

Important Concepts . . .

Preview Review



Social Studies Grade 7

W3 - Lesson 3: Immigration

Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 Role of First Nations in the Foundation of Canada
W1 - Lesson 2 Role of French in the Foundation of Canada
W1 - Lesson 3 Role of British in the Foundation of Canada
W1 - Lesson 4 Competition for Trade
W1 - Lesson 5 Quiz

W2 - Lesson 1 War and Peace
W2 - Lesson 2 Becoming Canada
W2 - Lesson 3 Creating a New Country
W2 - Lesson 4 The Métis
W2 - Lesson 5 Quiz

W3 - Lesson 1 Growth in the West
W3 - Lesson 2 Expanding Confederation
W3 - Lesson 3 Immigration
W3 - Lesson 4 A New Canada
W3 - Lesson 5 Quiz

Materials Required

Textbook Required
Voices and Visions

Social Studies Grade 7

Version 5

Preview/Review W3 - Lesson 3

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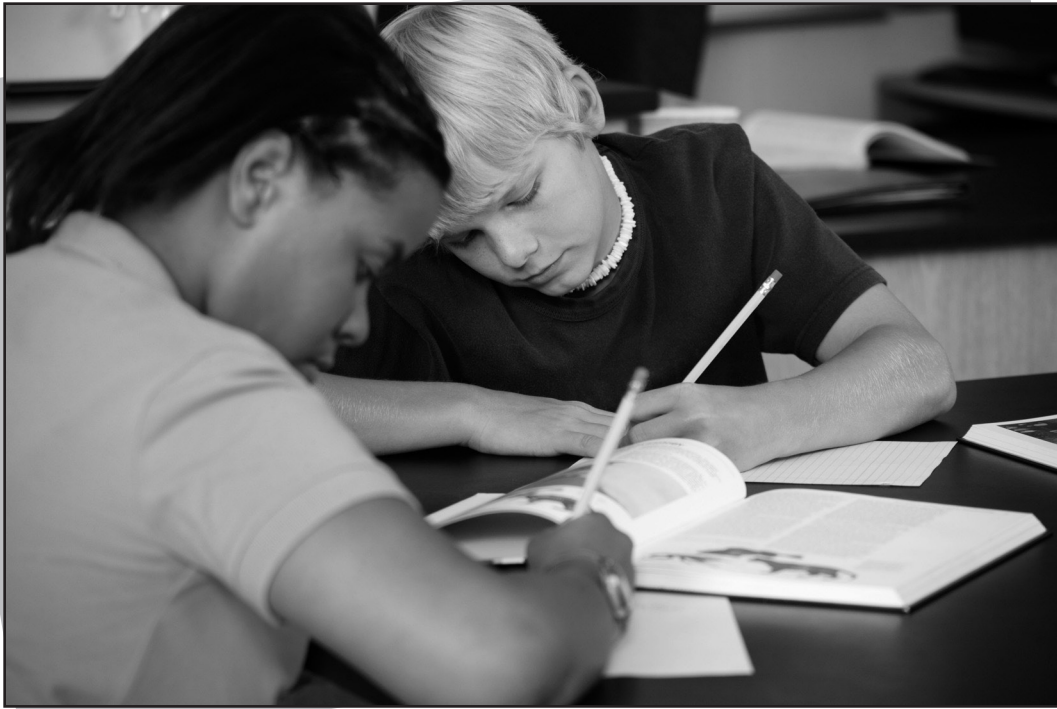
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Preview/Review Concepts for Grade Seven Social Studies



***W3 – Lesson 3:
Immigration***

OBJECTIVES

By the end of this lesson, you should

- understand the strategies used by the Canadian government to encourage immigration from Europe
- understand the role agriculture and the building of the railroad played in the population growth of western Canada
- understand the impact immigration had on First Nations and the reasons for the negotiation of the Numbered Treaties
- know the key individuals responsible for the changing demographics of western Canada
- understand the strategies used by religious communities to encourage migration and immigration to western Canada
- know the conditions needed for the Franco-Albertan community to avoid being assimilated

