Current Canadian Issues Explored Through A Historical Lens

COURSE: Canadian History Since World War I, Grade 10 Academic.

SPECIFIC EXPECTATION EXPLORED:

A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens. Ontario Ministry of Education. (2013). The Ontario curriculum grades 9 and 10: Canadian and World Studies [Geography, History, and Civics]

ABSTRACT:

Lesson 1: (p.1-11) The History of Canadian Hockey and its Reflection of Canadian Nationalism and Identity. (Students will develop an understanding of the relationship between monumental historical hockey events and the greater Nationalistic representation reflected at the time; politics, culture, war, public image, etc. In addition, students will review the consequences for excessive nationalism through hockey and how it reflects a challenge of identity for those who don’t connect with hockey.)

Lesson 2: (p.12-39) The Canadian History of Immigration Policies (Students will develop an understanding of the hardships immigrants have faced in Canadian policy, and still face today. The lesson will guide students in creating connections between past political policies and how they have evolved over time.)

Lesson 3: (p.40-47) Canada and the Over-Exploitation of Resources (Students will reflect on the current environmental crisis of the Albertan tar-sands. In addition, students should compare this contemporary issue with the history of excessive resource exploitations of the timber industries and will develop skills in understanding a limited resource industry.)

Lesson 4: (p.48-63) The Alberta Pipeline: A Link to Exploring First Nations Treaties and Land Rights- Past and Present. (Students will learn about the proposed Albertan Pipeline and its link to First Nations Peoples. This will provide a point of departure for discussing historic treaties, the Indian Act, and other current comprehensive and specific land claim issues arising in Canada. Students will consider the ethical dimension of appropriation of First Nations land and will explore the consequences of that past in relation to the proposed Albertan pipeline of today.)

Lesson 5: (p.64-91) Exploring the Changing Gender and Parental Roles as Represented in the Media since World War I (Students will gain an understanding of modern day gender/parental roles by exploring the continuity and change as represented in media sources since WWI.)

Lesson 6: (p.92-105) Understanding Canada’s Military Involvement against ISIS through Exploring Canada’s Past Military Roles. (Students will explore Canada’s combat and peacekeeping heritage since WW1 and will examine the current state of the Canadian military and how it has responded to budget cuts over the years. This historical perspective will give students a better understanding of the role Canada is currently able to play in international conflicts and students will engage in a debate over the future direction of Canada’s military.)

KEYWORDS: (Historical Perspective; Historical Significance; Historical Evidence; Ethical Dimension; Continuity and Change; Cause and Consequence; Hockey; Nationalism; Identity; Immigration Policy; Environment; Exploitation; Natural Resources; Tar-sands; Forestry; Gender and Media; Alberta Pipeline; First Nations; Colonialism; Treaties; Land Claims; ISIS; Canadian Military; Peacekeeping)

AUTHOR(S): Maria J. Bartholomew, John D. Howes

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SPECIFIC EXPECTATION(S): A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Significance
Evidence

LESSON #: 1

TITLE: The History of Canadian Hockey and its reflection of Canadian Nationalism and Identity.

OVERVIEW: The lesson attempts to have students understand the relationship of monumental historical hockey events and the greater Nationalistic representation reflected at the time: politics, culture, war, public image, etc. In addition, students are to review the consequences for excessive nationalism through hockey and how it reflects a challenge of identity for those who don't connect with hockey.

MATERIALS:

1. Primary Source Documents (PSD 1.1 / PSD 1.2)
2. Prepared Tim Horton Video (https://www.youtube.com/watch?v=hTrmIJ7SkC0)
3. PowerPoint slide with worksheet (BLM 1.3)
4. Black Line Masters (BLM 1.1 / BLM 1.2 / BLM 1.3)

PLAN OF INSTRUCTION:
Step 1: Warm up (5 minutes)

Display the YouTube video: Sidney Crosby Tim Hortons Commercial (2010)
Step 2: Discussion (10 minutes)

After the video ask students a variety of inquiry questions that lead into the realization of Hockey as an element of Canadian identity.

"Describe what you observed in this video?"
"What message do you believe Sidney Crosby and Tim Horton's was trying to tell viewers?"
"As a Canadians how does this commercial make you feel?"
"How would you feel seeing this commercial if you didn't play or like hockey?"
"Who do you think would struggle in connecting to this type of commercial? and what would they feel?"

(How many questions is time dependant)

Questions are to lead students into the idea that these types of commercials and advertisements are to reflect values Canadian's deem important. However, also understanding the issue that demographics of people in Canada might not reflect this Nationalistic view of Hockey as a required element to being Canadian.

The next step is to ask students if they can:
"Think of reasons for why Hockey has grown into such an apparent part of Canadian identity?"
"Think back on some monumental hockey events in Canadian history, what made these events so important?"

After a short discussion, the teacher will transition into the instructions of the activity of the class.

Step 3: Modeling (5 minutes)

Inform students they will be taking on the role of hockey historians. They will be reviewing two monumental Canadian hockey events and discover why these events were significant to Canadian identity and/or Nationalism. The two events are: Toronto Maple Leafs vs. Montreal Canadiens rivalry (1940s-1960s), and the 1972 summit series.

The Teacher should demonstrate the different sources and illustrate that students should be sorting and reviewing the work.

Step 4: Guided Practice (5 minutes)

The class is broken into pairs. Students are to either read the titles or quickly scan the handed information. Students are to sort the sources into categories that reflect the two different historical events. After the data has been sorted, students are then to choose one of the events and take on the responsibility to research further into the sources.
Sources:

Toronto Maple Leafs vs. Montreal Canadiens rivalry:
The Hockey Sweater story
"Rome's Canadiens versus Canterbury's Maple Leafs"

1972 Summit Series:
Propaganda Poster
Hockey Put Canada's Cold War Perceptions on Ice

Step 5: Independent Activity (30 minutes)

Students are to analyze the data sources and answer the questions on the worksheet (BLM 1.3). Students are to share their analysis with their partner and share what they had learned from the sources.

Worksheet questions:

Toronto Maple Leafs vs. Montreal Canadiens Rivalry:
"After reading Buma's piece, what makes you think is the heart of the rivalry?" (Culture? Politics?)
"The Hockey Sweater story is reflected on our $5 bill. What do you think this says about the way Canada values hockey?"
"What are the root factors according to Buma for the rivalry of Toronto and Montreal?"
"How did the rivalry contribute to an overall Canadian nationalistic identity?"

1972 Summit Series:
"Looking at the propaganda poster, what do you think the message of the poster is trying to project? What gives you these conclusions?"
"What does the article tell you about events at the time of the Series?"
"What does the Summit Series represent to Canadians?"
"How did this even shape Canadian nationalism?"

"After reviewing these historical hockey moments, what can you say makes these events more significant than a regular hockey game?"

Step 6: Sharing / Discussing / Teaching (10 minutes)

Students are to pair up with another person in the class who had accomplished the same hockey event. Students are to go through the same questions together and learn from each other's findings and answers. In addition, as students are discussing the teacher should hand out posted notes. The teacher is to write the question on the board:

"After reviewing these historical hockey moments, what can you say makes these events more significant than a regular hockey game?"

Have students write their answer on the posted note and hand it in as an exit card before leaving.
ASSESSMENT:
Initial discussion component of the lesson is to stimulate the students understanding for the prevalence of Canadian hockey nationalism. Guided questions is an assessment (for) learning, by observing their responses and reviewing their thinking/inquiry skills for those who don't connect with stereotypical qualities of Canadian identity.

The pair and share activities after their analysis is an assessment (as) learning, allowing students to determining the consistency or understanding of a topic through comparison and discussion.

Exit cards are a Formative assessment of student learning, to determine if they attained the core idea of the lesson: "Canadian Hockey events can reflect greater political, cultural, and ideological events, creating stronger Nationalistic feelings among Canadians."

APPENDICES:

PSD 1.1

_The Hockey Sweater_ - Story
by Roch Carrier

I remember very well the winter of 1946. We all wore the same uniform as Maurice Richard, the red, white, and blue uniform of the Montréal Canadiens, the best hockey team in the world. We all combed our hair like Maurice Richard, and, to keep it in place we used a kind of glue - a great deal of glue. We laced our skates like Maurice Richard, we taped our sticks like Maurice Richard. We cut his pictures out of all the newspapers. Truly, we knew everything there was to know about him.

On the ice, when the referee blew his whistle, the two teams would rush at the puck. We were five Maurice Richards against five other Maurice Richards, throwing themselves on the puck. We were ten players all wearing the uniform of the Montréal Canadiens, all with the same burning enthusiasm. We all wore the famous number 9 on our backs.

How could we forget that?

One day, my Montréal Canadiens sweater was too small for me and it was ripped in several places. My mother said, "If you wear that old sweater, people are going to think we are poor."

Then she did what she did whenever we needed new clothes. She started to look through the catalogue that the Eaton Company in Montreal sent us in the mail every year. My mother was proud. She never wanted to buy our clothes at the general store. The only clothes that were good enough for us were the latest styles from Eaton's catalogue. My mother did not like the order forms included in the catalogue. They were written in English and she did not understand a single word of it. To order my hockey sweater, she did what she always did. She took out her writing pad and wrote in her fine schoolteacher's hand, "Dear Monsieur Eaton, Would you be so kind as to send me a Canadiens' hockey sweater for my son Roch who is ten years old and a little bit tall for his age? Docteur Robitaille thinks he is a little too thin. I'm sending you three dollars. Please send me the change if there is any. I hope your packing will be better than it was last time."

Monsieur Eaton answered my mother's letter promptly. Two weeks later, we received the sweater.

That day I had one of the greatest disappointments of my life! Instead of the red, white, and blue Montréal Canadiens sweater, Monsieur Eaton had sent the blue-and-white sweater of the Toronto Maple Leafs. I had always worn the red, white, and blue sweater of the Montréal Canadiens. All my friends wore the red, white, and blue sweater. Never had anyone in my village worn the Toronto sweater. Besides, the Toronto team was always being beaten by the Canadiens.
With tears in my eyes, I found the strength to say: "I'll never wear that uniform."

"My boy," said my mother. "first you're going to try it on! If you make up your mind about something before you try it, you won't go very far in this life."

My mother had pulled the blue and white Toronto Maple Leafs sweater over my head and put my arms into the sleeves. She pulled the sweater down and carefully smoothed the maple leaf right in the middle of my chest.

I was crying: "I can't wear that."

"Why not? This sweater is a perfect fit."

"Maurice Richard would never wear it."

"You're not Maurice Richard! Besides, it's not what you put on your back that matters. It's what you put inside your head."

"You'll never make me put in my head to wear a Toronto Maple Leafs sweater."

My mother sighed in despair and explained to me: "If you don't keep this sweater which fits you perfectly I will have to write to Monsieur Eaton and explain that you don't want to wear the Toronto sweater. Mr Eaton understands French perfectly but he's English and he's going to be insulted because he likes the Maple Leafs. If he's insulted, do you think he'll be in a hurry to answer us? Spring will come before you play a single game, just because you don't want to wear that nice blue sweater."

So I had to wear the Toronto Maple Leafs sweater.

"Rome's Canadiens versus Canterbury's Maple Leafs"

By Michael Buma

One of the central claims of the "unity-by-hockey" component of the myth is that the game works in the service of cultural identity by unifying Canadians who may be otherwise separated by language, culture, religion, ethnic background, class, etc. Hockey purports to be a great leveler, a bringer of unity where none would exist otherwise, and this idea is conveyed in Canadian hockey novels primarily through the space of the rink and the technology of radio. What the representations or radio discussed earlier don't reveal, however, is the reality that broadcasting has been culturally divisive at least as often as it has worked in the service of national unity. This was especially true during the Original Six era of the NHL, when only two Canadian teams battled for their country's sympathies. Throughout the 1930s, 40s, 50s and 60s, Canada was divided into two large broadcast regions: those who received the Montreal Canadiens games and those who received the Toronto Maple Leafs. These broadcast zones were largely drawn along cultural and linguistic lines, and as such, between the Leafs and the Habs became symbolic enactments of the larger conflicts between the English and French - and Protestant and Catholic - elements of Canadian society. It should be no surprise, then, that French-English relations are an important aspect of the unity-by-hockey component of the myth. According to Francis, "Hockey's special contribution (to Canadian society) is that it brings together French and English in mutual recognition of something that unifies rather than separates" (1997, 168). As MacGregor puts it in one of the Screech Owls novels through the perspective of the narrator, Travis Lindsay, "what a strange, wonderful country Canada was, he thought. People who can't even talk to each other have a game that does it for them. From coast to coast they skate and play hockey, from the time they learn to walk until they're older than Travis's own father" (The Quebec City Crisis, 18)

The Screech Owl novels of coarse are aimed at young children, and in several passages such as this are openly didactic about their nationalist myth making. Generally speaking, however, adult-oriented hockey novels are significantly more invested in the hockey myth than their second-wave children's counterparts. It is perhaps surprising, then, that adult-oriented hockey novels are relatively disinterested in the question of French-English unity. Only two English-Canadian hockey novels address this issue on any significant level, Hockey Night int he Dominion of Canada and Johnston's The Divine Ryans. The Divine Ryans is the story of a nine-year-old Draper Doyle Ryan, a member of a prominent St John's Catholic family, "the Divine Ryans," who are so known because many of them have been priests and nuns. Set int he 1960's, The Divine Ryans portrays hockey as a site of religious conflict that emblematizes the larger cultural tensions in Canadian society during that time: the Catholic Canadiens are pitted against the Protestant Maple leafs.

ROY MACSKIMMING

Hockey put Canada’s Cold War perceptions on ice

It was the greatest hockey series ever played. But from the start, the 1972 Summit Series was all about politics.

Mostly we remember the eight bitter battles between Team Canada and the former Soviet Union, fought with more grit, guts and glory than any Stanley Cup final. And as we prepare to celebrate its 40th anniversary, we revel in our last-minute triumph, our sense of vindication that Canadians were still supreme at playing a game we invented.

Four decades later, we acknowledge more gracefully the razor-thin margin of victory. We can also appreciate how profoundly the series changed the sport itself and – since hockey is central to our national identity – how political the changes were.

Before 1972, it galled us that Canada couldn’t send its best to the Olympics or world championships. A phony amateurism barred National Hockey League players from competing internationally, yet Russians playing full-time for the state were perennial champions of the world.

Canadians were sick of it. In 1971, prime minister Pierre Trudeau raised the issue with Soviet premier Alexei Kosygin. Soon afterward, a Canadian diplomat in Moscow picked up signals that the Russians were finally ready to test themselves against the NHL. Official talks ensued: a “best versus best” series of “friendly matches,” four in each country. No cup was at stake – just global hockey supremacy.

In the Canadian mind, the teams also represented their societies’ conflicting political systems. Our guys were rugged, free-enterprising individualists. Their guys were robots, cogs in the communist machine. Media experts picked Canada to win all eight games.

