Immigrating to Canada: Discovering the Treatment of Immigrants in the Early Twentieth Century

COURSE: CHC 2D1- Canadian History: Grade 10 Academic

SPECIFIC EXPECTATION(S) EXPLORED: B3.4 describe Canadian immigration policy during this period and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.

ABSTRACT: Throughout this Resource Pack, the ideas of Immigration in Canada between 1914 and 1929 have been examined. In the six lessons provided, the concepts of why Immigrants came to Canada during this time, what their immigration meant for Canadian society as well as how these immigrants were treated by Canadians, in comparison to their treatment today, will be studied. By using the following six lessons to examine immigration in Canada, students will be able to better comprehend the ideas of immigration to Canada as well as understanding why immigration is/was so historically significant to the overall history of Canada. These six lessons provide different primary sources which will allow students to better comprehend the importance of immigration and to gain their own personal historical perspective based around the ideas presented.

KEYWORDS: Canada; Immigration; Ukrainian; Polish; Chinese; German; Society; Culture; 20th Century; 21st Century Immigration; Causes of Immigration; Stereotypes; Mistreatment; Impact on Canada; Government; Perspective; Lifestyle; Canada; Komagata Maru; Canadian; Immigration Act; Policies; Identification; Head tax

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COURSE: CHC 2D- Grade 10 Academic

SPECIFIC EXPECTATION(S): B3.4 Describe Canadian immigration policy during this period and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 1

TITLE: Immigration in Canada: Why Bother?

OVERVIEW: Students will learn the importance of Immigration to Canadian History. Within this unit, students will be submerged in different ideas as to why studying Immigration to Canada is important to our heritage. Today’s lesson will be an introduction to the topic, which will allow the students to get a better understanding of the topic itself and why studying immigration is extremely important.

MATERIALS:

1. Primary Source Documents (1.1)
2. Black Line Masters (1.1/1.2)

PLAN OF INSTRUCTION:

Step 1: Warm Up (20 minutes)
- Students will be broken off into groups of 5 or 6 (depending on the size of the class). These groups will become very important to this unit, as we will often work in our immigration groups. The class will be divided in groups as followed:
- Ukrainian Immigration
- Polish Immigration
- Chinese Immigration
- German Immigration

- Within these groups, students will be given a piece of chart paper and a marker. Students are to write down anything they might know about this culture, why they came to Canada, etc.
- By understanding the prior knowledge they already have, the teacher will be able to see just how much detail needs to be provided to the students. A lot of the time, students will stereotype without knowing. It is important to discuss where this knowledge came from and why these stereotypes occur. This will be a key point when developing this unit with the students.
- This will also allow for an open discussion amongst the class, as students show what they have written down to the class.

**Step 2: Guided Practice (35 minutes)**

- In their designated groups, students will research significant stories/people of their immigration group, and how they contributed to Canadian society at the time. By starting with the Historical Significance and working towards learning more about why they immigrated, how they were viewed in society, etc., (throughout the unit), the stereotypes that will be provided in certain primary source documents within the unit will be reduced in the students’ minds, and they will be able to look at the bigger picture (because they already know it).
- Students will be allowed to browse the CBC Archive videos, where they will find an array of videos all illustrating different immigration groups. If they cannot find information of their specific group, they will simply research another. The overall point of watching these broadcasts is to find out the key role that immigrants had within Canadian society between 1914 and 1929 and why it is so important to our history.
- After examining these stories (either through video, text, etc.), students will be asked to reflect on the ideas they have just been presented with (BLM 1.1)

**Step 3: Sharing / Discussing / Teaching (25 minutes)**

- Once all groups have filled out the sheet provided, they will join with another group and discuss what they were able to find about how their immigration group was able to help out Canadian society.
- After this brief discussion, the class will come together to discuss the overall ideas of “why does this matter?” By listing all of these ideas on chart paper (as a class), students will be reminded on a daily basis as to why what they are studying/researching is important for Canadian history.
Step 4: Independent Activity (20 minutes)

- In order for students to better understand the overall idea of historical significance, students will now be asked to write a brief history on themselves and what they know about their culture. By doing so, students will be able to see that although they might not consider themselves to be from a family of immigrants, a lot of us are.
- Through this activity, students will get a better understanding of the immigration group they will be studying during this unit because they will soon realize, they are not much different from the children in those families.

ASSESSMENT:

- Students will be assessed on their class participation and involvement with the group. Although there will be no formal assessment given during this lesson, students will be graded on their learning skills.

APPENDICES:
Primary Sources

1. PSD 1.1- CBC Archives: Immigration Videos (Link)

Black Line Masters

1. BLM 1.1- Reflect on Personal Immigration Stories
2. BLM 1.2- My Personal History
COURSE: CHC 2D- Grade 10 Academic

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The Ministry of Education. The Ontario Curriculum Grade 9 and 10: Canadian and World Studies. Ontario, Canada: Queen’s Printers for Ontario, 2013.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 2

TITLE: Discovering and Analyzing Pieces of Immigration History

OVERVIEW: Over the course of a few days students will research and analyze various primary documents surrounding the immigrant group they are focusing on. They will then funnel this information into a newspaper of their own creation to display the primary documents they have discovered. Students will also begin to delve into the analysis of each document using a provided outline so that they may garner a stronger understanding of how to read primary documents.

MATERIALS:

1. Primary Source Documents (See PSD 2.1)
2. Black Line Masters (BLM 2.1/2.2/2.3/2.4/2.5)

PLAN OF INSTRUCTION:

Step 1: Teaching/Analysis (15-20 minutes)
Each student will be given a copy of the PSD 2.1 and BLM 2.1. You will discuss the importance of using primary sources, the difference between a primary and secondary source, and how to effectively read a primary document. You will work together as a class to fill in the chart on BLM 2.1 based on information garnered from PSD 2.1. Discuss your findings and inferences and what they mean as a class.

