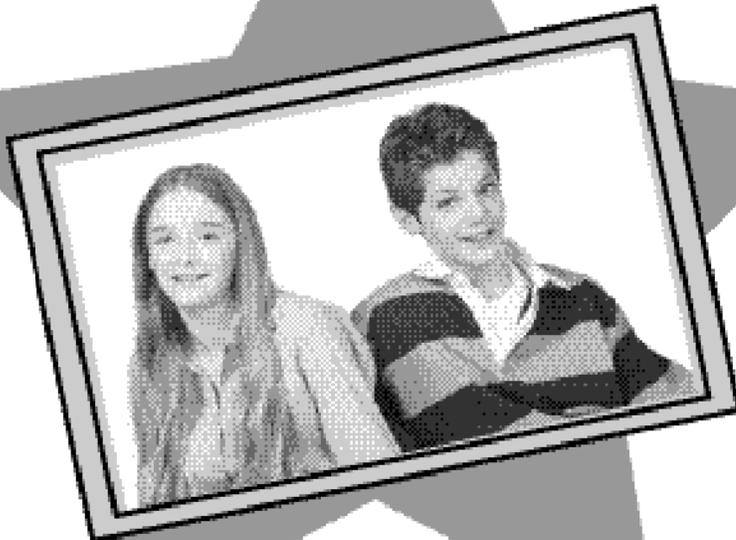


Important Concepts . . .

# Preview Review



**Social Studies    Grade 7    TEACHER KEY**

**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 Foundations of Canada  
W1 - Lesson 3 ..... Role of British in the Foundations 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

Social Studies Grade 7

Version 5

Preview/Review W3 - Lesson 3

Publisher: Alberta Distance Learning Centre

Project Coordinator:

Preview/Review Publishing Coordinating Team:



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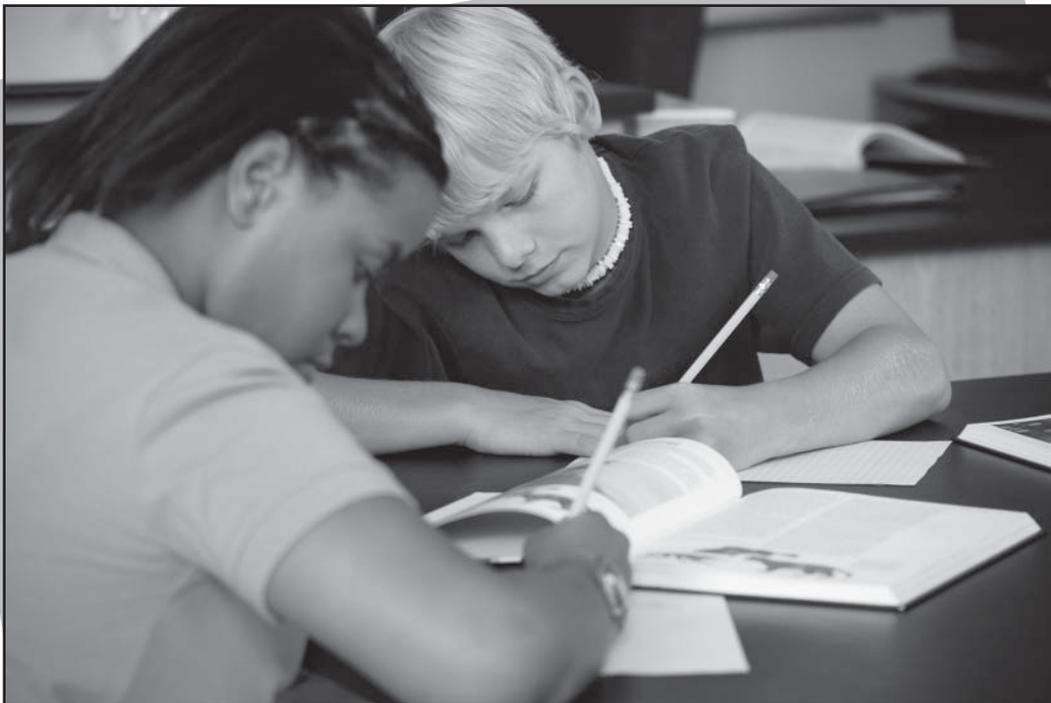
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# Preview/Review Concepts for Grade Seven Social Studies