As the Soviets stepped onto the ice in the Montreal Forum wearing their red cosmonaut helmets, faces expressionless, names unpronounceable, they seemed like robots indeed. The bareheaded Canadians scored two quick goals. Moments later, we discovered how brilliantly, how creatively, the Soviets could play. We learned to pronounce Valeri Kharlamov and Vladislav Tretiak. When Game 1 ended, a heavy mist rising off the ice, it was Soviet Union 7, Team Canada 3.

Canadians experienced collective trauma. The dawning awareness that we could lose posed humiliating consequences. A national myth would perish. The communist system would triumph, however symbolically. Suddenly, a hockey series prefigured the long-feared climax of the Cold War.

The Canadian players took it all on themselves. Captain Phil Esposito said afterwards he’d “have killed to win.” Bobby Clarke clearly agreed, to judge by the two-handed slash he used to fracture Mr. Kharlamov’s ankle in Moscow. The Canadians were convinced that the KGB had bugged their hotel rooms, that Soviet apparatchiks had fixed the officiating.

Paul Henderson’s iconic series-winning goal with 34 seconds remaining averted disaster. Meanwhile, something else had happened.

The crowds on both sides had become an integral part of the drama. In Vancouver, fans booed Canada’s loss, triggering Mr. Esposito’s passionate, sweat-drenched defence of his team. In Moscow, fans observed the stoic
decorum decreed by their rulers, yet were astonished by the raucous contingent of Canadian visitors who blew trumpets and shouted opinions.

Millions of Russians and North Americans watched on television, getting a glimpse into each other’s society. We beheld the enemy face to face, and what we saw weren’t nuclear missiles but other human beings devoted to hockey.

Afterward, the sport changed radically. Shaken by the Soviets’ excellence, we revolutionized our game. Our reliance on grinding physical play and sheer heart was no longer enough. We put new emphasis on skating, passing and teamwork, moving to the faster, more skilled, more sophisticated style now played everywhere.

The cross-fertilization process advanced with the opening up of the NHL to Europeans: Swedes, Finns and Czechs at first, eventually Russians. The Canada Cup series pitted professionals of several countries against each other: Canada won often, but not always. Finally, in 1998, NHL players were allowed to play for their country in the Olympics. The Canadians’ debut was a disaster on the ice, but we survived it.

We’ve learned to share our game with the world, just as we’ve learned to share our country with people from many cultures. The globalization of our national sport has become a key aspect of our multiculturalism.

That’s the real legacy of 1972. At first a proxy for war, the Summit Series evolved into a paradigm of coexistence. Today, Mr. Tretiak calls Canada his “second home.” The surviving Russian and Canadian warriors get together for reunions and ask after each other’s wives and grandchildren.

In 1972, neither side lost it all. The Cold War lost.

Toronto Maple Leafs vs. Montreal Canadiens Rivalry:

"After reading Buma's piece, what makes you think is the heart of the rivalry?"

"The Hockey Sweater story is reflected on our $5 bill. What do you think this says about the way Canada values hockey?"

"How did the rivalry contribute to an overall Canadian nationalistic identity?"
1972 Summit Series:

"Looking at the propaganda poster, what do you think the message of the poster is trying to project? What gives you these conclusions?"

"What does the article tell you about the events at the time of the Series?"

"What does you think the Summit Series represented to Canadians?"
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Evidence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Significance
Change and Continuity

LESSON #: 2

TITLE: The Canadian History of Immigration Policies

OVERVIEW: The overall learning criteria of the lesson is to have students demonstrate an understanding for the hardship immigrants faced in Canadian policy, and still face today. The lesson will guide students in creating connections between past political policies and how they have evolved over time.

MATERIALS:

1. Primary Source Document page details prepped on the board
2. Devices booked and ready for students to access
3. Website prepped to model for students
4. Instructions for teacher
5. Black Line Masters - BLM 1.1

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
Students are to take the initial period of the class to obtain a research type device (ie. Chrome book, laptop, net book, Ipad, tablet ect.)

Students are to log onto their devices and go to the site:
http://www.workpermit.com/canada/points_calculator.htm

Students are to be frontloaded immigrants undergo a required assessment called the point system, prior to being reviewed for permission into Canada. This involves reaching a score of at least 67 points based on factors that measure an immigrants level for education, work experience, family members, job security ect.

Step 2: Discussion (5 minutes)
Ask students:
"Do you think this a fair system in allowing immigrants into the country?"
"Why do you think that?"
"What do you think immigrants should do to be accepted into Canada, if not the point system?"

**Step 3: Modeling (10 minutes)**

After the short discussion students will have the opportunity to see if they qualify for immigration under the point system. The point of this activity is to suggest the point system is a very limiting system, which should lead to the conclusion that very few of the students qualify to be accepted into Canada, even though they’re Canadians themselves.

The instructor should have opened the site on a projector: [http://www.workpermit.com/canada/points_calculator.htm](http://www.workpermit.com/canada/points_calculator.htm)

The instructor should quickly demonstrate how to properly use the website and go through the different categories of the point system in order to reduce confusion of instruction.

Students are to follow the steps, answer the applicable questions and see if they qualify. The instructor should predict very few of the students should pass the point system. This should lead to further discussion:

"What kind of questions does the point system ask?"
"How would this system restrict immigrants from coming to Canada?"
"Does having money play a factor in coming to Canada? How is that represented in the point system?"
"What does that say about the type of people the government wants into Canada?"

**Step 4: Guided Practice (5 minutes)**

In groups of 5-6 students are to review and research a specific piece of immigration policy in history. The teacher can either assign students to groups or allow students to choose their own groups. The instructor is to then assign each group with a specific historical policy:

1. The Chinese Immigration Act, 1885 (plus amendments: 1887, 1892, 1900, 1903)
2. Immigration Act, 1910
3. Canadian Citizenship Act 1947
5. Immigration Act, 1976 (depending on student classroom size)

Using the provided devices students are to begin their research on the Canadian Museum of Immigration:

Students are to review the primary documents and read the summaries to obtain a grasp on the material. In addition, students will be provided a research guideline sheet to help review and think on the important factors of the research. Students are encouraged to take on a specific responsibilities in their group: summarize the page, review primary document #1, review primary document #2.

**Step 5: Independent Activity (30 minutes)**

Students use this time researching the necessary information listed on the handout

"What does this piece of legislation discuss?"
"What can you determine to be valuable in the eyes of the government?"
"What did the legislation deem to be undervalued in Canadian acceptance of immigrants?"
Student groups are to read the webpage description and the specific listed primary source listed on the board:

Students are encouraged to take on roles in their group and divide up sources to scan and read. The groups should then discuss their findings as a group to have all questions answered to the fullest.

**Step 6: Sharing / Discussing / Teaching (20 minutes)**

Students should have the sheets completed and groups should present their findings to the class from the earliest piece of historical immigration legislation, towards the most recent. Presentations should only be about 3-min max.

THE CHINNESSE IMMIGRATION ACT, 1885 (pgs 208-212)
THE IMMIGRATION ACT 1910 (pgs 27 - 28)
THE CANADIAN CITIZIENSHIP ACT 1947 (pgs 68-71)
THE WHITE PAGES (pgs 5-11)
THE IMMIGRATION ACT 1976 (pgs 1197-1200)

After all presentations have gone, the teacher should debrief the activity by asking students how they felt in the legislation.

"What did they notices in the work they found most interesting?"

**ASSESSMENT:**

The lesson is predominantly a formative assessment; assessment (for) learning. These are best represented through the discussions and presentations as measurements of what they have learned.

The initial point system test is a good assessment (as) learning, for students to self learn the difficulty that immigrants face difficult steps in being accepted to Canada.
APPENDICES:

PSD 1.1 - THE CHINNESSE IMMIGRATION ACT, 1885 (pgs 208-212)
shall be examined and endorsed (see) by a British Consul or Chargé d’Affaires or other accredited representative of Her Majesty, at the place where the same is granted, or at the port or place of departure: but nothing in this Act shall be construed as embracing within the meaning of the word “merchant,” any huckster, pedlar, or person engaged in taking, drying or otherwise preserving shell or other fish for home consumption or exportation.

5. No vessel carrying Chinese immigrants to any port in Canada shall carry more than one such immigrant for every fifty tons of its tonnage; and the owner of any such vessel, who carries any number in excess of the number allowed by this section, shall be liable to a penalty of fifty dollars for each person so carried in excess.

6. Every master of any vessel bringing Chinese immigrants to any port in Canada, shall be personally liable to Her Majesty for the payment of the fee imposed by section four of this Act in respect of any immigrant carried by such vessel, and shall deliver, together with the total amount of such fees, to the controller, immediately on his arrival in port and before any of his passengers or crew shall have disembarked, a complete and accurate list of his crew and passengers, showing their names in full, the country and place of their birth, and the occupation and last place of domicile of each passenger.

7. Every master of any vessel who lands or allows to be landed off or from any vessel any Chinese immigrant before the duty payable under the provisions of this Act has been duly paid, or who willfully makes any false statement respecting the number of persons on board his vessel, shall in addition to the amount of the fee mentioned in the next preceding section, be liable to a penalty of not less than five hundred dollars, nor more than one thousand dollars for every such offence, and in default of payment to imprisonment for a term not exceeding twelve months; and such vessel shall be forfeited to Her Majesty, and shall be seized by any officer charged with the duty of carrying this Act into effect and dealt with accordingly.

8. No master of any vessel carrying Chinese immigrants shall land any passenger or permit any passenger to land until such permission has been granted by the master of such vessel by the controller, under a penalty of one hundred dollars.

9. No controller at any port shall grant a permit allowing bill of health Chinese immigrants to land, until the quarantine officer has granted a bill of health and has certified, after due examination,
tion, that no leprosy or infectious or contagious disease exists among them, on board such vessel; and no permit to land shall be granted to any Chinese immigrant who is suffering from leprosy or from any infectious or contagious disease, or to any Chinese woman who is known to be a prostitute.

10. The controller shall deliver to each Chinese immigrant who has been permitted to land, and in respect of whom the duty has been paid as hereinbefore provided, a certificate containing a description of such individual, the date of his arrival, the name of the port of his landing and an acknowledgment that the duty has been duly paid; and such certificate shall be prima facie evidence of the right of the person presenting the same to enter the Dominion of Canada; but the same may be contested by the Government of Canada, or by any officer charged with the duty of carrying this Act into effect, if there is reason to doubt the validity or authenticity of such certificate, or of any statement therein contained; and such contestation shall be heard and determined in a summary manner by and before any judge of a superior court of any Province of Canada where such certificate is produced.

11. The controller shall keep a register of all persons to whom certificates of entry have been granted.

12. Every Chinese immigrant subject to pay the duty imposed by section four of this Act, who enters Canada otherwise than by disembarking from any vessel, shall forthwith make declaration of his entry to the controller, or in the absence of such officer, to the Customs officer of the nearest or most convenient place, and shall forthwith pay to such controller or officer the duty of fifty dollars imposed by this Act, and the controller or officer shall grant a certificate of such entry and payment, in conformity with the provisions of section ten of this Act; and if the declaration is made to a Customs officer he shall report the fact to the controller at the principal sea port of the Province into which such Chinese immigrant has come, and the controller shall record the same in the register of certificates of entry kept by him.

13. The entrance fee or duty payable under this Act shall not apply to any Chinese person residing or being within Canada at the time of the coming into force of this Act, but every such Chinese person who desires to remain in Canada, may obtain, within twelve months after the passing of this Act, and upon the payment of a fee of fifty cents, a certificate of such residence, from the controller, or from a judge of a superior court, a justice of the peace, a police magistrate, a stipendiary magistrate, a recorder, or from the mayor or secretary-treasurer of the municipality in which he resides, or from any officer charged with the duty of carrying this Act into effect; and the person granting such certificate shall report
report the fact to the controller at the principal seaport of the Province in which such Chinese person resides.

14. Every Chinese person who wishes to leave Canada with the intention of returning thereto, shall give notice of such intention to the controller at the port or place whence he proposes to sail or depart, and shall surrender to the said officer his certificate of entry or of residence, and shall receive in lieu thereof, on payment of a fee of one dollar, a certificate of leave to depart and return; and the person to whom such certificate is granted shall be entitled, on presentation of the same on his return, to receive from the controller the amount of the entrance fee paid by him on such return and to have his original certificate of entry or residence returned to him.

2. In case of the loss of such return certificate, and on proof of such loss to the satisfaction of the controller, the person to whom such certificate was granted, and who has paid the entrance fee imposed by section four of this Act a second time, shall be entitled to have his second entrance fee returned to him together with his first certificate of entry or residence.

15. The controller shall, on the first day of January in each year, send to the Provincial Secretary of the Province, wherein certificates of entry have been granted, a certified list of all Chinese immigrants to whom such certificates have been granted during the year next preceding.

16. Every Chinese person who wilfully evades or attempts to evade any of the provisions of this Act as respects the payment of duty, by personating any other individual, or who wilfully makes use of any forged or fraudulent certificate to evade the provisions of this Act, and every person who wilfully aids or abets any such Chinese person in any evasion or attempt at evasion of any of the provisions of this Act, is guilty of a misdemeanor, and liable to imprisonment for a term not exceeding twelve months, or to a penalty not exceeding five hundred dollars, or to both.

17. Every person who takes part in the organization of any sort of court or tribunal, composed of Chinese persons, for the hearing and determination of any offence committed by a Chinese person, or in carrying on any such organization, or who takes part in any of its proceedings, or who gives evidence before any such court or tribunal, or assists in carrying into effect any decision or decree, or order of any such court or tribunal, is guilty of a misdemeanor, and liable to imprisonment for any term not exceeding twelve months, or to a penalty not exceeding five hundred dollars.
hundred dollars, or to both: but nothing in this section shall be construed to prevent Chinese immigrants from submitting any differences or disputes to arbitration, provided such submission be not contrary to the laws in force in the Province in which such submission is made.

18. Every person who molests, persecutes or hinders any officer or person appointed to carry the provisions of this Act into effect, is guilty of a misdemeanor, and liable to imprisonment for a term not exceeding twelve months, or to a fine not exceeding five hundred dollars, or to both.

19. Every person who contravenes any provision of this Act, for which no special punishment is herein provided, is guilty of a misdemeanor, and liable to a penalty not exceeding five hundred dollars, or imprisonment for a term not exceeding twelve months, or to both, in the discretion of the court before which the conviction is had.

20. All duties, pecuniary penalties and other sources of revenue under this Act shall be paid into and form part of the Consolidated Revenue Fund of Canada; but one-fourth part of all entry duties paid by Chinese immigrants shall, at the end of every fiscal year, be paid out of such fund to the Province wherein the same were collected.

21. The Governor in Council may engage and pay an interpreter, skilled in the English and Chinese languages, at a salary of not more than three thousand dollars per annum, to reside in the Province of British Columbia, and may assign to him such duties as he deems meet.

