



## PEOPLE PATTERNS, OLD AND NEW

Suggested time: 60 minutes

### What's important in this lesson:

Many people have settled this country. You will investigate the first peoples, or Aboriginal peoples, as well as our newest Canadian immigrants. You will identify where in Canada they are located and some of the reasons why they live where they do.

### Complete these steps:

1. Using the Internet, go to Canada e-Books at [http://142.206.72.67/r000\\_e.htm](http://142.206.72.67/r000_e.htm). Use the information on the page about Aboriginal people to fill in the blanks on **Handout 1: Aboriginal Peoples**.
2. Use the graphs given on **Handout 2: Immigration to Canada** to identify the provinces where most immigrants to Canada choose to live, as well as the provinces with a higher number of immigrants than the national average.
3. Use the data given on **Handout 3: Immigration to Urban Areas** to create a bar graph. Use the bar graph to complete additional questions.
4. Get the **Answer Key** from your teacher and check your answers. Make any corrections in a different coloured pen or pencil.
5. Get **Ticket Out the Door #3** from your teacher and complete it.

### Hand-in the following to your teacher:

1. The bar graph.
2. Your completed and corrected handouts.
3. Ticket Out the Door #3.

### Questions for the teacher:

Student Instruction Sheet: Unit 2 Lesson 2





## HANDOUT #1 ABORIGINAL PEOPLES

Using the Internet, explore the Canada e-Book at [http://142.206.72.67/r000\\_e.htm](http://142.206.72.67/r000_e.htm). The e-Book is the electronic version of the Canada Year Book, and it contains a description of many topics about Canada, as well as links to tables, graphs, and pictures.

1. Once you are at the e-Book webpage, click on **The People** in the left-hand column.
2. Then point to **Population** and click on **Aboriginal Peoples**.
3. Use the information on this webpage to fill in the blanks in the following paragraph.

In the 2001 Census, approximately \_\_\_\_\_ people in Canada identified themselves as being Aboriginal. Canada's Aboriginal peoples are made up of three major groupings: North American I \_\_\_\_\_, M \_\_\_\_\_, and I \_\_\_\_\_. The largest grouping, with 62% of the Aboriginal population, is the group called North American Indian. Métis people make up \_\_\_\_\_% of the Aboriginal population and 5% are \_\_\_\_\_.

Most Aboriginal people in Canada live in the provinces of O \_\_\_\_\_ and B \_\_\_\_\_ C \_\_\_\_\_. Although fewer Aboriginals live in the North and West, they make up a larger percentage of the population there. They account for \_\_\_\_\_% of the population in Nunavut, \_\_\_\_\_% of the population in the Northwest Territories, \_\_\_\_\_% of the population in the Yukon, and \_\_\_\_\_% of the population in Manitoba and Saskatchewan. More North American Indians live in O \_\_\_\_\_ and B \_\_\_\_\_ C \_\_\_\_\_. Métis people tend to live in A \_\_\_\_\_ and M \_\_\_\_\_. Most Inuit live in N \_\_\_\_\_.

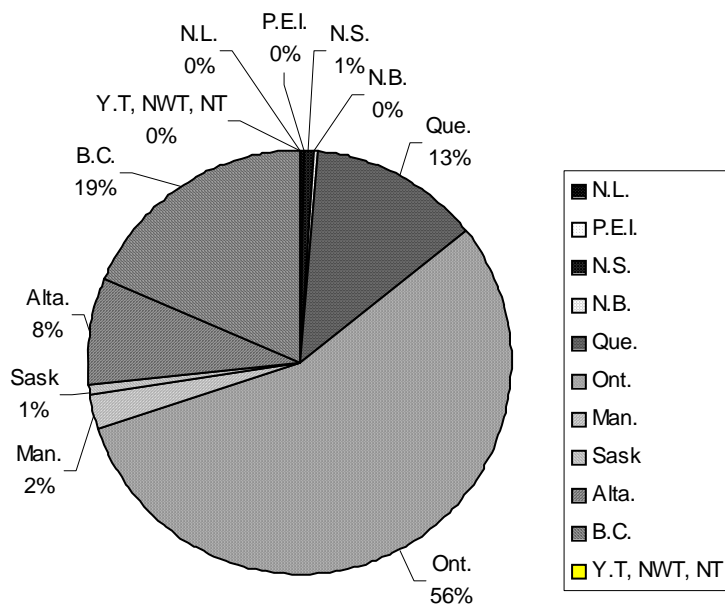
Aboriginal people speak many different languages (see the table at the top of the page). The five (5) most commonly spoken Aboriginal languages in 2001 were C \_\_\_\_\_, I \_\_\_\_\_, O \_\_\_\_\_, M \_\_\_\_\_-N \_\_\_\_\_, and M \_\_\_\_\_. Language is a concern for many Aboriginal peoples who are trying to preserve their cultural heritage; only about \_\_\_\_\_% of all Aboriginal people could carry on a conversation in an Aboriginal language. The I \_\_\_\_\_ are most likely to speak their own language. People who live in the North and on reserves and settlements were more likely to have maintained their own language.



