



# Preview – Information



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# Google Slides Lessons Preview





# Ontario Social Studies

## Communities in Canada, Past & Present – Grade 6

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### Indian Act & Residential Schools

**LEARNING GOAL**

We are learning to **explain** how the Indian Act and Residential Schools changed the lives of Indigenous Peoples so we can understand the effects of these actions on their culture and rights.

### Indian Act & Residential Schools

**Thumbs Up or Down:** Decide if the statement is correct or not.

1) The Indian Act allowed all Indigenous Peoples to vote freely.	<input type="checkbox"/>	5) The Indian Act banned the Potlatch because it was seen as dangerous.	<input type="checkbox"/>
2) Only Status Indians were allowed to live on reserve lands.	<input type="checkbox"/>	6) Indigenous ceremonies like the Potlatch were supported by Canadian law.	<input type="checkbox"/>
3) The Indian Act was passed by the government in 1876.	<input type="checkbox"/>	7) The goal of residential schools was to support Indigenous culture.	<input type="checkbox"/>
4) The White Paper protected Indigenous rights and land titles.	<input type="checkbox"/>	8) Indigenous children were often punished for speaking their own language.	<input type="checkbox"/>

#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

### Consolidation

**OPINION METER**

Drag the marker to show how much you agree or disagree with the statements.

I think the government was wrong to take away Indigenous children's language.	1	2	3	4	5	6	7	8	9	10
It's okay to change someone's culture if you think it helps them.	1	2	3	4	5	6	7	8	9	10
I would feel scared if I was taken from home to live at school.	1	2	3	4	5	6	7	8	9	10
I believe residential schools caused long-term harm to Indigenous communities.	1	2	3	4	5	6	7	8	9	10
I think Status Indian rules were unfair and caused discrimination.	1	2	3	4	5	6	7	8	9	10



# Ontario Social Studies

## Communities in Canada, Past & Present – Grade 6

### Komagata Maru

Drag and place the terms into the blanks to complete the sentences.

- 1) The Komagata Maru arrived in \_\_\_\_\_ in the year 1914.
- 2) The ship carried \_\_\_\_\_ Sikh passengers, plus Muslims and Hindus.
- 3) The passengers were mostly \_\_\_\_\_ men looking for a better life.
- 4) Immigration laws said they needed \_\_\_\_\_ to enter Canada.
- 5) Supporters on land raised \_\_\_\_\_ help cover the fees.
- 6) A lawyer named \_\_\_\_\_ helped the ship.
- 7) On \_\_\_\_\_ the ship was forced to leave.
- 8) The ship returned to \_\_\_\_\_.

Word Bank:

- \$200
- Asia
- Vancouver
- July 23
- 337
- \$22,000
- Indian
- Edward Bird

### Immigration Act

Read the paragraph. Use the word bank to fill in the missing words.

The \_\_\_\_\_ gave Canada the power to control who could enter. Before 1910, \_\_\_\_\_ welcomed many immigrants, especially farmers. Later, \_\_\_\_\_ changed the rules and wanted only people from certain places. The law was very \_\_\_\_\_ because it allowed unfair treatment of some groups. People from \_\_\_\_\_ had to pay a high \_\_\_\_\_ just to enter Canada. Some groups were not welcomed, while many \_\_\_\_\_ immigrants were accepted. The law also allowed \_\_\_\_\_, meaning people could be removed from Canada for many reasons.

Word Bank:

- Asia
- European
- Clifford Sifton
- Discriminatory
- Immigration Act
- Head Tax
- Frank Oliver
- Deportation

### Anti-Asian Riots

Sentence scramble: Rearrange the words to make the complete sentence in the empty space.

immigration completely Asiatic to League Asian The stop Exclusion wanted

less would Some money afraid work for were Canadians immigrants

government The money the for of Canadian paid damage some later



# Ontario Social Studies

## Communities in Canada, Past & Present – Grade 6

**Irish Settlers In Early Canada**

Find the words in the wordsearch.

Ireland	Settler
Canada	Famine
Potato	Blight
Coffin	Cholera
Typhus	Canal
Culture	Parade

**Indigenous Group Of Seven**

Put a ✓ only beside the statements that are true about the Indigenous Group of Seven.

<input type="checkbox"/> The group formed in the early 1970s.	<input type="checkbox"/> The artists only painted in black and white.	<input type="checkbox"/> The group ended in 1975 but inspired others.
<input type="checkbox"/> They wanted Indigenous art respected and shown.	<input type="checkbox"/> They felt galleries ignored Indigenous artists.	<input type="checkbox"/> The group was formed by Canadian politicians.
<input type="checkbox"/> Seven scientists studied weather in the group.	<input type="checkbox"/> They were paid by the government to make art.	<input type="checkbox"/> Their goal was to stop art galleries from opening.
<input type="checkbox"/> They started in 1995 and are still active today.	<input type="checkbox"/> Their art showed cultural stories and identity.	<input type="checkbox"/> They hoped to sell their art worldwide.

**Cultures In Canada**

Match each image with the right culture.

- Indigenous
- South Asian
- Muslim
- Chinese
- Italian
- Japanese
- Mexican
- Jewish



# Workbook Preview



## **Grade 6 Social Studies Unit**

### **A.HERITAGE AND IDENTITY**

#### **COMMUNITIES IN CANADA, PAST AND PRESENT**

	<b>Curriculum Expectations</b>	<b>Pages</b>
<b>A1.1</b>	Explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country, and assess the contribution of some of these features to images of and identities in Canada	25, 107-113, 131-132, 164
<b>A1.2</b>	Analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada	26-30
<b>A1.3</b>	Analyse some of the contributions that various settler/newcomer groups have made to Canadian identities	26-30, 47-51, 59-65, 68-70, 75-79, 93-106
<b>A1.4</b>	<div>Preview of 110 pages from this product that contains 277 pages total.</div>	30, 113, 189
<b>A2.1</b>		130
<b>A2.2</b>		secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada 117-130
<b>A2.3</b>		analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada 177
<b>A2.4</b>	interpret and analyse information and evidence relevant to their investigations, using a variety of tools	71-72, 117-132, 165-172
<b>A2.5</b>	evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada	16-17, 23-24, 52-58, 71-72, 114-130
<b>A2.6</b>	communicate the results of their inquiries, using appropriate vocabulary and formats	85-89, 151-154, 185-189



	Curriculum Expectations	Pages
<b>A3.1</b>	Identify the traditional Indigenous and treaty territory or territories on which their community is located	7-17
<b>A3.2</b>	Identify the main reasons why different peoples migrated to Canada	7-16, 31-43, 52-58, 82-83
<b>A3.3</b>	Describe some key economic, political, cultural, and social aspects of life in settler/newcomer communities in Canada, and identify significant ways in which the culture of settlers' places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities	59-65, 68-76, 84
<b>A3.4</b>	Identify various types of communities in Canada and some ways in which they have contributed to the development of the country	47-51, 59-65, 68-70, 75-81
<b>A3.5</b>	Describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada and how these events affected the communities' development and/or identities	7-16, 18-24, 44-46, 85-89, 139-140
<b>A3.6</b>	Describe significant events or developments in the history of two or more settler/newcomer communities in Canada and how these events affected the communities' development and/or identities	18-24, 44-58, 66-67, 82-83, 85-89, 93-106, 114- 116, 151-154, 185-189
<b>A3.7</b>	Describe significant events or developments in the history of Jewish communities in Canada, including some of the ways they have contributed to Canada and identify some of the impacts of antisemitism on these communities' development and/or identities	173-184
<b>A3.8</b>	Describe interactions between communities in Canada, including between newcomers and groups that were already in the country	7-16, 18-24, 47-51, 66-67, 93-106
<b>A3.9</b>	Identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities, including at least one First Nations, Métis, or Inuit community, in Canada	59-65, 68-76, 84, 107-113, 133-140
<b>A3.10</b>	Describe significant changes within their own community in Canada	16-17, 131-132
<b>A3.11</b>	Identify and describe fundamental elements of Canadian identities	52-58, 107- 113, 137-139, 137-150, 155- 163, 165-172

NAME: \_\_\_\_\_

# COMMUNITIES IN CANADA

## PAST AND PRESENT





# The Numbered Treaties

## Indigenous and Europeans

**Indigenous groups** lived in what is now Canada for a long time before Canada was ever a country. As more **European settlers** moved to North America, they began to settle on the land. At first, the two groups (the Indigenous and the Europeans) got along well, but after a while, conflict over land ownership became a problem.

## Valuable

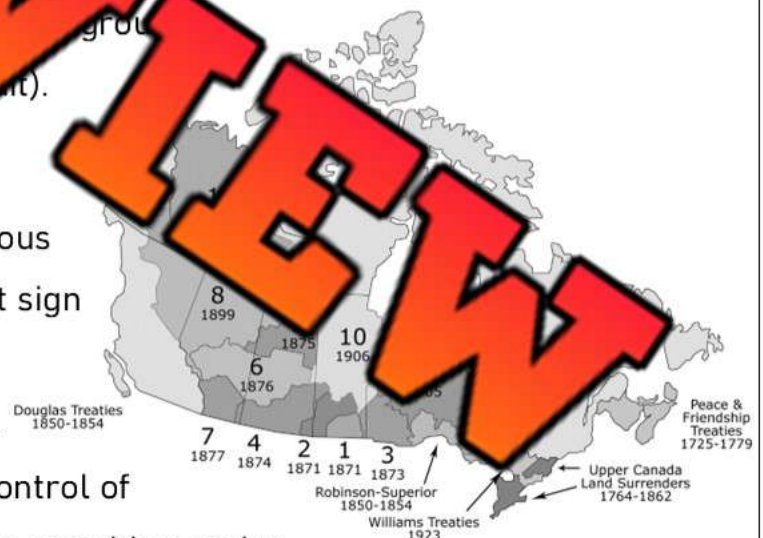
With its fur trade business so prosperous, the **Hudson's Bay company** purchased the land called **Rupert's Land** which made up most of the land west of where Ontario is now. After Canada became a country in 1867, the British were looking to expand into Rupert's Land.

In 1869, Britain asked the Hudson's Bay Company to sell Rupert's Land to the Government of Canada for 1 million dollars. A problem with this deal was that it did not include any negotiations with the Indigenous groups living on the land (First Nations, Métis or Inuit).

## Numbered Treaties

After Rupert's Land was sold, Indigenous groups demanded the Canadian government sign treaties with them. Between 1871 and 1921, 11 treaties were signed. A **treaty** is a formal deal between two groups. Canada wanted control of the land. Indigenous people wanted reserves, annuities, and to keep hunting and fishing on government land. These are called the **Numbered Treaties**.

A **reserve** is a small area where only First People can live. The government gives services like education and roads but hunting and fishing are not restricted there. An annuity is a yearly payment. Each treaty was negotiated separately, but the average yearly annuity is about \$5. A one-time \$15 payment was also given to Indigenous families when the treaties were signed.



Name: \_\_\_\_\_

8

Curriculum Connection  
A3.1, A3.2, A3.5, A3.8

### Multiple Choice

Circle the correct answer.

1) Hudson's Bay Company sold Rupert's Land to which country?	Canada	Britain
2) How many Numbered Treaties are there?	8	11
3) Which year did the Hudson's Bay Company sell Rupert's Land?	1967	1869
4) The average annuity paid per year is...	\$15	\$5
5) The Numbered Treaties were...	Fair	Unfair

Questions 6-8 are questions below using evidence from the text.

1) What are the Numbered Treaties?

2) Why do you think the Numbered Treaties are considered unfair?

### Fill in the Blanks

Read the sentence and fill in the blanks.

- 1) First People gave up their land for smaller pieces of land called \_\_\_\_\_.
- 2) A reserve is a small area of \_\_\_\_\_.
- 3) A one-time payment of \_\_\_\_\_ dollars was paid to the First People.
- 4) Only \_\_\_\_\_ members of First Nations can live on a reserve.
- 5) First People can hunt and \_\_\_\_\_ on reserves without rules.



# Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Draw a line from each word to its correct meaning.

- |   |  |
|---|--|
| <b>Treaty</b> <input type="checkbox"/>      | <input type="checkbox"/> Money paid every year as part of a treaty         |
| <b>Reserve</b> <input type="checkbox"/>     | <input type="checkbox"/> An agreement between two groups                   |
| <b>Annuity</b> <input type="checkbox"/>     | <input type="checkbox"/> Land given to Indigenous groups to live on        |
| <b>Negotiation</b> <input type="checkbox"/> | <input type="checkbox"/> Talking to agree on a decision between two groups |

Name: \_\_\_\_\_

Mark

Draw a line from each word to its correct meaning.

- |   |  |
|---|--|
| <b>Treaty</b> <input type="checkbox"/>      | <input type="checkbox"/> Money paid every year as part of a treaty         |
| <b>Reserve</b> <input type="checkbox"/>     | <input type="checkbox"/> An agreement between two groups                   |
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Name: \_\_\_\_\_

Mark

Draw a line from each word to its correct meaning.

- |   |  |
|---|--|
| <b>Treaty</b> <input type="checkbox"/>      | <input type="checkbox"/> Money paid every year as part of a treaty         |
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| <b>Negotiation</b> <input type="checkbox"/> | <input type="checkbox"/> Talking to agree on a decision between two groups |

Name: \_\_\_\_\_

Mark

Draw a line from each word to its correct meaning.

- |   |  |
|---|--|
| <b>Treaty</b> <input type="checkbox"/>      | <input type="checkbox"/> Money paid every year as part of a treaty         |
| <b>Reserve</b> <input type="checkbox"/>     | <input type="checkbox"/> An agreement between two groups                   |
| <b>Annuity</b> <input type="checkbox"/>     | <input type="checkbox"/> Land given to Indigenous groups to live on        |
| <b>Negotiation</b> <input type="checkbox"/> | <input type="checkbox"/> Talking to agree on a decision between two groups |

# The French, the British, and First Nations

## New France and Indigenous Nations

France saw Indigenous nations as allies. France needed them to survive the difficult climate of present-day Canada. They also relied on them to find furs as part of the **fur trade**, which earned France a lot of money.

The French had such strong relationships with the Indigenous nations, that many of them married Indigenous women. The French respected the land of the Indigenous. They didn't remove Indigenous groups from their land.

The French did make some enemies with some First Nations, like the **Haudenosaunee**. This was unavoidable because the French had a strong relationship with the **Wendat** and **Algonquin**, which led to tensions with their enemies.

## British Relationship with Indigenous Nations

The British allied with the **Haudenosaunee** in hopes of taking over the fur trade from the French, Wendat, and Algonquin. Over time, the British won control, as they took control of New France.

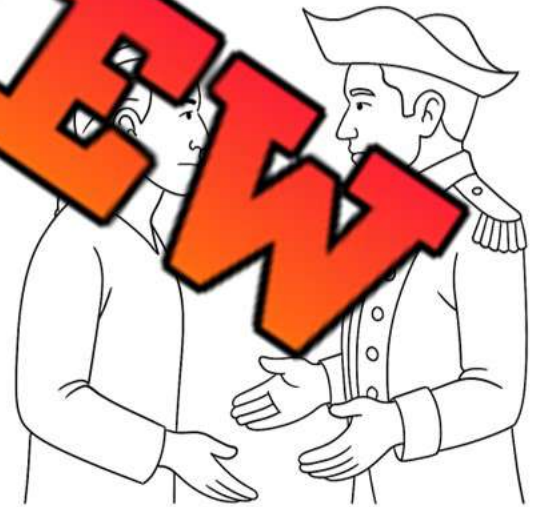
After the British victory, they signed many treaties with Indigenous nations in order to claim land for Britain.

## The Treaty of Niagara: 1764

24 First Nation groups accepted the **Royal Proclamation** and stopped fighting with Britain. The other groups rejected the treaty and continued fighting.

## The Numbered Treaties: 1871 – 1921

11 treaties were signed from 1871 to 1921 to provide Canada with the land that previously belonged to the First Nations. Canada wanted the land to send settlers west so they could populate the rest of the Canadian provinces. Treaty Number 1 was for valuable land in Manitoba, where Indigenous groups, including the **Métis**, received 3 dollars each as a one-time payment, and families of 5 or more received \$15 per year.





## True or False

Circle whether the statement is true (T) or false (F).

