Canadian Immigration:  
The Immediate and Long-term Effects of Immigration since Confederation

**COURSE:** Canada: History, Identity, and Culture, Grade 12 University Preparation (CHI4U)

**SPECIFIC EXPECTATION(S) EXPLORED:**  
Communities: Local, National, Global Immigration and Identity  
Students will:  
* Describe significant immigration waves and settlement patterns, and how they helped shape Canadian identity and culture;  
* Describe significant changes in Canadian immigration policy since Confederation

**ABSTRACT:** The goal of the resource pack is to provide educators with a set of comprehensive, engaging, and accessible lesson plans focused on 19th and 20th century Canadian immigration, developed through the lens of the historical thinking concepts. These six diverse lesson plans emphasize the importance of the history of Canadian immigration since Confederation in terms of its immediate and ongoing effects on the make-up of Canada, Canadian culture, and Canadian identity.

**KEYWORDS:** Canadian Immigration Waves; Immigrant Experience; Immigration Policy; Canadian Identity; Pier 21; Canadian Culture; Historical Significance; Cause and Consequence; Evidence; Ethical Dimensions; Historical Perspective; Continuity and Change

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON # 1 — “How Did You Get Here?”: Examining Immigration and the Birth of Canada

OVERVIEW: In this mini lesson, students will be introduced to the concept of historical significance through the exploration of the importance immigration in Canada and its continuous relevance in the birth and development, both in the past and present, to Canada.

PREPARATION:
- Teachers should have world map ready either at front of class or on SMARTboard
- Have PSD 1.1, 1.2, and 1.3 open on SMARTboard or on projector
- Print enough copies of BLM 1.1, 1.2, and 1.3 for each student
- Teachers will also need access to the Internet (iPads or computer lab), the textbook (Defining Canada: History, Identity, and Culture), or both

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

PLAN OF INSTRUCTION:
Step 1: Warm up (5 minutes)
- On a world map at the front of the room (or on SMARTboard), have students mark where they or their families have lived
- Discuss what the class comes up with
  - Is there diversity?
  - How did you get here, today?

Step 2: Discussion (5 minutes)
- Whether or not this is represented on the class map, everyone, except for those of First Nation heritage, were at some point immigrants to Canada
- Acquire background knowledge: What do you know about immigration to Canada? Who immigrated? Why?

Step 3: Modeling (15 minutes)
- In order to understand historical significance, we will take a personal approach first.
- Review the Guideposts for Historical Significance¹ (BLM 1.1)

On a sheet of paper, write down the top 5 most important points in your life so far (eating breakfast does and/or locations). List them in order from most important to least.

Think – Pair – Share: have students discuss with a neighbour how they decided what were the most important events in their lives, and why.

Step 4: Guided Practice (15 minutes)
- Ask students how many had “birth” as a top point in their lives?
- Similar to their birth, Canada’s “birth” is also an important and crucial part in the country’s history (significance)
- As a class, take a look at early maps Canada (or what is to be Canada) (PSD 1.1, 1.2, 1.3)
  - What do you notice? What is missing?
  - What if these areas were never discovered? What would that mean for Canada?
  - Consider how Canada continued to be discovered? How did it grow?

Step 5: Independent Activity (30 minutes)
- Keeping the importance of the “birth” of Canada in mind through immigration, provide students with a list of 10 important historical Canadian events, with some of them being immigration policies and/or waves. (BLM 1.2) Similar to the modeled activity, students will work in groups of 2-3 to rank these events in order of importance, or significance. Remind students to refer to the “Historical Significance” sheet (BLM 1.1) to explain their choices on the ranking sheet. (BLM 1.3)
- Students can use internet and/or textbook (Defining Canada: History, Identity, and Culture) to find more information on the events.

Step 6: Sharing / Discussing / Teaching (10)
- Have student groups share with class their ranking and reasoning (why is this significant?)
- Relate back to the importance of immigration to Canada’s evolution.

ASSESSMENT:
- Assessment for: Groups will hand in their ranking sheet (BLM 1.3) to ensure that they can support their reasoning using the Guideposts of Historical Significance (1.1)

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence
SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON # 2— Push and Pull for European Immigration, 1850-1914

OVERVIEW: This lesson will examine the push and pull factors that influence and inspire immigration, setting the stage for a closer look in the following lessons at the experiences of individuals and people groups who immigrated to Canada.

PREPARATION:
- Print off 1 or 2 copies total for each of the immigration posters (PSD 2.2-2.9)
- Load immigration poster (PSD 2.1) onto projector or SMARTboard
- Print enough copies of BLM 2.1 for each student (print double-sided if possible)

MATERIALS:
1. Instructions for Teacher
2. Primary Source Documents (PSD 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9)
3. Black Line Masters (BLM 2.1)

PLAN OF INSTRUCTION:
Step 1: Warm up (5 minutes)
- Show the picture of the Canadian Atlas (PSD 2.1).
- Explain how students in British schools were used to encourage immigrations to Canada
  - In 1900, the Canadian government sponsored an essay contest that was open to students of all ages in every British school.
  - First prize was five pounds sterling, and the winners were given bronze medallions embellished with Canada’s coat-of-arms. Every student who participated received a prize, however—each one received an atlas and a specially-commissioned textbook just for their involvement. Inside the cover each atlas was printed the names and addresses of Canadian agents in Britain.
  - Over 90,000 students participated. Students took their books home and showed them to their parents and families.
- Discuss:
  - Why might an atlas won in an essay competition encourage immigration to Canada?
  - What other strategies might the government use to attract people to Canada?
    Examples: immigration posters, travelling speakers/lectures, testimonials, cheap passage, offer of free land, etc.

Step 2: Discussion (30 minutes)
- Hand out “Canada Wants You” information sheet (BLM 2.1)
- Allow students time to read through the sheet and answer the questions at the bottom.
- As a class, discuss their answers.
Some interesting notes to bring into the discussion:

- England was highly industrial and could not produce large numbers of agricultural workers, but parts of Britain such as Scotland, the north of England, in some of the western counties, Ireland, and Wales did have hearty agricultural workers. Still, Clifford Sifton advertised a great deal all over Britain because the country needed to relieve the pressure of heavy overpopulation and the close relationship between Britain and Canada (as “mother country” and colony) was important to maintain.\(^3\)

- Some nations, such as the Austrian and Russian Empires, banned foreign government advertising, so Prime Minister Laurier turned a blind eye to the Ministry of the Interior’s secretive actions to encourage European immigration, including having contracts with shipping agents, such as the North Atlantic Trading Company, who distributed advertisements on Canada’s behalf and received bonuses for successful advertising—i.e., people who decided to immigrate. Contracts with shipping companies were cancelled in 1906 and advertising stopped in Central and Eastern Europe. The focus shifted to Northwest Europe.