GLOSSARY

Chinatown – a section of a city whose residents are mostly Chinese

communal lifestyle – a lifestyle in which people share all wealth, supplies, and food of the community

discrimination – being treated on the basis of one's position, race, religion, or sex rather than one's individual abilities

emigrant – a person who leaves one country to live in another country

internal migrants – individuals who move from one part to another part of the same country

Numbered Treaties – a group of treaties between the Canadian government and First Nations communities living in western Canada; a total of eleven treaties were signed

official language – the language a government must, by law, use to serve the people living in the country

pacifists – individuals or groups that oppose violence or war to settle a dispute

policy – a plan of action passed by a government to address a problem

pull factors – conditions that attract an individual to move to a new area

push factors – conditions that drive individuals to move away from an area

W3 – Lesson 3: Immigration

Review

Turn to W3 – Lesson 2: *Expanding Confederation*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W3 – Lesson 2 material thoroughly. Ensure you have a good understanding of W3 – Lesson 2 before proceeding to W3 – Lesson 3. If you need extra help, please approach your teacher or learning facilitator.

Classroom Discussion 1: The Need for People

People move for several reasons. Some move to get away from a negative situation; others move because they believe life will be better some place else. From the mid 1880s to the turn of the 20th Century, the Canadian government was successful in attracting people to Canada. Canada needed people. Cheap labour was needed to build a railroad across the country. Farmers were needed to develop the prairies. As the manufacturing industry grew, factory and mill workers were needed.



In the Far East, thousands of Chinese were looking for opportunities to work. They were willing to do very difficult jobs for very little money. Canada needed quickly to complete and expand the railway. Europe was in turmoil with the threat of war, a depression, rebellions, famine, and religious persecution. Canada needed to attract thousands of people to turn the West into productive farmland. In the Canadian East, new businesses cried out for people to work in the factories and in the mines.

Consider the following questions for discussion. If you are working individually, answer the questions on the lines provided. Then, check your work with your learning facilitator or teacher.

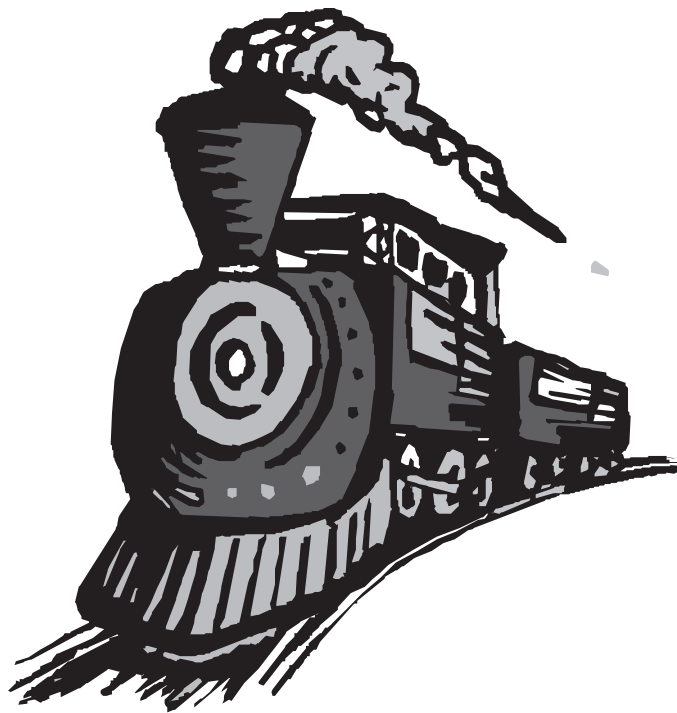
1. If you worked for the Canadian government, what would you do to encourage people to settle in western Canada?

2. Why do you suppose the Canadian government did not use the First Nations and Métis people to fill some of the need for workers?

Reading 1: The Need for Immigrants

Canada's first French-Canadian prime minister was Sir Wilfrid Laurier. Early in 1904, Laurier gave a speech that indicated he believed the 20th Century would belong to Canada. Laurier knew Canada needed more people to fulfill his belief.

To whom did Laurier give the task of attracting people to Canada? What trap did some of the immigrants find themselves in? To find answers to these questions, read pages 245 to 249 in your textbook, *Voices and Visions*. Then, complete Activity 1.



