



MIGRANT LIVES IN PANDEMIC TIMES

Lesson Plans for Grade 5-8
Language and Social Studies Units

Created in partnership by

**MIGRATION
MATTERS**

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INTRODUCTION

This unit serves as a learning toolkit for teachers and students. Its inception and realization are designed to complement and further explore the digital storytelling project *Migrant Lives in Pandemic Times* produced by the Canada Excellence Research Chair in Migration and Integration Program at Toronto Metropolitan University. This unit focuses on the stories of 5 of these migrants and their respective experiences since the outbreak of the Covid-19 pandemic. Despite the difference in country of origin and life experiences, a common thread runs through their stories, one of community building and human links in times of uncertainty and despair.

The objective is for students to explore the significance of diversity, international community and the inequities related to opportunities as a result of one's citizenship, education, gender, class and race. We want students to develop critical thinking skills to understand the limitations and lack of access particular groups of people have to improve their overall quality of life. At the end of the unit, the goal is to inspire conversations about migration in the age of Covid-19. Students will understand that migration is a ubiquitous human experience, despite the fact that not all people share the same freedom of mobility. The hope is for this collection of lessons to generate student engagement, inquiry, and a call to action.

There are 11 lessons in total. Each lesson builds on knowledge and skills that inform the next learning tasks. While educators are free to choose assignments that best complement their classroom practice, it is best to cover lessons 1 through 4 as they scaffold student learning in preparation for following tasks. Lessons 5 to 11 are multi-layered. Students will require multiple teaching periods to complete the assignments. The tasks are straightforward while challenging students to broaden their knowledge and research skills. Access to technology will be needed, as most lessons require internet usage.

All of the lessons cover curriculum expectations for Language Grades 5 through 8. Most of the lessons meet Grade 8 Geography curriculum expectations.



CURRICULUM EXPECTATIONS

Unit: Migrants and the Impact of Covid-19

LESSON 1: Who is a migrant? Grades 5 to 8

It is an essential lesson in scaffolding knowledge for all grades.

Lesson Objectives:

- To understand and articulate who is a migrant
- To explain the many reasons that cause people to migrate

Curriculum Expectations:

Grade 5 Language

- R1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

Grade 6 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details

Grade 7 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Grade 8 Language

- R1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea

Geography Grade 8

- B1. analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities

LESSON 2: Human Development Index, Grades 5 to 8

It is an important lesson in scaffolding knowledge for all grades.

Lesson Objectives:

- To compare and contrast the Human Development Index rating of Syria, Canada, Italy, Philippines, Germany and Senegal
- Draw conclusions regarding rate of migration patterns and index findings

Curriculum Expectations:

Grade 5 Social Studies

- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (e.g., use an idea web to help them determine connections between the way in which a group is affected by climate change and its perspective on the issue; extract information from a line or bar graph to determine variations in homelessness in several municipalities; use a double bar graph to help them determine the effectiveness
- B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues

Grade 5 Language

- R1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

Grade 6 Social Studies

- B2. use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.
- A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

Grade 6 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details

Grade 7 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Grade 8 Geography

- A2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective
- B1.1 analyse some interrelationships among factors that can contribute to quality of life
- B2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective
- B3.1 identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale
- B3.9 describe the spatial distribution of wealth, both globally and within selected countries/ regions

Grade 8 Language

- R1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea

LESSON 3: What are human rights? Grades 5 to 8

It is an essential lesson in scaffolding knowledge for all grades.

Lesson Objectives:

- To understand what human rights are
- To understand the historical context of the United Nations Declaration of Human Rights

Curriculum Expectations:

Grade 5 Social Studies

- evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues
- B2.6 communicate the results of their inquiries, using appropriate vocabulary



Grade 5 Language

- R1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
- R1.5 use stated and implied ideas in texts to make inferences and construct meaning

Grade 6 Social Studies

- B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance
- B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
- B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

Grade 6 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- R1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

Grade 7 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Grade 8 Geography

- B2.1 formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective
- B2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective
- B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life
- B3.1 identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale



LESSON 4: Covid-19 Vaccination Tracker, Grades 5 to 8

It is an essential lesson in scaffolding knowledge for all grades.

Lesson Objectives:

- To determine vaccination rates of select countries
- To establish possible connections between vaccination rates and migration
- To explore the link between vaccination and human rights

Curriculum Expectations:

Grade 5 Social Studies

- B3.9 describe some different ways in which citizens can take action to address social and environmental issues

Grade 5 Language

- R1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
- R1.5 use stated and implied ideas in texts to make inferences and construct meaning

Grade 6 Social Studies

- B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance
- B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance
- B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
- B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world

Grade 6 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- R1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

Grade 7 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Grade 8 Geography

- B1.3 assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries
- B2.1 formulate questions to guide investigations into issues related to global development and
- B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life

Grade 8 Language

- R1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

LESSON 5: Persuasive Letter, Grades 5-8

Lesson Objectives:

- To write a persuasive letter to the Prime Minister's office advocating the government to support vaccine equity

Curriculum Expectations:

Grade 5 Social Studies

- B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance



- B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues
- B3.9 describe some different ways in which citizens can take action to address social and environmental issues

Grade 5 Language

- W1.1 identify the topic, purpose, and audience for a variety of writing forms
- W1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- W1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs using a variety of strategies and organizational patterns
- W2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences

Grade 6 Social Studies

- B1.1 explain why Canada participates in specific international accords and organizations
- B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed

Grade 6 Language Expectations:

- W1.1 identify the topic, purpose, and audience for a variety of writing forms
- W1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- W1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience

Grade 7 Language Expectations

- W1.1 identify the topic, purpose, and audience for more complex writing forms
- W1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose



- W1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience

Grade 8 Geography

- B2.1 formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective
- B2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective
- B2.6 communicate the results of their inquiries using appropriate vocabulary
- B3.9 describe the spatial distribution of wealth, both globally and within selected countries/ regions

Grade 8 Language Expectations

- W1.1 identify the topic, purpose, and audience for more complex writing forms
- W1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose
- W1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- W1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns
- W1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience

LESSON 6: Photo Journal, Grades 5-8

Lesson Objectives:

- To share student perspectives during the Covid-19 pandemic in terms of their mental and emotional health and well-being by photographing objects, people and places



Curriculum Expectations:**Grade 5 Language**

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Grade 6 Language

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Grade 7 Language

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Grade 8 Language

- ML3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create and explain why it is an appropriate choice

LESSON 7: W5-H, Grades 7-8**Lesson Objectives:**

- To analyze a newspaper article using the acronym W5-H: **Who, What, When, Where, Why and How** as a tool

Curriculum Expectations:**Grade 7 Language**

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Grade 8 Language

- R1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea



- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

LESSON 8: Remittance, Grades 5-8

Lesson Objectives:

- To understand what remittance is and its importance in benefiting both the country of origin and the host country.
- To understand the impact Covid-19 has had on remittance

Curriculum Expectations:

Grade 5 Social Studies

- B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance
- B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
- B2.6 communicate the results of their inquiries, using appropriate vocabulary

Grade 5 Language

- R1.5 use stated and implied ideas in texts to make inferences and construct meaning
- R1.7 analyse texts and explain how various elements in them contribute to meaning
- R2.3 identify a variety of text features and explain how they help readers understand texts
- ML3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

Grade 6 Social Studies

- B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance



- B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
- B2.6 communicate the results of their inquiries, using appropriate vocabulary

Grade 6 Language

- R1.5 develop interpretations about texts using stated and implied ideas to support their interpretations
- R1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning
- R2.3 identify a variety of text features and explain how they help readers understand texts
- ML3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

Grade 7 Language

- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- R1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction
- R2.3 identify a variety of text features and explain how they help communicate meaning
- ML3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

Grade 8 Geography

- B1.1 analyse some interrelationships among factors that can contribute to quality of life
- B1.2 analyse how various factors have affected the economies of specific developed and developing countries around the world
- B2.1 formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective



