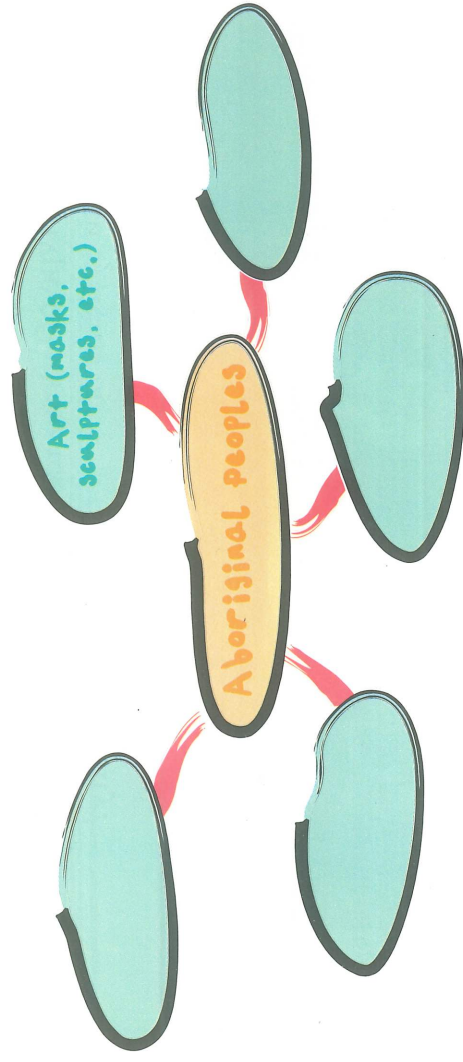


Think For Yourself

You have learned that three groups of people have had a deep effect on the development of Canada.

In a group, make a brainstorming web, similar to the one shown here, for each of the founding peoples.

Brainstorm the contributions each of the three groups has made to Canada. Record them in your web.



Looking Back

In this chapter, you learned about Canada's three founding peoples. You saw how Aboriginal, French, and British peoples have all made contributions to the kind of place Canada is today.

Why do you think it is important to respect the contributions made by people who lived in Canada a long time ago?

Coming to Canada

The story of Canada is the story of its people. Aboriginal peoples have been living here for thousands of years. Over the past 400 years, other people have come from all over the world to make their homes in Canada.

Canada is often called a nation of immigrants. Do you recall what the word *immigrant* means? What is a nation of immigrants? Is it an accurate way of describing Canada?

In this chapter, you can learn about the history of immigration to Canada. You'll meet some of the groups of people who came here from other places. As you read the chapter, think about the contributions each of these groups has made to Canadian society.

Making a New Home

When people leave one country and go to live in another, this is known as **emigration**. People have many reasons for emigrating.

Sometimes they are unhappy with living conditions in their own country. They may not be able to buy land. Perhaps they are very poor and have no chance to make things better for themselves. There may be war in

These children and their families immigrated to Canada from Great Britain in the early part of the 20th century.



their country or some natural disaster that has destroyed their home. Sometimes the government doesn't allow them to practise their religion or to live freely.

These are all reasons that *push* people to leave their home country. They are the **push factors** that lead to emigration.

There are other reasons for moving, which are linked to the benefits offered by living in another country. When people arrive in another country to live, this is called **immigration**. Perhaps the cost of land is cheaper. There may be more jobs and a better chance of making a living. The new country is probably at peace or has a form of government that offers more freedom.

These are the factors that *pull* people toward a new home. They are the **pull factors** that lead to immigration.

In The Words Of...

Hannah and Nicholas

Children can be immigrants too. Often, young people come with their families to settle in Canada.

Here is an account by a young immigrant, Hannah Ingraham, who came to live in Canada from the United States in 1783. Her family was escaping the **American Revolution** that was raging in the US. They sailed from New York City, with all their possessions, to live in Nova Scotia.

I was just 11 years old when we left our farm to come here. It was the last ship of the season and had on board all those who could not come sooner. There were no deaths on board, but several babies were born.

It was a sad, sick time after we landed in Saint John. We had to live in tents. The government gave them to us, and food too. It was just at the first snow. The melting snow and rain would soak up into our beds as we lay.

We lived in a tent until father got a house ready. He went up through our lot till he found a nice fresh spring of water. He stooped down and pulled away the fallen leaves and tasted it. It was very good, so there he built his house. We all had food given to us by the government—flour, butter, and pork. Tools were given to the men also.

Excerpt from Mary Archibald, ed., *United Empire Loyalists: Loyalists of the American Revolution* (Toronto: Dundurn Press, 1978).

