

Overview of the Web Activity “Put Yourself in the Picture: Experiencing Immigrant Challenges around 1900”

This activity has been developed by the Critical Thinking Consortium (see credits, p.20).

Critical Tasks:	<ol style="list-style-type: none"> 1. Describe the physical and emotional impact of the event or situation depicted in a series of images. 2. Rank the challenges faced by immigrants in order of significance. 3. Create a report on the McCord Museum Web site based on role-playing an immigrant arriving alone or as part of a family in Canada.
Grade:	Grade 5 (British Columbia). For more details, see heading 10. Curricula Links .
Duration:	Approximately 4 hours (in class or at home).
Process:	<ul style="list-style-type: none"> • Begins on the museum Web site. • Continues on the Student Handout. • Ends on the Web site.
Student Handout:	<p>Seven components named “Blackline Masters.”</p> <ul style="list-style-type: none"> • Give the students the handout or ask them to print it off the EduWeb section.¹
Web Resources:	<p>On the museum Web site:</p> <ul style="list-style-type: none"> • Thematic tours (movie clips); <ul style="list-style-type: none"> • “Go West! Settling Canada’s Prairies” • “Forging the National Dream” • “CPR, from Sea to Sea: The Scottish Connection” • Photograph Scottish Immigrants, about 1927; • Folder of eight images about immigrant experiences; • Set of 100 images for the following theme: <ul style="list-style-type: none"> • “Immigration at the Start of the 20th Century” <p>On the Canadian Encyclopedia Web site:</p> <ul style="list-style-type: none"> • Articles about immigration and homesteading (youth editions)²
Tool:	The Web folder, a tool for preparing the report using images available on this site or elsewhere. The folder is saved on the museum Web site.

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¹ Check out the following address: www.mccord-museum.qc.ca/pdf/eduweb/immigration.eleve.EN.doc

² www.thecanadianencyclopedia.com

1. Objectives

Broad understanding:

- ❑ Archival photographs constitute a rich source of information concerning the texture and nature of people's historical experiences;
- ❑ Empathy is an essential tool for understanding and learning history.

Skills:

- ❑ To observe;
- ❑ To imagine;
- ❑ To gather data;
- ❑ To analyze data;
- ❑ To compare;
- ❑ To use information and communications technologies.

For more details, see heading **10. Curricula links.**

2. Process

The purpose of this challenge is to introduce students to work with historical pictures and the McCord Museum on-line collections. Students begin by viewing an authentic historical photograph so that they can come to an empathic appreciation of the experiences of immigrant people living in Canada. Using an example picture of Scottish immigrants, the teacher introduces students to various strategies for analysing an archival photograph, in order to help them imagine themselves as the people shown in the picture. Students then view a series of historical pictures evoking possible immigrant experiences, and use the strategies to gather information about the experiences of immigrants living in Canada. Next, students rank-order the challenges faced by immigrants to Canada in the late 1800s and early 1900s. Finally, students create a personal folder on the McCord Museum Web site and, using at least six historical photographs, put together a report based on role-playing an immigrant arriving (alone or as part of a family) in Canada.

Choose tasks

This challenge presents three critical tasks for students. While it is recommended that students complete all three to become familiar with the McCord Museum collections, you may choose to select which critical tasks you will assign.

Session 1

Introduce historical empathy

Explain to students that they will be introduced to a fictional immigrant family that moved to Canada in the early part of the 1900s. Begin by telling students that a historical photograph captures a moment in a larger context, reminding them that a photograph represents one specific snapshot, which is part of a greater set of circumstances. In order to prepare students to connect with the emotional and physical impact of the events or circumstances shown in a picture, introduce the concept of historical empathy as a process of the imagination. Explain that empathy is the power of identifying with someone in a story being read, viewed or heard. Imagining the events, senses and emotions in the story depend upon background knowledge as well as the ability to imagine the event. When applied to reading history, historical empathy is the power to imagine the event: the senses, the emotions, and the dramatic action.

