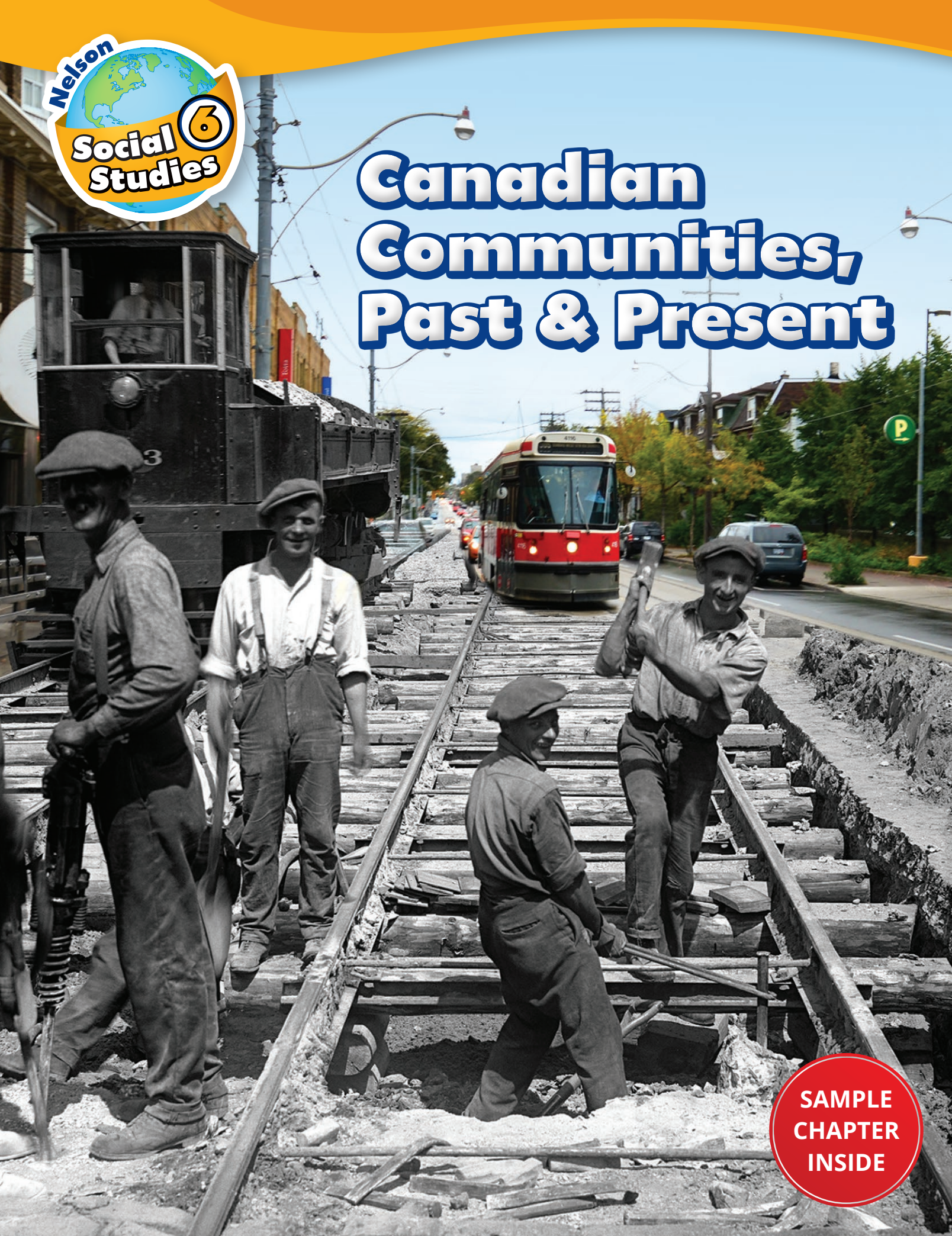


# Canadian Communities, Past & Present



SAMPLE  
CHAPTER  
INSIDE





# Your Complete Solution for Ontario Social Studies 1–6

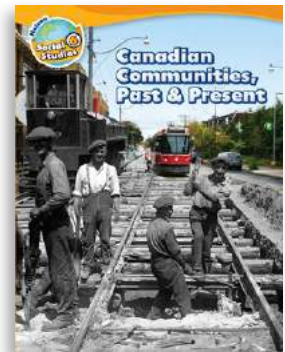
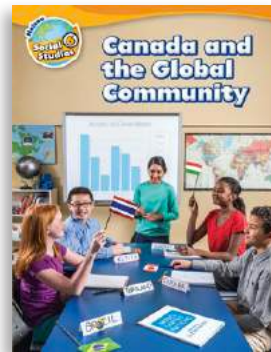
This series focuses on the importance of becoming an active engaged citizen, through attractive visuals and thought-provoking questions to spark inquiry. Delivered in two modules per grade, this comprehensive program provides you everything you need in one convenient place.

## Components Overview

Grade 6 shown below

### Student Books

- Provide complete curriculum coverage
  - ▶ Strand A—Canadian Communities, Past and Present
  - ▶ Strand B—Canada and the Global Community

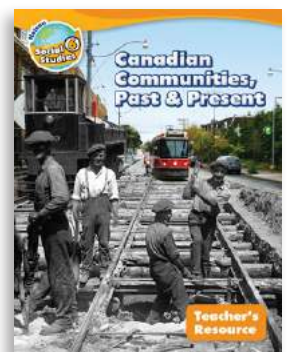
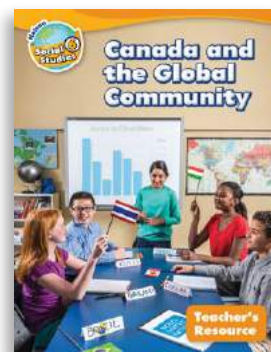


### Activity Cards

- 2–3 cards per chapter (6 copies of each) stored in a sturdy box
- Support and extend spatial skills, inquiry strategies, and social studies thinking concepts
- Designed for use individually or in small groups

### Teacher's Resource

- Comprehensive Lesson Plans
- Unit and Chapter Planning Charts, and Inquiry Tasks
- Assessment Rubrics and Success Criteria
- Includes CD with modifiable versions of all Blackline Masters



# Digital Component Overview

Grade 5 shown below

*myNelson* is designed to support your digital needs. Your subscription of the Online Teaching Centre provides access to strand A and B units including interactive student eBook, image galleries, weblinks, and interactive whiteboard activities.

## Interactive Student eBook

The interactive online version of the Student Book is easy to navigate and allows you to highlight text, and add your own notes and weblinks.

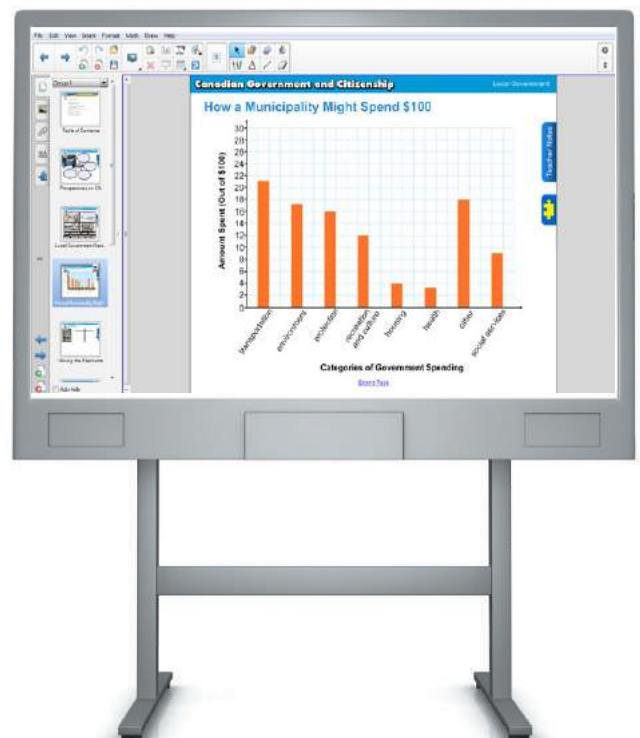


## Videos

Engaging videos provide an introduction to a chapter or illuminate a specific chapter topic.

## Interactive Whiteboard

SMART Notebook™ Interactive Whiteboard Lessons develop hands-on spatial skills and thinking concepts.



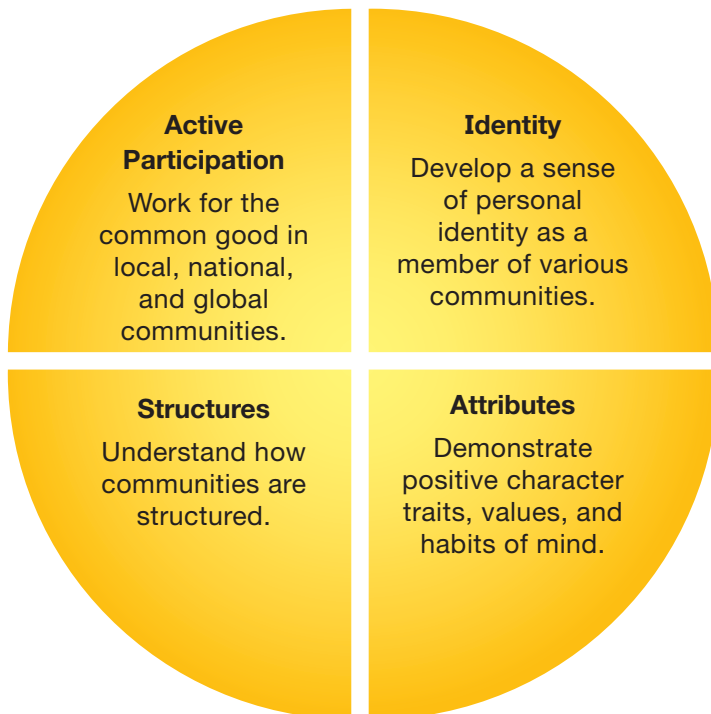
# Why Do You Learn Social Studies?