- Many Canadians of British stock were frightened or angry about the thousands of people who immigrated from Eastern or Central Europe and criticized the government for their policies. Frank Oliver (Minister of Interior from 1905-1911) was a Liberal MP who felt this way, and was responsible for cancelling the government contract with shipping companies.

Stress the following point as an introduction to the concept of cause and consequence in regards to immigration:

Between 1850 and 1930, people from all over the world, but particularly from Europe, arrived in Canada with hopes of achieving their dreams. Their dreams and desires were shaped and molded by the conditions of their time—the time period, the place and culture into which they were born, the lives they were living, the opportunities offered to them, or the constrictions that were placed on their futures. The causes of immigration, then, were as complex and individual as the people who chose to immigrate.

Step 3: Modeling (5 minutes)

- Show the Immigration poster (PSD 2.1) and work through the following questions:
  - What does this poster say about Canada?
  - What nationality do you think this is aimed at?
  - Who is the government trying to attract?
  - What promises do they make to incoming immigrants?

Step 4: Guided Practice (25 minutes)

- Spread immigration posters (PSD 2.2-2.9) to different parts of the room.
- Give students time to examine each poster and to write down answers for the same questions as above (write them on the board or display on a slide)
  - What does this poster say about Canada?
  - What nationality do you think this is aimed at?
  - What class or occupation of people is the government trying to attract?

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\(^3\) “The Last Best West: Advertising for Immigrants to Western Canada, 1870-1930.” Canadian Museum of History. [http://www.historymuseum.ca/cmc/exhibitions/hist/advertis/ads1-01e.shtml#menu](http://www.historymuseum.ca/cmc/exhibitions/hist/advertis/ads1-01e.shtml#menu)
What promises do they make to incoming immigrants?

Step 5: Sharing / Discussion (10 minutes)

- Discuss the results of their poster examinations.
- Identify which posters/advertisements were directed at which country/nationality and at which particular class/occupation.

Step 6: Independent Activity (30 minutes or for homework) – Students will write a letter to a friend or loved one explaining why they have chosen to immigrate to Canada. They must discuss both why they have decided to leave their country (the push factors) and why they have chosen Canada as their destination (the pull factors).

- They must write from the perspective of one of the following people.
  - An unmarried industrial worker from Britain
  - A farmer with a family from Ukraine
  - A farmer’s wife from Ukraine
  - A married shoemaker from the Netherlands
  - An unmarried domestic worker from Britain

** This activity is meant to help students understand the interplay of push and pull factors on individual people, and to connect to the HTC of Cause and Consequence—what were the conditions that created the consequence and mass movement of immigration

ASSESSMENT:
The letters that students write should demonstrate a knowledge of the factors that led to the first and second major waves of immigration, particularly in terms of the complexity and variation of conditions that led people to leave their homelands and to seek new homes in Canada.
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PRIMARY HISTORICAL THINKING CONCEPT: Historical perspectives
SECONDARY HISTORICAL THINKING CONCEPT: Cause and Consequence

LESSON # 3— Exploring varying perspectives on Canadian immigration between Confederation and WWII

OVERVIEW:
This lesson allows students to examine the varying perspectives on immigration to Canada between 1867 and WWII. Students will recognize that immigration to Canada was multi-faceted depending on the person considering it. Students will develop a sense of considering historical events from varying perspectives, and will gain an appreciation as to how they have helped form our current understanding of Canadian identity.

PREPARATION:

- Teacher will require a subscription to Early Canadiana online to access some of the primary sources
- Book iPads/computer lab for group work (at least 2 consecutive periods)
- Load images from PSD 3.1-3.4 onto projector/SMART board
- Have 2 different coloured sets of sticky notes

MATERIALS:

1. Instructions for teacher
2. Primary Source Documents (PSD 3.1, 3.2, 3.3, 3.4)
3. Black Line Masters (BLM 3.1, 3.2, 3.3, 3.4)

PLAN OF INSTRUCTION:

Step 1 & 2: Warm up and discussion (10 minutes)

- Hand out a sticky note to each student. Ask the students to write down what it means to them to be Canadian. Point form will suffice; looking for key words and values- identities.
- Collect the sticky notes and post them on the blackboard.
- Read them out and write similarities on the board, also note some differences. Ask the students:
  - Why would there be differences? Is there one understanding of a Canadian identity?
  - What are the similarities and what does this represent?
  - How do others see our national identity? Where does this understanding stem from?

Step 3: Modeling (10 minutes)

Show images from PSD 3.1-3.4 of various immigrant groups in Canada at the and how they were portrayed. Compare and contrast the images. Help the students compare and contrast the images. Use the questions below to help guide the students:

- What sticks out for you in these images? Who is included in the images? Who is excluded?
- How are the characters portrayed? Considering these images were in print at some point in
Canada, what does that say about how Canadian society viewed some of these immigrant groups? How might these people have viewed immigration to Canada differently based on their portrayal here?

Throughout this activity, you can gage the students’ knowledge on immigration history in Canada.

Step 4: Guided practice (1 hour +)
- Students will work in small groups and explore information on a given perspective on immigration to Canada
- This activity requires access to the internet and either computers or iPads
- Split class into 3, or 6 groups and hand out one of BLM 3.1, 3.2, 3.3 to each groups
- Remind students that they are to focus on immigration and the initial experience of Canadian immigrants, rather than focusing on the struggles after settling

Step 5: Sharing & Discussing (30 minutes)
- Students will then present their findings to the others in the class. After researching one of the suggested immigrant groups they will present their findings and explain to the class their understanding of the Canada they immigrated to.
- Students should use their BLM as a guideline of the information to provide to others.

Step 6: Independent activity (homework- 1 week)
- Hand out BLM 3.4 to students. Students are to interview someone from their community who immigrated to Canada. Students will inquire about their immigration and settling experiences.
- Assigned as homework- give up to 1 week for students to complete to allow time for arranging the interview

Step 7: Wrap-up activity (15-30 minutes)
- Hand out different coloured sticky notes. Students must now write their understanding of Canadian identity from the perspective of the group they investigated in step 5. Students then post them on the board along with the initial stickies (if still available)
- Compare the new notes. Students may come up and read the notes. Encourage discussion by asking students:
  - What do they notice- did the perceptions change? Why did they or did they not?
  - How have these views affected the development of Canada as a nation? Do you think these views still exist amongst immigrants today?
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PRIMARY HISTORICAL THINKING CONCEPT: Ethical Dimension

SECONDARY HISTORICAL THINKING CONCEPT: Continuity and Change

LESSON #4 — Considering the Ethical Dimension of Immigration to Canada

OVERVIEW: This lesson will help students understand some of the changing policies regarding immigration and internment throughout the period of 1867-1938. Students will explore the realities of the immigration of thousands of children who immigrated to Canada known as the British Home Children. Students will end the lesson by learning about the internment of Ukrainians during WWI. Students will attempt to understand the society in which this was deemed legal and appropriate. Ultimately, students will be able to think critically about the policies of the past, without simply judging them by present values.