Nicholas Hryhorczuk [Hre-HOR-chook] came to live in Manitoba with his parents in 1897, when he was nine years old. The family came from the Ukraine [YOO-KRANE], then a part of Austria-Hungary. Year later he recalled what it was like for his family to settle in a new home.

After a 10-day voyage across the Atlantic, we arrived in Halifax and from there we travelled to the immigrant train to Winnipeg. Before many days passed, we were in Dauphin [DAH-fin] to select a **homestead**.

That was our homestead, where my father erected a temporary shelter for our family. It was a large hut which looked like a garage or a root cellar that one sees in some farmyards today.

We spent the summer in this hut, and when rained the roof would leak. Several times during heavy rains, the water also came in at the ground level and our belongings got wet. However, we did not have many things as two of our trunks which carried Mother's linen and our best clothing had been lost.

Our greatest problem was that we did not have a cow. We were lucky to be able to buy milk from our neighbours. The river helped, too, as we were able to catch some fish in it. Of course we brought such staples as flour, cornmeal and salt, sugar, lard and tea, with us. We bought a few hens that supplied us with eggs. During the summer, mushrooms and wild berries grew in profusion [plentifully].

Excerpt from *Reflections and Reminiscences: Ukrainians in Canada 1892-1992* by Michael Ewanchuk (Winnipeg: Michael Ewanchuk, 1995), 18-19. Reprinted by permission of Michael Ewanchuk.

Try This

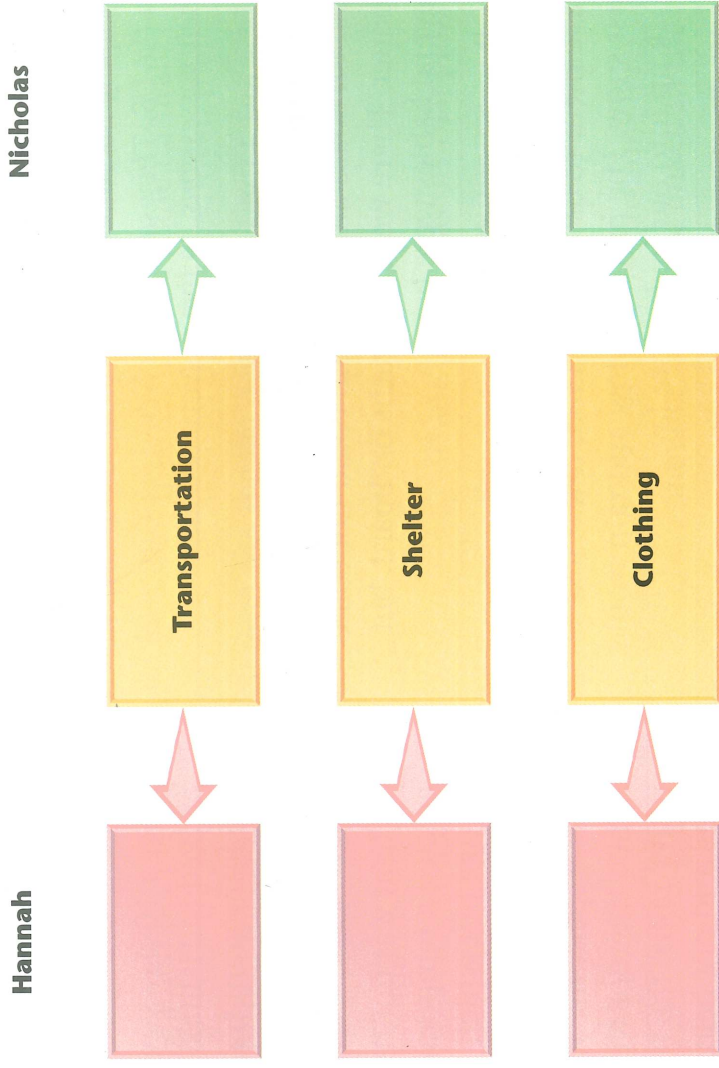
The **American Revolution** (1775–1783) was a war between Great Britain and the American Colonies, which belonged to Britain. The colonists did not like being ruled from a distance. They wanted their independence. After they won their independence, the colonies became the United States of America.

Many Americans disagreed with the war and wanted to remain loyal to Britain, so they came north to Canada. Hannah Ingraham's family belonged to this **Loyalist** group.

A **homestead** was a piece of land claimed by immigrant settlers for farming.

Compare Hannah's and Nicholas's experiences of immigration. Look for the ways that their experiences were the same and the ways they were different. Remember that it helps to write down the main ideas so that you record the same type of information for both accounts.