22. All suits or actions for the recovery of dues under this Act and all prosecutions for offences under this Act which are not herein declared to be misdemeanors, shall be tried before one or more justices of the peace, or before the recorder, police magistrate, or stipendiary magistrate having jurisdiction where such dues are exigible or where the offence was committed.

23. This Act, as respects any vessel sailing from a port in the continent of North America, shall come into force one month after the passing thereof, and as respects other vessels and other matters, the same shall come into force on the first day of January, one thousand eight hundred and eighty-six, except that certificates under section thirteen may be granted, in accordance with the terms of the said section, and that controllers may be appointed at any time after the passing hereof.

24. This Act may be cited as "The Chinese Immigration Act, 1883."
CHAP. 72.

An Act to amend "The Consolidated Militia Act of 1883."

[Assented to 20th July, 1885.]

HER Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

1. In order to provide for necessary requirements of the Militia, in respect of the services specified in section twenty-one of "The Consolidated Militia Act of 1883," the whole strength of the force which Her Majesty is, by the said section, authorized to raise, station and maintain, for a period of three years of continuous service, in addition to the ordinary Active Militia Force, may be any number of men not exceeding one thousand, to be divided into such corps as are already provided by the said section twenty-one of the said Act, with the addition of two more companies of Infantry to be added.

CHAP. 73.

An Act to authorize grants of land to members of the Militia Force lately on active service in the North-West.

[Assented to 20th July, 1885.]

WHEREAS, it is right to recognize the services of the members of the enrolled militia force actively engaged in suppressing the late half-breed and Indian outbreak in the North-West, by giving to each, in addition to the pay and allowances to which he is entitled under the Militia Act, a grant of land; and it is expedient that the grant should be made in such form as will be conducive to the actual settlement of the public lands of Canada: Therefore Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

1. The Governor General in Council is hereby authorized to grant to each member of the enrolled militia force actively engaged and bearing arms in the suppression of the Indian and half-breed outbreak, and serving west of Port Arthur, since the twenty-fifth day of March now last, including officers, non-commissioned officers and men, a free homestead of two adjoining quarter sections (comprising an area of three hundred
by an officer under this Act, otherwise than for inspection or
removal of such purposes provided for by this Act;

"deportation" means the removal under authority of
any rejected immigrant or other person, or of any
immigrant or other person who has already been landed in
Canada, or who has entered or who resides in Canada contrary
to any provision of this Act, from any place in Canada at which
such immigrant or other person is rejected or detained to the
place whence he came to Canada, or to the country of his birth
or citizenship;

"immigrant station" means any place at which immi-
grants or passengers are examined, inspected, treated or detained
by an officer for any purpose under this Act, and includes
hospitals maintained for the purposes of this Act;

"transportation company" means any corpo-
rate body or organized firm or person carrying or providing
for the transit of passengers, whether by ship, railway, bridge,
highway or otherwise, and any two or more such transportation
companies co-operating in the business of carrying passengers;

(a) "Immigration Act" or "Act" shall be held to include all
orders in council, proclamations, and regulations made here-
under.

3. No immigrant, passenger, or other person, unless he is
a Canadian citizen, or has Canadian domicile, shall be permitted
to land in Canada, or in case of having landed in or entered
Canada shall be permitted to remain therein, who belongs to
any of the following classes, hereafter called "prohibited
classes*, -

(a) idiots, imbeciles, feeble-minded persons, epileptics, in-
sane persons, and persons who have been insane within five
years previous;

(b) persons afflicted with any loathsome disease, or with a
disease which is contagious or infectious, or which may become
dangerous to the public health, whether such persons intend to
reside in Canada or to pass through Canada to some other country; Provided that if such disease is one which
is curable within a reasonably short time, such persons may, subject to the regulations in that behalf, if any, be permitted to
remain on board ship if hospital facilities do not exist on shore,
or to leave ship for medical treatment;

(c) immigrants who are dumb, blind, or otherwise phy-
sically defective, unless in the opinion of a Board of Inquiry
or officer acting as such they have sufficient money, or have
such profession, occupation, trade, employment or other legiti-
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mate mode of earning a living that they are not liable to become a public charge or unless they belong to a family accompanying them or already in Canada and which gives security satisfactory to the Minister against such immigrants becoming a public charge;

(d) persons who have been convicted of any crime involving Canadian moral turpitude;

(e) prostitutes and women and girls coming to Canada for purposes any immoral purpose and pimps or persons living on the avails of prostitution;

(f) persons who procure or attempt to bring into Canada persons, prostitutes or women or girls for the purpose of prostitution or other immoral purpose;

(g) professional beggars or vagrants, or persons likely to become a public charge;

(h) immigrants to whom money has been given or loaned by any charitable organization for the purpose of enabling them to qualify for landing in Canada under this Act, or whose passage to Canada has been paid wholly or in part by any charitable organization, or out of public moneys, unless it is shown that, the authority in writing of the Superintendent of Immigration, or in case of persons coming from Europe, the authority in writing of the assistant Superintendent of Immigration for Canada, in London, has been obtained for the landing in Canada of such persons, and that such authority has been acted upon within a period of sixty days thereafter;

(i) persons who do not fulfill meet or comply with the conditions and requirements of any regulations which for the time being are in force and applicable to such persons under sections 37 or 38 of this Act.

4. The Minister may issue a written permit authorizing any person to enter Canada without being subject to the provisions of this Act. Such permit shall be in the form A of the schedule to this Act, and shall be expressed to be in force for a specified period only, but it may at any time be extended or cancelled by the Minister in writing. Such extension or cancellation shall be in the form AA of the schedule to this Act.

APPOINTMENT, POWERS AND DUTIES OF OFFICERS.

5. The Governor in Council may appoint a superintendent of immigration, commissioners of immigration, and such other officers as are deemed necessary for carrying out the provisions in Council of this Act.

6. The Governor in Council may establish and maintain immigration offices at such places within and outside of Canada as from time to time seems proper.

6. Subject to any regulations in that behalf, the Minister may appoint or employ, either permanently or temporarily, Minister being
(g) "country of the British Commonwealth" means for the purposes of this Act a country listed in the First Schedule to this Act or a country declared for the purposes of this Act to be a country of the British Commonwealth of Nations by proclamation issued under this Act, and includes, in the case of any such country, all colonies, dependencies or territories thereof;

(h) "Court" means any Superior, Circuit, County or District Court, and includes in the province of Quebec any district magistrate, and, in the Northwest Territories and in the Yukon Territory, any stipendiary magistrate or any other person designated by the Governor in Council under this Act;

(i) "disability" means the incapacity of a minor, a lunatic or an idiot;

(j) "domicile," for the purposes of this Act, means the place in which a person has his home or in which he resides and to which he returns as his place of permanent abode and does not mean the place where he resides for a mere special or temporary purpose, and "Canadian domicile" means such domicile maintained in Canada for at least five years;

(k) "Minister" means the Secretary of State of Canada;

(l) "minor" means a person who has not attained the age of twenty-one years;

(m) "regulation" means a regulation made by the Governor in Council under this Act; and

(n) "responsible parent" means the father: except that, where the father is dead, or where the custody of a child has been awarded to his mother by order of a court of competent jurisdiction, or where a child was born out of wedlock and resides with the mother, "responsible parent" means the mother.

3. Where a person is required to state or declare his national status, any person who is a Canadian citizen under this Act shall state or declare himself to be a Canadian citizen and his statement or declaration to that effect shall be a good and sufficient compliance with such requirement.

PART I.

NATURAL-BORN CANADIAN CITIZENS.

4. A person, born before the commencement of this Act, is a natural-born Canadian citizen:

(a) if he was born in Canada or on a Canadian ship and has not become an alien at the commencement of this Act; or

(b)
(b) if he was born outside of Canada elsewhere than on a Canadian ship and his father, or in the case of a person born out of wedlock, his mother
   (i) was born in Canada or on a Canadian ship and had not become an alien at the time of that person's birth, or
   (ii) was, at the time of that person's birth, a British subject who had Canadian domicile,
if, at the commencement of this Act, that person has not become an alien, and has either been lawfully admitted to Canada for permanent residence or is a minor.

5. A person, born after the commencement of this Act, is a natural-born Canadian citizen:—
   (a) if he is born in Canada or on a Canadian ship; or
   (b) if he is born outside of Canada elsewhere than on a Canadian ship, and
      (i) his father, or in the case of a child born out of wedlock, his mother, at the time of that person's birth, is a Canadian citizen by reason of having been born in Canada or on a Canadian ship, or having been granted a certificate of citizenship or having been a Canadian citizen at the commencement of this Act, and
      (ii) the fact of his birth is registered at a consulate or with the Minister, within two years after its occurrence or within such extended period as may be authorized in special cases by the Minister, in accordance with the regulations.

6. Notwithstanding anything contained in section four or section five of this Act, a person who is, at the commencement of the Act, a minor born outside of Canada elsewhere than on a Canadian ship and who has not been lawfully admitted to Canada for permanent residence, or who is born after the commencement of this Act and outside of Canada elsewhere than on a Canadian ship, shall cease to be a Canadian citizen upon the expiration of one year after he attains the age of twenty-one years unless after attaining that age and before the expiration of the said year
   (a) he asserts his Canadian citizenship by a declaration of retention thereof, registered in accordance with the regulations; and
   (b) if he is a national or citizen of a country other than Canada under the law of which he can, at the time of asserting his Canadian citizenship, divest himself of the nationality or citizenship of that country by making a declaration of alienage or otherwise, he divests himself of such nationality or citizenship:

Provided
Provided that in any special case the Minister may extend the time during which any such person may assert his Canadian citizenship and divest himself of the other nationality or citizenship, in which case upon so doing within the said time he shall thereupon again become a Canadian citizen.

7. Every foundling, who is or was first found as a deserted infant in Canada, shall, until the contrary is proved, be deemed to have been born in Canada.

8. Where a child is born after the death of his father, the child shall, for the purposes of this Part, be deemed to have been born immediately before the death of the father.

PART II.

CANADIAN CITIZENS OTHER THAN NATURAL-BORN.

9 (1) A person other than a natural-born Canadian citizen, is a Canadian citizen, if he

(a) was granted, or his name was included in a certificate of naturalization and he has not become an alien at the commencement of this Act; or

(b) immediately before the commencement of this Act was a British subject who had Canadian domicile;

or, in the case of a woman,

(c) if she

(i) before the commencement of this Act, was married to a man who, if this Act had come into force immediately before the marriage, would have been a natural-born Canadian citizen as provided in section four of this Act or a Canadian citizen as provided in paragraphs (a) and (b) of this subsection, and

(ii) at the commencement of this Act, is a British subject and has been lawfully admitted to Canada for permanent residence.

(2) A person who is a Canadian citizen under subsection one of this section shall be deemed, for the purpose of Part III of this Act, to have become a Canadian citizen:

(a) where he was granted, or his name was included in, a certificate of naturalization, on the date of the certificate;

(b) where he is a Canadian citizen by reason of being a British subject who had Canadian domicile, on the date he acquired Canadian domicile; and

(c) in the case of a woman to whom paragraph (c) of subsection one of this section applies, on the date of the marriage or on which she became a British subject or on which she was lawfully admitted to Canada for permanent residence, whichever is the latest date.
10. (1) The Minister may grant a certificate of Canadian citizenship to any person who is not a Canadian citizen, and who makes application for that purpose and satisfies the Court that:

(a) either he has filed in the office of the Clerk of the Court for the judicial district in which he resides, not less than one nor more than five years prior to the date of his application, a declaration of intention to become a Canadian citizen, the said declaration having been filed by him after he attained the age of eighteen years; or he is the spouse of and resides in Canada with a Canadian citizen; or he is a British subject;

(b) he has been lawfully admitted to Canada for permanent residence therein;

(c) he has resided continuously in Canada for a period of one year immediately preceding the date of the application and, in addition, except where the applicant has served outside of Canada in the armed forces of Canada during time of war or where the applicant is the wife of and resides in Canada with a Canadian citizen, has also resided in Canada for a further period of not less than four years during the six years immediately preceding the date of the application;

(d) he is of good character;

(e) he has an adequate knowledge of either the English or the French language, or, if he has not such an adequate knowledge, he has resided continuously in Canada for more than twenty years;

(f) he has an adequate knowledge of the responsibilities and privileges of Canadian citizenship; and that

(g) he intends, if his application is granted, either to reside permanently in Canada or to enter or continue in the public service of Canada or of a province thereof.

(2) Notwithstanding the provisions of subsection one of this section, the Minister may grant a certificate of Canadian citizenship to any person who is a British subject and who makes to the Minister a declaration that he desires such certificate and who satisfies the Minister that he possesses the qualifications prescribed by paragraphs (b), (c), (d), (e), (f) and (g) of subsection one of this section: Provided that in any case where, in the opinion of the Minister, there is doubt as to whether the applicant possesses the said qualifications, the Minister before granting such a certificate may refer the declaration and the material in support thereof to the court in the judicial district in which the declarant resides, and the declaration shall thereupon be dealt with as an application under subsection one of this section.
INTRODUCTION

Purpose

1. There is a general awareness among Canadians that the present Immigration Act no longer serves national needs adequately, but there is no consensus on the remedy.

2. This White Paper is intended to assist public discussion, in and out of Parliament. It attempts both an analysis of the problem and a statement of the principles and policies which the Government believes should be embodied in new immigration legislation.

Issues

3. There is little dissent from the proposition that Canada still needs immigrants. The question is what number and kind of immigrants should be sought in the years ahead, and from what sources.

4. The Government's view is that it is in Canada's interest to accept, and if need be to encourage, the entry to this country each year of as many immigrants as can be readily absorbed. Subject to this limitation, we should accept or seek out people who have the capability to adapt themselves successfully to Canadian economic and social conditions. The only people who should be deliberately excluded are those who are likely to lack this adaptability or who represent a danger to public health or safety. There should also be provision, within this policy, for the movement to Canada of persons deserving of permanent admission for compassionate or humanitarian reasons irrespective of their personal abilities.

5. Immigration procedures must implement this general policy and at the same time provide for the necessary associated regulation of the temporary entry of the large number of people who visit Canada every
year on business or for pleasure. The procedures therefore have to provide practical resolutions of two basic issues:

(a) Who specifically should be permanently admissible to Canada; and who should not?

(b) What measures of selection and control are required to distinguish between the two categories fairly and effectively, and to provide at the same time for the entry of visitors?

6. The answers to the basic questions depend on a complex inter-relationship of economic, social and humanitarian considerations. However, it should be said, as a matter of principle, that the answers must involve no discrimination by reason of race, colour or religion, and consequently that they must be universally applicable.
II

CONSIDERATIONS AFFECTING IMMIGRATION POLICY

7. Immigration has made a major contribution to the national objectives of maintaining a high rate of population and economic growth and thus of strengthening our position of independence and our ability to follow a course of friendly co-operation with like-minded countries of the world. Without a substantial continuing flow of immigrants, it is doubtful that we could sustain the high rate of economic growth and the associated cultural development which are essential to the maintenance and development of our national identity beside the economic and cultural pulls of our neighbour to the South.