PREPARATION:
* Teacher will need to book iPads or computer lab to access various websites for group and independent work
* Were there any internment camps near you? If so potentially organize a field trip to one. (See map below on BLM 4.6a)

MATERIALS:
1. Instructions for the teacher
2. Primary Source Documents (4.1, 4.2)
3. Black Line Masters (4.1, 4.2, 4.3, 4.4, 4.5, 4.6a, 4.6b, 4.6c)

PLAN OF INSTRUCTION:
Step 1: Warm up (10 minutes)
* Display the pictures found on BLM 4.1-4.5.
* Ask students about what they see:
  o Are they familiar with what is in the picture?
  o What feelings are invoked in them by looking at the picture?
* Then show the following picture that belongs with the set. Now ask the students the same questions.:
  o Ask the students what they think the photographer is trying to tell us in either of the photos (regardless of who the photographer was shooting for).
* The purpose of this exercise is to get students thinking about how and why the exact same event or thing can be portrayed so differently through the eyes of different people.

Step 2: Discussion (10-15 minutes)
* Ask the students the following questions to encourage reflection and discussion:
  o How many students’ opinions changed from the first picture to the second?
  o Which photo do they believe more?
  o Which one do they want to believe?
  o How do you know which one is telling the truth?
Is there even one truth?
In what aspects of your lives does something similar to this occur? What if we only ever heard one person’s perspective?

Step 3: Modeling (5 minutes)
- Get students thinking about how we judge the past
- Let students know that everything we read in history is written from the perspective of one person, or was written for someone, meaning that history is always restricted to one person or groups’ understanding of how things happened. This understanding is so rooted in the values of that person and the time in which they live(d).
- It is so easy for us to judge the past harshly based on the values and norms of our society today. It is important that we consider the society at the time of what we are studying to help us understand how these things may have unfolded, and to begin to grasp what and how people thought or did certain things.

Step 4: Independent activity (30 minutes+)
- Students will need either a computer or iPad for this activity
- Hand out BLM 4.5 to all students
- Students follow instructions on worksheet. Students will explore the experiences of British Home Children in Canada.

Step 5: Guided practice (1 hour+)
- Students will need either a computer or iPad for this activity
- Hand out BLM 4.6a to each student.
- Students must read the worksheet and then explore the given links.
- After approximately 20 minutes, divide class into 2 groups and hand out BLM 4.6b to half of the class and BLM 4.6c to the other half.
- Allow students to formulate their arguments using the information they were provided.

Step 6: Sharing & Wrap-up (15-20 minutes)
- Debate debrief questions for students:
  - What did the students think of the activity? Can students understand or rather look upon the internment of Canadian residents (immigrants) a little bit differently? Explain either way.
  - How do these events help shape Canada into what/who we are today? Is there anything that happens in our society today that the students think our society will be judged harshly for?
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON # 5— Pier 21: Gateway to Canada

OVERVIEW: This lesson will explore the experiences of immigrants who arrived in Canada via Pier 21 in Halifax. Students will examine primary documents gathered on the Pier 21 Museum website to begin to understand how newly arriving immigrants may have felt about their new country, what they had left behind, and what they were hoping to gain by coming to Canada.

PREPARATION:
╰ Teacher will need to book either iPads or a computer lab so students can have access to the internet
╰ Load PSD 5.1-5.4 onto a projector or SMARTboard
╰ Print off enough copies of BLM 5.1 for each student.

MATERIALS:
1. Instructions for teacher
2. Primary Source Document (PSD 5.1, 5.2, 5.3, 5.4)
3. Black Line Masters (BLM 5.1)

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
╰ Display picture of Pier 21 (PSD 5.1)
╰ Introduce Pier 21:‘
  o Considered a national landmark due to “its essential Canadian-ness, historical significance and ability to inspire”
  o Between its opening in 1928 and 1971, over one million people entered Canada by way of Pier 21, and one in five Canadians is directly linked to Pier 21.
  o People passed through for many reasons—immigrants (men, women, and children), wartime evacuees, refugees, displaced persons, and war brides (women who married Canadian soldiers while they were abroad) began their new lives in Canada by first arriving in this building. During World War II, 500,000 Canadian soldiers passed through Pier 21 on their way overseas.
  o Those who went through Pier 21 were those who had to cross the Atlantic, and were mostly European (particularly from Britain, Ireland, Ukraine, Italy, Hungary and the Netherlands), although people from other parts of the world also entered Canada through this location

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Currently exists as Canada’s Immigration Museum

**Step 2: Modeling (10 minutes)**
- Hand out worksheet (BLM 5.1) for examining the “Culture Trunks” on the Pier 21 Museum website.
  - **This is where you and students will need access to the internet and technology (iPads or a computer lab).** The “Culture Trunks” can be found at the following website: [http://www.pier21.ca/schoolsandkids/students/culture-trunks](http://www.pier21.ca/schoolsandkids/students/culture-trunks)
- Use the examples provided (PSD 5.2, 5.3, 5.4) of items from the “Hungarian Culture Trunk” as a model to demonstrate how students can investigate the photos for information about the people who came to Canada.

**Step 3: Guided Practice (30 minutes)**
- Divide students into six groups. Three of the groups examine the “Culture Trunk” that focuses on Italian immigrants, and the other three will examine the “Culture Trunk” that focuses on Dutch immigrants.
- Students will follow the instruction on their handouts (BLM 5.1) to go onto the Pier 21 Museum Website and should use the questions on the handouts as a guide in order to gather as much information as they can from the Trunks. They may be required to use a translation tool, particularly for the passports.
  - **Italian Trunk**— all should read “Italian Culture and Traditions” first
    - Group 1- Look at “Stories”
    - Group 2- Look at “Artifacts” (in particular, “Passports”)
    - Group 3- Look at “Quotes” and “Photographs”
  - **Dutch Trunk**—all should read “Dutch Culture and Traditions” first
    - Group 4- Look at “Stories”
    - Group 5- Look at “Artifacts” (in particular, “Passports”)
    - Group 6- Look at “Quotes” and “Photographs”

**Step 4: Sharing and Discussion (25 minutes)**
- Guide discussion to allow students to share what they have found in their examinations of the Culture Trunks. Ensure they have answered the questions they were given, but make sure to emphasize the fact that **these were real people who left behind real evidence of their lives and experiences**.
- Take a few minutes to compare and contrast the experiences of Dutch and Italian immigrants. Why are they similar/different?
- What do the experiences of these immigrants mean for the Canadian identity? Canadian culture?
  - Consider: Over one million people went through Pier 1, but there were many other places that people came through, like airports, over the American border, or at the West Coast. Immigrants make up a very large percent of the Canadian population—so how do they shape our identity? What aspects of their own cultures become a part of the larger “Canadian” culture?

