

CANADA: DAY 1

In-Class
Activities for
Teachers



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Canadian Museum of
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Musée canadien de
l'immigration du Quai 21

Canada

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Congratulations!

You have made the decision to share *Canada: Day 1* activities with your students in-class! This manual provides ideas for different activities you can do in-class with your students before or after your visit to *Canada: Day 1*.

What's Included?

This activity kit has been designed by teachers for teachers to help prepare for and extend class visits and provide resources to maximize student learning in *Canada: Day 1*. This manual includes instructions and resources for the following activities:

Museum Artifacts: Keep the Past Alive – Why is it important to preserve artifacts? How do you handle artifacts? Why do people in museums sometimes wear white gloves? This activity explains it all.

Canada: Day 1 App – Use this mobile app to explore the personal stories behind curious Day 1 artifacts.

Welcome Book – Students will review the artifact *Welcome to War Brides*. Based on this example, students create their own welcome book for newcomers to Canada.

Show and Tell – Students present to their class a photo of the one item they wouldn't move without. More experienced students can research one item brought to Canada by an immigrant in their community. Discuss the meaning of this object, why it was brought and its use in Canada.

All of the things you will need to know in order to effectively deliver any of these activities are located in this manual. If you have questions or ideas to add to the manual, please contact the Education Manager.

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What Grade Level Is Canada: Day 1 For?

The activities included in this guide can be adapted for different ages. The text of *Canada: Day 1* is assessed at a Grade 8 unassisted reading level. With adult assistance, this can be extended to a Grade 4 level. Higher grades will be able to easily understand the text while being able to go more deeply into the concepts.

Share your Work!

We'd love to see your results! Please send us photos or samples of your work. We might use them on our website or as examples for other classes and we always love to post them on the walls of our office to inspire the work we do here at the Canadian Museum of Immigration at Pier 21.

If you are willing to share your work, please have parents of your students fill out the *Media Release* (available in the *Resources* section). We are unable to accept any work without this release. Work without this release will be returned to you. The Museum is not obligated to keep any work submitted beyond 1 month of submission.

Send digital items along with media releases to:

education@pier21.ca

Send physical items along with media releases to:

Canadian Museum of Immigration at Pier 21
Education Department
1099 Marginal Road, 2nd Floor
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Museum Artifacts: Keep the Past Alive

Rationale

Artifacts are the way in which museums preserve the past to share with future generations. Museums have a sacred trust to protect these artifacts so that we may be able to learn from them about our human history. Learning how to help museums in preserving and protecting artifacts and understanding the job of the museum and why it is so important to our society should be a critical part of any museum program.

Summary

This activity allows students to explore the importance of protecting artifacts, the ways in which artifacts can become damaged and the ways museum professionals and others can protect artifacts for future generations to learn from and enjoy.

Learning Outcomes

By the end of this activity, students will be able to:

- Define artifact
- List some common things that damage artifacts
- Explain why white gloves are worn by museum professionals
- Discuss the reasons why it is important for museums to protect artifacts
- List ways to help protect artifacts

Time: 30 minutes

Relevant Subject Areas: Social Studies

Supplies

- Worksheet
 - See the *Resources* section of this manual
- Pencils or Pens

Teacher Instructions

- View the video (or similar video related to damaged artifacts) at <http://www.today.com/video/today/41349279#41349279>
- Complete the worksheet on artifacts.
 - You may wish to assign each student a particular cause of damage and have them research ways to prevent it.

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Canada: Day 1 App

Rationale

Sometimes a Day 1 story can start with a simple question or one object. This activity allows students to dig deeper, to imagine experiences and to understand the very personal nature of the Day 1 experience.

Summary

In this activity, students explore curious artifacts to uncover the personal Day 1 experience of a newcomer to Canada. Students can compare and contrast the stories of various newcomers within the app as well as between the app and the exhibition.

Learning Outcomes

By the end of this activity, students will be able to:

- Be aware of a multitude of Day 1 experiences
- Recognize commonalities and differences amongst Day 1 experiences
- List and explain factors contributing to common and different Day 1 experiences
- Analyze reasons for commonalities and differences
- Determine why commonalities and differences are significant
- Value first person voice as a source

Time: 40-60 minutes

Relevant Subject Areas: History, Sociology, Language Arts, Literacy, Technology

Supplies

- *Canada: Day 1* app available on the App Store or Google Play

Teacher Instructions

- Have students select an image and a question before going on to read more about the stories.
- Have students use these as a writing prompt to create a fictional story related to the quote and object.
- After creating their fictional stories, students should go on to read the actual story behind the artifact and question.
- In small groups, have students list key words for each story. Include key words related to the person telling the story, where they are from, what happened, what they felt, etc.
- Compile these lists for the whole class.
- Discuss what similarities and differences emerge and why these similarities and differences might exist. Do you think these similarities and differences apply to all Day 1 experiences? Why or why not.

