



# Preview – Information



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# Google Slides Lessons Preview





# Ontario History Curriculum

## Canada, 1890-1914: A Changing Society – Grade 8

### 3-Part Lesson Format


#### Part 1 – Minds On!

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

### IMMIGRATION – PUSH & PULL FACTORS

#### LEARNING GOAL

We are learning to **explain why people move from one country to another** so we can **understand how push and pull factors shaped immigration to Canada** and **influenced people's choices during this time.**




MINDS ON

### Push or Pull

Sort each statement as a **push factor** or a **pull factor**.

1) A severe drought destroys crops and leaves families with little food.	<input type="checkbox"/>
2) A new country promises fair laws and safe, stable communities.	<input type="checkbox"/>
3) A region offers free schooling and strong education for children.	<input type="checkbox"/>
4) Factories close down, causing long-term unemployment for local workers.	<input type="checkbox"/>
5) A country is known for freedom of speech and open political debate.	<input type="checkbox"/>
6) Flooding forces families to leave damaged homes and farmland behind.	<input type="checkbox"/>
7) A government provides good healthcare and many public services for residents.	<input type="checkbox"/>
8) A nation encourages newcomers by offering land for farming and settlement.	<input type="checkbox"/>

ACTION



#### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!


#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Consolidation

#### REFLECT AND CONNECT

Looking back, how might different **push and pull factors** have changed a family's choice to leave their home country, and how could those choices have shaped their future in Canada?



CONSOLIDATION





# Ontario History Curriculum

## Canada, 1890-1914: A Changing Society – Grade 8

### Cloze Passage

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

Clifford Sifton was born in \_\_\_\_\_ and became \_\_\_\_\_ in Prime Minister Laurier's government. He worked to bring settlers to \_\_\_\_\_ Canada and encouraged hardworking \_\_\_\_\_ to move to the Prairies. His team advertised across \_\_\_\_\_ to spread news that land was open. Sifton mainly targeted \_\_\_\_\_, Poles, and Scandinavians used to farming. He supported the \_\_\_\_\_ Act, which offered free land to new settlers. In 1899, he approved \_\_\_\_\_, which transferred large areas of land. These actions caused major disruptions for \_\_\_\_\_ communities.

farmers

Treaty 8

Canada West

Europe

western

Ukrainians

Canada East

Indigenous

Superintendent

Homestead

ACTION



### Truth & A Lie

Use the boxes to show which ones are true and which one is a lie!		Truth	Lie
A	Sifton believed harsh climates required strong, experienced settlers.	<input type="checkbox"/>	<input type="checkbox"/>
B	Ukrainian peasants worked long hours for limited pay.	<input type="checkbox"/>	<input type="checkbox"/>
C	Average Ukrainian farms were far larger than Canadian homesteads.	<input type="checkbox"/>	<input type="checkbox"/>
A	Ukrainian bloc settlements encouraged shared traditions and farming practices.	<input type="checkbox"/>	<input type="checkbox"/>
B	Prairie winters challenged newcomers more than forest clearing did.	<input type="checkbox"/>	<input type="checkbox"/>
C	Settlers joked that mosquitos preferred Ukrainian blood specifically.	<input type="checkbox"/>	<input type="checkbox"/>
A	Treed parkland regions were preferred by Ukrainian newcomers.	<input type="checkbox"/>	<input type="checkbox"/>
B	The Edna-Star Colony formed west of Edmonton originally.	<input type="checkbox"/>	<input type="checkbox"/>
C	New arrivals cleared forests mainly for shelter and heat.	<input type="checkbox"/>	<input type="checkbox"/>
A	Ukrainian settlers first chose coastal regions before the Prairies.	<input type="checkbox"/>	<input type="checkbox"/>
B	Ukrainian peasants often struggled with hunger and heavy taxes.	<input type="checkbox"/>	<input type="checkbox"/>
C	Many settlers valued prairie soil as fertile and workable.	<input type="checkbox"/>	<input type="checkbox"/>

ACTION



Rearrange the words to make the complete sentence.

starvation left war civil Chinese to due immigrants China

very low railway daily workers wages while Chinese built earning Canada's

immigration the restrict to Canada Chinese Tax created Chinese severely Head

ACTION







# Ontario History Curriculum

## Canada, 1890-1914: A Changing Society – Grade 8

### ABC Choice

Move the correct letter (A, B, or C) in the Answer column

Question	A	B	C	Answer
1) Why were many Canadians opposed to Asian immigration?	Fear of job loss	Strong racist beliefs	Trade concerns	
2) What rule blocked most Indian immigrants?	Health checks	Continuous journey rule	Quick entry rule	
3) How long were passengers trapped on the ship?	Two days	Two weeks	Two months	
4) Who helped raise money for the passengers' fees?	A shore committee	British soldiers	Local merchants	
5) What did the court decide about the case?	It could not interfere	It supported passengers	It ordered entry	
6) What was the final outcome for the passengers?	They settled in B.C.	They stayed in harbour	They went back to Asia	

### Word Search

Find the words related to the Industrial Revolution in the word search.

Textile	Steam
Spinning	Jenny
Cotton	Bessemer
Steel	Skyscraper
Trolley	Production
Electricity	Tenement

### Agree or Disagree

Move the box to "Agree" or "Disagree" for each sentence.

1) Coal mining conditions showed employers ignored worker health and safety.	
2) Low wages for long shifts were acceptable during rapid industrial growth.	
3) Harsh factory schedules were necessary to keep growing cities supplied.	
4) Strict factory rules helped workers stay focused and avoid costly errors.	
5) Long work hours seemed needed but hurt workers badly.	
6) Poor ventilation in mines proved safety was not a priority.	
7) Immigrant workers accepted danger because they needed any job.	
8) Wage cuts for errors improved workers' overall happiness.	

Agree  
Disagree



# Workbook Preview





# Grade 8 History Unit

## CANADA, 1890–1914: A CHANGING SOCIETY

	Curriculum Expectations	Pages
<b>B1.1</b>	Analyze key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914	34–39, 45–48, 63–66
<b>B1.2</b>	Analyze some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system and how some of these challenges continue to affect Indigenous peoples today	13–14, 43–44, 85–99, 124–126, 139–141
<b>B1.3</b>	Analyze some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914, and compare some of these challenges with those facing Indigenous peoples	13–21, 23–27, 34–35, 40–52, 60–72, 75–81, 106, 139–141
<b>B1.4</b>	Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries	17–27, 60–63, 82–84, 113–117, 123, 127–134–138
<b>B2.1</b>	Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914	10–11, 22, 134–138
<b>B2.2</b>	Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources and secondary sources	53–59, 107–112, 127–128, 131–132
<b>B2.3</b>	Assess the credibility of sources and information relevant to their investigations	53–59, 107–112, 131–132
<b>B2.4</b>	Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries	103–104, 129–130
<b>B2.5</b>	Interpret and analyze information and evidence relevant to their investigations, using a variety of tools	38–39, 51, 53–59, 67–72, 96–97, 127–128

Preview of 100 pages from  
this product that contains  
203 pages total.



	Curriculum Expectations	Pages
<b>B2.6</b>	Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period	47-48, 51, 75-81, 87-88, 107-112, 139-141
<b>B2.7</b>	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	118-121, 133
<b>B3.1</b>	Identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914, and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities	34-35, 85-97, 107-112, 124-126
<b>B3.2</b>	Identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914, and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities	17-39, 64-74
<b>B3.3</b>	Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	13-14, 17-33, 36-39, 67-106, 113-117, 129-130, 139-141,
<b>B3.4</b>	Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	8-16, 28-33, 40-66, 91-93, 105-112, 122-123, 127-128,
<b>B3.5</b>	Describe significant examples of cooperation and conflict in Canada during this period	17-33, 47-59, 62-63, 75-81, 85-99, 113-121
<b>B3.6</b>	Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to heritage and/or identities in Canada	15-16, 60-63, 98-99, 122-123, 127-132, 134-138

# CANADA, 1890-1914: A CHANGING SOCIETY





# Immigration – Push and Pull Factors

**Immigration** means when a person moves permanently to live in another country. People decide to move for many reasons, often influenced by **push** and **pull factors**.

A **push factor** is something negative that drives or “pushes” a person away from their home country. Common push factors include war, political conflict, high unemployment, crime, poor school systems, or lack of basic services. For example, during the Irish Potato Famine (1845–1852), thousands of Irish families left their homes because of hunger and poverty.

A **pull factor** on the other hand, is something positive that attracts or “pulls” people toward a new country. Examples of pull factors are low crime rates, better healthcare, a strong economy, safe environments, stable governments, and better education systems. People are also drawn to countries with fair laws, freedom of religion, and democratic rights.

**Immigration in Canada** Increased significantly from the late 1800s to the early 1900s. During this time, Canada was known for its open space and community. Many Americans moved north because the **arable land** in the United States had become scarce and expensive. In contrast, Canada offered land that was cheap, fertile, and open, which encouraged settlers to grow crops successfully.

Another major pull factor was **political and religious freedom**. In Canada, citizens were free to choose their religion and express their opinions. In many European nations ruled by monarchies or religious authorities, Canada offered a democratic system that allowed people to vote and participate in government.

Lastly, **family ties** played an important role. Once a family member settled in Canada, they often encouraged relatives to follow, writing letters about the peace, and opportunity they found there.

## Push Factors Around the World

In the early 1900s, many immigrants fled countries affected by war, famine, and overcrowding. Europe, especially, faced high population density and limited farmland. People were drawn to Canada's promise of open space and new beginnings.

Some of the most common push factors included:

- War and violence in home countries
- Religious persecution in Europe
- Limited job opportunities and farmland
- Political oppression and lack of freedom

Canada's reputation for peace, democracy, and open land made it one of the most attractive destinations for immigrants seeking a better life.





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

9

Curriculum Connection  
B1.4, B3.4

### 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 the constant threat of war...	Push	Pull

### Questions

Answer the questions below using evidence from the text.

1) What were the push factors for people moving to Canada?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Why was Canada described as a land of opportunity?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Fill in the Blanks

Read the sentence and fill in the blanks.

- 1) Immigration is when someone \_\_\_\_\_ permanently from their country 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.

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

10

Curriculum Connection  
B2.1, B1.4, B3.4**Definitions**

What do each of the terms mean?

	Definition
<b>Pull Factor</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Immigration</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Emigration</b>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Matching**

Draw a line from the pull factor to the description

Pull Factor	Description
<b>Economic Opportunity</b>	Immigrants are free to practise any religion they wish without government interference
<b>Available Land</b>	Democratic government means everyone has a voice. No strict laws limiting day-to-day lives
<b>Political Freedom</b>	Following your family
<b>Religious Freedom</b>	160 acres available for only \$200
<b>Family Ties</b>	Hard work often led to earning a lot of money

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

11

Curriculum Connection  
B2.1, B1.4, B3.4

## Questions

Answer the questions below.

1) What might be a push factor for you to leave your school? List 3 below:

---

---

---

2) What might be a pull factor for you to join another school? List 3 below:

---

---

---

## Research

Learn more about the push factors below.

Below are 3 push factors that led to people leaving their country and immigrating to Canada. Find out why they left by researching online.

	Reason for Immigration
Potato Famine	<hr/> <hr/> <hr/>
American Revolution/ Loyalists	<hr/> <hr/> <hr/>
Poverty	<hr/> <hr/> <hr/>



# Exit Cards

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

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

Mark

**Check only the push factors.**

<input type="checkbox"/>	Homes are unsafe because fighting spreads across nearby communities.
<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
<input type="checkbox"/>	Families hear about stable jobs and many new work opportunities.
<input type="checkbox"/>	Crops fail again, causing hunger and severe food shortages.
<input type="checkbox"/>	Overcrowded towns have poor soil and almost no farmland available.
<input type="checkbox"/>	A country provides peaceful streets with protection.

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

Mark

**Check only the push factors.**

<input type="checkbox"/>	Homes are unsafe because fighting spreads across nearby communities.
<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
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Name: \_\_\_\_\_

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<input type="checkbox"/>	Overcrowded towns have poor soil and almost no farmland available.
<input type="checkbox"/>	A country provides peaceful streets with protection.

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

Mark

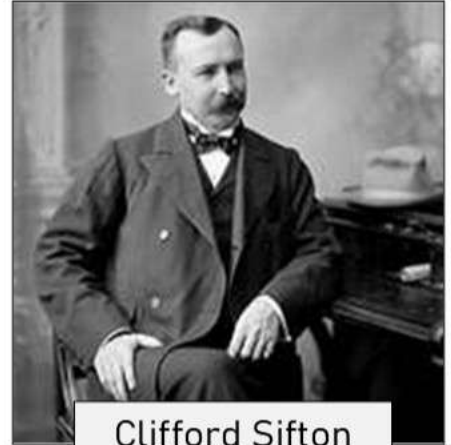
**Check only the push factors.**

<input type="checkbox"/>	Homes are unsafe because fighting spreads across nearby communities.
<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
<input type="checkbox"/>	Families hear about stable jobs and many new work opportunities.
<input type="checkbox"/>	Crops fail again, causing hunger and severe food shortages.
<input type="checkbox"/>	Overcrowded towns have poor soil and almost no farmland available.
<input type="checkbox"/>	A country provides peaceful streets with protection.

## Clifford Sifton

### Who was Clifford Sifton?

**Clifford Sifton** was a lawyer, businessman, and politician born in Canada West, which is now part of Ontario. He became one of the most influential figures in shaping Canada's **immigration policies** during the late 1800s and early 1900s. Sifton served as both the Minister of the Interior and the Superintendent General of Indian Affairs in Prime Minister Wilfrid Laurier's government. His main responsibility was to attract settlers to the western regions of Canada, helping the government populate and develop the west. Sifton strongly believed that immigration was the key to building a prosperous nation with strong agricultural communities.



Clifford Sifton

### Who Did Sifton Want to Immigrate to Canada?

Sifton hired energetic emigration officers and promoters to spread the word that vast amounts of land in western Canada were open for settlement. He believed that by bringing in immigrants, he could transform the prairie landscape into productive farmland. His team advertised through newspapers, posters, and pamphlets across Europe to encourage migration.