**Step 5: Independent Activity-- Homework (5 minutes to explain, 20-30 minutes the next day)**
- Explain their assignment—students must find out as much as they can about their own heritage. When did their ancestors come to Canada? When? Where did they go? Where did they come from? Did any of them come through Pier 21? Did anyone’s family immigrate
recently? Did any of their ancestors come before Confederation? Did any of their ancestors NOT immigrate to Canada—ie. Are any of their family First Nations?

- It is important to recognize and remind students that many people have ancestors who lived in Canada before immigrants came here, and that we currently stand on the traditional territory of those peoples (if possible, find out whose land your school is on).
- It is equally important to be aware of family differences among students—some may not have access to grandparents or to family records, some may be recent immigrants, some may be adopted, or be affected by a number of other possibilities. Use discretion with your students and be as aware of the unique situations they come from as possible.

🌟 In class the next day, begin with a discussion of your own heritage and then give each student who feels comfortable time to share what they have discovered about their own family history. Allow time for discussion about how they found out the information.

**ASSESSMENT:**
Students’ discussion about the Culture Trunks should demonstrate an understanding of the role of evidence in gaining knowledge of the experience of new Canadians. Students should understand how the experiences of new immigrants in both getting to Canada and starting over in Canada help to shape Canadian identity and culture.
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PRIMARY HISTORICAL THINKING CONCEPT: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPT: Cause and Consequence

LESSON # 6— Canada: Cultural Mosaic?

OVERVIEW: In this lesson, which may take 2-3 instructional periods, students will examine the make-up of Canada in terms its historical immigration patterns. More specifically, students will engage with immigration data, primary evidence, and immigration policy and discuss the gradual shift from European immigrations to those of visible minorities. Students will be asked to critically think about what this shift means for Canadian culture, and thus reflect on how Canada has become increasingly diverse as a direct result of its ever-changing immigration policies.

PREPARATIONS:
- Teachers will need “100 Years of Immigration” video loaded on SMARTboard or projector (see link below)
- All PSD loaded on projector or SMARTboard
- BLM 6.1 and 6.2 loaded on projector
- Enough copies of BLM 6.3 for students
- Legal-sized paper, pencil crayons, markers, magazines, etc., for BLM 6.3 activity

MATERIALS:
1. Instructions for teacher
2. Primary Source Documents (6.1, 6.2, 6.3, 6.4, 6.5, 6.6)

PLAN OF INSTRUCTION:

DAY ONE:
Step 1: Warm up (10 minutes)
- Write “CANADA” on the board and have students draw and/or what Canada is around
- Reflect: as a Canadian citizen, this is what Canada is for you. For a future or recent immigrant of Canada, what might Canada mean to them?
  - Identity, Culture
- If not mentioned in discussion, ease into multiculturalism, and Canada as a mosaic
  - What does multiculturalism mean to the students? What is Canada’s role in this?
    - How does it look in Canada?
  - How is multiculturalism achieved – through immigration!

Step 2: Discussion (10 minutes)
100 years of immigration: video
http://www12.statcan.ca/english/census01/products/analytic/companion/etoimm IMMIG.cfm

Aside from the pictures – what did you notice here? (may have to play the video a second time)
- When watching it a second time, ask students to focus on the top immigrants.
- What do they notice?

Step 3: Modeling (40-50 minutes)
PART ONE: DATA (10 minutes)
- Putting the idea of change into practice, take a look at immigration statistics for the 20th century (BLM 6.1)
- What trends do we notice? (BLM 6.2)
- What do we notice? Who is immigrating pre-WWI? Post-WWI? Today?
- What is changing in the immigration patterns? Why are so many people immigrating to Canada?
- Why are so many people immigrating to Canada post-WWI?
- What type of individuals consisted of the majority of immigrants? (i.e. white Europeans)
- How have immigration waves changed? Who are the majority of immigrants today?

PART TWO: EXPLAINING THE DATA (30-40 minutes)
- On their own, whether on computers or in their textbook (Defining Canada: History, Identity, and Culture), students will research the developments in Canadian immigration policy, and reflect critically on these policies and their effect on Canada in terms of culture, diversity, multiculturalism, identity, etc.
- They will fill out “History of Immigration Policy in Canada” sheet. (BLM 6.3)

Step 4: Guided Practice (15 minutes)
- Keeping in mind their research on immigration policy and changes in Canadian history, consider and discuss as a class how these changes affect the make-up of Canada.
- Present PSD 6.1 have students discuss what they see
  - 1904 immigration poster: who is being targeted? What type of ethnicities? Who is left out?
- Split students into 5 equal groups and present with one of PSD 6.2, 6.3, 6.5, 6.5
- Questions to consider:
  - Who is represented in these photographs?
  - What is their class?
  - What is their occupation?
  - What are the family dynamics?
  - What ethnicity are they?
  - What audience are these photos targeting?

Adapted from: Spruyt, Chris and Zlata Kunze. “The Ups and Downs of Immigration.” Historical Thinking.
What does this mean for Canada?
- Multiculturalism?
- What ethnic populations are being targeted?
- Why are immigrants wanted? What jobs are Canada looking to fill?

Now, show PSD 6.6 and 6.7 – modern day immigration campaign for Canada
- What is different about this representation, nearly 100 years later?
  - Multiculturalism?
  - Discuss: Ask students to use real world examples (i.e. Toronto, school culture, diversity, etc)

Step 5: Independent Activity (30 minutes)
- In groups of 2-3, brainstorm and develop a modern add, speech, or poster for Canadian immigrants.
  - Keep in mind: the ethnic majority of immigrants
  - Ensure that you represent multiculturalism is a way that resonates with you
- Students will have the rest of the period, and some of tomorrow’s period, to work on their poster or add for Canadian immigrants and finish their BLM 6.1

Step 6: Sharing / Discussion / Teaching (10 minutes)
- Bring whole class back together and have groups present their work.
- Ask them to explain why they chose to represent what they did on their creation, and how they chose to represent multiculturalism in Canada.