Step 2: Activity Explanation (5-8 minutes)
Have the students get into their immigrant groups and from within those groups have them choose a partner to work with. (If a group of three is necessary that’s okay, you may want to consider lengthening the assignment slightly for them.) Once in partners they will be given a copy of the assignment and marking rubric (BLM 2.2/2.3) and you will explain their assignment which will take place over a few days.

Step 3: Research Period (3 classes)
Students will need access to computers for their research, so booking out the resource center or computer lab for your class for these days would be a good idea. Supervise them and answer any questions as they search for usable primary documents to put into their
newspapers. Students must remember to fill out a copy of BLM 2.1 for each primary document they will be using for their newspaper.

Step 4: Newspaper Creation (2 classes)
Once the students have had ample time to gather primary documents to use for their newspapers they must be given a few days to assemble the newspaper itself. Computers are once again needed for this activity. Also access to a printer and 11x17 tabloid paper is necessary.

Step 5: Final Product (5 minutes)
The newspapers will then be handed into the teacher along with the BLM 2.1 charts for each document in their newspaper.

Step 6: Discussion (30-40 minutes)
Students will then get back together with their entire immigrant groups and discuss what they have learned about each group. They will put a copy of all of their primary documents into a folder labelled with their immigrant group so anyone in the class will be able to access that information. Attach these folders to a bulletin board in your classroom. You can then come together as a class to discuss the challenges faced while doing their research.

ASSESSMENT:

- You will collect both their newspapers and their primary document analysis charts to ensure that they understood how to analyze the documents they chose. You will also facilitate the class discussion at the end of the lesson to ensure that they have understood the challenges of research. Each group will learn from all of its members as well to gain a fuller understanding of the immigrant group they’re focusing on.
- Refer to rubric for Newspaper assessment. (BLM 2.3)

APPENDICES:
Primary Sources

1. PSD 2.1- Sample Primary Document to analyze as a class
   (Sourced from: http://historicalthinking.ca/primary-source-evidence)

Black Line Masters

1. BLM 2.1- Primary Documents Breakdown Chart
   (Sourced from: http://historicalthinking.ca/historical-thinking-concept-templates)
2. BLM 2.2- Newspaper Assignment Outline
3. BLM 2.3- Newspaper Assignment Rubric
4. BLM 2.4- Helpful Websites for Information
COURSE: CHC 2D - Grade 10 Academic

SPECIFIC EXPECTATION(S): B3.4 describe Canadian immigration policy during this period and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 3

TITLE: Determining the factors of Change and Permanence in Immigrant cultures

OVERVIEW: In this lesson students will create a timeline for the immigrant group they have been studying throughout this unit. The timeline will focus on the immigrant experience along with the challenges they faced in terms of immigration law amendments. Students will then research how to apply to become an immigrant to Canada today. They will make a comparison chart that shows the change in immigration rules for their group over time.

MATERIALS:

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

PLAN OF INSTRUCTION:

Step 1: Distribution of Materials (1 minutes)
Separate the students into their four main research groups (German, Chinese, Ukrainian and Polish.) Each group will be given a sheet of chart paper to create their timeline on, a blank piece of paper for their rough copy and three different coloured markers.

Step 2: Discussion (3 minutes)
You will draw your student’s attention to the concept of continuity and change, highlighting the differences between them. (ex. continuity-The French culture, change-The War of 1812)

Step 3: Modeling (25-30 minutes)
Create a sample timeline as a class surrounding the changes in immigration from the Immigration Act of 1919 to today. You show continuity with one colour and change with another on the timeline. You must also select one change on your timeline and circle that with your third coloured marker. For this highlighted change please describe the progress or decline it created in the timeline (perhaps focus on both to provide another opportunity to deal with perspective.) Give them instruction on how to do this activity in their groups, be
clear about the use of three different colours on the timeline, and make sure they do a rough copy on the other sheet of paper.

**Step 4: Guided Practice for rough work (25-30 minutes)**
Provide the class time to work in their groups to figure out which events should be featured on their immigration timeline, while you move about the classroom. They will narrow this down on their rough sheet of paper during this first step from all of the research they accumulated from the Evidence lesson. Make sure to have extra paper in case students need it.

**Step 5: Create a good copy (5 minutes)**
Students will now be given time to create their good copy on the provided chart paper. One colour of marker will represent the changes over time, another colour will represent circumstances that were continuous for their immigrant groups and the final colour will circle one of the main aspects of change labelled on the timeline.

**Step 6: Sharing / Discussing / (10 minutes)**
Once all timelines are created the students have opportunity to demonstrate their learned expertise/share their experience with the class. They will also discuss the circled aspect of change which the group decided on in terms of whether the change was positive or negative and its implications. The timelines will then be handed into the teacher and group evaluation forms will be handed to each student before the end of class to fill out.

**Step 7: Final Product (5 minutes)**
The timelines will then be handed into the teacher and group evaluation forms will be handed to each student before the end of class to fill out.

**ASSESSMENT:**
- You will collect both their rough work and their good copy of the timeline for marking. You will also facilitate the class discussion at the end of the lesson to ensure that they have understood how their immigrant group has changed over time in Canada and what the most significant change has done for/against them. You will also have a group evaluation form for each student.
- Refer to rubric for timeline assessment. (BLM 3.2)

**APPENDICES:**

**Primary Sources**
1. PSD 3.1- Links to Immigration Act of 1919 and Immigration Canada Website (plus other helpful links)

**Black Line Masters**
1. BLM 3.1- Lesson Goals/Structure- Determining the factors of Change and Permanence in Immigrant cultures
2. BLM 3.2- Timeline Rubric
3. BLM 3.3- Group Evaluation Form
COURSE: CHC 2D- Grade 10 Academic

SPECIFIC EXPECTATION(S): B3.4 describe Canadian immigration policy during this period and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON #: 4

TITLE: Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century

OVERVIEW: This lesson will examine why different Immigrant groups saw Canada as a country full of prosperity during the early 20th century and how they view of Canada changed as a result of being a “new comer” during this time.