This is the simplest answer to the question above: You learn social studies to become a better member of your community. When you learn about Canada and the world, you take the first steps on the road to becoming a responsible, active citizen. You become more thoughtful and knowledgeable and learn to value the differences and similarities people share.

You also develop the skills to

- use tools to gather and analyze information, solve problems, and communicate
- investigate issues and events
- evaluate information and evidence and make judgments
- build relationships



## What Does Being an Active Citizen Mean?

Being an active citizen means you will

- work for the common good
- develop a sense of yourself as part of a community
- understand how communities are structured
- develop positive character traits and values

*Nelson Social Studies 6* provides the opportunity to explore concepts connected to beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect.



# What Are You Going to Learn?

In your *Canadian Communities, Past and Present* Student Book, you will learn about the communities that have contributed to the development of Canada. As well, you will explore and reflect on how these communities contributed to the creation of a Canadian identity.

# How Are You Going to Learn?

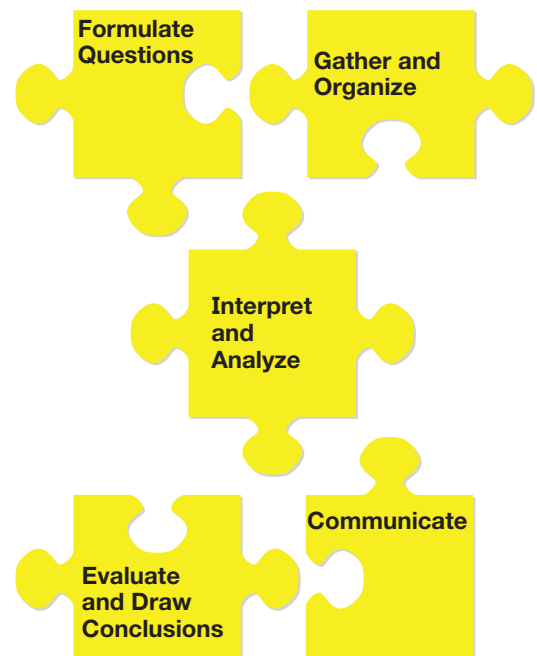
Throughout this resource, you will acquire the skills to help you learn by using the inquiry process. The inquiry process can help you investigate, solve problems, and reach conclusions. The inquiry process has five components:

- formulate questions
- gather and organize information, evidence, and data
- interpret and analyze information, evidence, and data
- evaluate information, evidence, and data, and then draw conclusions
- communicate what you discover

It's important to remember that you may not use all of these components during every inquiry or investigation. For example, sometimes your teacher will give you an inquiry question. Sometimes you may not have to communicate what you discover. Also, these steps are not always in this order, and you may repeat some as you progress. For example, you might read some information, interpret and analyze it, and then formulate new questions.



## The Inquiry Process



# The Social Studies Thinking Concepts

Being a successful learner in social studies is not just about remembering facts, such as when different groups immigrated to Canada. To be a successful learner, you are also going to need to develop the following thinking concepts. These thinking concepts give you ways to look at and evaluate information.

When You Think about ...	You Need to ...	Sample Questions You Might Ask
<b>Significance</b>	Determine the importance of something (for example, an event, issue, person, or place). Often, the significance of something depends on the situation or the people involved.	Why is this event important now? Why was this event important long ago? Was this event important to everyone?
<b>Cause and Consequence</b>	Identify and examine the factors that lead up to an event, as well as the impact of that event.	What caused this event to happen? Who was affected? How were they affected? What happened next, and why?
<b>Continuity and Change</b>	Identify what has stayed the same and what has changed over a period of time. You will compare two points in the past or compare the past with the present.	How is this time period different from that one? How are they the same? What causes them to be different or the same? What can we learn from comparing these two time periods?
<b>Patterns and Trends</b>	Make connections to identify characteristics or traits that are repeated over a period of time or in different locations.	How does what happened there/then connect with what happened here/now? What do these things have in common?
<b>Interrelationships</b>	Explore the relationships within and between societies, peoples, or systems.	How are these things related? What interactions do they have? How do they work together? What causes conflict? How is conflict resolved?
<b>Perspective</b>	Consider how different people or groups might view something, based on their beliefs, social position, location, and so on. You also need to consider how the sources you use during an inquiry have a particular perspective.	Who is giving us this information? What is their perspective? Is it the same as your perspective? What other perspectives might exist?

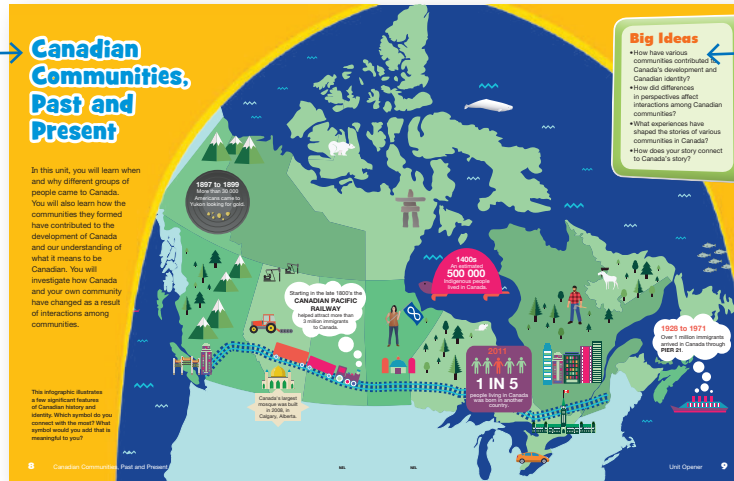
Sometimes, you will notice that these thinking concepts overlap. For example, when you are thinking about the significance of an event, it may be from a particular perspective. When you are thinking about how groups are interrelated, you may also be thinking about the causes and consequences of particular events.



# Exploring Nelson Social Studies 6

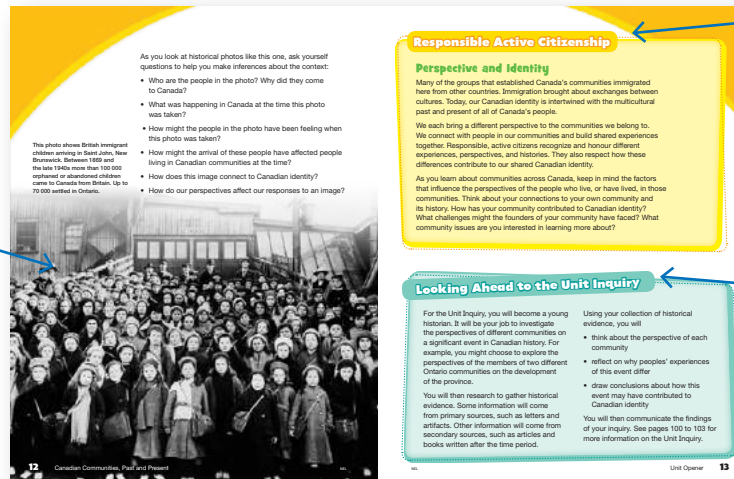
This book will be your guide to the exciting world of social studies. Here are some of the features you will see.

The **Unit Opener** introduces the unit. Use the title, introductory paragraph, and opening graphic to predict what you might discover in the unit.



The **Big Ideas** are questions you will be reflecting on throughout the unit.

A large opening image in the unit opener helps you make connections and ask questions about the topic.



**Responsible Active Citizenship** describes how you can actively participate in improving your community.

**Looking Ahead to the Unit Inquiry** helps you prepare for the Unit Inquiry task at the end of the unit.

The **Big Question** is the guiding question for each chapter.

The **Learning Goals** tell you what you will learn in the chapter.



Each chapter is introduced by a Canadian student. This student will present an issue or topic to be explored throughout the chapter.

Headings introduce new topics.

The **Citizenship in Action** feature shows how Ontario students and schools are making a difference in their communities or in the world.

**Literacy Connections** provide opportunities to apply reading strategies to social studies topics.

Each chapter includes at least one **Toolbox** that focuses on the inquiry process and other skills connected to social studies.

**Who Came to Canada, and Why? 1900–Today**

**Citizenship in Action**  
Every year, students at Harris Public School in Georgetown, Ontario, pay tribute to Canadian soldiers. The students participate in a candlelight walk to a local war memorial, where they shake hands with veterans. This walk focuses the sacrifices that Canadian soldiers made for the common good.

**World Wars**  
From 1914 to 1918, many countries were at war with one another. This war was later called World War I. After World War I, some European country borders were redrawn and empires collapsed. Many people decided to leave Europe. Immigrants from countries such as Britain and Russia chose to come to Canada.

By 1939, Europe was facing another large-scale war. During World War II (1939–1945), countries around the world, including Canada, fought Germany's leader, Adolf Hitler. Hitler invaded countries and imprisoned and killed many people. After the war, 250 000 Jewish people in Europe needed homes, but Canada allowed only 8000 to immigrate here.

Between 1945 and 1952, 800 000 other Europeans immigrated to Canada. Most immigrants came from countries such as Britain, Poland, the Netherlands, Greece, and Italy. They settled in larger cities, such as Halifax, Montreal, and Toronto, to find work.

**Did You Know?**  
In 1916, during World War I, the town of Berlin, Ontario, changed its name to Richmond Hill to honor a city in Germany, one of the countries that Canada was fighting.