8. To remain of positive value, however, immigration policy must be consistent with national economic policy in general and with national manpower and social policies in particular, and it must be related to the conditions of national and international life in 1966 and the years ahead, rather than to past events. The desire of families to be together is important, as is the humanitarian instinct of Canadians to be of assistance to people of other lands who need a place of refuge and a chance to rebuild their lives. In the final analysis, however, there is unlikely to be general support for any immigration policy which appears to favour local or sectional rather than national interests or to ignore the economic and social facts of life as they are revealed daily to Canadians in terms of employment, educational opportunities, welfare programs and taxes.

Economic Factors

9. Canada is an under-populated country by most standards of measurement. It must appear almost barren of people to many of the countries of Africa and Asia with their teeming millions, and indeed to some of the densely populated countries elsewhere. Many Canadians are attracted to the theory that to fill up our empty spaces as rapidly as possible with any and all immigrants willing to cast their lot with us would serve not only the humanitarian purpose of helping to redress
the world's population imbalance but also the national economic goal of providing an enlarged market for domestic production.

10. A bigger population means increased domestic markets for our industries. A larger home market permits manufacturing firms to undertake longer, lower-cost production runs, and it broadens the range of industry we can undertake economically; for both these reasons, population increase in turn improves our competitive position in world markets. A bigger population also yields lower per capita costs of government, transportation and communications, and stimulates the development of more specialized services. These are the very important economic reasons why immigration tends to increase the real income per person available to all Canadians.

11. Some people conclude that we should open our doors wide to a very large flow of immigrants. Since most of our country is still thinly populated, they think it possible for Canada in the latter part of the twentieth century to benefit from an immigration movement comparable to that which, in the nineteenth century, helped to push forward the frontier and populate the great cities of the United States. The fact, however, is that economic conditions have changed. We do not have a frontier open to new agricultural settlement. Our people are moving off the land, not on to it. We are not a country of virgin lands and forests waiting to be settled by anyone with a strong back and a venturesome spirit. Despite its low population density, Canada has become a highly complex industrialized and urbanized society. And such a society is increasingly demanding of the quality of its work force. If those entering the work force, whether native-born or immigrants, do not have the ability and training to do the kinds of jobs available, they will be burdens rather than assets. Today, Canada's expanding industrial economy offers most of its employment opportunities to those with education, training, skill. The so-called white collar workers are now the dominant manpower group. They are over 40% of the total. This group is expanding at about twice the rate of the Canadian labour force as a whole, and at about four times the rate of the manual group. Within the manual group, a variety of skilled trades are expanding but the need for unskilled workers is declining. Indeed, despite the high rate of our economic growth, total employment for manual and primary workers together has hardly expanded at all over the past decade. This pattern of increasing demand for workers with a relatively high level of education and training, and of a static or decreasing requirement for the unskilled or semi-skilled, shows no signs of changing in the foreseeable future.
12. The Canadian economy has a large segment exposed to world competition. Industries in this segment, even more than others, require, by and large, highly qualified workers to achieve the level of productivity necessary to survive. The semi-skilled and the unskilled workers in the labour force, while stimulating demand, play primarily a supporting role in our productive activities. This is the economic fact to which the manpower supplies created by natural population increase and immigration have to conform. If they do not, unemployment will be a persistent problem and a substantial minority of Canadians will be unable to share in the living standards of an affluent society.

13. It has become almost a truism that in the new economy of an advanced technology, a great many people will have to master more than one occupation during their working lives. Continuing technological change will create new occupations, re-shape many existing jobs, and cause some types of work to become obsolete. This process will offer new opportunities to many workers, but will also result in the involuntary displacement of others. The productive worker in this changing environment will be the one with the basic education or training to adapt himself to new circumstances, to learn new skills, and to profit from new opportunities. The unproductive worker, exposed to unemployment, will be the under-educated one who lacks capacity for learning new, more complex skills.

14. It is hard for any educational system to keep pace with rapid changes in the world of work. The schools may turn out people who are well qualified for the jobs that exist at the time they leave school. But by the time those people reach their thirties and forties, many of them may be poorly educated and trained in relation to the more complex requirements of the new world of work. The modern economy thus requires large investments in adult education, up-grading the basic skills and technical training of the existing work force. Governments in Canada have developed extensive programs for this purpose, and it is generally agreed that more must be done. This national effort to improve the employability and the productivity of the work force should not be offset by immigration policy, as it would be if a large proportion of immigrants were unskilled. The requirement for economic efficiency and progress is, on the contrary, that manpower and immigration policies should be closely related parts of a single endeavour. We need people who will, by their skill and adaptability, complement, in the most productive way possible, the training, employment and movement of workers who are already here.
15. Most immigrants coming to Canada to work are therefore selected in accordance with carefully established criteria and are encouraged to settle in places where a known demand exists for their talents. Such immigrants tend readily to stimulate economic growth through the contribution of skills, ideas, new techniques, or financial investment. Others are able to fill specific shortages of professional or skilled manpower in the national labour force. The high cost of training professional and skilled people—engineers, doctors, skilled technicians, etc.—is a measure of the benefit derived from the arrival in Canada of appropriate numbers of already-trained professional and technical personnel. Much the same may be said of the advantages conferred on Canada by immigrants with capital or entrepreneurial skills.

16. In parenthesis, it must be recognized that the value to Canada of the skilled immigrant depends in part on how he is received. Some professional associations, trade unions and provincial licensing authorities are not as ready as they might be to recognize qualifications earned in another country. Consequently some immigrants are not able to follow their own occupation on arrival here and must accept alternative employment at least until they are able to meet the applicable Canadian standards. In most cases such difficulties do turn out to be only a temporary obstacle to their successful establishment. In principle, it is the same problem which many native-born Canadians face in moving from one province to another. It must be hoped that this problem will be overcome as the leaders of public opinion come to recognize the economic advantage of more mobility, particularly among professional people and skilled workers, both nationally and internationally. Meanwhile this problem lessens the immediate economic benefits of immigration, but fortunately does not destroy them; for the educated or trained person is usually capable of turning his hand to more than one productive activity.

Migrant Patterns and Supply

17. Under the present Immigration Act and Regulations, there are essentially two admissible classes of immigrant:

(a) The unsponsored, or selected, immigrant who by virtue of his education, training, skill or other special qualification has the personal attributes to establish himself and his family successfully in Canada without significant assistance from anyone else;
(b) The sponsored, or unselected, immigrant who is eligible to come to Canada because he has a close relative here who is ready and able to assist him in becoming established.

18. Since the end of the Second World War, Canada has received more than 2,500,000 immigrants, over 900,000 of whom were sponsored. During the past two or three years, there has been an encouraging annual increase in the total number of immigrants arriving in Canada, approximately 40% of them sponsored. The unsponsored immigrants have come mainly from the countries of northern and western Europe. The majority of the sponsored have been drawn from southern Europe, primarily as a result of the influx of immigrants from the under-developed rural parts of this region in the early post-war years, the strong family relationships in those areas, and the economic pressures to emigrate from them.

19. The existing sponsorship system has a bias in favour of immigrants from Europe and the Americas. There is a further bias within this group. Unsponsored immigration from Communist countries has been held to a negligible level in the interests of national security; and for the same reason successive Governments have thought it prudent also to restrict sponsored immigration from such countries to a limited range of dependent or very close relatives. The impact of this unfortunate necessity has been felt mainly by Canadians wishing to bring relatives from eastern Europe. Another influence on the sources of immigration is that only recently have the Department's staff resources in southern European countries become sufficient to seek out qualified unsponsored immigrants as well as deal with the heavy volume of sponsored applications.

20. The existing pattern of immigration seems bound to change in some degree even without any positive action on Canada's part. Europe by and large has become fairly prosperous. Professional people, the well educated and the highly skilled are as much in demand there as in Canada. Other countries, notably Australia, are in competition with us for immigrants. Many of the best qualified are attracted by the opportunities open in the United States.

21. This is not to say that the supply of migrants has dried up, or will do so. It does mean that more effort will be required in future to attract the immigrants most needed by the economy. It also means that, increasingly, we will have to explore new sources of well-qualified immigrants and, where the explorations are encouraging, develop them into a definite and continuing program, and that the counselling,
### Immigration (1976)

#### PART I

**CANADIAN IMMIGRATION POLICY**

**Objectives**

3. It is hereby declared that Canadian immigration policy and the rules and regulations made under this Act shall be designed and administered in such a manner as to promote the domestic and international interests of Canada recognizing the need

(a) to support the attainment of such demographic goals as may be established by the Government of Canada from time to time in respect of the size, rate of growth, structure and geographic distribution of the Canadian population;

(b) to enrich and strengthen the cultural and social fabric of Canada, taking into account the federal and bilingual character of Canada;

(c) to facilitate the reunion in Canada of Canadian citizens and permanent residents with their close relatives from abroad;

(d) to encourage and facilitate the adaptation of persons who have been granted admission as permanent residents to Canadian society by promoting cooperation between the Government of Canada and other levels of government and non-governmental agencies in Canada with respect thereto;

(e) to facilitate the entry of visitors into Canada for the purpose of fostering trade and commerce, tourism, cultural and scientific activities and international understanding;

(f) to ensure that any person who seeks admission to Canada on either a permanent or temporary basis is subject to standards of admission that do not discriminate on grounds of race, national or ethnic origin, colour, religion or sex;

(g) to fulfill Canada’s international legal obligations with respect to refugees and to uphold its humanitarian tradition with respect to the displaced and the persecuted;

(h) to foster the development of a strong and viable economy and the prosperity of all regions in Canada;

### PARTIE I

**POLITIQUE CANADIENNE D’IMMIGRATION**

**Les objectifs**

3. Il est, par les présentes, déclaré que la politique d’immigration du Canada, ainsi que les règles et règlements établis en vertu de la présente loi, sont conçus et mis en œuvre en vue de promouvoir ses intérêts sur le plan interne et international, en reconnaissant la nécessité

a) de favoriser la poursuite des objectifs démographiques établis par le gouvernement du Canada, relatifs au chiffre, au taux de croissance, à la composition et à la répartition géographique de la population canadienne;

b) d’enrichir et de consolider le patrimoine culturel et social du Canada, compte tenu de son caractère fédéral et bilingue;

c) de faciliter la réunion au Canada des citoyens canadiens et résidents permanents avec leurs proches parentes de l’étranger;

d) d’encourager et de faciliter, grâce aux efforts conjugués du gouvernement fédéral, des autres niveaux de gouvernement et des organismes non gouvernementaux, l’adaptation à la société canadienne des personnes qui ont obtenu l’admission à titre de résidents permanents;

e) de faciliter le séjour au Canada de visiteurs en vue de promouvoir le commerce, le tourisme, les activités scientifiques et culturelles ainsi que la compréhension internationale;

f) de s’assurer que les personnes désireuses d’être admises au Canada à titre permanent ou temporaire soient soumises à des critères non discriminatoires en raison de la race, l’origine nationale ou ethnique, la couleur, la religion ou le sexe;

g) de remplir, envers les réfugiés, les obligations légales du Canada sur le plan international et de maintenir sa traditionnelle attitude humanitaire à l’égard des personnes déplacées ou persécutées;

h) de stimuler le développement d’une économie florissante et assurer la prospérité dans toutes les régions du pays;
(i) to maintain and protect the health, safety and good order of Canadian society; and

(j) to promote international order and justice by denying the use of Canadian territory to persons who are likely to engage in criminal activity.

**Principles**

4. (1) A Canadian citizen and a permanent resident have a right to come into Canada except where, in the case of a permanent resident, it is established that that person is a person described in subsection 27(1).

(2) Subject to any other Act of Parliament, a Canadian citizen, a permanent resident and a Convention refugee while lawfully in Canada have a right to remain in Canada except where

(a) in the case of a permanent resident, it is established that that person is a person described in subsection 27(1); and

(b) in the case of a Convention refugee, it is established that that person is a person described in paragraph 19(1)(c), (d), (e), (f) or (g) or 27(1)(c) or (d) or 27(2)(c) or a person who has been convicted of an offence under any Act of Parliament for which a term of imprisonment of

(i) more than six months has been imposed, or

(ii) five years or more may be imposed.

(3) A person who is registered as an Indian pursuant to the Indian Act has, whether or not he is a Canadian citizen, the same rights and obligations under this Act as a Canadian citizen.

5. (1) No person, other than a person described in section 4, has a right to come into or remain in Canada.

(2) An immigrant shall be granted landing if he is not a member of an inadmissible class and otherwise meets the requirements of this Act and the regulations.

(3) A visitor may be granted entry and allowed to remain in Canada during the

**Principles**

4. (1) Tout citoyen canadien, ainsi que les résidents permanents non visés au paragraphe 27(1), ont le droit d’entrer au Canada.

(2) Sous réserve des lois du Parlement, le citoyen canadien, le résident permanent ainsi que le réfugié au sens de la Convention qui se trouve légalement au Canada, ont le droit d’y demeurer à l’exception

(a) du résident permanent visé au paragraphe 27(1); et

(b) du réfugié au sens de la Convention qui tombe sous le coup des alinéas 19(1)c, d), e), f) ou g) ou 27(1)c ou d) ou 27(2)c ou qui, déclaré coupable d’une infraction prévue par une loi du Parlement,

(i) a été condamné à plus de six mois de prison, ou

(ii) est passible d’au moins cinq ans de prison.

(3) Tout Indien inscrit conformément à la Loi sur les Indiens, même s’il n’est pas citoyen canadien, a les mêmes droits et obligations qu’un citoyen canadien en vertu de la présente loi.

5. (1) Seules les personnes visées à l’article 4 ont le droit d’entrer au Canada et d’y demeurer.

(2) Le droit d’établissement doit être accordé à tout immigrant qui n’appartient pas à une catégorie non admisible et qui remplit les conditions posées par la présente loi et les règlements.

(3) Le visiteur, qui remplit les conditions prévues à la présente loi et aux règlements.
period for which he was granted entry or for which he is otherwise authorized to remain in Canada if he meets the requirements of this Act and the regulations.

**Selection of Immigrants**

6. (1) Subject to this Act and the regulations, any immigrant including a Convention refugee, a member of the family class and an independent immigrant may be granted landing if he is able to establish to the satisfaction of an immigration officer that he meets the selection standards established by the regulations for the purpose of determining whether or not an immigrant will be able to become successfully established in Canada.

(2) Any Convention refugee and any person who is a member of a class designated by the Governor in Council as a class, the admission of members of which would be in accordance with Canada's humanitarian tradition with respect to the displaced and the persecuted, may be granted admission subject to such regulations as may be established with respect thereto and notwithstanding any other regulations made under this Act.

