

Social Studies 10

History Immigration Project



Source: http://lajhsslab.com/peopling/images/modern_moses.jpg

Stage 1: Push / Pull Factors and Developing Questions

Documenting Your Findings
Mr. Meldrum / Mr. Morrison

Included:

Developing Questions / Thinking of Research Sources
Locating Sources of Information
Record of Sources

Objectives and P.L.O's

1. To identify historical push and pull factors that brought people to Canada
2. Locate, categorize and document secondary historical evidence of real Canadians
3. Create an initial portrait of your 'New Canadian'
4. Contribute to peer discussion on a wiki

The Goal

Students will research the push and pull factors that your 'New Canadian' may have been exposed to. The evidence you collect will be the starting point for the project. You will be supplied with some research tools along with the general themes of early Canadian immigration patterns.

IT IS TIME FOR YOU TO EXPLORE CANADA!

A Completed Stage One Will Include

- Two Driving questions focused on the Push-Pull experience (one push & one pull)
- 3 pieces of historical evidence (secondary sources only). For this stage you may use Wikipedia as one source.
- Documentation for each of the 3 pieces of evidence (You may use an online citing website to assist).
- One paragraph answering the Stage 1 Driving questions.
- A one paragraph or other form of summary of your evidence linked to the Major Project Question (the Class Driving question). This may be presented in a form that best suits your learning style, but should be concise and focused.
- Completed research package
- A three-ring binder that includes all of the above neatly labeled and organized
- A visual snapshot of your character to be posted on the Wiki including a brief caption/comment about your character.

Wiki Postings

You are required to post two comments on the wiki site, not including your visual snapshot. The comments should focus on the main points of push-pull migration, but may also explore the research process. Your profile should be relate to your 'New Canadian'

Stage One Research Packages (complete one per 'New Canadian')

1. Development Questions
2. Identifying and Documenting Sources
3. Self-Assessments

NOTE: It is to your advantage to use as many different sources as possible. Limited sources mean limited points of view.

Stage 1: Preparing for Research – Diagnostic

DEFINE

- ✓ **Understand the research process**
 - How well do I understand the purposes of research?
 - How well do I understand the stages of research?
- ✓ **Understand the assignment**
 - What do I have to do?
 - What is the final project, the audience and the due dates?
 - How will it be evaluated?
- ✓ **Prepare a portfolio that organizes the process and the project**
 - Did I consider time management with a research plan and timelines?
 - Did I include my notes, lists of resources, drafts, conferences, and records of my progress?

Explore

- ✓ **Explore the topic**
 - Did I get an overview of my topic by using a variety of resources, including books, videos, experts, the Internet and community resources?
- ✓ **Brainstorm**
 - Did I consider my interests?
 - Did I share my ideas with others?
 - Did I develop my ideas using maps or webs?
 - Did I classify ideas to look for patterns?
 - Did I break down the topic to help develop a focus?
- ✓ **Record the possible tops and subtopics**
 - Is the topic manageable and meaningful?

Identify

- ✓ **Create research questions**
 - Have I developed thoughtful questions that require research and analysis?
- ✓ **Develop search strategies**
 - Have I developed keywords for searches?
 - Have I grouped the search terms together?
- ✓ **Form a focus statement**
 - Can I clearly state what I am researching?
 - Do I understand why this topic is important to my audience and me?

Relate

- ✓ **Develop a K-N-R (Know, Need, Resources) chart.**
 - What will I wonder about the topic?
 - What do I know about the topic?
 - What do I need to find out?
 - What are the most appropriate resources for this topic?
- ✓ **Discuss research topic and plans**
 - Have I talked to my peers and family about my ideas and progress?
 - Have I had a conference with my teacher?

Developing Quality Questions for Research

Topic: _____

Strategy One: Start thinking using the 5 W's/How

WHO	
WHAT	
WHEN	
WHERE	
WHY	
HOW	

Strategy Two: Think Deeply Using Thematic Questions

Thematic Question		Your question
Event or situation	<ul style="list-style-type: none"> • Who was involved? • What caused it? • What happened/Developed? • What was the result? 	
Concept	<ul style="list-style-type: none"> • What is it? • Where is it found? • How did it develop? • What is its impact? 	
Person	<ul style="list-style-type: none"> • Who/what inspired this person? • What is his or her background? • What developed his or her interest? • What was his or her significance? 	
Issue	<ul style="list-style-type: none"> • What are the issues/key ideas? • Why is this an issue? • What was/might be its impact on...? • How does this relate to...? 	

