

SASKATCHEWAN – WHY DID THEY COME HERE?

Educator Notes

Saskatchewan Gr 8 Social Studies Outcome Focus:

IN 8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.

- a. Research reasons for diverse peoples choosing Canada as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression).

Historical Thinking Concepts:

- Evidence – How do we know what we know about the past?

Guidepost 1: History is interpretation based on inferences made from primary sources. Primary sources can be accounts but they can also be traces, relics or records.

➤ *Student makes insightful inferences from primary sources.*

- Cause and Consequence – Why do events happen and what are their impacts?

Guidepost 3: Events result from the interplay of two types of factors: 1. historical actors who are people (individuals or groups) who take actions that cause historical events and 2. the social, political, economic, environmental and cultural conditions within which the actors operate.

➤ *Student identifies the interplay between the actions of historical actors and the conditions at the time.*

Suggested Student Learning Tasks

A. Focus on the Evidence

1. Have students think about what they already know about immigration and reasons why people have come to Saskatchewan past and present. They can record their thinking on the student document provided.
2. Review with students the definition of a primary source when considering historical study and introduce the idea of working with interviews as a primary source to learn more about the reasons some people came to Saskatchewan in the past.
3. Distribute the interview segments and biographical information for Stan Gomulczak from the Provincial Archives of Saskatchewan website at <http://www.saskarchives.com/immigration-historical-thinking>

4. Each person or group should have one interview segment to study closely. As the students read and think about their segment, they can record their thinking on the chart for Stan provided on the student document.

5. After debriefing each segment with the larger group to get a more complete picture of Stan and his immigration story, discuss what appeared to be his reasons for coming to Saskatchewan.

Interview Segment #	
What does this passage suggest about Stan?	What does this passage reveal to us about his reasons for leaving his home and choosing Canada as his new home?
What did this source not tell you about Stan's immigration journey to Saskatchewan?	What questions do you have about Stan and his experience that are not answered here?

B. Going Deeper With Interviews

1. Students will be studying the immigration stories of 4 other people who came to Saskatchewan at different times in our history by reflecting on interviews conducted with them in the 1970's, from various oral history projects collected by the Provincial Archives of Saskatchewan.

2. Access interviews for student study at <http://www.saskarchives.com/immigration-historical-thinking>. Each interview segment includes a brief bio and an excerpt from a longer interview. Included in this collection are:

- William Howes
- Eva Bond
- Charlie Quan
- Isak Simon Elik

3. Circulate the interviews to smaller groups of students (or individual students). They will be using a similar thinking and reflection process as they used with Stan's interview in order to consider the evidence in the interview. Students can record their thinking on the chart for their interview found in the student document.

Interview With Eva Bond	
What does this passage suggest about Eva?	What does this passage reveal to us about her reasons for leaving her home and choosing Canada as her new home?
What did this source not tell you about Eva's immigration journey to Saskatchewan?	What questions do you have about Eva and her experience that are not answered here?

4. Debrief the learning from the 4 interviews as a large group. Discuss with students what they learned about diversity in reasons for coming to Saskatchewan, based on the evidence in these interviews.
5. A summary of their learning about reasons why people came to Saskatchewan could be compiled together as a large group, using the chart in the student document as a guide. Or, this could be completed by students as an individual summative piece of evidence to assess their understanding after a larger group discussion and sharing of the evidence from the interviews.

Analyzing the Reasons Why People Came to Saskatchewan

Name	Reasons for Coming to Saskatchewan
<u>Stan Gomulczak</u>	
<u>William Howes</u>	
Eva Bond	
<u>Charlie Quan</u>	
<u>Isak Simon Elik</u>	

6. Further reflection on what they learned and connections made after considering the evidence in the interviews could be explored using the prompts provided on the last page of the student document. These could be discussed as a large group, or completed as individuals and submitted as a summative task.

- I notice that some people came for similar reasons. An example would be.....
- When I think about all the interviews, I noticed an example of a major difference in the reasons why people came to Saskatchewan when I think about.....
- After considering the evidence from the interviews, the most interesting reason for coming to Saskatchewan was.....
- Interviews can be challenging to use when studying the past. One thing I found challenging about using interviews to find out information about why people came to Saskatchewan was.....
- Using primary sources like interviews can be interesting when studying the past. I found the interviews helpful in learning more about why people came to Saskatchewan because.....

C. Ideas For Extending the Learning

1. Research Pier 21 and its connection and importance to immigration in Canada and those who eventually came to Saskatchewan.

<http://www.pier21.ca/research/oral-history/listening-gallery-clips>

<http://www.pier21.ca/stories/search>

2. Research the changes in Canada's immigration policy over time and learn more about the limitations and requirements people needed to be aware of if they wanted to come to Saskatchewan at different times in our history.

Historical and Current Overview:

<http://mapleleafweb.com/features/immigration-policy-canada-history-administration-and-debates>