**Levels of Immigration**

7. The Minister, after consultation with the provinces concerning regional demographic needs and labour market considerations and after consultation with such other persons, organizations and institutions as he deems appropriate, shall lay before Parliament, not later than the sixtieth day before the commencement of each calendar year or, if Parliament is not then sitting, not later than the fifteenth day next thereafter that Parliament is sitting, a report specifying

(a) the number of immigrants that the Government of Canada deems it appropriate to admit during any specified period of time; and

(b) the manner in which demographic considerations have been taken into account in determining that number.
PART II
ADMISSION TO CANADA

General Presumption

8. (1) Where a person seeks to come into Canada, the burden of proving that he has a right to come into Canada or that his admission would not be contrary to this Act or the regulations rests on him.

Presumption

(2) Every person seeking to come into Canada shall be presumed to be an immigrant until he satisfies the immigration officer examining him or the adjudicator presiding at his inquiry that he is not an immigrant.

Visas and Special Authorizations

Applications for visas

9. (1) Except in such cases as are prescribed, every immigrant and visitor shall make an application for and obtain a visa before he appears at a port of entry.

Assessment by visa officer

(2) Every person who makes an application for a visa shall be assessed by a visa officer for the purpose of determining whether the person appears to be a person who may be granted landing or entry, as the case may be.

Duty to answer questions

(3) Every person shall answer truthfully all questions put to him by a visa officer and shall produce such documentation as may be required by the visa officer for the purpose of establishing that his admission would not be contrary to this Act or the regulations.

Issuance of visa

(4) Where a visa officer is satisfied that it would not be contrary to this Act or the regulations to grant landing or entry, as the case may be, to a person who has made an application pursuant to subsection (1), he may issue a visa to that person, for the purpose of identifying the holder thereof as an immigrant or visitor, as the case may be, who, in the opinion of the visa officer, meets the requirements of this Act and the regulations.

Applications by students and workers

10. Except in such cases as are prescribed, every person who seeks entry for the purpose of

PARTIE II
ADMISSION AU CANADA

Présomption d'ordre général

8. (1) Il appartient à la personne désirée d'entrer au Canada de prouver qu'elle a le droit d'y entrer ou que son admission ne contreviendrait ni à la présente loi ni aux règlements.

Présomption

(2) Toute personne désirée d'entrer au Canada est présumée vouloir s'y établir tant qu'elle n'a pas démontré le contraire à la satisfaction de l'agent d'immigration qui l'examine ou de l'arbitre qui mène l'enquête.

Visas et autorisations spéciales

Demande de visa

9. (1) Sous réserve des dispositions réglementaires, tout immigrant et tout visiteur doivent demander et obtenir un visa avant de se présenter à un point d'entrée.

Examen par l'agent des visas

(2) Toute personne qui fait une demande de visa doit être examinée par un agent des visas qui détermine si elle semble être une personne qui peut obtenir le droit d'établissement ou l'autorisation de séjour.

Obligation de répondre aux questions

(3) Toute personne doit répondre sincèrement aux questions de l'agent des visas et produire toutes les pièces qu'il réclame pour établir que son admission ne contreviendrait ni à la présente loi ni aux règlements.

Délivrance de visa

(4) L'agent des visas, qui constate que l'établissement ou le séjour au Canada d'une personne visée au paragraphe (1) ne contreviendrait ni à la présente loi ni aux règlements, peut lui délivrer un visa attestant qu'à son avis, le titulaire est un immigrant ou un visiteur qui satisfait aux exigences de la présente loi et des règlements.

Visas d'étudiant et d'emploi

10. Sous réserve des dispositions réglementaires, toute personne désirée de séjourner au Canada aux fins
BLM 1.1

"What does this piece of legislation discuss?"

"What can you determine to be valuable in the eyes of the government?"

"What did the legislation deem to be undervalued in Canadian acceptance of immigrants?"
COURSE: Canadian History Since World War I, Grade 10.

SPECIFIC EXPECTATION(S): A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Ethical Dimension

LESSON #: 3

TITLE: Canada and the over-exploitation of Resources

OVERVIEW: The lesson is to have students reflect on the current environmental crisis of the Albertan tar-sands. In addition, students should compare this contemporary issue with the history of excessive resource exploitations of the timber industries and develop skills in understanding a limited resource industry.

MATERIALS:
1. Primary Source Documents (PSD 1.1 / PSD 1.2 / PSD 1.3)
2. Instructions for teacher
3. Black Line Masters (BLM 1.1 / BLM 1.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
Display the picture of the Albertan Tar sands on the board, demonstrating the environmental destruction of the current resource exploitation.

Step 2: Discussion (15 minutes)

Ask students:

"What do you think you're looking at?"
"Describe the image."
"What do you believe is the consequence for what is occurring in this image?"
"What beneficial things are occurring in this picture?"
"What makes you come to these conclusions?"
"What other ways does Canada utilize natural resources? and What resources?"

Step 4: Guided Practice (10 minutes)

Explain to the class we will be exploring the timber industry in British Colombia.
We will be observing images depicting moments in the timber industry and attempt to draw on inferences based on the time, people, environmental consequences, and changes of those images.

Students are encouraged to first describe the factual content of what they see and then develop inferences afterwards. Students are broken into groups and record their observations and discuss ideas.

**Step 5: Independent Activity (30 minutes)**
Each group is given a variety of different photo’s, they need to describe what is happening in the image and develop inferences about the context of natural resource usage.

**Step 6: Sharing / Discussing / Teaching (15 minutes)**
The teacher should address each picture and discuss with students what they observed in the pictures.

1. Ask students what they could infer from these pictures? Ask students how they felt after they reviewed and discussed all the images.

2. Ask students if there is a connection that can be made between the first image of the Alberta Tar sands and the last image of Vancouver Island.

3. Ask students what kind of action should be made. Why? or why not?

The point of these questions is to have students contemplate the impact of over-exploitative resource usage in the past and the current tar-sand exploitation.

Exit Card: Is there a lesson that can be understood from Canada’s lumber industry?

**ASSESSMENT:**
Most of the lesson is Formative assessment. The discussion piece is a means for the instructor to measure if students are able to grasp the key concepts of the lesson. In addition, reviewing the images provides new insight for students to assess themselves (assessment as learning) by reviewing other students inferences of the pictures.

Exit cards are also alternative means of formative assessment.
APPENDICES:

BLM 1.1

Loggers squaring a pine at Jocko River, Ontario, 1890 (courtesy Public Archives of Ontario).

Describe what is happening in the image:

Who are the people in this picture?

Where are these people?

What do you think this work is for?

What is the environmental impact?

PSD 1.2
Loggers squaring a pine at Jocko River, Ontario, 1890 (courtesy Public Archives of Ontario).

Describe the picture.

Why do you think there is a train in the forest?

What does a train imply about the industry?

What environmental effect is there?
Loggers squaring a pine at Jocko River, Ontario, 1890 (courtesy Public Archives of Ontario).

Describe the image.

What can you infer about this image?

What can you infer about the land in this image?

How is this different from the first picture?

BLM 1.2
"Forest History - Traditional Forestry on Vancouver Island." RainforestMovie.ca. http://rainforestmovie.ca/w1/forest-history/.

What are you looking at?

What do you think this suggests?
COURSE: Canadian History Since World War I, Grade 10 Academic.

SPECIFIC EXPECTATION(S): A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Ethical Dimension

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Cause and Consequence
Continuity and Change
Historical Perspective

LESSON #: 4 (*NOTE: IDEALLY THIS LESSON TAKES THREE 75 MINUTE CLASSES)


OVERVIEW: Students will learn about the proposed Albertan Pipeline and its link to First Nations. This will provide a point of departure to talk about historic treaties, the Indian Act, as well as other current comprehensive and specific land claim issues arising in Canada. Students will consider the ethical dimension of appropriation of First Nations land and will explore the consequences of that past in relation to the proposed Albertan pipeline of today.

MATERIALS:

1. Primary Source Documents (PSD 1.1 PSD 1.2, PSD 1.3, PSD 1.4)
2. Instructions for teacher
3. Black Line Masters (BLM 1.1, BLM 1.2, BLM 1.3, BLM 1.4)

PLAN OF INSTRUCTION:
Step 1: Warm Up Discussion (15 minutes):
Discuss:

1. “What is colonialism?”
2. “What are some aspects of society today that are evidence of our colonial past?” Students will hopefully come up with many examples. Some of which could be:
   - Street signs of King and Queen in every city
   - Provinces named Nova Scotia, Prince Edward Island, British Colombia, New Brunswick
   - First Nations reserves etc.

Step 2: Exploring a current issue: What is the Albertan Pipeline Project (35 minutes); (BLM 1.1, BLM 1.2)

As a class the teacher will read aloud the article “Northern Gateway pipeline: benefits vs. concerns” and students will follow along with their own copy (BLM 1.1) (10 minutes)

Students will then take 15 minutes completing worksheet (BLM 1.2)

The teacher will take up the answers as a class (10 minutes)

Step 3: Making Connections: What does the Albertan Pipeline have to do with First Nations? (10 minutes)

Show image (PSD 1.1) to demonstrate the impact of oil spills on the environment

If there is access to internet in the classroom explore the site http://www.holdthewall.ca/

If there is no internet access you can read the outline of holdthewall.ca’s position in (BLM 1.3)

DAY 2

Step 4: Simulation to Demonstrate First Nation Treaties and the Indian Act: (20 minutes): (BLM 1.4)

Before starting define the term Indian vs. First Nation (PSD 1.2) (5 minutes)

Simulation 1: Breakdown of Simulations of Treaty First Nations:

1. Explain to the students that they are First Nation’s people living on their traditional land before treaties have been signed. The teacher represents the British Crown.
2. The British Crown has been settling the area and requires more land so they would like to make an arrangement with you. In exchange for your land they will give you a little bit of money, and the right to hunt and fish where you like, and they will give you a patch of land called reserves.
3. As First Nations people you know that the British Crown is very powerful and has lots of weapons so your best option is to sign the treaty and get some compensation in return.
4. The teacher asks a representative of the First Nation’s community (the class) to come to the blackboard and sign the treaty.
5. After the Treaty has been signed the teacher then asks all the students to physically move to an area in ¼ of the classroom. The rest now belongs to the British crown.

It is now 1876 and the Indian Act has been passed:

6. This now makes all First Nations people wards of the state and they have a STATUS INDIAN card. Give all students a card- this is their identity card (BLM 1.4) Explain to the students that they need this card to be able to have the rights of the treaties. This includes:
   a. The right to hunt and fish,
   b. no tax,
   c. they need this card to live on the reserve (where they can speak their language and live with their family)

   But this card also gives them restrictions. It means they:
   d. can’t vote
   e. their reserves are technically under the dominion of the government
   f. the government has a right to education their children so the children are taken away to go to residential schools.

7. Explain to one female student that that she has met a non-Indian man and would like to marry. If she does she will have to give up her Status as Indian and all her children will no longer have Indian status as well. Would she still like to marry a non-Indian if it means giving up her status?

8. Explain to one male student that he has met a non-Indian woman and would like to marry. If he does she will immediately become a status Indian and so will all their children. Would he still like to marry?

9. Explain that increasingly there are not many jobs or economic opportunities on the reserves. Some Status Indians want to go live in the city. To do this they must give up their Indian Status and can’t live on reserves. Would they still like to go?

End of Simulation of Treaty First Nations

DEBRIEF OF FIRST SIMULATION

Give a little break and tell students to return to their seats.

Ask students to write a written reflection on how they are feeling about the simulation. How would they feel as a First Nations person in these circumstances? (5 minutes)

Step 5: Further Understanding and Simulation 2 (15 minutes)

As a class read the background information provided in PSD 1.3

Define Treaty, Comprehensive Land Claim, Specific Land Claim PSD 1.2

Simulation 2: Breakdown Simulation for British Columbia (areas where no treaties were signed):

1. Explain that there have been many treaties signed all over Canada but in British Columbia the British crown is acting like they have entered into treaties even though they have not. The British Crown decides they will put the Indians onto reserves with no compensation and without officially asking for permission to take the land. There has been no formal consent.
2. The class is again moved to ¼ of the classroom. All the same rights under the Indian Act still apply, but they haven’t given permission for the land.

NOW IN MODERN DAY:

3. The government sees the land that no one is occupying (the Indians are on reserves and the government just holds a lot of “crown land” and they decide they will use it for its resources and run a pipeline right through First Nation’s traditional land. The government has not consulted you and is reaping the economic benefits of the land and is not being environmentally cautious.

Step 6: Discussion (10 minutes)

Question to the class:

1. How do you feel?
2. Should the government allow corporations to build a pipeline without consulting you as First Nations people?

Step 7: Broadening Historical Understanding- Group Research and Presentations (30 minutes)

This is a time for students to research to broaden their depth of understanding of the impact of treaties, the Indian Act and land claims over the course of Canadian history. Have students form groups of 3 and let them pick a topic, ensuring that there is diversity in the class and there is a breadth of topics covered including the OKA crisis, Caledonia land dispute, and the Indian Act. Students will prepare their event/issue and will prepare to present their topic to the class (max 5-7 minute presentation).

Topics may include but are not limited to:

1. What are some negative effects of the Indian Act?
2. What areas in BC are not under treaty and describe some of the First Nations communities that live?
3. Explain the legal process of Land Claims
4. Oka crisis 1990
5. Caledonia land dispute 2006
6. New Brunswick fracking protests 2014
7. Cheslatta First Nation and the Kenney Dam 1952

DAY 3:

Step 8: Presentations (60 minutes)

Step 9: Conclusions: Current Update on the Alberta Pipeline and First Nations Involvement (15 minutes)

PSD 1.4

As a class read the latest update on the current situation and discuss as a class

ASSESSMENT
Worksheet BLM 1.2 would be completed as assessment (for) learning. The reflection of the simulation would also be an assessment (for) learning. The presentation research and presentation can be used as assessment (for) learning, or if the teacher wishes the presentation can be used as a summative assessment (of) learning.

APPENDICES:

PRIMARY SOURCE DOCUMENTS

PSD 1.1

http://science.howstuffworks.com/environmental/green-science/cleaning-oil-spill1.htm
Terminology:

**First Nation**: A term that came into common usage in the 1970s to replace the word “Indian,” which some people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term “First Nations peoples” refers to the Indian peoples in Canada, both Status and non-Status. Some Indian peoples have also adopted the term “First Nation” to replace the word “band” in the name of their community.

**Land claims**: In 1973, the federal government recognized two broad classes of claims — comprehensive and specific. **Comprehensive claims** are based on the recognition that there are continuing Aboriginal rights to lands and natural resources. These kinds of claims come up in those parts of Canada where Aboriginal title has not been previously dealt with by treaty and other legal means. The claims are called “comprehensive” because of their wide scope. They include such things as land title, fishing and trapping rights and financial compensation. **Specific claims** deal with specific grievances that First Nations may have regarding the fulfillment of treaties. Specific claims also cover grievances relating to the administration of First Nations lands and assets under the Indian Act.