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Welcome Book

Rationale

Experiencing primary source evidence is one way that students can begin to learn the skills necessary to practice history. What immigrants are told about Canada or are deemed to need upon arrival tells us a lot about what Canadians assume about the newcomers as they arrive.

Summary

In this activity, students will use the *Welcome to War Brides* artifact as inspiration for creating their own Welcome to Canada booklet for newcomers.

Learning Outcomes

By the end of this activity, students will be able to:

- Be aware of a multitude of Day 1 experiences
- Recognize commonalities and differences amongst Day 1 experiences
- List and explain factors contributing to common and different Day 1 experiences
- Analyze reasons for commonalities and differences
- Relate others' Day 1 experiences to their own personal experiences

Time: 40-60 minutes

Relevant Subject Areas: Social Studies, Citizenship

Supplies

- *Welcome to War Brides* Artifact Reproduction
 - See the *Resources* section of this manual
- Art supplies or webpage-making site

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Teacher Instructions

- Have students review *Welcome to War Brides*. Your visit to *Canada: Day 1* will give you some context on who the War Brides were and why they were desirable newcomers to Canada.
 - Students can view the booklet in *Canada: Day 1* and a digital copy of the artifact has been provided in the *Resources* section for further perusal by students.
 - The artifact has also been translated into French for your convenience and is available in the *Resources* section of this manual.
- Discuss what assumptions the Canadian authors of this booklet have about the War Brides.
 - What does this book suggest they think War Brides already know and what they don't?
 - Discuss the attitude of those writing this booklet towards the War Brides? Is it positive? Negative? Neutral?
 - Do you think the tone or the types of information in the book might be different at a different time or for a different group of immigrants? What if this booklet had been written for Chinese immigrants in the early 1900s, for example. How might it have been different?
- Students will create their own welcome book (or optionally web page) for newcomers arriving today to their community.
 - For more advanced students or history students specifically, you may wish to have them write one for a specific group of immigrants at a specific historical time and then write a report about their decisions and how those decisions have been based on evidence about the past. Be sure to have them cite their evidence.

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Show and Tell

Rationale

The process of selecting and rejecting things to bring with you in your transition to a new country is an emotional one. This retake on a classic activity allows students to relate to the experience that newcomers face of selecting what to bring and what to leave behind when making their Day 1 journey. Students build empathy and emotional intelligence.

Summary

Students use their own experience as a gateway to understanding the choices made by newcomers to Canada and the representative nature of those decisions.

Learning Outcomes

By the end of this activity, students will be able to:

- Be aware of a multitude of Day 1 experiences
- List types of items brought to Canada by newcomers and their reasons for selection
- Recognize commonalities and differences amongst Day 1 experiences
- List and explain factors contributing to common and different Day 1 experiences
- Relate others' Day 1 experiences to their own personal experiences

Time: 60-90 minutes

Relevant Subject Areas: Social Studies, Art, Personal Development

Supplies

- Student-provided Images
- Journal or Notebook

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Teacher Instructions

- Each student will be asked to bring to school a photo of the one (and only one) item they would not leave Canada without if they were immigrating to another place.
 - You may wish to have students write a journal entry about why they selected this piece. Students can reflect on what it means to them, if their selection would change based on where they are going, how useful the item would be, how long it would last, if it's replaceable and so on.
 - Some students may wish to do a reverse journal that talks not about the one thing they decided to bring but about the things that got left behind when they made their choice.
 - You may wish to have students present their item to others in the class. This could be done creatively through skits, digital media, posters, mini-museums, symbolic art pieces, etc.
 - These images could be placed around the classroom as a gallery walk. Using digital literacy and social empathy skills, students could try to guess who selected which object and why .
- After their experience in *Canada: Day 1*, students can be asked to go out into their community to talk with family and friends to discover if there are any family heirlooms or items that have come to Canada with an immigrant. Students should report on the item, why it was brought, why it was kept, what it means now in Canada, if it has changed over time and what it tells us about the person who brought it.
- Discuss with students how these items can represent what is important to a person.
 - Is it their profession? Is it their way to support their family? Is it something that reminds them of family or friends? Is it something practical to help them in their new home?
 - These items can also tell us about the person's assumptions about Canada. Did they pack lots of warm clothes thinking Canada was very cold? Did they pack tools assuming they would be able to find similar work in Canada? Did they pack food because they had heard they would not be able to find the right spices in Canada?
 - What do these items tell us about the kinds of people coming to Canada, the kinds of people Canada wanted and the thoughts of newcomers about their new country?

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Resources

This section includes all of the worksheets mentioned in the earlier activities for you to print or photocopy for your use with *Canada: Day 1*.

Contents

Museum Artifacts: Keep the Past Alive

Welcome to War Brides

Welcome to War Brides French Transcription

Media Release

Teacher Feedback Form

Student Feedback Form

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