**Political Unrest**  
In the 1950s and 1960s, many countries in Europe were facing political unrest, or changing political beliefs. This caused people to leave their countries. For example, the Hungarian Revolution in 1956 began as an uprising against the government. After the revolution failed, many Hungarians were forced out of Hungary. Nearly 40 000 refugees came to Canada. Before World War II, Hungarian immigrants had settled on Canada's Prairies. However, in the 1950s and 1960s, Hungarian refugees moved to Toronto and Montreal.

Date	Country of Origin	Number of Refugees to Canada
1959–1969	United Kingdom, Czech Republic, and Germany	10 000
1974	China	7000
1970s	Uganda	7000
1980s	Kosovo	5000

**Fleeing War**  
Canada received a wave of immigrants from Asia in the late 1970s. After a 19-year war in Vietnam, Cambodia, and Laos, new governments took over in 1975. Many people left their countries because they disagreed with the new governments. From these countries, 70 000 people came to Canada, some making dangerous journeys by boat. Refugees from Vietnam, Cambodia, and Laos who arrived by boat in Vancouver, British Columbia, tended to settle there.

Millions of American soldiers fought in the war in Vietnam, Cambodia, and Laos. At the time, American men could be drafted, or ordered, to join the U.S. military. Historians estimate that 50 000 to 125 000 Americans who did not want to fight in this war moved to Canada in the 1950s.

**Thinking about Continuity and Change**  
By 2014, nearly 10 million Syrians had fled their homes because of civil war. The Canadian government planned to allow 1000 of these refugees to resettle in Canada. Compare this to government actions in the past.

**Some Political Refugees to Canada**

**Chapter 1 Choosing Canada as Home**

Images and their captions provide more information and opportunities to explore a topic.

**Did You Know?** highlights interesting facts that can spark inquiries and discussion.

All sections end with questions that focus on a part of the inquiry process and provide opportunities to apply the social studies thinking concepts.

**Monitoring Comprehension**  
Sometimes reading a text that is filled with details or statistics can be challenging to readers. As you read, pay attention to the details. You may want to record the details or organize the ideas in some way to help you understand them. Summarizing the text in your own words can also help. Try different methods to see what helps you understand the text the best.

**Gold Rush**  
Many Americans poured into Canada in 1857 after gold was found in Yukon. More than 100 000 people left their homes to come to Canada. Only about 30 000 to 40 000 people made it to Yukon. Boomtowns sprang up almost overnight to feed the miners and sell them supplies. A boomtown is a community that grows quickly and suddenly. The growth of these communities brought innovations such as electricity and phone service to Yukon.

When the gold rush slowed down in the early 1900s, most of the miners returned to the United States.

**Contributing to the Development of Canada**  
**Farmers**  
Many immigrants from European countries such as Poland, Ukraine, Sweden, and Denmark settled on farmland on Canada's Prairies during the 1800s. They brought different types of plows and other farm equipment that helped develop farming in the new country. Immigrants had to clear the land before they could farm or build their homes. It was a difficult process, but new farm equipment made it easier.

**Forestry Workers**  
As Canada grew, lumber was needed for new buildings and other goods. Forestry workers had to live in remote lumber camps, chop down trees, and send them on to the timber mills. Beginning in 1830, many Russian, Finnish, Scottish, and Irish immigrants worked in these camps in British Columbia, Ontario, and Quebec, or lived in the towns that were built near the camps.

**Teachers**  
In the late 1800s, the federal government in Canada began funding schools. Many teachers were needed. Immigrants from Britain and the United States often filled these jobs across the country, especially in Ontario.

**Did You Know?**  
In 1905, the government created two new provinces, Alberta and Saskatchewan, because thousands of immigrants had settled on the Canadian Prairies in the 1800s.

The photo from 1899 shows a school classroom in Ontario. Children were arranged by age and gender. How does this classroom compare with your classroom?

**Inquire and Apply**  
1 How do you think the Red River Colony affected First Nations and Métis already living in the area? Support your answer.  
2 What challenges do you think immigrants to Canada faced in the past? What challenges might newcomers face today? Create a graphic organizer to share your ideas.

**Chapter 1 Choosing Canada as Home**

**Toolbox Formulate Questions**

**Formulating Effective Questions**  
Your inquiry questions are effective if they help you do one or more of the following:  
• gather information  
• interpret information  
• identify patterns and trends  
• analyze perspectives  
• make comparisons  
• identify causes and consequences  
• identify the importance of events

As you begin an inquiry, you might think about a topic that interests you, such as Loyalists. What do you wonder about? What questions do you have? When you formulate questions, you may follow steps such as these:  
1 Explore various topics.  
2 Select a focus for your inquiry.  
3 Formulate questions. For example, what was life like for Canadians in the 1700s?  
4 Think about how you can begin to answer your questions. You might need to focus your questions even more before beginning to gather information.

It is often useful for historians to look at how two or more groups were affected by the same event. To arrive at a conclusion, you can start by investigating answers to a series of smaller, fact-based questions. By answering the same questions for different groups, you can then compare these groups and their perspectives.

Zachary's Grandfather told him about his Haudenosaunee ancestors. Her ancestors had moved from the British Isles to Canada. They had also come to Canada during the late 1700s from the United States. Zachary decided to explore the experiences of Haudenosaunee Loyalists. Black Loyalists compare with the experiences of Haudenosaunee Loyalists? Zachary then developed other questions to guide his investigation.

After the Haudenosaunee Loyalists arrived in Canada, some settled along the Grand River in Ontario. The government had set aside the land for them. This historical map from 1792 shows some of the land granted to Haudenosaunee Loyalists as Joseph Brant, a military and political leader of the Haudenosaunee Loyalists.

After Zachary gathered the information above from government and heritage websites, he reflected on his questions. Zachary decided to focus on what life was like for both sets of immigrants when they arrived in Canada. He revised his question as follows: How did each group adapt to the challenges of life in Canada?

**Inquire and Apply**  
1 What other fact-based questions might Zachary investigate to help him answer his related question?  
2 Choose one of the questions you formulated for the activity on page 17. Make a web of related fact-based questions to extend your thinking.

**Here and Now**  
Thayendanegea led the Six Nations of the Grand River First Nation to Ontario to settle. Today, it is the largest First Nation in Canada. Almost half of the people in Six Nations of the Grand River live on the land that was allotted to Thayendanegea in 1784.

**Chapter 1 Choosing Canada as Home**

The **Inquiry** puzzle piece shows what part of the inquiry process is being focused on.

The **Here and Now** feature makes connections between events in history and our present society.



Each chapter includes a **Spotlight**. The spotlight focuses on an aspect of the chapter topic and lets you study it in more detail.

### Spotlight on the Black Loyalists

**Slavery**  
When people are enslaved, they are considered to be the legal property of another person. They are often forced to work for no money and are prevented from going or living where they want. From the 1600s to the 1800s, the United States relied on the system of slavery to produce crops, such as cotton, and make money. Many Black people in the United States were enslaved and forced to work very hard for no pay. They could be beaten for disobeying orders. Until 1833, slavery was legal in Canada, but it was not as common as it was in the United States. Slavery was outlawed in the United States in 1865. It still exists today in some countries around the world.

Life was very difficult for many Black people in the United States in the late 1700s. Many were enslaved, and almost all suffered discrimination because of their skin colour. In 1775, a war called the American Revolution broke out between Britain and its colonies in what is now the United States. When the war began, some Black people had an opportunity to change their lives.

**Fighting for Britain**  
The British promised the Black Loyalists freedom and a farm if they fought for the British side in the American Revolution. This was an exciting promise for people who had so little. They were promised at least 100 acres (40 hectares) of land for each household, plus food and other provisions. As a result, thousands of Black Loyalists fought with the British against the Americans.

**North to Canada**  
When the Americans won the war, the British gave the Black Loyalists certificates showing that they were free. The British also arranged for them to leave the United States, since many were being unfairly captured and forced into slavery. About 3500 Black Loyalists (soldiers and their families) headed north, mostly to Canada's Atlantic provinces. Approximately half of the Black Loyalists settled near Shelburne, Nova Scotia, in a community that became known as Birchtown.




This photo shows an engraving of enslaved Black people approaching British soldiers to join the British forces. The artist in the middle is holding a document from the British government. Such documents promised freedom to enslaved Black people who were willing to fight.

### Focus on Cause and Consequence

**Cause and Consequence**  
When you ask why an event happened, you are asking about cause and consequence. An event may be sparked by a single cause, but it is usually the result of many interrelated factors. Just as events have many causes, they may also have many consequences. As you read the text, ask yourself questions:

- What factors contributed to the event?
- What were the immediate consequences of the event?
- What were the long-term consequences?
- Which consequences were positive? Which were negative?

**Irish Immigration to Canada**  
Between about 1840 and 1861, hundreds of thousands of Irish people came to Canada. They were escaping famine. In Ireland, potatoes were a large part of people's diets. Most potatoes were grown by tenant farmers. Tenant farmers rented small plots of land they worked from wealthy landlords. When a disease attacked the crop several years in a row, the potatoes rotted in the soil. With no potatoes, the tenant farmers and their families went hungry. With no crop to sell, they were unable to pay their rent. Many landlords evicted their starving tenants. People became weak and sick because they had no shelter and no food. Many starved to death. At least 1 million Irish people died during this period. Other landlords paid ships to transport their tenants to Canada. To persuade their tenants to go, some landlords promised them money, food, and clothing. These promises were rarely kept.



This image appeared in 1845 in a newspaper in London, England. What message do you think the artist was trying to send?

Each chapter includes opportunities to focus on the six social studies thinking concepts in the **Focus on ...** and **Thinking about ...** features.

New vocabulary words appear in bold.