Activity 1: The Need for Immigrants

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What did the Canadian government do to attract people to Canada?

2. What other organizations helped the Canadian government in attracting people to Canada?

3. a. Who did Laurier put in charge of immigration?

- b. What were the three regions this individual targeted to attract immigrants? Why did he choose these three regions?

4. Why did Francophones feel betrayed by Canada's immigration policy?

5. In what way were immigrants "trapped" into staying on the prairies?

Reading 2: Push and Pull Factors

In the classroom discussion, some of the reasons for people immigrating to Canada may have been explored. Read pages 251 to 252 in your textbook, *Voices and Visions*, to discover which reasons are considered pull factors and which reasons are push factors. Then, complete Activity 2.

Activity 2: Push and Pull Factors

To complete this activity, finish the chart by indicating if each factor is a push or a pull factor. If you believe a factor is a push factor, explain your reason under the push factor column. If you think it is a pull factor, explain your reason under the pull factor column. The first factor has been completed as an example.

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the chart and check your work with your learning facilitator or teacher.

Factors	Push Factor	Pull Factor
Friends and Family		Immigrants came to rejoin family members or friends.
Free Land		
Population Growth		
Jobs		
Natural Disaster		
Completed Railway		

Growing Demand for Wheat		
Religious Persecution		
Affordable Travel		
Improved Farming Techniques		
Political Persecution		
Better Machinery		
Religious and Political Freedom		

Reading 3: Churches and Immigration

The Canadian government was not the only agency encouraging people to come to Canada. Several religious and charitable organizations assisted thousands of people to move to Canada.

To discover two of the religious groups that came to Canada, read pages 253 to 254 in your textbook, *Voices and Visions*. Also, read page 255, including the Case Study, to discover who the home children were. Then, complete Activity 3.

Activity 3: Churches and Immigration

To complete Activity 3, use the list of words provided to choose the **best** word to complete each statement. Write the correct words on the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Anglican	crammed	discrimination	George Lloyd
homesteaders	Hutterites	Isaac Barr	Saint John
Lloydminster	North	orphans	pacifists
protestant	rail	Saskatoon	street
South	World War I	World War II	

1. The Russian government wanted to force the Doukhobors to fight in the army. The Doukhobors refused because they were _____.
2. Isaac Barr was an _____ minister who acquired a large tract of land on the border between Alberta and Saskatchewan.
3. After being _____ onto a small ship, Barr's colonists landed in Canada at _____. They found out that no _____ transportation had been organized.
4. The colonists named their main community _____.
5. In 1864, the Hutterites fled Russia and settled in _____ Dakota.

6. When _____ broke out, the United States wanted the Hutterites to take up arms. When the Hutterites refused, they moved to Canada, and even a few instances of _____ did not discourage them.
7. Thomas Barnardo saw many British children who were _____ living on the _____. He attempted to place these children in Canadian homes.

Reading 4: Francophones in the West

Bon Accord, Falher, Jean-Cote, Lac La Biche, Morinville, Plamondon, and Trochu are just some of the places where Francophones have left their mark. Towns, lakes, rivers, streets, and parks throughout Alberta have French names. Today, English is the dominant language in western Canada.

To discover why Francophones went from a majority to a minority in Alberta, read pages 256 to 257 and 259 in your textbook, ***Voices and Visions***. Then, complete Activity 4.



Photo by Flickr user Angela Sevin

Activity 4: Francophones in the West

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. In what ways did Canadiens affect the West?

2. Why did fewer migrants from Quebec move west?

3. a. Why did many Francophones move to New England?

- b. What was done to encourage Canadiens to move west?

Reading 5: Settling In

People came to Western Canada from all over the world. They brought their customs, religions, languages, and skills. Canada's West became a very unique place to live. The West was wild and needed to be tamed. The people who came realized that they had to work together if they were to be successful. People adapted very quickly, and soon there was a mixture of cultures with the best of each culture finding a place in a new pluralistic society.

The homesteaders worked hard developing their farms. Read pages 260 and 262 of your textbook, ***Voices and Visions***, to find out which crop became known as “the discovery of the century”. Then, complete Activity 5.