MATERIALS:

1. Primary Source Documents (PSD 4.1/4.2/4.3/4.4/4.5)
2. Instructions for teacher (See BLM 4.3)
3. Black Line Masters (BLM 4.1/4.2/4.3/4.4)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

• The class will begin by showing a brief slideshow of different Immigrant groups coming to Canada at the time. The PowerPoint is to be shown in silence, in order for the students to come up with their own conclusions as to whether or not these pictures were taken in Canada, or in their home country. By doing so, students will be able to understand that there is a drastic difference between the two countries, though they may be confused as to which picture was taken where. This is a good thing.
• Now that students have been able to visualize what immigration was like in Canada, hold a brief discussion as to what they see. By having the students vocalize what they are able to understand from these images, they will be able to better comprehend the overall lesson.

Step 2: Discussion (30 minutes)

• Now that students are able to visualize what immigration looked like during the early 20th century, it is important for them to understand why they came to Canada.
• By giving a brief introduction for the reasons of immigration for all of the immigrant groups the class is studying, they will better understand why the consequences were the way they were for immigrants.
• The major causes for immigration during this time are provided on a BLM
• Although much of this information is pre-1914, it is important for the students to understand the overall reasons for immigration to Canada in order to understand why they were treated the way they were.

Step 3: Guided Practice (10 minutes)
• Once the students are aware of the reasons for immigration, it is important that they understand that each group had a different consequence for coming to Canada. Because of the extensive information on the internet, it is the teacher's responsibility to provide the class with appropriate websites they can use when working on their independent activity. By going over this list with the students, they will get a better understanding of what is expected of them. This list can be found as a BLM.

Step 4: Independent Activity (30 minutes)
• Students will work in the groups they were assigned during Lesson One to find out the specific consequences that each of their immigration groups had when coming to Canada. As they are researching, they are to think of the following questions:
  - How were these immigrants viewed by the government?
  - In what was were stereotypes built around this group in Canada? What did this mean in relation to how they were treated in their communities?
  - What did these immigrants do to prevent this stereotypes? How did they enhance it?
  - These questions can be found as a BLM
• By examining these questions, students will discover that the way in which immigrants were treated in Canada was much different than they had originally thought it would be, and therefore, life in Canada was not as prosperous as they thought it would be.
• By doing this activity, students will practice their research skills as well as their ability to successfully find useful information in specific sources.

Step 5: Sharing / Discussing / Teaching (20 minutes)
• Once students have had the time to research their individual immigration groups, they can now present in front of the class. By presenting, students are illustrating that they are aware of the mistreatment immigrants faced in Canada, while pointing out specific ways they were treated. Through the examination of the primary sources given to each group, as well as the use of the secondary sources found online, students can successfully teach the other students about what they found.
• During their presentation, students will answer the questions above as well as illustrate any information they found to be significant, shocking or intriguing. By doing so, students are inviting questions as well as an open discussion after each presentation. This will prove how students are able to comprehend the idea of mistreatment of immigrants during this time.
ASSESSMENT:

- Students will be assessed based on their knowledge and comprehension of the immigration group they were given, as well as their understanding of the overall assignment. Students will be given a mark based on their ability to successfully engage the class, as well as their ability to answer the questions provided.
- Rubric Provided (BLM 4.4)

APPENDICES:

Primary Sources

1. PSD 4.1- Treatment of Chinese Immigrants: Domestic Servants
2. PSD 4.2- Treatment of Chinese Immigrants- Immigration Laws
3. PSD 4.3- Treatment of Ukrainian Immigrants- Interview with Anna Bokla
4. PSD 4.4- Treatment of Ukrainian Immigrants- Letter to Internee
5. PSD 4.5- Anti-German Sentiment

Black Line Masters

1. BLM 4.1- Consequences of Immigration
2. BLM 4.2- List of Websites- Consequences of Immigration
3. BLM 4.3- Reasons for Immigration to Canada
4. BLM 4.4- Causes and Consequences of Immigration Rubric
**COURSE:** CHC 2D- Grade 10 Academic

**SPECIFIC EXPECTATION(S):** B3.4 describe Canadian immigration policy during this period and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.


**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Historical Perspective

**LESSON #: 5**

**TITLE:** Immigrating to Canada: Understanding the Setting

**OVERVIEW:** This lesson will examine the culture in which the immigrants were acclimated in when coming to Canada, and the emotional setting these immigrants were then faced with. By discussing what it means to have a historical perspective, students will be able to comprehend why the lives of these immigrants was so different from the present, and what that meant for Canadians.

**MATERIALS:**

1. Primary Source Documents (PSD 5.1)
2. Instructions for teacher (See BLM 5.1)
3. Black Line Masters (BLM 5.1/5.2/5.3/5.4)

**PLAN OF INSTRUCTION:**

**Step 1: Discussion (20 minutes)**

- Students will begin this lesson by numbering their group members off from 1 to the total number of students. After each group has done so, the students with the number 1 will get together and discuss three very important questions about what they have learned about their designated immigration group thus far, and so on (all student number groups will be answering the same questions). The questions are as followed:
  1. How has my immigration group been treated by the government?
  2. How has my immigration group been treated by the rest of society?
  3. How has my immigration group’s family dynamics changed after coming to Canada?
- By discussing these ideas students will be able to better comprehend that not all immigration groups were being treated the same way, and they will be able to learn a little about what the other students in their classes have been studying thus far.

**Step 2: Modelling (15 minutes)**
Now that students have started to think about immigration to Canada during the early 1900s as a whole, students will be brought back together and explained the overall goals and ideas of what this lesson consists of (BLM 5.1).