At the end of each chapter, there are many opportunities to reflect on and show your learning in **Pulling It Together**.

### Pulling It Together

**How Can We Welcome Newcomers to Canada?**

**It's Up to You**  
Responsible, active citizens respect the identities and experiences of others.

**Reflect**  
How can we, as a nation and as individuals, work together to make sure that we treat everyone in Canada with respect?

**Take Action**  
Brainstorm actions we can take to welcome immigrants to Canada. Put one of your ideas into action.

There are lots of reasons why people leave their home countries to come to Canada. Learning about some of those reasons made me realize what a great country we live in.

I was sad to learn that my ancestors and other newcomers weren't always treated with fairness or respect. Their lives were very difficult. Even today, it must be hard to leave family and friends to start a new life in a different country.

Newcomers to Canada have contributed a lot to their communities. I think it's important to treat everyone in Canada as part of our community, no matter where they were born.

**Summarizing**  
Create a map of Canada. Use the information in this chapter to show where some immigrants settled in Canada and when they came. You may also want to identify what countries they left.

**Making Inferences**  
Think about the immigration experiences of the groups mentioned in this chapter. What connections can you identify among the immigration experiences of the various groups? What do these connections suggest to you?

**Chapter Inquiry**  
Review the Big Question at the beginning of this chapter: Why did people come to Canada? Think about the Learning Goals on page 14. Choose two groups or waves of immigrants. Develop four or five questions to guide an investigation into why they came to Canada.

**It's Up to You** helps you connect the chapter topic to your role as a responsible, active citizen.

The **Chapter Inquiry** task helps you prepare for the Unit Inquiry task.

The **Unit Inquiry** guides you through the inquiry process as you investigate an issue or challenge that interests you.

Checklists help remind you what to do at each stage of the process.

The **Glossary** provides definitions for all bolded words in the text.

### Unit Inquiry

**Investigating Canadian Community Perspectives**  
At the beginning of Canadian Communities, Past and Present, you were asked to become an historian to explore Canada's past. You will now complete your inquiry into the perspectives of and perspectives on this event. You may find it helpful to use a graphic organizer to sort your main ideas. Formulate questions that will help you think about different perspectives on this event. Share your questions with your classmates. Provide each other with feedback. If necessary, revise your questions based on the feedback. Throughout the inquiry process, remember to reflect on your questions.

You will also consider how the event that you chose contributed to Canadian identity.

**Formulate Questions**  
Select a significant event that you would like to investigate. Brainstorm to identify at least two communities with different experiences of and perspectives on this event. You may find it helpful to use a graphic organizer to sort your main ideas. Formulate questions that will help you think about different perspectives on this event. Share your questions with your classmates. Provide each other with feedback. If necessary, revise your questions based on the feedback. Throughout the inquiry process, remember to reflect on your questions.

**Checklist**  
I will  
develop questions to guide my research that help me  
think about my learning  
gather information  
think deeply about the topic  
understand the impact of the event on different communities  
combine ideas  
analyze various perspectives  
draw conclusions that can be supported

**Gather and Organize Information**  
Review the chapter or chapters in Canadian Communities, Past and Present that explore the event you have chosen for your inquiry (if you chose one from this book). You will also need to research information from other sources. Think about where you can find the answers to your inquiry questions. Gather information that shows different perspectives on the event, using both primary sources and secondary sources. As you gather your information, verify it by finding additional sources to confirm that the information you have found is reliable and true. Sort and organize your information in a way that will help you understand and compare perspectives. You may find it helpful to create a graphic organizer, such as the one below. Ask yourself, Do I have any gaps or missing perspectives in the information I have found? Where can I find what I need?

Title of Source and Format (e.g., book, map, photo)	Type of Source (primary or secondary)	Who Created the Source, and When	Perspective of the Source (e.g., community member involved in event, expert)	What Learned from the Source (main idea)

**Interpret and Analyze Information**  
Review the information you have already gathered and organized. Have you gathered enough information to answer your inquiry question? Has your research led to new questions? To interpret and analyze the information you have gathered, start by rereading it. Restate the main ideas in each piece of information in your own words. Consider the different experiences described, and the different perspectives presented or suggested. Make connections between pieces of information. Look for causes and consequences, patterns, or trends. You may want to create a graphic organizer to show your analysis.

**Checklist**  
I will  
consider the perspective of each author or source  
make connections and identify patterns/trends  
write summaries  
interpret or use a graphic organizer to show my analysis  
reflect on any new understanding I have gained

### Glossary

**A** **anti-Semitism**: prejudice or hatred of Jewish people

**assimilate**: become part of or adjust to existing within a larger group

**B** **boomtown**: a community that grows quickly and suddenly

**C** **colonization**: the cutting down or burning of all the trees and vegetation in a forest, often to extract natural resources or for agricultural purposes

**civil rights**: the rights of a citizen; rights that all people should have in order to be treated equally in terms of the law, society, and employment

**civil war**: an armed conflict between different groups in the same country

**D** **deportation**: the cutting down or burning of all the trees and vegetation in a forest, often to extract natural resources or for agricultural purposes

**discrimination**: the unfair treatment of a person or a group of people because of their race, gender, religion, ethnicity, nationality, disability, age, or sexuality

**diversity**: a variety of languages, nationalities, languages, ethnicities, races, and unique ways of life

**E** **economy**: the making, selling, and buying of goods and services

**G** **gender discrimination**: unfair treatment of a person based on his or her gender

**head tax**: a fee that Chinese immigrants had to pay to enter Canada between 1885 and 1903

**homelessness**: a state of being without a home

**I** **import**: a good or service purchased and brought from another country

**Indigenous peoples**: the first people to live in a region, such as the Anishinabe, Ojibwa, Cree, the Miisiiwak, and the Inuit in Canada, the First Nations, Métis, and Inuit

**internment camp**: a camp where Japanese Canadians were imprisoned from 1941 to 1949

**invest**: give money to another person, bank, or company in the hope of making a profit or more money

**N** **non-governmental organization (NGO)**: a not-for-profit group that works on an issue in support of the common good. It may be a local, national, or international organization

**P** **plantation**: a very large farm

# Canadian Communities, Past and Present

In this unit, you will learn when and why different groups of people came to Canada. You will also learn how the communities they formed have contributed to the development of Canada and our understanding of what it means to be Canadian. You will investigate how Canada and your own community have changed as a result of interactions among communities.

This infographic illustrates a few significant features of Canadian history and identity. Which symbol do you connect with the most? What symbol would you add that is meaningful to you?





## Big Ideas

- How have various communities contributed to Canada's development and Canadian identity?
- How did differences in perspectives affect interactions among Canadian communities?
- What experiences have shaped the stories of various communities in Canada?
- How does your story connect to Canada's story?



**1400s**  
An estimated  
**500 000**  
Indigenous people  
lived in Canada.

**2011**



**1 IN 5**  
people living in Canada  
was born in another  
country.

**1928 to 1971**

Over 1 million immigrants  
arrived in Canada through  
**PIER 21.**

# Thinking about Canada over Time

We study Canada's past to understand how our country has changed over time. By considering the experiences and perspectives of various groups, we can understand how communities contributed to the development of Canada and Canadian identity.

In this unit, you will learn about groups who came to Canada from the 1700s to the present. Canada was home to First Nations peoples and Inuit long before Europeans came here. When we refer to Canada and use place names, we are generally using present-day names.

In the timeline below, several artifacts have been chosen to represent moments in Canadian history. Think about other artifacts that could be placed on the timeline to represent Canada's past.



ivory and silver box, around 1760  
European settlers



paper currency, 1752  
French settlers, Québec





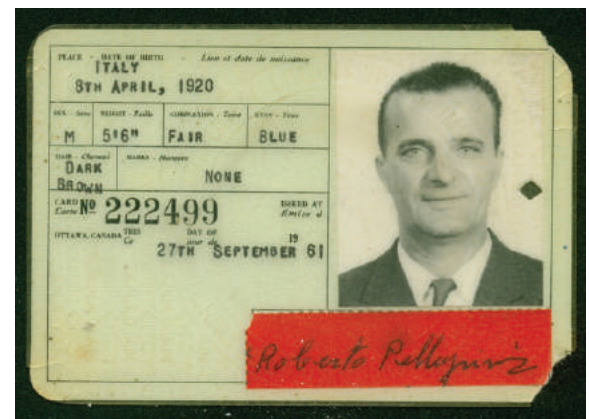
Various groups of people came to the land that is now known as Canada. These groups established communities across Canada, each with its own culture and traditions. They came here for many reasons and changed Canadian society in important and valuable ways. Each community also had distinct experiences and perspectives.

To help understand the past, historians investigate these various perspectives. Photos, letters, diaries, maps, artifacts, paintings, oral histories, and newspaper reports help to provide insight into the past and reveal different points of view.



newspaper ad, 1870  
Canada

immigration identification card, 1961  
Canada



1900

2000



snow goggles, 1865  
Inuit, Northern Québec



promotional poster, 1977  
Canada



newspaper, 2006  
Toronto, Ontario

As you look at historical photos like this one, ask yourself questions to help you make inferences about the context:

- Who are the people in the photo? Why did they come to Canada?
- What was happening in Canada at the time this photo was taken?
- How might the people in the photo have been feeling when this photo was taken?
- How might the arrival of these people have affected people living in Canadian communities at the time?
- How does this image connect to Canadian identity?
- How do our perspectives affect our responses to an image?

This photo shows British immigrant children arriving in Saint John, New Brunswick. Between 1869 and the late 1940s more than 100 000 orphaned or abandoned children came to Canada from Britain. Up to 70 000 settled in Ontario.