The **Homestead Act** offered male immigrants 160 acres of free land, as long as they cultivated at least 40 acres and built a house within three years. This act attracted thousands of settlers seeking a better life. Sifton mainly targeted three groups of immigrants:

- Northern Europeans such as Ukrainians, Poles, and Scandinavians who were used to harsh climates and farming
- British settlers with agricultural experience
- American farmers from the northern states familiar with prairie farming

He discouraged immigration from British urbanites, Black people, and Asians, showing the racial biases of the time. Between 1896 and 1905, immigration numbers soared from 16,835 to 141,465. These new settlers cleared fields, grew crops, and helped build thriving local economies in western Canada.



### Treatment of Indigenous Peoples

As Superintendent General of Indian Affairs, Sifton showed little respect for Indigenous communities. His goal was to make room for European farmers, not to protect Indigenous rights. He reduced funding for Indigenous education and welfare to cut costs. In 1899, he approved **Treaty 8**, which transferred nearly 850,000 km<sup>2</sup> of land in present-day northern Alberta and northwest Saskatchewan to the Canadian government. This opened even more land for settlement but greatly disrupted Indigenous ways of life.



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

14

Curriculum Connection  
B1.2, B1.3, B3.3, B3.4

## Multiple Choice

Circle the correct answer.

1) Sifton preferred...	White Settlers	Non-White Settlers
2) Sifton preferred...	Southern Europeans	Northern Europeans
3) Sifton preferred...	Experience farmers	Blacksmiths
4) Sifton was disrespectful to the...	Indigenous	Canadian Government
5) Sifton increased immigration...	A lot	A little

## Questions

Answer the questions below using evidence from the text.

1) How did Sifton increase immigration to the prairies?

---

---

---

2) How successful was Sifton in changing the landscape in the prairie provinces?

---

---

---

3) How did racial bias influence Sifton's immigration preferences?

---

---

---

## Describe

How would you describe Clifford Sifton. Choose 3 adjectives and explain.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>



# Immigration Act, 1910

## Immigration in Canada – Background Information

Before 1910, Clifford Sifton was in control of immigration in Canada. He believed that Canada should attract farmers and farm labourers as immigrants to Canada. He knew that Canada was largely undeveloped farmland, and therefore, needed labourers to develop the land. In 1905, **Frank Oliver** replaced Sifton and had different views on immigration. Oliver believed that it was important to select people from certain countries to immigrate. He wanted people from Britain and the USA to immigrate to Canada.

## What is the Immigration Act?

The **Immigration Act of 1910** was an act that allowed the Canadian government to control who was allowed to enter Canada. The act outlined a list of immigrants that were prohibited from entering Canada. It also gave some government officials power to make decisions based on who was allowed to immigrate and who would be deported out of Canada.

## Discrimination

The **Immigration Act** was discriminatory, as it specified that certain races would not be allowed to immigrate to Canada. The act specified that certain races were not allowed to immigrate but had to pay a head tax to enter. This went up to \$500 over the next several years. Farmers were solicited to come to the Canadian prairies, but only the white ones. Black Americans were discriminated against as many were not allowed to immigrate to Canada.



## Deportation

The 1910 Act allowed for deportation on the basis of political or moral instability. This means that the government had the power to send immigrants back to their native country if they weren't getting along with the people in Canada. The government could also send home poor immigrants who were a burden to the Canadian economy. In 1907, a wave of poor British immigrants arrived in Canada. In 1908, 70% of the deportations from Canada were British immigrants.

## Effects of the Immigration Act of 1910

The goal of reducing immigration from Asia had been met as the number of Asian immigrants dropped drastically after 1910. The government wanted immigrants who would be farmers, but they eventually opened the flood gates to Europe and allowed anyone who wanted in. This was because the railroad was a success, and the flow of goods and services was thriving.

The government needed more people to buy, sell, and make these goods and services. Even with the laws in the Immigration Act of 1910, strong immigration continued as shown by the following numbers:

1906 – Over 200,000

1911 – Over 300,000

1912 – Over 400,000

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

18

Curriculum Connection  
B1.3, B1.4, B3.2, B3.3, B3.5

### True or False

Decide if the statement is true (T) or false (F).

1) The Immigration Act was discriminatory against Asian and Black people.	T	F
2) The Act slowed down immigration from 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 Canadian government wanted Chinese labourers to immigrate to Canada.	T	F
6) Despite the 1910 Act, immigration numbers grew sharply by 1912.	T	F

### Question

Use information from the text to support your answer.

1) What was the Immigration Act? How did it change immigration in Canada?	
<hr/> <hr/> <hr/>	
2) Why was the Immigration Act discriminatory?	
<hr/> <hr/> <hr/>	
3) What was the main difference between Sifton's and Oakes' immigration goals?	
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

### Summarize

A summary is a brief explanation of the reading passage.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------------



# 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) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

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

Mark

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

1) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

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

Mark

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

1) Oliver preferred immigrants mainly from Britain and the USA.

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2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

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

Mark

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

1) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F



## Chinese Head Tax

### Chinese Immigrants

Many Chinese people immigrated away from China due to the following **push factors**. First, there was a **civil war** in China. A civil war is when one part of a country fights another part of the same country. Secondly, the flooding of the Huang He River led to a food shortage and many Chinese were starving.

An important **pull factor** that increased the immigration to Canada was the need for a **railway** to connect one coast of Canada to the other. This was a huge project that created many jobs.

### Chinese Workers on the Coast

Over 15,000 Chinese workers came from China to work on the railway. They were paid \$1.00 a day! This was a low wage, but then they would have to pay a tax to enter the community or ethnic group.



Mr. Lee Don Paid \$500  
for his certificate

This allowed Mr. Lee Don to work on a railway done on a smaller budget. The Canadians were not happy because they wanted the work. They forced the government to create a tax for Chinese immigrants. They would have to pay to enter the country. This was called the **"Chinese Head Tax."**

### Chinese Head Tax

In 1885, the **Chinese Immigration Act** was passed. This meant that every Chinese immigrant would need to pay \$50 to enter the country. The problem was that this didn't stop the Chinese from immigrating to Canada. They knew they had more opportunities in Canada, so they paid the tax.

In 1900, the government raised the tax to \$100. This still didn't slow down Chinese immigration enough for the Canadians, as they still felt too many Chinese were taking their jobs. In 1903, the government raised the tax to a whopping \$500! Many Chinese still paid the \$500, which was a fortune at the time.

In 1923, the government passed a law in the Chinese Immigration Act that banned any Chinese person from immigrating to Canada. It wasn't until 1967 that the Canadian government repealed the Chinese Immigration Act. Since then, all immigrants are treated equally regardless of where they are coming from.

**Ordering**

Number the steps in the correct order from 1 to 5.

	Chinese workers were hired to build the railway for one dollar daily.
	Thousands of Chinese workers travelled to Canada seeking better opportunities.
	In 1923, the Chinese Immigration Act officially banned all Chinese immigration.
	The Canadian government promised B.C. a railway linking the provinces together.
	The government created the Chinese Head Tax to limit Chinese immigration.

True or False: Write 'T' if the statement is true or 'F' if false.

1) Canadians were worried that there were so many Chinese Immigrants.	True	False
2) The railway was a factor that created a lot of jobs.	True	False
3) Canadians thought that Chinese workers were stealing their 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 Canada.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What were the main push and pull factors that caused Chinese immigration?	
_____	_____
_____	_____
2) Why was the Head Tax and Chinese Immigration Act an example of discrimination in Canada's history?	
_____	
_____	
3) Do you think it was fair to pay the Chinese immigrants \$1.00 a day for the jobs they did?	
_____	
_____	
_____	



## Questions

Answer the questions below.

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 railway cars.

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

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2) John A. Macdonald promised that he would pay White English people to build the railway first, then French-Canadian and Native Nations. Why did he change his mind and hire Chinese workers?

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

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"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?

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## Discrimination - Komagata Maru

### Discrimination in Canada

In 1914, many white Canadians were hostile towards non-white immigration. In 1907, 10,000 people in Vancouver protested Indian immigration to Canada and then rioted through Vancouver's Chinatown.

The government responded in 1908 by making provisions to their immigration laws. (1) Immigrants would have to arrive on a continuous journey from their country of origin. (2) Indian immigrants would need \$200 upon arriving in Canada, which was eight times the amount for white immigrants.



### Komagata Maru

In 1913, a British Columbian lawyer successfully argued against their provisions in court. This led to the Indian passengers on the Komagata Maru believe they would be allowed to immigrate into Canada. When the ship of 337 Sikhs, Muslims, and 12 Hindus arrived, the immigration officials had a plan to deny their entry.

The first immigration officer to meet the ship was H. Taylor who decided not to allow the passengers to disembark. While the passengers were on board, Prime Minister Robert Borden and Conservative Premier of Ontario J. C. McBrine needed to decide what to do with them.

While passengers on the ship, protest meetings were being held in Vancouver against the unjust holding of the Indian passengers. A shore committee raised \$22,000 to pay for the passenger's immigration fee. They also filed a lawsuit under J. Edward Bird's legal counsel on behalf of Munshi Singh, one of the passengers.

The lawsuit was unsuccessful as the British Columbia Court of Appeal delivered a unanimous judgement that they had no authority to interfere with the decisions of the Department of Immigration and Colonization.

### Result

The passengers lived on the ship for two months. Immigration officials made life very difficult for them by forcing them to go upwards of 48 hours without food or water. The government ordered the ship back to sea. The passengers on board tried attacking the harbour with no avail. On July 23, 1914, they headed back to Asia.

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

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Curriculum Connection  
B1.3, B1.4, B3.2, B3.3, B3.5

### True or False

Circle whether the statement is true or false.

1) Canadians were tired of non-white people immigrating to Canada.	T	F
2) The Indian passengers on board believed they would be allowed into Canada.	T	F
3) After two months of lawsuits, the government allowed them to enter.	T	F
4) The passengers were treated well on the ship by government officials.	T	F
5) The people from India were discriminated against in Canadian policy/law.	T	F

### Questions

Use information from the text to support your answer.

1) How is the Komagata Maru incident an example of discrimination in Canada?
2) What do you think was the worst part of the experience on the ship?
3) Explain how the continuous journey rule was an example of discrimination.

### Questioning

Write 3 questions you have about the reading.

1)	
2)	
3)	



# Exit Cards

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

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

Multiple Choice: Circle the correct answer.

Mark

1. Why were passengers on the Komagata Maru not allowed to land?

- a) They arrived in bad weather.
- b) The continuous journey rule blocked them.
- c) The ship carried damaged cargo.
- d) They did not request entry.

2. Who first stopped the passengers from coming ashore?

- a) Fred Taylor
- b) Munshi Singh
- c) J. Edward Bird
- d) Richard McBride

4. How long were passengers kept on the ship?

- a) Two hours
- b) Two days
- c) Two months
- d) Two weeks

4. Where did the ship go after leaving Vancouver?

- a) California
- b) Britain
- c) Asia
- d) Mexico

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

Multiple Choice: Circle the correct answer.

Mark

1. Why were passengers on the Komagata Maru not allowed to land?

- a) They arrived in bad weather.
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- b) Britain
- c) Asia
- d) Mexico



# Role-Play: Immigration Stories of Early Canada

**Objective**

What are we learning about?

Students will explore the immigration experiences, challenges, and government policies that shaped Canada between 1880 and 1914. They will act out scenes showing push and pull factors, discrimination, labour struggles, and newcomer settlement on the Prairies. Through performance and discussion, students will better understand how immigration shaped Canada's economy, culture, and social tensions during this time.

**Materials**

What do we need for our activity?

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

**Instructions**

How will we complete our activity?

- 1) Divide the class into small groups of 3 to 5 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 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
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Role</b>	Like your character. Don't break role until you're finished.
<b>Teamwork</b>	Be helpful. Take turns and make sure everyone joins.

Scenario Cards \_\_\_\_\_ the \_\_\_\_\_ below.

Scenario	Description
1 <b>Ukrainian Homesteaders: Surviving the First Prairie Winter</b>	A Ukrainian family arrives in Manitoba after a long and exhausting journey across the ocean and by train. They expect open farmland, but instead find dense forests, swamps, and bitter prairie winds. Their small children cry from the cold as the family struggles to find a room to sleep before darkness falls. A neighbour from another settlement warns them that their food may run out if they don't prepare quickly. Later, a government agent visits to check whether they've cleared enough land to keep their homestead claim. If not, the claim will fall, and the family must decide how to survive through Canada's harshest winters.
2 <b>Clifford Sifton's Meeting in a Crowded European Hall</b>	Clifford Sifton stands before a crowded hall of families in Eastern Europe, promising free land and a new beginning in Canada's "Last Best West." Mothers ask about schools, fathers ask about jobs, and young people whisper excitedly about adventure. But there is tension in the room. Some villagers fear the dangerous trip across the Atlantic. Others worry about leaving their traditions behind. A local elder warns them that the Canadian government favours certain groups and may not always keep its promises. The hall fills with debate, hope, fear, and the weight of a life-changing decision.



## Scenario Cards

Cut out the topics below.

	Scenario	Description
3	<b>The Head Tax Office: A Costly Choice</b>	<p>A Chinese man steps off a ship in Victoria, holding the little money he has left after the long voyage. The immigration officer demands \$50 for the head tax—an enormous amount for someone who arrived with so little. Other Chinese workers nearby talk quietly about their own struggles, describing long days on the railway for low pay and crowded living conditions. A young boy tries to comfort his father, who fears he may not earn back the money he must hand over. The officer insists on the fee while the man weighs the painful choice between returning home or beginning a new life already deep in debt.</p>
4	<b>Night of the Anti-Asian Riots, Vancouver 1907</b>	<p>A hot evening in Vancouver turns chaotic as a large crowd gathers, no longer about rising immigration. Torches are held aloft as the crowd moves through city streets, windows of Japanese and Chinese shops shatter under thrown stones. Families hide together inside their homes, hoping to stay out of the do-or-die hold. Japanese fishermen rush to protect their boats as crowds spill toward the waterfront. Police attempt to push the crowd back, but fear and anger grow on both sides. A sound of breaking glass mixes with cries for help as the night descends into confusion and danger.</p>
5	<b>A Family Confronts the Immigration Act of 1910</b>	<p>A family from India arrives with carefully prepared papers and high hopes for a new beginning. They speak with an immigration officer who reads the new law aloud, explaining that some people are now considered “undesirable.” The parents worry quietly while the children cling to their bags, confused by the sudden tension. One officer argues they should be allowed to enter because Canada needs workers. Another officer insists that the rules must be followed exactly. Hours pass as the family waits for a final decision, caught between hope and fear while their future hangs in the balance.</p>



## Scenario Cards

Cut out the topics below.