## Teacher Key



***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?

*Answers will vary and may include the following. The government could offer cheap land, make jobs available, make transportation available, and allow freedom to worship. The government could send government officials to help individuals come to Canada.*

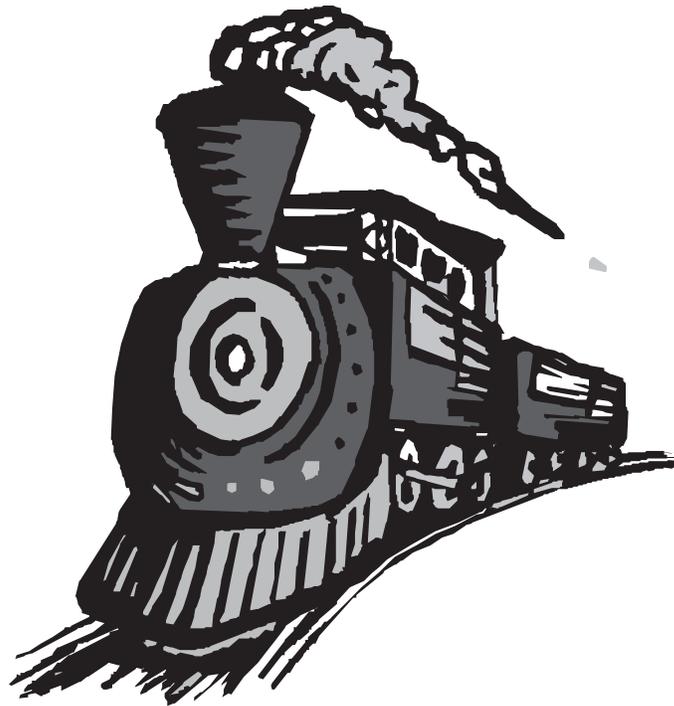
2. Why do you suppose the Canadian government did not use the First Nations and Métis people to fill some of the need for workers?

*Answers will vary. Students should understand that the Canadian government was more interested in assimilating the First Nations and Métis people and did not even think about the possibility of employing them.*

## 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 20<sup>th</sup> 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?

*The government advertised cheap land, easy travel conditions, and plenty of jobs.*

---

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

*Church groups and private companies such as the CPR also recruited people.*

---

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

*Clifford Sifton was put in charge of immigration.*

---

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

*Sifton focused on Great Britain, the United States, and Eastern Europe. Sifton wanted farmers from the United States who knew how to farm the prairies. He wanted settlers from Great Britain who would strengthen the British character of the country. He wanted Eastern Europe settlers who were experienced farmers and used to hardships.*

---

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

*Francophones saw a loss of their language and educational rights as they became a minority.*

---

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

*Life was harder than what the immigrants were led to believe. They could not afford to move back home.*

---

## 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		<i>The opportunity to own land drew farmers.</i>
Population Growth	<i>Overcrowding resulted in insufficient jobs or land.</i>	
Jobs		<i>Many different types of workers were needed.</i>
Natural Disaster	<i>People tend to move away from disasters.</i>	
Completed Railway		<i>This provided a method to sell crops to Eastern Canada.</i>

Growing Demand for Wheat		<i>This provided a good income to farmers.</i>
Religious Persecution	<i>Lack of religious freedom encouraged people to move.</i>	
Affordable Travel	<i>This encouraged people to leave their homes for new jobs.</i>	
Improved Farming Techniques		<i>This allowed farmers to increase their production.</i>
Political Persecution	<i>Lack of political freedom encouraged people to move.</i>	
Better Machinery		<i>This allowed for an increase in production.</i>
Religious and Political Freedom		<i>The ability to practise their religion without fear was attractive.</i>

## 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	

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

6. When World War I 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 discrimination did not discourage them.
  
7. Thomas Barnardo saw many British children who were orphans living on the street. 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.

