**Canada on the *Move***

## Lesson Overview:

Students will analyze data from “Profile of the Canadian population by mobility status: Canada, a nation on the move, 2001 Census” and draw conclusions as to effects of in- and out-migration for Canadian provinces, territories, and communities.

## Curriculum Connection (Province and course):

New Brunswick: **Canadian Identity 9.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada**

***Inquiry Skills***: reading critically, interpreting & analysing data/graphs

**Learning Outcomes:**

By the end of the lesson, students will be able to:

* Explain the concepts Net Migration and Migration Rate
* Compare Migration Rates for various parts of Canada
* Use the Statistics Canada website to locate information
* Explain some of the effects of migration at the regional and community level

**Resources, Materials and Equipment Required:**

* Computer with Internet access
* Student Worksheet
* Graphing/Mapping materials (digital or paper)
* Students might want to use a calculator and/or graphing software for some of the suggested explorations, assignments or projects

**Warm-Up Activities**

1. Think about your classmates: whose families have moved in the past five years?

 Among those who have moved, enumerate subcategories:

  within Municipality,

  from another municipality in same province/territory,

  from a different province / territory

  to Canada from another country.

1. *Brainstorm some expected effects of in-migration AND out-migration on a community or province. Effects can be both positive & negative (I’ve provided some thoughts in the chart below to start you off.)*

|  |  |
| --- | --- |
| **In-migration** *(people coming into your community or province)* | **Out-migration** *(people leaving your community or province* |
| * Overcrowding (neg.)
* New businesses may have to open to accommodate (pos.)
* .
 | * businesses close (neg.)
* cheaper real estate prices (pos. and neg. depending on who you are)
* *.*
 |

**Student Worksheet 1: *Canada on the Move***

Step 1: Log on to your computer and open

*Profile of the Canadian Population by Mobility Status: Canada on the Move*

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/mob/contents.cfm>

* Click on the "Canada" link. Read the paragraphs leading up to the next bullet…
* Click on the TABLE link *Mobility Trends, population aged five years and over, 1986-91,1991-96, 1996-2001*

Step 2:

Using the data from the last column, construct 2 pie charts (either by hand or using the computer, your choice)

Chart 1: Movers and Non-Movers

Chart 2: Sub-Categories of Movers: within Municipality, another municipality in same province/territory, to a different province / territory, to Canada from another country.

Step 3:

Write a response to what you have done with this data; what proved to be as you expected, what surprised you, what do you think the 2006 Census might find about your community, why do you think Migration in your community is typical /atypical of Canada (think about the *Push* and *Pull* factors affecting your community.)

*You might want to return to this site and read the articles.*

**Student Worksheet 2:**

***Canada on the Move: Who Are They? Where Did They Come From? Where Did They Go?***

**Step 1:**

* Start your browser, and open <https://www12.statcan.gc.ca/english/census01/Products/Analytic/companion/mob/provs.cfm>
* Scroll down the page and click on the Table Link

"Net migrants and net migration rates by age group, provinces and territories, 1996-2001"

From this table, we can get an idea of who was moving from where and to where within Canada.

The NET MIGRATION numbers are calculated by subtracting the number of people moving out of a province/territory from the number moving in. Of course, if there are more moving in than leaving, the number will be positive; if the reverse is true, it will be negative.

The NET MIGRATION RATE is the NET MIGRATION NUMBER (Positive or Negative) expressed as a PERCENTAGE of the total provincial/territorial population.

**Step 2:**

Choose any province/territory that you wish and fill in the following information.

Province/Territory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL MIGRATION

Did **your** province/territory have more in-migrants or out-migrants? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOW MANY? (*Net Migration Number*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By WHAT RATE? (%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MIGRATION BY AGE GROUP

Which Age Group had the largest number? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the NUMBER? \_\_\_\_\_\_

The RATE? \_\_\_\_\_\_\_\_\_\_\_\_

POSITIVE or NEGATIVE? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 3:**

Now, have a look at the BIG PICTURE to see how your province / territory compared to the others.

Which had:

THE LARGEST EMIGRANT NUMBER? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THE SMALLEST? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THE HIGHEST RATE of IMMIGRATION? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THE HIGHEST RATE of EMIGRATION? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where did "your" province fit into the overall picture? (Average, Higher than average , Lower than average)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Arrange the provinces/territories in order from the highest negative to the highest positive rate, and observe where your province/territory "lands" in the order)*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which province / territory had:

LARGEST IN-MIGRATION NUMBER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SMALLEST? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 4:

There are many factors affecting the demographics of a province or territory. Two of the most powerful are the birth/death rate, and the topic of our present exploration, the net migration rate.

A large number of community and regional government agencies, as well as businesses, are very interested in the migration data by age group. For example, a jurisdiction with a large number of incoming seniors combined with a large number of outgoing family aged people will have increased health care needs and decreasing needs for public schools, for example. Such a region will, though, probably want to encourage in-migration of younger people so as to increase the number of taxpaying citizens to provide the income needed to maintain public services.

From the table, find

1. Fill in the table with the appropriate Province / Territory (abbreviations are fine)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Ages 5-14 | Ages 15-29 | Ages 30-44 | Ages 45-64 | Age 65+ |
| Highest Out-Migration Rate |  |  |  |  |  |
| Lowest Out-Migration Rate |  |  |  |  |  |
| Highest In-Migration Rate |  |  |  |  |  |
| Lowest In-migration Rate |  |  |  |  |  |

Assignment:

Choose one of these activities to complete. You might want to return to

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/mob/contents.cfm> and read the article *Profile of the Canadian population by mobility status: Canada, a nation on the move* to gain some more background.

A) Write a letter to the editor of your local or provincial newspaper in which you explain what you have discovered in this exercise and suggest actions that governments might take to counter-act problems posed for the situation. Be sure to explain why such action is in the best interests of you and your fellow-citizens.

B) Think of a type of business that might benefit from a trend you have discovered in this activity. Write a proposal for someone who you hope to interest in investing in your venture, explaining what you have discovered in the data and why it presents an opportunity for your business.

C) Create a well-designed bar graph to illustrate the data from the table. Be sure to adequately label it and to choose an appropriate scale. Search the Statistics Canada site for current populations of the provinces and territories and use the data to project an estimate of the migration numbers, which will be revealed by the 2006 Census iIf the migration rates remain stable.

D) Making reference to the data for your province/territory (either "real" or the one assigned by your teacher), prepare a background report for the provincial / territorial cabinet as they enter budget discussions in which they will have to assign scarce funds to competing demands from their electors for Family Housing, Maternity Care, Public Schools and Seniors Health Care facilities.

E) Create a well-designed thematic map illustrating selected themes of the data.