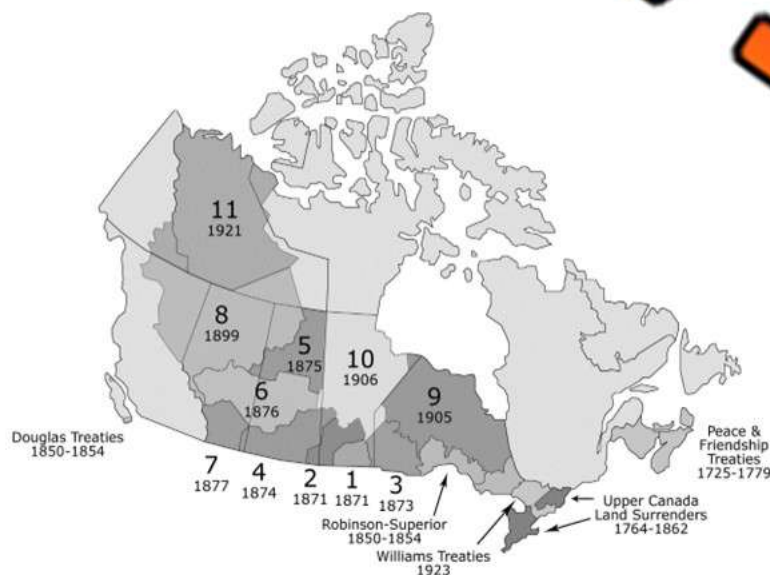
1) The British had stronger relationships with the Indigenous than the French.	T	F
2) The British ended up taking most of the land away from the Indigenous.	T	F
3) The French had no Indigenous enemies.	T	F
4) The British had no Indigenous allies.	T	F
5) The Indigenous people were paid well for their land.	T	F
6) The French forced Indigenous nations to leave their traditional lands.	T	F
7) The Huron were strong allies of the British colonists.	T	F
8) The Treaty of Niagara forced all First Nations to stop fighting.	T	F

## Questions

Answer the questions using evidence from the text.

**The Numbered Treaties;** The government traded the land for money, tools, and education with each of the regions of the west.

1) How might the negotiations have gone if the First Nations that controlled these areas had negotiated together?



2) Do you think the First Nations got a good deal? Explain.



**Questions**

Answer the questions below using evidence from the text.

1) Did the French or British have a stronger relationship with the Indigenous people? Explain your answer.

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2) Did the French or British give a fair deal to the Indigenous people? Do you think the Indigenous people were treated properly?

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**Fill in the Blanks**

Fill in the blanks with words from the word bank.

**Word Bank**

Treaties

Canada

Money

Indians

Reserve

World

First

Indian

size

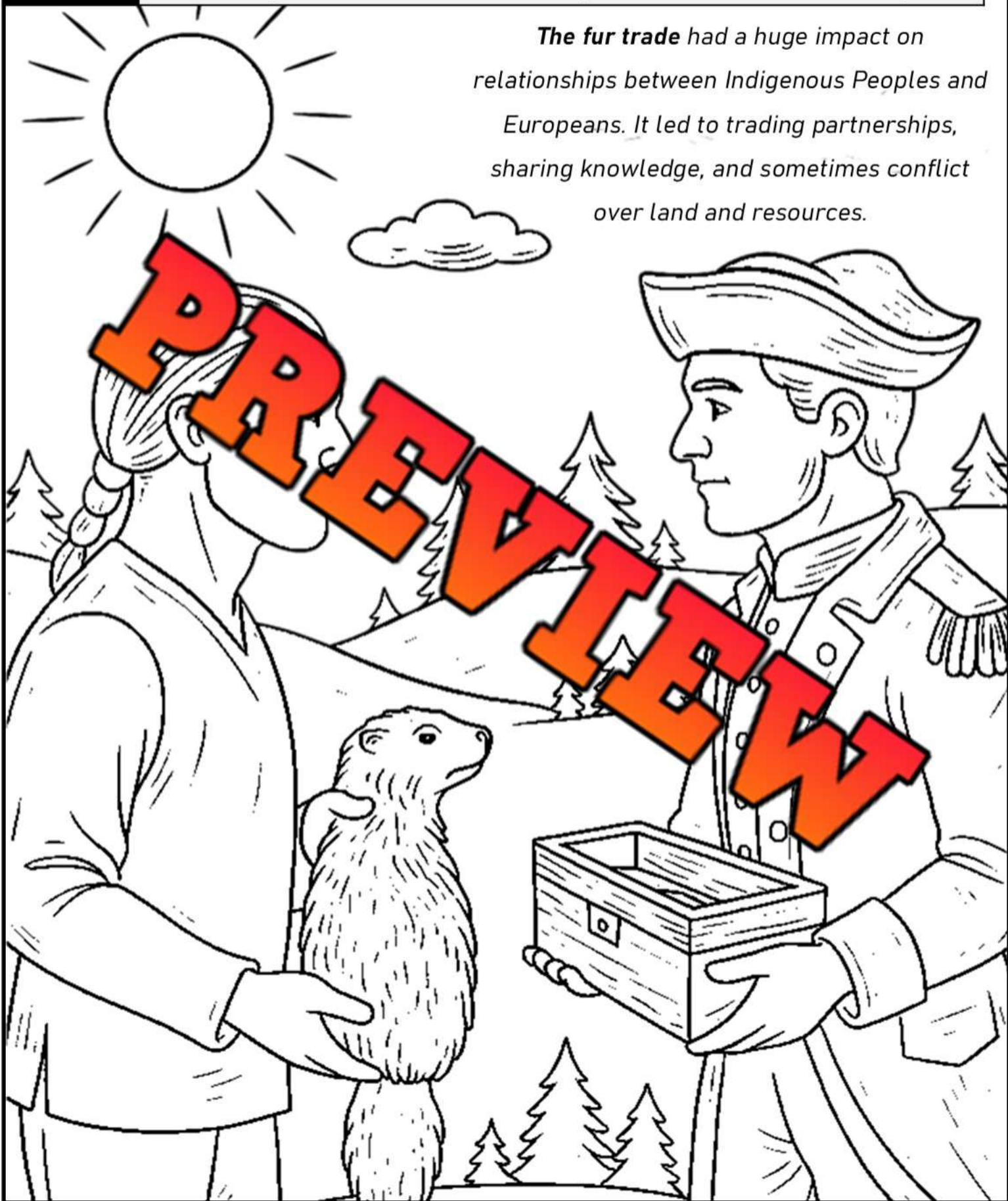
re

The Indigenous people were the \_\_\_\_\_ people living in \_\_\_\_\_ known as \_\_\_\_\_. When \_\_\_\_\_ 'discovered' the New \_\_\_\_\_, they tried to \_\_\_\_\_ the land. Over time, the British took control of New France, and they expanded further into present-day Canada. After years of conflict, the First Nations signed agreements called \_\_\_\_\_. These treaties have been considered unfair, since the Indigenous gave up land for \_\_\_\_\_, tools, and education. The \_\_\_\_\_ Act, gave the government the right to identify First Nations as "status Indians", which gave them the ability to live on a \_\_\_\_\_. A reserve is land designated for status Indians to live on and preserve their \_\_\_\_\_.

**Directions**

Colour the picture to show the relationship between First Nations &amp; Europeans.

*The fur trade had a huge impact on relationships between Indigenous Peoples and Europeans. It led to trading partnerships, sharing knowledge, and sometimes conflict over land and resources.*





# Treaties In Ontario

## Treaties - Overview

A **treaty** is an agreement between Nations living together and sharing land. Treaties were signed between Indigenous groups and the British and French. At first, the treaties were peaceful agreements that allowed the Indigenous groups and Europeans to share the land.

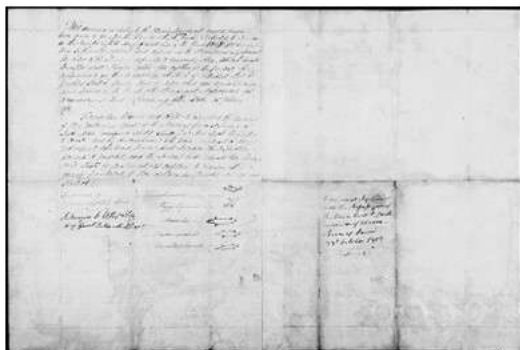
Later, treaties were signed by Indigenous groups that surrendered their land to the British government. The Indigenous didn't really understand that land was being given away. They believed that land could be owned in the first place.

By the time Ontario became a country in 1867, most of Ontario was given to the British in treaties signed by the Indigenous and British government. These treaties are still being negotiated in some provinces.

## Ontario Treaties

Ontario is covered by 46 historic and present treaties. These treaties were signed between 1781 and 1930.

The map shows all the treaty agreements. Each treaty was signed at different times. For example, the **Between the Lakes Purchase** was signed on December 7, 1792 by representatives of the British government and the Mississauga peoples. The territory given up covers 3 million acres! Current communities in this area include St. Catharines, Guelph and Simcoe.



A copy of the Ajetance Purchase

**The Ajetance Purchase** is Treaty 19. It was signed on October 28, 1818 by representatives of the British and the Anishinaabe Nation. The territory covers approximately 6,500km<sup>2</sup>. Current communities in the area include Brampton, Georgetown and Caledon. The treaty is named after the Chief of the Mississaugas.

Name: \_\_\_\_\_

15

Curriculum Connection  
A3.1, A3.2, A3.5, A3.8

### Questions

Use information from the text to support your answer.

1) How would a language barrier impact why Indigenous groups would sign a treaty?

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2) What are your thoughts on the treaties that were signed in Ontario?

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### Visualization

What were you picturing when you were reading? Explain.

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### True or False

Circle whether the statement is true or false.

1) Treaties are agreements between two nations.	True	False
2) The Indigenous nations knew they were giving their land away.	True	False
3) The Indigenous groups believed no one can own the land.	True	False
4) Ontario is covered in 46 present-day treaties.	True	False
5) The current treaties will never be negotiated again.	True	False

## Research Assignment

## My Community's Traditional Territory

The land we live on in Ontario was once used only by Indigenous groups. Learn more about the land you live on by researching how it was used before any treaties were signed.

Answer the questions below.

1) Which treaty number is your community in?

---

---

2) Which Indigenous groups lived in your community?

---

---

---

3) Who signed the treaty?

---

---

---

4) What other information did you learn about the land?

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---

---

---

5) Why was this land valuable? Are there any valuable natural resources that would have been useful for the Indigenous groups? (Lakes, Forests, Mountains, etc.)

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Name: \_\_\_\_\_

17

Curriculum Connection  
A2.5, A3.1, A3.10

Report

Write a short report about your findings on your community's traditional territory.

**PREVIEW**

# The Indian Act

## A New Law to Control Indigenous Peoples

In 1876, the Canadian government created a law called the **Indian Act**. This law gave the government power over many parts of First Nations people's lives. It told them where they could live, how they could live, and even who was considered a "**Status Indian**."

Only Status Indians were allowed to live on **reserves**, which were small pieces of land set aside for First Nations. The goal of the law was to make First Nations people more like other Canadians, a process called **assimilation**.



## What the Indian Act Did

The Indian Act controlled many aspects of Indigenous people's lives. Here are some of the rules from the early Indian Act:

- First Nations children had to attend residential schools.
- Indigenous people were not allowed to practise traditional ceremonies like the Potlatch.
- Status Indians did not have to pay taxes or follow hunting and fishing rules on their reserves.
- The government decided who had Indian Status, which could be taken away.



The Indian Act also made Indigenous people wards of the state, meaning the government treated them like children who needed to be controlled and protected.

## The White Paper and Resistance

In 1969, Prime Minister **Pierre Trudeau** and Minister **Jean Chrétien** introduced the **White Paper**. It said the Indian Act should be removed and that Indigenous people should be treated just like all other Canadians. But this would have taken away Status, treaty rights, and the special relationship with the land. First Nations groups all across Canada strongly opposed it. They believed the government was trying to erase their cultures. Because of this, the White Paper was cancelled.

**Questions**

Answer the questions below using evidence from the text.

1) What is the Indian Act? What does it mean for First Nations?

---



---



---

2) What does it mean that Trudeau wanted First Nations to assimilate to Canadian Society?

---



---



---

**Yes or No**

Answer the following questions with either "Yes" or "No".

1) Were First Nations allowed to choose their school system?	Yes	No
2) Did all Indigenous people have to pay taxes?	Yes	No
3) Was only the government allowed to decide who was Indian?	Yes	No
4) Was the Potlatch ceremony supported under the Indian Act?	Yes	No
5) Could Indigenous children be sent away without their parents' consent?	Yes	No
6) Did the White Paper try to take away treaty rights?	Yes	No

**Word Search**

Find the words in the wordsearch.

Indian	Status
Reserve	Assimilate
Culture	Control
Language	Education
Hunting	Fishing
Right	Reserve

Y	Z	R	E	S	E	R	V	E	T	P	G	I	S	D	U	S	X	E
G	N	I	O	V	K	L	T	B	W	F	N	Q	N	E	I	T	G	M
C	B	B	Q	Z	E	T	A	L	I	M	I	S	S	A	N	A	N	E
S	L	P	M	F	T	U	G	E	Y	F	I	T	F	Y	O	T	I	C
A	B	E	G	A	U	G	N	A	L	T	K	J	Z	K	I	U	H	U
N	B	F	K	H	N	Z	Z	K	A	U	Q	D	E	H	T	S	S	L
M	N	U	G	N	I	T	N	U	H	Y	J	O	B	E	A	R	I	T
A	A	B	Q	U	O	Z	X	R	E	S	E	R	V	E	C	I	F	U
I	L	O	R	T	N	O	C	I	N	D	I	A	N	E	U	G	R	R
A	Z	I	C	Q	Q	G	R	J	C	O	B	H	N	F	D	H	N	E
Y	M	O	A	V	T	L	L	O	C	D	W	D	K	X	E	T	U	Z



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Circle yes or no for each.

1) Did all Indigenous peoples agree with the Indian Act?

Yes

No

2) Was Indian Status permanent once it was given?

Yes

No

3) Were only Status Indians allowed to live on reserves?

Yes

No

4) Did assimilation try to erase Indigenous traditions?

Yes

No

5) Did the Indian Act give equal freedoms to all?

Yes

No

Name: \_\_\_\_\_

Mark

Circle yes or no for each.

1) Did all Indigenous peoples agree with the Indian Act?

Yes

No

2) Was Indian Status permanent once it was given?

Yes

No

3) Were only Status Indians allowed to live on reserves?

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Name: \_\_\_\_\_

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5) Did the Indian Act give equal freedoms to all?

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No

Name: \_\_\_\_\_

Mark

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Yes

No

4) Did assimilation try to erase Indigenous traditions?

Yes

No

5) Did the Indian Act give equal freedoms to all?

Yes

No

# Residential Schools

## Residential Schools

**The Indian Act** affected education for Indigenous people. Being **wards of the state** meant the Canadian government could control them. The government wanted Indigenous children to learn the Canadian way of life and grow into contributing members of Canadian society.

Because of this, they created **"Residential Schools"** to send Indigenous children to learn key parts of the Canadian lifestyle—English, Roman Catholic religion, and farming. These children were taken from their families for months at a time.

Their traditional way of life was inferior. The Canadian government believed it was easier to change a child's beliefs than to change an adult.

## Residential Schools in Canada

- Over 150,000 Indigenous children attended residential schools in Canada.
- Residential schools were in every province except New Brunswick, & Newfoundland.
- The schools were open between 1870 and 1996.
- Children between the age of 4 and 16 attended school.
- In 1996, the last residential school closed. On June 11, 2008, Prime Minister Stephen Harper gave a public apology to all children who had to attend.

## What Happened At The Schools?

- Children were forced to stop speaking their Indigenous language and only speak English or French.
- Their appearance was changed—they got Canadian-style haircuts or had their heads shaved and had to wear school uniforms.
- They were given very little food, and sometimes the food was spoiled or not healthy.
- They were separated from brothers and sisters, forced to do unsafe hard work and were sometimes hurt or even killed.
- They had presents, letters, and medical care taken, and some were given electric shocks to try to change how they thought.



Inuit Children at a Residential School





Name: \_\_\_\_\_

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Curriculum Connection  
A3.5, A3.6, A3.8

### True or False

Circle whether the statement is true or false.

1) Residential schools only allowed students to speak Indigenous languages.	T	F
2) Ontario didn't have residential schools.	T	F
3) Indigenous kids could choose whether to attend or not.	T	F
4) Children were kept safe and always made it home to their families.	T	F
5) The last residential school closed in 1996.	T	F
6) The Canadian government has admitted that residential schools were wrong.	T	F
7) Residential schools are in every province.	T	F

### Questions

Answer the questions below using evidence from the text.