Imagine a fair

One of the strategies students will use to empathize with the physical and emotional impact of the event and circumstances depicted in the historical photograph will be to imagine how they would be feeling, along with describing how they would perceive the situation in terms of their senses. To prepare students to do this, begin by having them imagine that they are at a fair. Have them brainstorm, as a class, about what they would be seeing, as well as how it would smell, sound and feel. Then have them brainstorm about both the positive and negative aspects of what they would be feeling emotionally. For example:

- **What do you see:** Livestock, carnival tents, amusement rides, food stands, game stands, a concert area, etc.

- **Sounds like:** Various music being played at different spots, carnival workers attracting onlookers to visit their stands, shouts, screams, laughter, livestock noises, etc.
- **Smells like:** Cotton candy, popcorn, hotdogs, farm animals, gasoline, etc.
- **Positive feelings:** Elation, happiness, being a part of a community, enjoying the petting and feeding zoos, etc.
- **Negative feelings:** Fear, claustrophobia in large crowded spaces, apprehension, etc.

Present historical photograph for judgment

Review the term “primary sources” and introduce the idea of an archival photograph as a type of primary source document. Add that a visual document captures a moment in time and provides cultural and site-specific information.

Using an electronic version, overhead reproduction, or photocopy, show students the picture *Scottish Immigrants, about 1927* (McCord Museum collection accession number CPR-NS.8454).³



Scottish Immigrants, about 1927
 Canadian Pacific Railway Archives
 CPR-NS.8454
 Available on the McCord Museum Web site

³ To access this image, enter its number in the site search engine: CPR-NS.8454.

Ask students to imagine that they have discovered this photograph while cleaning out a desk full of old papers and photographs. Write the adage, "A picture is worth a thousand words," on the board. Ask students if this picture is worth a thousand words and instruct them to write reasons for their judgments in their notebooks. The following picture shows a party of Scottish crofters, or tenant farmers, emigrating from Great Britain for the Canadian Prairies around 1927. As crofters, they would have worked for a landowner. In Canada they could own their own farms.

Survey initial insights

Explain that photographs are used in their Social Studies textbooks to present visual information about an event, augment a description, bring an event to life or provoke further thought. Explain that our goal will be to use historical pictures to give us insight into what it would be like to be one of the people in the picture. For the picture of the Scottish immigrants, make a list on the board using the previous prompts:

- **What positive and negative feelings do you have?**
- **What do you see?**
- **What do you hear?**
- **What does it smell like?**

Provide background information

After the initial brainstorming session, provide some background information in order to elicit more insightful responses from the students. Explain that this photograph shows a family of crofters, or tenant farmers, preparing to board a Canadian Pacific steamship in 1927. Many groups of immigrants travelling by Canadian Pacific steamships posed in front of this sign. These crofters would have worked for a landowner in Scotland. In Canada they could own their own farms. The Scots were just one of the ethnic groups that immigrated to Canada.

In the late 1800s, the area that was to become Canada's prairie provinces was opened up to settlement. To encourage settlement, the federal government organized a far-reaching immigration program. While the government preferred immigrants from the British Isles and white, English-speaking people from the

United States, they needed settlers who would satisfy the growing demand for farm products. To encourage settlement, the government advertised “free” land to homesteaders. Interested farmers paid a \$10 registration fee for 160 acres.⁴ To keep the land or homestead, the person had to build a house (out of logs or sod) and cultivate a specified area within three years. To do this, a person needed basic agricultural implements and animals. Since horses were expensive, most homesteaders used oxen to clear and plough the land. In the first season, the farmer would also have to plant a vegetable garden and hunt game to supplement the food supply. As well, it was important to plough a fireguard — a strip of bare land that separated the dry prairie grassland from the settler’s home and farm buildings. If homesteaders were not near a waterway, they had to dig a well or collect rainwater or melt snow. Farmers who were assigned land more than 15 km from the railway had the added problem of getting their wheat to market. There were no roads or bridges, and most trails were impassable when wet. Most farmers waited until the ground froze in late autumn to transport their grain to the railway. There were also problems related to farm accidents, often resulting in permanent injury or death, failed crops, and years of hardship and loneliness. For many, the price was too high and they cancelled their claims and moved away.