Students will be introduced to the chart they will fill out as the assignment progresses, as well as the websites and primary sources they may find useful when completing this task.

Because there is a significant amount of research to be done during this portion of the assignment, students will be modelled on how to use the sources provided, and will be given the opportunity to seek out clarification on the overall assignment/sources used.

**Step 3: Independent Activity (50 minutes)**

- Students will begin by researching their immigration group in Canada during the 21st century in pairs. As they research, they will fill out the chart provided (BLM 5.2) and will be given the opportunity to ask questions in necessary. By doing this activity in pairs, students will be able to split up the work and will be able to better understand how immigration has changed for many during the 21st century.
- Once students feel their research is complete, they will take time independently to write a reflection journal from this immigration group, both past and present. By placing themselves into the role of a new immigrant students will discuss the questions listed above (and in BLM 5.1) on a personal level. Two journal entries will be created, one as an immigrant from the 20th century, the other as a new immigrant to Canada in present day. By creating these journal entries, students will be able to better understand what it meant to be a Canadian immigrant, and how Canada has changed drastically.

**Step 4: Sharing / Discussing / Teaching (25 minutes)**

- Once students have had the time to research immigration in Canada in the 21st century and discuss with their partner, as well as write personal journal entries from the past and present, partners will join with another pair (the immigration group studied does not matter at this point) and will come together to have an intimate discussion based on their findings.
- Because the journal entries created were personal, only students who feel comfortable sharing with the class will present. By presenting these journal entries, students will be able to take a historical perspective based on what they have heard.
- Once the journal entries have been read, a brief discussion will be held based on what the students have been able to learn from this assignment. The charts filled out by the students during their research will be laid out around the classroom for students to read, in order for students to see the bigger picture of immigration.

**ASSESSMENT:**

- Students will be assessed based on their knowledge and comprehension of the immigration group they were given, as well as their understanding of the overall assignment. Students will be given a mark based on how well they were able to compare and contrast the immigration of their particular group, both past and present through their journal entries, as well as their discussion with the class.
• Rubric Provided (BLM 5.4)

APPENDICES:
Primary Sources

1. PSD 5.1- List of Personal Immigration Blogs

Black Line Masters

1. BLM 5.1- Lesson Goals/Structure- Immigrating to Canada: Understanding the Setting
2. BLM 5.2- Understanding Immigration Chart
3. BLM 5.3- 21st Century Immigration to Canada: Useful Websites
4. BLM 5.4- Understanding Immigration Rubric
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dimension

LESSON #: 6

TITLE: Immigration and its effects on us today as global citizens analyzing history.

OVERVIEW: In this lesson students will experience what it was like to be on the Komagata Maru in a sense and then they will work to discuss their experiences. Furthermore they will work on their writing and communication skills. The newspapers from a past lesson in this unit will be brought out and each student will write a letter to the editor of the newspaper they receive from the standpoint of today detailing how immigration has had an impact on today’s society. They will discuss as a class, or in small groups, what it was like to read a historical perspective on an issue we still deal with today.

MATERIALS:

1. Primary Source Documents (See PSD 6.1/6.2)
2. Black Line Masters (BLM 6.1/6.2/6.3/6.4/6.5)

PLAN OF INSTRUCTION:

Step 1: Activity (5 minutes)
Students will enter the room (see BLM 6.1 for exact details) Five students will receive a Canadian Flag to pin to their shirt while the others will pile onto the desks in the middle of the room. They will then play a trivia game in which the “Canadians” will pull a question out of the hat but those on the desks will not be able to leave “the boat” to join the “Canadians” on land even if they answer correctly.

Step 2: Discussion/Teaching (10-15 minutes)
When you believe the activity has gone on long enough stop the students. Have a discussion about how this made them feel. After explaining this particular incident in Canadian history you will also show them the timeline of the Komagata Maru which can be found at this link about halfway through the article:


Step 3: Practice Activity (20-25 minutes)
Provide the class with PSD 6.2 to read. You can also provide them with the primary source
evidence worksheet from BLM __ to fill out once they’ve read the article.

**Step 4: Teaching (20-25 minutes)**
You will go through what it means to look into histories ethical dimensions and how we are constantly imposing our modern lens on history. Also discuss with them how to make an ethical judgment on the Komagata Maru Incident using the PSD 6.2 you’ve provided for them. Work together as a class on this example to fill in BLM 6.3.

**Step 5: Explanation of Activity (10-15 minutes)**
Use BLM 6.4 to break down the activity they will be given at the beginning of the next class. Answer any questions they have about the class as a whole from today’s lesson.

**Step 6: Recap (5 minutes)**
Summarize the work they did yesterday and the ethical dimension lesson you provided.

**Step 6: Activity (65 minutes)**
The class will then split into their immigrant groups that they have researched and will be given the newspapers that were created for the Evidence lesson. They will be given the newspaper of a group they have not been focusing on and will read through them individually since each student will have a newspaper (you will have to create enough copies for the entire class.) Have them each choose one article from the newspaper and write a letter to the editor. (Refer to BLM 6.4 for details) Computers will be needed for this activity once they have read the newspaper over.

**Step 5: Final Product (5 minutes)**
Students will hand in their letter to the editor at the end of this class for marking.

**ASSESSMENT:**
- You will collect both their Letter to the Editor and will ensure their understanding of ethical dimension with regards to the Komagata Maru incident based on the chart they will also hand in. Refer to rubric for assessment of Letter to Editor.
- Rubric Provided (BLM 6.5)

**APPENDICES:**
Primary Sources
1. PSD 6.1- Images from Komagata Maru
2. PSD 6.2- Newspaper article discussing Komagata Maru

Black Line Masters
1. BLM 6.1- Classroom Layout
2. BLM 6.2- Canadian Flag for Komagata Maru Activity
3. BLM 6.3- Ethical Dimensions Breakdown Chart (sourced from: http://historicalthinking.ca/historical-thinking-concept-templates)
4. BLM 6.4- Letter to Editor Assignment
5. BLM 6.5- Letter to Editor Rubric
PSD 1.1
Historical Significance: CBC Archives: Immigration Videos (Link)
Immigration in Canada: Why Bother?