ASSESSMENT:
- Assessment for learning: Students will hand in BLM 6.3 for completion and assurance that they have began to think critical about immigration on a continuous and changing scale since confederation.
- Assessment for learning: Students will create, share, and present their Canadian immigrant campaign to the class, explaining their process, who they were targeting, and what this means for Canada and its multicultural make-up.
APPENDICES
Primary Source Documents

PSD 1.1

“First Map of Hudson Bay.” Canadian Geographic. 1612.
“1730: Canada de l’Isle.” Bibliothèque et Archives Nationales du Québec.
http://services.banq.qc.ca/SDX/CEP/PLEINECRAN.XSP?VIEW=cartes_plans/2663212.tif&id=0002663212&mention=
PSD 2.1

PSD 2.2, Canadian Immigration Poster, c.

Extra Information for discussion:

Pamphlets promised a bright future for British domestics in Western Canada, particularly because there were far more men than women (as many as 150,000 more). Therefore, not only were there plenty of jobs, but there was ample opportunity to find a husband (and be particular in the choosing) and become the mistress of a household.

---

PSD 2.5, Poster from Belgium and France, c. 1900

PSD 2.6, British Poster, c. 1908

Canada West
THE LAST BEST WEST
HOMES FOR MILLIONS

RANCHING
DAIRYING
GRAIN RAISING
FRUIT RAISING
MIXED FARMING

ISSUED BY DIRECTION OF HON. SYDNEY FISHER
MINISTER OF AGRICULTURE, OTTAWA, CANADA.

http://www.historymuseum.ca/cmc/exhibitions/hist/advertis/ads3-08e.shtml (Retrieved: November 24, 2014)
PSD 2.7, *Posters from Central Europe (Languages: Croat, Ukrainian, and Czech), c. 1900-1905*

Translation: 160 acres of free land in Canada, the industrial poor man’s choice

Extra Information for Discussion:

Germany had a ban on foreign government advertising, so pamphlets did not include contact names or addresses. Information could be found with steamship booking agents, who had all the necessary information.

Translation:
Canada: Work, Wages, Land. The Railway Route to a Free Farm
(Wanted, not shown)= WANTED 14,000 men to build railways in Canada; 100,000 men to take, cultivate, and own farms in Canada; highest wages in railway work

PSD 3.1, *Come to Stay*

Cover from the Canadian Illustrated News, dated 1880.

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PSD 3.2, Selective Immigration Policy

This image appeared in the Vancouver Sunset in 1907.

PSD 3.3 Now Then, All Together

This image was taken from a cartoon book published by the Department of the Interior in 1903. The book was used to advertise the Canadian west in the US.

A political cartoon published in 1900 depicting the reaction of many Canadians at the time to the increasingly large waves of immigration.

Translation “Sifton (minister of the interior) says “Here is a lovely bunch of immigrants that I got for almost nothing. Miss Canada replies “My God! How much will it cost me to send them back?”

Censored letter from an internee

Letter sent by internee Nick Olynik to his wife on October 28, 1915 from the Castle Mountain Internment Camp.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

28 October 1915

I am glad to have received your welcome letter. I am very glad to hear from you that you are back from hospital and that you are in better health though you say you are very weak. I believe you but I cannot help you. As you know yourself, there are men running away from here every day. The conditions here are very poor, so that we cannot go on much longer. We are not getting enough to eat—we are as hungry as dogs. They are sending us to work, as they don't believe us, and we are very weak. Things are not good. The weather has changed for some time past and it is wet and muddy. Also in the tents in which we sleep, everything is wet. We get up at 5 o'clock in the morning and work till 10 o'clock at night. Such conditions we have here in Canada, I will never forget. Men have escaped from here—28 now.

Nick Mudry ran away yesterday. You might tell his wife. But I must wait till the end because I have been here 10½ months already. I don't wish to lose money I have earned here. My dear wife, please try to find somebody to help you because you are not able to go to work. I am sure you are very weak, and I would advise you to write a letter to the Camp Commandant asking for support. If they refuse to give it to you, ask them to release me so I could support you as you need. I have nothing else to write you, only to wish you better health.

—Nick Olynik

“We Cannot Go on Much Longer” a censored letter from Nick Olynik, from the National Archives of Canada Record Group 24, vol. 4729, file 3.

Report on Internment Operations 1914–1920

Recreation:
Freedom of movement within the confines of the wire enclosure was always permitted at reasonable hours and at every permanent station a small recreation ground and gymnastic apparatus existed, where such of the prisoners who desired might indulge during seasons of football, quoits (a traditional game that involves the throwing of metal, rope or rubber rings over a set distance, usually to land over or near a spike), gymnastics, skating, and lawn tennis, the latter being a favourite amusement; besides which at stations situated beyond inhabited areas, walking exercise was given at regular intervals under escort.

Schools:
In four of the stations, viz.: Amherst, Kapuskasing, Morrissey and Vernon, the prisoners having expressed a desire for study, classes of instruction for both adults and children were organized in English, arithmetic, grammar, etc., etc., the teachers coming from themselves and amongst whom there was considerable proficiency ....

Religious observances:
Ministers of all denominations were given permission to see prisoners, and held services at any time not interfering with the regular routines of camps, but owing to the scarcity of troops for escort, attendance at a public place of worship could not be allowed, although the Hague Rules permit of such a concession.

(Signed)
Sir William Otter
Major-General


PSD 5.1, *Pier 21, c. 1920s?*

“Pier 21, Halifax, Nova Scotia.” *The Seven Wonders of Canada.*  
(Retrieved: November 27, 2014).
“The Hungarian Trunk.” Immigration at Pier 21. 
“My family, mother, father, brother and I, arrived in Halifax in Feb. 16, 1957. We sailed on the MV Britannic from Liverpool, having arrived there from a refugee camp in Austria.

We had escaped from Hungary in Dec. 1956, following the unsuccessful revolution there. My first feelings about Canada, Halifax and the new world, were a mixture of confusion, terror and curiosity. While on board the Britannic waiting to dock I became aware of the requirement that upon arrival we were to be taken to a "hall". To my Hungarian ears that notion sounded unusual. You see in Hungarian, "Hal" with one "L" means "fish", so I imagined that we were all to be taken into a giant fish! And the smells upon arrival at Halifax did not do much to convince me otherwise. Halifax smelled of fish. Coming from Hungary, quite far from the ocean, these smells were noticeably strong. So, Pier 21 for me evokes this old memory of fish smells, visions of giant fish and cold because I remember the weather then as being very cold.”