Meanwhile, Canada’s burgeoning factories and cities were attracting other immigrants. Canada needed people who would work in its factories, mines and forests, and in construction.

Eventually the government expanded the search for immigrants to include people from other Northern European countries. Low on the list were people from southern European countries and Asia. Not all immigrants chose to work in agriculture or the resource industries. Many immigrants provided cheap labour in factories and construction but were viewed with suspicion by Protestant Canadian society. While the immigrants were an economic necessity, many of them faced years of racial and ethnic discrimination.⁵

⁴ For more information, see McCracken (on-line):

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1SEC810440>

⁵ For more information, see Troper (on-line):

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC822288>

You can also show your students a thematic tour about settling the Prairies: "[Go West! Settling Canada's Prairies.](#)" Define the listening intentions and ask students to jot down these intentions and any relevant information they hear on scrap paper. Point out to the class that this tour (when viewed in the form of a Web tour, not a clip) is an example of the kind of visual presentations they will soon be doing, in their third task.

Explore Web site photograph

Explain to students that we now have some context for the situation shown in the picture, and want to re-examine the photograph to help us imagine the sights, smells, sounds and feelings that an individual would be experiencing in this situation.

If you wish students to complete their own analysis, explain that the photograph comes from the McCord Museum in Montreal and can be found by entering its number (CPR-NS.8454) in the search engine. To learn more about the picture, click on the photograph. This will give you some background information about it. If students are completing this activity together as a class, ask them to refer to the heading *Photograph* to discover where the picture comes from (i.e., Canadian Pacific Railway Archives).



Photograph

Scottish Immigrants, about 1927

About 1927, 20th century

Canadian Pacific Railway Archives

CPR-NS.8454

© CPRC / CFCP

Keys to History

The Scottish connection with the CPR can be seen in many contexts. Most importantly, the railway and its subsidiary passenger-ship company played a vital role in bringing Scottish immigrants to Canada and the Canadian prairies. Here a party of Scottish crofters, or tenant farmers, is preparing to leave Britain on a Canadian Pacific steamship, en route to farms in western Canada, to "prairie lands sunkist and blest." As crofters,

they would have worked for a landowner, perhaps one of the wealthy aristocrats like the Duke of Sutherland, who owned 1.5 million acres of land. In Canada they could own their own farms.

• WHAT

This photograph shows a family of Scots about to emigrate from Great Britain to Canada.

• WHERE

The location is unknown, but is probably a British port such as Liverpool.

• WHEN

The family is leaving for Canada around 1927. Between 1919 and 1930 some 200,000 Scots immigrated to Canada.

• WHO

Most of the Scots immigrants were farmers and artisans, although large numbers of business and professional people emigrated, especially teachers and clergymen.

Show the class how to read the label by drawing their attention to the most important information (the first four lines).

- **Line 1:** object name ("Photograph")
- **Line 2:** title ("*Scottish Immigrants, about 1927*")
- **Line 3:** period ("About 1927, 20th century")
- **Line 4:** institution to whom the artifact belongs ("Canadian Pacific Railway Archives")
- **Line 5:** acquisition number ("CPR-NS.8454")

Draw students' attention to the heading *Keys to History*. Ask students to read this passage to see if it contains any information they do not already know. Point out that some of the photographs in the McCord collection will have a *Keys to*

History section that provides background information about the people or events shown in the photograph. Draw their attention to the box below the photograph that answers the *What, When, Where* and *Who* questions about the picture. Some of the photographs in the collection have answers to these questions.

Instruct students to click on the **Full Screen** icon (the square with four arrows around it) on the far right under the photograph. Ask them to study the people portrayed and speculate in what way they may be related (e.g., young couple with three children, parents and grandmother of one, either the husband or wife).