1) Why did the Canadian government build residential schools? What did they teach?

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2) Why do you think they cut the Indigenous children from their families, and didn't let them speak in their Indigenous language?

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### Reaction

What are your thoughts about residential schools?

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**Research**Learn more about **Residential Schools** by answering the questions below.

1) How many residential schools were in Ontario?

2) What was the closest residential school to where you live? (try searching: "residential schools near me")

3) When did that Residential School close?

4) When did that residential school in Ontario close?

5) How were children in residential schools punished for breaking rules? List 4 punishments.

6) Canada is paying each survivor of residential schools money as compensation for mistreating them at these schools. How much money do you think they should get paid?

7) Do you think they get enough compensation for the trauma? Explain.

8) How do residential schools still affect Indigenous communities today? Explain.

Name: \_\_\_\_\_

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Curriculum Connection  
A2.5, A3.5, A3.6, A3.8

**Report**

Write a short report about your findings on residential schools in your area.

**PREVIEW**



# Immigration – Push/Pull Factors

## Immigration – Push and Pull Factors

**Immigration** refers to someone moving permanently to a new country. **Push** and **pull factors** influence a person's decision to move. A **push factor** is a reason someone might be “pushed” away from a country. Common push factors include war, unemployment rate (lack of jobs available), crime rate, school systems, etc.

A **pull factor** is a reason someone might move to a certain place. Common pull factors include low crime, healthcare, desirable climate, strong economy, family ties, job opportunities, and strong educational programs.

## Immigration in Canada Pull Factors

Immigration happened in waves to early 1900s. Many factors influenced the heavy immigration. **First**, the **pull factors** in the USA led many Americans to move north to Canada. In Europe, it was the same and more costly. In Canada, land was cheap and fertile, which meant Canadians could grow crops easily.

**Secondly**, political and religious freedom were other strong pull factors. Canadians were not forced to practise a certain religion, like it was in many other European countries. Canadians had political freedom as their government was democratic, meaning citizens had a voice in the government.

**Thirdly**, family ties affected immigration. When one person came to Canada, they would often write their family in their home country to tell them how great Canada is.

## Push Factors Around the World

**World War 1** was a major push factor in Europe. Many people worried for their safety and fled to Canada. Overcrowding in Europe was another reason people moved to Canada. Many wanted land to farm, but it wasn't available. Religious discrimination also sent people to Canada because they were prosecuted for practising certain religions.



**Directions**

Read the factor and choose whether it is a push or pull factor

1) Leaving Europe because of no land...	Push	Pull
2) Moving to Canada for arable land...	Push	Pull
3) Moving to Canada for religious freedom...	Push	Pull
4) Moving to Canada to join your family there...	Push	Pull
5) Leaving Europe because of World War I...	Push	Pull

**Questions** Answer the questions below using evidence from the text.

1) What were some pull factors for people moving to Canada?

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2) What were some push factors for people living in their countries?

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**Fill in the Blanks**

Read the sentence and fill in the blanks.

- 1) \_\_\_\_\_ is when someone moves permanently to a new country.
- 2) A push factor is a reason someone \_\_\_\_\_ a country.
- 3) A pull factor is a reason someone \_\_\_\_\_ a country.
- 4) The gold rush was a pull factor that brought a lot of Chinese \_\_\_\_\_.
- 5) Lack of jobs is an example of a \_\_\_\_\_ factor.



# Role-Play: Immigration Stories

## Objective

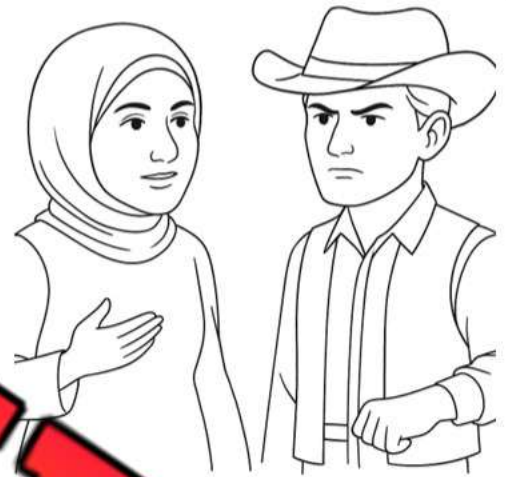
What are we learning about?

Students will act out real-life immigration situations to understand why people leave one place and move to another. They will explore “push” reasons (like war, poverty, or unfair laws) and “pull” reasons (like safety, jobs, or education). This activity will help students feel the challenges and hopes behind immigration decisions.

## Materials

What do we need for our activity?

- Scenario cards (with different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



## Instructions

How will we complete this activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character or position within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.



Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in Role	Stay in character. Don't break role until you're finished.
Teamwork	Be helpful. Take turns and make sure everyone joins.

Scenario Cards Read out the scenarios below.

Scenario	Description
1 The Border Line	A young boy named Elias has to wait in a long line at a crowded border crossing. They left their home country because a flood destroyed their town, and there are no jobs or schools anymore. Elias carries one backpack and a drawing from his mother, who has to stay behind. At the border, a guard asks many questions. He is offered food and shelter, but Elias is afraid of starting a new life because he doesn't speak the language.
2 A Place to Stay	In a small town in Canada, a man named Samir tries to rent an apartment for his family. He came from a country where there was war, and it was no longer safe for his children. He has a job offer in Canada, but the landlord is not sure about renting to someone new. Samir shows his work papers and explains he just wants a safe place for his family. The landlord, a neighbour, and Samir's coworker all have different opinions about newcomers.

## Scenario Cards

Cut out the topics below.

Scenario		Description
3	The First Day	Sofia's parents decide to move their family to Canada after losing their farm to drought. They had to sell many of their belongings to pay for the trip. When they arrive in Canada, Sofia starts at a new school where she is shy and doesn't know the rules. A teacher tries to help her feel welcome, but some students make fun of her accent. Her parents struggle to find jobs, and the family goes to a food bank while they wait.
4	Work or School	Ali's younger brother named Karim works with his father in a factory. They moved to Canada for better work after their town back home was closed due to a mine closing. Karim wants to go to school, but his father depends on him to help support the family. One day, a teacher visits the factory and speaks to Karim about his future. The family discusses what to do next, and everyone has strong opinions about schooling, studying, and sending money home.
5	Starting Over	Ana's mother was a doctor in her home country, but in Canada, she can't find work in her field. Ana doesn't understand why her mother has to clean houses when she studied so hard. They visit a community center that helps match newcomers with training and support. Ana also tries to help her mother practise English at home. One day, her mother finally gets a call about a hospital job interview, but it's far away and would mean moving again.
6	The Newcomer Program	Two friends from different countries meet at a newcomer welcome centre. One came for better education and the other came to escape unfair laws that treated her family badly. They both face different challenges—one is doing well in school but feels lonely, while the other struggles with learning English. A local community group invites them to a youth program, and they learn to help each other. Over time, they become leaders and speak at an event about their experiences.



## Scenario Cards

Cut out the topics below.

Scenario		Description
7	Paper Problems	At the airport, a family of four is stopped by immigration officers who say there is a problem with their documents. The family came to Canada for safety, but now they may have to wait in a shelter until things are sorted. The children are scared and don't understand what's happening. A social worker tries to explain the process, while a volunteer brings food and toys. A lawyer gets involved and speaks with the officer about the family's rights.
8	The Move to Uncle's	Uncle and his older sister move to Canada to live with an uncle they barely know. Their mother stayed behind in another country to care for their grandparents. The boy is lonely at school and is bullied by students who say mean things about his mother. His sister gets a part-time job to help with bills, and their uncle tries to help them. After a hard start, they begin to make friends and feel like they belong.
9	Sharing Maya's Story	A girl named Maya is part of a group that learns about different cultures at school. She shares her story about growing up in a country where her religion was not accepted. Her classmates have questions, and some don't understand why she had to leave. Maya visits the class to speak about their first few months in Canada. The students work on a project together to make Maya feel welcomed in their school.
10	The Shop on Main Street	In a small Canadian town, a newcomer store opens on the main street. The owner, Mr. Chen, sells spices and foods from his home country. Some people in the town are excited, but others are unsure about the changes. One customer has a strong opinion and gets into an argument at the store. Later, the mayor visits and holds a meeting to talk about diversity and helping new people feel part of the community.



**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
<b>Voice</b>	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
<b>Action</b>	Did not act.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
<b>Stay in Role</b>	Acted like themselves, not the character.	Acted like the character, but not always.	Mostly stayed in character during the scene.	Stayed in character the whole time.
<b>Teamwork</b>	Did not help or listen.	Helped a little.	Helped others and worked with the group.	Shared, listened, and helped make the group's work better.

**Teacher Comments**

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**Student Comments – What Could You Do Better?**

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## Blog Post: Why Did People Move To Canada?

### Top 5 Reasons People Migrated to Canada

Date: April 5, 2025

Author: By Jordan Chen

5-minute read

Have you ever wondered why so many different people moved to Canada? People have been coming to Canada for over 200 years from many parts of the world. They didn't all come for the same reason. Here are five big reasons people migrated to Canada:

- 1) To Escape Hardship (Poverty, Famine, or War):** In the 1840s, over a million Irish people came to Canada because of the Great Potato Famine. There was not enough food, and many were starving. Others left war zones in Europe, like during World War I and World War II. Canada seemed like a safe and peaceful place.
- 2) For Land and Economic Opportunities:** In the early 1900s, Canada had a lot of land and not enough people to farm it. The government offered cheap land in the Prairies, and this attracted many immigrants from Europe and the United States.
- 3) For Religious or Political Freedom:** Some groups, like the Doukhobours from Russia, were punished in their home countries for their religion. In Canada, they were free to believe what they wanted because they disagreed with their government and wanted to live in a more democratic country like Canada.
- 4) Because of Family Ties:** When one family member moved to Canada and liked it, they often told relatives back home. This made more people want to come.
- 5) Forced Migration:** Not everyone came by choice. Between 1929 and 1939, over 100,000 poor children from Britain were sent to Canada as "Home Children" to work on farms. Many were treated unfairly. Africans and others were brought to Canada as slaves in the 1700s and early 1800s.

### Comments:



**Rachel S. – April 6, 2025**

I think Canada gave people a second chance. In 1901, over 50,000 immigrants came because of land. My grandfather got land in Saskatchewan that helped our whole family survive.

Like Reply 5h ago



**Amir M. – April 6, 2025**

That's true, Rachel, but we should also remember not everyone came by choice. Many Home Children and slaves were forced here and didn't have freedom at all. That part of history matters too.

Like Reply 20m ago



**Questions**

Answer the questions below using evidence from the text.

1) What does "forced migration" mean in the blog? Give two examples.

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2) Why did many people from Europe move to Canada in the early 1900s?

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3) Why was Canada seen as a safe and peaceful place to move to?

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**Two Truths and a Lie**

Check only the two true facts in each.

<input type="checkbox"/>	Over a million Irish moved during the Great Potato Famine.
<input type="checkbox"/>	Some immigrants were forced to come and didn't have a choice.
<input type="checkbox"/>	The Doukhobours left Russia because they loved the government's rules.

<input type="checkbox"/>	Immigration to Canada was very expensive in the early 1900s.
<input type="checkbox"/>	The Canadian Prime Minister was very welcoming to many people looking for a new home.
<input type="checkbox"/>	Some people came to Canada to practise their religion freely.

**Think**

What are some other reasons you think people might move to Canada? List at least two and explain why.

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# Immigration Act, 1910

## Background Information

Before 1910, **Clifford Sifton** controlled immigration in Canada. He wanted to bring farmers and farm labourers to help develop farmland. In 1905, Frank Oliver replaced him. Oliver had different views and wanted to pick immigrants from certain countries. He preferred people from Britain and the USA.

## What is the Immigration Act?

The Immigration Act gave the Canadian government control over who entered the country. It listed groups not allowed to enter and gave officials the power to decide who could stay or be removed.



## Discrimination

The act is seen as **discriminatory**. It named specific racial groups that could not enter. Asians could immigrate but had to pay a head tax of \$500, which later increased to \$500. American farmers were invited to Canada, but only white Americans. Black Americans were often not allowed to immigrate.

## Deportation

The Act allowed **deportation** based on political or moral reasons. If immigrants did not fit in or were too poor, they could be sent back. In 1907, many poor British immigrants came to Canada. By 1908, many of deported immigrants were British.

## Effects of the Act

The Act reduced Asian immigration after 1910. The government still wanted farmers, so they later opened immigration to people from Europe. The railroad helped Canada grow, and goods and services were moving quickly. The country needed more people to buy, sell, and make things. Even with the 1910 Act, immigration stayed strong:

1906 – Over 200,000

1911 – Over 300,000

1912 – Over 400,000

**True or False**

Circle whether the statement is true or false.

1) The Immigration Act was discriminatory against Asian and Black people.	T	F
2) The Act slowed down immigration by Asian people.	T	F
3) The Act was fair and no one could be turned away without a good reason.	T	F
4) You could be deported if you were poor.	T	F
5) The government wanted white American farmers to move to Canada.	T	F

**Questions** Answer the questions below using evidence from the text.

1) What was the Immigration Act? How did it change immigration in Canada?

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2) In what way was the Immigration Act discriminatory?

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**Summarize**

Write the important details from the reading passage.

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

- |  |   |
|--|---|
| 1) The Immigration Act gave immigrants full control of their own status. | T |
|  | F |
| 2) Deportation could happen to immigrants who were poor or unwanted.     | T |
|  | F |
| 3) Canada's immigration rules treated all races and countries the same.  | T |
|  | F |
| 4) White American farmers were invited, even after the Act passed.       | T |
|  | F |

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

- |  |   |
|--|---|
| 1) The Immigration Act gave immigrants full control of their own status. | T |
|  | F |
| 2) Deportation could happen to immigrants who were poor or unwanted.     | T |
|  | F |
| 3) Canada's immigration rules treated all races and countries the same.  | T |
|  | F |
| 4) White American farmers were invited, even after the Act passed.       | T |
|  | F |

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

- |  |   |
|--|---|
| 1) The Immigration Act gave immigrants full control of their own status. | T |
|  | F |
| 2) Deportation could happen to immigrants who were poor or unwanted.     | T |
|  | F |
| 3) Canada's immigration rules treated all races and countries the same.  | T |
|  | F |
| 4) White American farmers were invited, even after the Act passed.       | T |
|  | F |

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

- |  |   |
|--|---|
| 1) The Immigration Act gave immigrants full control of their own status. | T |
|  | F |
| 2) Deportation could happen to immigrants who were poor or unwanted.     | T |
|  | F |
| 3) Canada's immigration rules treated all races and countries the same.  | T |
|  | F |
| 4) White American farmers were invited, even after the Act passed.       | T |
|  | F |

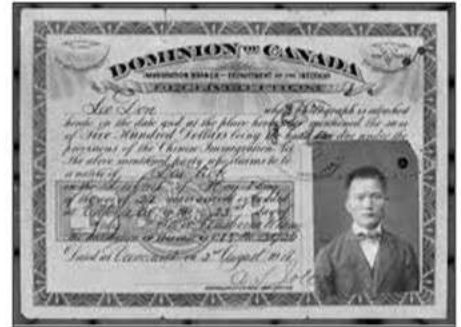


## Chinese Head Tax

### Chinese Immigrants

Many Chinese people left China because of **push factors**. There was a civil war in China, where parts of the country were fighting each other. Also, the **Huang He River** flooded in China, which led to food shortages and starvation.

A major **pull factor** that brought Chinese immigrants to Canada was the building of a railway from coast to coast. It needed a lot of workers.



### Chinese Workers on the Coast

Over 15,000 Chinese immigrants came to Canada to work on the railway. They were paid only \$1.00 a day, much less than workers in other communities. This helped Macdonald build the railway on a lower budget.

Canadians were angry because they thought the Chinese were taking jobs. They pushed the government to create a tax for Chinese immigrants. This tax became known as the "**Chinese Head Tax**."

### Chinese Head Tax

In 1885, the **Chinese Immigration Act** was passed. Each Chinese immigrant had to pay \$50 to enter Canada. But this didn't stop immigration. Many Chinese still came because they knew they would have better lives in Canada.



Mr. Lee Don Pay \$500  
for his certificate

In 1900, the tax was raised to \$100. Canadians still thought too many Chinese were arriving. In 1903, the tax was raised again to \$500. Even then, many Chinese paid it.

In 1923, a new law banned Chinese immigration completely. No Chinese people were allowed to enter Canada. This ban lasted until 1967, when the Canadian government repealed the Chinese Immigration Act. Since then, immigrants have been treated equally no matter where they come from.