Scenario	Description
6  <b>The Komagata Maru: Waiting in Vancouver</b>	<p>The passengers aboard the Komagata Maru stand at the rail, staring at the city they believed would welcome them. Days turn into weeks as officials refuse to let them land, citing the Continuous Journey Rule. Food grows scarce, tempers flare, and families argue about whether to fight the decision in court or return home in defeat. Onshore, Sikh community leaders gather in crowded rooms, trying to send supplies and challenge the ruling. Through the humid air and rising frustration, both sides wait for a decision that could mean either a forced return across the ocean.</p>
7  <b>The Decision to Leave Home: Push and Pull</b>	<p>A group of East Indian people gathers around a small kitchen table at night. The options have failed again, and soldiers have been passing through town, raising fears of war. A neighbour brings a poster offering free land and a better life. The family debates fiercely—one brother insists it is too dangerous to leave, while another believes Canada may be their only hope. One woman worries about leaving her parents behind. The room fills with emotion as they confront the hardest choice: stay in their current danger or risk everything for a chance at safety.</p>
8  <b>Building a New Prairie Community</b>	<p>A group of newcomers meets in a simple log building to discuss their settlement's future. Their children are getting sick, their crops are failing, and their homes are too small for the coming winter. Some settlers want to build a shared school, while others think they should first dig a new well for clean water. During the meeting, an Indigenous man enters to explain how the new settlement is affecting his community's hunting grounds. The room fills with tense silence as settlers face the truth that their new beginning may cause harm to others. The community must now decide how to move forward.</p>

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

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Curriculum Connection  
B3.2, B3.3, B3.4, B3.5

My Role

Draw a picture of what your character did during the role-play.

**PREVIEW**



**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 for a short time.	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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## Voting in the Year 1900

### Who Could Vote in Federal Elections in the Year 1900?

Read the table below to learn more about the milestones achieved each year that led to new groups of people being able to vote.

Year	Milestone	Description
1867	British North America	Only men over 21 years of age and who own property can vote
1876	Indian Act	First Nation members that are governed by the Indian Act cannot vote. They can only vote if they give up their Indian status.
1900	Domestic Franchise Act	Many minority groups cannot vote, such as immigrants from Japan, China, and India
1917	War-time Elections Act and Military Voters Act	All men and women who served in World War I can vote. Relatives of soldiers can also vote.
1918	Many women can vote federally	Canadian men can vote if they are over 21 and own property
1934	Inuit are disqualified	Laws are made to exclude Inuit from voting in federal elections
1948	All Asian Canadians gain the vote	All minorities can vote including Japanese, Chinese, and other Asian Canadians
1950	Inuit are able to vote	The Inuit get the right to vote
1960	First Nations women and men can vote	First Nation men and women are able to vote without giving up their Indian status
1982	Canadian Charter of Rights and Freedoms	Every Canadian citizen over 18 can vote and be a candidate in elections

### Interesting Federal Election Voting Facts

- The Métis were never restricted from voting in federal elections. They had the same rights as other Canadians – only Métis men that owned land could vote initially
- During the First and Second World Wars, any Canadian born in an enemy nation was denied voting in the federal election
- In the year 1900, only men over the age of 21 that owned property could vote. In addition, no Asian men, First Nation or Inuit men, or men from India could vote. Almost half of the men in Canada were disqualified, while all women were denied the vote.



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

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Curriculum Connection  
B1.1, B1.3, B3.1, B3.2

### Questions

Use information from the text to support your answer.

1) Who could vote in the year 1900 in Canadian federal elections?

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2) What changed in 1982? Who was given the right to vote? Was this a long time ago?

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3) Explain why property ownership limited voting rights for many Canadians.

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### Yes or No

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

1) Did property ownership remain required for white voters in 1918? Yes No

2) Did the British North America Act allow all adults to vote in 1867? Yes No

3) Were First Nation people required to give up status to vote in 1918? Yes No

4) Were soldiers' female relatives allowed to vote starting in 1917 or before? Yes No

5) Did the 1982 Charter first allow all adults to be candidates? Yes No

6) Were Métis voters given different federal voting rules than settlers? Yes No

### Reaction

How has voting changed over the last 100+ years?

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## The Famous Five

### Who were the Famous Five?

The Famous Five were five women from Alberta who worked together to fight for women's rights dating back to the 1880s. They were **petitioners** who would gather signatures from men and women who supported their fight for women's rights. Led by judge Emily Murphy, the group included Nellie McClung, Henrietta Muir Edwards, Louise Crummy McKinney and Irene Parlby.



### How The Famous Five Started

In 1916, Emily Murphy became the first female judge in the British Empire. Before that, she fought the right for women to share ownership of their husband's property. She worked tirelessly as a judge and promoter of women and children's rights. This led to many organizations being created. She was appointed into the Senate of Canada (government organization that makes laws), but it was not possible, because the federal government deemed that women were not fit to hold Senate positions.

Murphy enlisted the help of the four other women who were equally brilliant and determined to fight against the Senate's decision. By 1927, the women petitioned people all across Canada. They took their case to the Supreme Court of Canada, but they were denied after five weeks of deliberation.

### Winning Senate Rights

In 1930, the Famous Five took their case to the Privy Council of the British government and won their case. The Privy Council was the highest court in the British Empire. This win paved the way for Cairine Wilson to become the first woman to be accepted to the Canadian Senate in 1930.

### Impact on Individual Rights in Canada

On October 18, 1929, Lord Sankey, Lord Chancellor of the Privy Council, announced the following decision, "that the exclusion of women from all public offices is a relic of days more barbarous than ours. And to those who would ask why the word "person" should include females, the obvious answer is, why should it not?"

**The Famous Five** achieved not only the right for women to serve in the Senate, but also that they should participate on the same level as men in all aspects of public life. Women were now viewed as persons, just like men, which meant they should be able to vote in all elections, become leaders of government, and obtain any job they want.

The Famous Five had won a case against the Canadian government over human rights, and this paved the way for more human rights cases. Ultimately, the Famous Five were instrumental in making Canada a place where everyone is treated equally.



Monument of the Famous Five in Calgary



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

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Curriculum Connection  
B1.1, B1.4, B3.2, B3.3

## True or False

Decide if the statement is true or false.

1) Nelly McClung 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.

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

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2) How did the Famous Five impact the history of Canada? How do you think Canada be different now if they hadn't gone against the government?

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## Matching

Match each person to their contribution.

Emily Murphy	<input type="radio"/>	<input type="radio"/>	Advocate improving health and rights for rural women
Nellie McClung	<input type="radio"/>	<input type="radio"/>	First female judge who led Senate challenge
Irene Parlby	<input type="radio"/>	<input type="radio"/>	First woman elected to a legislature
Louise McKinney	<input type="radio"/>	<input type="radio"/>	Well-known reformer speaking for women's rights

# The Industrial Revolution

## What is the Industrial Revolution?

A **revolution** in history is a major change in society. Some revolutions are violent, like the **American Revolution** when Americans fought for freedom from Britain. The Industrial Revolution was a huge shift in how society worked, creating factories to produce clothing and textiles.

Before factories were built, people would make textiles in their homes and sell or trade their supply with others. As innovation and technology improved, factories were opened to produce these supplies. These factories needed workers, which impacted where people lived. Cities and towns developed around these factories, which led to the formation of cities. Before the Industrial Revolution in America, only 2% of people lived in cities, while 98% lived in the country (rural) to maintain their farmlands.

## The First Industrial Revolution

The Industrial Revolution began in the late 1700s. The invention of coal powered machines allowed the mass production of clothing and textiles. This revolution lasted about 100 years and spread around Europe and even across the Atlantic Ocean to America. Steam power was also used during this revolution.

The Spinning Jenny was invented in 1769, which allowed more than one ball of yarn at a time. This improved the quality and quantity of yarn that could be made.

## The Second Industrial Revolution

New technologies allowed a variety of clothing to be made.

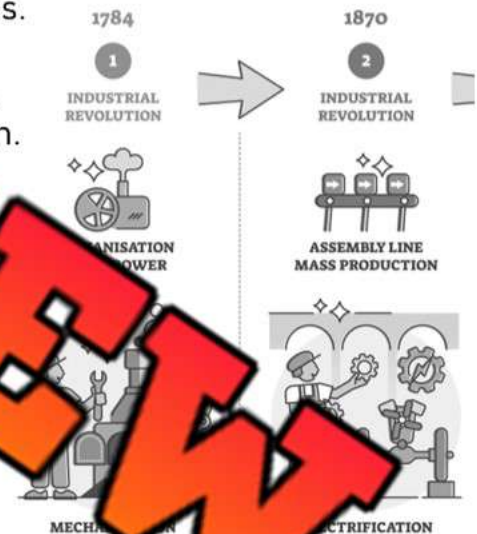
**The Cotton Gin** was invented by Eli Whitney in 1794, which was used to separate cotton from their seeds. This allowed cotton to be used more in clothing. In 1855, the Bessemer Method allowed steel to be made from iron.

This created a lot of jobs for people and changed the way steel was made. It was now easier to make and was much more available for people to use for buildings, tools, and other supplies. Steel changed the landscape of cities, as buildings could be made taller!

## Changing Cities – Urbanization

People moved to cities looking for factory jobs. Shops opened to sell the goods made in these factories. Cities became divided, with rich factory owners living in large homes while poorer labourers lived in crowded tenement buildings with tiny rooms, poor ventilation, and poor sanitation.

Skyscrapers were built after the invention of steel. Trolleys and subways moved people from one side of the city to the other. Factories with smoke billowing out of their smokestacks were built within the city limits. A Town Hall was used for the governing leaders to work in. Churches were built for people to practise religion. Cities were growing.





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

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Curriculum Connection  
B1.3, B3.4

### Multiple Choice

Circle the correct answer.

1) The industrial revolution was the result of improving...	Technologies	Workforces
2) The first industrial revolution occurred in which country?	The USA	Britain
3) The Spinning Jenny allowed what to be made faster?	Clothing	Steel
4) The Bessemer Method allowed for the creation of...	Clothing	Steel
5) Before the Industrial revolution, what percent lived in cities?	5%	2%

Questions 1-3 Answer the questions below.

1) What was the impact of the industrial revolution?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How did the industrial revolution lead to the growth of cities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Explain how economic class differences became more pronounced in growing cities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Visualizing

Draw what you were picturing while you were reading. Explain the picture.

\_\_\_\_\_

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\_\_\_\_\_

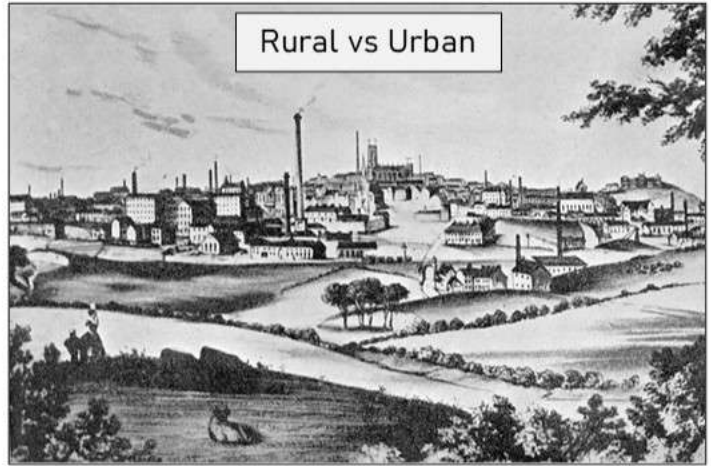
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# Urbanization – A Changing Society

## Urbanization – What is it?

The term **urbanization** refers to the movement of people to a city, as opposed to a rural area, which is the countryside. Urbanization has increased rapidly since the mid 1800s, after the Industrial Revolution.

With the invention of powered machinery, factories were built to mass produce goods. People moved to be near these factories to get jobs. It was very common for people to own their own vehicles, so they could drive to their workplace. The factories were manufacturing goods like clothing that were then sold in stores. More stores were opened and developed.



In 1851, only 13% of Canadians lived in cities like Toronto and Montreal. By 1921 and after the Industrial Revolution, that number changed to 47% of Canadians living in urban centres. Canada's economy was booming. People were working in factories to make a lot of things that were sold around the world. Society changed a lot in those 70 years as you could now buy things in stores much easier and find jobs outside of farming.

## Immigration and Growing Cities

People around the world were hearing about the success of Canada. They knew if they could move to Canada, they could find a job and make a better life for themselves and their family. Immigration was the most important factor in growth. As the population of Canada went from around 2 million in 1851 to 10 million in 1921.

Cities	1891	1911	
Montreal	219 616	528 000	
Toronto	181 215	381 833	111%
Calgary	3876	43 704	1028%

## Urbanization and First Nations

With immigration rising and cities growing, First Nations communities were becoming less important in Canada. Some Indigenous people took jobs in the growing cities, but most were unhappy with the changing society. The environment was worsening with factories pumping out pollution, and the lands were becoming crowded.

Most First Nations members continued living on their reserve. But what if the reserve was on valuable land for mining? In 1911, a change to the Indian Act allowed local governments to take reserve land from First Nations for uses like roads and railways. That amendment caused a lot of conflict between the government and Indigenous people.



**True or False**

Decide if 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 Calgary grew the most from 1891-1911.	True	False
5) Immigration was the largest factor in population growth.	True	False

**Questions**

Answer the questions below.

1) How much did the population of Canada change from 1850 to 1920?

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2) What happened with the First Nations communities as the country changed?

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**Word Search**

Find the words in the wordsearch.