Assign analysis activity

Distribute copies of the *Picture Analysis Chart* (Blackline Master No. 1) to each student. Using the full screen image, ask students to imagine that they are in the picture, and beginning with the first quadrant, brainstorm about some of the sights that they would be experiencing. Do this with each of the other three quadrants, so that students understand how to draw out the various elements necessary to write an empathic account of the event that is taking place in the picture.

<p>What do you see?</p> <ul style="list-style-type: none"> • many people, fairly well dressed • young and old • gangway to ship • brick street • large buildings with towers • clock tower • sign indicating that people are going to Canada's prairies 	<p>Smells like...</p> <ul style="list-style-type: none"> • smoke from ship
<p>Sounds like...</p> <ul style="list-style-type: none"> • people calling • noise of movement on brick street • sounds of ship being loaded • children laughing • babies crying 	<p>Feels like (both positive and negative)...</p> <ul style="list-style-type: none"> • hopeful for future • scary • determined • excited (children)

Lead a class discussion

Now that students have worked through the process of drawing out empathic elements from a picture, you may wish to lead a brief class discussion or have students write journals, using some of the following questions as prompts:

- Would you keep or discard this photograph? Why or why not?
- Could you write one thousand words about this photograph? Why or why not?
- What does this photograph tell you about the process of immigration?
- What type of historical information can be found in an archival photograph and its label?
- What type of historical information cannot be found in an archival photograph and its label?

Discuss possible challenges

Review with students the kinds of places the immigrants are leaving behind (for example: established farms, towns and cities with stores, neighbours close by, roads, postal services, churches). Discuss with them what they think it will be like on the prairies (for example: few roads, distance from railway, no nearby neighbours, no towns or cities). Ask students to suggest the kinds of challenges the people in the photograph might face when they arrive in Canada (for example: loneliness, acquiring farm equipment, travelling to their homestead, building a house). Instruct students to fill in their charts by listing some of the challenges the people shown are likely to face.

Develop criteria

Remind students that they have been using a photograph to gather information about immigrating. Point out that analysing a photograph is not like reading a textbook or an encyclopedia because they have to find their own information. For example, it was decided that the people were fairly well dressed. How did we come to that conclusion (people were not wearing work clothes, clothes appeared clean and not torn, had coats and hats, etc.)? Explain that they were making inferences based on what they saw in the photograph. It was also

determined that some of the people looked hopeful, based on background information we had about where the people had come from. Ask students to suggest some things, or criteria, that are important to keep in mind when analysing a historical photograph. Guide them to suggest some or all of the following:

- Accurate description
- Inferences based on concrete details
- Conclusions supported by evidence

Present Critical Task No. 1

Explain to students that they are going to view a series of [historical photographs and a poster](#) on the McCord Museum Web site.⁶ Not all of the photographs show people, but each is connected in some way to the experience of immigrating to Canada between 1895 and 1925. Explain to them that they are to use a *Picture Analysis Chart* for each photograph and follow the strategy they have just learned in order to perform this task:

- Describe the physical and emotional impact of the event or situation depicted in each photograph in a series of pictures

Remind students to list on their charts what the photograph depicts and what challenges it suggests. Point out that by clicking on an image, they will be able to read some information about it. Before students begin, you may choose to discuss with them the scoring rubric given in *Assessing the Analysis Charts* (Blackline Master No. 2).

Discuss findings

When students have completed their charts for the eight images, invite them to share their findings, including the challenges faced by immigrants. As students name the challenges, compose a class list on the chalkboard or chart paper, grouping the responses into six categories (shelter, transportation, food, income, health and loneliness). Prompt students to include such things as building a

⁶ These images are displayed in a folder named "immigrantexperiences." Check out this link: www.mccord-museum.qc.ca/en/folders/immigrantexperiences. To view the folder, you can also go to the home page and type the name "immigrantexperiences" in the box "Enter your folder name."

house, finding a place to live, starting a farm, getting farm equipment and animals, travelling across the ocean, travelling to their farm site, having enough money to support themselves, staying healthy, missing family, having no neighbours, having enough food, finding a job if they are not farming, catching diseases, etc. Ask students to consider whether or not some of the challenges might be more significant or have greater importance than others. What would make one challenge more significant than another?