- B2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective
- B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life
- B2.6 communicate the results of their inquiries using appropriate vocabulary

Grade 8 Language

- R1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- R1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction
- R2.3 identify a variety of text features and explain how they help communicate meaning
- ML3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

LESSON 9: Calligram, Grades 5-6

**This lesson can also be done with 7–8 if you have a group of students who really enjoy creative writing tasks.*

Lesson Objectives:

- To select 1 individual from the documentary *Migrant Lives in Pandemic Times* as a focus for a calligram poem
- To create strong imagery through sensory details, emotion and feeling words and other literary devices

Grade 5 Language

- W1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- W1.4 sort and classify ideas and information for their writing in a variety of ways
- W2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- W2.3 use some vivid and/or figurative language and innovative expressions to add interest



Grade 6 Language

- W1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- W1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- W2.3 use some vivid and/or figurative language and innovative expressions to enhance interest

LESSON 10: Food Insecurity, Grades 5-8

Lesson Objectives:

- To create a campaign that focuses on an issue where Covid-19 has impacted the quality of life for those affected. The campaign may seek to raise awareness about an important local issue, raise money for the purpose of donation, or look to initiate a Drive

Curriculum Expectations:

Grade 5 Social Studies

- B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance
- B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance

Grade 5 Language

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Grade 6 Language

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

Grade 7 Language

- ML3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice



Grade 8 Geography

- B3.5 identify various groups and organizations that work to improve quality of life

Grade 8 Language

- ML3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

LESSON 11: Podcast, Grades 7-8

Lesson Objective: To create a podcast that focuses on the negative experiences of racialized migrant workers in “essential” jobs in Canada during the Covid-19 pandemic

Grade 7 Language

- R1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- R1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives
- W1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- ML1.5 demonstrate understanding that different media texts reflect different points of view
- ML3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Grade 8 Geography

- B1.2 analyse how various factors have affected the economies of specific developed and developing countries around the world
- B1.4 assess the effectiveness of media in improving the quality of life in some countries/regions around the world



- B2.6 communicate the results of their inquiries using appropriate vocabulary

Grade 8 Language

- R1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- R1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives
- W1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- W2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- ML1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view
- ML3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques



LESSON 1: Who is a migrant?



At the heart of this unit lies people—individuals with families, friends, hopes, and real-life hardships. This unit will introduce the stories of 5 migrants.

Nicolò

An Italian migrant worker living and working in Canada. During the first lockdown in Ontario, his work suddenly shifted online.

Safeer

An Indian migrant worker who lived for many years in the Gulf but returned to India during the pandemic.

Mencie

A Filipina migrant domestic worker in Italy, now an Italian citizen, whose livelihood was severely affected by Covid-19. Her ties to the community proved to be the key to survival.

VaGa_Bon

A Senegalese refugee activist living in Germany. VaGa_Bon's experience crossing the Mediterranean as an irregular migrant informs his social justice work for migrant rights.

Dee

A Syrian civil engineer who migrated to Canada and now works in food delivery. Dee's temporary resident status affected her access to healthcare. Like Mencie, community links offered a lifeline during lockdown.



Migrants: Who are they exactly? The following lesson will enable you to understand better who a migrant is and the factors that lead individuals to leave one country for another.

Your task is twofold:



1. Watch the video  ["Who is a Migrant?"](https://bit.ly/3KIzCpa)
<https://bit.ly/3KIzCpa>, produced by the United Nations.
2. Answer the following questions:

A) Who is a migrant?

B) How is a refugee different from a migrant?

C) Why do migrants leave their country? Name at least 3 possible reasons.



LESSON 2: Human Development Index



The United Nations (UN) uses the Human Development Index (HDI) to evaluate countries in terms of the well-being of their citizens. Before the creation of the HDI, a country's level of development was typically measured using economic statistics, particularly gross national income (GNI). The UN believed that economic measures alone were inadequate for assessing development because they did not always reflect the quality of life of a country's average citizens. It introduced the HDI in 1990 to take other factors into account and provide a more well-rounded evaluation of human development.



<https://kids.britannica.com/students/article/Human-Development-Index-HDI/628862>



1. Click on the Factbook link below titled: World FactBook. Go to the People and Society tab under Contents located on the left-hand side of the page. Fill the table with appropriate information.

Comparison Table

 <https://www.cia.gov/the-world-factbook/>

Criteria	Syria	Canada	Italy	Philippines	Germany	Senegal
Infant mortality rate						
Maternal mortality ratio						
Literacy rate of total population						
Net migration						
Unemployment rate among youths 15-24						

2. Based on the information from the Factbook table, do you think there is a connection between how each country scored on the above table and the rate of internal and external migration? Provide figures to support your findings.



LESSON 3: What are human rights?



The term human rights is widely discussed. Turn on the television or visit a news website, and the phrase is likely to be referenced. But what are human rights exactly? What is the origin and responsibilities of their inception? Watch the TedED video to help you gain a deeper understanding of what human rights are.



[TedED video https://bit.ly/3MIuJot](https://bit.ly/3MIuJot)

1. When was the universal declaration of human rights adopted?

2. Which world event prompted the creation and adoption of the universal declaration of human rights?

3. In your own words, draft a new definition of what human rights are?



4.  <https://worldmigrationreport.iom.int/wmr-2022-interactive/>

Click on the above link and read *Migration and the Lottery of Birth* (scroll down the page).

The attached article clearly shows that not all citizenships and passports are created equal, which means certain citizenships. i.e., Canadian, grant the bearer the right to travel freely to most countries. By comparison, a citizen of Senegal like VaGa_Bon has limited mobility. He is required to have a **visa** to travel to Germany.

- A. Do some research to learn where a Senegalese citizen can travel without the requirement of a visa. What do you notice about most of these countries?

- B. What does this mean in terms of someone's ability to migrate?

- C. In the story detailing the migration of VaGa_Bon from Senegal to Germany, he states: "The right to migrate is a human right." Do you agree or disagree with his statement? Explain your thinking.



LESSON 4: Covid-19 Vaccination Tracker

According to the World Health Organization, “There are enough doses of vaccines globally to drive down transmission and save many lives if they go to the people who need them most around the world. Worldwide access to COVID-19 vaccines offers the best hope for slowing the coronavirus pandemic, saving lives, and securing a global economic recovery.”

 <https://www.who.int/campaigns/vaccine-equity>

Some argue that the case for vaccine equity is a fundamental human right. The Reuters Covid-19 vaccination tracker page is a free interactive tool allowing users to search and compare worldwide vaccination rates at the touch of a button. The globe is shown from a 360° perspective, bringing current and up-to-date vaccination rates to life.

Canada has a very high rate of Covid-19 vaccination. Is this the case elsewhere in the world?

Click on the link below to help you fill in the table below to determine how the countries mentioned in the migrants’ stories fare in vaccination rates.

 Covid-19 Vaccination Tracker, Reuters
<https://tmsnrt.rs/3JemAzp>

Country	% received at least one dose	% have been fully vaccinated
Syria		
Canada		
Italy		
Philippines		
Senegal		
Germany		



Answer the following questions in complete sentences.

1. What is the purpose of a vaccination program?

2. Based on the countries you looked at, can you draw any conclusions about the countries that have higher vaccination rates compared to those with lower vaccination rates?

3. Read  *Do Some Countries Have an Advantage?* <https://tmsnrt.rs/3JemAzp>
This information is found by scrolling down the page of the Covid-19 vaccination tracker website. Based on this information, why do you think some countries have much higher rates of vaccination than others?



4. In your own words define what vaccine inequity means.

5. Do you think global access to Covid-19 vaccines should be considered a human rights issue? Should countries experiencing significant economic and development issues be granted access to vaccines irrespective of whether they can pay for them?



LESSON 5: Persuasive Letter

Write a Persuasive Letter

Explore the following videos and discuss the messaging. These videos are intended to engage students in this subject of Vaccine Equity by presenting the issue in a simplified way.