# Responsible Active Citizenship

## Perspective and Identity

Many of the groups that established Canada's communities immigrated here from other countries. Immigration brought about exchanges between cultures. Today, our Canadian identity is intertwined with the multicultural past and present of all of Canada's people.

We each bring a different perspective to the communities we belong to. We connect with people in our communities and build shared experiences together. Responsible, active citizens recognize and honour different experiences, perspectives, and histories. They also respect how these differences contribute to our shared Canadian identity.

As you learn about communities across Canada, keep in mind the factors that influence the perspectives of the people who live, or have lived, in those communities. Think about your connections to your own community and its history. How has your community contributed to Canadian identity? What challenges might the founders of your community have faced? What community issues are you interested in learning more about?

## Looking Ahead to the Unit Inquiry

For the Unit Inquiry, you will become a young historian. It will be your job to investigate the perspectives of different communities on a significant event in Canadian history. For example, you might choose to explore the perspectives of the members of two different Ontario communities on the development of the province.

You will then research to gather historical evidence. Some information will come from primary sources, such as letters and artifacts. Other information will come from secondary sources, such as articles and books written after the time period.

Using your collection of historical evidence, you will

- think about the perspective of each community
- reflect on why peoples' experiences of this event differ
- draw conclusions about how this event may have contributed to Canadian identity

You will then communicate the findings of your inquiry. See pages 100 to 103 for more information on the Unit Inquiry.

## Chapter 1

### Big Question

Why did people come to Canada?

### Learning Goals

- explain how features that characterize a community contribute to the identity and image of a country
- formulate questions to guide investigations
- identify the main reasons why different peoples came to Canada

In this photo, actors are recreating life in the 1700s at the Black Loyalist Heritage Site in Birchtown, Nova Scotia. Many Black Loyalists settled in Birchtown when they came to Canada.

# Choosing Canada as Home



Hi, I'm Zachary.

I live in Saint John, New Brunswick. My dad says that our ancestors came here in the 1700s from New York in the United States.

Dad says that a war broke out in 1775 between the Americans and the British in what is now the United States. The British army promised land in Canada to all Black people who fought for them.

My ancestors were loyal to the British king during the war, so they were called Black Loyalists. Today, many Black people in Canada's Atlantic provinces trace their families back to the brave Black Loyalists who risked so much for a better life.

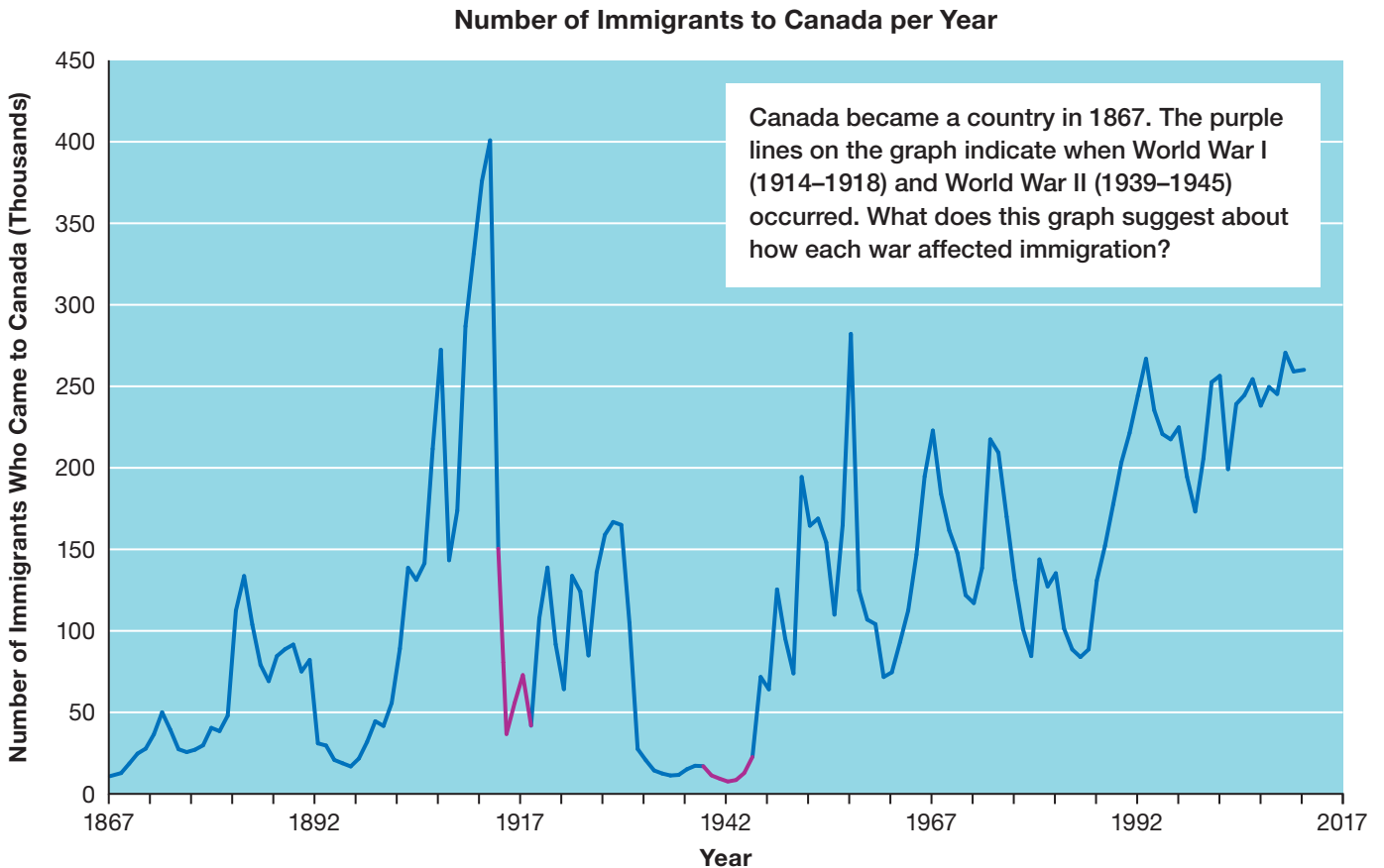
I wonder why other people came to Canada. What made them leave the country where they were born?





# Why Did People Choose Canada as Their Home?

Since the 1600s, millions of immigrants from all over the world have chosen to make Canada their home.



Elspeth Ann Whitley was the one hundred thousandth immigrant to Canada for the year 1965. She moved to Toronto, Ontario, from Scotland. This photo shows the Minister of Immigration welcoming Whitley to Canada. What does this photo tell you about how Canada felt about immigration in 1965?

## Thinking about Cause and Consequence

Canada's Royal Commission on Aboriginal Peoples estimated that about 500 000 Indigenous people lived in Canada in the 1400s. By 1867, the non-Indigenous population was larger than the Indigenous population. What might have been some of the causes and consequences of this shift in population?



### Using Context Clues

When you come across unfamiliar words in your reading, use clues around the word to help you deepen your understanding of it. Clues can appear in the sentence in which the word is used, but they may also appear elsewhere in the text. For example, read the first two sentences in the first paragraph, which define the word *refugees*. Next, read the rest of the page. How does your understanding of the word *refugee* increase?

## Freedom and Safety

Some people moved to Canada to escape wars in their countries. These people, often called **refugees**, might have lost family members or had their homes destroyed. Canada offered them a safer place to live.

Other refugees were fleeing danger because of their political beliefs. In some countries, citizens were put in jail for disagreeing with their nation's leaders or expressing their opinions. In Canada, people have the right to disagree with the government.

Many immigrants found Canada appealing because they did not have to give up their culture and traditions. Immigrants were able to keep ties to their home country while enjoying all that Canada had to offer. Since 1971, multiculturalism has been part of Canada's identity and is protected by law.

Immigrants also came to Canada seeking religious freedom. In some countries, various religions were banned or dangerous to practise. In Canada, people could worship as they wished.



In many Canadian communities, immigrants from the same home country often settled in neighbourhoods near one another. This photo from 1945 shows a Victoria Day parade in Montréal's Chinatown. Think about some of the benefits and challenges of settling in a community made up of people of the same cultural background as yourself.

## Opportunities

Many people immigrated to Canada because they believed there were more opportunities here for them and for their children. For instance, some immigrants came to Canada because they were fleeing poverty or famine.

In the 1800s, Canada was growing quickly. There was demand for more workers in many industries. For many years, Canada's natural resources provided job opportunities for some immigrants. Many others found work in mining, forestry, fishing, and agriculture. Some immigrants had a harder time finding jobs. They were not always treated well by the people who already lived in Canada.

Some people who moved to Canada were looking for an adventure and a new life in a new country. Some people came to Canada to join family members who had immigrated here.



A ship carrying immigrants to Canada waits to dock. This photo was taken in 1911 by William James Topley. Canada's Department of Immigration asked Topley to take photos of arriving immigrants to promote immigration to Canada. How might this photo have promoted immigration?

### Inquire and Apply

- 1 What do the reasons for immigration on pages 16 to 17 suggest about Canada?
- 2 Make connections to the text, images, and graph. What questions do you still have about immigration to Canada? Share your questions in a small group.



# Spotlight on the Black Loyalists

## Slavery

When people are enslaved, they are considered to be the legal property of another person. They are often forced to work for no money and are prevented from going or living where they want. From the 1600s to the 1800s, the United States relied on the system of slavery to produce crops, such as cotton, and make money. Many Black people in the United States were enslaved and forced to work very hard for no pay. They could be beaten for disobeying orders. Until 1833, slavery was legal in Canada, but it was not as common as it was in the United States. Slavery was outlawed in the United States in 1865. It still exists today in some countries around the world.