Name: \_\_\_\_\_

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Curriculum Connection  
A1.3, A3.4, A3.6, A3.8

### True or False

Circle whether the statement is true or false.

1) Canadians were happy that there were so many Chinese Immigrants.	True	False
2) The railway was a pull factor because it created a lot of jobs.	True	False
3) Canadians were upset the Chinese workers were taking railroad jobs.	True	False
4) The Chinese were paid \$1.00 a day.	True	False
5) The Chinese had to pay a head tax to enter the country.	True	False

### Questions

Answer the questions below using evidence from the text.

1) Do you think it was fair to pay the Chinese immigrants \$1.00 a day for the jobs they did?
2) Why was the Head Tax and Chinese Immigration Act a example of discrimination in Canada's history?

### Ordering

Put the following events in order. Number 1 – 5.

	Chinese workers were hired to work for \$1.00 a day to build the railway.
	The government promised B.C. a railway to connect them to the rest of Canada.
	The government introduced the Chinese Head Tax.
	The Chinese Immigration Act was repealed; all immigrants are now treated equally.
	The tax was raised to \$500 to stop Chinese immigration.



## Chinese Railroad Workers

Canada needed a railroad that would stretch from coast to coast. The problem was that it was very expensive, and extremely dangerous due to the mountainous terrain. For those reasons, it was difficult to find workers.

From 1880 to 1885, it is estimated that between 600-2,200 Chinese workers lost their lives. Many died of scurvy, not enough food, fatigue, drowning, dynamite explosions, and rockslides. The Chinese workers had to live in tents while the white-English workers lived in rail cars.

Questions 1-3 are short-answer questions below using evidence from the text.

1) Why do you think Chinese workers were unwelcome in Canada?

\_\_\_\_\_

2) John A. Macdonald promised to hire Chinese workers first, then French Canadians, then First Nations. Why did he change his mind and hire Chinese workers?

\_\_\_\_\_

3) Describe the living and working conditions for the Chinese workers.

\_\_\_\_\_



"The Last Spike"

4) In the photo, "The Last Spike", it appears no Chinese were in the picture. Why do you think that is? Is it fair?

\_\_\_\_\_



## Debate: Immigration

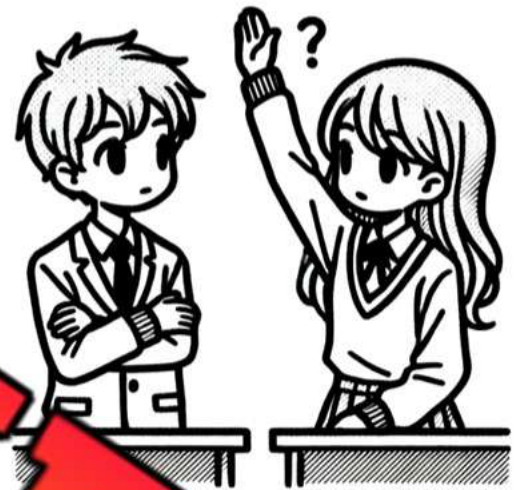
### Objective

What are we learning about?

Students will explore the benefits and challenges of immigration in Canada. They will learn how immigrants help grow the economy and fill job shortages, but also discuss how immigration can affect housing, schools, and healthcare. They will decide if Canada should welcome more immigrants or limit the number it accepts.

Materials: What do you need for the activity?

- Sentence starters
- Planning page
- Debate prompt



### Instructions

How will you complete the activity?

- 1) Read the debate question: **Should Canada accept more immigrants or limit immigration to protect resources?**
- 2) Talk as a class about why people move to Canada (jobs, safety, family) and the impact immigration has (workforce, housing, services).
- 3) Divide the class into 2 teams:
  - 1) **Team A:** Canada should accept more immigrants
  - 2) **Team B:** Canada should limit immigration to protect resources
- 4) Each team fills out their debate planning sheet.
- 5) Use sentence starters to help with ideas.
- 6) Sit in a circle and take turns sharing your side. Speak clearly and respectfully.
- 7) After the debate, students can draw or write what they learned.

**Topic** Should Canada accept more immigrants, or limit immigration to protect resources?

Side	Description
<b>Team A</b> <b>Canada Should Accept More Immigrants</b>	<p>Some people think Canada should welcome more immigrants. Here's why:</p> <ul style="list-style-type: none"> <li>• Canada needs more workers in health care, construction, and farming.</li> <li>• Immigrants start businesses and grow the economy.</li> <li>• Immigrants bring new cultures, languages, and food.</li> <li>• Immigrants pay taxes and help support schools and hospitals.</li> <li>• Canada has a history of welcoming people from around the world.</li> <li>• More people means more skills, and creativity.</li> <li>• Immigrants help solve the problem of Canada's aging population.</li> <li>• Many immigrants bring professional skills like doctors, nurses, and engineers.</li> <li>• We should accept immigrants because we are a multicultural country.</li> </ul>
<b>Team B</b> <b>Canada Should Limit Immigration</b>	<p>Some people think Canada should slow down immigration because:</p> <ul style="list-style-type: none"> <li>• Housing is too expensive and hard to find.</li> <li>• Schools and hospitals are already too crowded.</li> <li>• Some immigrants can't find jobs right away and need help.</li> <li>• It can be hard for newcomers to adjust and feel included.</li> <li>• Too much immigration at once can put pressure on public services.</li> <li>• Canadians already here may lose job opportunities.</li> <li>• We should fix problems in Canada before helping more people from outside.</li> <li>• Larger population can increase traffic, pollution, and use of natural resources.</li> <li>• Some worry immigration might change traditions too quickly.</li> </ul>

## Brainstorming

## Should Canada Accept More Immigrants, or Limit Immigration?

Use this page to help you think about both sides of the issue.

1) Why do some people think Canada should accept more immigrants?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) Why do some people think Canada should limit immigration?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3) What are some different opinions people have?

We should accept more

We should limit immigration

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4) What is your opinion?

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## Planning

Answer the questions below.

1) Do you think Canada should accept more immigrants or limit immigration? Explain why.

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2) What do you think about your opinion?

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- ---
- ---
- ---
- ---

3) What might the other side say?

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- ---
- ---

4) What facts or examples make your opinion stronger?

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

**Sentence Starters**

Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

**Disagreeing**

Use these sentence starters when you disagree with a classmate

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, we should consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...



## Land Use In New France

### Settlers in New France

If you were moving to New France, you had two choices:

- 1) Move to the city and look for a job as a **fur trader** or **artisan**
- 2) Move to the countryside and become a **farmer**

Most settlers picked the second choice. Around 80% of settlers lived in rural areas. Farmers were divided into two groups: **seigneurs** and **habitants**.

### Seigneurs and Seigneuries

The King of France gave land to nobles, called *seigneurs*. A *seigneur* may have helped the King in France or fought in a war. As a reward, the *seigneur* received a *seigneurie* — a large piece of land about 10 miles long. If the land was too big for one family, the *seigneur* got *habitants* (farm families) to settle and build it.

The land had long, narrow fields that ran parallel to the river. Seigneuries were near the St. Lawrence River so water could be used for fishing, travel, and daily life. The *seigneur* also kept part of the land for himself and his family, and the *habitants*.

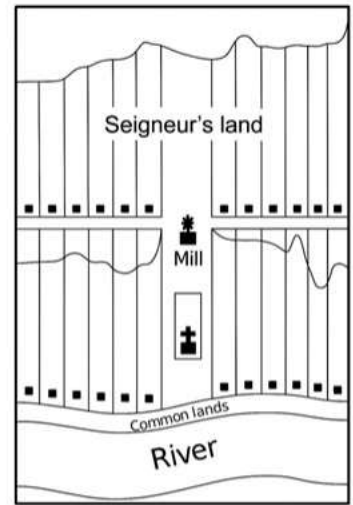
### Habitants

Farm families who worked on the seigneurie were called **habitants**. They did work like clearing trees, growing crops, and caring for animals. They didn't live for free. They gave crops to the *seigneur* and paid taxes to the Church and government. They also worked without pay for ten days a year on the *seigneur's* land.

### End of the Seignorial System

When the British took control of New France, they ended the **seignorial system**. They thought it was unfair to *habitants* and poor people because it gave more power to *seigneurs*.

The system also hurt the economy. *Habitants* didn't make enough money to spend in stores. That meant fewer shops or businesses could open.



Name: \_\_\_\_\_

63

Curriculum Connection  
A1.3, A3.3, A3.4, A3.9**True or False**

Circle whether the statement is true or false.

1) A habitant was someone the king gave land to.	True	False
2) Seigneurs were given seigneuries, which were large areas of land.	True	False
3) Habitants were farm families that lived on seigneuries.	True	False
4) Habitant families didn't have to pay anything to their seigneurs.	True	False
5) Seigneurs were soldiers or people who supported the King of France.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What were the differences between a seigneur and a habitant?


2) What responsibilities did the habitants have on the seigneur's land? Was it fair?


**Word Scramble**

Unscramble the words from the word bank.

Word Bank				
British	Economy	Seigneur	Responsibilities	Seigneurie
Habitant	Artisan	Farming	Settlers	Reward
EIUSENRG			RTAANIS	
COMEYNO			ABNHATTI	
EGISREEIUN			ETRSELST	



# The Catholic Church In New France

## The Catholic Church

In France, **Catholicism** was the most popular religion. The **Protestant** religion was also practised by some but was not as accepted by the government. One of the goals of the French leadership was to ensure that **New France** was also a **Catholic colony**. This meant that they would not allow any settlers who were not Catholic to move to New France.



### Jesuit Priests

In order to spread Catholicism in New France, Jesuit Priests were sent. A **Jesuit** was someone who belonged to **The Society of Jesus**. This meant they were men who were educated in religion and able to spread the faith. Jesuit Priests had 2 main goals:

1. To spread the Roman Catholic religion to Indigenous peoples
2. To establish schools for boys only

## Religion and the First Nations

French efforts to spread Catholicism to Indigenous peoples were met with resistance as Indigenous communities already had spiritual beliefs. Many Indigenous communities believed in many gods and their connection to the environment.

The French missionaries did not respect the Indigenous beliefs and essentially told them they were wrong. This offended the Indigenous, especially the leaders, and made them targets of the French in war. The French knew if they could get rid of their leaders, they might be able to convert them to the Catholic Church.



## Religion Schools in New France

Most of the schooling done in New France was done by the family. Children were put to work gardening, land clearing and making clothes. In the towns of New France, there were schools available for boys to learn reading, writing, math, and catechism (religion).



Name: \_\_\_\_\_

65

Curriculum Connection  
A1.3, A3.3, A3.4, A3.9

### One-Word Answer

Answer the following questions with only one word.

1) What religion did the French want everyone to follow?	
2) Who were the priests that came to teach boys in New France?	
3) What group already had strong spiritual beliefs in nature?	
4) What was the religion not accepted by the French government?	
5) Who was allowed to attend Jesuit schools?	

Questions 6-10: Answer the questions below using evidence from the text.

1) Do you think the missionaries to the Indigenous communities had an easy time? Why might that be? (2 lines)
2) Why didn't France send any non-Catholic beliefs to New France? Why would they set up schools? (2 lines)

### Two Truths and a Lie

Read each group. Check ✓ the two true ones. Mark X the one lie

<input type="checkbox"/>	Jesuit priests were part of the Society of Jesus.
<input type="checkbox"/>	The Society of Jesus was a Protestant religious group.
<input type="checkbox"/>	The French wanted all settlers in New France to be Catholic.

<input type="checkbox"/>	Most teaching in New France was done at home by the family.
<input type="checkbox"/>	Catholicism was the most accepted religion in France and New France.
<input type="checkbox"/>	Jesuit priests taught boys and girls in all communities.

# The Expulsion Of The Acadians

## Tension Between France and Britain

France and Britain were racing to colonize North America. They were building colonies and expanding land. Their rivalry kept growing as they fought battles around the world. Both countries had colonies in Africa, and the Caribbean. They were the most powerful.



## The Loss of Acadia

Acadia was French territory in North America, but the King did not protect it like he did with New France. Acadia included New Brunswick, PEI, and Quebec. In 1694, the British attacked from Boston and took parts of Acadia. But in 1697, they gave it back to France in a peace treaty.

## War of Spanish Succession

When France and Spain were at war, Britain took advantage. From 1702 to 1713, Britain took control of Acadia and the Caribbean. When France signed a peace treaty called the **Treaty of Utrecht**, each side agreed to return the land they had taken. Britain offered to return the Caribbean or Acadia. France chose Acadia because sugar cane was very valuable. This gave Acadia to the British.

## The Expulsion of the Acadians

Even though Britain owned Acadia, French Acadians still lived there. The British were afraid the Acadians would revolt, so they wanted them to take an ***oath of allegiance*** to promise loyalty to Britain. Many Acadians said no. They were **French Catholics**, while the British were English Protestants. Religion was very important to the Acadians. British soldiers started harassing the French, and the French fought back. This went on until 1755, when the British had enough. Between 1755 and 1760, about 10,000 out of 12,000 Acadians were forced to leave. Most went to Louisiana.



Name: \_\_\_\_\_

67

Curriculum Connection  
A3.6, A3.8

### Multiple Choice

Circle the correct answer.

1) The people that originally lived in Acadia were...	French	British
2) France decided to give away which colony?	Caribbean	Acadia
3) What was found on the Caribbean colony?	Iron	Sugar Cane
4) Did the Acadians sign the Oath of Allegiance?	Yes	No
5) The Treaty of Utrecht was signed in which year?	1755	1713

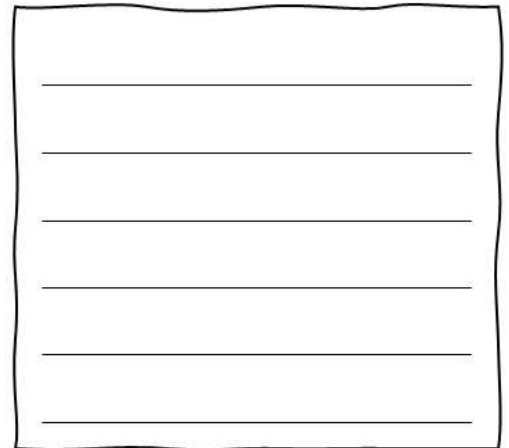
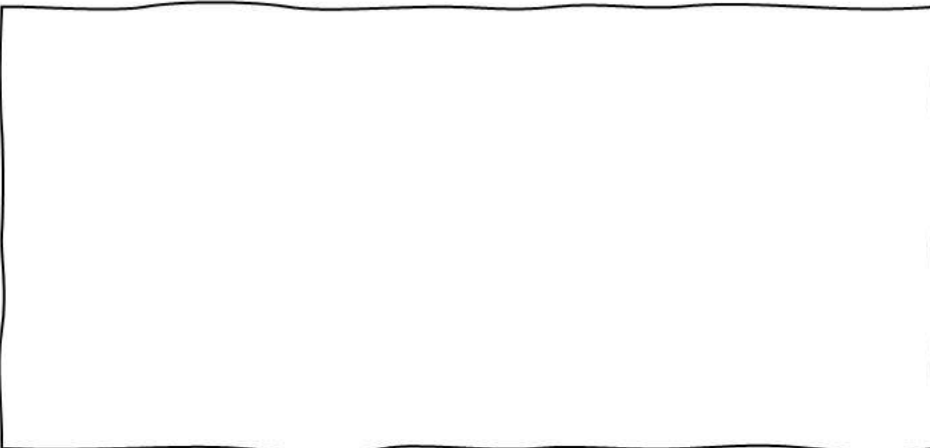
Questions Answer the questions below using evidence from the text.

1) Why did France give up Acadia instead of the Caribbean colony?

2) Why did the British expel the Acadians?

### Visualization

What were you picturing while you were reading? Explain it.





## English Settlers In BNA

### Who are the English Settlers?

**English settlers** came from England to the land we now call Canada. First Nations lived there first, then the French claimed it and called it New France. King Charles II of England heard there was money to be made, so he sent settlers to build homes, towns, and cities.

### Where Did They Land?

The first English settlement was in Newfoundland in 1610. Most English settlers lived south of New France on places like Jamestown and Boston, which are now in the U.S. As **fur trading** grew, King Charles II said the north parts of Canada belonged to England. By this time, the English lived in the north and New France, which upset the French.

### The Battle on the Plains of Abraham

The English and French fought a battle. Their armies met at the Plains of Abraham in New France. The British won the battle and took over New France. This gave England control of the land that is now Ontario, Quebec, and a better chance to control more of Canada.