Strategy to Achieve Vaccine Equity Globally | United Nations | World Health Organization (WHO)

▶ <https://www.youtube.com/watch?v=ks2q1M9jbzY>

COVID-19 vaccines: race against time, WHO

▶ <https://bit.ly/3LuCGpA>

COVID-19 vaccines - Pandemica series, WHO

▶ [COVID-19 vaccines - Pandemica series: Package](#)

You may want to record the main ideas the videos communicate on the board for students to refer to when drafting their persuasive argument.

Explain that students will be writing a persuasive letter (3-5 paragraphs for grades 5-6; 5 paragraphs for grades 7-8) to the Prime Minister's office **advocating the government to support vaccine equity**. A quick review of the Canadian government structure may be necessary to explain that this is an international issue which is why the student letters are addressing the Prime Minister at the Federal level of government.

The following World health Organization websites provide research opportunities for students. Depending on grade level, students should also be expected to locate 1-3 additional sources for their own research.

🔍 Covid-19 Vaccines <https://bit.ly/3rZVrJL>

🔍 Vaccine equity <https://www.who.int/campaigns/vaccine-equity>



Persuasive Letter to Canada's Prime Minister

This persuasive writing task is written in the form of a letter. A letter written to the leader of Canada must follow specific expectations**. As such, you need to include the following details as they are shown.

Date

The Right Honourable Justin Trudeau, P.C., M.P.
Prime Minister of Canada
80 Wellington Street
Ottawa, Ontario K1A 0A2

Dear Prime Minister,

Then begin your letter following the structure detailed below.

Paragraph 1: Introduction

- Your first sentence is called the HOOK, it is meant to lure the reader in so they are immediately engaged. A hook is typically 1-3 sentences long. It may use Facts or Statistics, a Quote, a Bold Statement or an Anecdote.
- The second sentence is your THESIS STATEMENT. It is very important as it is the roadmap for your letter. It directly tells the reader your viewpoint on the issue you are presenting.
- The thesis statement also tells the reader how you plan to organize your ideas in a very specific and straightforward way.
- Your 1st body paragraph presents your 2nd strongest reason, your weakest reason is 2nd and the strongest reason for your viewpoint is presented in the 3rd body paragraph.
- When you write your thesis statement, these reasons must be listed in this order, otherwise your roadmap to your letter won't make any sense.



Paragraph 2-4: Body

- The body is made up of 3 separate paragraphs. This is where your viewpoint is presented and explained.
- Each paragraph focuses on one reason that supports the main viewpoint presented in your thesis statement.
- Each body paragraph has a topic sentence that tells the focus of each paragraph. As you are writing 3 body paragraphs, you should have 3 different topic sentences – 1 to introduce each paragraph.
- Include 2-4 supporting details with examples and further explanation in each paragraph
- Each paragraph includes a concluding or transitional sentence.
- Transitional words and phrases are included to signal to the reader that you are moving on to your next idea.

Paragraph 5: Conclusion

- This paragraph summarizes the essay.
- Restate your thesis but do simply repeat the wording in your introduction, say it in a different way.
- Your conclusion is meant to inspire your reader to consider your viewpoint by making them think about the topic and question their own thinking about it. It's meant to give a specific call to action.

Your final salutation should read:

*Sincerely,
Your Name*

Use the graphic organizer to write your first draft.



Introduction:

Hook: 1-3 sentences long

Thesis Statement: Clearly state your opinion and write your supporting reasons in the order suggested.



Body Paragraph 1:

Topic Sentence:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Conclusion/Transition Sentence:



Body Paragraph 2:

Topic Sentence:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Conclusion/Transition Sentence:



Body Paragraph 3:

Topic Sentence:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Supporting Detail and Explanation:

Conclusion/Transition Sentence:



Conclusion:

Restate your thesis:

Explain why your position on this matter is important:

Include a bibliography of resources used.



Persuasive Letter Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Introduction: persuasive letter starts with a hook and includes a thesis statement				
Body: each paragraph has a topic sentence, 3 supporting details, transition words and a conclusion sentence				
Supporting Details: are researched and provided, explanations further the readers understanding				
Conclusion: topic sentence restates the thesis statement but is worded differently. It provides further explanation to support the writer's purpose and gives a specific call to action				
Conventions:				



LESSON 6: Photo Journal

The Covid-19 pandemic affected our ability to travel, work in an office, and attend school in person. Lockdown measures have been lifted, only to be reinstated again.

Nicolò, an Italian living in Toronto, found himself effectively “stuck” in Canada during the first Covid-19 lockdown. He was unable to travel back home to see his family and friends. Nicolò spoke of immense loneliness due to stay-at-home orders adopted in his city.

1. In your own words define loneliness. Describe a time when you have experienced loneliness.

2. What advice would you give to someone experiencing homesickness?



Photo Journal

Over the last couple of years, School Boards, on the advice of their local health authority, have made changes to how schools operate daily. Class cohorts and mask-wearing are among some of the new measures adopted in the name of safety. Additionally, multiple shifts from school-based learning to remote learning have taken place. These changes have had a profound impact on students' experiences of the school environment.

The purpose of this assignment is to share your perspective of the Covid-19 pandemic- how it relates to your mental and emotional health and well-being. Nicolò and his team at the restaurant Eataly took on different jobs and tasks to ensure the business's survival. For example, line cooks found themselves out of the kitchen working in the office doing paperwork. This was a necessary pivot in order to ensure the continued success and future survival of the business.

Your task is to capture moments that define how you feel. Photograph objects, people, anything that captures your state of being. These images can be taken at school, at home, and within your local community. Every picture will include a brief explanation for why this object or person is significant or somehow connected to your mental and emotional well-being. In short, it is an opportunity to understand better how your routine has adapted or changed during the pandemic. A minimum of seven (one for every day of the week) pictures is required.

Include 2 photographs at the end of your photo journal that you think Nicolo would take. Include an explanation describing why you believe these objects are meaningful to him. **An example is provided below.**

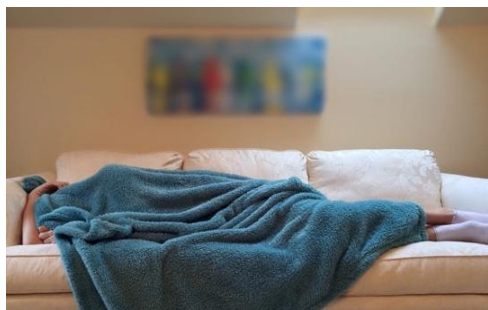


Photo Journal



Monday, January 17th

Routine: I get up way later than usual during periods of online learning. Sleeping in, since I do not need to be “ready” for school, is one benefit of shifting to online. It also means that I go to bed way later than usual. I noticed I tend to be crankier because my routines have changed. Just don’t tell my mom.



Tuesday, January 18th

Mini-breaks: I often nap on the couch at the end of the school day. I do not know if it's because I'm tired from looking at the screen all day or because I'm a little sad or because I need downtime. I never used to nap. I miss my friends and even the teachers. I never thought I would say that! It's just not the same when you are home all day. Short naps help me refuel so my evenings are not spent zoning out on my phone or playing video games. I am definitely more irritable without my afternoon nap.



Wednesday, January 19th

The park: For many reasons, I do not go over to my friends' houses. Instead, we meet up at the park when we want to hang out. It's actually way better than being indoors. We have a huge area to run around, to sit and to chat. Plus, as an added bonus, we get to meet the neighborhood dogs. This is one change that was very easy to make and post-Covid, we may actually keep. Maybe the adults are right about the benefits of fresh air.





Thursday, January 20th

Masks: Hate it or love it, the mask must be worn when at school. This has been THE biggest change I have had to accept. Truthfully, while I hated covering my face in the beginning of the school year, I now feel so much safer with it on. The mask gives me a strange sense of security. I feel like I'm also taking care of my family by committing to wearing it. Everything is completely out of my control. I can see adults feel this way too. Wearing a mask is one little act of self-control I can exercise.