Urbanization	Rural
Machines	Factories
Montreal	Toronto
Immigration	Calgary
Economy	Reserve
Pollution	Population

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

## Working-Class History

### Working Class

**The working class** refers to people who worked in manual labour or industrial jobs during the early 1900s. This group grew quickly as more factories opened across Canada, each one needing a steady supply of employees to operate machines, load materials, and complete long shifts. Many workers were recent immigrants who arrived hoping to find steady wage-paying jobs that could support their families.

Canada's population was rising fast because of immigration. Between 1901 and 1911, the population increased by 34%, with almost 2 million immigrants coming to Canada. This rapid growth led to strong competition for jobs, especially in big cities. As a result, employees suffered from low wages and poor working conditions because many people were desperate for work.



### Working Conditions

Coal mining was one of the largest industries for working-class Canadians. Coal was needed to fuel steam-powered machines in factories, to heat homes, and to keep city buildings warm during harsh winters. Workers in coal mines spent about 10 hours a day hunched over, digging in narrow tunnels that were hot, damp, and filled with dust. The air held methane, a dangerous gas that was hard to breathe and highly flammable. Explosions occurred often, and although workers were supposed to be ventilated, in many cases they were not.

Another major industry was **clothing and textiles**. Workers usually followed a strict 10-hour shift from 7:30 a.m. to 6:00 p.m., six days a week. The 30-minute break was unpaid. In these factories, supervisors closely watched workers and enforced rules such as:

- No sitting down
- No talking to co-workers
- No working slowly or making mistakes

Breaking any of these rules could lead to money being deducted from their wages.



### Urban Poor

Even with such difficult jobs, pay was extremely low. A typical worker earned only about \$1.75 for a 12-hour day, totalling roughly \$550 a year. This was far too little to support a family. As a result, both parents often worked long hours, and children were expected to work as well to help pay for rent and food. There was no extra money for recreation, new clothes, savings, or better living conditions, causing many working-class families to live in crowded and unsafe urban neighbourhoods.



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

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Curriculum Connection  
B1.1, B1.3, B3.4**Multiple Choice**

Circle the correct answer.

1) The working class worked how many days a week?	5	6
2) The working class worked how many hours a day?	8	10
3) The working class made an average of how much a day?	\$1.25	\$10
4) Many working class people were...	Rich	Poor
5) The conditions in underground coal mines were...	Comfortable	Terrible

**Questions**

Answer the questions below.

1) What were the working conditions like for the working class?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Were the working class made part of the machine? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What rules did factory supervisors enforce to make the workers overwork?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Scramble**

Unscramble the words from the word bank.

**Word Bank**

Competition	Textiles	Immigration	Labour	Ventilation
Working	Factories	Methane	Machine	Miners
ACNMEHI			TTEEISLX	
MIITRNMOGA			ETIVTLNNOIA	
ACEFIOSTR			ETNMEHA	

## Working Class – Men and Women

### Men and Women in the Working Class

By the end of the 1800's, women were finding jobs in the textile and clothing industries. Most of the paying jobs for women involved household services, like cooking and cleaning. Industrialization was changing things and women began finding jobs in factories.

In 1901, 53% of all Canadian females were working in the labour force, compared to 78% of all males. Check out the breakdown of the labour force by job and gender.

Total – All Jobs				
Years	Total	Males	Females	
1911	2,358,519	2,358,519	366,629	13%
1901	1,544,050	1,544,050	238,571	13%
1891	1,605,411	1,605,411	196,009	12%

Total – Personal Services (Domestic Workers, Nurses, Etc.)				
Years	Total	Males	Females	
1911	173,222	72,949	100,273	54%
1901	85,590	42,380	43,210	47%
1891	58,893	33,184	25,709	39%

Total – Factory Workers				
Years	Total	Males	Females	
1911	933,577	689,890	243,687	26%
1901	663,755	498,102	165,653	25%
1891	543,560	392,911	150,649	28%

Total – Farmers				
Years	Total	Males	Females	
1911	929,847	913,067	16,780	1.8%
1901	715,528	706,627	8,901	1.2%
1891	734,122	722,021	12,101	1.6%



**True or False**

Decide if the statement is true or false.

1) The number of total workers increased the most from 1891 to 1901.	True	False
2) The number of total workers increased the most from 1901 to 1911.	True	False
3) There were more female professionals than males in 1911.	True	False
4) There are more female workers than male workers from 1891 to 1911.	True	False
5) Only 13% of the total workforce was female in 1911.	True	False

**Questions**

Answer the questions below.

1) What do you think all of the farmers were men from 1891 to 1911?
_____
_____
_____
2) The percentage of female workers in farming was reduced from 1901 to 1911. Which occupation (jobs) does it look like the female workers moved to?
_____
_____
_____
3) Which job category shows the largest gap between male and female workers?
_____
_____
_____

**Reaction**

Interpret the data and write three conclusions you can make about it.

1)	_____
2)	_____
3)	_____

# Infographic Assignment – Sweatshops in Canada

## Objective

What are we learning more about?

Students will learn about the working conditions in Canadian sweatshops during the 1890–1914 period. They will research facts, statistics, and real examples related to wages, work hours, child labour, dangerous jobs, and factory rules. Students will then create an infographic that clearly communicates their findings using text, drawings, charts, and symbols.

## Materials

What do we need?

- ✓ Sweatshop information sheet (provided or researched)
- ✓ Infographic planning page
- ✓ Blank infographic draft page
- ✓ Large blank chart paper or poster paper (for final version)



## Method

How do we complete the activity?

- 1) Get into groups of 3 or 4 students.
- 2) Choose one focus area to research about sweatshops in Canada (e.g., wages, work hours, child labour, safety, factory rules, fines, dangerous jobs).
- 3) Collect 5–7 facts or statistics about your chosen area (e.g., average pay, number of hours worked, age of child workers, injuries, working days, heat/ventilation issues).
- 4) Use the planning page to organize your facts, decide your headings, and list the key visuals you will include.
- 5) Sketch your layout on the draft page, deciding where text, drawings, graphs, and symbols will go.
- 6) Create your final infographic neatly on chart paper, including facts, drawings, labels, and accurate visuals that explain working conditions.
- 7) Present your infographic to another group or the whole class, explaining why sweatshop conditions were a major social issue in Canada.
- 8) Take part in a Class Gallery Walk to view other groups' infographics and write down three things you learned from their work.



## Fact Sheet

## Sweatshops in Canada (1890–1914)

Topic	Date / Details	Description
<b>Working Hours</b>	1890–1914, major cities (Toronto, Montreal, Winnipeg)	Workers commonly worked <b>10–16 hours a day</b> , often <b>6 days a week</b> . Overtime was rarely paid, and breaks were limited or not allowed.
<b>Wages</b>	Typical pay: <b>5–15 cents per hour</b>	Workers earned extremely low wages, especially women and children. Many families needed every member, including young children, to work just to survive.
<b>Child Labor</b>	Children as young as <b>4 years old</b>	Many children worked long hours threading needles, finishing garments, or running machines. Injuries were common and schooling was often impossible.
<b>Unsafe Working Conditions</b>	Overcrowded, poorly lit, and extremely hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety features.	Sweatshops were overcrowded, poorly lit, and extremely hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety features.
<b>Dangerous Jobs</b>	Needlework, machine operators, cutters	Workers risked cuts, finger injuries, machine accidents, and breathing problems from fabric dust. "Speed" increased pressure and risk.
<b>Pay Deductions</b>	Deductions for mistakes or broken rules	Fines were taken for errors, talking, or damaged goods. Some workers lost money at the end of the month after deductions.
<b>Immigrant Workforce</b>	Many workers were immigrants (Jewish, Italian, Ukrainian, Chinese)	Immigrants were heavily recruited for garment factories. Employers targeted them because they accepted low wages and long hours.
<b>Home-Based Sweatshops</b>	"Tenement sweatshops" in apartments	Families worked in crowded home workshops producing clothing for contractors. Conditions were hot, cramped, and poorly regulated.
<b>Union Organizing</b>	Rise of labour unions, 1890s–1910s	Workers began forming unions to fight for better wages and safer workplaces. Strikes increased, especially in garment and textile industries.
<b>Government Response</b>	Limited factory laws before 1914	Early factory acts existed but were weakly enforced. Real improvements didn't occur until later reforms pushed by unions and social activists.

**Research**

Plan your infographic below.

An infographic displays information about a topic in a visually appealing way. Infographics use pictures, statistics, and facts to explain a topic.

Directions

Create an infographic about the working conditions in sweatshops in Canada during the 1890 - 1914 time period.

Find 5 statistics/facts about the sweatshops in Canada during the 1890-1914 time period. Consider: working hours, number of working days a week, working conditions (air condition, heat), dangerous jobs, pay deductions (for mistakes or breaking strict rules), child labour, etc.

1)

2)

3)

4)

5)



**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Message Clarity</b>	The infographic has a clear message about working conditions in Canadian sweatshops between 1890–1914.
<b>Fact Choice</b>	5–7 accurate and relevant facts about sweatshop work were chosen and explained.
<b>Visual Design</b>	The page includes drawings, symbols, charts, or labels that help show the facts clearly.
<b>Neat Work</b>	Everything is easy to read, and colour or shading highlights key ideas.
<b>Teamwork</b>	Every member of the group shared ideas, stayed involved, and helped with the work.

**Planning**

Answer the questions.

**1) Group Plan:** What message do you want to convey about sweatshop working conditions?

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**2) Steps:** What steps will your group follow to make your infographic in order.

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

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Curriculum Connection  
B2.2, B2.3, B2.5, B3.4, B3.5

**Draft**

Draw a rough copy below of your infographic. Plan where you will write your text and draw your pictures.

**PREVIEW**



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

58

Curriculum Connection  
B2.2, B2.3, B2.5, B3.4, B3.5

**Gallery Walk**

Walk around the classroom to view each group's infographic on Canadian sweatshops. Write 3 things you learned about working conditions in sweatshops.

1

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2

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3

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**I Am Proud Because...**

Write a sentence about what you found most impressive in your infographic and what message it shows about sweatshop conditions.

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**Next Time I Will Improve By...**

Write a sentence about what you would do better next time to make your infographic even clearer or more detailed.

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

59

Curriculum Connection  
B2.2, B2.3, B2.5, B3.4, B3.5**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Message Clarity</b>	Hard to understand or missing a clear message.	Message is partly clear but confusing in places.	Message is clear and mostly easy to follow.	Very clear and strong message about sweatshop conditions.
<b>Fact Choice</b>	Facts are incorrect or not related.	Some facts are correct, but key points are missing.	Accurate facts chosen and mostly well explained.	All facts are accurate, relevant, and clearly explained.
<b>Visual Design</b>	Few details used.	Some visuals used but not very clear.	Visuals help explain most of the information.	Visuals are detailed, clear, and greatly improve understanding.
<b>Neat Work</b>	Hard to read, very messy.	Mostly neat but some messy.	Neat writing and organized layout.	Very neat, clearly organized, and visually appealing.
<b>Team Effort</b>	Did not help or listen.	Helped a little bit.	Helped fairly well and shared ideas.	Worked fully as a team and improved the group's work.

**Teacher Comments**

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

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# Workers in Canada – Labour Unions

## Work In Canada

After World War I in 1919, the Canadian soldiers returned home to find limited opportunities to work. The working conditions were rough, and the wages were low. There were no rules on how employers treated their employees, which made the working conditions unfavourable.

## One Big Union

In March 1919, labour delegates from across western Canada met in Calgary to form the **"One Big Union"**. Their plan was to overthrow Canadian business owners, stopping big business owners from making absurd profits. They knew if they could get the workers of these businesses to share more money, the owners would have to share more profit.



IWW – Industrial  
Workers of the World

## Winnipeg General

In Winnipeg, workers and labour unions fought to unionize. Forming a **union** means that a collection of workers for a business work together to demand fair wages and working conditions. If the conditions are not met, they **all** refuse to work. A union only works if all members of the union work together! Once the machine shop went on strike, all the workers walked off their jobs.

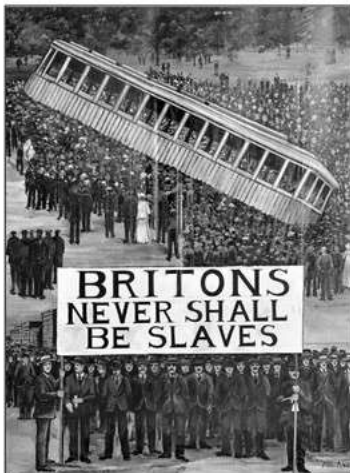
Word spread around Winnipeg about the machine workers' strike, which led to other workers also striking. Within a couple months, virtually the entire working force, including the firefighters and police in Winnipeg walked off their jobs to send a message to business owners to improve working conditions and wages. A total of 30,000 to 35,000 workers went on strike. These strikes are now known as the **Winnipeg General Strike**.

The General Strike was mostly non-violent, however, on June 30, 1919, the Northwest Mounted Police were called in to put a stop to the striking. They charged a crowd of strikers beating them with clubs and firing weapons. 30 were injured and one was killed on that day, which is now referred to as *Bloody Saturday*.

## The Result

The rich wealthy elite tried to fight back against the general strike by hiring their own police force of militia to keep order in the city. Eventually, the workers gave up on the fight and returned to work.

The business owners, who were now worried about future strikes, decided to improve working conditions and wages. The Winnipeg General Strike improved working conditions for millions of people across Canada.



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

63

Curriculum Connection  
B1.3, B1.4, B3.4, B3.5, B3.6

### Fiction or Fact

Circle if each statement is Fiction or Fact.

1) Returning soldiers easily found good jobs in 1919.	Fiction	Fact
2) Delegates met in Calgary to challenge capitalism.	Fiction	Fact
3) A union works even without full participation.	Fiction	Fact
4) Bloody Saturday involved peaceful police crowd control.	Fiction	Fact
5) Workers struck after failed attempts to unionize.	Fiction	Fact
6) The strike improved wages and conditions nationally.	Fiction	Fact

Questions 1-3 are questions below.

1) What is a labour strike? What happens when a union decides to strike?

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2) Explain why poor working conditions were more appealing after World War I.

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3) How did the Winnipeg General Strike improve working conditions across Canada?

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### Making Connections

What does this remind you of in your life?