Developing Quality Questions For Research.... (cont'd)

Strategy 3: Think deeply using different types of questions.

Type of question	Example	Your question
Who What When + WILL Where Why How	<i>What will encourage peace in outer space among all nations?</i>	
Who What When + WOULD Where Why How	<i>What would it take for humans to colonize Mars?</i>	
Who What When + CAN Where Why How	<i>Why can we not seem to exceed the speed of light when travelling in space?</i>	
Who What When + MIGHT Where Why How	<i>How might we communicate with extraterrestrial intelligence?</i>	

Strategy 4 Focus your question by completing a focus statement.

<p>I am researching _____</p> <p>Because I want to find out _____</p> <p>In order to help my audience understand _____</p> <p>Example: I am researching <i>black holes</i> Because I want to find out <i>what they are, what causes them, and why they exist</i> In order to help my audience understand <i>why their existence is necessary in the universe.</i></p>

*****Tip: Spend time upfront developing questions and thereby direct and shape the rest of your research. Don't rush from your topic to quickly creating a data dump with all kinds of unrelated information.**

K-N-R Chart: Identifying your information needs

Use this chart to recall what you **KNOW** about the topic and what information you **NEED**, such as further questions you have about the topic.

What do I KNOW about the topic?	What do I NEED to find out?

Use this chart to summarize what **type of information** you need and what **resources** might be most appropriate to give you the needed information and support your style of learning.

What resources do I need?

Type of information	Most appropriate resources
<ul style="list-style-type: none"> ■ Background information ■ Charts or graphs ■ Current information ■ Expert information ■ In-depth information ■ Maps (eg geographical, historical) ■ Overview of topic ■ Perspectives on an issue ■ Primary sources (eg diaries, letters) ■ Quick facts ■ Reliable online information ■ Statistics ■ Survey results ■ Terms and definitions ■ 	<ul style="list-style-type: none"> ■ Almanacs and yearbooks ■ Atlases ■ Audio sources (eg CDs, mp3s, and podcasts) ■ Companions and handbooks ■ Databases (eg Gale cenégage, proquest) ■ Encyclopedia (eg print or online) ■ Government sites ■ Internet search directories ■ Internet search engines ■ Non-fiction books ■ Periodicals (eg, journals, magazines, and newspaper articles) ■ School library website ■ Videos/DVDs ■ Ebooks, blogs

Thinking Deeper About Research

<p>Knowledge</p> <p>Describe, identify, recognize, state etc.</p>	<p>Identify and recall information (eg, describe the role of a judge in Ontario courts)</p>
<p>Comprehension</p> <p>Explain, infer, interpret, summarize etc.</p>	<p>Organize, select and understand facts and ideas (eg summarize editorial's key points)</p>
<p>Application</p> <p>Construct, discover, prepare, solve etc.</p>	<p>Use facts, rules and principles in a new situation (eg Construct a diagram of solar energy.)</p>
<p>Analysis</p> <p>Compare, contrast, distinguish, relate etc.</p>	<p>Take information apart to understand it (eg compare ingredients in household cleaners)</p>
<p>Synthesis</p> <p>Combine, design, rearrange, reconstruct, etc.</p>	<p>Bring ideas together to create new ideas (eg design a model for learning new math skills)</p>
<p>Evaluation</p> <p>Criticize, defend, justify, prioritize, etc.</p>	<p>Make judgments and decisions (eg justify the entrance of Canada into World War 11.)</p>

Locating Sources of Information – Checklist

When doing research, you can find print, electronic, or media information from many sources.

- Search the online catalogue or browse the shelves at your school, public libraries or university library.
- Use the links on the school library website for Internet, online databases and eBooks
- Contact friends, teacher librarians, teachers and experts (face to face or online) to gather useful information.