Photo Journal Rubric

	Level 4	Level 3	Level 2	Level 1
Content	Journal entries demonstrate exceptional thought and care, they clearly connect student personal experiences to the object selected.	Journal entries demonstrate considerable thought and care, they clearly connect student personal experiences to the object selected.	Journal entries demonstrate some thought and care, they somewhat connect student personal experiences to the object selected.	Journal entries demonstrate little thought and care, they do not clearly connect student personal experiences to the object selected.
Photos	Photos are thoughtfully chosen and meaningfully connected to journal entries.	Most photos are thoughtfully chosen and meaningfully connected to journal entries.	Some photos are thoughtfully chosen and meaningfully connected to journal entries.	Little to no photos are thoughtfully chosen and meaningfully connected to journal entries.
Mechanics	Demonstrates exceptional application of spelling and punctuation rules.	Demonstrates considerable application of spelling and punctuation rules.	Demonstrates some application of spelling and punctuation rules.	Demonstrates little accuracy in the application of spelling and punctuation rules.
Visual Design	Visual effect exceeds expectations.	Visual effect meets expectations.	Visual effect does not meet expectations.	Visual effect does not meet expectations.



LESSON 7: W5-H: Summary of news article

The newspaper article you are tasked with analyzing draws many parallels with the stories of Mencie and Dee. Both are migrant women of colour working low-paying jobs despite being labelled "essential" during the Covid-19 pandemic. Dee, in particular, is vocal in raising awareness of migrant workers' overrepresentation in sectors of the economy that were particularly hit hard by Covid-19. An example of such a sector is the meatpacking industry. In Alberta, at the *Cargill's High River Plant* large numbers of workers contracted Covid-19, often in what appears to be unsafe working conditions. The attached article is a great read that provides a detailed investigation into this specific situation.

🖱️ <https://bit.ly/3MzlEXy>

The acronym W5-H stands for: **Who, What, When, Where, Why and How**. When reading a nonfiction text, it is essential to retain key facts. By breaking down textual information into 5 main parts, the reader is better equipped to understand the messaging and big ideas. **In groups of 2 to 3, complete the following table.**

🖱️ <https://bit.ly/38sYhQJ>

<u>Who</u>	<u>What</u>
<i>Who is the subject of the article? Who is involved? Does the title offer a clue?</i>	<i>What happened? What are the issues/main ideas in this article? Does the title offer a clue?</i>



<u>When</u> <i>When did the event take place?</i> <i>Is the timeframe linked to the beginning or middle of the pandemic?</i> <i>Is the event ongoing?</i>	<u>Where</u> <i>Where do the events take place?</i> <i>Can you provide specific locations?</i>
<u>Why</u> <i>Why did the events happen?</i> <i>What were the causes of what happened?</i>	<u>How</u> <i>How did it take place?</i> <i>Are there opinions expressed in the story?</i> <i>How are these stories important?</i>

What would you do to alter the migrant worker experience in Canada? What changes would you make to the meatpacking industry or other high-risk job settings? You may want to consider paid sick leave, free covid-19 testing, and access to increased job security.



LESSON 8: Remittance

Migration does not benefit one person but a host of family and friends connected to the migrant as well as the individual's country of origin and the country of migration.

Remittance: Part 1

Like many people from India, Safeer is a migrant worker who has been living and working in the GCC (The Gulf Cooperation Council– specifically in Kuwait and Saudi Arabia). Safeer sends money home to his family to support their livelihood.

Remittance is the act of sending money to one's country of origin.

Without financial support in the form of remittance, Safeer's family would face challenges related to poverty. Click on the link below to watch Safeer's story.

Think about how Covid-19 restrictions have affected his ability to support his family. As well, consider how the experience of being forced to stay home affected his idea of family. Fill in the chart provided to organize your thoughts.

 <https://www.migrantlives.net/?/migrant/3>



In what ways did Covid-19 impact Safeer? Consider the negative and positive impacts and record these in the chart provided.

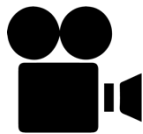
Positive Impact of Covid-19	Negative Impact of Covid-19

Overall, do you think the impact of Covid-19 was more positive or negative for Safeer?



Remittance: Part 2

Watch the following interview in the link provided to better understand the significance of remittance and how this flow of money between countries and states has been interrupted by Covid-19.



[What has COVID-19 Meant for Migrants and Remittances? World Bank Expert Answers](https://bit.ly/37L9a0s)
<https://bit.ly/37L9a0s>

Using the information in this interview, answer the following questions.

Dilip Ratha describes a 20% drop in remittance as a result of Covid -19 measures such as lockdowns, travel bans, social distancing and a lack of jobs. He states that this drop has affected every country around the world including remote villages. Dilip Ratha mentions concrete ways that remittance benefits those who receive it, for example, through business investment.

1. Why does Dilip Ratha describe remittance as a lifeline to poor countries? In your answer include the other ways in which remittance funds benefit those who receive them.

2. With a partner, brainstorm ways in which remittances benefit the migrants' country of origin? A simple example is related to the purchase of groceries. The number of individuals or agencies that benefit from purchasing food might include: *farmers (agricultural sectors), grocers (independent business owners), transportation networks (delivery trucks etc.), and the people who eat the food.* Consider other examples related to **healthcare, education, the clothing industry, and housing**. Record your thoughts below and demonstrate the connections between the various individuals or organizations involved.



Remittance: Part 3

The Infographic

An infographic communicates information in a visual format. It combines text, images and data in a simplified way to summarize a topic/issue. Infographics tell a “story” by providing information in a quick, easy to access manner that grabs the reader’s attention.

As a class, carefully examine the infographic entitled **Migrants Make Significant Contributions to Both Their Host and Home Countries**. Talk about what you see and about how the information is communicated.

Present students with the following questions and ask them to discuss their answers in small groups. Reinforce the importance of proving one's thinking with specific evidence from the infographic.

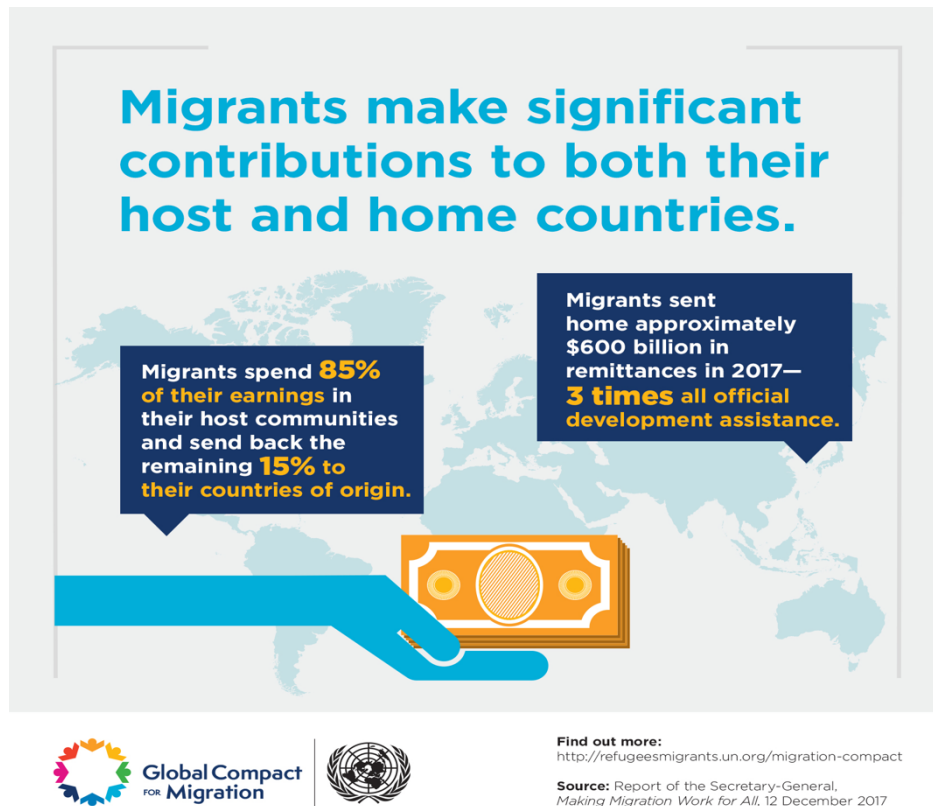
1. *What is the purpose of this infographic? Think about the ‘story’ it tells.*
2. *Consider the features of this text type. What do you think these are and what is their purpose? Refer to specific details in the infographic to support your ideas.*

Suggest students pay attention to the following elements:

- organizational structure: **chunking** of information
- layout, colour, font and images in the form of clip art
- Data in the form of graphs, statistics, maps and numbers
- the use of **simple** graphics and simple text

Possible answers to each of these questions are provided for guidance.