Activity 5: Settling In

To complete Activity 5, use the list of words provided to choose the **best** word to complete each statement. Write the correct words on the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

crop	frost	hardships	inside	Red Fife
Marquis	outside	pluralistic	king	tractors
stooks	sod	threshers	Saunders	wheat

- Most of the people living in western Canada in 1911 were born _____ of Canada.
- Homesteaders in Western Canada had to endure many years of _____.
- With so many people coming from so many different places, Western Canada developed into a _____ society.
- Machinery was introduced into farming to make the work easier. Horses and oxen were replaced by _____.
- Early farmers used a type of wheat called _____. Sometimes it did not ripen before the first _____ hit the prairies.
- Two Canadian scientists developed a new type of wheat that ripened quickly. They called it _____ wheat.
- By 1921, wheat had become known as the _____ of all crops.

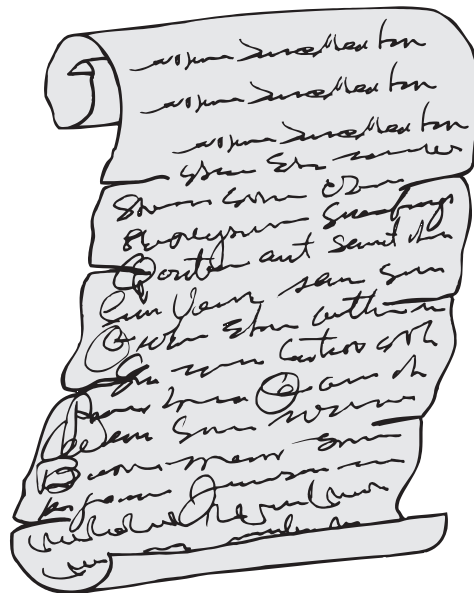
Reading 6: Treaties in the West

With the buffalo disappearing and the fur trade beginning to collapse, First Nations and the Métis cultures were in turmoil. Then, immigrants began to flood into the West to build farms and fence the land that First Nations had used for hunting. These new people also brought diseases, which killed thousands of First Nations people.



The Canadian government saw the same conditions in the United States lead to war between the First Nations and the American military. Prime Minister John A. Macdonald did not want to see the same thing happen in Canada.

Read pages 269 to 271 in your textbook, *Voices and Visions*, to discover how Prime Minister John A. Macdonald was able to avoid the American experience. Then, complete Activity 6.



Activity 6: Treaties in the West

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. a. What was the Canadian government's main reason for making treaties with the First Nations people?

- b. What were three reasons the First Nations had for signing the treaties with the Canadian government?

2. What did the Canadian government promise to provide First Nations if they signed the treaties?

3. How did the First Nations and the Canadian government differ in their understandings of the treaties?

4. What was the Canadian government's policy that was not discussed at the treaty negotiations? What was the goal of this policy?

Reading 7: People from Eastern Europe

The Canadian government's immigration policy began by first attracting settlers from the United States and Great Britain. Then in the late 1890s and early 1900s, people from Eastern Europe became the largest group of newcomers wanting to settle in Canada. As others, they brought their languages, customs, and skills to this new land.

Many factors led the Eastern Europeans to decide to leave their homes and families to settle in Canada's west. Read pages 272 to 275 in your textbook, ***Voices and Visions***, to discover why Eastern Europeans came and how they adapted to their new home. Then, complete Activity 7.

Activity 7: People from Eastern Europe

Read each of the statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided and then **rewrite the sentence to make the statement true**. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- _____ 1. Eastern Europeans could be killed for practising a religion different from the one most people practised.

- _____ 2. Many immigrants lived apart from other people from their homeland.

- _____ 3. The Eastern Europeans preferred small wheat farms.

- _____ 4. As soon as enough people had settled in an area, they built a school and a church.

- _____ 5. Immigrants from Eastern Europe did not take advantage of their new freedoms to get involved in Canadian politics.

