that it needs immigrants with particular skills.***
  - ***It allows some provinces to establish their own immigration offices in foreign countries.***
  - ***The program increases the likelihood that immigrants will settle in the provinces whose labour needs meet their skills.***
- 
- 
- 

3. What are **two** ways the Canada - Québec Accord helps protect and strengthen the French language in Québec? (2 marks)

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

- ***Québec can nominate the percentage of immigrants to Canada that corresponds to Québec's population within Canada.***
  - ***The accord allows Québec to require immigrants who settle in Québec to send their children to French-language schools.***
  - ***Québec can seek immigrants whose first language is French.***
- 
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-

**Section C: Multiple-Choice**

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. This section is worth 5 marks.

- C   1. Under the Canadian constitution, Aboriginal peoples
- A. have no rights
  - B. are not recognized
  - C. have collective rights
  - D. are not mentioned
- B   2. The Assembly of First Nations seeks recognition of First Nations as partners in Canada, with the right to share fully in Canada's
- A. employment
  - B. prosperity
  - C. health
  - D. immigration decisions
- D   3. The Canadian city that attracts the most immigrants is
- A. Edmonton
  - B. Montreal
  - C. Vancouver
  - D. Toronto
- A   4. Which of the following provinces receives the highest percentage of immigration in Canada?
- A. Ontario
  - B. Alberta
  - C. Québec
  - D. British Columbia
- A   5. Alberta is suffering from a
- A. labour shortage
  - B. deteriorating education system
  - C. poor health system
  - D. decline in population

**Section D: Matching**

Match the definition on the left with the correct term on the right. Write the letter on the appropriate line to indicate your choice. Each answer will only be used once. This section is worth 5 marks.

- |                     |  |                                  |
|---------------------|--|----------------------------------|
| <u>  <b>D</b>  </u> | the fastest growing section of Canada's population                             | A. resolution                    |
| <u>  <b>C</b>  </u> | a conference where a topic can be publicly discussed                           | B. Assembly of First Nations     |
| <u>  <b>A</b>  </u> | a course of action to resolve an issue   | C. symposium                     |
| <u>  <b>E</b>  </u> | a program in which provinces can nominate a percentage of immigrants to Canada | D. First Nations                 |
| <u>  <b>B</b>  </u> | a national organization representing First Nations citizens in Canada          | E. Provincial Nomination Program |

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

## Bonus Word Search: Immigration

Find the following words and phrases in the puzzle below. These words are in Lesson 4. Can you find them all?

accord  
Provincial Nomination Program

Alberta  
Quebec

Assembly of First Nations  
resolution    symposium

n	s	m	a	a	o	g	m	s	b	a	c	o	r	u	o	t	e	t	s	s	b	r	a	m	s	a
n	o	e	n	a	i	u	s	n	t	m	c	o	n	a	n	n	l	r	n	i	s	m	r	n	q	s
o	p	q	t	o	y	n	s	o	r	i	a	i	i	a	e	c	e	r	s	o	t	r	l	i	b	m
v	s	s	a	u	e	c	i	i	y	t	u	n	a	i	n	m	r	a	f	p	q	p	d	e	s	b
l	a	m	b	m	n	i	y	t	s	v	i	o	o	e	n	r	p	e	n	o	n	b	e	e	o	n
p	r	o	v	i	n	c	i	a	l	n	o	m	i	n	a	t	i	o	n	p	r	o	g	r	a	m
u	a	s	s	g	s	s	r	n	m	r	c	n	o	t	i	o	b	s	e	t	g	i	s	o	r	o
a	n	i	m	a	u	o	o	t	o	s	y	b	r	t	o	l	s	t	a	a	o	c	a	c	t	m
e	n	n	e	c	f	p	c	s	f	u	p	e	i	n	i	r	s	o	o	y	i	r	t	o	o	s
a	s	e	r	c	e	a	c	r	u	r	b	t	l	m	f	a	q	n	p	a	i	a	r	f	u	b
s	c	p	b	o	f	m	r	i	e	l	i	c	p	m	o	o	v	s	p	n	m	n	n	r	r	l
y	o	n	a	r	b	c	f	f	a	s	r	s	l	p	c	r	a	y	r	s	p	t	o	r	n	m
r	m	o	u	d	e	r	a	f	n	f	r	c	r	r	r	s	o	n	s	t	r	p	y	m	o	a
a	r	n	e	b	u	s	e	o	b	n	b	c	r	o	l	s	r	o	m	i	a	a	l	i	c	n
n	t	p	e	o	s	q	o	y	c	n	t	s	n	i	a	c	c	l	q	n	p	e	i	o	e	o
o	a	u	l	e	s	e	s	l	e	r	y	o	p	o	s	b	l	b	n	s	o	o	p	c	i	s
s	q	o	i	c	t	s	f	b	u	r	r	i	s	s	a	q	q	o	e	t	e	n	t	b	r	o
q	b	a	t	y	p	t	e	m	l	t	a	i	o	o	b	n	s	p	n	n	n	r	s	a	s	v
b	i	r	t	o	o	c	l	e	t	o	i	l	n	o	n	p	o	o	o	s	c	o	n	r	i	m
p	t	c	s	c	i	f	t	s	y	m	p	o	s	i	u	m	y	c	b	b	a	s	a	y	s	c
f	p	o	e	i	i	b	l	s	l	n	a	i	n	i	m	s	a	s	l	o	t	r	b	o	a	b
r	l	a	c	n	r	e	f	a	r	n	n	c	m	f	a	i	r	e	o	t	s	i	i	u	s	l
a	s	e	l	d	n	d	d	s	t	e	a	b	p	n	f	r	o	n	c	o	u	e	n	s	a	l
r	r	o	n	a	t	i	s	t	r	t	i	e	q	m	e	n	t	l	u	s	i	s	m	s	a	s
t	s	l	n	q	i	i	a	m	m	p	i	c	a	a	m	r	r	r	n	t	u	o	l	a	e	r
f	o	s	c	o	o	a	t	a	i	l	y	b	l	t	c	e	a	r	s	m	m	l	t	o	i	o
s	r	e	n	r	d	g	e	a	o	i	i	o	y	i	i	n	t	l	a	u	a	y	t	m	i	p