Example #1



What is the purpose of this infographic? Think about the ‘story’ it tells.

The story details the very important contributions that migrant workers make to their host country and their country of origin. The image of the arm extended into the centre of the infographic is meant to reinforce the fact that migrants send money across countries, continents and oceans.

Consider the features of this text type. What do you think these are and what is their purpose? Refer to specific details in the infographic to support your ideas.

Based on what I see, an infographic appears to have many features that are unique to this form of text. I notice a main heading which introduces the focus of the infographic. There is a simple colour scheme and simple images, like an outstretched hand holding money and a background image of the world map. There are no details in these images. I also notice text boxes in the form of speech bubbles giving the viewer information. Data is seen in the form of statistics which provide additional information. Finally there is a website in the lower left corner indicating you can learn more about refugees and migrants by visiting the website.

Tap into students' analytical skills by asking:

Why is simple text used in an infographic? *The text is intentionally simple to keep information concise and straightforward. An infographic should convey information quickly and only present the strongest details of the “story” which the infographic tells.*

What skills are required to communicate in a simple but effective manner? *Summary writing skills, strong research skills, and carefully selected research material. Knowledge of colour schemes, layout, font styles and size to capture interest.*

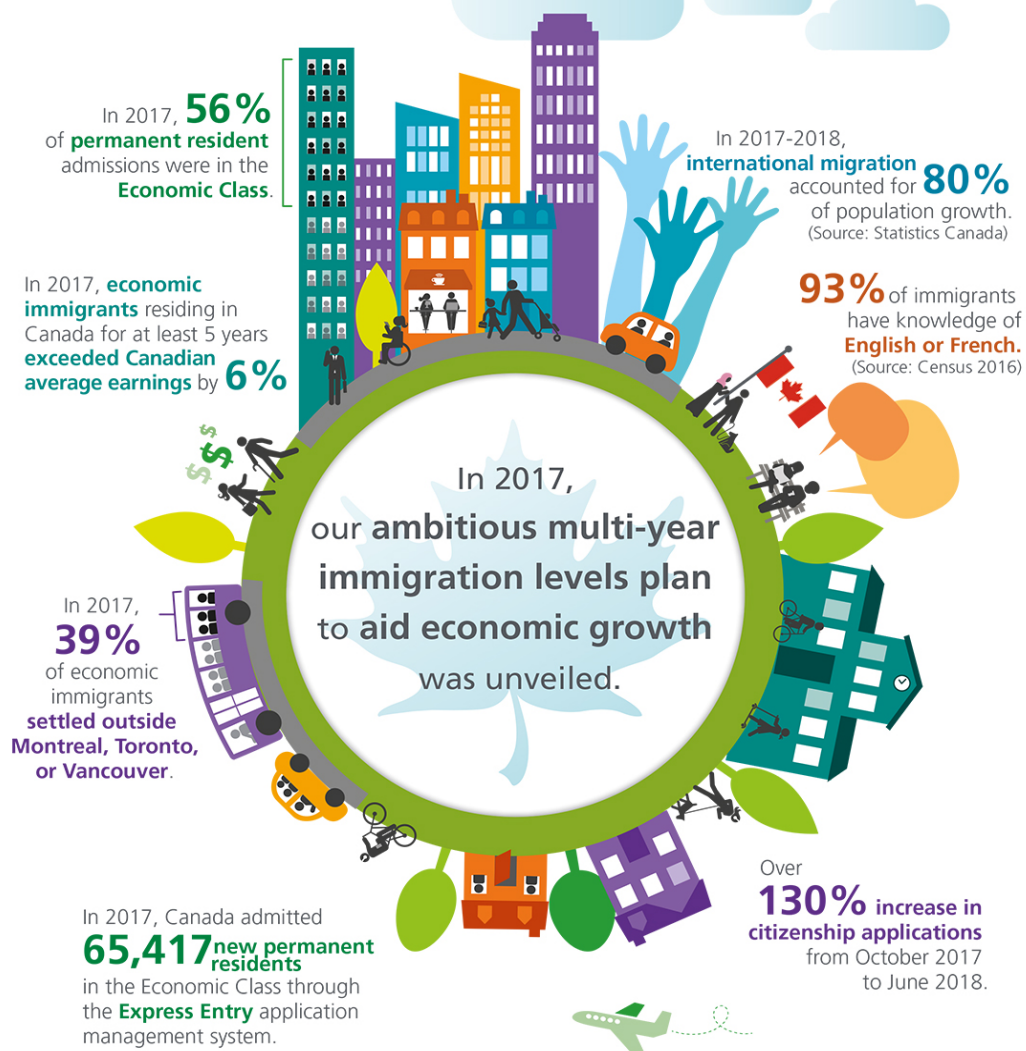
Activity: In pairs examine the infographic and respond to the questions.

Immigration at a glance

 <https://bit.ly/3LuC2s6>



Immigration at a Glance



Infographic Analysis

Example #1: Immigration at a Glance

1. Is the story clear? Does it have a logical flow?

2. What did you learn from this infographic?

3. Is the presentation creative? Consider font, colour, layout. If you agree that it is, explain how. If you disagree, explain how it can be improved?



4. Do the visual elements and the text support the purpose of the Infographic? Explain.

5. In your opinion did the designer create an effective piece of media? Support your answer with evidence from the infographic.



Infographic Assignment

5–6 Assignment

Your goal is to design an infographic. This infographic should *explain through images and captions the following key terms*:

- Who is a migrant?
- Who is a refugee?
- Who is an immigrant?
- The reader must gain an understanding of how these three categories differ and where they overlap.

Include 2–3 additional details you feel are necessary

7–8 Assignment

Your goal is to design an infographic. This infographic should *tell the story of migrants and remittance, and how remittance has been impacted by Covid-19*.

You must include the following information:

- Definitions for migration and remittance
- The top 5 countries that receive remittances
- The top 5 countries that are sources of remittances
- The impact of Covid-19 on remittance

Include 2–3 additional details you feel are necessary

Teacher and Student Resources: Canva and Easelly are great websites to use. They are free and user friendly. The links to these websites are:

 [Canva for Education](https://www.canva.com/education/)

 [Easelly](https://www.easelly.com/)



Planning Guide

Title of Infographic	Story - Main Idea	Layout
		• Use Headings to chunk the information • Ensure layout is clear and information has a logical flow



Colour Scheme and Font	Images	Evidence and data to support your main points
• Choices should be eye-catching but also appropriate for the subject	• Ensure these connect to the main idea	• Include all research sources



Infographic Rubric

Criteria	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Content: Accurate and detailed information is provided and supports the 'story'	Student includes little to no accurate and detailed information to support the story	Student includes some accurate and detailed information to support the story	Student includes considerable accurate and detailed information to support the story	Student includes accurate and detailed information to thoroughly support the story
Organization: information is systematically organized and supports the readers' comprehension of the main message	Student organizes information such that it supports the readers' comprehension of the main message with limited effectiveness	Student organizes information such that it supports the readers' comprehension of the main message with some effectiveness	Student organizes information such that it supports the readers' comprehension of the main message with considerable effectiveness	Student organizes information such that it supports the readers' comprehension of the main message with thorough effectiveness
Visuals: Fonts, colours, layout and visual elements meaningfully support and contribute to the Infographics' ability to convey the overall message	Student uses visuals with limited effectiveness to support and contribute to the Infographics' overall message	Student uses visuals with some effectiveness to meaningfully support and contribute to the Infographics' overall message	Student uses visuals with considerable effectiveness to meaningfully support and contribute to the Infographics' overall message with	Student uses visuals with thorough effectiveness to meaningfully support and contribute to the Infographics' overall message
Citation: Full bibliographic citations are included for all sources referenced.	Student includes very few bibliographic citations	Student includes some bibliographic citations	Student includes most bibliographic citations	Student includes full bibliographic citations

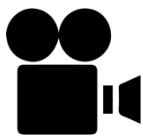
🌟 Teachology <https://bit.ly/3OLq8fF>



LESSON 9: Calligram

A Calligram is a form of poetry that connects text and image. The image is shown as a shape or a symbol which captures the main idea or theme of the poem.