Reading 8: Chinese Immigration to the West

The Chinese were among the first immigrants to come to western Canada. In 1858, they came to work in the gold mines in British Columbia. The Canadian Pacific Railway announced the need for workers. Thousands of young Chinese workers came to western Canada to build the railroad. After the railway was completed in 1885, the Canadian government changed the immigration laws to keep Asians out of Canada.

Discover how the Chinese contributed to the development of Canada's culture, and how they were affected by the changing policy on immigration, by reading pages 276 to 277 in your textbook, *Voices and Visions*. Then, complete Activity 8.



Activity 8: Chinese Immigration to the West

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. After the railway was completed, what did the Chinese workers do?

2. a. What is a *head tax*?

- b. Why did the government want to keep Asian immigrants out of Canada?

3. What unique communities developed when the Chinese decided to live near their family and friends? What made these areas unique?



Reading 9: From Majority to Minority – Francophones in the West

Although many Francophones settled in western Canada, they could not keep up with the huge numbers of settlers who did not speak French. Within twenty years, Francophone people went from a majority of the Western Canadian population to a minority. Francophones now found themselves in a struggle to maintain their language rights.

Read pages 278 to 281 in your textbook, *Voices and Visions*, to discover the long struggle Francophones had to retain their language rights. Then, complete Activity 9.

Activity 9: From Majority to Minority – Francophones in the West

To complete Activity 9, use the list of words provided to choose the **best** word to complete each statement. Write the correct words on the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

bilingual	Catholic	English	Freedoms	French
lobby	official	only	private	proclaimed
Protestant	protest	religious	Resolution	separate
ten	Thomas Greenway	twelve	Wilfrid Laurier	newspapers
social	schools			

- To attract immigrants, Canada was presented as a country where the _____ language was the language new immigrants needed to learn.
- In 1890, Manitoba made English the only _____ language.
- In 1892, the North-West Territories passed the Haultain _____ making English the _____ language of the government.
- Manitoba Francophones knew the Manitoba Act guaranteed the right to _____ schools.

5. Prime Minister Laurier and Premier Greenway reached a compromise in which Catholics did receive some _____ instruction in schools. Also, French would be the language of instruction if there were _____ or more Francophone students.
6. Francophones in the West worked to preserve their language by publishing their own _____, building hospitals and churches, and organizing _____ clubs. They also opened private _____.
7. In 1982, the Charter of Rights and _____ restored Francophone educational rights.
8. Some provinces did not immediately restore Francophone education rights. Francophones had to _____ and _____ to convince provincial governments to restore their educational rights.
9. This educational right stems from the original guarantee that Canada would be a _____ nation in which French and English languages would enjoy equal status.

Reading 10: Ranching in Alberta

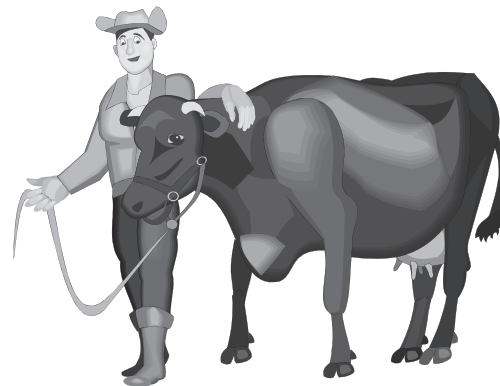
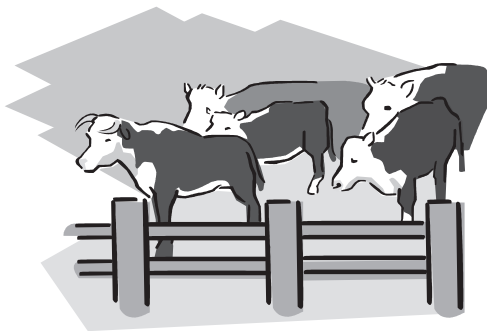
Read the Case Study on page 283 of your textbook, *Voices and Visions*. Then, complete the Case Study Respond questions for Activity 10.

Activity 10: Ranching in Alberta

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How did government policy help ranching develop in the West?