Check off the materials as you find/use it and comments:

Reference Materials	Notes (eg, titles and definitions)
<ul style="list-style-type: none"> ○ General encyclopedias (eg Grolier Encyclopedia) ○ Subject-specific encyclopedias (eg Lands and Peoples) ○ Dictionaries and thesauri ○ Almanacs and yearbooks ○ Directories ○ Atlases and maps 	
Non-fiction books	
Fiction books	
Periodicals and Newspapers	
<ul style="list-style-type: none"> ▪ Print periodical articles ▪ Print newspaper articles ▪ Online periodical databases (eg Gale Cengage and Proquest) ▪ Online newspaper databases (eg Global issues in Context, Canadian Points of View.) 	
Internet and Media <ul style="list-style-type: none"> ▪ School library website ▪ Videos and DVDs ▪ CDs, mp3s, podcasts, online videos ▪ Television and radio programs 	

Community Resources	Notes (eg names and definitions) and comments
<ul style="list-style-type: none"> ▪ Family, friends and teachers ▪ Public, college and university libraries ▪ Community services, directories and organizations ▪ Government agencies ▪ Trade directories ▪ Business and industry sources (travel agencies) ▪ Telephone directories (Canada411.com) ▪ Art galleries and museums (physical and virtual) ▪ Speakers and experts 	

*****Tip:** Sources may be primary or secondary. Primary sources are original materials existing as the earliest or first of a kind, such as artifacts, diaries, photographs, original documents or interviews. Secondary sources are works that interpret or analyze an event or primary source, and are generally one step removed from the event or source.

Age Two: Accessing Resources - Checklist

<p>LOCATE</p> <p>Explore a variety of resources</p> <ul style="list-style-type: none"> ✓ Do I understand the purposes of different resources? ✓ Did I consider a variety of resources: print, electronic and human? ✓ Can I give reasons for the resources I have chosen to use <p>Use the computer to access resources</p> <ul style="list-style-type: none"> ✓ Have I explored the school library website and relevant electronic databases? ✓ Do I understand why and how to use directories, search engines and Meta search engines? ✓ What keywords string together for better search results? ✓ What kinds of searches give me the best results? 	<p>GATHER</p> <p>Record resources</p> <ul style="list-style-type: none"> ✓ Have I started to create my list of resources? ✓ Did I citation details of the resources, including author, title, source and page numbers? <p>Gather resources</p> <ul style="list-style-type: none"> ✓ Have I saved or printed lists of resources, articles and abstracts? ✓ Have I collected the most appropriate resources?
<p>SELECT</p> <p>How to select and use general and specific resources</p> <ul style="list-style-type: none"> ✓ Do I understand how to begin with general resources and then move to specific ones? <p>Select the best and most suitable resources</p> <ul style="list-style-type: none"> ✓ Did I scan and skim resources to get an overview of the information? ✓ Did I select primary and/or secondary sources for my topic? ✓ Did I find the best resources for my topic? 	<p>COLLABORATE</p> <p>Share findings and ideas</p> <ul style="list-style-type: none"> ✓ Did I discuss the selection of resources with my peers and teacher/teacher-librarian? ✓ Did I ask my peers and teacher/teacher-librarian what other resources I might explore? <p>Discuss resources and research process</p> <ul style="list-style-type: none"> ✓ Have I had a conference with my teacher or teacher librarian to explain my progress and choice of resources?

BOOK SOURCE
Author(s)
Title
Place of publication
Publisher
Copyright date Page(s) used
Dewey call number
~School library ~Public Library ~Other library

BOOK SOURCE
Author(s)
Title
Place of publication
Publisher
Copyright date Page(s) used
Dewey call number
~School library ~Public Library ~Other library

ELECTRONIC SOURCE
Author(s)
Title
Date created
Date accessed
Web address
Database
~School library ~Public Library ~Other library

ELECTRONIC SOURCE
Author(s)
Title
Date created
Date accessed
Web address
Database
~School library ~Public Library ~Other library

PRINT REFERENCE SOURCE
Author(s)
Title of article
Title of source
Edition no. Copyright date
Volume no. Page(s) used
Dewey call no.
~School library ~Public Library ~Other library

ONLINE REFERENCE SOURCE
Author(s)
Title of article
Title of source
Edition no. Copyright date
Date of access
Web address
~School library ~Public Library ~Other library

PERIODICAL SOURCE
Author(s)
Title of article
Name of publication
Issue no.
Edition, if newspaper
Date Page(s) used
~School library ~Public Library ~Other library

MEDIA SOURCE
Author(s)
Title
Date
Type of media
Place of publication
Publisher/Distributor
~School library ~Public Library ~Other library

For this stage, use the Rubric below to assess the work you did.

