




**Lessons for teaching social science courses
Feb. 9, 2007 - Professional development day**

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| Course in Ontario curriculum and Lesson | Overview of the lesson |
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| History, grade 8 The Development of Western Canada (pg 61-62) Lesson: Chinese immigrants in British Columbia, 1870 http://www.statcan.ca/english/kits/bc70s1.htm | Students create graphs and tables on the number of Chinese in British Columbia according to 1870 Census data. Students analyse the data and complete worksheets in small groups and then discuss their conclusions as a class. Using data from the tables, the class discussion and independent research, each student assumes the role of a Chinese immigrant in 1870 to write a letter home that describes his or her experiences and hopes. |
| Geography of Canada, grade 9 Lesson: Mapping the population by mother tongue http://www.statcan.ca/english/Estat/guide/census.htm | E-STAT lets us understand trends across different geographic regions. By combining census data with E-STAT mapping tools we can create detailed snapshots of the Canadian population, and make comparisons between regions. In this activity, we explore what languages are spoken in different geographic regions of Canada. |
| Geography of Canada, grade 9 Unit: Human-Environment Interactions Lesson: Natural Resources using Human Activity and the Environment http://teacherweb.com/ON/statistics/Math in the E-STAT folder under Secondary Geography Natural resources at http://teacherweb.com/ON/Statistics/Math/EDITEDNatResLessonwithWorksheets.doc | Outcomes: Students will: <ul style="list-style-type: none"> • Thoroughly research one of Canada's Natural Resources • Become familiar with reading and interpreting statistics • Teach others in their group about their resource • Benefit from the research of others • Make observations about Canada's resource management |
| Geography of Canada, grade 9 Unit: Understanding and managing change Lesson: Chinese Immigration to Canada http://www.ccge.org/ccge/english/Resources/LessonPlans/matrix.asp | The purpose of this lesson is to encourage students to learn aspects about immigration to Canada. Students are asked to use Statistics Canada's website and E-STAT to locate, plot and interpret data. Students will appreciate the various types of graphic representation available at this website. Chinese immigration is the focus, and through the use of the graphs, students are asked to suggest possible reasons <i>why</i> Chinese immigrants chose to settle in different regions of Canada. Teachers are also encouraged to use any other immigrant groups in their province. |
| Geography of Canada, grade 9 Canadian History in the 20th Century, Grade 10 Lesson: Canada's immigration patterns, 1955 to Present http://www.statcan.ca/english/kits/immig1.htm | This E-STAT activity examines how the source of immigrants to Canada has changed. In 1955, most immigrants to Canada came from Europe, while today, the majority come from Asia. |
| Geography of Canada, grade 9 Canadian History in the 20th Century, Grade 10 Lesson: Tracking immigration trends (Using CANSIM data dating back to 1955) http://www.statcan.ca/english/Estat/guide/track.htm | Throughout Canadian history the number of immigrants entering Canada has risen and fallen. Economic and social pressures, in addition to national policies and improved transportation have contributed to the fluctuating number of immigrants. E-STAT's graphing tools and the CANSIM database allow us to analyze immigration patterns. In this activity, we examine how the number of Italian, European and Asian immigrants have changed since the fifties. |
| Marketing / Entrepreneurial studies, grade 11 | In this interactive exercise, secondary students start by creating their own business idea. They are introduced to trends in Internet shopping using resources available on the Statistics Canada website. This includes an article entitled "Net Shopping" as well as the E-STAT |

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| <p>Economics, Grade 11</p> <p>Lesson: Internet shopping business idea http://www.statcan.ca/english/kits/shopping.htm</p>  | <p>data source and Summary Tables in Canadian Statistics. These resources help students learn about the types of Internet shoppers and businesses that sell over the Internet. By referring back to their own business idea, the article they have read, and data they have gathered, students will express and discuss some of the advantages and disadvantages to selling specific products and/or services over the Internet.</p> |
| <p>Family studies, grade 11/12</p> <ul style="list-style-type: none"> - Parenting, Grade 11 - Individuals and Families in a Diverse Society, Grade 12 <p>Lesson: Distribution of children living at home http://www.statcan.ca/english/kits/home1.htm</p> | <p>This activity uses E-STAT to retrieve and manipulate data on the number of children of certain ages living at home. The data are analysed to determine the need for family assistance, day care and other social programs in a particular region or community.</p> |