2. How did ranching help the economy of the West?



W3 – Lesson 3: Immigration Review Assignment

Complete pages 18 to 22 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

Section A: Multiple-Choice Questions

Read the following multiple-choice questions carefully. Write the letter of the **best** possible answer in the blank before each question. This section is worth 10 marks (1 mark each).

Read the following information to answer questions 1 and 2.

Perspectives of the changes occurring on the Prairies

Speaker One:	I worry about losing my language rights because so many newcomers do not speak my language.
Speaker Two:	Working on the railway was hard. Now I wish to start a restaurant and bring the rest of my family to Canada.
Speaker Three:	There are many people coming to our land. I wonder what will happen now.
Speaker Four:	We keep moving west to find land, but there is no place left to go to now.

- _____ 1. Speaker Two is most likely representing the perspective of
- A. a First Nations Elder
 - B. a Métis grandmother
 - C. a Chinese store owner
 - D. a Francophone doctor
- _____ 2. Speaker Four is most likely representing the perspective of
- A. a First Nations Elder
 - B. a Métis grandmother
 - C. a Chinese store owner
 - D. a Francophone doctor

- _____ 3. Whom did Prime Minister Laurier put in charge of Canada's immigration policy?
- A. Isaac Barr
 - B. George Lloyd
 - C. Thomas Greenway
 - D. Clifford Sifton
- _____ 4. Which Anglican minister was forced to resign because of his failure to arrange properly an expedition to Canada's west?
- A. Isaac Barr
 - B. George Lloyd
 - C. Thomas Greenway
 - D. Clifford Sifton
- _____ 5. Which Canadian Prime Minister encouraged the development of a strong immigration policy for Canada?
- A. John A. Macdonald
 - B. Charles Tupper
 - C. Wilfrid Laurier
 - D. Robert Borden
- _____ 6. Which protestant religious group lived in collective, isolated communities and refused to fight?
- A. Anglicans
 - B. Lutherans
 - C. Baptists
 - D. Hutterites
- _____ 7. Which factor pushed people to leave their homes and come to Canada?
- A. A famine
 - B. Be close to friends
 - C. Plentiful land
 - D. Freedom of religion
- _____ 8. Which factor pulled people to come to Canada?
- A. Overcrowding
 - B. Affordable travel
 - C. Need for workers
 - D. Religious persecution

- _____ 9. What was the main reason that First Nations signed the various Numbered Treaties?
- A. The treaties would provide First Nations people with jobs.
 - B. The treaties would protect First Nations' rights to the lands and resources.
 - C. The treaties would prevent more newcomers from coming west.
 - D. The treaties would protect First Nations from American whiskey traders.
- _____ 10. Which is the only group of immigrants to have a head tax placed on them?
- A. Hutterites
 - B. Mennonites
 - C. Ukrainians
 - D. Chinese

Section B: True or False

Read each of the statements carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the line provided, and then **rewrite the sentence to make the statement true**. This section is worth 5 marks (1 mark each).

- _____ 1. Sifton and the Canadian government wanted new citizens who either spoke French or would learn it.

- _____ 2. Laurier's immigration policy was a way for the government to encourage new businesses to come to Canada.

- _____ 3. Francophone Catholics knew that Confederation and the Manitoba Act guaranteed the right to separate schools.

- _____ 4. People from China were among the last immigrants to Western Canada.

- _____ 5. The Numbered Treaties provided First Nations people with reserves where newcomers could not live.

Section C: Fill-in-the-Blanks

To finish the following section, you must complete each statement by writing the correct word(s) on the provided line. This section is worth 10 marks (1 mark each).

1. Some immigrants found life in Canada much harder than the _____ had led them to believe. Many felt _____ by the hardships they encountered.
2. Clifford Sifton sent advertisements to the United States, Great Britain, and _____ to attract immigrants.
3. Private groups also became involved in attracting immigrants to Canada. _____ took an interest because they liked Canada's policy of _____ freedom.
4. All the railway companies made large _____ by selling their land.
5. At residential schools, First Nations children were _____ to speak their own languages. This was part of the government's policy to _____ First Nations people into Canada's culture.
6. Immigrants from Eastern Europe preferred large wheat farms. These farms became the base of Canada's _____ industry.
7. The _____ of Rights and Freedoms states that all Anglophone and Francophone Canadians who live as minorities have education rights.