Session 2

Determine challenges

Display an overhead transparency of *What Makes It a Challenge* (Blackline Master No. 3) or draw a chart similar to the one below. Ask students to consider all the reasons it would be important to build a house in their new homeland and list their responses under the column "Reasons it's important." When students have suggested a number of reasons, ask them which of the reasons they think is the most important. Encourage them to explain their decisions and record their answers. Distribute copies of Blackline Master No. 3 to each student. You may choose to have students work in pairs or groups of four to complete the task. Encourage students to refer to the eight images about immigrant experiences to help them consider all the challenges associated with each category.

	Reasons it's important	What makes it a challenge?
Shelter	<ul style="list-style-type: none"> winters in Canada are cold; if a family does not have a warm place to sleep, they will not be healthy; will not stay strong so that they can work to start the farm and look after themselves 	<ul style="list-style-type: none"> homestead may be far from railway have to buy materials and tools may be too difficult for one family may be too far from neighbours to receive help has to be completed in a short time may not have necessary skills

Develop criteria

Point out that all of the challenges immigrants faced when coming to Canada were important for various reasons. Ask students to speculate whether one challenge might be more significant than another. Suggest that to help them

decide if that is so, they might consider the various factors or criteria that determine if something is significant or more important than something else. On the chalkboard or an overhead transparency, draw a T chart. On one side, write “Working hard all through school” and on the other, “Having lots of friends.” Ask students to suggest reasons why each is important.

Working hard all through school	Having lots of friends
<ul style="list-style-type: none"> ▪ may affect your future career ▪ could get scholarships ▪ feel good about yourself ▪ might mean you can take courses you like ▪ your parents are proud of you 	<ul style="list-style-type: none"> ▪ feel good about yourself ▪ always have something to do ▪ meet other people who are popular

Discuss findings

Discuss findings with students and guide them to see that the reasons it is more important to work hard all through school than to have lots of friends is that working hard not only makes you feel good about yourself, it also affects other aspects of your life as well as your future. Ask students to suggest criteria for determining the significance of the challenges faced by immigrants. Guide them to suggest a list that includes some or all of the following:

- Has long term consequences
- Affects other aspects of life
- Results in positive emotions

Introduce Critical Task No. 2

Distribute a copy of *Ranking the Challenges* (Blackline Master No. 4) to each student. Explain that now that they understand some of the challenges faced by immigrants, they are ready to complete Critical Task No. 2:

- Rank the challenges in order of significance

Instruct students to work with a partner or in groups of four to select a significant challenge from each category. Explain that for each challenge, they are to determine how much each criterion applies to it. For example, if they think that building a house has very little effect on other aspects of life, they would

give it a score of -1; but if they think that it would have a great deal of effect on other aspects of life, they would give it a score of +2. When each criterion has been scored for each challenge, they are to rank the challenges from the most significant to the least significant (1 being the most significant, 6 being the least significant). Remind students to give sound reasons for their choices. Before students begin, you may choose to discuss with them the scoring rubric given in *Assessing the Ranking* (Blackline Master No. 5).

Session 3

Discuss the immigrant experience

Ask students to recall some of the things they have learned about what it was like for people to immigrate to Canada in the late 1800s and early 1900s. Encourage them to share their ideas about the hardships as well as the joys of the experience. Ask if they think immigrants today have many of the same experiences and, if so, which ones.

Introduce Critical Task No. 3

Remind students that the photographs they have been studying can be found on the McCord Museum Web site. The McCord Museum is in Montreal and it has thousands of photographs and artifacts in its collections. Fortunately, a number of the collections can be viewed on the museum's Web site from anywhere in the world. The Web site is designed to be especially useful to students, and materials in the collections can be used to create class projects.