Life was very difficult for many Black people in the United States in the late 1700s. Many were enslaved, and almost all suffered discrimination because of their skin colour. In 1775, a war called the American Revolution broke out between Britain and its colonies in what is now the United States. When the war began, some Black people had an opportunity to change their lives.

## Fighting for Britain

The British promised the Black Loyalists freedom and a farm if they fought for the British side in the American Revolution. This was an exciting promise for people who had so little. They were promised at least 100 acres (40 hectares) of land for each household, plus food and other provisions. As a result, thousands of Black Loyalists fought with the British against the Americans.

## North to Canada

When the Americans won the war, the British gave the Black Loyalists certificates showing that they were free. The British also arranged for them to leave the United States, since many were being unfairly captured and forced into slavery.

About 3500 Black Loyalists (soldiers and their families) headed north, mostly to Canada's Atlantic provinces. Approximately half of the Black Loyalists settled near Shelburne, Nova Scotia, in a community that became known as Birchtown.

This photo shows a re-enactment of enslaved Black people approaching British soldiers to join the British forces. The actor in the middle is holding a document from the British government. Such documents promised freedom to enslaved Black people who were willing to fight.





With so many Loyalists suddenly arriving in Nova Scotia, there was not enough food or places for them to stay. These Black immigrants were the targets of discrimination and violence because of their skin colour.

Some Black Loyalists waited six years for their land, and then they received as little as a quarter of an acre (0.1 hectare). This land was rocky and often far from towns and access to water. As a result, the Black Loyalists could not make a living as farmers. They were forced to work as farmhands or cleaners. They were paid very little.

## Another War

Gradually, the situation improved for the Black Loyalists. They began to find better jobs and earn more money. By 1812, many felt such a part of the community that they fought against the Americans again in the War of 1812. During this war, more Black people left the United States to fight for the British. They were known as the Black Refugees. Many of the Black Refugees struggled to find work in Canada. They faced some of the same problems that the Black Loyalists had.

### Did You Know?

Rose Fortune was a Black Loyalist who was a successful businesswoman in Annapolis Royal, Nova Scotia. Starting a business in the 1700s was very unusual and difficult for a woman, especially a Black woman. Fortune ran a service carrying baggage from ships.



Robert Petley painted this scene in 1835. It shows a Black family on the Hammonds Plains Road, near Halifax, Nova Scotia. After the War of 1812, many Black families settled in the community of Hammonds Plains. How do you think these families might have felt after arriving in Canada? Support your response.

## Inquire and Apply

- 1 Do you think choosing to become a Loyalist was an easy decision for Black Loyalists? What would they have had to consider?
- 2 Research the contributions of Black Loyalists to Canada. Choose how you will organize your findings.





### Formulating Effective Questions

Your inquiry questions are effective if they help you do one or more of the following:

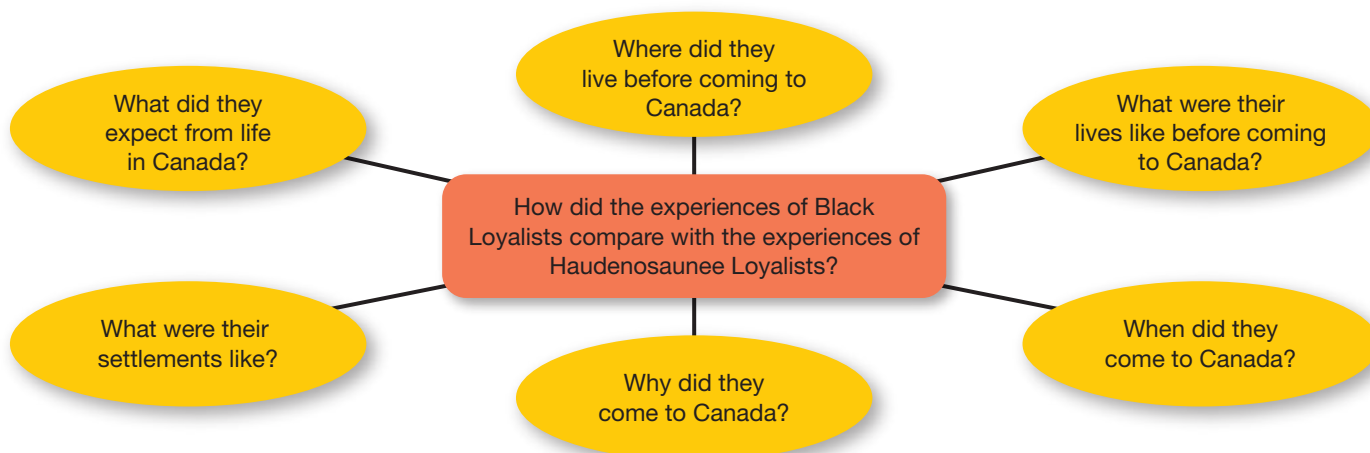
- gather information
- interpret information
- identify patterns and trends
- analyze perspectives
- make comparisons
- identify causes and consequences
- identify the importance of events

As you begin an inquiry, you might think about a topic that interests you, such as Loyalists. What do you wonder about? What questions do you have? When you formulate questions, you may follow steps such as these:

- 1 Explore various topics.
- 2 Select a focus for your inquiry.
- 3 Formulate questions. For example, what was life like for Canadians in the 1700s?
- 4 Think about how you can begin to answer your questions. You might need to focus your questions even more before beginning to gather information.

It is often useful for historians to look at how two or more groups were affected by the same event. To arrive at a conclusion, you can start by investigating answers to a series of smaller, fact-based questions. By answering the same questions for different groups, you can then compare these groups and their perspectives.

Zachary's friend Tanya told him about her Haudenosaunee ancestors. Her ancestors had supported the British during the American Revolution. They had also come to Canada during the late 1700s from the United States. Zachary decided to ask the following question: How did the experiences of Black Loyalists compare with the experiences of Haudenosaunee Loyalists? Zachary then developed other questions to guide his investigation.





After the Haudenosaunee Loyalists arrived in Canada, some settled along the Grand River in Ontario. The government had set aside this land for them. This historical map from 1792 shows some of the land granted to Thayendanegea (also known as Joseph Brant), a military and political leader of the Haudenosaunee Loyalists.



Black Loyalists had to build their own shelters, called pit houses, to survive the harsh Canadian winters. Pit houses were made by digging shallow ditches in the ground and binding tree branches together.

After Zachary gathered the information above from government and heritage websites, he reflected on his questions. Zachary decided to focus on what life was like for both sets of immigrants when they arrived in Canada. He revised his question as follows: How did each group adapt to the challenges of life in Canada?

## Inquire and Apply

- 1 What other fact-based questions might Zachary investigate to help him answer his revised question?
- 2 Choose one of the questions you formulated for the activity on page 17. Make a web of related fact-based questions to extend your thinking.



## Here and Now



Thayendanegea led the Six Nations of the Grand River First Nation to Ontario to settle. Today, it is the largest First Nation in Canada. Almost half of the people in Six Nations of the Grand River First Nation live on the land that was allotted to Thayendanegea in 1784.



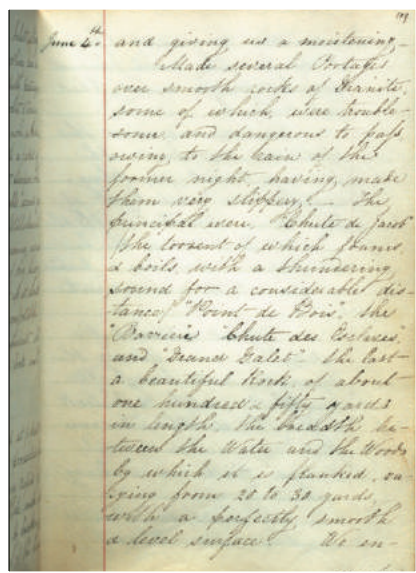
# Who Came to Canada, and Why? 1800–1900

Throughout the 1800s, Canada appealed to many people looking for work, land to farm, or a place to enjoy new freedoms, including religious freedom.

## Looking for Land

In 1812, the Red River Colony was founded on the banks of the Red and Assiniboine Rivers, in what is now Manitoba. Many of the settlers were from Scotland. They had been forced off the farms where they lived in Scotland when landlords brought in new farming practices. Life in Canada was difficult for these settlers because locusts repeatedly ate their crops, and the rivers often flooded.

First Nations peoples, Métis, and fur traders who already lived in the area were not consulted before the colony was founded. They were angry. They had different beliefs about how to use the land and believed settlers would interrupt hunting and the fur trade.



The photo above shows a diary entry from Frances Ramsay Simpson. She moved to Canada from Britain after she married a man who worked for the Hudson's Bay Company. She travelled to and around the Red River Colony with her husband. In this entry from June 4, 1830, she describes the beauty of the Red and Assiniboine Rivers.



This illustration of the Red River Colony appeared in a magazine in 1860. Lord Selkirk, a Scottish man, who owned the Hudson's Bay Company, founded the colony. Lord Selkirk tried to stop other fur companies from trading in the area because of his relationship with the Hudson's Bay Company. How might this have affected life for First Nations peoples and Métis in the area?

## War of 1812

There was little immigration to Canada during the War of 1812. After the end of the war in 1814, many people moved to Canada from Britain. As well, many British soldiers and officers who had fought in the war stayed in Canada.

The British government encouraged settlement in Canada. They wanted people to move to areas in Canada that were not densely populated. They thought populating these areas gave Britain the right to claim the land and would protect against potential invasions from the United States.