**Reserve**: Area of land, the legal title to which is held by the Crown, set apart for the use and benefit of an Indian band.
Legal and historical basis for negotiating treaties

Colonial history

Compared to land title that derives from Crown grant—which is how most privately held land is owned—Aboriginal title is sui generis, that is, it is unique, of its own kind. Instead of deriving from grant by the sovereign Crown, as all title in fee simple does, Aboriginal title derives from the Aboriginal peoples’ original possession and occupation of the land before the assertion of British sovereignty over the land.

British colonial policy recognized that Aboriginal tribes were sovereign nations whose title to the land was recognized by English law and international law. Treaties were made in Canada and the United States with First Nations because under international law they were sovereign nations which owned the land they occupied, and treaties were a lawful means of extinguishing that ownership so that it could transfer to the British Crown.

However, while treaties were negotiated throughout Canada and the United States in the eighteenth, nineteenth and early twentieth centuries, this was not the case in the territory that is now British Columbia. Contrary to international and British law (as well as Dominion Indian policy), the government of British Columbia took possession of most of its lands without entering into treaties with the owners of the lands. This was in sharp contrast with how colonial settlement proceeded in the rest of Canada. In fact, the Governor General of Canada, Lord Dufferin, made an official tour of British Columbia in 1876, and in his departing speech said:

Now we must all admit that the condition of the Indian question in British Columbia is not satisfactory. Most unfortunately, as I think, there has been an initial error ever since Sir James Douglas quitted office, in the Government of British Columbia neglecting to recognize what is known as the Indian title. In Canada this has always been done; no Government, whether provincial or central, has failed to acknowledge that the original title to the land existed in the Indian nations and communities that hunted or wandered over it. Before we touch an acre we make a treaty with the chiefs representing the bands we are dealing with, and having agreed upon and paid the stipulated price, oftentimes arrived at after a great deal of haggling and difficulty, we enter into possession, but not until then do we consider that we are entitled to deal with an acre.[1]

Despite this, only a few treaties which covered a limited area of British Columbia were made during the colonial settlement of this province.
Supreme Court ruling on native land claims adds to uncertainty for pipelines

KELLY CRYDERMAN AND BRENT JANG
CALGARY and VANCOUVER — The Globe and Mail
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A Supreme Court ruling on aboriginal land rights welcomed by First Nations ratchets up uncertainty for Canada’s oil and gas industry and its quest to build pipelines to get more Canadian products to foreign markets.

"The climax of native empowerment has arrived," said Bill Gallagher, a lawyer who examines conflicts between First Nations and energy developers.

"It’s not going to be business-as-usual for [energy] proponents."

The ruling gives aboriginal groups greater control over ancestral lands they claim, and requires their consent to be given for how those lands are used. Mr. Gallagher said it gives B.C. aboriginal communities opposed to Enbridge Inc.’s Northern Gateway project the power to say: "We don’t have to talk to you until the province comes along and asks for our consent."

The ruling will apply mostly to British Columbia, where there are almost no treaties and where the concept of aboriginal titles plays a key role.

Former B.C. Attorney-General Geoff Plant, now counsel in Vancouver at law firm Gall Legge Grant & Munroe LLP, called the court’s decision “transformative” for the province.

Mr. Plant, also a board member at Steelhead LNG Corp., emphasized that resource extraction remains viable in British Columbia, but governments and businesses need to take aboriginal interests more seriously.

“The aboriginal owners of those lands need to be included in the arrangements because without their consent, it’s going to be very difficult to develop aboriginal title lands,” he said. "If First Nations decide that they don’t want a certain type of economic development activity on their lands because they don’t want the impact from that activity, this case makes it pretty close to impossible to imagine a situation where that activity will be permitted.”

However, aboriginal lawyer Thomas Isaac, a partner with Osler Hoskin & Harcourt LLP, said the ruling is significant in that it is the first on established aboriginal title, but is site-specific and won’t affect projects such as Northern Gateway. "It’s not a game changer. It doesn’t change the law. It does give further insight, though, into the law."

The Lubicon Lake First Nation in northern Alberta, which has also never signed a treaty with the crown, has been fighting a number of energy projects in what it describes as 10,000 square kilometres of traditional territory, including fracking operations near local lakes. It has filed a lawsuit against the province and Ottawa seeking compensation for oil and gas already extracted, and has also told seven energy companies with projects in the area that plans will be opposed until they have the First Nation’s consent.
"This is an absolute affirmation of the position the Lubicon have held all along," said Lubicon communications co-ordinator Garrett Tomlinson. "We're hopeful and we're confident that this ruling will allow First Nations to protect their lands and to protect their interest in those lands with a lot more authority."

Alex Ferguson, vice-president of policy and performance at the Canadian Association of Petroleum Producers, expressed optimism about the document, saying it "speaks for the need for governments working together to come forward and fulfill those obligations." He said he still hopes that most energy projects and land issues will be worked out through relationship building rather than in the courts.

"The only thing I would worry about is unnecessary overreaction," he noted, saying that an aboriginal community or government could seize on the ruling to stop a project.

Enbridge Inc. didn’t return requests for comment on the potential impact to the Northern Gateway project. TransCanada Corp., the pipeline company behind the proposed Energy East project –expected to bring 1.1 million barrels per day of western crude to refineries and export terminals – said it is reviewing the Supreme Court decision. If built, Energy East would traverse the traditional territory of 180 Canadian aboriginal communities.

"We will continue to act pro-actively on our responsibility to consult and build relationships with aboriginal communities near our proposed projects," said the statement from spokesman Davis Sheremata. "This decision will not change that commitment."

Other industry groups said the court’s decision provides much-needed clarity for aboriginal title.

Intervenors in the court case, including the Business Council of British Columbia, issued statements Thursday to emphasize engagement and reconciliation with First Nations. "The business council notes that our member companies have, for the past two decades, negotiated and implemented hundreds of agreements that seek to provide investment certainty and shared benefits with First Nations," said council president Greg D'Avignon. "In addition, the government of British Columbia has a significant number of economic reconciliation tools, including revenue sharing."

The Mining Association of B.C. and the Council of Forest Industries also said they recognize the importance of working closely with First Nations. British Columbia will still be an attractive jurisdiction for miners, said Karina Brino, president of the Mining Association of B.C.
Northern Gateway pipeline: benefits vs. concerns

Debate on Enbridge's proposed pipeline from oilsands to B.C. coast pits jobs against environment

CBC News Posted: Jan 10, 2012 6:07 PM ET Last Updated: Jan 11, 2012 8:27 PM ET

What is the Northern Gateway?

The Northern Gateway project is a proposal by Canadian oil and gas company Enbridge to build two pipelines stretching 1,177-km between the Alberta oilsands and the West Coast. The Northern Gateway would have the capacity to transport 525,000 barrels of oil per day.

The $5.5-billion project would consist of two pipelines: one transporting oil in a westerly direction from Bruderheim, Alta., to the port of Kitimat, B.C., from where it would be shipped to international markets in Asia and the northwestern United States; and another carrying imported natural-gas condensate in the opposite direction. The condensate is a toxic mix of liquid hydrocarbons that forms during the extraction of natural gas and is used as a thinning agent to dilute and help transport heavy oils like bitumen.

The majority of the pipeline would be buried underground, with the exception of a few water crossings where it is deemed safer to run the pipes above water.

The project would also include the building of a new marine terminal in Kitimat.

Where do things stand on approval of the project?

A joint review panel of experts established by the minister of the environment and the National Energy Board is currently studying the environmental impact of the Enbridge proposal. Public hearings on the pipeline project began Jan. 10 in Kitimat. Additional hearings will be held in several locations in B.C. and Alberta through to the end of March.

That part of the process is expected to take until early 2013, with the panel's report expected by the end of that year.

The panel will submit a final report to the government and once it receives a response will decide whether or not to approve the project.

If the panel rules that the project may proceed, they will set "conditions that Northern Gateway must meet." According to the panel's website, then the cabinet "can either accept or reject the decision, but cannot modify it."
If the panel rules that the project should not proceed, then there is nothing for the cabinet to decide, said Annie Roy, the panel's spokesperson.

If they win approval, Enbridge expects the pipelines to be operational in 2017.

**What are the benefits of the project?**

Enbridge claims the project would generate about 3,000 construction jobs and 560 longer-term positions, as well as an additional 1,150 manufacturing and maintenance jobs to keep the lines in operation.

Enbridge's proposal to build a pipeline that would carry petroleum from the Alberta oilsands to the West Coast has communities arguing over potential benefits and environmental risks. Enbridge, whose Hardisty, Alta., storage facility is shown above, is Canada's largest transporter of crude oil. (Larry MacDougal/Canadian Press)

The company says the Northern Gateway would produce approximately $2.6 billion in total local, provincial and federal tax revenues during 30 years of operation. Through an ownership stake and contributions to a community trust, Enbridge has offered an estimated $380 million over the life of the project to aboriginal communities on whose land the pipeline would be built.

In addition to the jobs, tax revenue and local investment the pipelines would generate, supporters point to the value of diversifying markets for Canadian energy resources. Here's how Enbridge makes the argument:

"It's clearly in our national interest to have competition for our resources, in the same way that it is important for B.C.'s forest and mining industries to access markets outside North America."

Federal Natural Resources Minister Joe Oliver also claims that pipelines are "the safest form" of transporting oil and that "technology is improving the safety of tankers."
What are the concerns about the project?

Environmental groups and some fishermen, municipalities and aboriginal communities oppose the pipeline. Environmentalists’ first objection is with the oilsands themselves and with the increased extraction of oil from the oilsands that the pipeline would bring. They argue that the process pollutes the air and nearby lakes, rivers and watersheds, destroys wildlife habitats, releases large amounts of greenhouse gases and threatens the health of surrounding communities.

They and some of the communities that would be affected by the pipelines, which will run through the Mackenzie, Fraser and Skeena watersheds, are also concerned about the possibility of a large oil spill or leak.

According to the Pembina Institute, the Natural Resources Defense Council and the Living Oceans Society, which issued a joint report on the impact of the proposed pipeline in November 2011, "diluted bitumen may weaken pipelines at a faster rate than conventional oil due to its acidic, sulphuric, abrasive and viscous nature."

The three groups also claim that if a spill were to occur, it would be "especially hazardous due to the explosive properties of diluted bitumen and the concentration of toxins."

Should a pipeline spill occur in a remote area, which much of the proposed pipeline route is, detection and cleanup would be difficult, especially in winter, the environmentalists worry.

What are the concerns about shipping the petroleum from Kitimat?

From Kitimat, oil tankers transport the bitumen though 185 km of inner coastal waters, a route that the environmentalists claim poses navigational challenges.

That route also passes through the Great Bear Rainforest, which the federal and B.C. governments have pledged will be a protected area.

Because bitumen can sink in water, a cleanup would be "very challenging," say the three environmental groups, and Canada's pipeline regulations do not specifically address shipping bitumen.

Other critics claim that exporting the petroleum from the oilsands rather than refining it in Canada amounts to exporting jobs, as well.

The imbalance between those who stand to benefit from the pipeline (Enbridge; federal, provincial and local recipients of tax revenue; and native groups that have bought into the project) and those who face the greatest environmental risks (aboriginal and other northern B.C. residents) has also been raised.
ALBERTAN PIPELINE RESPONSE QUESTIONS

1. What is the Northern Gateway

2. Where do things stand on approval for the project

3. What are the benefits of the project

4. What are some concerns of the project
PETITION FROM HOLD THE WALL.ca

We, the First Nations of the Yinka Dene Alliance, have acted on our laws to ban Enbridge’s Northern Gateway and similar tar sands projects from our territories, and we are committed to using all lawful means to stop this devastating project from ever being built through our lands and waters. The federal government has approved Enbridge’s Northern Gateway project, attempting to ignore the First Nations that have joined together to create a powerful and unbroken wall of opposition. At this critical time, we are asking you to stand with us to Hold the Wall.

In December 2010, First Nations across BC and Alberta came together in a show of unprecedented solidarity to stop the Enbridge Northern Gateway pipeline by signing the Save the Fraser Declaration.

Representatives of well over 100 First Nations throughout BC and Canada are now signatories to this powerful legal document that protects the lands and waters we all rely on from devastating oil spills for all people and all generations.

This is the critical time to show that citizens of British Columbia and Canada stand with First Nations to hold this wall.

The First Nations of the Yinka Dene Alliance continue to steward the lands and waters in our territories according to our ancestral laws. We have used those laws, expressed in the Save the Fraser Declaration, to ban Enbridge’s Northern Gateway and similar tar sands projects from our territories. Our laws require that we do this to defend the lands and waters we rely on:

A threat to the Fraser and its headwaters is a threat to all who depend on its health. We will not allow our fish, animals, plants, people and ways of life to be placed at risk.

We have come together to defend these lands and waters from a grave threat: the Enbridge Northern Gateway Pipelines project.

This project, which would link the Tar Sands to Asia through our territories and the headwaters of this great river, and the federal process to approve it, violate our laws, traditions, values and our inherent rights as Indigenous Peoples under international law....
Therefore, in upholding our ancestral laws, Title, Rights and responsibilities, we declare: We will not allow the proposed Enbridge Northern Gateway Pipelines, or similar Tar Sands projects, to cross our lands, territories and watersheds, or the ocean migration routes of Fraser River salmon. *Save the Fraser Declaration, 2010*

We and other First Nations are using our lawful authority to protect the land and water from dangerous tar sands projects like Enbridge’s that threaten our way of life and that of future generations. But the federal government’s decision to approve the project keeps our collective future on a knife’s edge.

**The time is now when First Nations call on all Canadians to stand with us, in whatever way you can: with your voice, in the streets, or on the land. Can we count on you?**

Click below to if you are ready to make a pledge to stand with First Nations in opposition to Enbridge’s Northern Gateway pipelines and tankers project.

Let’s show that whatever it takes, people of all backgrounds will Hold The Wall along with our First Nations allies. Whatever it takes, we will stop this project from ever being built, together.
STATUS INDIAN

STATUS INDIAN

STATUS INDIAN
COURSE: Canadian History Since World War I, Grade 10 Academic.

SPECIFIC EXPECTATION(S): A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: (If Appropriate)
Continuity and Change
Historical Evidence

LESSON #: 5

TITLE: Exploring the changing gender and parental roles, as represented in the media since World War 1

OVERVIEW: Students will gain an understanding of modern day gender/parental roles by exploring the continuity and change as represented in media sources since WW1.