## 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?

*Many of the place names of towns, lakes, and rivers are named after Canadiens. Some of the Canadiens came west as missionaries and converted many First Nations people. The Canadiens also established numerous businesses.*

2. Why did fewer migrants from Quebec move west?

*Many Canadiens began to feel the Canadian government would rather have Anglophones settle the west.*

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

*Many Francophones went to New England because there were jobs in the New England factories that were close to Quebec.*

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

*Western Francophones attracted Canadiens by sending a Francophone western newspaper to Quebec, the Eastern United States, and France. They also attracted settlers from Belgium and France. Also, the Catholic Church was active in attracting Canadiens to the 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

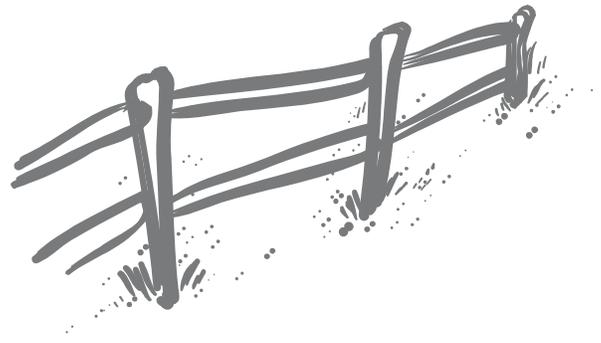
To complete Activity 5, use the list of words provided to choose the best word to complete each statement. Write the correct words on the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, 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 outside of Canada.
- Homesteaders in Western Canada had to endure many years of hardships.
- Machinery was introduced into farming to make the work easier. Horses and oxen were replaced by pluralistic.
- Early farmers used a type of wheat called Red Fife. Sometimes it did not ripen before the first frost hit the prairies.
- Two Canadian scientists developed a new type of wheat that ripened quickly. They called it Marquis wheat.
- By 1921, wheat had become known as the king of all crops.

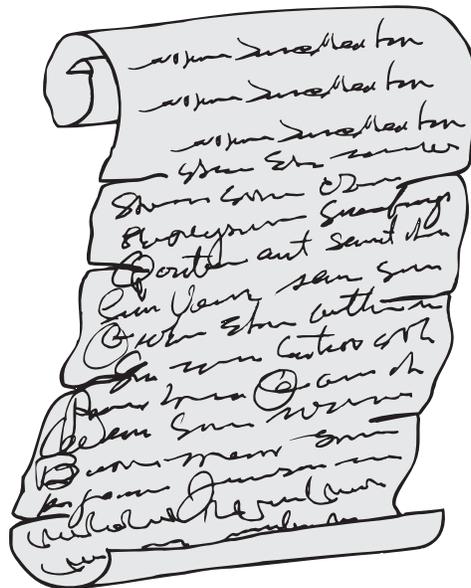
## Reading 6: Treaties in the West

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 to 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?

***The Canadian government's main need for making treaties was to gain control of the land and natural resources.***

---

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

*Students must identify three of the following. 1. First Nations signed because they wanted to protect their rights to their lands and natural resources. They felt if they did not sign, the land would be taken away anyway. 2. The First Nations needed food and money. 3. First Nations saw the treaties as better than war. 4. First Nations wanted help in developing farms. 5. First Nations recognized treaties as a way to be recognized on a nation-to-nation basis. 6. First Nations hoped to ensure the survival of their culture.*

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

*Students must identify the following. The Canadian government promised to provide First Nations with cash payments, certain goods such as farm equipment, and services such as health care and education. Certain areas of land would be set aside for use by only First Nations.*

---

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

*The Canadian government thought it acquired control of the land and natural resources while First Nations people thought they had agreed to share their land. The First Nations did not think the land was sold.*

---

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

*The Canadian government did not mention a policy of assimilation that they planned for First Nations people. The goal of assimilation was to encourage First Nations people to become more like the newcomers and lose their cultures and languages.*

---

## 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 language, 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.