## The Underground Railroad

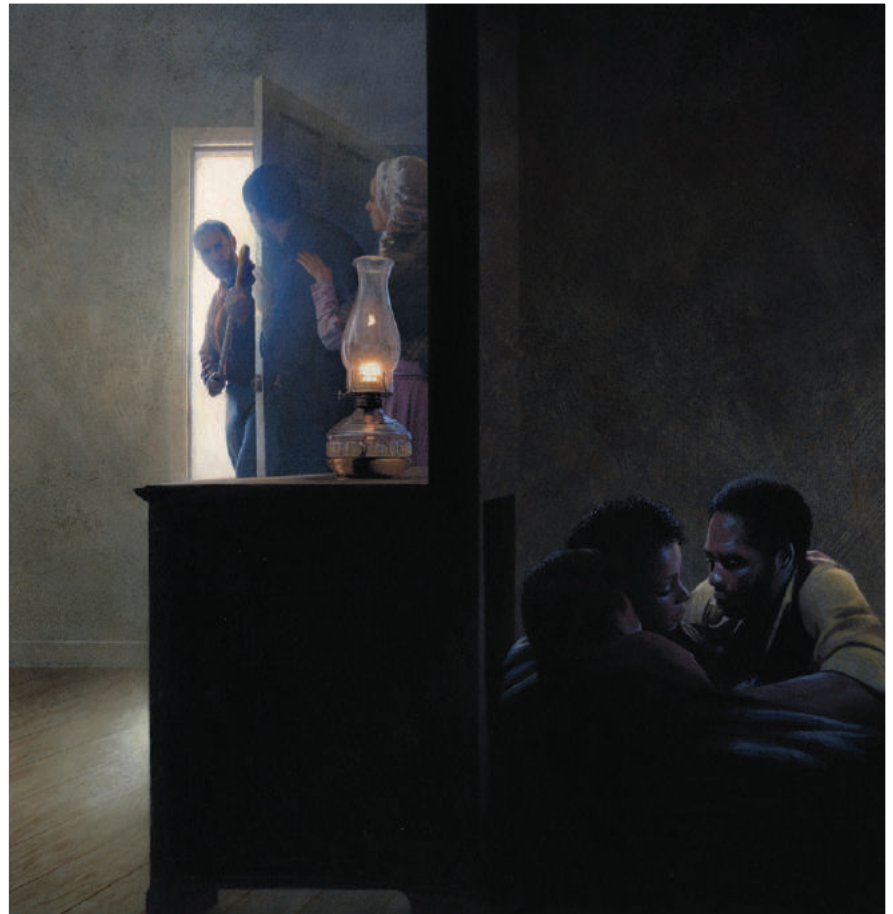
In the mid-1800s, many Black people escaped from slavery in the United States and came to Canada, where slavery was illegal. To reach Canada, enslaved Black people used a secret network that had been established by abolitionists. An **abolitionist** is someone who works to end a practice or system, such as slavery. The network was known as the Underground Railroad, but it was not a real railway. It was a network made up of routes to follow, abolitionists who helped, and safe houses where enslaved Black people could stay.

Escaping from slavery was very dangerous, and the journey to Canada could take weeks. Historians estimate that more than 30 000 enslaved Black people arrived in Canada from the 1840s to the 1860s. These people settled all over the country, but most stayed in southwestern Ontario.

This painting was created in 2005 by American artist Rob Wood. It shows a Black family hiding in a safe house. A slave catcher is at the front door of the house. Whose perspective do you think this painting shows?

### War of 1812

The War of 1812 was a conflict between the United States and Britain. Canada was invaded by the United States many times because it was a colony of Britain. In 1812, First Nations, British, and Loyalist soldiers fought off the Americans.





## Monitoring Comprehension

Sometimes reading a text that is filled with details or statistics can be challenging to readers. As you read, pay attention to the details. You may want to record the details or organize the ideas in some way to help you understand them. Summarizing the text in your own words can also help. Try different methods to see what helps you understand the text the best.

## Citizenship in Action

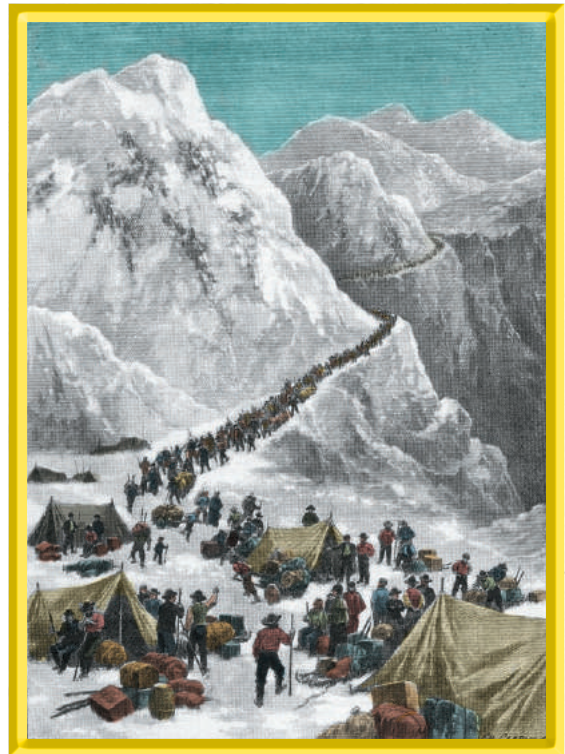


Students at Avon Public School in Stratford, Ontario, are dedicated to supporting local farmers. The school participates in a program called Fresh from the Farm. Students go door-to-door selling fresh fruit and vegetables grown by local farmers. In 2013, Avon Public School and other schools across Ontario sold more than 54 tonnes of produce.

## Gold Rush

Many Americans poured into Canada in 1897 after gold was found in Yukon. More than 100 000 people left their homes to come to Canada. Only about 30 000 to 40 000 people made it to Yukon. Boomtowns sprang up almost overnight to feed the miners and sell them supplies. A **boomtown** is a community that grows quickly and suddenly. The growth of these communities brought innovations such as electricity and phone service to Yukon.

When the gold rush slowed down in the early 1900s, most of the miners returned to the United States.



This artwork from 1897 shows gold seekers winding through the mountains of British Columbia on their journey to Yukon. What challenges might the landscape and climate of British Columbia have caused?

## Contributing to the Development of Canada

### Farmers

Many immigrants from European countries such as Poland, Ukraine, Sweden, and Denmark settled on farmland on Canada's Prairies during the 1800s. They brought different types of plows and other farm equipment that helped develop farming in the new country. Immigrants had to clear the land before they could farm or build their homes. It was a difficult process, but new farm equipment made it easier.



## Forestry Workers

As Canada grew, lumber was needed for new buildings and other goods. Forestry workers had to live in remote lumber camps, chop down trees, and send them on to the timber mills. Beginning in 1830, many Russian, Finnish, Scottish, and Irish immigrants worked in these camps in British Columbia, Ontario, and Québec, or lived in the towns that were built near the camps.

## Teachers

In the late 1800s, the federal government in Canada began funding schools. Many teachers were needed. Immigrants from Britain and the United States often filled these jobs across the country, especially in Ontario.

### Did You Know?

In 1905, the government created two new provinces, Alberta and Saskatchewan, because thousands of immigrants had settled on the Canadian Prairies in the 1800s.



This photo from 1899 shows a school classroom in Ottawa, Ontario. Children were arranged by age and gender. How does this classroom compare with your classroom?

## Inquire and Apply



- 1 How do you think the Red River Colony affected First Nations and Métis already living in the area? Support your answer.
- 2 What challenges do you think immigrants to Canada faced in the past? What challenges might newcomers face today? Create a graphic organizer to share your ideas.

# Focus on Cause and Consequence

## Cause and Consequence

When you ask why an event happened, you are asking about cause and consequence. An event may be sparked by a single cause, but it is usually the result of many interrelated factors.

Just as events have many causes, they may also have many consequences.

As you read the text, ask yourself questions:

- What factors contributed to the wave of Irish immigration?
- What were the immediate consequences of Irish immigration? What were the long-term consequences?
- Which consequences were positive? Which were negative?

## Irish Immigration to Canada

Between about 1845 and 1851, hundreds of thousands of Irish people came to Canada. They were escaping famine.

In Ireland, potatoes were a large part of people's diets. Most potatoes were grown by tenant farmers. **Tenant farmers** tended small plots of land they rented from wealthy landlords. When a disease attacked the crop several years in a row, the potatoes rotted in the soil.

With no potatoes, the tenant farmers and their families went hungry. With no crop to sell, they were unable to pay their rent.

Many landlords evicted their starving tenants. People became weak and sick because they had no shelter and no food. Many starved to death. At least 1 million Irish people died during this period. Other landlords paid ships to transport their tenants to Canada. To persuade their tenants to go, some landlords promised them money, food, and clothing. These promises were rarely kept.



This image appeared in 1846 in a newspaper in London, England. What message do you think the artist was trying to send?

The journey to Canada took six weeks or more, and the conditions on most ships were terrible. Ship owners crammed in as many people as possible. Lice and fleas were everywhere. Little food was provided, and clean water was scarce.