MATERIALS:

4. Primary Source Documents (PSD 1.1, PSD 1.2, PSD 1.3, PSD 1.4, PSD 1.5, PSD 1.6, PSD 1.7, PSD 1.8, PSD 1.9, PSD 1.10, PSD 1.11, PSD 1.12, PSD 1.13, PSD 1.14, PSD 1.15, PSD 1.16, PSD 1.17, PSD 1.18, PSD 1.19, PSD 1.20, PSD 1.21, PSD 1.22, PSD 1.23)
5. Instructions for teacher
6. Black Line Masters (BLM 1.1 / BLM 1.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (7 minutes) (PSD1.1 and PSD 1.2)
Videos on the changing roles of mothers and fathers in society. While watching the video prompt students to be thinking of:

‘What roles and responsibilities did the father and mother have in the video?’

https://www.youtube.com/watch?v=FhQpN07cJeY

https://www.youtube.com/watch?v=hlPhH1Ip9V8

Step 2: Discussion (10 minutes):

Ask students:

1. “Have you heard of more Dad’s staying at home to raise children?”
2. “What might be some factors that have led to this shift?”
3. “What roles did the mother seem to have in the video?”
4. “What do you know about the traditional family unit from the 1950’s and in what ways do these videos portray a different reality now?”

Step 3 Guided Practice- Pair and Share (20 minutes): Have students get into pairs: Each student will read one of the two articles and make notes. Then students will each present their article to their partner explaining the main points. Allow 5 minutes at the end of the “pair and share” for students to read the full text of the second article.

BLM 1.1: Read Article: Stay-at-home dads on the rise – increasingly because they want to be

BLM 1.2: Read Article: Women in Canada: A Gender-based Statistical Report

Step 4: Interactive Class Activity (30-50 minutes):

This activity will be an interactive class discussion in response to the media images presented. The goal is not to rush through the images but to take time understanding and discussing the messages presented in each image. At each photo have students try to identify the following:

1. Have students state what they notice/observe about the photo
2. What roles and characteristics of roles are being promoted in the photos?
3. Have students make inferences about the message sent to women or men by what is represented.
4. How does the image make you feel?
5. Can you think of images that counter this representation or do you feel this image is accurately representative

Areas to discuss and cover (see also notes attached to each PSD image):
1. Women in the war time: How were women viewed in WW2: PSD 1.3, PSD 1.4, PSD 1.5
   a. Needed for employment and to contribution to the war effort
   b. Economic contribution
2. Women in 1950 returned to the home and domestic obligations PSD 1.6, PSD 1.7, PSD 1.8
   a. Responsibility of childbearing and domestic work
   b. Needed to serve men
   c. Emotionally fragile and dependent on men
3. Men post-war PSD 1.9, PSD 1.10, PSD 1.11
   a. Businessman, breadwinner
   b. Detached from family- not affection towards children
   c. Traditional family unit
   a. Women still portrayed as submissive and men as dominant.
   b. Women still in domestic role- still pressures of idealistic beauty
   c. Women in business role- still pressures of idealistic beauty
5. Modern Mothers and Fathers:
   a. Fathers closer and more affection with their children
   b. Fathers seen care-taking
   c. Mothers balancing domestic and work life
6. Changing family unit
   a. Blending of traditional roles as women work outside the home more, and fathers participate
      more in childcare and housework

Step 5: Independent Activity (10 minutes)

Have students write a journal entry answering the following two questions:

1. What did you learn today that made the greatest impression on you?
2. How does understanding some of the history of women and men’s traditional work and parental roles
give you an appreciation for the changes being made today (ie. the changes represented in the two articles
about more stay-at-home dads, and more women completing higher education and working outside of the
home?)

ASSESSMENT:

The pair and share activity would be an example of assessment (as) learning. The students learn the material on
their own and have to present to a peer, and then assess whether their peer presented them with all the relevant
facts when they read the second article themselves. The classroom discussion and the journal entry are both
examples of assessment (for) learning. By listening to the students during the activity and reading the journal
entries after, the teacher can assess how much the students are learning.
APPENDICES

BLACK LINE MASTERS


Stay-at-home dads on the rise – increasingly because they want to be

ZOSIA BIELSKI
The Globe and Mail
Published Thursday, Jun. 05 2014, 5:52 PM EDT
Last updated Thursday, Jun. 05 2014, 5:54 PM EDT

The number of American fathers staying at home with their children has doubled since 1989, and the fastest growing segment of these men are staying home because they’ve chosen to take care of their kids, according to a new report from the Pew Research Center.

Two million American fathers stayed at home with their brood in 2012, with dads now making up 16 per cent of parents who remain home with children. Although the recession played a role in the recent surge, Pew found that the “biggest contributor to long-term growth” in stay-at-home dads was a large group of men who simply want to serve as primary caregivers.

“Fully one-fifth (21 per cent) of stay-at-home dads say that they are at home primarily to care for their family; a fourfold increase since 1989 when just 5 per cent of at-home fathers said as much,” writes Gretchen Livingston, the author of the report.

It’s “a sign not only of the power of economics in reshaping traditional family structures, but of shifting gender norms,” writes The Washington Post’s Brigid Schulte, who touched on the demographic in her recent book Overwhelmed: Work, Love, and Play When No One Has the Time.

In Canada in 2011, 12 per cent of fathers stayed home with children while mothers earned money, up from just 1 per cent in 1976, according to Statistics Canada.

The Pew survey, which pulled from American census data, looked at fathers aged 18 to 69 who reported living with at least one child younger than 18, biological, step or adopted. These were dads who had not worked for pay the year prior. This means the number of fathers actually staying at home with children could be much higher, explains Schulte, since men who were primary caretakers but also worked from home part-time weren’t included as stay-at-home fathers. (In the census data, men who worked part-time and those who worked from home were grouped under “working fathers,” not “stay-at-home fathers.”)

Pew’s Livingston also pointed to the stigma that men still face when they stay home to nurture their kids. A 2013 Pew survey found 51 per cent of respondents said children are better off if their mother is at home without a job. Just 8 per cent said the same of fathers home without paid employment.
Although the number of American men staying at home because they want to has steadily increased over the decades, more of them are home not by choice: 23 per cent of stay-at-home fathers reported being there because they cannot find a job; 35 per cent were home because of illness or disability. Consider the contrast with stay-at-home mothers: 73 per cent said they were there for the sole purpose of caring for their families or their homes.
Women in Canada: A Gender-based Statistical Report

Introduction

Women have progressed considerably in terms of education and schooling over the past few decades. Just 20 years ago, a smaller percentage of women than men aged 25 to 54 had a postsecondary education. Today, the situation is completely different. Education indicators show that women generally do better than men. This gap in favour of women is even noticeable at a young age, since girls often get better marks than boys in elementary and secondary school.

As well, more girls than boys earn their high school diploma within the expected timeframe and girls are less likely to drop out. More women than men enrol in college and university programs after completing their high school education. A greater percentage of women leave these programs with a diploma or degree. Despite all that, certain challenges persist: women's employment earnings are on average still lower than men's, even when they have the same education level (see the chapter on the economic well-being of women).

Employment earnings of women and men by level of schooling

Even though women are more likely than men to go to college or university, they do not necessarily end up with higher employment earnings than men when they enter the job market. In 2005, young women aged 25 to 29 with full-year, full-time work were earning 85 cents for each dollar earned by their male counterparts (Table 11).

Women spend more time on care of children in the household than men

One major type of activity performed in the home is the care of children. Women generally reported a higher number of hours per week than men. In 2010, women spent an average of 50.1 hours per week on child care, more than double the average time (24.4 hours) spent by men (Table 6).

Women who were the sole wage earner in a couple, spent more time on child care—50.8 hours per week. A similar amount of time (49.8 hours per week) was spent on child care by women who were part of a dual-earner couple and worked full-time. If they worked part-time, women who were part of a dual-earner couple spent an average of 59.4 hours per week on unpaid child care.
Women who were part of a couple where the other partner was the sole wage earner spent the most time caring for household children—an average of 81.3 hours per week.

Fewer children and older mothers

The total fertility rate—that is, the average number of children a woman would bear during her reproductive lifetime if she experienced the age-specific fertility rates of a given calendar year—was 1.68 in 2008. This indicator allows for annual comparisons over time as it is not affected by changes in population size or age structure.

The total fertility rate in Canada has changed during the past century. From 3.36 children per woman in 1926, it declined during the years of the Great Depression and the Second World War to fewer than three children per woman. The following period of prosperity and optimism contributed to the baby boom phenomenon, that is, the relatively high fertility rate during the years 1946 to 1965, which peaked in 1959 at almost four children per woman. Fertility rates subsequently declined, and since 1972 the total fertility rate has remained below the replacement level of 2.1—the level needed in order to replace the population in the absence of migration. In the latter part of the 2000s, fertility rates have edged up slightly.

Women are having fewer children overall and they are having them at older ages. In 2008, the average age of women at childbirth was 29.8 years; for first-time mothers, it was 28.1 years. The shift to childbearing at older ages that began more than forty years ago—the average age of first birth was 23.5 years in the mid 1960s—has continued into the late 2000s.

There is an increasing compression of childbearing as more women have their first child at older ages and then complete their childbearing in a relatively shorter period of time than in the past. Among the reasons which account for the delay in childbearing are the pursuit of higher levels of education, labour force participation, and delayed union formation. Half (50%) of all births in 2008 were to women aged 30 and over, more than double the percentage in 1981 (24%). In 2008, 4.1% of births occurred among young women aged 15 to 19, down from about 8% in the early 1980s.10

Women in same-sex couples a growing minority

The majority of women living in couples are in opposite-sex couples.

Women living in a same-sex union represented 0.6% of all women in couples in Canada in 2006 (or 41,200), while the 49,500 men living in a same-sex union accounted for 0.7% of all men in couples. In 2006, 16% of women in same-sex couples had children aged 24 and under present in the home, a smaller share than for women in opposite-sex unions (49%) but a much higher percentage than for men in same-sex couples (2.9%).

http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11542/c-g/c-g001-eng.htm
PRIMARY SOURCE DOCUMENTS


IMAGES:

WOMEN IN WARTIME:


Recruitment poster seeking women for Great Britain’s Voluntary Aid Detachment (VAD). While VADs lacked the formal medical training of nurses, they provided medical assistance to countless patients during the war. By the end of 1917, more than 1,800 Canadian women had become VADs, and at least 500 were sent overseas. This image shows women actively sought after for a number of jobs- even though they are still mostly traditional roles for women (other than motor-drivers)
This image from WWII shows women actually employed in ammunition factories, directly contributing to the war effort by making weapons. It also shows women with economic power and autonomy as they are encouraged to buy victory bonds as well.

Here it is emphasized that by being employed and working outside the home women have a direct impact on how quickly the war is won. However it offers very little visual information about the war worker’s actual job. The poster focuses on the women’s attractive features and clearly shows her wedding ring. However it does demonstrate the vital contribution women made and need for women to help win the war.

Again this ad highlights that women are responsible for cooking and domestic skills and that men certainly wouldn’t know how to cook—“That’s what wives are for.”
This ad presumes that of course women would only want a Christmas gift that pertains to housekeeping. Secondly it is very paternalistic in that it suggests that a woman could never buy such an item for herself, but would have to rely on her husband. And thirdly, it insinuates that women are so emotionally fragile that not getting such a gift would cause them to burst into tears.
This add from the 1950’s shows that women were responsible for two main things: childbearing and housework. It also implies that her husband wouldn’t be able to help out if she couldn’t cook because she was sick. Instead there is a drug Mornidine, designed to combat morning sickness, and so women could continue to make breakfast for the family even while pregnant.
Again this ad shows male dependence on women for anything domestic (ie. grocery shopping) It also shows the limited taste the man has- canned soup. It also implies that it is important for women to be able to read their husband’s minds to make him happy.
This shows father in the role of business man- reading a newspaper. He is not portrayed with his family, but with his work. The gifts suggested for father or those that also pertain to work- shifts, ties etc.
The traditional family unit—mother engaged with the children and performing domestic tasks like cooking. Father is in his work suit and looking on from above.
For the women that did work- typewriters specifically designed in colours for women (because they couldn't use the normal typewriters?) Also it is interesting to note how polished and dainty these working women look in comparison to PSD 1.4 where the women was making bombs for the war effort.
MODERN WOMEN- BOTH WORKING AND DOMESTIC


This ad from the television show Desperate Housewives highlights the glamourization of domestic life. The show portrays all the women as housewives which are traditional roles with traditional values - mainly dependent on their husbands for income for their lavish lifestyles. This ad would perhaps indicate that perhaps little has changed since the 1950’s where women are expected to be domestic while maintain an idealized beauty.
This ad from the television show SUITS shows women in business but still sexualized and emphasis placed on beauty.
This image highlights the still dominant stereotypes of powerful businessmen in suits.
Women more readily portrayed in business.

Shows the struggle of juggling children, cooking, groceries work and personal time.
This image shows the increase of fathers in child care- and that it has become socially acceptable to do so- as celebrities are now often spotted out with their children in public.
This image portrays fathers taking a closer and more affection relationship with their children than was seen in the post-war years.

This image shows men more frequently helping out with domestic tasks.
This image shows the prevalence of the changing family unit- as demonstrated in the television show *Modern Family*.
COURSE: Canadian History Since World War I, Grade 10 Academic.

SPECIFIC EXPECTATION(S): A2.3 - Apply the knowledge and skills developed in the study of Canadian history when analyzing current social economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Cause and Consequence
Historical Significance

LESSON # 6 (*NOTE: IDEALLY THIS LESSON WOULD TAKE THREE 75 MINUTE CLASSES)

TITLE: Understanding Canada’s Military Involvement against ISIS by exploring Canada’s Military past.

OVERVIEW: Students will examine the ISIS situation and Canada’s decision to become militarily involved. Students will explore Canada's combat and peacekeeping roles since WWI and will examine the current state of Canadian Military and how it has responded to budget cuts over the years. This historical learning will give students a better understanding of the role Canada is currently able to play in international conflicts and students will engage in a debate over the future direction of Canada’s Military.

MATERIALS:

7. Primary Source Documents (PSD 1.1, PSD 1.2.)
8. Instructions for teacher

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes); (PSD 1.1)
1. What do you know about ISIS? (5 minute class discussion)
2. Show video on ISIS https://www.youtube.com/watch?v=AQPIREDW-Ro (5 minutes):

**Step 2: Broadening Understanding of Current Situation (15 minutes); (BLM 1.1)**

Give students time to read the article independently, then read the article out loud as a class for repetition and for enhanced understanding.

**Step 3: Discussion (15 minutes)**

Ask students the following questions:

1. Is ISIS a real threat?
2. Is this an important conflict globally or is it limited to this region? Why or why not?
3. Should Western Nations get involved? Why or why not? (Students may add points that ISIS has directly threatened Western nations like Canada- if not the teacher can add this point)

**Step 4: Understanding Canada’s role in the conflict (15 minutes); (BLM 1.2, BLM 1.3)**

Have students read the article on Canada’s military contribution to the fight against ISIS (BLM 1.2), and then discuss in group the questions in BLM 1.3.