Calligrams do not follow any rules; they are meant to be a form of free writing. Ideas are not expressed in verse, organized into stanzas and there is no rhyming pattern.



Watch the video below to learn about Guillaume Apollinaire the visionary behind the Calligram



The poet who painted with his words - Geneviève

Emy

<https://bit.ly/3xZo65C>

Genevieve Emy describes the calligram as a **poem picture**, a **written portrait** and a **thought drawing**. She states that Apollinaire's goal was to inspire the reader to **feel and see something new**. **Writers/poets achieve this goal through the use of imagery.**

Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. By utilizing effective descriptive language and figures of speech, writers appeal to a reader's senses of sight, taste, smell, touch, and sound, as well as internal emotion and feelings. Therefore, imagery is not limited to visual representations or mental images, but also includes physical sensations and internal emotions.



<https://literarydevices.net/imagery/>

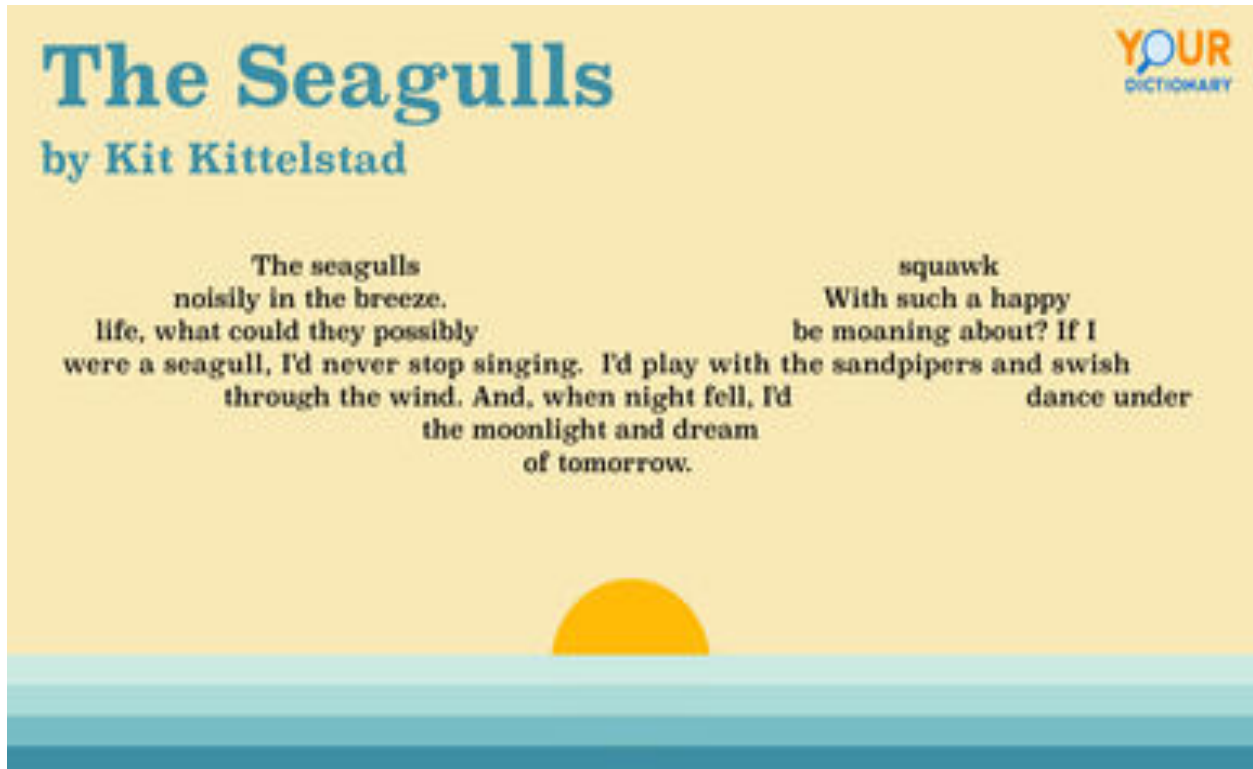
The student's task is to analyze the calligram entitled *Il Pleut* by Guillaume Apollinaire. They will consider how imagery is captured by focusing on the poet's use of sensory details and feeling/emotion words to determine what the poet's main idea or theme might be.

One example entitled, *The Seagulls*, by Kit Kittlestadl has been completed to help students to understand what this task involves. Examine this as a group before breaking the kids up into independent groups.



Note: Though the examples provided do not have any connection to the migrant experience, they are shown to demonstrate the form and objective of the Calligram poem. These poems are also student-friendly in that they make it easy for students ranging between grades 5–8, to grasp the intention involved in creating their own calligram poem.

The Seagulls, by Kit Kittelstad



1. What shape is used in this poem to help convey the poet's message? Explain how this shape contributes to the meaning of the poem or enhances the poems' central idea.

The poet uses the shape of a bird to represent the seagulls which her poem focuses on. The seagull's wings spread across the page as though it was in flight. It soars above a body of water at dusk reinforcing feelings of happiness and calm. A sensory experience is created in the reader's mind as this image inspires them to imagine the wind beneath the bird's wings and the sight of its feathers dancing as the wind pushes past them.



2. What theme is explored in this poem? Explain why you think this.

I think the poem explores a couple of different themes. Kit Kittlestad expresses admiration for the birds who are free, but she also expresses a mood of self-reflection, a desire for change and sentiments of regret. I think this is based on the line that states, “With such a happy life, what could they possibly be moaning about”. Also, the poet writes, “If I were a seagull...” this makes me think the speaker in this poem is regretful, is looking for change, or is simply reflecting on their life.

3. What language is used to capture the imagery and emotion expressed in the poem? Focus on identifying sensory words and feeling/emotion words. Record these in the chart below.

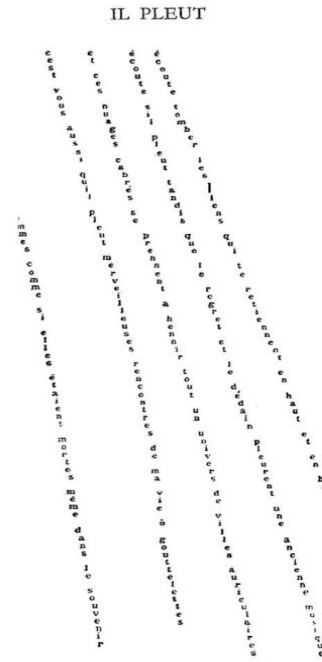
Sensory Words	Feeling/Emotion Words	Theme
Squawk noisily (sound details) • Moaning (sound details) • Singing (sound details) • Swish through the wind (sound and touch) • Moonlight (visual)	• Happy	• Sentiments of regret • Self-reflection • Desire for change • Admiration



Il Pleut is written and drawn by Guillaume Apollinaire. The calligram is shown on the right and the text is included on the left for ease of reading. As it is in French an English translation is provided below.

IL PLEUT

Il pleut des voix de femmes
comme si elles étaient mortes
même dans le souvenir
c'est vous aussi qu'il pleut
merveilleuses rencontres de
ma vie ô gouttelettes
et ces nuages cabrés se
prennent à hennir tout un
univers de villes auriculaires
écoute s'il pleut tandis que le
regret et le dédain pleurent
une ancienne musique
écoute tomber les liens qui te
retiennent en haut et en bas



It rains, like the voices of women who are dead even in memory it rains as well
like the
lost marvelous encounters of my life
oh droplets!
the clouds rear and whinny a whole universe of city sounds
listen to the rain while regret and disdain weep an ancient music
listen to the breaking of the chains that bind you from above and below.
(Translated from French to English by Fern Nesson)

🌟 Guillaume Apollinaire: Poetry in a Time of Dislocation, Bonjour Paris
<https://bit.ly/3MGlopW>

Student Response Sheet

1. What shape is used in this poem to help convey the poet's message? Explain how this shape contributes to the meaning of the poem or enhances the poems' central idea.