"CBC Digital Archives" CBC Radio Canada. http://www.cbc.ca/cgi-bin/MT4/mt-
PSD 2.1
Evidence: Sample Primary Document to analyze as a class
Discovering and Analyzing Pieces of Immigration History

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PSD 3.1
Continuity and Change: Links to Documents
Determining the factors of Change and Permanence in Immigrant cultures

*Copy of the Immigration Act of 1919-*
http://eco.canadiana.ca/view/oocihm.9_08048/2?r=0&s=1

*Quick bullet points about the Immigration Act of 1919-*

*Video about Canadian Immigration Policies today-*

*Citizenship and Immigration Canada Website-*

*Transforming the Immigration System Chart-*
http://www.cic.gc.ca/english/department/media/notices/notice-transform2.asp

*Samples of real classrooms focus on Immigration (focus on Mr. Jakoby’s Class if you need inspiration)-*
http://thenhier.ca/en/content/exemplary-history-teaching-video-using-historical-thinking-concepts
Cause and Consequence: Treatment of Chinese Immigrants

Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century


Wing Wong
The discrimination was so bad you couldn’t get any other work except housework. That was forced, you had to do housework because you went into the house and nobody saw you. That way, people didn’t mind. But if you went into the public and looked for work, you sure got beat up. I was small in those days, twelve or thirteen. I studied after school and then I did my work: chopping wood, bringing up coal, house-cleaning, taking care of the furnace, washing dishes. Just to get my room and board.

Wong Quan
I washed the dishes, and the lady of the house taught me to fry bacon and eggs and to make toast on the stove. I lived downstairs, near the coal in the basement. I slept on an old broken bed. I broke coal into smaller pieces, washed the car, washed the dog. Mrs. Johnson treated me well. She made the salad, and we all ate together. At the second place, on Fifteenth Avenue near Kingsway, the lady had two sons who were very bad. At night, when I was asleep, they came down with sheets around them like ghosts to pick on me. When I burned the coal and it was not warm enough, they scolded me. I bought an orange to eat and they stole it. The boys were so bad that I quit after a few months.

PSD 4.2

Cause and Consequence: Treatment of Chinese Immigrants- Immigration Laws

Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century

Cause and Consequence: Treatment of Ukrainian Immigrants- Interview with Anna Bokla

Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century

TC2 Source Docs, "Interview with Anna Bokla" The Critical Thinking Consortium.

Interview with Anna Bokla

As more Ukrainian farmers settled in our district, they began to get together on Saturdays and Sundays. They were on the friendliest of terms with one another, regardless of whether they had originated in Bukovyna or Galicia. Later the people from Galicia were in the majority. Our neighbours, who lived five miles away from our place, used to visit us, usually on Sundays. My parents were so enthusiastic in their welcome that they would go out and meet them halfway along the road. We children also went out to meet them. People craved companionship and rejoiced in meeting with one another. As I have already said, the nearest neighbour was five miles away.

There were no organized cultural or educational activities in our district in those days. There was only a small Ukrainian Orthodox Church. Sheho, which was twenty-five miles from our district, had more Ukrainian people. A National Home had already been built in that district and the children were taught the Ukrainian language. But it was too far for us to go to Sheho. Our parents wouldn’t let us go that far and we had to grow up without the benefit of organizational activities.”
PSD 4.4
Cause and Consequence: Letter to Ukrainian Internee
Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century


#1 Letter to an internee
Letter from 9-year-old Katie Donnytryk, to her father H. Donnytryk, who was arrested in Edmonton in March 1916.

My dear father:

We haven’t (sic) nothing to eat and they do not want to give us no wood. My mother has to go four times to get something to eat. It is better with you, because we had everything to eat. This shack is no good, my mother is going down town every day and I have to go with her and I don’t go to school at winter. It is cold in that shack. We your small children kiss your hands my dear father. Goodby (sic) my dear father. Come home right away.

(Signed)
Katie

Endowment Council of the Canadian First World War Internment Recognition Fund. The affirmation of witnesses: The causes and consequences of Canada’s first national internment operations 1914-1920 (Kingston, ON: Kashian Press, 2011); p. 17.
PSD 4.5
Cause and Consequence: Anti-German Sentiment
Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century

PSD 5.1
Historical Perspective: List of Personal Immigration Blogs

Immigrating to Canada: Understanding the Setting

Immigration Canada- Personal Experience
http://www.immigrationexperience.ca/2005/12/welcome.html

Immigration: A Canada Immigrant’s Blog
http://www.canadaimmigrantblog.com/topic/immigration/

Canada Immigration Blog: From Work Permit to Permanent Residence and Citizenship
http://canada.kovyrin.net/
(Compilation of posts by Immigrants)

Loon Lounge: Building Canada Together
http://www.loonlounge.com/community/blogs/
(Compilation of blogs/personal stories)
Ethical Dimension: Komagata Maru Image of Passengers packed onto ship

Immigration and its effects on us today as global citizens analyzing history.

PSD 6.2
Ethical Dimension: Komagata Maru Newspaper Article

Immigration and its effects on us today as global citizens analyzing history.

For clearer image of newspaper go to: http://komagatamarujourney.ca/node/1862
xii
BLM 1.1
Historical Significance: Reflect on Personal Immigration Stories
*Immigration in Canada: Why Bother?*

**Reflection on Personal Immigration Stories**

1) What culture am I studying?

2) What was I able to learn from examining this immigration group?