Total: _____
25 marks

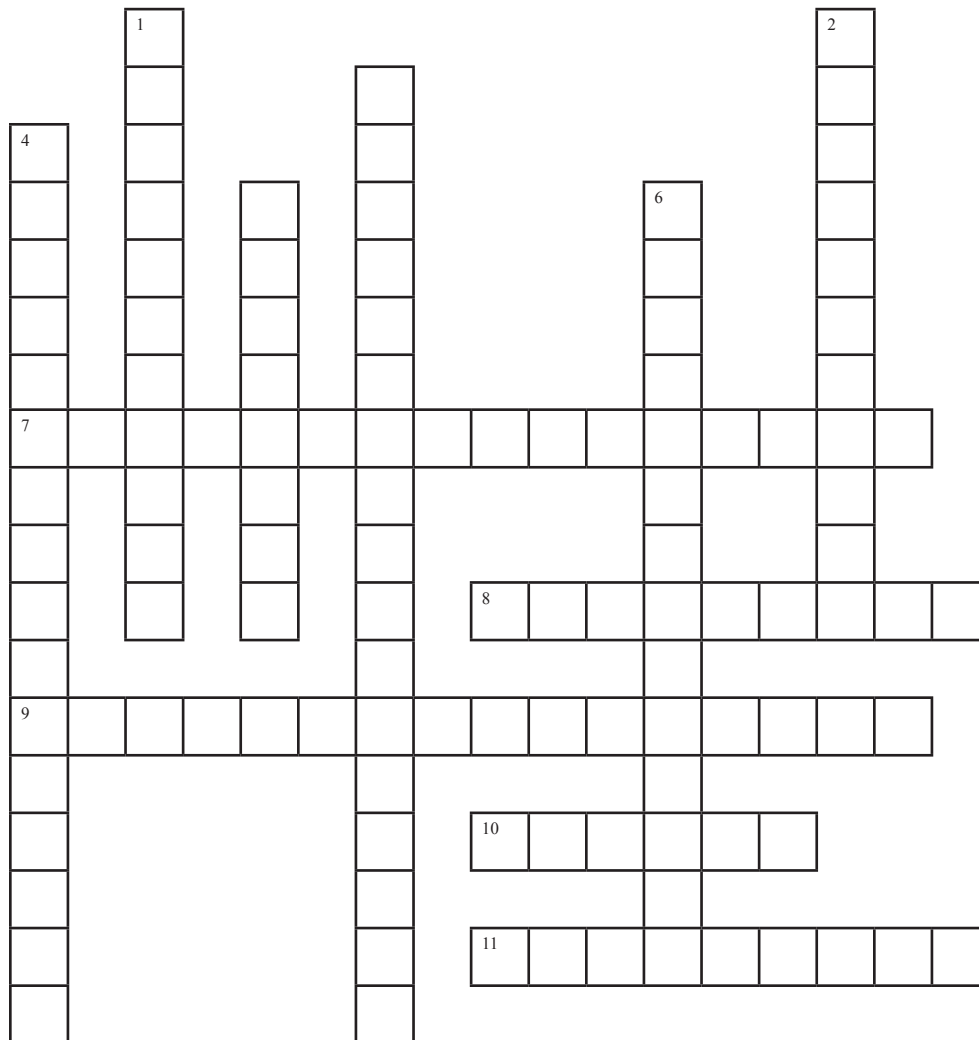
Immigration Bonus Crossword Puzzle

Across

7. an individual who moves from one part of a country to another part of the same country
8. individuals or groups that oppose war to settle a dispute
9. a total of eleven were signed
10. a plan of action passed by a government to address a problem
11. a section of a city whose residents are mostly Chinese

Down

1. conditions that drive individuals to move away from an area
2. conditions that attract an individual to move to a new area
3. a lifestyle in which people share all wealth, supplies, and food of the community
4. in Canada, these are French and English
5. people who leave one country to live in another country
6. being treated on the basis of one's position, race, religion, or sex rather than one's individual abilities



* This puzzle was made using the www.armoredpenguin.com/wordsearch website.