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# The Manitoba Schools Question

## What was the Manitoba Schools Question?

When Manitoba became a province under the **Manitoba Act** of 1870, the population was almost equally divided between French-speaking **Catholics** and English-speaking **Protestants**. Because of this balance, the government created a **dual school system** where both Catholic and Protestant schools received funding. This system was meant to protect the language and cultural rights of both groups.

Over the next 20 years, however, Manitoba's population changed. More English-speaking Protestants moved into the province, and French-speaking Catholics became a smaller group. In 1888, **Thomas Greenway** became the seventh Premier of Manitoba. Greenway was an English Protestant who strongly believed in creating one public school system. He removed government support for French and Catholic schools and required French Catholic students to attend English public schools. He also changed laws in the Manitoba Act, making English the official language used in the courts and government. These changes caused a major conflict in Manitoba.

## Response by French Catholics

French Catholics in Manitoba felt their language, identity, and culture were being threatened. They believed the rights promised in the Manitoba Act were being ignored. French Canadians nationwide supported them, fearing other provinces might also remove French rights. Tension grew quickly, and French Catholics took their cases to provincial court. By 1895, both sides had lost their cases. Lawsuits had been rejected, confirming Manitoba's laws.

## Federal Response

The issue soon reached the federal government. Many French Catholic Canadians believed this was a national problem, not just a Manitoba issue. In 1891, **Prime Minister Mackenzie Bowell** supported the French Catholics and tried to restore their rights. However, this angered Manitoba's government and many Protestants. Bowell's own cabinet became divided, and he eventually resigned. **Sir Charles Tupper** replaced him and reversed Bowell's work, removing the protections that Bowell had tried to put back.

## The Compromise

In 1896, **Sir Wilfrid Laurier** became Prime Minister. He chose a middle-ground approach to settle the conflict. Together, Laurier and Greenway created a compromise:

- Catholic teachers could be hired in schools with forty or more Catholic students, and families could request half an hour of religious instruction daily.
- French could be used in class when enough students required it.

French Catholics regained limited rights, but their language and culture still lacked full protection. The controversy remains one of the most important and difficult moments for French Canadians.



**Directions**

Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) A court refuses to hear cases about language rights.

Right

Wrong

2) A student wears a shirt with a strong political message to school.

Right

Wrong

3) A government protects the rights promised in an earlier act.

Right

Wrong

**Questions**

Answer the questions

1) What was the Manitoba Question and why was it controversial?

2) How was the controversy resolved? Who won and why?

**Matching**

Connect each leader to the correct description.

Thomas Greenway ☐Mackenzie Bowell ☐Charles Tupper ☐Wilfrid Laurier ☐☐ Prime Minister who tried to restore French Catholic rights but faced backlash.☐ Prime Minister who created a compromise to reduce conflict.☐ Premier who removed French/Catholic school funding and made English-only laws.☐ Prime Minister who reversed Bowell's work and supported Manitoba's actions.



## Newspaper Article: The Truancy Act

### Breaking News: Ontario Passes the Truancy Act

*Published: April 9, 1891*

Early this morning, the Ontario government passed a new law called the Truancy Act. For the first time in the province's history, it is illegal for children between the ages of 7 and 14 to stay home from school without a valid reason. Until today, most children were full-time workers at around age 7, helping their families on farms, in shops, or working in houses. Families relied on this extra income to survive, so school was often considered less important.

Government officials said the new law was needed because too many children were growing up without basic reading or writing skills. In 1890, school inspectors reported that thousands of children across Ontario were not attending school at all. Under the new Act, parents who keep their children home can be charged for their child's truancy. The maximum fine is now \$1,000, and parents may face up to one year of probation if they refuse to follow the law.

Dr. Samuel Hodge, an education expert at the Ontario Institute for Learning, explained,

“This Act will change our province. When children learn to read and write, they are more able to find work later in life. It helps the whole society grow.”

Not everyone welcomed the change. Many families, especially in rural areas, fear the impact on their farms. In eastern Ontario, farmer Margaret Ellis said,

“We depend on our children to help with chores. Losing their help will be very hard for us.”

The government has said that inspectors will begin visiting communities within the next few weeks to check attendance records. Children who are away from school without permission will be reported.

It also states that children must be in school for the full term unless they are sick or have written approval to be absent.

Officials believe this law will lead to a more educated population. They point to examples from other countries where similar attendance laws raised literacy rates and reduced child labour. The government expects the Truancy Act to play a major role in shaping Ontario's future, making education a daily part of every child's life for years to come.



**Questions**

Answer the questions below.

1) What was the Truancy Act? Why was it signed?

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2) Why would the law be harder for rural families than for city families?

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3) Why might some people think the law would help the whole community?

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**True or False**

Decide if the statement is true or false.

1) The Truancy Act helped stop child labour.

T F

2) The Truancy Act made it law that every child between 4-16 had to go to school.

T F

3) Truancy laws do not exist any longer in Canada.

T F

4) The Adolescent School Attendance Act increased the age to 16 for all kids.

T F

5) Parents of truant children can go to jail.

T F

**Making  
Connections**

How has the Truancy Act changed your life? What would you be doing otherwise?

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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

What is the Truancy Act and why was it created?

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

Mark

What is the Truancy Act and why was it created?

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

Mark

What is the Truancy Act and why was it created?

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

Mark

What is the Truancy Act and why was it created?

## Indian Act – Indian Status

### Background

**The Indian Act** was created in 1876 to give the government of Canada control over First Nations' land, resources, and education. In return, the First Nations received small patches of land called reserves. A **reserve** is a limited area of land set aside for a First Nation community. On a reserve, members of First Nations could continue living their own way of life, with fewer rules from the federal government on hunting, fishing, or paying taxes. The government believed this system would help them manage and monitor Indigenous communities, though it often limited traditional practices and movement.

### Status Indians – Considered an "Indian"?

The Indian Act stated that only **"Status Indians"** could live on reserves. The Canadian government argued this rule would protect reserve land for First Nation members. A "Status Indian" was defined as a "ward of the state," which meant they were under the full authority of the federal government. This legal label gave the government power to decide who belonged to a First Nation community and who did not.

While the term **"Indian"** is in the name, many Indigenous Peoples do not use it to describe themselves because it is outdated and inaccurate. Despite this, the Canadian government continued to use the term for legal purposes and also decided that Métis and Inuit people were excluded from this status. This meant they did not receive the same rights given to Status Indians, such as:

- The granting of reserves and the rights associated with them
- An extended hunting season
- A less restricted right to bear arms
- Some medical coverage
- More freedom in the management of gaming and tobacco

### Losing or Gaining Indian Status

From 1876 to 1955, Status Indians could lose their status for several reasons. These rules often harmed families and removed people from their communities. Examples include:

- Women lost their Status if they married a non-Status man, including a Métis or Inuit man.
- Women also lost Status if their husbands died or abandoned them.
- Any "Indian" who earned a university degree or became a professional.
- Any "Indian" who served in the armed forces.
- Any "Indian" who became a Canadian citizen.

These rules weakened First Nation communities and pushed many people to give up their legal identity to survive under government pressure.



Indian Status Card



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

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Curriculum Connection  
B1.2, B3.1, B3.3, B3.5**Multiple Choice**

Circle the correct answer.

1) The Indian Act was enacted in...	1976	1876
2) A reserve is a small amount of...	Land	Money
3) First Nations became wards of the...	Crown	State
4) "Indians" lost their Status if they joined...	The Military	A Reserve
5) Status Indians lost their Status if they got a...	Criminal Record	Degree

**Questions**

Answer the questions below.

1) What does it mean for First Nations?

2) How did the government discriminate against First Nation women?

3) Why did the government claim reserves would protect First Nations?

**Questioning**

Write 2 questions you have about the Indian Act.

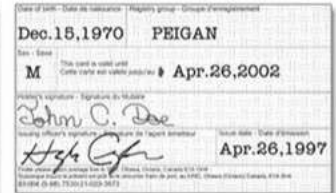
1)

2)

# Impact of the Indian Act

## Impact of the Indian Act

The Indian Act changed the way of life for all First Nation members. The Indian Act was created by the Canadian government to erase First Nation history, culture, and way of life from Canada. It is still in effect in the year 2025, although many changes have been made.



## Read how the lives of these individuals were changed

- ✓ Denied women the right to vote
- ✓ Introduced residential schools
- ✓ Created reserves
- ✓ Restricted First Nations members from leaving their reserve without permission
- ✓ Allowed the government to take land from reserves to build roads, railways, and other public works
- ✓ Took away Status Indian rights from any First Nation member who attended university
- ✓ Allowed the government to move an entire reserve to another area
- ✓ Could take reserve land and lease it to non-First Nations people who could use it for farming or pasture
- ✓ Prohibited the sale of alcohol and ammunition to First Nations
- ✓ Prohibited pool hall owners from allowing First Nations to enter their pool hall
- ✓ Forbade First Nations from speaking their native language
- ✓ Forbade First Nations from practising their traditional religion
- ✓ Forbade First Nations from appearing in any public dance, show, exhibition, stampede, or pageant wearing traditional regalia
- ✓ Declared the potlatch and other cultural ceremonies illegal
- ✓ Denied First Nations the right to vote if they were Status Indians
- ✓ Created a permit system to control First Nations ability to sell products from farms





**Questions**

Answer the questions below.

1) The potlatch is a gift-giving ceremony between First Nations. Why would Prime Minister Macdonald make potlatch ceremonies illegal? Why would he make it illegal for First Nations to wear their traditional clothing?

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2) If a First Nation did not want to live by these rules, they could give up their Indian Status and become a Canadian citizen. Why would the government want to make life miserable for Status Indians?

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**True or False**

Decide if the statement is true or false.

1) First Nations could not enter a pool hall.

True False

2) Status Indians could not vote.

True False

3) The government could not take land away from reserves to build roads.

True False

4) The Indian Act outlined the creation of schools and reserves.

True False

5) Status Indians could buy alcohol and/or ammunition.

True False

**Reaction**

Which impacts do you think were the most unfair for First Nations?

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# Indian Act – Residential Schools

## Indian Act – Residential Schools

**The Indian Act** served to assimilate First Nation members into a Canadian culture and way of life. In 1879, **residential schools** became official policy that made it law that First Nation children attend.

Across Canada, residential schools forcibly removed First Nations children from their families and communities to attend school. It also became illegal for First Nations children to attend any other educational institution.

## Poor Conditions at School

These children did not receive the same education that other children received. The curriculum was focused on teaching girls how to cook, clean, sew, and do laundry. Boys were taught carpentry, tin smithing, and farming. The schools forced the children to work and attend school every day.

The abuse at residential school was widespread. Many children recall being beaten and strapped. Some were shackled to their beds, while others were told they had needles shoved in their tongues for speaking their native language.

**P.H. Bryce** was a government medical inspector who investigated the conditions in residential schools. He concluded that 24% of the previously healthy Indigenous children were dying in residential schools. Even more, this figure did not include children who died when they were sent home. When you factor in the children who were infected with diseases like tuberculosis, Bryce reported it could be anywhere between 33% and 50% of children.

## Indigenous Parents – Resistance to Residential Schools

Many Indigenous parents did not want to send their children away, especially after seeing so many children not return and hearing about the terrible conditions at the school. But the law was clear – children had to be educated in residential schools.

In response, some parents would contact the residential school and demand better conditions. In most cases, the school would increase the food supply, or a teacher would be disciplined for poor treatment of children.

In other cases, parents would hide their children when the Indian agents came searching for them. **Marie-Jeanne Papatie** was told by her father to hide in the basement, and when he would call for her, she was not to answer. When the Indian Agent came to get Marie-Jeanne, her father told the agent that she had run away.



Classroom – Residential School in Brandon



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

90

Curriculum Connection  
B1.2, B3.1, B3.3, B3.5

### True or False

Circle whether the statement is true or false.

1) Children were forced to work but were paid.	True	False
2) Indigenous kids could choose whether to attend or not.	True	False
3) Children were kept safe and always made it home to their families.	True	False
4) Diseases often spread in residential schools.	True	False
5) Parents could choose to educate their child instead of sending them.	True	False

### Questions

Answer the questions below.

1) Why did the Canadian government create residential schools? What did they teach girls and boys?

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2) What did P.H. Bryce learn about the conditions in the schools after he investigated them?

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3) What does Marie-Jeanne Papatie's story reveal about the conditions in residential schools and survival?

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### Reaction

How do you think the parents felt being forced to send their children?

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## Paying for Residential Schools

### Day Schools, Industrial Schools, and Residential Schools

From 1883, **residential schools** were being built to educate Indigenous children in schools. **Day schools** and **Industrial schools** opened alongside residential schools to meet this expectation. Day schools and Industrial schools were not **boarding schools**, meaning the children went home at the end of the school day. The abuse still existed in these schools, but not to the degree that they existed in residential schools.

### Funding Residential Schools

The government set a budget of \$44,000 a year to pay for the residential schools. This money came from the federal government's general fund. Even though the government felt strong that they had to do it, they didn't want to do it.

The schools did not receive enough money properly. They tried to force Indigenous parents to pay money to send their children to school, but that didn't work. Instead, they used the children to do much of the work that would have had to be paid adults to do. For example, the children laundered their own clothes, grew vegetables, planted trees, raised animals for food, cleaned the building, and performed other tasks needed for the daily operation of the school.

In 1892, only four years into the plan, the government switched to a **per-student fixed allowance**. This meant they would pay the residential school a fixed amount for every student they had.

Unfortunately, the amount wasn't enough, and the schools had even less money than before. The teachers were upset as their salaries were reduced. There wasn't enough money to repair the buildings and worse of all, there wasn't enough food to properly feed the students. Students were forced to make goods and do services for outsiders so the school could earn money.

In order to get more students, residential schools would compete to get new students to join. This was to get more money for the school, as the more students they had, the more money they received.

Children at Fort Simpson Residential School holding letters that spell "Goodbye"



Inuit children posing in front of Sept-Îles Residential School





**True or False**

Circle whether the statement is true or false.

1) There were only residential schools to educate Indigenous children.	True	False
2) The residential schools were properly funded.	True	False
3) The children had to do a lot of the work to keep the building operating.	True	False
4) There was enough food for the children to stay well nourished.	True	False
5) The government paid the schools based on the number of students.	True	False

**Questions**

Answer the questions below.