Here's a chart you could use to compare Hannah's and Nicholas's accounts. The main ideas go in the middle boxes.



Think For Yourself

Imagine that your family has decided to move to another country. You are asked to give your opinion. This means that you will have to think about what will happen if you make one choice or another. Think of the **pros** (good things) and **cons** (bad things) for each choice. List them in a chart like the one shown here.

Pros	Cons



Families settling on a homestead had many chores to do. Even young children helped out.

Black People in Canada

The story of immigration to Canada goes back many years. As you read in the last chapter, the earliest immigrants were the colonists in New France. They began arriving in the early 1600s.

The French were followed by other newcomers from all over the world.

Black People in Nova Scotia

Black people have been living in Canada for hundreds of years. The first reported Black man in Canada was Mathieu Da Costa. He served as a translator between the Mi'kmaq and the French at Port-Royal, Nova Scotia, which was founded in 1605.

As the years passed more Black people arrived, mainly from the United States. During the American Revolution, one out of every ten Loyalists who came to Nova Scotia was Black. Today, their ancestors still live in that province.

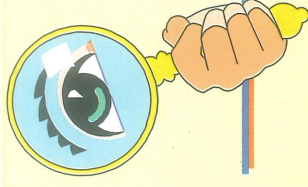
Many Americans opposed the slave laws in their country. They helped the escaped slaves on their flight to Canada by providing food and shelter and smuggling them from place to place in wagons or on boats. Although it was not an actual rail line, this escape network was called the **Underground Railroad**.

The Underground Railroad

Most Black people living in the United States in the early days were **slaves**. They were brought from Africa and used as workers on the large farms, or **plantations**, in the American South. They were slaves because they belonged to the plantation owners.

For many years, slavery was also allowed in Canada. In the days of New France, many Black people and some Aboriginal peoples were held as slaves. But in 1834, slavery became illegal in Canada.

Slavery continued in the United States, so many Black people seeking their freedom escaped north into Canada. They followed an escape route called the **Underground Railroad**. It brought about 30 000 Black people to Canada in the years before the American Civil War ended slavery.



A Closer Look

Slavery and the American Civil War

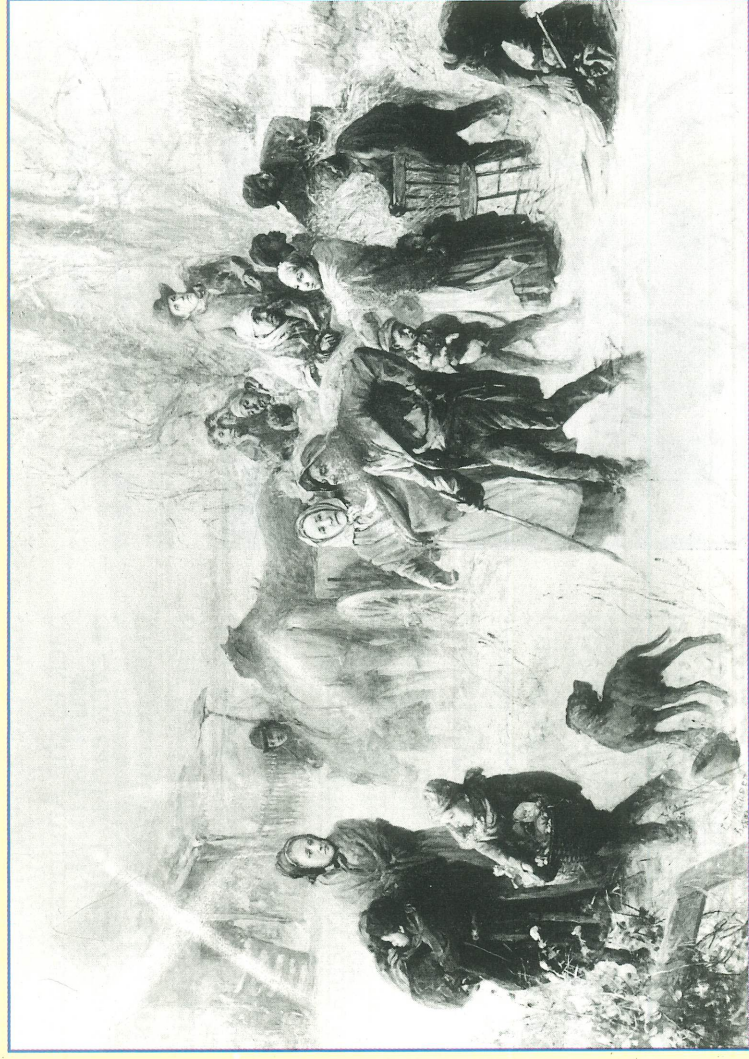
The American Civil War lasted from 1861 to 1865. It began when the southern part of the United States broke away to form a separate country, called the Confederate States of America. The government in the North did not want to allow the country to break up. War was the result.