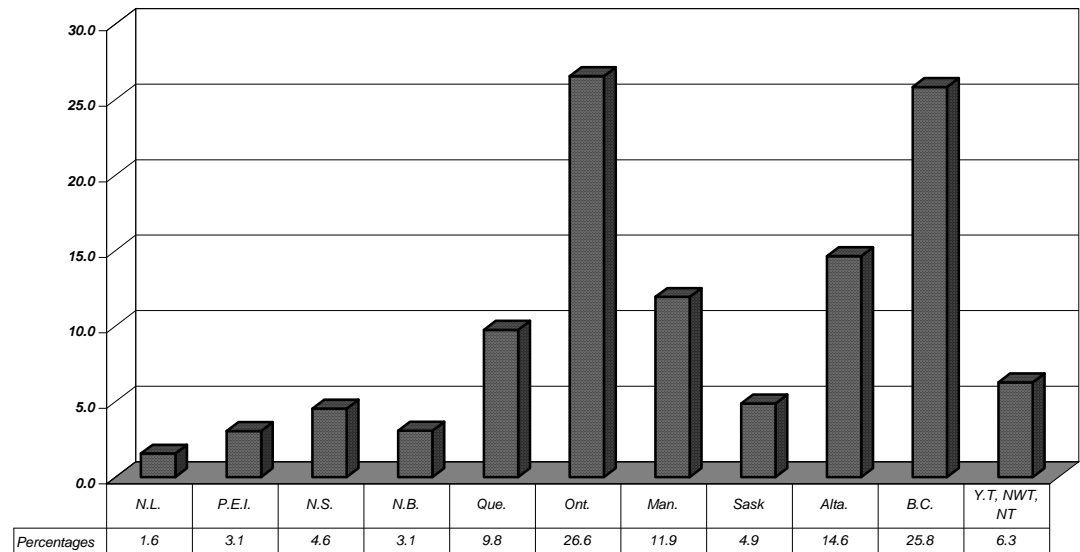
## UNIT 2, LESSON 2: HANDOUT #2 IMMIGRATION TO CANADA

Another important people pattern is the mosaic of immigrants across Canada. Since the first Europeans discovered and then settled this land, the population of Canada has grown. People from around the world have moved here to make Canada home. However, as the graph below shows, the distribution of immigrants to Canada is uneven. In 2001, there were 5,448,480 immigrants in Canada; this accounts for about 18% of our population. Yet that 18% of our population is located in relatively few regions.

Immigrant Population by Province/Territory (2001)



Immigrant Population as a Percentage of Provincial/Territorial Population (2001)



According to the graph above, what are the top three (3) provincial destinations for immigrants?

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_

What percentage of the immigrant population is located in these three (3) provinces?

\_\_\_\_\_

What provinces have above the Canadian average (18%) of immigrants?

- ① \_\_\_\_\_
- ② \_\_\_\_\_



## UNIT 2, LESSON 2: HANDOUT #3 IMMIGRATION TO URBAN AREAS

Immigrants to Canada generally move into urban areas. Cities often offer better job opportunities, a larger group of people who share the same culture, or even family connections. Immigrants tend to find that there are more services to help them adjust in larger communities as well.