### Life as an English Settler

When England took over the land, they renamed it **British North America (BNA)**. Life in BNA was hard. Settlers had to build homes, farms, and schools. Some English settlers lived in "**Soddies**," which were houses made from grass and dirt.

### Gender Roles in BNA for English Settlers

Women did chores, and men worked outside. Girls learned to sew, cook, garden, and care for animals. Boys fed animals, gathered wood, and worked in fields. By age 14, they worked like adults. Men stayed in fields, and girls did chores.

### School

In the 1850s, many children helped at home or on farms. Some went to school, but only if their parents had enough money to pay for it.



**Questions**

Answer the questions below using evidence from the text.

1) Who were English settlers? Where did they live?

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2) What was the battle on the Plains of Abraham?

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**Visualization**

What were you hearing? What were you seeing? Explain it.

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**True or False**

Circle whether the statement is true or false.

1) English settlers mainly lived north of New France in 1610.	True	False
2) School was important, and all children went to school.	True	False
3) Boys would work in the fields and harvest crops.	True	False
4) Girls would learn the household chores.	True	False
5) Settlers lived in fancy brick homes called "stone manors."	True	False



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Circle the correct answer.

1) What name did England give to the land they took?	BNA
	GB
2) Who fought the French at the Plains of Abraham?	Spanish
	British
3) What is a house made of grass and dirt called?	Cabin
	Soddie
4) What did King Charles II want from Canada?	Gold
	Fur
5) What kind of work did most men do?	Weld
	Farm

Name: \_\_\_\_\_

Mark

Circle the correct answer.

1) What name did England give to the land they took?	BNA
	GB
2) Who fought the French at the Plains of Abraham?	Spanish
	British
3) What is a house made of grass and dirt called?	Cabin
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Name: \_\_\_\_\_

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Name: \_\_\_\_\_

Mark

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	Fur
5) What kind of work did most men do?	Weld
	Farm



# Comparing Childhood In Different Groups

## Childhood in New France

Life in New France was challenging, as there weren't as many supports in place like we have now. The children in New France had to help out, to make life easier for everyone.

Girls had these chores:	Boys had these chores:
Helped their mothers cook	Worked in the fields with their fathers
Learned to sew	Cleared land for farming
Weeded and watered plants	Cared for animals
Took care of younger siblings	Boys in towns worked in shops or with artisans.

When boys and girls were 11 or 12, they started doing the same work as their parents. For many years in New France, there were no schools, so children learned from their families. Over time, Catholic schools were built, but only wealthy families could afford to send their children.



## Childhood in a First Nation

A child was seen as a gift from the creator. Each child had to learn the culture they were born into. From a young age, children knew what they always had to do. They did chores for elders in exchange for stories, which were a key part of their culture.

The chores children did depended on their specific First Nation group. In general, they did many of the same chores as children in New France. Here are some of their chores:

- Find firewood
- Gather food (roots, leaves, and berries) from the bush near their shelter
- Boys would go hunting and fishing with their fathers to learn those skills
- Carry water from a nearby lake, river, ocean and wash clothes

Children didn't attend regular schools, but learned from elders' stories about their land and people.



**True or False**

Circle whether the statement is true (T) or false (F).

1) Only Indigenous children did chores, not the children in New France.	T	F
2) The First Nation children did more chores than the children in New France.	T	F
3) The Indigenous children didn't learn anything because they didn't go to school.	T	F
4) The Children of New France always went to school.	T	F
5) Children were important in helping their families.	T	F

**Question** Answer the questions below using evidence from the text.

1) How was life similar between the children in New France and the First Nation children?

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2) How was life different between the children in New France and First Nation children?

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**Making Connections**

How is your life different from the lives of these children?

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# Home Children

## Who are the Home Children?

The **Home Children** were a group of over 100,000 kids who were sent to Canada from Britain from 1869 to the late 1930s. Britain sent their **orphaned, abandoned and pauper**

children to Canada for two reasons. One, so they could help Canadian farmers develop their land so they could have a chance at a better life. The Canadian farmers welcomed these kids because they were a cheap source of labour.

## *Off to a better life in Canada — perhaps*

MARJORY HARPER writes about the mixed fates of the 100,000 or so British children shipped to the dominion by philanthropic bodies such as Quarrier's and Barnardo's Homes in the years between 1870 and 1930.



William Quaker on board ship with a party of girls bound for Canada.

## How Were They Treated?

When the children arrived in Canada, they were sent to distributing and receiving homes. After that, they were sent to live with families in the area. Many of the children were treated well and abused. They were forced to work long hours on the farms and not compensated fairly. Other children grew up in Canada and enjoyed their lives, but many more found their living conditions in the slums of the cities.



## Problems with the Home Children Program

While the Canadians believed these children were orphans, only 12% were truly orphans. The British Home Child Advocacy and Research Association (BHCARA) was responsible for the program that sent these children to Canada. Many of the children that were sent to the program came from families that had fallen on hard times – had a sick parent or a parent who had just died. The families sent their child thinking it was a temporary solution, but it was not. Many parents went back to the program to get their child but found out that they had been sent to Canada forever.

Some of the children would run away, some died from ill-health or injuries resulting from neglect and abuse, and some committed suicide.



**True or False**

Circle whether the statement is true or false.

1) Canadians believed they were getting orphaned children from Britain.	True	False
2) Most of the children were orphans.	True	False
3) Most of the Home Children were accepted into families and treated well.	True	False
4) Many of the Home Children were over worked and hated their new life.	True	False
5) The program helped Canadian farmers get cheap labour from kids.	True	False
6) Many children worked in cities instead of working on farms.	True	False

**Questions** Write answers to the questions below using evidence from the text.

1) Who were the 'Home Children'? Why did they come to Canada?

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2) Do you think the Home Children program was fair? Explain.

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**Describe**

What would you be thinking if you were one of the home children in this picture?



Home Children Travelling To Canada

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# Memory Game – Indigenous & Settler Terms

## Objective

What are we learning about?

Students will learn about key words from Indigenous and settler histories by playing a memory match game using important terms and short descriptions. This will help them remember important ideas from Canada's past.

## Materials

What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear space on the floor



## Instructions

How will you complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
2. Have each group lay all the cards face down in a grid on a table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards

**Indian Act**

A law that told First Nations how to live, learn, and use their land.

Residential schools

Schools where Indigenous children were taken to forget their language and culture.

**Numbered Treaties**

Treaties made between First Nations and Canada about land, hunting, and fishing rights.

**Reserve**

Land given to First Nations where they could live, hunt, and keep traditions.

**Status Indian**

A First Nations person who is listed by the government and lives on a reserve.



## Cards

## Memory Game Cards

**Immigration**

When people move to live  
in a new country, like  
coming to Canada.

**Seigneurie**

A man who got land from  
the King and let farmers  
work on it.

**Chinese Head Tax**

Money Chinese immigrants  
had to pay to enter  
Canada long ago.

**Bannock**

A round flat bread made by  
Métis and Indigenous families  
using simple ingredients.

## Cards

## Memory Game Cards

**Emigration**

When someone leaves their country to live in another place.

Immigration Act

A Canadian law that decided who could enter and live in the country.

**Push Factor**

A bad thing that makes people want to leave their country, like war or hunger.

**Pull Factor**

A good reason to choose to move to a place, like jobs or peace.

**Acadia**

A French colony where settlers lived before the British forced them to leave.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit Test – 1: Communities In Canada, Past And Present

Total

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Mark

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1. Which community/group lived in Canada before the Europeans settled here?

- a) English
- b) French
- c) Indigenous groups
- d) Métis

2. An agreement between the First Nations groups and European settlers is called...

- a) Land Deed
- b) Treaty
- c) Land Claim
- d) Reserve

3. Which law gave Canada control over immigration?

- a) Immigration Act
- b) Indian Act
- c) Canada's Constitution
- d) British North America Act

4. Why did people immigrate to Canada/BNA?

- a) Cheap land opportunities
- b) Economic opportunities
- c) Religious freedoms
- d) All of the above

5. An example of a pull factor is the following...

- a) Poverty
- b) Family ties
- c) Inequalities
- d) War

6. An example of a push factor is the following...

- a) Poverty
- b) Family ties
- c) Land opportunities
- d) Family ties

7. What tax did Canada create for Chinese immigrants to enter?

- a) Chinese Entry Tax
- b) Chinese Worker Tax
- c) Chinese Travel Tax
- d) Chinese Head Tax

8. When children were sent to work on farms in Canada, they were called...

- a) Slavery
- b) Home Children
- c) Child Labour
- d) Travelling Children

9. The Battle on the Plains of Abraham was...

- a) Between French and Spanish
- b) Between Spanish and British
- c) Between French and British
- d) Between USA and BNA

10. St. Patrick's Day is a celebration of the:

- a) Irish community
- b) British community
- c) French community
- d) Jewish community



Define

What do the terms below mean?

Mark

/

Term	Definition – What does it mean?
Reserves	<hr/> <hr/> <hr/>
Immigration	<hr/> <hr/> <hr/>
Residential School	<hr/> <hr/> <hr/>

Short Answer

Answer the questions

Mark

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1) Do you think the treaties made with the Indigenous were fair? Why or why not?

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2) What was life like as an early settler?

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3) What is the Indian Act, and how did it affect Indigenous peoples?

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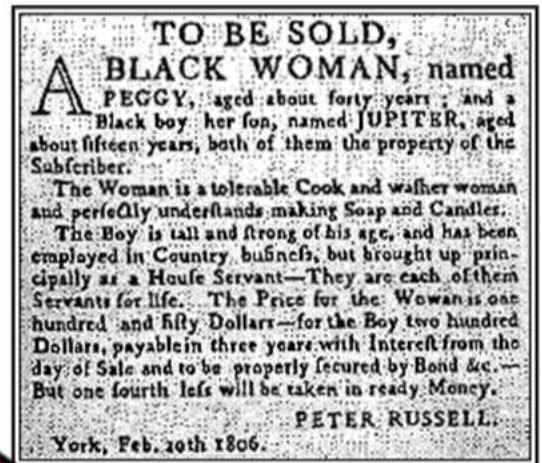
# African Canadians

## What is Slavery?

Did you know that slavery existed in **British North America** and **New France**? **Slavery** means that people can be bought, owned, and forced to work without pay. In the early 1800s, Africans were brought to the region we now call Canada. They were sold to English and French people as slaves.

## Slavery in

African people in Canada very differently than the Irish, French, and other Europeans went to Africa, bought enslaved people, and brought them to BNA or New France. These Africans worked for their families. Many died on the journey because conditions were so bad. Those who survived were free to work in **Upper** and **Lower Canada** for free. They were sold to families who made them work. Slaves were only given food and a place to sleep. They worked long days with almost no breaks. Their owners could beat or even kill them.



## Ending Slavery in British North America

In 1807, slavery was made illegal in British North America. People could not buy, or sell human beings. Many African people who were free moved to **Grey County**. Grey County was one of the last places in southern Ontario to be settled in the 1800s.

## Meet Mary Tayler, A Black Settler of Grey County

**Mary Taylor** was born a slave and worked in the fields. She escaped her owner and found freedom. She later settled in Owen Sound, part of Grey County. Mary carried a basket of apples, oranges, or sweets to sell. Later, she opened a small restaurant in the market.

Being a slave made her strong. She worked with her husband, a blacksmith. Mary used a sledgehammer and even beat men in wrestling matches. Her tough childhood did not stop her from becoming successful.

**Questions**

Answer the questions below using evidence from the text.

1) Who were the African Canadian settlers?

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2) How was life different for an African slave versus an Irish settler?

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**Yes or No**

Circle whether the answer is Yes or No

1) Did African Canadians arrive on different ships than other settlers?

Yes

No

2) Were enslaved Africans given land and money when they arrived?

Yes

No

3) Did most African slaves arrive safely and in good health?

Yes

No

4) Could slave owners in Canada legally hurt slaves if they disobeyed?

Yes

No

5) Did Africans choose to come to British North America for freedom?

Yes

No

6) Was slavery banned in Canada after 1800 began?

Yes

No

7) Was Grey County one of the last places settled in southern Ontario?

Yes

No

**Reflection**

Was slavery fair to the African people? What was the worst part?

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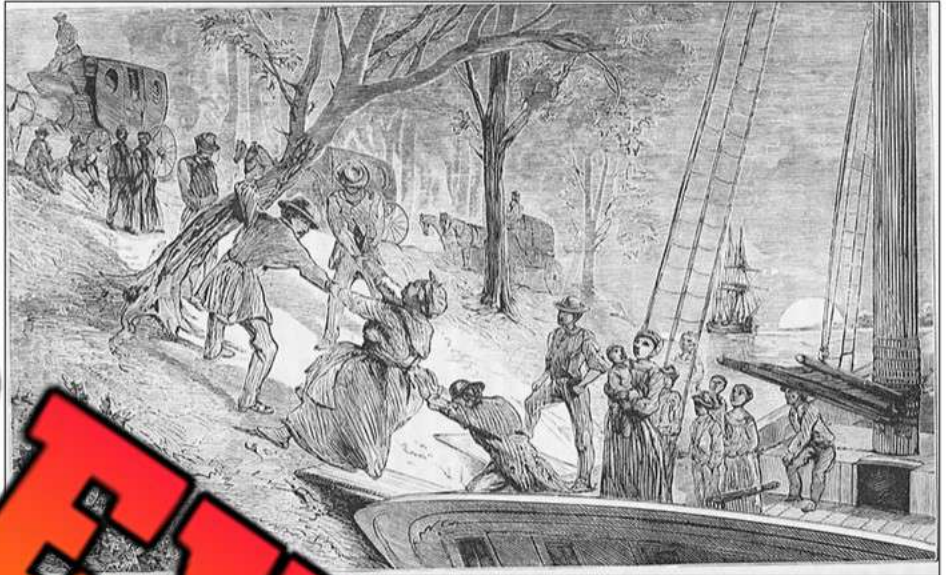
## The Escape – Underground Railroad

### The Escape

During this daring escape, passengers were loaded onto this ship and travelled to the railroad that would take them to Canada.

While on the ship, the slaves were confined in such small spaces that many nearly suffocated.

Once the captain felt they were in the clear, he let them up to the deck to get some fresh air. The air was such a change to them that one man couldn't hold his ground for breath. The captain threatened to throw him overboard if he couldn't come down. He knew if anyone found out, they would all be sentenced to death!



#### Caption

Explain your thoughts on the picture. What do you see in the scene? Write-up?  
What is interesting to you? What wonderings do you have?

#### Think

Why do you think the passengers risked such a dangerous escape?

# The Runaway – Underground Railroad

## The Runaway

This picture was used by people in the south as a stereotypical version of the **Runaway Slave**. It was posted in the newspaper to raise awareness to the local people that they may see slaves trying to escape. The picture offered a reward to anyone who caught a Runaway Slave.

The image was used to scare people and make them think runaway slaves were dangerous. It showed a man carrying a stick and a bundle on his back. It looked like he was hiding something. The image made it harder for people to get help when they saw a runaway slave trying to escape to freedom in Canada.



### Questions

Answer the questions below using evidence from the text.

1) What questions or wonderings do you have about this picture?

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2) Why would the slave owners in the south post this picture in the newspaper? Why would they offer a reward?

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# Harriet Tubman – Underground Railroad

## Harriet Tubman Facts

- Tubman's grandmother arrived on a slave ship from Africa. Harriet was born a slave.
- In 1849, Harriet escaped to Pennsylvania, which was a free state.
- She used a network of routes known as the **Underground Railroad** to escape. The Underground Railroad was not a real train it was a series of routes with helpers called conductors. Safehouses called stations used to help fugitive slaves to escape to free states.
- She made 19 trips over the course of 10 years as a conductor on the underground railroad. She freed over 300 slaves as she guided them or gave them specific instructions on how to escape.
- She usually worked during the winter months to avoid being seen.
- She carried a handgun for self-protection.
- She was never captured, nor were any of the slaves she helped.
- More than 100,000 slaves were freed and 30,000 of them went to Canada.
- The *conductors* of the railroad risked being caught if they were seen.
- If a slave was caught even in states where slavery was illegal, they would be sent back to their owners in the South.



### Questions

Answer the questions below.

1) What is your opinion on the Underground Railroad? What surprises you?

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2) What questions do you still have about the Underground Railroad?