3) Why does this matter?
BLM 1.2
Historical Significance: My Personal History
Immigration in Canada: Why Bother?

My Personal History

On my Mother’s Side:
My Grandmother’s background is: ________________________________
My Grandfather’s background is: ________________________________

On my Father’s Side:
My Grandmother’s background is: ________________________________
My Grandfather’s background is: ________________________________

Things I know about my culture:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Cultural Rituals/Practices we still take part in:
____________________________________________________________
____________________________________________________________
____________________________________________________________

Stereotypes associated with my culture:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
## Primary Source Evidence

Name: ____________________________  
Date: ____________________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. What type of source is it?</td>
<td>2. Who authored/created it?</td>
<td>3. When was it created?</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>4. What historical events were occurring when it was created?</td>
<td></td>
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<tr>
<td>5. Why was it created? Who was the intended audience?</td>
<td></td>
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<tr>
<td>6. What point of view/position does the author/creator represent?</td>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>7. How does the point of view/position shape the source?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. What evidence does it contribute to the topic you are studying, the narrative you are writing, or the argument you are making?
BLM 2.2
Evidence: Newspaper Assignment Outline
Discovering and Analyzing Pieces of Immigration History

Newspaper Assignment

Steps:
1. Get into partners with someone else focusing on the same immigrant group.
2. Research your immigrant group using multiple sources (internet, books, videos, pictures, etc.)
3. Gather all of your information and create a double sided newspaper.
   - Use tabloid size paper (11x14) which will be provided by the teacher.

The newspaper must include:
- 4-5 primary document written sources
- 2-3 primary document images
- proper newspaper format
- correct citing of all sources included in your newspaper below the documents

*Note to students: A Primary Source Evidence chart must be completed for all primary documents included in your newspaper and will be handed in with your assignment.*

*Re-format this brief outline to suit your needs*
### Newspaper : Evidence Based Activity Rubric

**Students**

Names: __________________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articles - Purpose</strong></td>
<td>90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.</td>
<td>85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.</td>
<td>75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.</td>
<td>Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.</td>
</tr>
<tr>
<td><strong>Use of Primary Sources</strong></td>
<td>Reading of primary source material was thorough.</td>
<td>Reading of primary source material was fairly thorough.</td>
<td>Reading of primary source material was incomplete.</td>
<td>Reading of primary source material was not done.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.</td>
<td>All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.</td>
<td>Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.</td>
<td>Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.</td>
</tr>
<tr>
<td><strong>Who, What, When, Where &amp; How</strong></td>
<td>All articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>90-99% of the articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>75-89% of the articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).</td>
</tr>
<tr>
<td>Requirements</td>
<td>All of the required content was present.</td>
<td>Almost all the required content was present.</td>
<td>At least 75% of the required content was present.</td>
<td>Less than 75% of the required content was present.</td>
</tr>
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</tr>
<tr>
<td>Spelling and Proofreading</td>
<td>No spelling or grammar errors remain after one or more people read and correct the newspaper.</td>
<td>No more than a couple of spelling or grammar errors remain after one or more people read and correct the newspaper.</td>
<td>No more than 3 spelling or grammar errors remain after one or more people read and correct the newspaper.</td>
<td>Several spelling or grammar errors remain in the final copy of the newspaper.</td>
</tr>
</tbody>
</table>

http://rubistar.4teachers.org/index.php
Evidence: Helpful Websites  
Discovering and Analyzing Pieces of Immigration History

**Links to Helpful Websites**

http://www.multiculturalcanada.ca/Encyclopedia/A-Z/p6/2

http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/CanadianOpinionsofImmigrants.html


http://www.imagescanada.ca/index-e.html?PHPSESSID=ubmvr629qq589r43b6pq9ok823

**German**


**Polish**


**Ukrainian**


**Chinese**

BLM 3.1
Continuity and Change: Lesson Plan Instructions
Determining the factors of Change and Permanence in Immigrant cultures

Lesson Goals:

- To have student chart the changes over time to their immigration groups while figuring out which aspects of their lives where continuous. Also to understand how changes can be viewed by multiple perspectives in terms of whether they instilled progression or decline.

Lesson Structure:

- Separate the students into their four immigrant focus groups.
- Provide each group with a large piece of chart paper, three different coloured markers, and a blank piece of paper which is to be used for their rough work.
- As the teacher you must provide them with a breakdown to explain what continuity and change entails and the differences between them. You must also reiterate the lesson learned during the lesson focused on perspective so that they can effectively accomplish the entire assignment.
- Provide them with a sample timeline if you believe this to be necessary, perhaps using Scottish or Irish immigration as your basis.
- With the information they have gathered over the other lessons in this unit the students should have enough knowledge and information to layout the immigrants experience over time in the form of a timeline.
- They must create both a rough and good copy in their groups and submit both to you for marking.
- Facilitate the class discussion at the end of the work period and ask questions which would test their knowledge on the events on their timelines. You should walk around to each group and make notes on their subjects while they are working.

**NOTE: This lesson can also be spread over two days. You could spend the entire first day unpacking the Immigration Act of 1919 and discussing how policies have been continuous and how they have changed up until today. The second day can then be spent on creating their own timelines for their immigrant groups.**
### Timeline: Continuity & Change Rubric

**Student Names:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Content/Facts</strong></td>
<td>Facts were accurate for all events reported on the timeline.</td>
<td>Facts were accurate for almost all events reported on the timeline.</td>
<td>Facts were accurate for most of the events reported on the timeline.</td>
<td>Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>The group had notes about all the events and dates they wished to include on the timeline before beginning to design the timeline.</td>
<td>The group had notes about almost all the events and dates they wished to include on the timeline before beginning to design the timeline.</td>
<td>The group had notes about most of the events and dates they wished to include on the timeline before beginning to design the timeline.</td>
<td>The group had not prepared adequate notes before beginning to design the timeline.</td>
</tr>
<tr>
<td><strong>Learning of Content</strong></td>
<td>The group can accurately describe 75% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The group can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The group can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.</td>
<td>The group cannot use the timeline effectively to describe events nor to compare events.</td>
</tr>
<tr>
<td><strong>Fonts and Colors</strong></td>
<td>The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.</td>
<td>The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.</td>
<td>The use of font styles and colors is consistent, but is not used effectively to organize.</td>
<td>The use of font styles and colors is not consistent OR detracts from the organization.</td>
</tr>
</tbody>
</table>

**NOTES:** [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)
BLM 3.3
Continuity and Change: Group Evaluation Forms
Determining the factors of Change and Permanence in Immigrant cultures

Directions: In the space below, honestly evaluate the work of other students in your group and yourself by using a scale from 1 to 10 (1 being poor and 10 being above average.)