1) Did the government have a large enough budget for residential schools? Explain.

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2) What things did the children have to do to keep the schools running?

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3) How might proper funding have changed the experience for these schools?

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**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.

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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

List 5 things children were required to do in residential schools.

1	
2	
3	
4	
5	

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

Mark

List 5 things children were required to do in residential schools.

1	
2	
3	
4	
5	

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

Mark

List 5 things children were required to do in residential schools.

1	
2	
3	
4	
5	

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

Mark

List 5 things children were required to do in residential schools.

1	
2	
3	
4	
5	



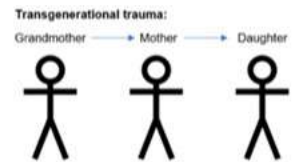
# Interview: Intergenerational Trauma

**Interviewer:** Thank you for meeting with us today. Can you introduce yourself?

**Elder Michael:** My name is Elder Michael. I am a residential school survivor, and I speak about intergenerational trauma, so young people understand how the past still shapes families today.

**Interviewer:** To begin, what exactly does “intergenerational trauma” mean?

**Elder Michael:** It's trauma that is passed down from parents to children and even grandchildren. It happens when a major harm—like the abuse in residential schools—changes how a person thinks, feels, and behaves, and that affects the next generations.



**Interviewer:** How did residential schools cause this?

**Elder Michael:** People were taken from their families for over 100 years. They were punished for speaking their Indigenous languages, separated from siblings, and many faced physical, emotional, and sexual abuse. This created severe trauma, including fear, shame, anger, and loss of identity. Families did not have support when they returned home.

**Interviewer:** Do we know how many survivors are still living today?

**Elder Michael:** Yes. In 2020, there were about 10,000 living survivors in Canada. But the number of people affected is much higher because the trauma doesn't end with one generation.

**Interviewer:** How does trauma get passed to the next generation?

**Elder Michael:** Many survivors struggled with depression, anxiety, and unpredictable emotions. Some turned to drugs or alcohol to cope. Their children grew up in difficult homes, sometimes facing violence, anger, or addiction. Even if a child was not in residential school, they can carry the emotional impact.

**Interviewer:** Can trauma be triggered by everyday things?

**Elder Michael:** Yes. Sometimes a word, a smell, or even a certain place brings back painful memories. These are called triggers, and they can cause emotional reactions without warning.

**Interviewer:** What do people need in order to heal?

**Elder Michael:** Healing takes time. Survivors need access to counselling, cultural teachings, and safe spaces to reconnect with identity, language, and traditions. Communities also need governments to honour reconciliation, make apologies, and restore Indigenous rights.

**Interviewer:** What can students like us do?

**Elder Michael:** Learn the truth. Talk about it. Show respect. Understanding the history of residential schools helps Canada build a safer and more honest future for everyone.

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

95

Curriculum Connection  
B1.2, B3.1, B3.3, B3.5

### True or False

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

1) Trauma is the emotional response to a terrible event.	T	F
2) Intergenerational trauma is when the emotions are passed down to children.	T	F
3) Working on your trauma can stop intergenerational trauma.	T	F
4) Residential schools are closed so the trauma is over.	T	F
5) We can help heal intergenerational trauma experienced by Indigenous people.	T	F

### Questions

Answer the questions below.

1) What is intergenerational trauma? How are residential schools affecting Indigenous people? What do governments do to help with this?

2) What actions should governments take to help with reconciliation?

3) How can we help Indigenous Peoples heal their trauma?

### Questioning

What questions would you ask Elder Michael if you were the interviewer?

1)

2)



## Question

What does the quote at the bottom mean? Explain using an example related to residential schools

## Inter-Generational Trauma

**Surviving European Wars**  
Jane's great-great-grandparents

**Surviving Slavery & Racial Violence in the American South**  
Ashanti's great-great-grandparents

**Surviving famines and oppression in British India**  
Ashok's great-great-grandparents

**Traumas Passed Through the Generations**

- Jane's Traumas: Alcoholism, Sexual Abuse, Emotional Repression
- Ashanti's Traumas: Abandonment, CPTSD
- Ashok's Traumas: Poverty Consciousness, Subjugating Shame Based Social Rules, Severe Anxiety, Depression

**Epigenetics**

**When you work on your trauma, you choose to not pass it on to the next generation.**

*@Ayan\_Mukherjee*

**Directions**

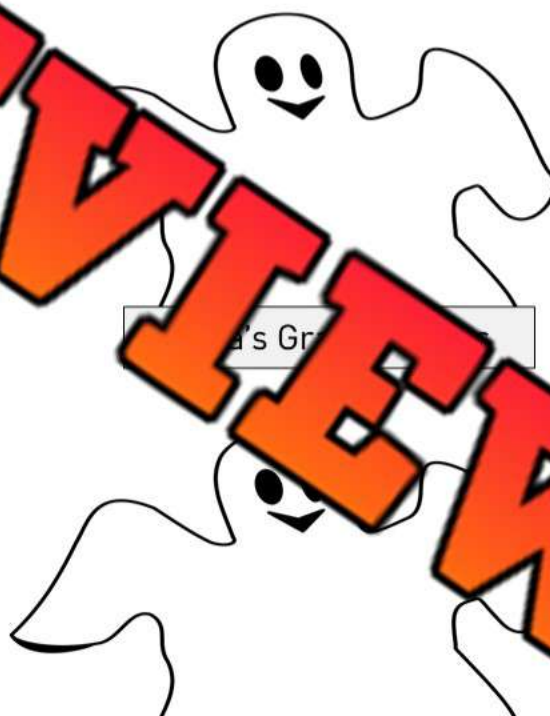
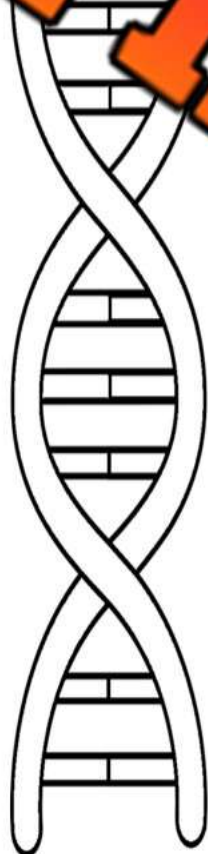
Fill in the blanks to show how trauma is passed down through generations.



Kirra's Great-Grandparents

1) What experiences did Kirra's great-grandparents have at residential schools?

Write the behaviours or emotions that were passed down from Kirra's grandparents, parents and then to Kirra.



Kirra's Grandparents

Kirra's Parents





# Reconciliation

## What is Reconciliation?

The abuse and horrific conditions that 150,000 Indigenous children endured in residential schools was not talked about by many Canadians before 2008. In 2008, Prime Minister Steven Harper delivered the Statement of Apology on behalf of Canadians for the residential school system.

A basic definition for **Reconciliation** is the actions of restoring friendly relations. If you've ever been in a fight with a classmate, you have hopefully reconciled by getting on friendly terms again.

In 2008, the Truth and Reconciliation Commission of Canada (TRC) was created as part of the Indian Residential Schools Settlement Agreement (IRSSA). The goal of the TRC is to inform Canadians about what happened in residential schools. The TRC has interviewed those directly or indirectly affected by residential schools and has collected their stories and experiences.



Reconciliation Monument

The TRC definition of reconciliation:

*"... Reconciliation is about establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behaviour."*

## Achieving Reconciliation

In 2015, the TRC published a report with 94 calls to action that will help achieve reconciliation. The calls to action include the following big ideas:

- Educate today's youth with what happened in residential schools
- Close gaps in health care accessed by Indigenous communities
- Investigate crimes related to Indigenous communities
- Apologies from the Roman Catholic Church and the Pope specifically
- Construct monuments and museums that celebrate Indigenous leaders
- Renew treaties by reviewing them with Indigenous communities and making changes that show mutual respect to the other party

## What Reconciliation is Not

Reconciliation is not a trend, a single gesture, action, or statement. It is not about blame or about making Canadians feel guilty. It isn't someone else's responsibility. Instead, it is an opportunity to move forward, building relationships, respecting Indigenous beliefs, cultures, and values. It is healing for all Canadians.

*"Restore what must be restored, repair what must be repaired, return what must be returned."*

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

99

Curriculum Connection  
B1.2, B1.4, B3.3, B3.5, B3.6

### True or False

Circle whether the statement is true or false.

1) Reconciliation can be achieved if we all say sorry.	T	F
2) Canadians should feel guilty for what happened to the Indigenous children.	T	F
3) Part of reconciliation is learning about what happened in residential schools.	T	F
4) The TRC came up with 94 calls to action.	T	F
5) Steven Harper apologized on behalf of all Canadians in 2008.	T	F

### Questions

Answer the questions below.

1) What does reconciliation mean?

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2) Why did many Canadians learn about residential schools before 2008?

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3) Describe how the TRC's work helps rebuild trust between communities in Canada.

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### Making Connections

How is Canada working towards reconciliation?

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# Why Did Alberta Join Confederation?

## Alberta Before Confederation

Before Alberta joined **Confederation** in 1905, it was not a province. It was part of the **North-West Territories**, which was owned by the Canadian government. The government owned the land after they bought **Rupert's Land** from Britain.

## Factors For Joining Confederation

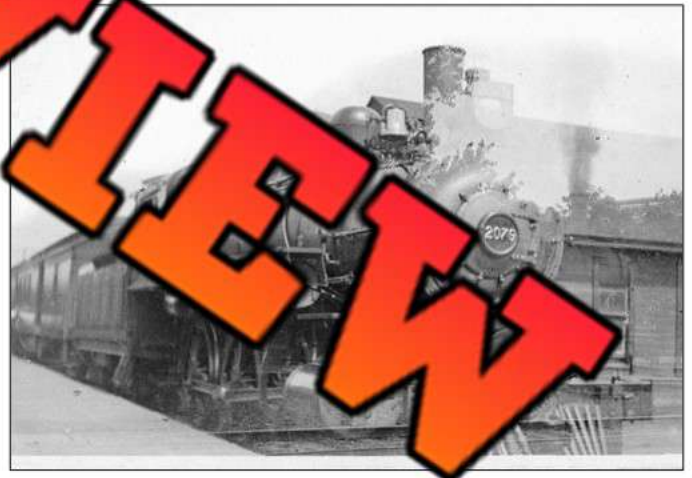
### 1. Money From Canadian Government

As more and more people began moving and settling in present-day Alberta, the need for infrastructure became important. **Infrastructure** is all the important services that are offered by a city or town. Infrastructure includes its roads, hospitals, sewers, power lines and more.

As the people of Alberta demanded better infrastructure, the government of Alberta couldn't provide it because they didn't have the money. If they joined confederation, they would be given money by the Federal government. This would help them build better infrastructure. The main reason Alberta joined confederation was to receive money from the Canadian government.

### 2. Economy – Increased Trade

With the completion of the **Canadian Pacific Railway**, Alberta could now be connected to the rest of the provinces. This means that if they joined confederation, they could increase their trade with other provinces. This would allow them to trade their wheat, oil, and lumber resources which would help their economy. A stronger economy means that they could afford better infrastructure and services for the people of Alberta.



### 3. More Control

Before Alberta joined confederation, they had less control over their resources. This was because their land was owned by the Canadian government. That meant that all the resources were also controlled by the Canadian government. When Alberta sold their timber, wheat or coal, they had to give the earnings to the Canadian government. The Canadian government would give some of it back, but many Albertans didn't think this was fair.

If they joined confederation, they would have a provincial government that would give them more control over their natural resources. They saw that other provinces had more control over their own laws and the way their province operated. Therefore, if they joined confederation, they would have more control.

**Two Truths and a Lie** Read each group. Tick ✓ the two true statements. Mark X the one lie.

<input type="checkbox"/>	Alberta was part of the North-West Territories.
<input type="checkbox"/>	The Canadian government owned the North-West Territories.
<input type="checkbox"/>	Alberta had a strong infrastructure before joining Confederation.

<input type="checkbox"/>	The completion of the railway benefitted Alberta's trade.
<input type="checkbox"/>	Alberta had control of their resources before joining Confederation.
<input type="checkbox"/>	Trade growth strengthened Alberta's economy.

**Questions** Answer the questions below.

1) When did Alberta join confederation?

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2) How did the railway benefit Alberta? In what ways did it help their economy and the growth of their province?

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3) Why did many Albertans think federal control of resources was unfair?

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**Word Hunt** Find 3 important words in the text and explain them.

<input type="text"/>	<hr/> <hr/>
<input type="text"/>	<hr/> <hr/>
<input type="text"/>	<hr/> <hr/>



# 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) Alberta's land belonged fully to local settlers.	T	
	F	
2) Railway links made Alberta's trade much stronger.	T	
	F	
3) Alberta controlled natural resources before Confederation.	T	
	F	
4) Albertans believed the federal system was fully fair.	T	
	F	
5) Resource profits all stayed within Alberta's borders.	T	
	F	

Name: _____		Mark
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3) Alberta controlled natural resources before Confederation.	T	
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4) Albertans believed the federal system was fully fair.	T	
	F	
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	F	

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2) Railway links made Alberta's trade much stronger.	T	
	F	
3) Alberta controlled natural resources before Confederation.	T	
	F	
4) Albertans believed the federal system was fully fair.	T	
	F	
5) Resource profits all stayed within Alberta's borders.	T	
	F	

# Alberta and Saskatchewan Join Canada

## Before Confederation - Background

**Alberta and Saskatchewan** did not join Confederation in 1867 when many of the other colonies did. This is because these two regions did not have clear boundaries and were not colonies of their own. In the 1850s and 1860s, this land was still owned by Britain. The British government didn't want to defend this land any longer, as **the fur trade** was declining. There was a constant threat of US invasion as the United States was looking to expand their territory. In 1870, Canada purchased Rupert's Land and the North-West from the **Hudson's Bay Company** and labelled it the **Northwest Territories**.