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## Quote

## Harriet Tubman Quotes – Describe her feelings

*"There are two things I've got a right to, and these are, Death or Liberty – one or the other I mean to have. No one will take me back alive; I shall fight for my liberty, and when the time has come for me to go, the Lord will let them, kill me".*

*"I had crossed the river as free; but there was no one to welcome me to the land of freedom. I was alone in a strange land; and my home after all, was down in Maryland; because my father and mother, brothers, and sisters, and friends were there. But I was determined that I should be free."*

## True or False

Circle whether the statement is true or false.

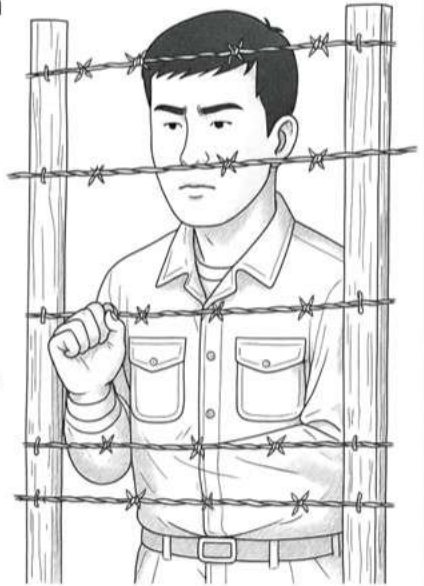
1) Harriet believed that liberty was worth dying for if needed.		False
2) She was afraid to fight back during her escape from slavery.	True	False
3) Tubman said no one could ever take her back alive.	True	False
4) She trusted strangers would greet her when she became free.	True	False
5) Most of the trips she made were during the summer.	True	False
6) Harriet never got caught and neither did those she helped.	True	False
7) Harriet Tubman helped over 30 slaves escape to freedom.	True	False
8) Tubman believed God would protect her during dangerous times.	True	False

# Japanese Internments

## Japanese Internment Camps

**Japanese Internment camps** were established in British Columbia during **World War II** from 1942-1945. These camps held all Japanese Canadians people that were living in B.C. during WWII. They were forced to live in these camps for the duration of the war, and their homes and businesses were sold by the Canadian government for the internment camps.

Japanese internment camps were another form of discrimination against the Japanese people in Canada. They had already been through the **Anti-Asian Acts** in 1923. With that, they dealt with laws taking away the right to vote, the right to own land, or work for any projects funded by the government. Japanese internment camps went beyond those acts, as they were now prisoners of their own country.



In 1941, the stunning news of Japan bombing Pearl Harbor brought major changes to the Japanese living in Canada. The Canadian government feared a Japanese invasion as they fought alongside the USA. 8,000 Japanese people were brought to Hastings Park, where they were held against their will. A 22-year-old Japanese man wrote, "a prisoner of my own country of birth. We were confined inside the high walls of Hastings Park just like caged animals." If someone resisted going to the internment camp, they were sent to a **war camp** in Petawawa, Ontario, where conditions were even worse.

In 1946, the war was over, but Prime Minister Mackenzie King was still not



welcoming to the Japanese. He gave them two choices: move back to Japan or move to the prairies anywhere east of the Rocky Mountains.

In 1984, Prime Minister Pierre Trudeau discussed the unfortunate event. Although he did not apologize, he did say that most Canadians feel regret for the treatment of the Japanese.



Name: \_\_\_\_\_

100

Curriculum Connection  
A1.3, A3.6, A3.8

### True or False

Circle whether the statement is true or false.

1) Japanese living in Canada were held in internment camps during WWII.	True	False
2) Their houses and businesses were kept for when they were released.	True	False
3) They felt like prisoners in their own country.	True	False
4) The bombing of Hiroshima led to the internment camps.	True	False
5) They were treated well in the camps.	True	False

### Questions

Answer the questions below using evidence from the text.

1) Why were Japanese Canadians sent to the internment camps? Why was this unfair?
2) What would happen if a Japanese person resisted going to camp?

### Ordering

Put the following events in order. Number 1 - 5

	PM Pierre Trudeau says he regrets what happened to the Japanese.
	All Japanese people living in B.C. were put into internment camps.
	The Canadian government sold Japanese homes and businesses to fund the camps.
	The Anti-Asian riots destroyed Japanese businesses in B.C..
	Japan bombed Pearl Harbour.



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Answer the questions below.

1) Which country attacked the U.S. at Pearl Harbour?

2) What war was Canada involved in at the time?

3) In which province were Japanese internment camps located?

4) Where were Japanese Canadians sent if they resisted internment?

Name: \_\_\_\_\_

Mark

Answer the questions below.

1) Which country attacked the U.S. at Pearl Harbour?

2) What war was Canada involved in at the time?

3) In which province were Japanese internment camps located?

4) Where were Japanese Canadians sent if they resisted internment?

Name: \_\_\_\_\_

Mark

Answer the questions below.

1) Which country attacked the U.S. at Pearl Harbour?

2) What war was Canada involved in at the time?

3) In which province were Japanese internment camps located?

4) Where were Japanese Canadians sent if they resisted internment?

## The Famous Five

### Who were the Famous Five?

**The Famous Five** were five women from Alberta who worked together to support women's rights. Their fight began in the 1880s. They were **petitioners** who collected signatures from people who supported their cause. Judge Emily Murphy led the group. The other women were Nellie McClung, Henrietta Muir Edwards, Louise Cruthers McKinney, and Irene Parlby.



### How They Succeeded

In 1916, Emily Murphy was the first female judge in the British Empire. Before she fought for a wife's right to share her husband's property. She worked and as a mother, she spoke up for women and children. Many groups wanted her in the **Senate**, but the federal government said women weren't qualified.

Murphy asked four other women to help. Together, they challenged the unfair Senate rule. By 1927, they gained support from people across Canada. They brought their petition to the **Supreme Court** of Canada, but it was rejected after five weeks.

### Winning Senate Rights

In 1930, the Famous Five went to the **Privy Council** of Britain on appeal. The Privy Council was the top court in the British Empire. Their win made it possible for Mary Wilson to become the first female senator in 1930.

### Impact on Individual Rights in Canada

On October 18, 1929, Lord Sankey, leader of the Privy Council, said, "The exclusion of women from public offices is a relic of more barbarous times." He said there was no reason not to call women "persons."

The Famous Five helped women gain the right to sit in the Senate. They also helped women be seen as equal to men in public life. This meant women could vote, lead, and work in jobs they wanted. By winning the case, the Famous Five opened the door for future human rights cases. They helped shape Canada into a more fair and equal place.



**True or False**

Circle whether the statement is true or false.

1) Nelly McClurg was the first female judge in the British empire.	True	False
2) The Supreme Court ruled women were not qualified to be in the Senate.	True	False
3) The Privy Council over-ruled the Supreme Court.	True	False
4) The Famous Five won the right for women to serve in the Senate.	True	False
5) The first women senator was Emily Murphy in 1930.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What do you think Sankey meant by the statement, "the exclusion of women from all public offices is a policy more barbarous than ours"?

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2) How did the Famous Five impact the history of Canada? How might Canada be different now if they hadn't stood up to the government?

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**Dialogue**

Write what the dialogue might be between Judge Emily and the Privy Council.

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# Fact or Fiction: Discrimination in Canada

## Objective

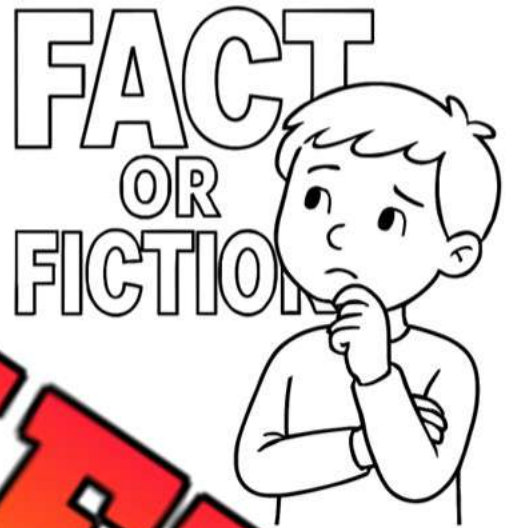
What are we learning about?

To help students learn important truths about discrimination, inequality, and rights in Canada's history by listening to real statements and deciding whether they are fact or fiction.

## Materials

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



## Instructions

How will you complete the activity?

1. Your teacher will read statements. Pay close attention as each is read.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!



**Fact or Fiction**

Read the statements to the class.

#	Statement	
1	The Famous Five asked for the right to own land.	Fiction
2	The Underground Railroad had trains that went under the ground.	Fiction
3	The Doukhobours believed in using weapons to solve problems.	Fiction
4	Japanese Canadians were sent to camps during World War II.	Fact
5	All Canadians could vote in 1900.	Fiction
6	The Komagata Maru was sent back to Asia.	Fact
7	Slavery never existed in Canada.	Fiction
8	Harriet Tubman helped 1,000 slaves escape to freedom.	Fact
9	The Doukhobours came to Canada.	Fiction
10	Women gained the right to vote in federal elections in 1918.	Fact
11	Japanese Canadians were given money to start new businesses.	Fiction
12	Mary Taylor once beat men in wrestling matches.	Fact
13	The government welcomed the Komagata Maru passengers with open arms.	Fiction
14	Emily Murphy was the first female judge in the British Empire.	Fact
15	The Komagata Maru carried mostly French and British passengers.	Fiction
16	A runaway slave poster offered rewards for captured people.	Fact
17	The Japanese internment camps were fancy and had many comforts.	Fiction
18	Women in Manitoba got voting rights before women in other provinces.	Fact
19	Women could sit in the Senate after 1930.	Fact
20	The Komagata Maru brought over 1,000 passengers to Canada.	Fiction

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity.

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Women in Manitoba got voting rights before women in other provinces.	T	F
2) Slavery never happened in early Canada.	T	F
3) The Doukhobours believed in using weapons to solve problems.	T	F
4) Harriet Tubman helped over 300 slaves escape to freedom.	T	F
5) Emily Murphy was the first female judge in the British Empire.	T	F
6) The Japanese internment camps were fancy and had many comforts.	T	F

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Women in Manitoba got voting rights before women in other provinces.	T	F
2) Slavery never happened in early Canada.	T	F
3) The Doukhobours believed in using weapons to solve problems.	T	F
4) Harriet Tubman helped over 300 slaves escape to freedom.	T	F
5) Emily Murphy was the first female judge in the British Empire.	T	F
6) The Japanese internment camps were fancy and had many comforts.	T	F

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Women in Manitoba got voting rights before women in other provinces.	T	F
2) Slavery never happened in early Canada.	T	F
3) The Doukhobours believed in using weapons to solve problems.	T	F
4) Harriet Tubman helped over 300 slaves escape to freedom.	T	F
5) Emily Murphy was the first female judge in the British Empire.	T	F
6) The Japanese internment camps were fancy and had many comforts.	T	F



# History Booklet: Exploring Past Communities

## Objective

What are we learning about?

We are learning how daily life was different for children in historical communities in Canada. We will make a booklet showing what people ate, wore, believed, and did. We will also compare our lives today with life in the past.

## Materials

What will you need for the activity?

- Booklet template
- Research pages
- Communities list and descriptions
- Pencils, erasers, markers, and a pencil sharpener



## Instructions

How will you complete the activity?

- 1) Pick or be given one historical community from the list.
- 2) Read the community description to learn who they were.
- 3) Look at the example pages to see how the booklet should look.
- 4) Use the research planning pages to answer the 11 prompts.
- 5) Write your answers in full sentences with your own words.
- 6) Plan your pictures using the drawing boxes in the research pages.
- 7) Use the booklet template to begin your final booklet pages.
- 8) Add drawings, colour, and labels to make your work clear.
- 9) Practise explaining your booklet so you are ready to present it.
- 10) Share your finished booklet with the class during a gallery walk.

## Example Page -1

## Haudenosaunee – Life in Canada

## Haudenosaunee – Life in Canada

### This community came to live in Canada because...

The Haudenosaunee have always lived in what is now Canada. Their name means “People of the Longhouse.” They built large communities and farmed the land for hundreds of years.



### They mostly lived in areas like...

Haudenosaunee lived in forested areas with rivers and lakes. They built villages with longhouses in southern Ontario, near the Great Lakes and along trade routes.

### They usually ate foods like...

They grew corn, beans, and squash, called the Three Sisters. They also hunted deer, fished, and gathered berries. Food was shared among families and stored for winter.



### People worked in jobs like...

Men hunted, fished, and protected the village. Women farmed, cooked, and took care of the longhouse. Everyone worked together and helped the community stay strong and healthy.



### They had traditions such as...

They held ceremonies to honour the earth, seasons, and spirits. Storytelling was important. The Great Law of Peace guided their leaders and taught people how to live together.





## Example Page -2

## Haudenosaunee – Life in Canada

**People in this community usually wore...**

They wore clothes made from deerskin and decorated them with beads and designs. In winter, they wore fur robes. Clothing was made by hand and fit the seasons.

**Boys in this community usually did chores like...**

Boys learned to hunt, fish, and make tools. They also gathered firewood, carried water, and helped build things.

Their parents taught them to become hunters and protectors.

**Girls in this community usually...**

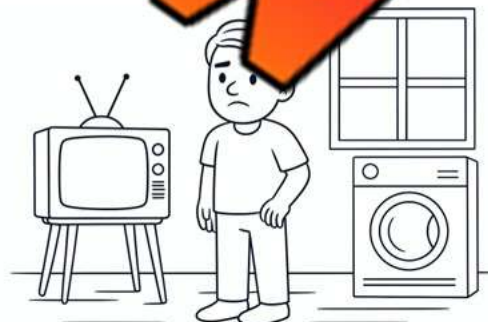
Girls helped in the gardens and made clothing. They gathered berries, made clothing, and cared for the house. Older girls helped their mothers in the house.

**This community faced challenges like...**

The Haudenosaunee faced challenges like conflict with settlers. Colonization and government policies made life hard. Their culture was not always respected. They had to fight to keep it.

**My life is different from this community because...**

I live in a house with electricity. I use technology, go to school and have many modern things. I don't grow food or live with many families together.

**My life is similar to this community because...**

I help my family and respect nature. I enjoy learning about stories and traditions. I live in a community where people care about each other and work together.

**Canadian Historical  
Communities**

You may choose or be assigned one community from the list below to complete your Life Comparison Booklet activity.

Community	Who They Are
<b>Haudenosaunee</b>	A group of six Indigenous nations who formed a confederacy and made decisions using a council.
<b>Anishinaabe</b>	One of the largest Indigenous groups in Canada, with their own language, stories, and teachings.
<b>Inuit</b>	Indigenous people from the Arctic known for their deep knowledge of snow, ice, and animals.
<b>Métis</b>	A distinct group with both First Nations and European ancestry, with their own culture and flag.
<b>French Settlers</b>	People from France who came to New France and helped establish French identity in Canada.
<b>English Settlers</b>	People from Britain who brought English laws, language, and customs to Canada.
<b>Black Loyalists</b>	Black people who escaped slavery and came to Canada after the American Revolution to be free.
<b>Doukhobors</b>	A religious group from Russia who believed in peace and moved to Canada to practice their faith.
<b>Ukrainian Settlers</b>	Immigrants from Ukraine who came to Canada bringing strong family traditions and agricultural skills.
<b>Chinese Railway Workers</b>	Chinese men who came to Canada to work on the railways across the country.
<b>Japanese Families</b>	Families from Japan who lived mostly in B.C. and helped build strong communities.
<b>Acadians</b>	French settlers in the Maritimes with a unique identity, music, and traditions.
<b>Scottish Settlers</b>	Families from Scotland who moved to Canada and kept their Scottish language and culture.
<b>Irish Immigrants</b>	People from Ireland who came to Canada after hard times and worked in growing towns.
<b>Mennonite Communities</b>	Christian groups who moved to Canada to live simply, follow their faith, and stay peaceful.



**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Learn About the Community</b>	You used the planning page to collect key facts about the historical community.
<b>Organize Your Ideas</b>	You grouped your information clearly to explain life in the community.
<b>Add Illustrations</b>	You drew neat pictures that match the sentences and show what life looked like.
<b>Write Full Sentences</b>	You used full sentences to explain what people did, wore, ate, and believed.
<b>Share Your Learning</b>	You explained your work and what you learned about the community.

**Checklist**

Check each step and mark it as finished.