Stage 2: Research knowledge and skills	Score (1-5)	Comments
I have read/viewed a variety of print, electronic and media resources in my school library.		
I have used the School Library Website to search for and find appropriate online resources.		
I have used search directories to find appropriate information		
I have used skimmed and scanned texts for appropriate information.		
I have selected the best resources for my assignment.		
I have continued to plan my work and track my decisions.		
I have collaborated with teacher-librarian, teachers and peers to check my ideas so far.		
I have recorded the sources of information that I have selected.		
I have organized my resources effectively.		

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/understanding Locating resources	- demonstrates limited knowledge of ways to locate resources	- demonstrates some knowledge of ways to locate resources	-demonstrates considerable knowledge of ways to locate resources	-demonstrates thorough knowledge of ways to locate resources
Thinking Selecting information	-uses a limited range of critical-thinking skills to select appropriate information	-uses a moderate range of critical-thinking skills to select appropriate information	-uses a considerable range of critical-thinking skills to select appropriate information	-uses a wide range of critical-thinking skills to select appropriate information
Communication Collaborating to check ideas	-collaborates with others to check findings and ideas with limited effectiveness	-collaborates with others to check findings and ideas with some effectiveness	-collaborates with others to check findings and ideas with considerable effectiveness	-collaborates with others to check findings and ideas with a high degree of effectiveness
Application Organizing and recording information	-organizes and records information with limited accuracy and effectiveness	-organizes and records information with some accuracy and effectiveness	-organizes and records information with considerable accuracy and effectiveness	-organizes and records information with a high degree of accuracy and effectiveness

Stage three: processing information - checklist

<p>ANALYZE/EVALUATE</p> <p>Evaluate my information sources</p> <ul style="list-style-type: none">✓ Have I examined the information for relevance, accuracy, bias, currency and authority. <p>Take notes related to my information needs</p> <ul style="list-style-type: none">✓ Have I kept good point-form notes?✓ Have I included information from different viewpoints?✓ Have I recorded my own thoughts, ideas and questions?✓ Do I have enough information? <p>Use information honestly.</p> <ul style="list-style-type: none">✓ Have I carefully recorded all sources of information and page numbers?✓ Have I acknowledged my sources of quotations and ideas?✓ Have I avoided plagiarism?	<p>TEST IDEAS</p> <p>Test ideas to adjust research and strategies</p> <ul style="list-style-type: none">✓ Does my information relate to my topic and focus thesis?✓ Do I need to adjust my focus or research plan?✓ Have I checked my ideas with others?
<p>SYNTHESIZE FINDINGS</p> <p>Make connections</p> <ul style="list-style-type: none">✓ Did I find relationships among the data?✓ Did I discover trends and patterns in information I found?✓ Can I make generalizations? <p>Formulate connections</p> <ul style="list-style-type: none">✓ Have I been able to form my own opinion about the information?✓ Can I justify my perspective with supporting evidence?✓ Have I formulated an arguable thesis?✓ Have I developed convincing arguments to support my thesis?✓ Have I developed an outline to organize my information?	<p>SORT INFORMATION</p> <p>Use organizers and subtopics to classify and record</p> <ul style="list-style-type: none">✓ Have I made use of visual organizers to organize my information and look for patterns and relationships?✓ Have I used visual organizers to analyze my gathered data?✓ Have I used graphic applications, such as a spreadsheet, chart or database, to organize and analyze my information?

**Socials 10
History Project
"Push –Pull Immigration"
Stage 1 Checklist**

Name(s): _____

To ensure that you have completed everything for the first stage, please use this as a guide as to what needs to be completed and placed in your binder

- Cover page (provide the URL if the information is from the internet)
- Push question chart completed (who, what, where, when, why, how)
- Pull question statement complete (Strategy 4)
- Locating Sources of Information – Checklist complete (encyclopedia, atlas or map, school library website, Youtube, and teacher checked off and note made)
- 3 boxes for sources completed (historical evidence)
- Self-assessment completed.
- One paragraph answering the push question (put the push question as the title)
- One paragraph answering the pull question (put the pull question as the title)
- Linking research information to major project driving question (Answer the major project question but does not need to be in paragraph form)
- Visual Snapshot / Picture of the character put on the wiki site
- Two comments linked to your research posted on the wiki site

NOTE: Put the package given to you in your binder for each stage. If you want a digital copy of anything, that can be sent to you but ensure that the package stays with your work.