<table>
<thead>
<tr>
<th>Group Members Name:</th>
<th>Quality of Work:</th>
<th>Cooperation:</th>
<th>Performance in the Group:</th>
<th>Would you work with them again?: (Y/N)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
BLM 4.1
Cause and Consequence: Consequences of Immigration
Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century
Consequences of Immigration

Please circle the immigration group you are studying:
Ukrainian     Chinese     German     Polish

By examining the primary sources provided, as well as secondary sources found online, please answer the following questions in point form:

How were these immigrants viewed by the government?

In what was were stereotypes built around this group in Canada? What did this mean in relation to how they were treated in their communities?

What did these immigrants do to prevent this stereotypes? How did they enhance it?
BLM 4.2
Cause and Consequence: List of Websites- Consequences of Immigration

Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century

List of Websites- Consequences of Immigration

Immigration History Events

World War I and Immigration

German Immigration

Canadian Citizenship and Immigration

European Canadians

Chinese Canadian History

Immigration to Canada

Polish Canadians
BLM 4.3
Cause and Consequence- Reasons for Immigration to Canada

*Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century*

Reasons for Immigration to Canada

**Chinese**
- During Canada’s Gold Rush, many Chinese immigrants travelled to Canada in hopes of finding a job, making money, and returning home.
- In the 1920s, immigrants were still coming to Canada, though there was a Head Tax placed on them in hopes of preventing Chinese immigration (The Chinese Immigration Act, 1923).

**German**
- Germans came to Canada in hopes of settling the West.
- During World War I, many German refugees came to Canada in order to flee to war.
- After World War I, Germans were prohibited from immigrating to Canada until 1921.

**Ukrainian**
- Political Refugees; left because of the tension with the Austrian-Hungary Government and the Russians.
- Viewed as ‘Enemy Aliens’ by the Canadian government (would later be interned).
- Immigrated to Prairies were they would become farmers; did not do well economically as they had no experience with large scale agriculture.

**Polish**
- With the uprising of wars in Poland during the late 19th century, many Poles travelled to North America and settled here. By World War I, Poles had settles sporadically in the West, as well as in Ontario were they joined the Roman Catholic community.


### BLM 4.4

**Cause and Consequence: Causes and Consequences of Immigration Rubric**

*Immigrating to Canada: Studying Why So Many Came to Canada during the Early 20th Century*

Name: ___________________________________________

Immigration Group: ________________________________

<table>
<thead>
<tr>
<th>Causes and Consequences of Immigration Rubric</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical Content</strong> /10</td>
<td>Students include very little historically accurate facts about their immigration group</td>
<td>Students include some historically accurate facts about their immigration group</td>
<td>Students include a good amount of historically accurate facts about their immigration group</td>
<td>Students include a significant amount of historically accurate facts about their immigration group</td>
</tr>
<tr>
<td><strong>Comprehension</strong> /10</td>
<td>Students are somewhat able to comprehend the information about what they have examined with an extreme amount of guidance from others</td>
<td>Students are able to comprehend the information about what they have examined in an acceptable level with guidance</td>
<td>Students are able to comprehend the information about what they have examined at an acceptable level, with few questions</td>
<td>Students are able to comprehend the information about what they have examined in an exceptional manner, with little questions</td>
</tr>
<tr>
<td><strong>Presentation</strong> /10</td>
<td>Students are unable to present in a clear way in which students are unable to comprehend, and therefore, the teacher must clarify</td>
<td>Students are able to present, with guidance and teacher clarification in a way students are somewhat about to comprehend the information provided</td>
<td>Students present in a clear way, and a moderate volume, allowing students to comprehend the information provided</td>
<td>Students present in a clear, concise manner which allows other students to comprehend the information provided</td>
</tr>
<tr>
<td>Understanding the Task /5</td>
<td>Students are not on task, nor do they understand what is asked of them through this presentation</td>
<td>Students are somewhat able to understand the task at hand, though they have to be guided throughout their work period with more time allotted to than other groups</td>
<td>Students are able to comprehend what is being asked of them, though they have trouble staying on task</td>
<td>Students are able to comprehend what is asked of them and are able to stay on task throughout the work period</td>
</tr>
</tbody>
</table>
Lesson Goals/Structure

Immigrating to Canada: Understanding the Setting

Lesson Goals:
- To have the students comprehend what it means to be an immigrant in Canada, both past and present, and how this view has changed.

