



## Plains, Trains, and Immigrants

**Program Description:** Using an interactive game book, students will assume one of several possible identities of a newly arrived person in 1910 Alberta. As they tour the Park, they collect points that correspond to their health, wealth and survival; discovering how luck, opportunity, hard work, ethnicity and prejudicial practices combined to create the immigrant's experience.

**Grade(s):** Grade 7

### **Program of Studies Connections:**

<b>Grade</b>	<b>Subject</b>	<b>General Outcome</b>	<b>Values and Attitudes</b>	<b>Knowledge and Understandings</b>
7	Social Studies	<p>Following Confederation: Canadian Expansions</p> <p>Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p>	<p>Students will recognize the positive and negative aspects of immigration and migration.</p> <p>Students will recognize the positive and negative consequences of political decisions.</p> <p>Students will appreciate the challenges that individuals and communities face when confronted with rapid change.</p>	<p>Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• How did the National Policy determine the economic and demographic aspects of Canadian expansion?</li> <li>• How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada?</li> <li>• How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)?</li> <li>• In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?</li> <li>• What was the role of the North West Mounted Police in the development of western Canada?</li> <li>• What strategies were used by the government to</li> </ul>

			<p>encourage immigration from Europe?</p> <ul style="list-style-type: none"> <li>• What impact did immigration have on Aboriginal peoples and on communities in Canada?</li> <li>• How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)?</li> <li>• To what extent was agricultural activity a key factor in the population growth of western Canada?</li> <li>• How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan?</li> <li>• What were the underlying reasons for the negotiation of the numbered treaties?</li> </ul> <p>Students will assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)?</li> <li>• What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada?</li> <li>• How have Canadian immigration policies contributed to increased</li> </ul>
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