## The North

Before 1700, no non-Indigenous people lived in the areas we now call Alberta and Saskatchewan. In 1883, only 1,000 non-Indigenous people lived there. This changed quickly when the **Canadian Pacific Railway** was built and reached Calgary. News was spreading that the land in these areas was perfect for growing wheat. With this information, many people from other parts of Canada moved west. A lot of immigrants from Europe also moved to Alberta and Saskatchewan. By 1911, the population had risen to 373,000.

## Two Provinces or One?

With the populations of these two regions growing rapidly, political leaders such as **Frederick William Haultain** had pushed to make them provinces. The people in these regions agreed, because they knew that if they became a province, they could have their own provincial government that could have more control over things like policing, hospitals, and education.

The current Prime Minister was **Wilfrid Laurier**, who needed to decide whether to make one large province or two smaller provinces. He decided that the large province would be too big for the provincial government to handle, so two provinces were created. On September 1, 1905, **the Alberta Act** and **the Saskatchewan Act** were signed. Canada now had their 7<sup>th</sup> and 8<sup>th</sup> province enter Confederation.

## First Nations

The First Nations communities and the Métis in these two provinces were again pushed aside. The Federal government in Ottawa prioritized expanding in the west, as opposed to the rights of the Indigenous. Most of the Indigenous moved onto reserves and farmed to survive. Many of these communities had been **nomadic**, meaning they would move around, often following a food source like the buffalo. With the Canadian population growing in these provinces, the Indigenous could no longer live nomadic lifestyles.





**True or False**

Circle whether the statement is true or false.

1) Before 1870, the British government owned Alberta and Saskatchewan.	True	False
2) The railroad and the great farming and soil brought people west.	True	False
3) The First Nations communities were left alone in these regions.	True	False
4) Alberta became a province before Saskatchewan.	True	False
5) Alberta and Saskatchewan were almost made into one big province.	True	False

**Questions**

Answer the questions below.

1) Why did Alberta and Saskatchewan join Confederation in 1867?

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2) Why did the population of these two provinces grow so fast?

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3) Did the government of Ottawa consider the Indigenous people living in these regions?

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**Summarize**

Summarize the reading by including the main idea and important information.

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# Debate: Western Settlement – Fair or Unfair?

## Objective

What are we learning about?

Students will explore different viewpoints on the government's decision to promote large-scale immigration and homesteading in Western Canada between 1890–1914. They will learn how these settlement policies affected newcomers, First Nations, and Métis communities. Students will debate whether the government's actions were fair or harmful and consider the long-term impact on land, rights, and community life.

## 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: **Was promoting immigration to Western Canada fair to Indigenous Peoples?**
- 2) Review the background together: Government settlement campaigns encouraged thousands of newcomers to move West, which created new towns and increased pressure on Indigenous and Métis lands.
- 3) Divide the class into two teams:
  - **Team A:** Immigration and settlement were fair and supported Canada's growth.
  - **Team B:** Immigration and settlement were unfair and harmed Indigenous communities.
- 4) Each team researches their side using class notes and completes the debate planning sheet.
- 5) Use sentence starters to prepare strong arguments with clear evidence.
- 6) Sit in a circle and let each team respectfully present their points.
- 7) After all arguments are shared, hold a class discussion or vote on which side presented the stronger case.
- 8) Reflect: How did Western settlement shape Canada's development? Who benefited most, and who faced the greatest loss?



## Topic

Was promoting immigration to Western Canada fair to Indigenous Peoples?

Side	Description
Team A — Settlement Was Fair	<p><b>Some people think promoting immigration to Western Canada was fair. Here's why:</b></p> <ul style="list-style-type: none"> <li>Immigration helped Canada grow quickly and build strong farming communities.</li> <li>New settlers increased food production and supported Canada's expanding economy.</li> <li>Homesteading allowed thousands of families to start new lives with land.</li> <li>Government believed unused land should be developed for national benefit.</li> <li>Settlement brought new jobs and business growth to the Prairies.</li> <li>More people led to more towns, schools, and transportation routes.</li> <li>Immigrants helped connect Western Canada to the rest of the country.</li> <li>Many newcomers followed their dreams and believed they were acting fairly.</li> <li>New communities grew together and created strong local networks.</li> <li>Government provided opportunities and encouraged people to work hard on the land.</li> <li>Settlement created a strong foundation for helping Canada compete globally.</li> <li>Newcomers contributed skills, energy, and ideas that helped the West develop rapidly.</li> </ul>
Team B — Settlement Was Unfair	<p><b>Some people think promoting immigration to Western Canada was unfair. Here's why:</b></p> <ul style="list-style-type: none"> <li>Settlement pushed First Nations and Métis communities off their traditional lands.</li> <li>Many land decisions were made without full Indigenous consultation or understanding.</li> <li>Métis families were pressured to take scrip, often losing land to speculators.</li> <li>Homesteading ignored Indigenous land rights protected by earlier treaties.</li> <li>Settlement reduced hunting and trapping areas needed for survival.</li> <li>New towns disrupted sacred sites and long-standing cultural territories.</li> <li>Government ads never mentioned the impact on Indigenous communities.</li> <li>Some settlers fenced land that Indigenous people had used for generations.</li> <li>Residential schools expanded as settlement grew, harming Indigenous children.</li> <li>Laws limited movement and freedom for Indigenous families during this period.</li> <li>Many promises made in treaties were delayed, changed, or broken as newcomers arrived.</li> <li>Settlement created long-term inequality by prioritizing newcomer needs over Indigenous rights.</li> </ul>

## Planning

Answer the questions below.

1) Do you think promoting immigration to Western Canada was fair to Indigenous Peoples? Explain why or why not.

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2) What reasons do you have for or against?

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3) What might the other side say?

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4) What facts or examples make your opinion stronger?

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**Reflection Questions**

Answer the questions below.

1) How did Western settlement change life for the people who moved there?

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2) Which groups gained the most from Western settlement, and why?

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3) Which groups were harmed most by Western settlement, and how?

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4) How did new farms and towns change the land used by Indigenous peoples?

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5) How can learning about this history help us understand Canada today?

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**PREVIEW**

# Boer War

## Who were the Boers?

The **Boers** were settlers who lived in a South African colony called Cape Town. The colony had first been controlled by the Netherlands, and many Boers were descendants of people who migrated from France, Germany, and the Netherlands. In the early 1800s, Britain took control of the region after several battles with the Boers. Even though the Boers resisted, the Netherlands eventually gave up the colony. Once Britain gained full control, they sent many British colonists to the area. These new arrivals brought changes to laws, farming practices, and daily life, which caused tension with the Boer families who had lived there for generations.

## Unhappy Boers

The Boers became very unhappy under British rule. They disagreed with new taxes and laws and felt that Britain ignored Boer traditions. As a result, many Boers left Cape Town and moved to other parts of the land, hoping to build independent communities. They created several small states called Boer republics, where they could run their own governments and protect their traditions.

## First Boer War

In 1868, diamonds were discovered in Boer territory, making the territory extremely valuable. This discovery encouraged more British colonists to move nearby. The Boers, already living in their own republics, feared Britain would try to take the land. When fighting broke out, the Boers used smart strategies, including:

- **Fighting from long distances**, avoiding close combat.
- **Attacking quickly**, then retreating before British soldiers could regroup.
- **Using the landscape**, such as hills and rocky areas, to their advantage.

The Boers won the first war, and Britain was forced to recognize the independence of the Boer free states.

## Second Boer War

A second conflict began in 1886 when gold was discovered in the Boer republic of Transvaal. This made the region wealthy and threatened British control in South Africa. Britain feared the Boers would grow stronger, so they attacked again. The second war was long and costly, but Britain eventually captured all Boer territory, making the region part of the British Empire.

## Canada's Participation in the Boer War

In 1899, Britain needed more soldiers and asked Prime Minister Wilfrid Laurier to send Canadian troops. Laurier agreed, and about 8,000 Canadians volunteered. They earned respect for bravery and discipline, though 244 Canadians died. The war improved Canada's world reputation and encouraged more immigration after it ended in 1902.





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

114

Curriculum Connection  
B1.4, B3.3, B3.5

### True or False

Circle whether the statement is true or false.

1) The Boer people were from France, Britain, and the Netherlands.	T	F
2) The British won both of the Boer Wars.	T	F
3) The Boer's land was valuable because they found diamonds and gold on it.	T	F
4) The Boers won the first Boer war.	T	F
5) Britain was worried that the Boers were becoming too powerful.	T	F
6) The Boers were intelligent fighters as they attacked from a distance.	T	F
7) The Boers and British colonists got along before the first Boer war.	T	F
8) Britain lost the second Boer war and took control of all Boer lands.	T	F

### Questions

Answer the questions below.

1) Who were the Boers and where did they come from?

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2) What was the Boer war fought over?

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3) How was Canada involved in the Boer war? Why did they join Britain?

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### Questioning

Write 2 questions you have about the reading.

1)

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2)

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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

Write the correct letter (A, B, C or D) beside each rule.

	Transvaal
	Cape Town
	Laurier
	Boer republics

A) Area where gold discovery increased conflict.

B) Independent regions created by Boers after leaving Britain.

C) Region first settled by Boers under Dutch control.

D) Leader who sent Canadian troops to South Africa.

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

Mark

Write the correct letter (A, B, C or D) beside each rule.

	Transvaal
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C) Region first settled by Boers under Dutch control.

D) Leader who sent Canadian troops to South Africa.



# Naval Service Act

## Navy After Confederation

After **Canadian Confederation**, Canada didn't have its own navy. A **navy** is a military group that protects and participates in battles on water. A navy consists of warships. At the time of Confederation, Canada relied on the British navy to defend its territory.

With Canada becoming its own country, it needed its own navy. Britain was no longer interested in keeping warships in Canada. They feared it could anger the US and break relationships with them.

The need for Canada to have a navy was obvious because of the many fights fought on water between Britain and France in the **Seven Years' War**, as well as the War of 1812 when the British helped create BNA. Without the British navy, Canada would not have been able to defend its borders.

## Naval Service Act

The proposal of the **Naval Service Bill** would cost \$3 million yearly for a navy. Many opposed this bill, and some wanted to send Britain the \$3 million for them to use in the **Royal Navy**. Others understood that it was important for Canada to have its own navy to protect Canadians if Britain wouldn't come to our defense.

In 1910, Prime Minister Sir Wilfred Laurier introduced the **Naval Service Act**. It set up a **Department of Naval Service** which would operate the small Canadian Navy. It was controlled by the government, but during times of war, it could be put to use under British control.

Many opposed the Naval Service Act, especially the French Canadians who did not feel the same connection with Britain. They did not want to send the Canadian Navy to support British wars because it was their tax dollars paying for this war, and the war could technically be against their homeland – France. Others that were loyal to Britain thought Canada wasn't doing enough to support Britain.

In 1911, Laurier lost the federal election because he lost French-Canadian support. Robert Borden won the election and became Prime Minister. In 1913, Borden replaced the Naval Service Act with the **Naval Aid Bill**. The bill outlined that instead of sending British ships in war, Canada would send money instead.

The bill was not passed by the Senate though, and in 1914, Canada entered the **First World War** with Britain. Borden had to focus his efforts on Canada's actions in the war against Germany, Italy, and Austria-Hungary.



100th Anniversary of the  
Canadian Navy Monument



**Questions**

Answer the questions below.

1) Why didn't Canada need a navy before Confederation?

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2) What was the Naval Service Act? Who made it and what did it mean for Canada?

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3) What happened to the Naval Aid Bill in the Senate?

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**Ordering**

Number the steps of the Naval Service Act from 1 to 8.

	The Act creates a Department of Naval Service to run the navy.
	Canada realizes it needs its own navy after the Boer War.
	The bill fails in the senate, and Canada later enters the First World War with Britain.
	Prime Minister Laurier introduces the Naval Service Act in 1910.
	Britain becomes less interested in protecting Canada with its navy.
	Laurier loses the 1911 election, and Borden replaces the Act with the Naval Aid Bill.
	Many people, especially French Canadians, strongly oppose the new navy.

**Reaction**

If you were a French Canadian, how would you feel about the Naval Service Act?

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## Blog Post: The Klondike Gold Rush

### 5 Interesting Facts About the Klondike Gold Rush

Date: November 17, 2025

Author: Maya L.

5-minute read

I've always heard people talk about the **Klondike Gold Rush** like it was some wild adventure, so I finally looked into it—and wow, it was way more intense than I ever imagined. Between 1896 and 1899, almost 100,000 people packed up their lives and travelled to the Yukon after gold was found on August 16, 1896. Most of them had never even seen snow like that before! Here are five of the most interesting things I learned.

- 1) Almost No One Reached the Gold Fields** - About 100,000 people started the trip north, but only about 3,000 made it. The trails were rough, with people climbing icy steps, carrying almost everything in teams of food and gear, and moving through deep snow. Many used horses, but so many died that most horses didn't survive.
- 2) The Trip Took Almost a Year** - Imagine spending almost a whole year just trying to reach the place where you could find gold. That's what happened. People travelled hundreds of kilometres over land. When they reached the Yukon River, they built their own boats to go another 400 kilometres to Dawson City. Some days they moved only a few metres because the trails were packed with thousands of people.
- 3) Only 4% Found Gold** - This shocked many people. About 30,000 people who got to the Klondike, only about 4,000 found gold. That's just 1% of the people who started the journey. Most people returned home with empty pockets and a taste-bite instead of riches.
- 4) Dawson City Blew Up Overnight** - Dawson City only had about 100 residents in 1896. Two years later, it had almost 30,000. It became one of the fastest growing towns in Canadian history. But when gold was discovered in Alaska, in 1900, thousands left right away, and Dawson shrank almost as fast as it grew.
- 5) The Gold Rush Changed Where People Lived** - Many Americans who had stayed in Canada after the rush. Many Canadians also moved west, from British Columbia, changing population patterns for years to come.

### Comments:



**Jacob R. – November 18, 2025**

I think the rush was great for Canada. The Yukon grew fast, and the new towns helped build the economy.

Like Reply 1h ago



**Sofia M. – November 18, 2025**

I'm not sure. Most people failed, and the trip was deadly. The 4% success rate shows how risky it really was.

Like Reply 30m ago



Group of men waiting for mail in Dawson, Yukon,

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

123

Curriculum Connection  
B1.4, B3.4, B3.6

### True or False

Decide if the statement is true or false.