2. What theme is explored in this poem? Explain why you think this.

3. What words/phrases are used to capture the imagery and emotion expressed in the poem? Focus on identifying sensory words and feeling/emotion words. Record these in the chart below.

Sensory Words	Feeling/Emotion Words	Theme



Final Student Task

Lesson Goal: Select 1 individual from the digital storytelling project *Migrant Lives in Pandemic Times* as a focus for a calligram poem. You can write about VaGa__ Bon, Mencie, Dee or Nicolò. Your goal is to think about capturing the spirit and struggle that each person expresses. *You are not speaking in their voice(s) but building on the ideas and sentiments they have expressed about their personal journeys.*

1. Rewatch the stories depicted in ✨ *Migrant Lives in Pandemic Times* <https://www.migrantlives.net/>. Determine the **Big Idea** or **Theme** expressed by the personal experiences described. Some ideas you may want to explore are loneliness, community connection, activism and freedom of movement.
2. Begin by brainstorming ideas that are related to your 5 senses. Record your words, phrases and the images in the graphic organizer provided.
3. Create an image or symbol which you plan to write your poem in. This image/symbol should reinforce a significant aspect of the individual's story or reinforce the theme your poem expresses.

Some ideas might be:

- Interlocking hands to symbolise human connection.
- A dark empty room capturing the sentiment of loneliness
- Turbulent waves to signify dangerous migrant crossing

Attached are 2 Word Lists which you can pull from. The first focuses on Sensory Words, ✨ <https://bit.ly/38DF7Yg>, the second Emotion/Feeling Words ✨ <https://bit.ly/3ksoVvI>.

Hard copies of these resources should also be included in this Final Student Task package.



Some ideas to get you started:

VaGa_Bon migrated to Europe through irregular channels crossing the Mediterranean Sea in very hostile conditions. He is an activist who believes that freedom of movement is a human right. He states, “Don’t fear doing something good.” Big ideas to explore are related to risk, raising awareness, and Human Rights.

Consider a word web that captures aspects of the crossing such as the salty smell of the sea, the thumping sound of the boat as it rises and falls on the water’s surface, and the sound of anxious voices carried on the wind. You may also choose to focus on the sensory details that describe his Facebook page and the activism it focuses on. For example, sound details may describe what you hear when people gather and demonstrate.

Mencie is a domestic worker in Palermo, Italy. She describes the hard life she lives working as a maid despite being well educated back home. Her job opportunities are limited. Mencie was fired without warning due to Covid-19. When she and her family all tested positive for the virus, they relied on the strength of the Filipino community network in Palermo.

Consider community connections when writing about Mencie. Explore sensory details related to symptoms of Covid-19. Emotion/feeling words might explore insecurity with regards to work and the frustration of being limited in employment, and/or worries about her children’s future.

Consider writing about the spirit of activism. Emotion/feeling words that come to mind are resilience, perseverance and determination, as well as insecurity, fear and discrimination. Sensory details could focus on the sounds heard when people gather to fight for their rights; visual details might describe expressions on people’s faces.

Nicolo is a migrant worker from Italy. He is the managing director of Eataly Toronto, a restaurant, retail store and cooking school that saw between 60 and 70 000 people/day pre-Covid-19. He was responsible for a staff of over 400 people. With Covid-19, 80% of the business was shut down, much of the staff left and others didn’t qualify for CERB. His favourite sentence is “Through hardship to the stars.”

Consider writing about mental health. Focus on Emotion/Feeling words that reinforce the stress, brain fog, uncertainty and loneliness Nicolo describes. A great burden Nicolo carries is the responsibility he has for the success of the business and more importantly the people he employs. Sensory details could describe the smell of Italian foods wafting from the kitchen, the sound of cutlery clinking on a plate and the imagined laughter of people enjoying a fine meal before Covid-19 and the sudden stillness and silence that has been left in the large space.



Use the graphic organizer to jot down your thoughts. Refer to the Word Lists provided to capture your ideas in a more concrete and visceral way.

Visual Words	Smell Words	Touch Words
Taste Words	Sound Words	Emotion/Feeling Words



Draw the shape/symbol for your calligram poem, then explain why you have chosen this idea. How does it meaningfully connect to the individual who you are writing about?

My shape/symbol

This shape/symbol meaningfully connects to _____because:

Begin writing your first draft!



Calligram Rubric

Expectations	Level 1	Level 2	Level 3	Level 4
The theme is understood and expressed creatively.	The theme is not clearly understood. Little creativity is expressed.	The theme is somewhat understood and expressed with some creativity.	The theme is well understood and expressed with good creativity.	The theme is thoroughly understood and expressed creatively.
Imagery is created through the use of sensory details and emotion and feeling words.	Little to no imagery is created through use of sensory details, and emotion and feeling words.	Some imagery is created through the use of sensory details, and emotion and feeling words.	Considerable imagery is created through the use of sensory details, and emotion and feeling words.	Exceptional imagery is created through the use of sensory details, and emotion and feeling words.
Details from the lived experience of the subject are accurately and creatively expressed.	The lived experience of the subject is not adequately expressed.	The lived experience of the subject is satisfactorily expressed.	The lived experience of the subject is considerably expressed.	The lived experience of the subject is carefully and thoroughly expressed.
The shape of the calligram has a meaningful connection to the subject's story.	The shape of the calligram has little to no connection to the subject's story.	The shape of the calligram has some connection to the subject's story.	The shape of the calligram effectively connects to the subject's story.	The shape of the calligram clearly and completely connects to the subject's story.

Additional Teacher Comments:



LESSON 10: Food Insecurity

Food insecurity as defined as “... the inadequate or insecure access to food due to financial constraints. It is a serious problem in Canada that negatively impacts physical, mental, and social health ...”.

Proof Food Insecurity Policy Research

 <https://proof.utoronto.ca/food-insecurity/#foodinsecurity>

In 2021, 6.7 million people in Canada relied on food charities, that’s roughly 18% of the population. Second Harvest,  <https://bit.ly/38AK58c>. An important example illustrating how Covid-19 exacerbated an already existing problem, was in Toronto’s school-based nutrition programs, which over 200 000 students used daily. Online learning changed how students and their families accessed food because schools were closed. *Student Nutrition Ontario* works in partnership with the TDSB and the TCDSB providing food programs. They gave families a \$50 grocery food card to cover breakfast for 30 days. This amounted to \$1.60 for breakfast per day.

Students Going Hungry, Toronto Star  <https://bit.ly/3ksoVvI>

VaGa_Bon, Mencie, and Dee relied on community links to counter the devastating impact of Covid-19. VaGa_Bon used his online platform as a source of information for would-be migrants. Mencie was able to receive assistance in the form of food, medicine and Covid-19 swabs during the quarantine. Through the community she was able to secure monetary aid. Dee volunteered her time to deliver over 200 food boxes weekly to Ontario farmers. These stories demonstrate the need for and benefit of community involvement. These stories are a testament to the importance of citizen led initiatives.

Now it is your turn to play a role in helping those in need.

1. As a class, identify your cause. Decide on which charity (ies) or community organization (s) you wish to fundraise for. Your campaign should focus on an issue where Covid-19 has impacted the quality of life for those affected. Your campaign may seek to raise awareness about an important local issue like Dee’s activism does; or you may choose to raise money or look to initiate a Drive.

