

Commemorate Canada - Ugandan Asian Resettlement in Canada

Overview:

The purpose of this activity is to provide students with a better understanding of the history of the Ugandan Asian resettlement in Canada. Students will focus on answering the following questions: Why were Ugandan Asians forced to leave Uganda? What happens when you are forced to leave your country?

Time:

60 mins

Subject/topic:

History, Geography, Social studies

Grade:

8 - 12

Materials:

- Print or digital copies of [50th Anniversary: Ugandan resettlement in Canada](#)
- The [Commemorate Canada GeoMinute](#) on Ugandan Asian refugees
- Resettlement worksheet
- Paper
- Writing utensils

Learning objectives:

- Students will understand the history of the Ugandan Asian resettlement.
- Students will develop definitions of the words “expulsion”, “resettlement”, and “refugee”.
- Students will reflect on refugee crises in other countries.

Lesson Description

Minds on:

Students will begin the lesson by reflecting on the following question: How would you feel if it was announced on the news today that everyone must leave the country immediately? Students will read the *Canadian Geographic* article [50th anniversary: Ugandan resettlement in Canada](#) and have a class discussion about the differences between expulsion and emigration.

Action:

Students will research the Ugandan Asian resettlement and answer questions on the Resettlement worksheet. When students are finished researching they will have small group discussions and compare answers before having a class discussion about what they learned.

Conclusion:

Students will watch [GeoMinute: Canada welcomes Ugandan Asian refugees](#) and reflect on the refugee experience. They will brainstorm what they can do to help people in war-torn countries or to welcome refugees.

Lesson Implementation

Minds on

Begin the lesson by asking your students: How would you feel if it was announced on the news today that everyone must leave the country immediately? Have your students think about where they would go and what they would do in this situation. As a class, discuss the emotions that would arise and write your students' answers on the board.

Next, have your students read the *Canadian Geographic* article [50th anniversary: Ugandan resettlement in Canada](#) by David McGuffin, in small groups or individually. Afterwards, have a class discussion about the differences between expulsion and emigration. Encourage your students to make connections to the question you asked them at the beginning of the lesson.

Action

In the next part of the lesson, have your students research the Ugandan Asian resettlement and fill out the Resettlement worksheet. In the first half of the worksheet, students will focus on the Ugandan Asian resettlement specifically. In the second half, they will define key terms from their readings/research and provide examples from other countries or time periods to show they have understood the concepts covered in the *Canadian Geographic* article. Have students choose a word they may not understand or want to understand better and ask them to define it and provide an example.

Once students are finished with their worksheets, have them discuss their research in small groups. Afterwards, gather students for a class discussion about what they learned and create a word cloud on the board of the terms and definitions they learned.

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Connection to the Canadian Geography Framework:

Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective

Inquiry Process

- Interpret and analyze
- Communicate
- Reflect and respond
- Gather and organize
- Evaluate and draw conclusions

Geospatial Skills

N/A

Conclusion and Consolidation

To conclude the lesson, students will watch [GeoMinute: Canada welcomes Ugandan Asian refugees](#). If there is time, have them also listen to the *Canadian Geographic* Explore podcast episode [The expulsion of Ugandan Asians and their new life in Canada – Senator Mobina Jaffer](#). Lead a discussion with your students, inviting them to share the information that they found most surprising or that has given them a better understanding of the refugee experience. Ask them to consider how they can help people in war-torn countries or how they can make refugees feel welcome in a new country and write students' answers on the board.

Extend your geographical thinking

- Have students research cases where people were forced to leave their countries because of war, famine, or other extreme push factors.
- Have students research a period of immigration as opposed to a refugee crisis and ask them to reflect on the differences between the types of push and pull factors that cause people to become refugees or immigrants.
- Have students organize a fundraising drive/campaign for a charity or organization that helps refugees or new immigrants and have them research the background and geography of the group that they want to support.

Modifications

- Students can complete this activity virtually.
- Students can complete the Resettlement worksheet in small groups.
- Students can complete the class discussions in small groups or as reflective essays, individually.

Assessment Opportunities

- Assess the students' learning from the Resettlement worksheet.
- Assess students' learning based on their participation in class discussions throughout the lesson.
- Assess students' learning based on research.

Sources and additional resources

- [Uganda Collection - The Ugandan Asian Refugees in Canada](#)
- [50th Anniversary: Ugandan resettlement in Canada](#)
- [The expulsion of Ugandan Asians and their new life in Canada – Senator Mobina Jaffer](#)
- [Canadian Armed Forces - Uganda 1972](#)

Resettlement worksheet

Why did Ugandan Asians leave their original countries to come to Uganda?

When did the expulsion of Ugandan Asians happen? Who announced the expulsion and why did they want the Asian population out of the country?

Where did the Ugandan Asian refugees resettle when they came to Canada? Use the map below to circle five areas.



Resettlement worksheet

Why do you think the five largest resettlements took place in those cities?

Define the following terms and provide examples from other countries or time periods.

Resettlement	Definition: Example:
Expulsion	Definition: Example:
Refugee	Definition: Example:
Choose your own term to research: <hr/>	Definition: Example: