

### 6.1.5 Immigration

- 6-KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.  
*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...*
- 6-KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.
- 6-KI-010 Describe various challenges faced by new immigrants to Canada.  
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...*
- 6-KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements (Sir Wilfrid Laurier)
- 6-VI-005 Appreciate the importance of immigration in the development of Canada.

#### **BLMs:**

- BLM 6.1.5 Discrimination
- BLM 6.1.5 Wilfrid Laurier
- BLM 6.1.5 Clifford Sifton
- BLM 6.1.5 Receiving Newcomers to Canada

**FILE NAME:** 6.1.5 Immigration

**TITLE:** Immigration

**SUBJECT:** Social Studies

**GRADE:** 6

**ESSENTIAL UNDERSTANDINGS:** Canadian population and society were radically transformed by the arrival of large numbers of immigrants of various ethnic groups to western Canada in the late nineteenth and early twentieth centuries.

**SLO's:**

- 6-KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.  
*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...*
- 6-KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.
- 6-KI-010 Describe various challenges faced by new immigrants to Canada.  
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...*
- 6-KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements (Sir Wilfrid Laurier)
- 6-VI-005 Appreciate the importance of immigration in the development of Canada.

**BRIEF DESCRIPTION OF LEARNING EXPERIENCE:** Using primary and secondary sources, videos, statistics, and information about Canadian government policies, students gather information about various groups who immigrated to Canada in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. They share their information through a variety of simulations, role plays and discussions.

**VOCABULARY:**

Immigration policy  
Push and pull factors  
Discrimination

**ACTIVATING STRATEGIES**

Students view images or excerpts of pamphlets promoting immigration to the Canadian West from the late 1800s – early 1900s. Students discuss the image of the West that is conveyed by these brochures and generate questions about how successful this campaign to promote immigration was during this period of Canadian history.

The Canadian West, Immigration

[http://www.archives.ca/05/0529/052902/05290203\\_e.html](http://www.archives.ca/05/0529/052902/05290203_e.html)

Canadian Museum of Civilization, The Last Best West:  
<http://www.civilization.ca/hist/advertis/adindexe.html>  
KI-008 KI-009 KH-034 VI-005  
Observe/analyze pictures

Students in the classroom briefly interview their parents or grandparents to gather information about their family's country of origin, and the number of generations they have been in Canada. Students share their information in groups of 6 to 8, to create a chart summarizing the countries of origin and the number of generations in Canada. Each group displays their chart and the class discusses the importance of immigration to the history of Canada, considering how the Canadian population has been transformed over the years.

KI-008 VI-005  
Interview

Students brainstorm a list of reasons why people may choose to move to and settle in another country. The reasons are noted on chart paper, and classified as "pull factors" – i.e., the factors that attract people to a given country, and "push factors" i.e., the reasons that motivate people to leave their country of origin. Students discuss what they feel are the most significant of each type of factor, compiling a collective list.

KI-008 KI-010 VI-005  
Brainstorming

Pairs of students create a concept map representing what is meant by "discrimination". Pairs share their concept maps with other pairs, and discuss how and why this is often part of the experience of newcomers to a country.

**Teacher tip:** Encourage students to note that discrimination is often directed toward groups or people that are different from oneself or from the majority; that often people, groups or countries practice discrimination because they fear they will lose something; and that laws and government policies can and have been discriminatory.

#### **BLM 6.1.5 Discrimination**

KI-008 KI-009 KH-034 VI-005  
Graphic organizer/concept map

### **ACQUIRING STRATEGIES**

Students observe an electronic map showing comparative population densities and distributions from 1901 – 2001. Students discuss the general trends they observe and note which decades show the greatest increase in population.

**Teacher tip:** This activity can serve as an introduction to the concept of population density: students may observe which areas have the highest population concentration, including the rapid increase in Winnipeg at the turn of the century. Students will also be able to see a visual representation of changing population distribution, as the west became more extensively populated due to waves of rural immigration at this period. They may also remark that more recent population increases tend to be in the urban areas of the country.

Statistics Canada, Map population density 1901 – 2001  
[http://geodepot.statcan.ca/Diss/Highlights/Page3/AnimatedMap\\_e.cfm](http://geodepot.statcan.ca/Diss/Highlights/Page3/AnimatedMap_e.cfm)

KI-008 KI-009 VI-005  
Observe/analyze maps

Students view video segments about the approach of the federal government used to encourage immigration to Canada, and the difficulties encountered by early pioneers in western Canada. They discuss the importance of immigration, and how it eventually transformed the landscape of the west and the population of western Canada.

**Teacher tip:** Provide students with pre-viewing information on the topic by consulting the websites cited below.

**Suggested video segments:**

*Canada a People's History*, Episode 10, *Taking the West – 1873 to 1896*

Pioneers Head West "Pulling up Stakes"; "The Newcomers":

[http://history.cbc.ca/history/?Mlval=Section.html&series\\_id=1&episode\\_id=10&chapter\\_id=3&lang=E](http://history.cbc.ca/history/?Mlval=Section.html&series_id=1&episode_id=10&chapter_id=3&lang=E)

Information about government promotion of immigration:

CBC History, Marketing the Frontier:

[http://history.cbc.ca/history/?Mlval=EpisContent.html&lang=E&series\\_id=1&episode\\_id=10&chapter\\_id=3&page\\_id=2#top](http://history.cbc.ca/history/?Mlval=EpisContent.html&lang=E&series_id=1&episode_id=10&chapter_id=3&page_id=2#top)

Information about the difficulties of the voyage west before the completion of the CPR, and the challenges of establishing a homestead in the prairies:

CBC History, Tales on the Trails:

[http://history.cbc.ca/history/?Mlval=EpisContent&series\\_id=1&episode\\_id=10&chapter\\_id=3&page\\_id=3&lang=E](http://history.cbc.ca/history/?Mlval=EpisContent&series_id=1&episode_id=10&chapter_id=3&page_id=3&lang=E)

KI-008 KI-009 KI-010 KH-034

Observe/analyze video

Using print and electronic sources, pairs of students conduct research into the life and accomplishments of Wilfrid Laurier as prime minister (1896 – 1911). Students may follow the guiding questions suggested in the BLM *Wilfrid Laurier*, recording and organizing their notes under the suggested sub-topics.

**BLM 6.1.5 Wilfrid Laurier**

National Library of Canada, Prime Ministers, Sir Wilfrid Laurier:

<http://www.nlc-bnc.ca/primeministers/h4-3175-e.html>

National Library of Canada, Prime Ministers for Kids, Sir Wilfrid Laurier:

<http://www.nlc-bnc.ca/primeministers/kids/index-e.html>

Historica, Prime Ministers of Canada, Laurier:

<http://www.primeministers.ca/laurier/quickfacts.php>

Canadian Encyclopedia, Manitoba Schools Question:

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&ArticleId=J0005073&mState=1>

CBC, Canada, a People's History, Age of Prosperity:

[http://history.cbc.ca/history/?Mlval=Section.html&series\\_id=1&episode\\_id=11&chapter\\_id=1&page\\_id=0&lang=E](http://history.cbc.ca/history/?Mlval=Section.html&series_id=1&episode_id=11&chapter_id=1&page_id=0&lang=E)

Video segment "The Sunny Way" from *Canada, a People's History*, Episode 11:

[http://history.cbc.ca/history/?Mlval=EpisHome.html&series\\_id=1&episode\\_id=11&lang=E](http://history.cbc.ca/history/?Mlval=EpisHome.html&series_id=1&episode_id=11&lang=E)

KI-009 KH-034 VI-005

Print and electronic research

Using print and electronic research, pairs of students conduct research into the ways in which immigration was encouraged by Canadian government policies promoted by Sir Clifford Sifton, Minister of the Interior under Prime Minister Laurier from 1896 – 1905. Students record information using the BLM, sharing their information and discussing important changes that this new approach to immigration had on Canadian population and society.

**Teacher tip:** Students will look into further details regarding homesteading in the next learning experience; in this activity, encourage them to note that under the Dominion Lands Act 1872, a quarter-section of land (160 acres, 64 hectares) was offered to settlers for \$10.00. After building a house and farming the land for three years, the settler owned the land. Additional land was made available at a price of \$3.00 per acre.

#### **BLM 6.1.5 Clifford Sifton**

Canadian Encyclopedia, Clifford Sifton:

[http://www.thecanadianencyclopedia.com/index.cfm?PqNm=TCE&TCE\\_Version=J&SectionId=625922&mState=1](http://www.thecanadianencyclopedia.com/index.cfm?PqNm=TCE&TCE_Version=J&SectionId=625922&mState=1)

Timelinks, Clifford Sifton:

<http://timelinks.merlin.mb.ca/referenc/db0053.htm>

National Library of Canada, Canadian Confederation, Sir Clifford Sifton:

<http://www.nlc-bnc.ca/2/18/h18-2409-e.html>

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Print and electronic research

Using primary sources as models, students create an immigration poster to promote immigration to Canada in the early 20<sup>th</sup> century. Student posters are displayed, and students discuss the approach used to convince people to come to Canada, the importance of immigration, and the types of immigrants this campaign was intended to attract.

**Teacher tip:** Students may work in small groups to analyze the approach and style of the historical posters and pamphlets, so that they may reproduce this style in their own productions. Encourage students to use what they know about the “push factors” and “pull factors” in immigration as they design their posters.

Examples of immigration promotion materials:

National Archives of Canada, The Canadian West, Immigration

[http://www.archives.ca/05/0529/052902/05290203\\_e.html](http://www.archives.ca/05/0529/052902/05290203_e.html)

Canadian Museum of Civilization, The Last Best West:

<http://www.civilization.ca/hist/advertis/adindexe.html>

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Presentation/representation

Students visit the Manitoba Museum to view artifacts and exhibitions regarding the peopling of western Canada at the turn of the century, the growth of Winnipeg as the gateway to the west, and the challenges experienced by the new immigrants to Canada. Students share their observations following the tour.

**Teacher tip:** Students may be assigned a “Heritage Hunt” in which they find, select and note specific artifacts of interest during their tour.

The Manitoba Museum has materials to support learning outcomes in Grade 6 related to western immigration, social change, and urban life in Winnipeg in the early 20<sup>th</sup> century (clusters 1 and 2). Teachers may request a highlight tour to focus on a given theme or topic of study. Teachers may also create self-guided tours; to assist them in planning a

tour, they should call the Museum in advance to book a free preview session or to discuss tour options with museum educators.

Manitoba Museum web-site:

<http://www.manitobamuseum.mb.ca/intro.html>

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Field trip

Using print and electronic sources, students gather information about immigration policies under Clifford Sifton and Prime Minister Laurier. They write a short description of how and why the government changed their approach to immigration, and how the new immigration policies of that time expressed about the government's picture of the "ideal immigrant" to Canada. In a guided plenary discussion, students discuss how this view of the ideal immigrant would have changed again in contemporary times (i.e., no longer requiring "hard-working peasant" with an agricultural background who can adapt to rural life, but more technologically skilled or highly specialized workers who can adapt to urban society.)

Global Gathering Place, People Coming Every Day:

<http://citd.scar.utoronto.ca/ggp/home.html>

Canadian Encyclopedia, Clifford Sifton:

[http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&TCE\\_Version=J&SectionId=625922&mState=1](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&TCE_Version=J&SectionId=625922&mState=1)

Timelinks, Clifford Sifton:

<http://timelinks.merlin.mb.ca/referenc/db0053.htm>

National Library of Canada, Canadian Confederation, Sir Clifford Sifton:

<http://www.nlc-bnc.ca/2/18/h18-2409-e.html>

CBC History, Canada Opens its Door:

[http://history.cbc.ca/history/?Mlval=EpisContent.html&series\\_id=1&episode\\_id=11&chapter\\_id=3&page\\_id=1&lang=E](http://history.cbc.ca/history/?Mlval=EpisContent.html&series_id=1&episode_id=11&chapter_id=3&page_id=1&lang=E)

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Print and electronic research

Students read a text, including a primary source extract, referring to some of the social consequences of the large influx of immigrants, in particular immigrants of non-British background, during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Using Think-Pair-Share, students draft some steps for a proposed action plan to help new central and eastern European immigrants adapt to life in the new land, and to help counter the discriminatory attitudes of some Canadians.

#### **BLM 6.1.5 Receiving Newcomers to Canada**

Students may supplement this by consulting the following source:

CBC, *Canada, A People's History*, A Land of Many Cultures:

[http://history.cbc.ca/history/?Mlval=Section.html&series\\_id=1&episode\\_id=11&chapter\\_id=3&lang=E](http://history.cbc.ca/history/?Mlval=Section.html&series_id=1&episode_id=11&chapter_id=3&lang=E)

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Reading for information

Students view a video segment about the social consequences of the arrival of large numbers of immigrants at the turn of the century. Following the viewing, student discuss the negative and positive results of this rapid transformation of the population.

Suggested video segment:

*Canada, a People's History*, Episode 11, *The Great Transformation*:  
"Strangers within our Gates" (J S Woodsworth, social condition of new immigrants,  
Winnipeg, social change)  
KI-008 KI-009 KI-010 KH-034 VI-005  
Observe/analyze video

Students discuss the main factors of population growth in a country (e.g., birth rate, immigration, death rate, and emigration). Consulting comparative population data from Statistics Canada, they prepare a bar graph showing population changes in Canada from approximately 1870 – 1910. Students display their graphs and discuss the trends that emerge, including the influence of immigration on the development of Canada. Statistics Canada, Population and growth components, 1851 – 1961:  
<http://www.statcan.ca/english/Pqdb/demo03.htm>  
KI-008 KI-009 VI-005  
Create graph/analyze data?