26 “The Hungarian Trunk.” Immigration at Pier 21. 
PSD 5.4, *Interpreter Julianna Wolff helps a Hungarian refugee, c. 1957?*

27 “The Hungarian Trunk.” *Immigration at Pier 21.*

“Now, Then, and All Together.” Library and Archives Canada. 1904.
https://www.collectionscanada.gc.ca/immigrants/021017-6110-e.html
“A group of Ukrainian immigrants wait for their train to the West.” First Wave of Ukrainian Immigration to Canada, 1891-1914. National Archives of Canada. 
“Canada Opens Its Doors.” CBC.
http://www.cbc.ca/history/EPISCONTENTSE1EP11CH3PA1LE.html
**Historical Significance:** How do we decide what is important to learn about the past?

<table>
<thead>
<tr>
<th>Guidepost 1</th>
<th>Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidepost 2</td>
<td>Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.</td>
</tr>
<tr>
<td>Guidepost 3</td>
<td>Historical significance in constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful plan in a narrative.</td>
</tr>
<tr>
<td>Guidepost</td>
<td>Historical significance varies over time and from group to group.</td>
</tr>
</tbody>
</table>

35 “Guideposts to Historical Thinking.” Historical Thinking.  
RANK ME!

Rank these historical Canadian events in terms of importance to Canada’s development and making Canada what it is today. You can use your textbook and the Internet to research more information for these events!

1906: Immigration Policy
1988: Canadian Multiculturalism Act
1534: Jacques Cartier first explores the Saint Lawrence Region
1867: Confederation
1922: Empire Settlement Act
1783: Around 40,000 Loyalists from the Thirteen Colonies immigrate to Canada
1966: White Paper on Immigration
1869: Immigration Act
1923: Chinese Immigration Act
RANK ME!

Rank these historical Canadian events in terms of importance to Canada’s development and making Canada what it is today. You can use your textbook and the Internet to research more information for these events!


<table>
<thead>
<tr>
<th>RANK #</th>
<th>EVENT</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
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</tr>
</tbody>
</table>
At Confederation in 1867, Canada’s population was just over 3.4 million people. A census in 1901 showed that the population had grown to over 5.3 million. Of these, 57% claimed to have British origins. Beginning the following year, 1902, Canada experienced a massive influx of immigration—the largest wave of immigration to take place in Canada’s first century. Numbers peaked in 1912 and 1913, and then plummeted with the onset of World War I in 1914.

In total, between 1902 and 1914, over 2.85 million people arrived in Canada. That meant that Canada’s population increased by 50% in just twelve years! Of the newcomers, only 41% were from Britain; the majority, 59%, came mostly from other parts of Europe.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Immigrants</th>
<th>British Immigrants</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1912</td>
<td>375,756</td>
<td>147,619</td>
<td>39%</td>
</tr>
<tr>
<td>1913</td>
<td>400,870</td>
<td>158,398</td>
<td>39%</td>
</tr>
</tbody>
</table>

PUSH factors—why did people leave Europe?

- Changes in the agricultural AND industrial systems
  - Agricultural: some countries (particularly in Eastern Europe) that
  - Industrial: machine production and manufacturing were sweeping across Europe, creating harsh factory jobs for many while also taking over the jobs of others
  - High unemployment
- Overpopulation—all over Europe, Britain included, countries were facing an increase in population and a shortage of land
  - URBAN: more and more people moved to cities to work in factories, but living conditions were cramped and often unpleasant
  - RURAL: families who had farmed the same land for generations
- Collapse of social structure
- High taxes
- War, violence, and revolution threatened in some areas (Russia, Ukraine, Austria-Hungary, the Balkans, etc.)
  - Religious persecution for some (Mennonite, Hutterites, Dhukobars, Jews, etc)
PULL factors—why did people choose to come to Canada?

- Religious and political freedom
- Closing of the American frontier
  - Some people believed that all the good farming land in the United States had been taken and that there was no more room for new immigrants
- New developments and opportunities in farming
  - 160 acres free land (only $10 registration fee and had to live on it for three years)
  - New type of wheat that could grow in more difficult areas
- Yukon Gold Rush (1897-1899)
- First continental railway (Canada Pacific Railway, completed 1885)
- Government policy heavily promoted immigration
  - The Minister of the Interior was responsible for building Canadian identity, including the class, nationality, and numbers of people that they encouraged and allowed in to the nation.
  - “I do not care what language a man speaks, or what religion he professes, if he is honest and law-abiding, if he will go on that land and make a living for himself and his family, he is a desirable settler for the Dominion of Canada; and the people of Canada will never succeed in populating Manitoba and the North-west until we act practically on that idea. If we can find people...willing to obey the laws and pay taxes for the support of our institutions, we must open our doors to these people and give them such encouragement as will overcome the initial difficulties of their change of situation.”
  - Statement to the House of Commons, July 1899
  - Clifford Sifton, Minister of the Interior (1896-1905)
  - “The filling up on the North-west with settlers...is not merely a question of furnishing the market for the manufacturers and traders of the east...or of the filling that country with people who will produce wheat and buy manufactured goods. It is a question...of building up a Canadian nationality so that our children may form one of the great civilized nations of the world, and be one of the greatest forces in that civilization.”
  - Statement to the House of Commons, 1903
  - Frank Oliver, Minister of the Interior (1905-1911)

QUESTIONS:
1. Why were so many of the immigrants who came to Canada British?
2. What idea would the pull factors give people about Canada? Do you think it was an accurate picture of life or the opportunities available to everyone in Canada?
3. Why would events like the Gold Rush or the transcontinental railway cause immigration?
4. What was the difference between the Canadian identity envisioned by Sifton and Oliver?

Citations:
“The Immigration Boom 1895-1914.” The History of Canada Online.
http://canadachannel.ca/HCO/index.php/5. The_Immigration_Boom_1895-1914

“Canadian Immigration—Early 1900s.” British Immigrants in Montreal.

Bruce, Jean. “The Last Best West: Advertising for Immigrants to Western Canada, 1870-1930.”
Canadian Museum of History.
http://www.historymuseum.ca/cmc/exhibitions/hist/advertis/ads1-01e.shtml#menu
BLM 3.1 Exploring the immigration experience – Coming to Gum Shan

As a group use the following resources to explore the experience of a Chinese immigrant during the years of 1867-1939. Use and answer the following questions to guide your exploration.