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

---



---

- F**   2. Many immigrants lived apart from other people from their homeland.  
*Many immigrants lived close to other people from their homeland.*

---



---

- F**   3. The Eastern Europeans preferred small wheat farms.  
*The Eastern Europeans preferred large wheat farms.*

---



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## 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?

*Some of the Chinese returned to China. Others became cooks, farmers, and storekeepers.*

*Many opened businesses such as restaurants or laundries. They settled in many of the major cities of Canada. They also worked on cattle ranches as cooks, in the coal mines, and on sugar beet farms.*

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

*The head tax was a fee that every person from China had to pay to enter Canada.*

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

*The Canadian government felt that Asians would not fit into Canadian society. Students may also mention that many non-Asians feared the different Asian customs and were afraid that Asian immigrants would take away available jobs because they were paid lower wages.*

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

*Chinese people wanted to live near their friends and family. Most of the Chinese lived in large cities and the Chinese neighbourhoods became known as Chinatowns. These areas are unique with distinctive shops, bustling streets, and cultural centres.*



## 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	

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

5. Prime Minister Laurier and Premier Greenway reached a compromise in which Catholics did receive some religious instruction in schools. Also, French would be the language of instruction if there were ten or more Francophone students.
6. In 1982, the Charter of Rights and Freedoms restored Francophone educational rights.
7. Some provinces did not immediately restore Francophone education rights. Francophones had to lobby and protest to convince provincial governments to restore their educational rights.
8. This educational right stems from the original guarantee that Canada would be a bilingual 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

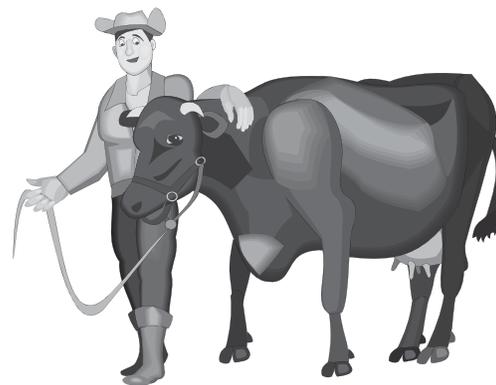
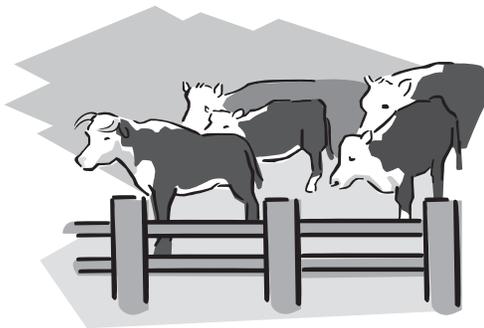
If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

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

*The Canadian government provided leases to huge tracts of land to ranches for extremely low rates. The government also supported the building of a railway to transport cattle to markets.*

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

*Ranching led to the development of meat processing plants, supported transportation firms, and bought equipment from suppliers.*



## 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

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

- C   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
- B   2. Speaker Three 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

- D    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
- A    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
- C    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
- D    6. Which protestant religious group lived in collective, isolated communities and refused to fight?
- A. Anglicans
  - B. Lutherans
  - C. Baptists
  - D. Hutterites
- A    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
- C    8. Which factor pulled people to come to Canada?
- A. Overcrowding
  - B. Affordable travel
  - C. Need for workers
  - D. Religious persecution

- B*** 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.
- D*** 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: Fill-in-the-Blank

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

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

**Total:** \_\_\_\_\_  
**25 marks**