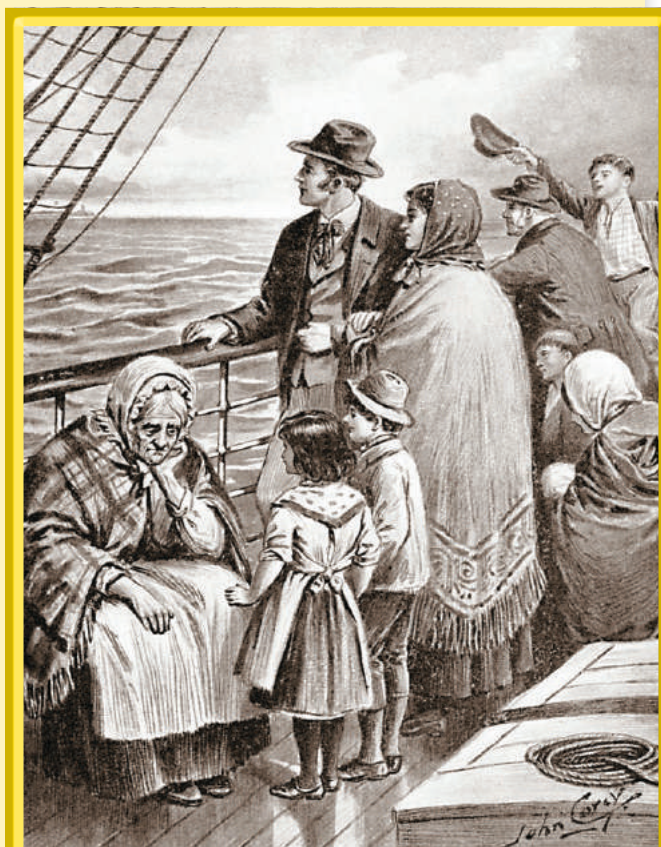
As a result, deadly diseases spread easily. So many people died on the way to Canada that the ships became known as “coffin ships.”

## Irish Refugees in Canada

In 1847, Toronto’s population was about 20 000. That year, more than 38 000 Irish refugees arrived in the city.

The city was overwhelmed. Healthy refugees were urged to move on to other places. Many refugees were sick and could go no farther. To prevent the spread of diseases, boarding houses and hotels were barred from taking in migrants who looked sick. A special hospital was set up to care for the sick.

By the end of 1847, 1100 refugees had died. The surviving refugees had suffered hardships. They often faced discrimination because they were poor and because they practised a different religion than most of the people already living in Ontario.



This painting from the 1800s is called *The Last Glimpse of Erin*. It shows Irish people leaving Ireland (sometimes called Erin). What does it tell you about how Irish immigrants felt when leaving their home country?

### Apply It

- 1 In role as an Irish child refugee, write about some of the positive and negative consequences of the migration. For example, you might choose to write a letter or a journal entry.
- 2 Apply your learnings from pages 26 and 27 to another section of this chapter. What helps you identify the causes and consequences in that section?



# Who Came to Canada, and Why? 1900–Today

## Citizenship in Action



Every year, students at Harrison Public School in Georgetown, Ontario, pay tribute to Canadian soldiers. The students participate in a candlelight walk to a local war memorial, where they shake hands with veterans. This walk honours the sacrifices that Canadian soldiers made for the common good.

Conflict in other countries brought many immigrants to Canada in the 1900s. Many people living in the midst of violence and uncertainty wanted to escape to a safer place. Other people came looking for work.

## World Wars

From 1914 to 1918, many countries were at war with one another. This war was later called World War I. After World War I, some European country borders were redrawn and empires collapsed. Many people decided to leave Europe. Immigrants from countries such as Britain and Russia chose to come to Canada.

By 1939, Europe was facing another large-scale war. During World War II (1939–1945), countries around the world, including Canada, fought Germany’s leader, Adolf Hitler. Hitler invaded countries and imprisoned and killed many people.

After the war, 250 000 Jewish people in Europe needed homes, but Canada allowed only 8000 to immigrate here.

Between 1945 and 1952, 800 000 other Europeans immigrated to Canada. Most immigrants came from countries such as Britain, Poland, the Netherlands, Greece, and Italy. They settled in larger cities, such as Halifax, Montréal, and Toronto, to find work.

## Did You Know?

In 1916, during World War I, the town of Berlin, Ontario, changed its name to Kitchener. Berlin is a city in Germany, one of the countries that Canada was fighting.



Some of the only people who came to Canada during World War II were British guest children or evacuee children. These children came to live with host families because Britain was unsafe during the war. In this photo from 1941, British children are boarding a ship headed for Canada. How do you think these children felt about leaving their homes?

## Political Unrest

In the 1950s and 1960s, many countries in Europe were facing political unrest, or changing political beliefs. This caused people to flee their countries. For example, the Hungarian Revolution in 1956 began as an uprising against the government. After the revolution failed, many Hungarians were forced out of Hungary. Nearly 40 000 refugees came to Canada. Before World War II, Hungarian immigrants had settled on Canada's Prairies. However, in the 1950s and 1960s, Hungarian refugees moved to Toronto and Montréal.

### Some Political Refugees to Canada

Date	Country of Origin	Number of Refugees to Canada
1968–1969	what is now Czech Republic and Slovakia	12 000
1974	Chile	7000
1970s	Uganda	7000
1990s	Kosovo	5000

### Thinking about Continuity and Change

By 2014, nearly 10 million Syrians had fled their homes because of civil war. The Canadian government planned to allow 1300 of these refugees to resettle in Canada. Compare this to government actions in the past.

## Fleeing War

Canada received a wave of immigrants from Asia in the late 1970s. After a 19-year war in Vietnam, Cambodia, and Laos, new governments took over in 1975. Many people left their countries because they disagreed with the new governments. From these countries, 70 000 people came to Canada, some making dangerous journeys by boat. Refugees from Vietnam, Cambodia, and Laos who arrived by boat in Vancouver, British Columbia, tended to settle there.

Millions of American soldiers fought in the war in Vietnam, Cambodia, and Laos. At the time, American men could be drafted, or ordered, to join the U.S. military. Historians estimate that 50 000 to 125 000 Americans who did not want to fight in this war moved to Canada in the 1960s.



A Vietnamese family arrives in Canada in 1978. Many people fled Vietnam by any means possible. People would crowd on to fishing boats and cargo ships to escape.



### Here and Now

Every year, more than 200 000 immigrants come to Canada. One out of five people in Canada today was born in another country.



## Looking for Work

Canada's economy began to change in the 1900s. Fewer people were working on farms. New industries were creating new jobs. For example, in the 1920s, factories making radios and home appliances employed many people. As people found work in factories, they moved from rural areas into urban areas. This created a greater need for workers in service industries, such as healthcare and law enforcement.

After World War II ended, new resources were being developed in Canada, and workers were needed. British Columbia, Alberta, and Saskatchewan began producing oil, and Manitoba built hydroelectric plants. More workers were also needed to support the growth of other industries such as manufacturing, construction, and mining.

In the 1900s, immigrants came from all over the world to find work here. For example, during the 1960s and 1970s, tens of thousands of Sikhs came to Canada from Britain and India. Many were trained in engineering and helped build cities and develop new technology.

Many immigrants from the Caribbean, African countries, and the Philippines work as personal support workers (PSWs), nurses, and caregivers for children and seniors. In this photo from 2013, PSWs in Toronto strike for higher wages. In 2014, they were promised higher wages and recognized for their hard work.





# Contributing to the Development of Canada

## Construction

After World War II, there was a building boom in Canada. Many people from countries such as Italy, Poland, and Greece came to Canada to work in construction. They built homes, office buildings, and factories, especially in Canada's larger cities.



This photo, taken between 1951 and 1956, shows masons laying brick for an office building in Ontario. What do you notice about this photo?

## Manufacturing

Immigrants from many countries found work in Canadian factories making cars, food, building supplies, and other products. They helped Canada's manufacturing industry grow. Many people from South America worked in the factories, especially in cities in southern Ontario and southern Québec.

## Garment Industry

Toronto and Montréal were known for their garment industries. The garment industry depended on skilled workers to design and sew new styles. Many people from Eastern Europe brought sewing skills with them when they came to Canada.



In this modern photo, a worker sews clothing in a Toronto factory. Today, many of the workers in Canada's garment industry are female immigrants from Asia. Some work out of their homes, supply their own sewing machines, and work for less than minimum wage. Use the concepts of social studies thinking to help you form an opinion about this topic.

## Inquire and Apply

- 1 Compare the reasons for immigrating from 1800 to 1900 with the reasons for immigrating from 1900 to today. What conclusions can you draw?
- 2 Create a timeline for immigration from the 1900s to today. Include some of the information you have learned here, as well as annotations with your thoughts, conclusions, and feelings.



# Pulling It Together

## How Can We Welcome Newcomers to Canada?

### It's Up to You

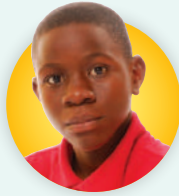
Responsible, active citizens respect the identities and experiences of others.

### Reflect

How can we, as a nation and as individuals, work together to make sure that we treat everyone in Canada with respect?

### Take Action

Brainstorm actions we can take to welcome immigrants to Canada. Put one of your ideas into action.



There are lots of reasons why people leave their home countries to come to Canada. Learning about some of those reasons made me realize what a great country we live in.

I was sad to learn that my ancestors and other newcomers weren't always treated with fairness or respect. Their lives were very difficult. Even today, it must be hard to leave family and friends to start a new life in a different country.

Newcomers to Canada have contributed a lot to their communities. I think it's important to treat everyone in Canada as part of our community, no matter where they were born.

**Zachary**



In 2012, most new immigrants to Canada came from China, the Philippines, and India. In this photo from 2013, new Canadian citizens wave flags at a citizenship ceremony in Markham, Ontario.

## Summarizing

Create a map of Canada. Use the information in this chapter to show where some immigrants settled in Canada and when they came. You may also want to identify what countries they left.

## Making Inferences

Think about the immigration experiences of the groups mentioned in this chapter. What connections can you identify among the immigration experiences of the various groups? What do these connections suggest to you?

## Chapter Inquiry

Review the Big Question at the beginning of this chapter: Why did people come to Canada? Think about the Learning Goals on page 14.

Choose two groups or waves of immigrants. Develop four or five questions to guide an investigation into why they came to Canada.





## Order Information

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