Introduce **Critical Task No. 3:**

- Create a report based on role-playing an immigrant arriving in Canada (either as an individual or as part of a family) in the early part of the 1900s

To produce their reports, students will be asked to:

- Select a place they are coming from (Great Britain, other European countries or Asia)
- Explain the reasons for leaving their country of origin

- Choose which means of transportation they will use to get to Canada
- Choose where to settle in Canada (rural or urban setting) and why
- Identify the type of work and lifestyle they will be leading and why
- And finally, identify the challenges they will be facing and why

To create more authentic role-playing situations, students may require additional information from sources (i.e., articles) about immigration and homesteading, such as the ones found on *The Canadian Encyclopedia — Youth* edition Web site.⁷

After gathering some information about immigrant experiences, they will go to the McCord Museum Web site and, using at least six historical photographs from the museum collections, put together an insightful folder report about the Canadian immigrant experience.

Develop criteria

Review with students what would constitute an effective or insightful report, according to the evaluation rubric. Guide them to suggest some or all of the following:

- Strong introduction and conclusion
- Supporting evidence
- Empathic comments and
- Appropriate photographs

Discuss with students what would constitute a strong introduction and conclusion and how appropriate photographs provide supporting evidence for the theme or hypothesis of their report. Explain how their empathic comments will show their understanding of what the immigrant experience was like. For practice, you may choose to have students write a sample empathic comment for the photograph analysed earlier. Remind students to refer to the criteria when working on their folder reports. Distribute a copy of *Creating a Folder Report* (Blackline Master No. 6) to each student. Explain that these are the steps to follow to create an on-line folder (see next page). You may want to have students work together or individually to complete this activity. Before students begin, you may choose to

⁷ www.thecanadianencyclopedia.com

discuss with them the scoring rubric given in *Assessing the Folder Reports* (Blackline Master No. 7.)

Share reports

When students have completed their folder reports, invite them to print them out and display them in the classroom. You may choose to make this project part of a broader learning activity by asking students to dress in ways that represent the immigrants and to bring in any appropriate artifacts for display. A representative from your local historical association may be willing to bring in some artifacts if students are unable to do so. If it is appropriate, you may choose to invite parents or other classes to view the displays.

3. Materials/resources

The [Student Handout](#)⁸ comprises seven components named “Blackline Masters.”

On the McCord Museum Web site, you have access to a variety of resources:

- thematic tours (movie clips)⁹:
 - [“Go West! Settling Canada’s Prairies”](#);
 - [“CPR, from Sea to Sea: The Scottish Connection”](#);
 - [“Forging the National Dream”](#);
 - [“Montreal 1896-1914: The Canadian Metropolis”](#);
 - [“Off to the Klondike! The Search for Gold”](#);
 - [“Digging for Treasure: Mining in Canada”](#);
 - [“Lethbridge: Coal City in the Wheat Country”](#);
 - [“Out of Ireland”](#).
- a folder of images related to immigrant experiences;¹⁰
- in the EduWeb section, images for the theme:
 - [“Immigration at the Start of the 20th Century”](#);
- in the EduWeb section, a history text titled:¹¹
 - [“1896-1919: From The Turn Of The Century To The Great War”](#);

⁸ Check out the following address: www.mccord-museum.qc.ca/pdf/eduweb/immigration.eleve.EN.doc.

⁹ www.musee-mccord.qc.ca/en/keys/webtours, choose “Alphabetical Order,” then the thematic tour.

¹⁰ www.mccord-museum.qc.ca/en/folders/immigrantexperiences. To view the folder, you can also go to the home page and enter the name “immigrantexperiences” in the box “Enter your folder name.”

¹¹ Check out the following address: www.mccord-museum.qc.ca/en/eduweb/texts.

- a tool for creating a Web folder capable of generating various visual presentations (album, tour, etc.).