Check	Step	Description
<input type="checkbox"/>	<b>Pick a Community</b>	You picked a community from the class list.
<input type="checkbox"/>	<b>Read and Research</b>	You read the research page to collect key facts about your community.
<input type="checkbox"/>	<b>Plan Your Pages</b>	You used the planning page to decide what to write on each booklet page.
<input type="checkbox"/>	<b>Add Drawings</b>	You added pictures to match your writing and show what life looked like.
<input type="checkbox"/>	<b>Write Full Sentences</b>	You used full sentences to explain what people did, wore, ate, and believed.
<input type="checkbox"/>	<b>Compare to Your Life</b>	You explained how your life is similar to or different from this community.
<input type="checkbox"/>	<b>Share Your Work</b>	You shared your booklet with a classmate, group, or during a class gallery.
<input type="checkbox"/>	<b>Reflect on the Activity</b>	You completed the reflection page and thought about how you did.

## Research Page - 1

Answer the questions to learn about your historical community.

1) What is the name of your historical community?

2) Why did this community come to Canada?

3) What was or name of the place in Canada did they live in?

4) What jobs do people do in this city?

5) What kinds of food did this community usually eat?

6) What types of jobs did people do in this community?

**PREVIEW**



## Research Page - 2

Answer the questions to learn about your historical community.

7) What special traditions or celebrations did they have?

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8) What type of clothing did people in this community usually wear?

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9) What chores did men usually do in this community?

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10) What chores did women usually do in this community?

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11) What chores did boys usually do in this community?

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12) What chores did girls usually do in this community?

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13) Sketch some drawings you will use for your city profile.


Name: \_\_\_\_\_

124

Curriculum Connection  
A2.1, A2.2, A2.4, A2.5

This community came to live in Canada because...

PREVIEW

They mostly lived in areas like...



They usually ate foods like...

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**PREVIEW**

People worked in jobs like...

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Name: \_\_\_\_\_

126

Curriculum Connection  
A2.1, A2.2, A2.4, A2.5

They had traditions such  
as...

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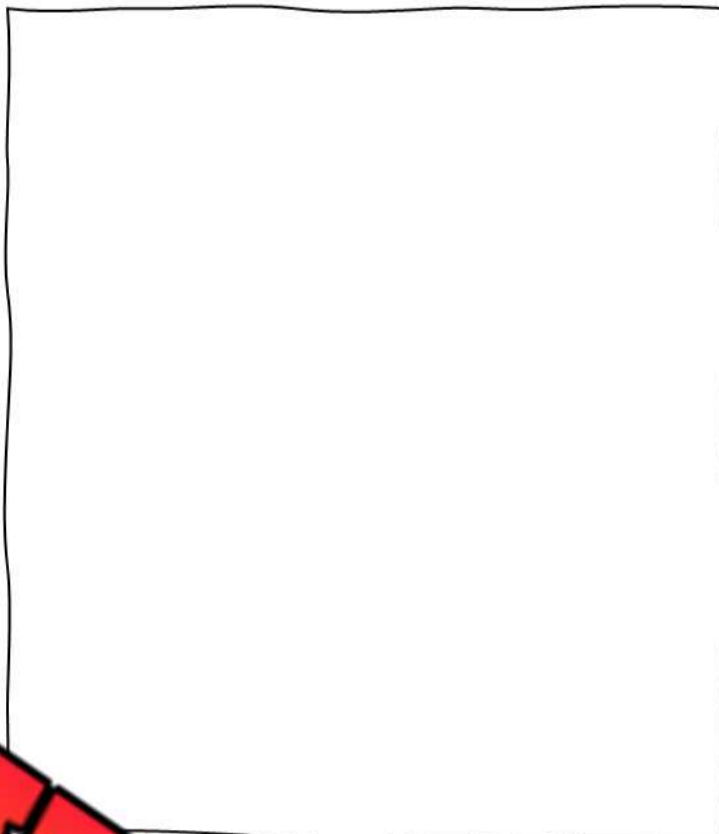
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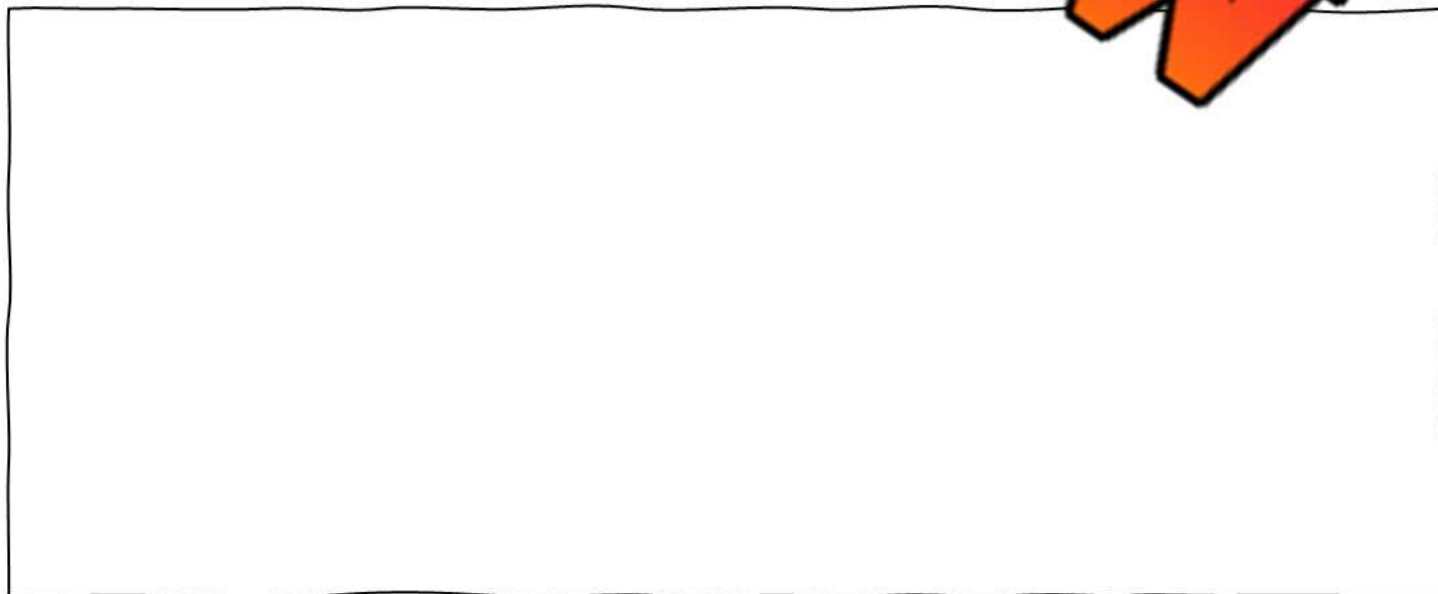


People in this community really...

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**PREVIEW**



Boys in this community usually did chores like...

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**PREVIEW**

Girls in this community usually did not like...

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Name: \_\_\_\_\_

128

Curriculum Connection  
A2.1, A2.2, A2.4, A2.5

This community often  
faced challenges like...

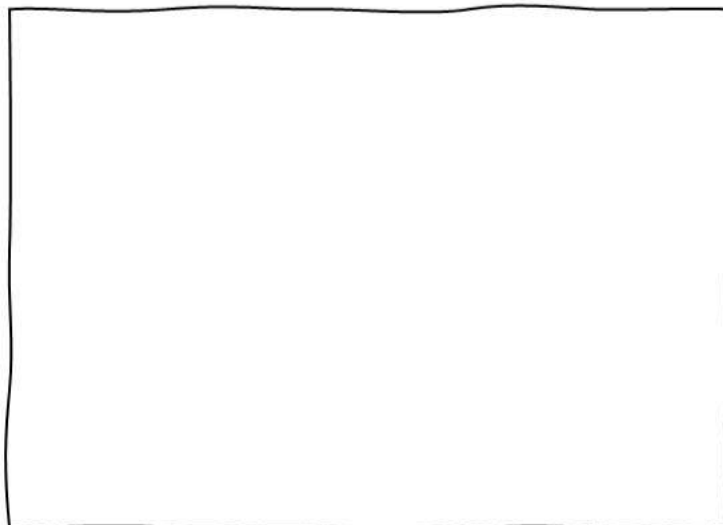
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My life is different from this  
community because...

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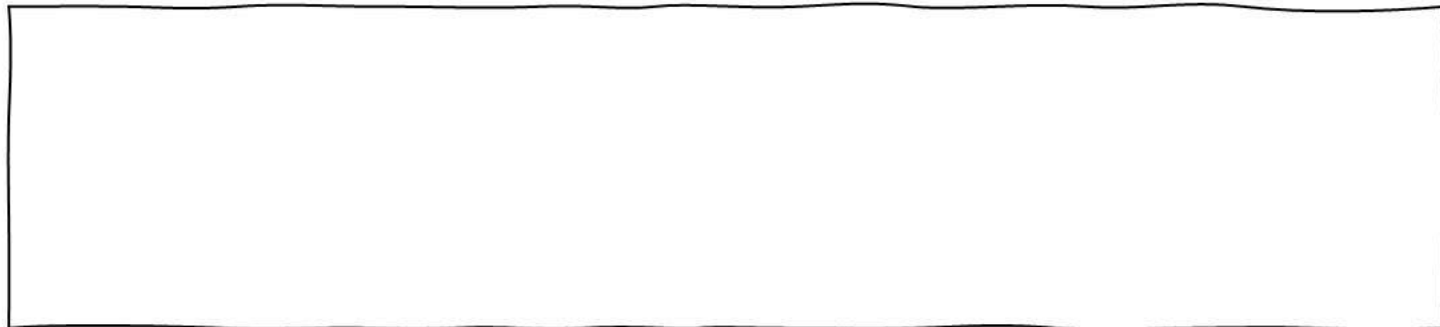
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My life is similar to this community because

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Name: \_\_\_\_\_

129

Curriculum Connection  
A2.1, A2.2, A2.4, A2.5

### Class Gallery Walk

Walk around the classroom and look at other students' community booklets. Draw one thing you liked and write two things you learned about someone else's community.



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### I Am Proud Because...

Write one sentence about what you did well on in your community booklet. What did you try hard on?

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### Next Time I Will Improve By...

Write one sentence about what you will do better next time. How can you make your booklet better?

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**Rubric**

How did you do on the activity?

Criteria	★ (Needs Improvement)	★★ (Good Job)	★★★ (Amazing Work)
Learn About the Community	Missing or unclear facts.	Some good facts included.	All facts are clear and show great learning.
Organize Ideas	Ideas are messy or hard to follow.	Mostly clear, with a few mixed parts.	Ideas are neat, grouped, and easy to understand.
Illustrations	Pictures are messy or don't match the writing.	Pictures match but need more detail.	Pictures are neat, clear, and show good effort.
Write with Detail	Sentences are incomplete or don't make sense.	Sentences are mostly complete.	Sentences are clear, full, and show lots of detail.
Share Your Learning	Did not share or explain much.	Shared some ideas but not enough to help explain.	Shared clearly and confidently with classmates.

**Teacher Comments****Total Stars****Student Comments – What Could You Do Better?**

# Urbanization – A Changing Society

## Urbanization – What is it?

**Urbanization** means people moving to cities instead of living in the countryside, which is called a rural area. This became more common after the **Industrial Revolution**, which began in the mid-1800s.

Once powered machines were invented, factories were built to make goods faster. People moved closer to these factories to find work. Most people lived in small towns, so they had to live near where they worked. These factories made things like clothes that were sold in stores. More stores opened, and cities began to grow.

In 1851, only 15% of people lived in cities like Toronto and Montreal. By 1921, that number grew to 47%. More people had jobs in factories making things sold around the world. Society changed a lot. People moved to cities to find jobs outside of farming.



## Immigration and Growing Cities

People around the world heard about Canada's success. They thought they could get jobs and build a good life for themselves and their families. Immigration was the biggest reason cities grew. Canada's population went from about 2 million in 1851 to 8 million in 1921.

Cities	1891	1911	1921
Montreal	219 616	528 000	650 000
Toronto	181 215	381 833	563 000

## Urbanization and First Nations

As more immigrants came and cities expanded, First Nations communities lost importance in Canada. Some Indigenous people found jobs in cities, but many did not like how society was changing. **Pollution** from factories hurt the environment, and land became crowded.

Most First Nations people stayed on their **reserves**. But what happened if a reserve had land that was valuable for mining? In 1911, the **Indian Act** was changed. Local governments were allowed to take reserve land for things like roads or railways. That change led to many arguments between the government and Indigenous communities.

Name: \_\_\_\_\_

134

Curriculum Connection  
A3.9

### True or False

Circle whether the statement is true or false.

1) Urbanization has increased rapidly since the Industrial Revolution.	True	False
2) Urbanization has a devastating impact on the environment.	True	False
3) In 1921, only 13 percent of Canadians lived in urban cities.	True	False
4) The population of Montreal grew the most from 1891–1911.	True	False
5) Immigration was the largest factor in population growth.	True	False

Questions \_\_\_\_\_ for the questions below using evidence from the text.

1) How \_\_\_\_\_ society \_\_\_\_\_ from 1850 to 1920?

2) What happened with the First Nation \_\_\_\_\_ communities \_\_\_\_\_ changed?

### Questioning

Write 3 questions you have about the reading.

1)

2)

3)



# Canadian Identity - Multiculturalism

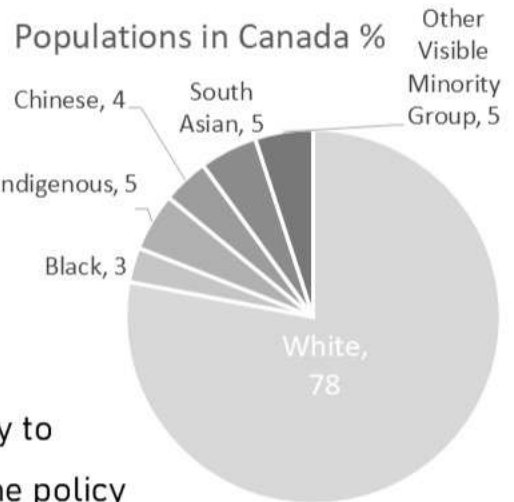
## Multiculturalism

The term **Multiculturalism** refers to a society where many different cultures live together. In a multicultural society, there is no one culture that everyone must live by. Instead, each culture respects one another so that everyone can continue their traditional way of life.

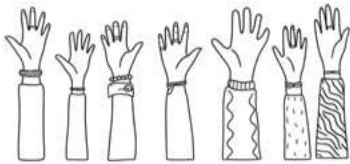
## Canadian Multicultural Society

In 1971, Prime Minister Pierre Trudeau formalized a policy to

protect and promote diversity. The policy included the rights of Indigenous groups and supported the use of Canada's two official languages – English and French. This led to the establishment of the Ministry of Multiculturalism in 1973. The ministry's role is to reduce discrimination between groups, enhance cultural awareness and understanding.



We are  
DIFFERENT  
We are all  
EQUAL



## Canadian Multiculturalism – Statistics

- In 2016, over 250 ethnic origins or ancestries were reported in Canada
- 40% of people reported more than one origin
- British and French heritage are among the most common
- Close to 20 million people reported European origins
- Chinese ancestry (1.8 million people), East Indian ancestry (1.4 million people), and Filipino ancestry (840,000) are among the top 20 ancestries reported in Canada
- The top ten reported ethnicities reported in Canada were: (1) English, (2) Scottish, (3) French, (4) Irish, (5) German, (6) Chinese, (7) Italian, (8) First Nations, (9) East Indian
- Over 8 million people in Canada (22%) are visible minorities



Name: \_\_\_\_\_

142

Curriculum Connection  
A3.11

### Multiple Choice

Circle the correct answer.

1) Which Prime Minister created a policy on multiculturalism?	P. Trudeau	S. Harper
2) How many ethnic groups were reported in 2016?	200	250
3) How many million people report European heritage?	7	20
4) What ethnicity was number 1?	English	French
5) Which percentage of people reported more than one origin?	40%	22%

Question \_\_\_\_\_ Write information from the text to support your answer.

1) What does Multiculturalism mean?

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2) Why is Canada considered a multicultural society?

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### Making Connections

What does this remind you of in your life?