1) Miners had to bring a year's supply of food.	True	False
2) Most miners found lots of gold in the Klondike.	True	False
3) The Klondike Gold Rush brought a lot of Americans to Canada.	True	False
4) The Center of the Klondike Gold Rush was Nome.	True	False
5) It was easy to drive your vehicle to the Gold Rush.	True	False

### Questions

Answer the questions below.

1) How did the Klondike Gold Rush change the population of Canada?

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2) What challenges did the miners face with the Klondike Gold Rush?

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3) Describe how the Gold Rush showed both opportunity and danger.

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### Comment

What comment would you post to the blog post?

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Like



Reply



Just now



# Klondike Gold Rush and First Nations

## First Nations in the Yukon

The First Nation communities that lived in the **Yukon** are not discussed often when historians talk about the **Gold Rush**, but it was a Tagish First Nation member who first discovered gold there. This discovery helped trigger one of the biggest migrations in North American history, yet the voices of the people who lived on this land are often left out of the story.

The **Tr'ondëk Hwëch'in (Han)** were a First Nation community that suffered greatly because of the Gold Rush, as thousands of miners pushed into their homeland. Many miners came looking for gold and ignored that the land already belonged to the Han people and their cultural traditions. The word Hwëch'in means "*the people*," and Tr'ondëk Hwëch'in means "*the people who lived at the mouth of the Klondike*." Their way of life had existed in the area for generations before miners arrived.

## Land

The miners moved into the land and built their camps and villages from them. In many cases, the Han had no real choice as the miners used weapons, pressure, and intimidation to force sales. The miners also took over the Han houses and brought alcohol, something the Han people did not traditionally use. The introduction of alcohol was harmful because miners used it to take advantage of the Han and weaken their judgement. Traditional fishing areas, hunting areas, and family homes were pushed aside to make room for hotels, storage buildings, and busy supply routes.

## Environment

The miners had one goal in mind: dig until they found gold. This caused major damage to the environment. They cut down huge sections of forest, dug massive pits, destroyed animal habitats, and dumped waste into rivers. For the Han people, this was devastating because the environment was closely connected to their culture, survival, and identity. Their concerns included:

- Loss of clean water sources
- Fewer animals to hunt
- Permanent changes to the shape of the land

## Disease

Lastly, the miners brought diseases that the Indigenous people had no immunity to. Dawson City had no proper infrastructure for its fast-growing population. Sewage was dumped directly into the Yukon River, causing a deadly typhoid outbreak. Many miners and even more Han people died. Other dangerous illnesses, like **tuberculosis** and **influenza**, also spread quickly and harmed the Han population for years after the Gold Rush ended.



Chief Isaac -  
Tr'ondëk Hwëch'in

## Questions

Answer the questions below.

1) What was the impact of the Klondike Gold Rush on the Han people?

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2) Why did the Han people react strongly to environmental destruction?

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3) Reflect. What thoughts on the reading? What surprised you the most?

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## True or False

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

1) A First Nation member first discovered gold in the Klondike.

T

F

2) The miners made sure to leave the environment as they found it.

T

F

3) Influenza was deadly to the Han people as they didn't have immunity to it.

T

F

4) Many diseases spread in Dawson City as it was very unsanitary.

F

5) The Han shared their alcohol with the miners.

T

F

## Quote

Why do you think Chief Isaac said this?

"When the gold came, everything changed for our people." – Chief Isaac of the Tr'ondëk Hwëch'in

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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

Answer the questions below.

- 1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the \_\_\_\_\_ people.
- 3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.
- 5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.

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

Mark

Answer the questions below.

- 1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the \_\_\_\_\_ people.
- 3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.
- 5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.

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

Mark





Answer the questions below.


- 1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the \_\_\_\_\_ people.
- 3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.
- 5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.


## Social Media Post – Alaska Boundary Dispute, 1903

### NorthLineHistory CA

In 1903, Canada and the United States argued over who owned a key coastal strip near Alaska that connected Yukon to the Pacific Fjords. A British judge sided with the U.S., and Canada lost the route. How might Canada's northern trade and travel look today if that decision had gone the other way?


11:30 AM - 1/17/2025 - 1,929 SHARES 4,721 LIKES    


 **JohnMiller:** Losing that fjord weakened Canada's northern access. A Yukon-to-coast route would have made movement easier during the Klondike Gold Rush, when tens of thousands of people traveled through dangerous trails to move supplies.


 **SofiaReed:** I think the U.S. claim made sense. Most of the coastline already connected the settlements. Commissions often supported existing control to avoid larger problems.


 **MarcusLee:** A similar argument worked. Canada and the U.S. already co-manage waterways like the Great Lakes, balancing shipping routes with environmental care and community needs.


 **JohnMiller:** The commission setup was biased. Three American officials and only two Canadians meant the vote was already leaning especially once Britain backed the U.S. position.


 **SofiaReed:** Even if Canada gained the fjord, shipping would still be limited. Harsh winters, steep mountains, and long distances made it difficult. Major ports were developing farther south anyway.

 **MarcusLee:** At least the dispute encouraged Canada to take more control over its own foreign affairs. It also led to better mapping and clearer boundaries, reducing confusion later on.

 **JohnMiller:** Many Canadians felt betrayed by Britain. That frustration pushed Canada to take more steps toward independence, especially in external relations and decision-making.

 **SofiaReed:** The U.S. needed that coastline for quick supply runs to mining towns. Some towns grew by thousands during the Gold Rush and depended on those fjords for tools, food, and transport.

 **MarcusLee:** Geography shaped the whole issue—mountains, deep inlets, and icy passes influenced decisions. Physical geography still affects modern boundary agreements across Canada's northern regions.

 **JohnMiller:** If Canada had won, northern growth might've sped up. Coast access boosts economic strength, just like British Columbia's ports now move billions of dollars in goods every year.



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

130

Curriculum Connection  
B1.4, B2.4, B3.3, B3.6

## Questions

Answer the questions below.

1) What was the Alaska Purchase? Why did Russia give up the land?

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2) Did Canada win or lose the Alaska Boundary Dispute? How did it make Canadians feel about Britain?

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## Directions

Draw a boundary between the United States and Canada



## Opinion

Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

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

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## A Changing Society – Activities

### Word Search

Find the word bank words in the puzzle!

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

### Word Bank

Immigration  
 Deportation  
 Emigration  
 Economy  
 Groups  
 Truancy  
 Dominion  
 Britain  
 Federal  
 Government  
 Union  
 Catholic  
 Protestant  
 Labour  
 Tax  
 Urbanization  
 Industrialization  
 Immigration  
 Relationships  
 Invention  
 Conflict

### Word Scramble

Read the clue and then unscramble the word

MIITRNMOGA		RIIBNTA	
ATICLOCH		RTNPASTOTE	
TLOSANIPHSERI		EOIDTTNPORA	
RAIUTZNBANIO		ENTINNIVO	
OMODINNI		EDAFLEA	



## Memory Game – Influential Canadians (1890–1914)

### Objective

What are we learning about?

Students will learn about important Canadian figures from 1890–1914 and their contributions to Canada's identity. Each card shows either a historical figure or their matching achievement. Students will build understanding of how different leaders, activists, and artists shaped Canada during this period of change, conflict, and nation-building.

### Materials

What is needed for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area 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 the 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



Tom Longboat

Onondaga runner who won major races like the Boston Marathon and challenged racist treatment of Indigenous athletes.



Pauline Johnson (Kahkewa)

Mohawk poet and performer who shared Indigenous stories across Canada and became one of the country's best-known artists.



Henri Bourassa

French-Canadian leader who opposed Canada joining foreign wars and strongly defended French language rights in Canadian independence.



Wilfrid Laurier

First French-Canadian Minister who promoted Prairie migration, encouraged national growth, and worked to reduce cultural tensions.



Nellie McClung

Activist who fought for women's voting rights in Manitoba and used speeches and campaigns to challenge unfair gender laws.



## Cards

## Memory Game Cards

**Clifford Sifton**

Minister who encouraged thousands of European farmers to settle Western Canada, shaping Prairie growth but using racial preferences.

**Onondayoh (Fredrick S. Lewis)**

Mohawk veteran who founded the League of Indians of Canada and fought for fair treaties, land rights, and Indigenous justice.

**Emily Carr**

Artist who travelled to West Coast Indigenous communities and painted totem poles and houses, influencing Canadian art.

**Sam Steele**

Mounted Police officer who maintained order during the Klondike Gold Rush and protected growing frontier communities from chaos.

**J. J. Kelso**

Social reformer who created the Children's Aid Society and worked to protect children from unsafe work and neglect.

## Cards

## Memory Game Cards

**John Ware**

Black cowboy and skilled rancher who helped shape Alberta's ranching culture and earned respect across the Prairies.

**Lucy Maud Montgomery**

Author of *Anne of Green Gables*, whose novels shared Prince Edward Island life and influenced Canadian storytelling worldwide.

**Maude Abbott**

Medical researcher who became a pioneer in studying heart defects and helped improve early medical teaching in Canada.

**Duncan Campbell Scott**

Government official who oversaw residential schools, causing harm to Indigenous families and shaping discriminatory Canadian policies.

**Alexander Graham Bell**

Inventor who worked in Canada to improve telephone technology and experiment with new scientific ideas and early aircraft.



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

138

Curriculum Connection  
B1.4, B2.1, B3.6

**Quiz  
Check-In**

This quiz will assess students' understanding of the important historical figures and their roles introduced in the 1890–1914 memory game activity.

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

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark


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

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark


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

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark


# Fact or Fiction: Key Political Decisions

## Objective

What are we learning about?

Students will examine major Canadian political decisions from 1890–1914 by deciding whether statements are fact or fiction, helping them understand how these choices shaped law, created tension, and affected different communities.

## 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 space for students to move to either side

FACT  
OR  
FICTION



## Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement 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 Naval Service Act created Canada's first small navy for local defence.	<b>Fact</b>
2	Alberta and Saskatchewan became Canadian provinces at the same exact moment.	<b>Fact</b>
3	The Chinese head tax was lowered in 1903 to encourage immigration.	<b>Fiction</b>
4	The Alaska Boundary ruling angered Canadians because Britain supported the United States.	<b>Fact</b>
5	The Manitoba Schools Question argued only about school building safety.	<b>Fiction</b>
6	European countries feared that a major war might soon begin.	<b>Fact</b>
7	Ottawa paid residential school students on student numbers starting in 1891.	<b>Fact</b>
8	The Naval Service Act required every Canadian man to join the navy.	<b>Fiction</b>
9	French Canadians worried that military spending showed too much loyalty to Britain.	<b>Fact</b>
10	The Chinese head tax only applied to people already living in Canada.	<b>Fiction</b>
11	Saskatchewan's creation changed who controlled land use decisions.	<b>Fact</b>
12	The Alaska Boundary Dispute gave Canada full access to the Yukon River.	<b>Fiction</b>
13	The Manitoba Schools Question focused on language rights for students.	<b>Fact</b>
14	Canada joined a European alliance directly before the First World War began.	<b>Fiction</b>
15	Rising military spending made some Canadians fear higher taxes and debt.	<b>Fact</b>
16	The head tax targeted Chinese newcomers more than any other immigrant group.	<b>Fact</b>
17	Alberta became a province to gain control over its natural resources.	<b>Fiction</b>
18	The Naval Service Act was strongly opposed by many French Canadians.	<b>Fact</b>
19	British officials on the tribunal helped Canada win the Alaska decision.	<b>Fiction</b>
20	The Northwest Territories lost French as an official language in 1892.	<b>Fact</b>

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark

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

1) The Chinese head tax was lowered in 1903 to encourage immigration.	T	F
2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F

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

Mark

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

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2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F

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

Mark

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2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F



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

142

Total
/

## Unit Test

### A CHANGING SOCIETY

Mark	/
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<p>1. An example of a pull factor that brought people to Canada was...</p> <p>a) Cheap land that was good for farming</p> <p>b) The potato famine in Ireland</p> <p>c) War in Europe</p> <p>d) Food shortages in Europe</p>	<p>2. The Chinese Head Tax went as high as...</p> <p>a) \$10 per immigrant</p> <p>b) \$100 per immigrant</p> <p>c) \$500 per immigrant</p> <p>d) \$50 per immigrant</p>
<p>3. Which Act was created to stop child labour?</p> <p>a) The Factories Act</p> <p>b) The Winnipeg Convention</p> <p>c) The Immigration Act</p> <p>d) The Truancy Act</p>	<p>4. The Bessemer Method allowed for the creation of...</p> <p>a) Clothing</p> <p>b) Steel</p> <p>c) Brick</p> <p>d) Glass</p>
<p>5. The Komagata Maru was an example of discrimination against which race?</p> <p>a) Indian immigrants</p> <p>b) Chinese immigrants</p> <p>c) Irish immigrants</p> <p>d) Japanese immigrants</p>	<p>6. The Orphan Train Children were brought to Canada from which country?</p> <p>a) Britain</p> <p>b) France</p> <p>c) Ireland</p> <p>d) Ireland</p>
<p>7. Where did the first bloc of Ukrainians settle?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p>	<p>8. Where was the All-Canada Fair located?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p>
<p>9. The Indian Act...</p> <p>a) Created reserves</p> <p>b) Declared the potlatch illegal</p> <p>c) Denied First Nations the right to vote</p> <p>d) All of the above</p>	<p>10. Which Prime Minister created the Naval Service Act?</p> <p>a) Pierre Trudeau</p> <p>b) Robert Borden</p> <p>c) Charles Tupper</p> <p>d) Wilfred Laurier</p>

Define

What do the terms below mean?

Mark

/

Chinese Head  
TaxIndustrial  
Revolution

Suffr

Short Answer

the d... below.

Mark

/

1) What was the Truancy Act of 1880? How did it stop child labour?

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

3) What impact did the Klondike Gold Rush have on the Han First Nation community in Dawson City?



## Long Answer

Answer the questions below.

Mark

/

1) Why was Canada a destination for immigrants? Which groups immigrated to Canada? What were Canada's immigration policies? Were any groups discriminated against?

2) What were the working conditions like for people working around the year 1900? How were conditions different for men and women? For all work? Explain.