Students view and respond to a video depicting the challenges, and the reasons for immigration, of a particular ethnic group that came to Canada during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Students discuss the challenges faced by these groups: e.g., travel, beginning a life with meagre possessions, language, discrimination, differing laws and customs, physical and cultural isolation, adaptation to climate and environment  
Students create a mind map depicting the major challenges encountered by these immigrants.

**Suggested videos:**

White Pine Pictures, *A Scattering of Seeds, the Creation of Canada*, Episodes  
<http://www.whitepinepictures.com/seeds/i/index.html>

(Episode summaries – includes immigration stories and experiences of a variety of immigrant groups)

Examples of videos from this series about particular immigrant groups of this period:

*Saga of Hope, An Icelandic Odyssey*

<http://www.whitepinepictures.com/seeds/ii/21/index.html>

White Pine Pictures, *A Glowing Dream: the Story of Jacob and Rose Penner*:

<http://www.whitepinepictures.com/seeds/iii/33/index.html>

(immigration experience of Russian Mennonite immigrants)

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Observe/analyze video

Using print and electronic sources, collaborative groups of students research the immigration experiences and challenges, and the "push and pull" reasons for immigration to Canada of a particular ethnic group of their choice. Groups summarize and record their information with a view to creating a museum display to share with other students.

**Teacher tip:** Ask students to select immigration stories and groups that are relevant to the immigration period of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, as this is the period targeted by the learning outcomes. Encourage students to focus on the push and pull factors of immigration, and the challenges faced. After students have had the opportunity to share information about the immigration experiences of the groups they have selected, engage them in a guided discussion in which they synthesize their learning

and focus on the big picture of the role of immigration. Encourage them to observe the overall changes that this influx of immigrants created in the Canadian population: i.e., transforming the west from a sparsely populated area to a growing and economically important part of Canada ("breadbasket" of the country); changing Canadian demographics from a predominantly English-speaking population of British descent to a much more diverse population.

New Iceland Heritage Museum, Western Icelanders:

<http://collections.ic.gc.ca/iceland/lowbandwidth/index.htm>

The Peopling of Canada:

[http://www.ucalgary.ca/applied\\_history/tutor/canada1891/](http://www.ucalgary.ca/applied_history/tutor/canada1891/)

Global Gathering Place (home page)

<http://citd.scar.utoronto.ca/ggp/home.html>

(General information on reasons for immigration to Canada, groups, history, challenges)

Global Gathering Place, Chinese People in Canada:

<http://citd.scar.utoronto.ca/ggp/home.html>

Canada's Heirloom Collections, Canadian Settlement Patterns, Chapter 5 :

[http://collections.ic.gc.ca/heirloom\\_series/volume1/chapter5/chapter5.htm](http://collections.ic.gc.ca/heirloom_series/volume1/chapter5/chapter5.htm)

Museum of Civilization, Immigration to Western Canada, One Story among Thousands:

[http://www.civilization.ca/educat/oracle/modules/ckitzan/page01\\_e.html](http://www.civilization.ca/educat/oracle/modules/ckitzan/page01_e.html)

Museum of Civilization, The Last Best West, Immigrant's Possessions:

<http://www.civilization.ca/hist/advertis/adob-01e.html>

The Global Gathering Place, Many Rivers to Cross, The African-Canadian experience

<http://citd.scar.utoronto.ca/ggp/home.html>

The Global Gathering Place, Italians in Canada:

<http://citd.scar.utoronto.ca/ggp/home.html>

White Pine Pictures, A History of Russian Mennonite Immigration to Canada:

<http://www.whitepinepictures.com/seeds/iii/33/history2.html>

White Pine Pictures, Icelandic Immigration History:

<http://www.whitepinepictures.com/seeds/ii/21/history2.html>

White Pine Pictures, Chinese Immigration :

<http://www.whitepinepictures.com/seeds/i/3/history1.html>

White Pine Pictures, Mennonite Immigration

<http://www.whitepinepictures.com/seeds/i/4/history1.html>

White Pine Pictures, Black Immigration:

<http://www.whitepinepictures.com/seeds/i/5/history1.html>

White Pine Pictures, Italian Immigration:

<http://www.whitepinepictures.com/seeds/i/7/history1.html>

White Pine Pictures, German Immigration :

<http://www.whitepinepictures.com/seeds/i/9/history1.html>

White Pine Pictures, Ukrainian Immigration:

<http://www.whitepinepictures.com/seeds/i/11/history1.html>

White Pine Pictures, Scottish Immigration :

<http://www.whitepinepictures.com/seeds/i/13/index.html>

KI-008 KI-009 KI-010 VI-005

Print and electronic research



## APPLYING STRATEGIES

Students read an informational text about “The Last Best West” and immigration policy in this period. They draw a mind map to illustrate what is meant by this expression, to show the importance of immigration and to illustrate how and why it was encouraged by the federal government of the time.