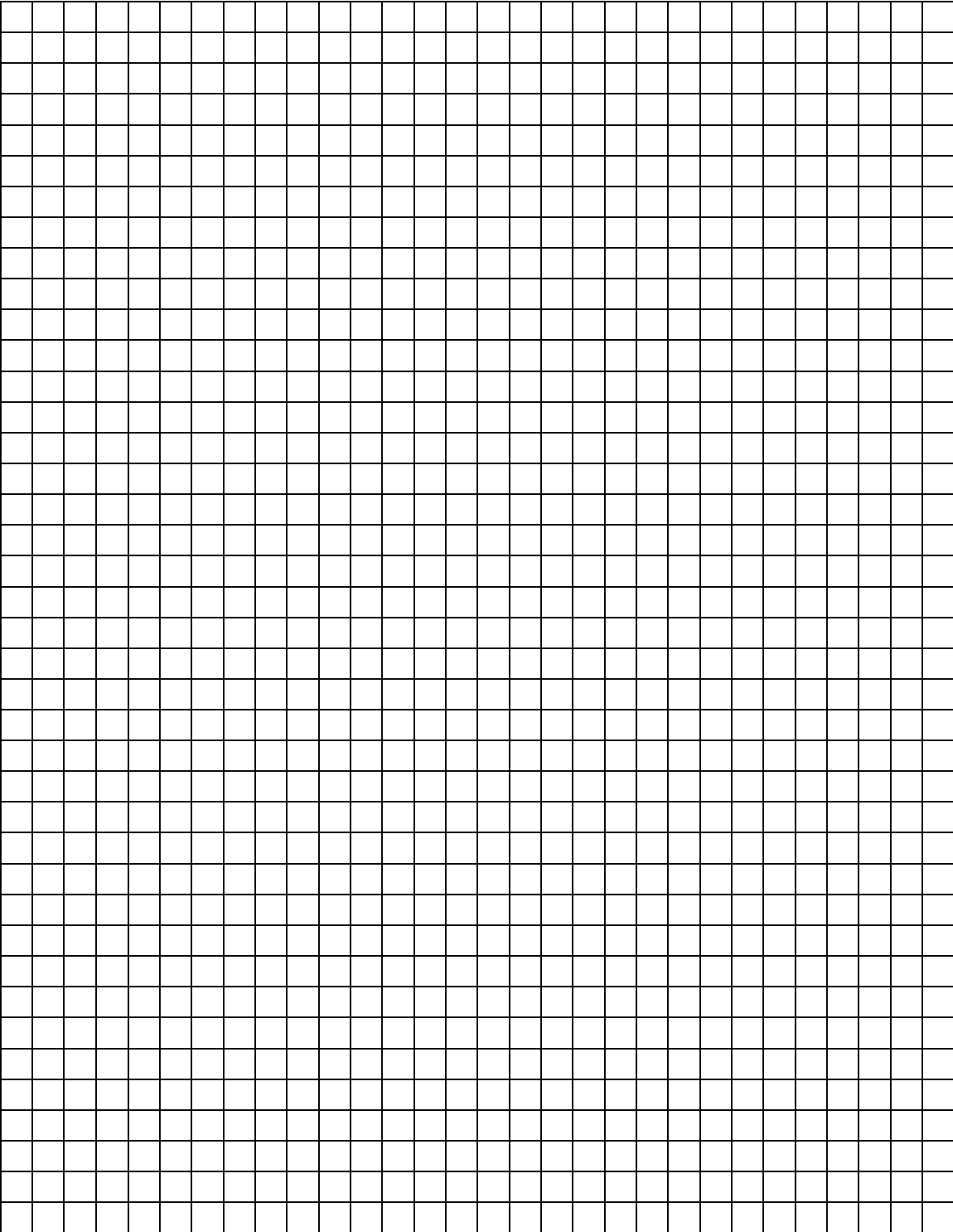
The following data indicates the top ten cities that immigrants to Canada settled in during 2001:

- Using the ecozone data from the previous lesson, identify which ecozone each of the following cities is located in. Put initials for the ecozone in the spaces provided below the data.

Toronto	Vancouver	Montreal	Calgary	Ottawa	Edmonton	Hamilton	Winnipeg	Kitchener	London
2 032 960	738 550	621 885	197 410	185 005	165 235	154 660	109 390	90 565	80 410

data from <http://www40.statcan.ca/101/cst01/demo35c.htm>

- Use the data to create a vertical bar graph showing the numbers of immigrants who settled in each city. (You can get graph paper from your teacher.) Arrange the cities from west to east along the bottom of the graph, so that the city which is farthest west in Canada is on the left and the city which is farthest east in Canada is on the right. As well, follow these guidelines:
  - Vertical scale should be 1 row represents 100 000 immigrants.
  - Bars should have a space between them.
  - Indicate the cities which are in the same ecozone by using the same colour bar for cities in each ecozone.
  - Include a legend to identify the ecozones.
- Which ecozone attracts the largest number of immigrants? \_\_\_\_\_
- How does this compare to the ecozone with the largest overall population density? (You can look back at the last lesson for help with this.)  
 \_\_\_\_\_  
 \_\_\_\_\_



## Reflection Activity: Unit 2 Lesson 2

### TICKET OUT THE DOOR #3

Complete this and hand it in to your teacher.

**One (1) thing I like about creating and using graphs \_\_\_\_\_**

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**One (1) thing I like about creating and using maps \_\_\_\_\_**

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**Right now, I think that I like using \_\_\_\_\_ better.**

**(maps or graphs)**