On the Web site of *The Canadian Encyclopedia*:

- (regular and youth editions).¹²

4. Tool for preparing the report: the *Web folder*

The student prepares a report that takes the form of a *Web folder* (a visual presentation) and is stored on the Museum Web site. Accordingly, the student may link his or her images and provide it with a historical context.

How to create a Web folder?

In three easy steps, students:

- 1) search the collection and select images by clicking on the "Select image" link;
- 2) display their images selection by clicking on the "Selection" icon;
- 3) and create a folder by clicking on the "Create a Folder" link.

A tool for collecting, processing, organizing and sharing information...

Like a visual presentation, the *Web folder* allows the student:

- to store a selection of images on the site;
- to organize a presentation using these images;
- to prepare a text (with an introduction and conclusion) and list relevant references.

A flexible, multi-purpose tool...

A Web folder may:

- include digitized images from other sources, such as other museums;
- be viewed at any time on the Museum's Web site;
- be presented in class when it is completed using a computer hooked up to the Internet and a multimedia projector;
- be printed for the purposes of evaluation;
- be saved in a computer.

More information is available under [My McCord](#) tab.¹³

¹² Check out the following addresses:

www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC822287.
www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1SEC810440.

¹³ Check out the following address: www.mccord-museum.qc.ca/en/mymccord.

5. Evaluation

Assess students' ability to complete an empathic analysis of a historical photograph as recorded on the *Picture Analysis Chart* (Blackline Master No. 2) using the scoring rubric found in *Assessing the Analysis Charts* (Blackline Master No. 2). The activity is assessed on the basis of three criteria:

- Completeness of chart
- Inferences based on concrete details and
- Conclusions supported by evidence

Assess students' ability to rank-order significant challenges, as recorded on *Ranking the Challenges* (Blackline Master No. 4) using the scoring rubric given in *Assessing the Ranking* (Blackline Master No. 5). The activity is assessed on the basis of two criteria:

- Careful completion of the chart and
- Reasons given for ranking

Assess students' ability to create an insightful on-line folder report about the Canadian immigrant experience using the scoring rubric given in *Assessing the Folder Reports* (Blackline Master No. 7). The activity is assessed on the basis of four criteria:

- Strong introduction and conclusion
- Supporting evidence
- Empathic comments and
- Appropriate photographs

6. Extension

Invite students to work in small groups to role-play an immigrant family arriving in Canada. To create more authentic role-play situations, students may wish to dress for their parts and invite either parents or another class to observe the performances.

7. Duration

Allow approximately four hours to complete this activity.

- The activity is done in part on the Internet.
- The students may work outside of school hours — in the lab or at home.

8. Technical equipment

- Ratio: 1 computer/2 students (recommended) unless you plan to have the teams take turns.
- Technical parameters:
 - *Internet Explorer 6* (or latest version) or *Safari* (latest version)
 - *Macromedia Flash* plug-in (latest version)
- A high-speed Internet connection will ensure that students do not waste time waiting for high-definition images to download.
- A multimedia projector for presenting the site and the completed tours in class.
- Speakers (for the sound portion of movie clips on the museum Web site).

10. Curricula links

BRITISH COLUMBIA

Social Studies, grade 5 (2006)

- **Skills and Processes of Social Studies:**
 - A1 Apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues;
 - A3 Gather a body of information from a variety of primary and secondary sources;
 - A4 Create a presentation on a selected topic;
 - A5 Defend a position on a selected topic.
- **Identity, Society, and Culture:**
 - B1 Describe the significance of key events and factors in the development of BC and Canada, including [...] the railroad.
 - B2 Assess why immigrants came to Canada, the individual challenges they faced [...].

11. References and credits

References

Troper, Harold. "Immigration." *The Canadian Encyclopedia*. [On-line].

www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC822287
(consulted on March 14, 2007).

—. "Immigration." *The Canadian Encyclopedia — Youth* edition. [On-line].

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1SEC810440>
(consulted on March 14, 2007).

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Credits

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