Lesson Structure:
- Students, now with the information needed to understand immigration to Canada in the early 20th century, students will be responsible for researching immigration to Canada in the early 21st century. This will be done in pairs (made up by members of the same immigration group they have been studying up to this point).
- By examining the same immigration group, a century later, students will compare and contrast how immigration has changed, by answering the following questions:
  1. How has my immigration group been treated by the government?
  2. How has my immigration group been treated by the rest of society?
  3. How has my immigration group’s family dynamics changed after coming to Canada?
- If no information on the same immigration group can be found, students will study immigration as a whole/what they know about immigration in Canada. This assignment can be modified if students have a personal connection to immigration/ know someone who is a recent immigrant, as personal stories will enhance this assignment.
- As you can see, these questions are the same questions the students answered in the different groups at the beginning of class. This will make their job of comparing and contrasting a lot easier.
### Historical Perspective: Understanding Immigration in Canada Chart

*Immigrating to Canada: Understanding the Setting*

#### Understanding Immigration in Canada Chart

**Immigration Group:** _______________________________

<table>
<thead>
<tr>
<th></th>
<th>1900s</th>
<th>2000s</th>
<th>How have things changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Treatment by Government</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Treatment by society</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Way of life</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
BLM 5.3  
**Historical Perspective: 21st Century, Immigration to Canada- Useful Websites**  
*Immigrating to Canada: Understanding the Setting*

21st Century, Immigration to Canada- Useful Websites
*Students should ALL begin by examining the main Canadian Immigration website in order to get a brief overview of why an immigrant would come to Canada and the steps that they would need to take ([http://www.immigration.ca/en/canada-immigration.html](http://www.immigration.ca/en/canada-immigration.html))

New Immigrants to Canada and their stories (the Globe and Mail):  
- This website will allow students to understand why people are still immigrating to Canada and how their lives have changed.

**Works Cited:**
Canadian Citizenship and Resource Center, "Immigration to Canada: Overview" Canada Immigration.  

### Historical Perspective: Understanding Immigration Rubric

*Immigrating to Canada: Understanding the Setting*

**Name:**

---

#### Understanding Immigration Rubric

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Content</strong> /10</td>
<td>Students include very little historically accurate facts about their immigration group</td>
<td>Students include some historically accurate facts about their immigration group</td>
<td>Students include a good amount of historically accurate facts about their immigration group</td>
<td>Students include a significant amount of historically accurate facts about their immigration group</td>
</tr>
<tr>
<td><strong>Presentation</strong> /10</td>
<td>Students are unable to present in a clear way in which students are unable to comprehend, and therefore, the teacher must clarify</td>
<td>Students are able to present, with guidance and teacher clarification in a way students are somewhat about to comprehend the information provided</td>
<td>Students present in a clear way, and a moderate volume, allowing students to comprehend the information provided</td>
<td>Students present in a clear, concise manner which allows other students to comprehend the information provided</td>
</tr>
<tr>
<td><strong>Past Reflection Journal</strong> /10</td>
<td>Students have not included any historical evidence when writing their journal</td>
<td>Although using very little pieces of historical evidence, students create a journal that is somewhat creative and concise</td>
<td>Students demonstrate their knowledge in a clear and concise way, using at least 2 pieces of historical evidence.</td>
<td>Students demonstrate their knowledge of this immigration group in a creative, well thought out way, highlighting at least 3 pieces of historical content</td>
</tr>
<tr>
<td>Present Reflection Journal</td>
<td>Students have not included any historical evidence when writing their journal</td>
<td>Although using very little pieces of historical evidence, students create a journal that is somewhat creative and concise</td>
<td>Students demonstrate their knowledge in a clear and concise way, using at least 2 pieces of historical evidence.</td>
<td>Students demonstrate their knowledge of this immigration group in a creative, well thought out way, highlighting at least 3 pieces of historical content</td>
</tr>
</tbody>
</table>
BLM 6.1
Ethical Dimension: Komagata Maru Activity Classroom Layout

*Immigration and its effects on us today as global citizens analyzing history.*

Arrange your classroom like this before the students enter (if you have very little time to set-up have your students help you at the start of class.) Chairs are not needed at the desks in the middle so you may want to add three more desks on each side instead of chairs.

BLM 6.2
Ethical Dimension: Canadian Flag
Immigration and its effects on us today as global citizens analyzing history.

Photocopy 5 of these and distribute them to either the first five students in your class that day or a random five students.
### Ethical Dimension: Breakdown Chart

**Immigration and its effects on us today as global citizens analyzing history.**

#### The Ethical Dimension

Name: ___________________________  Date: ___________________________

| 1. Historical action involving conflict: |  |
| 2. When did it happen? |  |
| 3. Who were the main participants? |  |
| 4. What other relevant events were occurring around the same time? |  |
| 5. What perspectives/points of view existed at the time in relation to the conflict? | Evidence: |

| 6. What differences exist between our ethical universe (values and ideas of right and wrong) and theirs in relation to the issues involved in the conflict? | Evidence: |

| 7. What are the implications for today? a) simply better understanding about human behavior and human rights; b) bearing witness—the debt of memory; c) reparations and restitution; or d) other. |  |

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BLM 6.4
Ethical Dimension: Letter to the Editor Assignment

Immigration and its effects on us today as global citizens analyzing history.

Letter to the Editor Assignment

Students will be given a photocopy of one of the newspapers fellow students made earlier in this unit. They will be given a different immigrant group focus than the one with which they themselves have been working on. Taking into consideration the ideas discussed about ethical dimension in class the students will write a letter to the editor of that newspaper to discuss the issue of Canadian Immigration, its policies and its prejudices. This letter to the editor must explain the implications of the history represented in the newspaper to today’s society.

The letter to the editor must include:
- proper letter writing techniques
- must be one page single-spaced in length
- references to the evidence presented in the newspaper
- proper spelling and grammar
- a clear take on the ethical issues presented in the newspaper

*See attached rubric for assessment breakdown.

*Re-format this brief outline to suit your needs*
### Ethical Dimension: Letter to the Editor Rubric

**Imigration and its effects on us today as global citizens analyzing history.**

**Letter-Writing : To the Editor**

Student Name: __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Accuracy</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; spelling (conventions)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentences &amp; Paragraphs</strong></td>
<td></td>
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</tr>
<tr>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
<td></td>
</tr>
</tbody>
</table>

NOTES:

http://rubistar.4teachers.org/index.php