Websites:
http://www.collectionscanada.gc.ca/chinese-canadians/021022-1000-e.html and
http://www.sfu.ca/chinese-canadian-history/chart_en.html

http://te2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/reasons-for-the-head-tax.html

Questions:
1) Why was there such a large influx in Chinese immigrants to North American in the mid-19th century?
2) What were the conditions like in China at the time?
3) What were the reactions of Canadian settlers to Chinese immigrants? Provide at least one example that demonstrates the sentiment towards Chinese immigrants.
4) Were Chinese immigrants welcomed into Canadian society? Were the promised anything upon their arrival? What was their arrival to Canada (specifically British Columbia) like?
5) List some significant changes in immigration policy towards the Chinese?
6) What was the Chinese Head tax? Do you think it was effective in deterring Chinese citizens from immigrating to Canada?
As a group use the following resources to explore the experience and perspectives of First Nations groups on immigration to Canada, specifically to the prairies, then known as Rupert’s Land. Use the following questions to guide your exploration.

**Websites and online databases:**

- [https://www.aadnc-aandc.gc.ca/eng/1100100028789/1100100028791#chp4](https://www.aadnc-aandc.gc.ca/eng/1100100028789/1100100028791#chp4) go to “Treaty Negotiations- Indian perspective” and “Later Events and Interpretations”
- [http://www.canadiana.ca/citm/specifique/numtreatyoverview_e.html](http://www.canadiana.ca/citm/specifique/numtreatyoverview_e.html) Read introduction then read “Treaty Number 7”
- [https://www.youtube.com/watch?v=wCVDuyvNpHk](https://www.youtube.com/watch?v=wCVDuyvNpHk) Watch from: 26 minutes - 31.56, and 44 minutes to 47.00

As well: read letter from HBC guy and Cree Chiefs on pages 168-171 in “The treaties of Canada with the Indians of Manitoba and the Northwest Territories, including the negotiations on which they were based, and other information relating thereto” by Alexander Morris 1880 (Canadiana online website)

**Questions:**

1) Why was the Canadian government keen on signing treaties with Aboriginal people, specifically in the west in Rupert’s Land?

2) Why did the Canadian government need to sign treaties- what was the basis for this?

3) Why did First nations sign on to the treaties? Were there benefits?

4) Were any First nations groups or figures opposed to the signing of the treaties?

5) How long are the numbered treaties set to last?

6) What were the living conditions like after signing onto the treaties?
BLM 3.3 Exploring the immigration experience - British perspective on immigration

As a group use the following resources to explore the experience and perspectives of British citizens on emigration to Canada; specifically to the prairies, then known as Rupert’s Land. Use the following questions to guide your exploration.

Resources:

https://www.collectionscanada.gc.ca/immigrants/021017-110.05-e.php - students can focus on 1 or 2 diaries

Questions:

1) Who is this handbook directed towards?
2) What kind of people does it say Canada is best suited towards?
3) What are the listed benefits for people immigrating to Canada?
4) What impression do you get of Canada from the handbook?
BLM 3.4 Conducting an Interview

CHI4U

Instructions:

You will be conducting an interview with a member of your community who has immigrated to Canada. There is no restriction as to how long ago they arrived or the reasons for which they came. You must submit a hard copy of the interview in class. Written answers cannot be simply yes or no, use full sentences and elaborate as much as possible. As the interviewer you must encourage your subject to give you long, detailed answers. Please write an introductory paragraph on your subject and how you know them. You may use the questions below to guide you through the interview process. Be sure to include both the questions and answers you used in your write up.

1. How old were you when you immigrated to Canada?
2. Did you choose to immigrate to Canada? Why or why not?
3. Can you tell me about your life before you immigrated?
4. Do you have a family? Are they in Canada as well?
5. What was the immigration process like? How long did it take before you could actually emigrate (leave one’s home country)?
6. What were your first impressions of Canada upon arrival? Did these differ from what you had previously thought or what you had been told?
7. Do you believe there is a Canadian identity?
BLM 4.1 Warm-up activity

Show each image separately. Ask the students what they think of each photo—what is being portrayed here? What do you feel when you see this picture?


Suncor Energy Co is a Canadian energy company based out of Calgary, AB. What kind of an impression do you get from this logo? What do you think the company values?

Suncor energy plant in Fort McMurray (left) and Suncor’s Millennium oil sands in AB. What impression do you get of the company now? Do you think their logo is misleading? Why or why not?
National War memorial, Ottawa “Honouring all who served” What does this image and this monument tell us about Canadian society and our values?

**EXHIBIT 5.4: Estimates of Homeless Veterans**

By State, 2013

![Map of homeless veterans by state](image)

Estimate of homeless veterans by state. Image taken from the National Coalition for Homeless Veterans. What impressions does this give you as to how veterans are treated in society after they return home? There was no equivalent map for Canadian veterans. National Coalition for Homeless Veterans. “Location of Homeless Veterans” [http://www.nchv.org/index.php/connect/story/location](http://www.nchv.org/index.php/connect/story/location)
Coca Cola ad 2012, part of their “Arctic Home” ad campaign; a pledge to help protect the homes of polar bears. Coca Cola. “Arctic home”  http://www.livepositively.ca/arctichome/.

Greenpeace Australia Pacific ad 2011. Greenpeace was condemning Coca Cola for not doing more efforts to ensure the recycling of their bottles. The plastic bottles kill sea life specifically sea birds. Greenpeace Australia Pacific. “ Shhh…the truth about recycling that Coca-Cola doesn’t want you to know!” http://www.greenpeace.org/australia/en/what-we-do/oceans/Stop-Trashing-Australia/the-truth-about-recycling/
BLM 4.5 The British Home Children Experience

Explore the website listed below. Between 1863-1939 there were approximately 118,000 children sent to Canada from the British Isles. Children experienced this forced immigration for a variety of reasons. Use the website below to find out the reasons for immigration as well as to help you fill in the boxes. Be sure to read under the tab “Receiving Homes & Organizations” as well as some of the “Our BHC Stories”. Percy Brown’s story would be a good place to start. (Our BHC Stories>Stories A-M> Percy Brown). * Warning: some of the stories are quite shocking and tragic, depending on your class you may want to pre-select a few stories and articles.


<table>
<thead>
<tr>
<th>Reasons children were sent to Canada</th>
<th>Negative Impacts on children</th>
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<table>
<thead>
<tr>
<th>Ways in which children's lives improved</th>
<th>Children’s reactions to being sent away</th>
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</table>
1) Based on your findings, do you believe the effects of the British Home Children can still be felt today in Canadian society?