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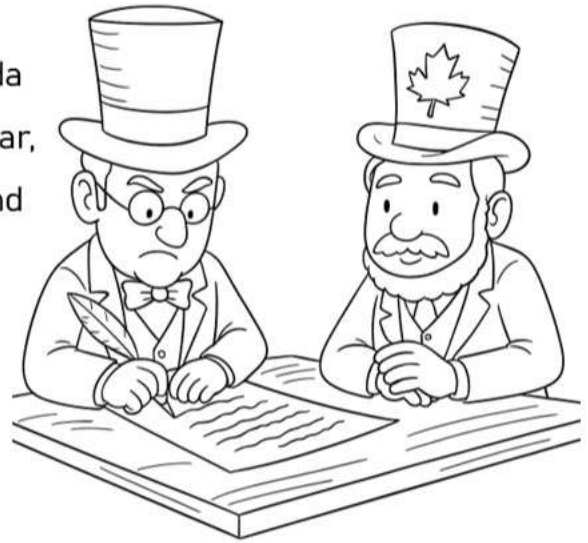
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# Statute of Westminster

## The Statute of Westminster

Before the **Statute of Westminster** became law, Canada was not independent from Britain. If Britain went to war, Canada would have to join them. It is similar to you and your family. Right now, you are dependent on your family. You listen to them and you listen to what they want. As you get older and develop into an adult, you want independence from your parents.



This all changed in 1931 when the Statute of Westminster was signed in Britain on December 11<sup>th</sup>. It stated that the **Union of Canada** was now equal to Britain. Canada now had independence from Britain and did not have to follow any orders from them. The two nations were equal and have to have a strong relationship to this day.

## Why Did Canada Want Independence?

When Britain declared war on Germany in **World War I**, Canada had to send troops to support Britain. The problem was that many of the Canadians did not feel a connection with Britain, especially the French. In 1922, Prime Minister William Lyon Mackenzie King refused to help Britain with a military problem in Turkey.

Canada was also interested in forming trading relationships with other countries, and the Canadian government didn't want to get Britain's approval. In 1926, Canada signed a **fisheries treaty** with the United States without British involvement.

For these reasons, Canada pushed for independence from Britain. The Statute of Westminster finally gave the Canadian government control over their land. Canadians were no longer influenced by British rule.





**True or False**

Circle whether the statement is true or false.

1) Canada received independence from Britain in 1931.	True	False
2) Before 1931, if Britain went to war, Canada had to join them.	True	False
3) Canadians didn't want their independence from Britain.	True	False
4) Canada needed independence so it could form trading relationships with other countries.	True	False
5) Britain had more power than Canada because they owned our land.	True	False

**Questions** Write information from the text to support your answer.

1) What was the Statute of Westminster? Who signed it and what did it mean for Canada?

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2) Why did Canada want independence from Britain? Give two reasons.

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**Visualization**

What were you picturing while you were reading? Explain it.

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# The Canadian Flag

## Need for a Canadian Flag

Before 1965, Canada used the British flag, the **Union Jack**. In 1956, Canada sent peacekeeping troops to Egypt using a flag with the Union Jack. Egyptian observers thought it was Britain's flag—an invading country. This mistake almost cost Canadian lives.



## Creating a Flag – 1960–1965

In 1960, Prime Minister John Diefenbaker said he wanted to solve “the flag problem.” When he became Prime Minister in 1960, he started designing flags. His first design showed three maple leaves on a white background with two blue stripes. It became known as the **Trillium Pennant**.



His design faced strong opposition. In 1964, So, a parliamentary committee was given six weeks to create a new flag. Canadians debated what symbols to use. French Canadians wanted symbols from French history. English Canadians wanted British-related history. This became known as the **Great Debate**.

## George Stanley's Flag

The chosen flag was designed by George Stanley. It had a single maple leaf on a white background with two red borders. His first leaf had 13 points, but it was hard to see from a distance. Graphic artist Jacques St-Cyr redesigned it with 11 points. On February 15, 1965, Canada's new flag was raised for the first time at Parliament in Ottawa.



## Why the Maple Leaf?

In the 1800s, the **maple leaf** became a symbol of Canadian identity. It appeared in books, songs, coins, banners, and badges. Many Canadians already saw the maple leaf as a symbol of their connection to Canada.

During World War I, Canadian soldiers wore the maple leaf on badges. The leaf was also placed on headstones of Canadians who died in the world wars.



Name: \_\_\_\_\_

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**Multiple Choice**

Circle the correct answer.

1) The Canadian flag was introduced in...	1965	1956
2) Whose design was chosen for the flag?	Pearson's	Stanley
3) Pearson's flag had which colour stripes	Red	Blue
4) How many weeks did the flag committee have to design the flag?	10	6
5) How many points did Stanley's maple leaf originally have?	11	13

**Questions**

Use information from the text to support your answer.

1) Why was the maple leaf chosen as the symbol on the Canadian flag?

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2) Why did it take so long to create Canada's national flag? Which flag was used before?

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**Draw**

Draw the 3 versions of Canada's flag in the boxes below. Use the correct colours.

Before 1965	The Pearson Pennant	The Current Flag



# The Early Jewish Community In Canada

## The Early Jewish Community in Canada

**Jewish people** are a religious group who follow **Judaism**, one of the oldest religions. They share a special culture and history. Jewish people came to Canada from many places like Europe, Asia, South America, and Africa. Some early Jewish settlers came from Britain and France during the 1700s and 1800s.



### 1759: Arrival of the First Jewish Settler

Jewish settlement in Canada began with one man in 1759. That year, the first Jewish settler was officially recorded in New France (now Quebec). This was the start of a Jewish presence in Canada. Early settlers faced many challenges, but their bravery opened the door for others to follow.

### 1768: Establishment of the First Synagogue

In 1768, Canada's first synagogue, Shearith Israel, was established in Montreal. A synagogue is where Jewish people pray, study, and celebrate. Shearith Israel gave the Jewish community a spiritual home and a place to gather and worship.



### 1832: Equal Rights for Jewish People

Even though the community was growing, Jewish people in Lower Canada didn't have the same rights as others. They couldn't hold public office. In 1832, this changed when Jewish citizens were granted equal rights, including the right to work in government. This was an important step toward equality, showing that Jewish citizens were just as important as anyone else.

### A Growing Jewish Community in Canada

Each of these moments helped the Jewish community grow. The first settler in 1759 started it all. The synagogue in 1768 gave the community a spiritual centre. The 1832 law gave Jewish citizens equal rights and respect. These important events helped shape Canada into a more inclusive and diverse country.

**Questions**

Use information from the text to support your answer.

1) What is a synagogue and why was its establishment in 1768 significant for the Jewish community in Canada?

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2) Why was 1768 a significant year for Jewish people in Canada?

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**Journal Entry**

Imagine you were the first Jew in Canada. Write about your experiences and feelings as you start this new chapter in your life.

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**True or False**

Circle whether the statement is true or false.

1) Judaism is one of the world's newest religions.	True	False
2) The first Jewish settler came to Canada in 1759.	True	False
3) The first synagogue in Canada was established in 1768.	True	False
4) Jewish people always had equal rights in Canada.	True	False
5) A synagogue is a place where Jewish people gather to worship.	True	False



# Exit Cards

## Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Use the word bank to match each clue to the correct word or phrase.

Shearith Israel	Judaism	New France	Montreal	Equal Rights Act
	is where the first Jewish settler was recorded in 1759.			
	is the name of the first synagogue built in 1768.			
	is the law that allowed Jewish people to work in government.			
	is the city where Canada's first synagogue was built.			
	is the religion followed by Jewish people.			

Name: \_\_\_\_\_

Mark

Use the word bank to match each clue to the correct word or phrase.

Shearith Israel	Judaism	New France	Montreal	Equal Rights Act
	is where the first Jewish settler was recorded in 1759.			
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Name: \_\_\_\_\_

Mark

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	is the city where Canada's first synagogue was built.			
	is the religion followed by Jewish people.			



# Jewish Immigration To Canada

## The Global Journey to Canada: Jewish Immigration

In the 20th and 21st centuries, **Jewish immigrants** came to Canada from many parts of the world, including Europe, Asia, South America, and both North and South Africa.

### European Roots and Impact

In the early 1900s, most Jewish immigrants to Canada came from Europe. From 1900 to 1920, around 60,000 Jewish people from places like Poland and Russia came to Canada to escape the fighting in **WWI**.



Between 1920 and 1945, fewer immigrants arrived as **WWI** ended. But **WWII** and the Holocaust led many Jewish survivors to come to Canada to find safety and new homes.

Table: Jewish Immigration to Canada

Time Period	Number of Immigrants	Key Events
1900-1920	60,000	Early 20th Century Migration
1920-1945	30,000	WWII Migration
1945-1955	40,000	Post-WWII Holocaust Survivors

### Asian and South American Contributions

In the late 1900s and early 2000s, more Jewish immigrants came from Asia and South America. Countries like Iran and Argentina became key sources of the Jewish diaspora.

**Persian Jewish** people from Iran brought the tradition of **Shab-e-Yar**, which is a celebration of the longest night of the year.

### Influence of African Jewish Immigrants

More Jewish people came from North and South Africa in recent years. Even with smaller numbers, they shared special customs that shaped Canada's Jewish communities.

- Jewish people from North Africa, especially Morocco, introduced the **Mimouna celebration**. This event marks the end of **Passover** with joyful foods and gatherings.
- South African Jewish immigrants brought strong traditions of helping others. They often organized "**chesed**" (kindness) days that focused on charity and volunteering.

**Questions**

Answer the questions below using evidence from the text.

1) Why did Jewish immigration to Canada increase during and after World War II?

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2) What traditions did Jewish immigrants bring to Canada?

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**Mapping**

Use arrows on the map to show where Jewish Immigrants came from.

**True or False**

Circle whether the statement is true or false.

1) The Holocaust increased Jewish immigration to Canada.	True	False
2) Jewish Immigrants from Iran introduced the tradition of Shab-e-Yalda.	True	False
3) WWI increased Jewish immigration to Canada from Russia and Poland.	True	False
4) South African Jewish people are known for hosting "chesed" days.	True	False
5) Wars didn't have a big impact on immigration to Canada.	True	False



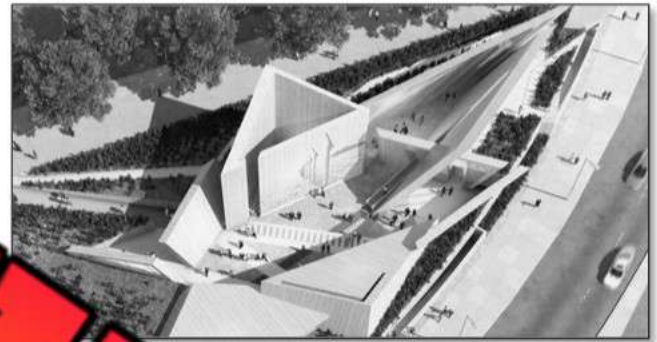
# Remembering The Past – Jewish History

## The National Holocaust Monument: A Memory in Stone

In 2017, something very important happened in Ottawa, Canada's capital. People gathered to reveal the **National Holocaust Monument**, a place to remember the millions of Jewish people who were killed during the **Holocaust** in **World War II**.

The monument is a big and unique structure that helps remind people of the horrible events of the Holocaust. It's a place for learning about the past and understanding more about the Holocaust.

The monument is made of six big triangle-shaped concrete pieces. These six triangles represent six million Jewish people who were killed during the Holocaust. The triangles are also a reminder of the Star of David, a symbol that Jewish people were forced to wear during the Holocaust.



## A Special Job: The Special Envoy

In 2020, just three years after the monument was unveiled, Canada did something else to remember the Holocaust and to fight against **antisemitism** (meaning being against Jewish people because of their religion). The Canadian government created a new job called the **Special Envoy** on Preserving Holocaust Remembrance and Combating Antisemitism.

The person who gets this job has some important things to do. They work in Canada and also in other countries. Their job is to help people learn and remember about the Holocaust, to let people know about antisemitism, and to work with other groups around the world to stop hate and discrimination.

## Remembering the Past

Through these actions, Canada is showing that it remembers the past and is working hard to make sure that everyone is treated fairly, no matter what religion they follow.



Name: \_\_\_\_\_

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Curriculum Connection  
A3.7

### Questions

Answer the questions below using evidence from the text.

1) What does the National Holocaust Monument represent?

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2) Why was a Special Envoy role created?

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### Sketch

Sketch the National Holocaust Monument based on its description.

### True or False

Circle whether the statement is true or false.

1) The National Holocaust Monument is in Ottawa.	True	False
2) The Holocaust happened during World War I.	True	False
3) The Monument has six triangles.	True	False
4) The triangles represent the Star of David.	True	False
5) Antisemitism is being against Jewish people because of their religion.	True	False

## Newspaper Article: Mount Sinai Hospital

### Toronto's Mount Sinai Hospital Opens Doors to Serve Jewish Community

*Toronto – July 26, 1923*

There's important news in Toronto today. A new hospital called Mount Sinai has opened its doors at 1000 Bloor Avenue. This hospital is for Jewish people in Toronto who were not treated fairly in other hospitals. It gives Jewish doctors a place where they can work without facing unfair treatment.

Before Mount Sinai opened, many Jewish immigrants in Toronto had a hard time getting healthcare. They had trouble with language, different customs, and even faced discrimination. Jewish doctors were often not allowed to work at other hospitals. Mount Sinai was created to fix this problem.

The hospital's name comes from Mount Sinai in the Bible, a place that means healing and hope. This hospital is the first in Toronto made especially for Jewish patients and doctors. It respects Jewish religious traditions, including food and holidays.

The Jewish community raised money

and helped build the hospital. They worked together to create a place that was welcoming to everyone. The hospital has new medical tools and lots of space. Jewish doctors can now care for patients in a safe and respectful place.

Dr. Abraham Rosenberg, one of the first doctors to work at Mount Sinai, said,

“This hospital gives us a place where our skills are respected, and where our culture is valued. It is more than a hospital – it is a symbol of hope.”



Mount Sinai is a symbol of teamwork. It shows how a community can build something that helps everyone. Today, it proves what unity, and hard work can do when people believe in fairness and respect.

Name: \_\_\_\_\_

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Curriculum Connection  
A3.7

### True or False

Circle whether the statement is true or false.

1) Mount Sinai Hospital opened on July 26, 1923.	True	False
2) The hospital was built only for Jewish doctors.	True	False
3) Mount Sinai Hospital is in Montreal.	True	False
4) The hospital was built by the local Jewish community.	True	False
5) Jewish doctors were treated unfairly at other hospitals.	True	False

### Questions

Answer the questions below using evidence from the text.

1) Why was Mount Sinai Hospital built?
2) How did Dr. Abraham Rosenberg feel about Mount Sinai Hospital?

### Letter

Imagine you're a patient at Mount Sinai Hospital in 1923. Write a letter to a friend describing your experience and how you feel about the hospital's opening.




Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit Test – 2: Communities In Canada, Past And Present

Total

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Mark

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1. Who helped slaves escape using the Underground Railroad?

- a) Harriet Tubman
- b) Rosa Parks
- c) Viola Desmond
- d) Mary Ann Bland

2. Jewish people are a religious group who follow...

- a) Islam
- b) Judaism
- c) Christianity
- d) Hinduism

3. Which of the following came from Russia and brought their religion to Canada?

- a) Catholics
- b) Mennonites
- c) Jewish
- d) Doukhobors

4. Who became the first woman senator after the Famous Five's fight?

- a) Cairine Wilson
- b) Emily Murphy
- c) Nellie McClung
- d) Jeanne Parlbay

5. A territory where most Inuit and Nunavut live...

- a) Northwest Territories
- b) Yukon
- c) Nunavut
- d) Nova Scotia

6. Which of the following are visible minority groups in Canada?

- a) South Asian Canadians
- b) Black Canadians
- c) Chinese Canadians
- d) All of the above

7. During World War 2, which community was put into internment camps?

- a) Indigenous
- b) Chinese
- c) Japanese
- d) Russian

8. What was the tragic event where 6 million Jewish people were killed?

- a) The Holocaust
- b) The Great Depression
- c) The Cold War
- d) D-Day

9. Rural life involved which of the following

- a) Hard work on the farm
- b) Hard work in the factory
- c) Renting an apartment from a landlord
- d) Living in a company town

10. Urban life involved which of the following

- a) Hard work on the farm
- b) Hard work in the factory
- c) Cheap land opportunities
- d) Small villages and forests

Define

What do the terms below mean?

Mark

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Term	Definition – What does it mean?
Multiculturalism	<hr/> <hr/> <hr/>
Women Suffrage Movement	<hr/> <hr/> <hr/>
Urbanization	<hr/> <hr/> <hr/>

Short Answer

Answer the questions

Mark

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1) What was the Statute of Westminster, and how did it help Canada become independent?

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2) Name two Canadian national symbols and where they can be found.

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3) What was the Restrictive Covenant? How did it affect where Jewish people could live?

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