Have students work independently to complete BLM 1.3

**Step 5: Independent Activity (25 minutes)**

Have students complete research on Canada’s other military involvements since World War 1, filling out the worksheet (BLM 1.4)

**DAY 2**

**Step 6: Pair and Share (15 minutes)**

Give students 20 minutes to work collaboratively and to compare answers and fill in any missing, or incorrect research.
Step 7: Discussion of Research (15 minutes)

Provide time for an interactive time of taking up the answers. Guide students to recognize the difference between Canada’s peacekeeping missions and combat roles.

At this point after independent, collaborative and class room discussion of answers students should have a thoroughly completed worksheet and a thorough understanding of Canada’s past military roles and involvement internationally.

Step 8: Video and Instruction on Canada’s Military Cuts and how this impacts our international missions (20 minutes): (PSD 1.2)

Have students watch the curio video “Canadian Military: Too Many Cut’s”


Step 9: Independent Work and Debate Preparation: (30 minutes); (BLM 1.5, BLM 1.6)

Students should work through BLM 1.5 and BLM 1.6, to gain better understanding of Canada’s Economic Cuts to the Military. Students will then use this information as well as other notes, worksheets and discussions from this lesson to prepare for one of three sides in the debate. These positions are:

1. Canada should focus more resources on combat missions with ISIS
2. Canada should not be involved in a combat mission with ISIS and should focus more resources on peacekeeping missions
3. Canada should continue to decrease its spending and neither focus on ISIS or peacekeeping missions and should direct its efforts to domestic affairs (such as flood, emergency management etc.)

Give students time to prepare for their debate, and remind them to research the other points of view so they will know how to respond to others points.

DAY 3

Step 10: Debate and Assessment (45 minutes)

Class debate on the Canada’s involvement in ISIS and on where Canada’s military should be prioritized (ie. combat roles, peacekeeping roles, or domestic roles). This debate will be moderated by the teacher.

After 30 minutes, have students change to a different debate sides and continue the debate for another 15 minutes.

Step 11: Debate Paper (20 minutes to work on and then to be handed in as a good copy at a later date)
Have Students write a page arguing one of the three debate sides. Using materials and learning from this lesson, students should thoroughly explain and defend their position using at least three arguments.

**ASSESSMENT:**

Worksheets completed in class would be an assessment (for) learning. The worksheet BLM 1.4 will be an assessment (as) learning because students have time to research themselves and time to collaborate with peers and as a class. The debate itself would be an example of assessment (for) learning and the teacher will be able to gauge how much content students are retaining and grasping. Finally the Debate Paper offers the opportunity for a summative assessment, should the teacher choose to assign this task and follow up with a rubric.

**APPENDICES:**

**PRIMARY SOURCE DOCUMENTS**

PSM 1.1


**BLACK LINE MASTERS**

Explained: Everything you need to know about ISIS

QMI GRAPHICS

FIRST POSTED: THURSDAY, OCTOBER 23, 2014 03:51 PM EDT | UPDATED: FRIDAY, OCTOBER 24, 2014 08:37 AM EDT

A member loyal to the Islamic State in Iraq and the Levant (ISIL, also known as ISIS) waves an ISIL flag in Raqqa on June 29, 2014. (REUTERS/Stringer)

The new public enemy #1
Abu Bakr al-Baghdadi, the leader of ISIS, is being described as the most powerful terrorist in the world. He wants an Islamic empire, and he’s ruthlessly leading from the frontlines to achieve his goals.

What is ISIS?
- The Islamic State of Iraq and the Levant (ISIS) (The last “S” of “ISIS” comes from the Arabic word “al-Sham”, referring to Levant.
- An extremely violent Sunni jihadist group in Iraq; now the most powerful and effective extreme jihadi group in the world.
- Want to redraw Middle East borders in order to create an Islamic state governed by an extremist interpretation of Islamic law.
- Exact size is unclear, thought to include thousands of fighters.
- Known for making surprise attacks, inflicting maximum casualties, then withdrawing without suffering heavy losses.
- Were kicked out of al-Qaida in Feb. 2014 for being too violent.

Abu Bakr al Baghdadi
- Also known as Abu Dua
- Leader of ISIS since 2010
- Has become the most powerful jihadi leader in the world.
- Born Awwad Ibrahim al-Badri al-Samarri in 1971 in Samarra, a largely Sunni city north of Baghdad.
- Has degrees in Islamic studies, including poetry, history and genealogy, from the Islamic University of Baghdad.
- Was arrested in 2006 by U.S. forces during an armed rebellion in Iraq.
- Rejoined al-Qaeda affiliates in Iraq after his release in 2009.
- Became leader of al-Qaeda in Iraq (AQI) IN 2010.
- Baghdadi's group has declared war on the Iraqi government, and imposed a harsh interpretation of Islamic law in every town it has overtaken.
- The U.S. has put a $10-million bounty on his head.

Islamist rules
Imposed on residents of Mosul after being overtaken by ISIS.

- No drugs, alcohol or cigarettes
- No public gatherings
- No guns (outside of ISIS)
- Tribal leaders, sheikhs must not co-operate with the state
- Warning to police, soldiers and other “kaffr” bodies: The choice is to repent or face the ultimate punishment
- All shrines, graveyards and monuments will be destroyed.
- All women must dress in concealing clothing. Females should only go outside “if necessary.”

Money
ISIS seized about $450 million during a bank heist in Mosul, making them the world’s richest terrorist group.

Also fund themselves by running extortion rackets on commercial activities in towns they control in Iraq and Syria. Penalties including murder, abduction and the destruction of homes if people fall behind.

Arms
Iraqi bases seized by ISIS earlier this year provided the group with more heavy weapons, such as helicopters, humvees, cargo planes, heavy machine guns, along with body armor and uniforms.
ISIS mission: MPs approve Canada's air combat role
157 vote in favour of motion in House of Commons, 134 against

By Aleksandra Sagan, Kady O'Malley, CBC News

A divided House of Commons voted Tuesday in favour of sending Canadian aircraft and personnel to join coalition airstrikes in Iraq against Islamic State of Iraq and Syria (ISIS) targets.

"We do not take this step lightly. The threat posed by [ISIS] is real," said Prime Minister Stephen Harper in a statement released shortly after the motion passed 157-134.

"If left unchecked, this terrorist organization will grow and grow quickly. They have already voiced their local and international terrorist intentions and identified Canada as a potential target."

Six CF-18 fighter-bombers, two CP-140 surveillance planes, one aerial tanker aircraft and 600 personnel have been tapped to join coalition airstrikes in Iraq for up to six months, pursuant to the motion before the Commons.

Harper stressed Canadian troops would not be involved in ground combat against ISIS, also known as ISIL.

"I think this is absolutely the right thing to do, and the right time to do it," Justice Minister Peter MacKay told reporters on his way out of the vote in Ottawa, saying the government has "great confidence" in the ability of men and women in uniform.

Canadian CF-18s, like the one pictured, will take part in airstrikes in the Middle East after MPs voted last Tuesday to launch a combat mission to help fight ISIS. Prime Minister Stephen Harper stressed Canadian troops would not be involved in ground combat. (Sean Kilpatrick/The Canadian Press)

That motion was defeated by a vote of 157 to 134, with all but two opposition MPs voting in favour, and the Conservatives voting against.
Green Party MP Bruce Hyer and Brent Rathgeber, an Independent who used to sit with the Conservatives, voted with the government on both the NDP amendment and the main motion.

“In response to the Conservatives’ ill-defined combat mission, New Democrats laid out a strong alternative action plan that would significantly increase Canada’s humanitarian response to this crisis,” Mulcair said.

“The Conservatives voted against smart and responsible measures that would save lives in Iraq right now.”

Moments after the vote, Liberal Leader Justin Trudeau took to Twitter to reaffirm that his party “disagrees with [the government] on how Canada can best help confront threat of ISIL.”

“Tonight we voted against motion to send our Forces to war,” he noted.

“The members of the Canadian Armed Forces who will now go into harm’s way have our full and unwavering support.”

“Now the six months begin,” tweeted Liberal foreign affairs critic Marc Garneau.
CANADA AND THE FIGHT AGAINST ISIS

Many experts, including former high-ranking military officers Lewis MacKenzie and Romeo Dallaire, believe that Canada’s decision to join a U.S.-led coalition to launch air strikes against ISIS will not be enough to defeat the terrorist organization.

Here’s what they say:

1. Canada is sending six CF-18 jets and four other support and surveillance planes on a six-month mission to fight ISIS — not enough planes or a long enough commitment, the experts say. This is a fraction of what the U.S. plans to employ against ISIS.

2. Canada has ruled out using ground troops against ISIS (as has the U.S. and other nations). The experts believe that ISIS can weather the bombardments and reorganize after the planes fly home.

3. Prime Minister Stephen Harper says that Canada hopes to “significantly degrade the capabilities of ISIL.” This stands in contrast to U.S. President Barrack Obama’s hope to “ultimately destroy” the terrorist group.

Combine these three points and you can see that Canada views ISIS as a serious enough threat to launch air strikes but perhaps not serious enough to do everything in its power to destroy the group. It appears possible that the goal of Prime Minister Harper’s government is, at best, to diminish the strength of ISIS and, at worst, to confine ISIS to the areas of northern Syria and Iraq it already controls.

To consider

1. Do you think Canada should do more to combat ISIS?

2. Have you read or heard any arguments against Canada becoming involved in the conflict, even in a minor role? Did you agree with any part of those arguments, and if so, why?
### CANADAS MILITARY INVOLVEMENT SINCE WWI

<table>
<thead>
<tr>
<th>Conflict Name</th>
<th>When</th>
<th>Where</th>
<th>Was Canada’s role military or Peacekeeping</th>
<th>Results/Achievements (ie. were the Canadians successful in their mission? Did they make a memorable contribution?)</th>
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<td>WW1</td>
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THE CANADIAN MILITARY: TOO MANY CUTS?

The State of the Forces

Here are some of the basic statistics about Canada’s armed forces, and some comparisons with those of other nations.

- Current Canadian Forces budget: $11.5-billion
- United States military budget: $500-billion
- New federal money committed to the military over the next six years: $5.1-billion
- Decline in funding in real dollars since 1993: 25 per cent
- Percentage of the Gross Domestic Product (GDP) Canada spends on defence: 1.2 per cent
- Percentage of the GDP Canada spent on defence before 1991: 2 per cent
- Average GDP spent by other members of the North Atlantic Treaty Organization: 2.2 per cent
- Members of NATO who spend a lower percentage of their GDP on defence than does Canada: Iceland and Luxembourg (neither has a military)
- Percentage of GDP spent by the United States on defence: 3.5 per cent
- Amount Canada spends per capita on defence: $265
- Amount spent per capita on average on defence by NATO members: $589
- Canada’s rank among all nations on per capita spending for defence: 50th
- Number of Western nations that spend less per capita than Canada on defence: 1 (Portugal)

- Rank in size of the Department of National Defence among all of Canada’s employers: 3rd
- Approximate number of Regular Force members of the Canadian military: 60,000
- Approximate number of Primary Reserve Force members: 20,000
- Approximate number of public servants employed by the Department of National Defence: 20,000
- Average cost per year for a member of the forces (for payroll, clothing and some allowances, but NOT including the costs of recruitment, training or equipment): $83,000
- Amount of money taken from the forces’ equipment budget over the last three years to pay for improved salary and housing conditions for members of the military: $1.5-billion
- Percentage of the military’s budget spent on maintaining, managing, and repairing equipment: 20 per cent
- Number of operational aircraft owned by the military in 1993: 700:
  Number in 2002: Slightly more than 300
- Number and location of Canadian troops currently deployed overseas:
  1400 on naval task force combat patrol in the Arabian Sea; 1700 with NATO in the Balkans; about 300 on peacekeeping missions with the United Nations in the Middle East and elsewhere
- Number of peacekeeping operations since 1948 to which Canada has contributed personnel: over 60
Discussion

1. Based on the statistical material given in this section, how would you describe the current state of funding for the Canadian military?

Why?

2. From this information, can you draw any conclusions about the current priorities of the Department of National Defence? What appear to be the priorities of the government of Canada?

3. Are there valid military reasons why Canada might choose to spend less of its GDP on defence than the other members of NATO (all of whom, except for the United States, are in Europe)?

4. An editorial in The Calgary Sun recently stated: “Ottawa is basically making American and European taxpayers foot part of the bill for our own defence.” Do you feel this is a fair criticism? If this is true, why would it be a bad—or a good—thing?
THE CANADIAN MILITARY: TOO MANY CUTS?

The Expense of Canadian Defence 
For many members of Canada’s armed forces, it was both an embarrassment and a disappointment. The Canadian government, which had pleaded with the United States to include our forces as part of the coalition deployment in Afghanistan, was unable to replace those soldiers when it came time for the first units to return home from their rotation. The soldiers were keen to go, the U.S. was keen to have them, but other responsibilities — specifically, our commitment to the NATO Stabilization Force in Bosnia-Herzegovina, meant that we could not provide any more troops for the war against terrorism.

The Canadian military is unable to meet all of the requests to which it would like to respond and to which the government would like it to be able to respond. In light of the events of September 11 this failure has intensified the debate on the current state of the Canadian military. It has drawn attention to the dramatic effects of the funding cuts resulting from the 1994 White Paper on defence policy, both on equipment and personnel.

What We Expect from Our Military

Despite the funding and personnel cutbacks of the last decade, Canadian expectations of the military have remained high. Canadian forces have been expected to be effective in three main areas:

1. Domestically: protecting Canada from military threats; helping with disasters, civil emergencies, and survival services; assisting other government departments, such as fisheries and customs; and responding to terrorist activities

2. In North America: co-operating with the United States (especially as a member of NORAD, the North American Aerospace Defense Command) to guard continental borders and provide Arctic security

3. Internationally: participating in the multilateral operations of the United Nations, NATO (the North Atlantic Treaty Organization), and other international coalitions; and supporting humanitarian relief operations.

Canada’s forces have been active in all these areas, but increasing demands have begun to take their toll. The Afghan campaign was the breaking point that finally drew public attention to the real extent of the problem.

Increased Funding?

A popular response to the perception of the military’s being overextended, both from politicians and members of the public, has been the suggestion that dramatic increases in funding are an immediate requirement to ensure the military’s survival. Both the House of Commons and the Senate have received reports from committees recommending substantial increases in the budget for the Department of National Defence. A Senate Committee, under the leadership of Colin Kenny, has recommended an immediate increase in spending by about $2.5-billion per year. The aim is to raise the number of troops by 20 000 regular soldiers as soon as possible.

Definition: In Canadian politics a White Paper is an official report summarizing the results of an investigation of an issue and usually suggesting what the government intends to