2) Do you think that the Canadian government should issue an official apology as has been done in Australia and Britain? Why or why not?
In August 1914, two weeks after the declaration of war, the Canadian government established the War Measures Act. The document allowed for significant power in the hands of the government, especially towards citizens who they deemed suspicious of taking part in or planning illegal activities. The act required enemy aliens—those living in Canada who came from the countries at war with Canada—Turkey, Austro-Hungarian Empire and, to register and regularly check in with the Canadian government. This included anyone living in Canada who did not have Canadian citizenship. These residents' mobility within Canada was limited and any violation of the regulations held the consequence of internment without possibility for trial.

There were 120,000 enemy aliens in Canada at the time, and roughly 80,000 registered themselves. Of those who registered, about 8,600 were interned, 6,000 of whom were Ukrainian immigrants. The remaining population were Germans, Turks and Bulgarians. They were sent to 24 camps across Canada where they lived in harsh working and living conditions. Some of the camps and internees were responsible for building some Canadian landmarks such as Banff National Park.


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36 This lesson is adapted from Morton and Seixas. (2013). Developing a Fair Ethical Judgment. The Big Six Historical Thinking Concepts (pp. 210-212). Toronto, ON: Nelson Education Ltd.
Position 1: The internment of “enemy aliens” was a violation of human rights.

Your have been assigned the position that what the Canadian government did under the War Measures Act of 1914 was a human rights violation. Whether or not you agree with this view, argue for it as strongly as you can. Consider the arguments below and prepare a statement of your position. Listen carefully to your opponents’ viewpoints and learn their thinking as well. Insist that they support their position with facts and reasons. Determine where you both need more information.

Arguments:

1. The dominion of Canada had welcome and invited these “enemy aliens” into their country, promising a new life full of hope and prosperity, only then to arrest and intern them.
2. While there was evidence of poorly planned uprisings it was not enough to intern 8,600 people.
3. At the time of internment about half of Ukraine was occupied by the Russians, an ally of the British Empire, while the other half was occupied by the Austro-Hungarians. Why were so many interned due to an occupation beyond their control?
4. Men were taken away from the families, leaving their wives and children to fend for themselves. It was already difficult for women to support their entire families, without the added difficulties of employers’ unwillingness to hire Ukrainian, German and Turkish workers.
5. The living and working conditions were abysmal and barely sustained internees- in some cases; the rations and standards of living were not enough for sustainable living.

Take some time to explore the following sources as well as diary entries that were handed out.

http://te2.ca/sourcedocs/history-docs/topics/world-war-i-internment/daily-life-in-ww-i-internment-camps.html


Poster letting Germans, Austrians, Hungarians and Turks know that they must register themselves in Toronto. Canada’s First World War Experience “Enemy Aliens”
Position 2: The internment was fair in the context of the time

Your assigned position is that the internment was fair in the context of the Great War, when Canada and the British Empire could not afford to have potential enemy uprisings on home soil (and the fear that non-Canadian citizens were loyal to their home-nation). Whether or not you agree with this, argue for it as strongly as you can. Consider the arguments below and prepare a statement of your position. Listen carefully to your opponents’ viewpoints and learn their thinking as well. Insist that they support their position with facts and reasons. Determine where you both need more information.

Arguments:

1. Canada had to demonstrate its allegiance to the war by taking a firm stance on it’s residents who were citizens of its enemy countries.
2. Canada had to respond to threats on the home front by various ethnicities who would support the enemy.
3. Internment only applied to those that were not yet Canadian citizens- these ‘enemy aliens’ should have gotten their citizenship sooner.
4. While Canada had opened its doors to immigration from all over Europe, it was nowhere near recognizable as the multi-cultural and accepting country as we know it today.
5. The Geneva conventions (international standard outlining basic human rights for those involved in conflicts, including prisoners of war) did not exist during WWI. The treatment experienced by those in the internments was not seen as a human rights violation at the time. We cannot expect the laws and actions of the past to hold up to our standards and ethics of today.

Using the diary entries handed to your group as well as the following websites take time to find more information to support your position.

http://tc2.ca/sourcedocs/history-docs/topics/world-war-i-internment/daily-life-in-ww-i-internment-camps.html


Poster letting Germans, Austrians, Hungarians and Turks know that they must register themselves in Toronto.
Canada’s First World War Experience “Enemy Aliens”
To access the “Culture Trunks”:
--go to http://www.pier21.ca/
--click on “Explore”
 --Under “Online”, click on “Culture Trunks”

Some Starting Questions to Consider:

- For “Stories” OR “Quotes”
  -Why did they leave their homeland?
  -Why did they choose Canada?
  -What was the journey to Canada like? (Airplane or ship, winter or summer, etc)
  -Who did they travel with?
  -How old were they?
  -What were their first impressions?
  -Is there anything interesting/unexpected mentioned?
  -Is there anything not mentioned that you would like to know more information about?
    -What is it? Why?
    -Why do you think those details were not mentioned in the first place?

- For “Artifacts” (in particular, passports)
  -What language(s) is this written in?
  -What facts about the person can you learn?
  -Is there anything interesting/unexpected written there?
  -Is there anything not written down that you would like to know more information about?
    -What is it? Why?
    -Why do you think those details were not mentioned in the first place?

- For “Photographs”
  -What clothes are they wearing?
  -What are the person’s/people’s expressions?
  -If there is more than one person, how do they seem to relate to each other?
  -Do the people have any possessions? If so, what?
  -If the picture was taken in a building, what does it look like?
  -If the picture was taken outside, what is the landscape? Is it in a city or the country?
  -Is there anything interesting in the photograph?
  -Is there anything not pictured that you would like to know more information about?
    -What is it? Why?
    -Why do you think those details were not mentioned in the first place?
Boyd, Monica and Michael Vickers. *100 Years of Immigration in Canada*
http://history404.pbworks.com/w/file/fetch/49707647/100%20years%20of%20immigration%20in%20Canada.pdf

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Figure 2
Region of birth of immigrants by period of immigration, Canada, 2011

Note: ‘Oceania and other’ includes immigrants born in Oceania, in Canada, in Saint Pierre and Miquelon and responses not included elsewhere, such as ‘born at sea.’

### History of Immigration Policy in Canada

<table>
<thead>
<tr>
<th>Policy</th>
<th>Highlights of Policy</th>
<th>What this means for Canada?</th>
</tr>
</thead>
<tbody>
<tr>
<td>John A. MacDonald’s National Policy</td>
<td></td>
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<tr>
<td>Immigration Act 1906/1910</td>
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<td>Immigration Act 1962</td>
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<td>Point System 1967</td>
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<td>Immigration Act 1976</td>
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<td>Immigration Act 2002</td>
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</tr>
</tbody>
</table>