2. Find out if your school has an activity online media account. Speak directly with the administrator of your school. The goal is to maximise awareness of the campaign you wish to launch by using social media to inspire positive community involvement.
3. Set a goal for your fundraiser. For example, how much money do you intend to raise? If organizing a food drive, how many non-perishable food items do you hope to collect?
4. Clearly define who and what the donations will support.
5. Include pictures of your fundraiser. What images do you think will help to connect with the public?
6. Include simple and concise language to communicate your message. Use statistics to embolden the need for your fundraiser.
7. In collaboration with your school administration, share the progress of your fundraising efforts. For example, you may want students to provide a campaign update. People like to feel involved!
8. Further ideas might involve setting class targets, posting a final countdown to the end of the campaign, and providing incentives to students to increase donations. What kind of incentives do you think are appropriate given the restrictions in place due to Covid-19? What other ideas can you come up with?
9. Brainstorm ways to determine how you will make the community aware of your campaign.

Note: Students will not directly post on the school's active social media platform(s). The classroom teacher or administrator will do this in collaboration with the students.



LESSON 11: Podcast

Migrant Experience



When thinking about migrants, what ideas or associations do you make? While the term refers to an individual moving (either internally or externally) across borders, the image of a racialized minority usually comes to mind. Type *migrant* into the search bar, and a plethora of articles and photographs appear that reinforce this stereotype.

Seldom is the image of a person of European descent moving temporarily for work attached to a migrant story. And yet, they too are migrants. The distinction between a migrant's skin colour and country of origin has negatively framed the discourse about migrants.

Mencie and Dee, considered essential workers during the pandemic, are grossly underpaid, lack job security, and are underrepresented in the media. Their stories shed light on racialized workers risking their lives for more privileged segments of the population. Celebrated as essential workers, yet demonized when pursuing equity in the workplace, the racialized migrant experience deserves to be shared. This is so conversations can lead to positive changes and positive discourse about the important role they play in the local and global economy.

The Canadian experience of migrant workers has been challenging for some. Yet, this story remains widely unknown to the majority of its citizens.

Your task is to “expose” the realities of migrant workers during the Covid-19 pandemic. You will record a podcast. View the YouTube clip for a brief explanation on podcasts.





What is a Podcast?

 https://www.youtube.com/watch?v=Vznd5vRz9__A

Teacher led task:

As a class, listen to the podcast link below. Determine the topic, purpose and the intended audience. Consider the voice and tone of the podcast host. How does he use his voice to engage the listener?

How the media contributed to the migrant crisis – The Guardian

 <https://bit.ly/3OIs34G>

Suggested answers: The Topic is about how the word "migrant" is conflated with the term "other," which is rooted in and how the media is responsible for creating a negative discourse about migrant populations. The purpose is to inform, not to entertain or persuade. The listener is quickly aware that the host intends to inform without judgment or coercion. He speaks slowly; there is a warmth in his tone, he emphasizes particular word choices. What effect does his voice have on the audience?

Record student observations and insights on the board. Other questions more specific to the content of the podcast are:

1. In what ways does the media contribute to a negative discourse about migrant populations? Provide several examples from the podcast.
2. How might this negative discourse influence peoples' opinions of migrant peoples?



Student Task

Step 1

Topic: Your podcast will focus on the negative experiences of racialized migrant workers in “essential” jobs in Canada during the Covid-19 pandemic.

Step 2

Purpose: Your podcast aims to **inform** listeners about the experiences of racialized migrant workers in "essential" jobs in Canada during the Covid-19 pandemic. Things to consider are **who these workers are, which sectors they work in, where they are coming from, why they are in precarious employment, and who benefits from these working conditions?**

Include an analysis about negative discourse based on your research. How are migrants portrayed in the media sources you referenced for your podcast? Do you think the media contributes to a perception that presents these people and their experiences in hostile ways?

Step 3

Audience: With your chosen topic and purpose in mind, determine the intended audience of your podcast episode.

Choose the intended audience of your podcast episode from the list below:

- The school community (teachers, students, parents, and guardians)
- students across all grades
- students from your grade only
- Other (this option must be discussed with your teacher)

Step 4

Script: Write a script for your show. The episode must be at least **3 minutes in length**. Record the podcast on a device using the **built-in microphone**. Practice how you wish to project your **voice and tone**. You may want to do run-throughs before recording.



Step 5

Your podcast will require a **show name**, and a **title for your podcast episode**. If you lack access to technology, you may air your podcast live to your classmates.

Below are articles for you to read and research. While you do not need to pull information from every piece, read them all, making sure to take valuable notes. Always remember to reference the article (s) used in the podcast.

🔦 How Covid-19 exposed Canada's treatment of migrants, *openDemocracy*, September 20, 2021 <https://bit.ly/3voQk86>

🔦 Migrant farmers coming to Canada remain a risk, *Globe and Mail*, April 14, 2021 <https://tgam.ca/3OJxuQP>

🔦 Exploitation of migrant workers increased during pandemic, *CBC News*, October 28, 2020 <https://bit.ly/3EUJ3jH>

🔦 Immigrant workers at meat plant vulnerable to unsafe conditions, *Calgary Herald*, November 25, 2021 <https://bit.ly/3MzlEXy>

🔦 Filipinos across Canada respond to pandemic inequalities, *Briarpatch Magazine*, July 5, 2021 <https://bit.ly/38sYhQJ>

🔦 Canada's immigration policy is failing migrant care workers, *Canadian Centre for Policy Alternatives*, July 8, 2021 <https://bit.ly/3slYDzV>

🔦 Labeling Us 'Essential' or 'Nonessential' Makes Us Less Human, *Discourse Magazine*, January 25, 2021 <https://bit.ly/3Lm8A7L>



Podcast Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Organizes information into a podcast episode	Ideas are addressed in a disorganized fashion. Conversations are inorganic. No intro, conclusion and main portion.	Slightly organized and conversations are somewhat organic. Attempt at an intro, conclusion and main portion.	Podcast is well organized. Conversations are organic. Podcast includes an intro, conclusion and main portion.	Very well organized and structured. Podcast is extremely organic and includes a clear intro, conclusion and main portion. Student diligently planned.
Informs about the topic	Student did not state facts, or make a claim/argument. Podcast was not well planned.	Student attempted to state facts, or make a claim/argument. Podcast was somewhat planned.	Student stated interesting facts and/or stated complex opinions, claims, or arguments. Podcast was well planned.	Student stated extremely interesting facts and/or stated very complex opinions, claims, or arguments. Podcast was extremely well planned.
Communicates information orally	Does not clearly communicate information and ideas are unclear.	Communicates information in a somewhat clear fashion and ideas are mostly clear.	Communicates information in a clear fashion and ideas are clear.	Communicates information in an extremely clear fashion and ideas are very clear.
Uses podcast conventions and techniques	Does not use any podcast conventions or techniques.	Uses podcast conventions or techniques with some effectiveness.	Uses appropriate podcast conventions or techniques with effectiveness.	Uses appropriate podcast conventions or techniques with a high degree of effectiveness.

** Courtesy of Nel



Episode Script Draft

Intro: In this section, introduce the show and the name of the episode. Provide a short blurb about the show's topic to generate audience interest. Use music at the start of the show to create ambiance.

Show Content: Write your script. Keep in mind at all times, the purpose and intended audience of the episode. As your podcast is 3 minutes long, you will require additional paper for writing.



About the Authors

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Migration Matters

[Migration Matters](#) is a non-profit organization that was founded by four women in January 2016 in response to media coverage about the so-called refugee crisis. We are based in Berlin, Germany. Our mission is to support the public in holding more nuanced and evidence-based conversations about migration. We produce [bite-sized video series](#) that complicate commonly held preconceptions with original ideas, research, and solutions-oriented perspectives from leading thinkers in the field: researchers, practitioners, as well as migrants and refugees themselves. Our videos are used widely across Europe and beyond in classrooms, teacher and journalist trainings, online journalism, social media campaigns, and advocacy efforts.

About Migrant Lives in Pandemic Times

[Migrant Lives in Pandemic Times](#) is a digital storytelling project produced by CERC Migration and Migration Matters. Recorded during the summer of 2021, the project presents both personal testimony and expert analysis to explore how the everyday realities of 12 migrants from across the globe have changed during the pandemic.