Canadian Museum of Civilization, The Last Best West:

<http://www.civilization.ca/hist/advertis/adindexe.html>

Canadian Encyclopedia, The Last Best West:

[http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&TCE\\_Version=J&SectionId=623033&mState=1](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&TCE_Version=J&SectionId=623033&mState=1)

KI-008 KI-009 KI-010 KH-034 VI-005

Graphic organizer/concept map

Students create a Heritage Minute depicting the arrival of a new immigrant to Canada at the turn of the 20<sup>th</sup> century. Students must give the name and country of origin of their immigrant, and depict the reasons why the person decided to move to Canada, first impressions of the land, and difficulties encountered.

**Teacher tip:** Consult the Historica website for suggested instructions on “Make Your Own Minute”:

<http://www.historica.ca/teachers/lessonPlan.do?db=admin&ID=10087>

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Multi-media/video presentation

Using the research information they have gathered in the acquiring phase of this learning experience, students create a museum display depicting the immigration experience of a selected group of immigrants. They include in their display items such as reproductions of archives and artifacts (e.g., immigration papers, passports, journals, suitcases with family heirlooms, letters, passports, photographs, etc.) Students and invited guests participate in a Gallery Walk, circulating to the various stations and exchanging information about each group.

**Teacher tip:** Encourage students to strive for authenticity in their displays, using names and primary sources consulted in the course of the research process.

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Creating models/simulations

Students prepare and conduct a survey of their school or community to gather statistics on the country of origin and number of generations in Canada. They collate and summarize their data by creating a graph and interpreting the total results and patterns they see. Students may compare results they have obtained with those of the Canadian population or of Manitoba by referring to census statistics on the Statistics Canada website.

Statistics Canada, Immigrant Population by Place of Birth:

<http://www.statcan.ca/english/Pgdb/demo25.htm>

Statistics Canada, Population by selected ethnic origins, 2001:

<http://www.statcan.ca/english/Pgdb/demo28a.htm>

KI-008 VI-005  
Survey

Students create a brochure or an “infomercial” designed to attract immigrants to Canada in the late 1800s – early 1900s, using technology to enhance the style and approach used by the federal government at that time.

**Teacher tip:** Develop with the class a list of criteria before they develop their brochures or videos. Although the materials must include some factual information, students may also be given some license here, as was done in the historical campaign, for promotional purposes. Students may afterward analyze the works of their peers, distinguishing “fact” (e.g., *after three years, the land is yours, if you develop and farm it*) from marketing tactics (e.g., *come to the land of guaranteed crops*).

KI-008 KI-009 KI-010 KH-034 VI-005  
Desktop publishing or Video presentation

The class brainstorms a list of significant events regarding immigration and government explored in this learning experience. The events are recorded and the class votes on the key events to be added to the class timeline, following the template they have designed for this purpose. (Suggested events: election of Wilfrid Laurier, Manitoba Schools Question, Clifford Sifton’s immigration promotion campaign, period of prosperity and expansion under Laurier, wave of immigration 1900 – 1910, defeat of Wilfrid Laurier).

KI-008 KI-009 KI-010 KH-034 VI-005  
Create timeline

Collaborative groups of students prepare and present a short re-enactment of the voyage of a group of immigrants by ship and then by train to a homestead in western Canada.

**Teacher tip:** Caution students to avoid cultural stereotyping, and to focus on the various challenges to new immigrants they have identified in their research, including possible unwelcoming or hostile reception by Canadians who may have been opposed to this influx of immigrants who did not speak English, and did not know the customs of the land.

KI-008 KI-009 KI-010 VI-005  
Collaborative role play/simulation

Collaborative groups of students design and create an Immigration Support Kit to assist new immigrants arriving in this period, to help them adjust to their new country and create a home in Canada.

**Teacher tip:** Brainstorm as a class the types of information and assistance that would be useful to the newcomers. Encourage students to be creative in their suggestions, while basing their “kits” on historical information they have gathered about the countries of origin, languages, cultures, and challenges face by new immigrants to the country at that time.

KI-008 KI-009 KI-010 KH-034 VI-005  
Creating model/simulation