One of the great issues of the war was slavery. Slavery began very early in American history. The slaves were bought and traded

in Africa, then sent to America by sailing ships. In America, they were sold at auction to the highest bidder. It was the law that if Black slaves tried to run away from their owners, anyone was allowed to kill them. More than 9 million Black people were brought to America as slaves.

People in the South wanted to preserve slavery because their economy depended on the work done by slaves. Many Northerners wanted to abolish it. This was a major cause of the Civil War.

Finally, the Northern states were victorious. The United States stayed together, and slavery became illegal. There was no more need for the Underground Railroad.



This painting shows Black slaves escaping from the United States into Canada in the 1850s. It is a scene of the Underground Railroad at work.

HOW TO...

Study an Illustration

Illustrations are important sources of information. Photographs, drawings, maps, sketches, and paintings are all types of illustrations. They can tell us a great deal about what life was like when the illustration was made.

Here are some questions to ask yourself when you are looking at an illustration:

1. What is the most important message in this picture? (Hint: What catches your attention first?)
2. What other details do you notice?
3. How do the details help you understand more?

The first Black people arrived in the British colony of Vancouver Island in 1858. That same year, the colony's first police force, the all-Black African Rifles, was appointed by the governor.

What is the purpose of events such as Caribana? Can you think of events in your community that recognize a particular cultural group?



trace the arrival of their ancestors back to the American Revolution or even earlier. Others have come more recently, from Africa or from the islands of the Caribbean. It is a varied community that now calls Canada home.

Black Canadians celebrate their achievements in many ways, including Black History Month every February. During this time, special attention is paid to the role of Black people in Canadian history. One of the largest community events in the country is Caribana [Kair-uh-BAN-uh], a festival of Caribbean culture. It is held each July in downtown Toronto.

The Pacific Rim

If you look at a map of Canada, you will see that British Columbia is located in the Pacific Ocean. Now find British Columbia on a map of the world. You will see that across the Pacific lie Japan, China, and other Asian countries.

If you think of the Pacific Ocean as a bowl, you can see that these countries lie around the rim of the bowl. For this reason, countries that border on the Pacific are called **Pacific Rim** countries.

The ocean provides a convenient "highway" for trade and travel between countries of the Pacific Rim. In the past, British Columbia has been the doorway to Canada for many immigrants from Asia.

Early Asian Immigration

The first people to arrive in British Columbia from Asian countries came to find jobs. Life in their own countries was difficult. Good land was scarce, and many lived

in poverty. In British Columbia, they hoped to prosper.

The first Chinese came with the gold rush in 1858. They called British Columbia "Gold Mountain." Later, during the building of the railway across the continent in the 1880s, thousands of Chinese came to work as labourers on the line.

Once the railway was built, they moved to the cities where they found jobs as servants, farmers, and storekeepers. Others found work in the salmon canneries and coal mines.

Many immigrants also came to British Columbia from Japan and India. The Japanese were particularly attracted to the salmon fishing industry. People from India found jobs in the sawmills.

Chinatowns

When Chinese people arrived in Canada, they naturally wanted to live among friends and family. At the same time, the government thought it was best if the

Prejudice means forming a fixed opinion about people without really getting to know them.

Meeting with Prejudice

Even though Canada is a country built by immigrants, newcomers are sometimes made to feel unwelcome by other Canadians. This was the case for many years with newcomers from Asia.

Many non-Asians wanted to keep British Columbia British. They thought the Asian newcomers would not be able to fit in to Canadian society. They feared that the newcomers would take all the jobs.

Laws were passed to keep Asian peoples out of Canada. One way

newcomers did not mix with other groups. Laws were passed to keep the Chinese in their own neighbourhoods. The neighbourhood came to be called **Chinatown**.

Victoria had the first Chinatown in Canada, starting with the arrival of the Chinese in 1858. Later, the Chinatown in Vancouver became the largest in Canada. Many other communities in British Columbia also had Chinatowns.

The Chinese were not alone in creating their own neighbourhoods. Many immigrant groups preferred to live together in familiar surroundings. Larger cities had areas where immigrants from places like Italy, Poland, or South America lived. All the different groups mixed with each other in different ways—at school, at work, or in the streets. But they also had their own neighbourhoods where they could meet friends, buy special food items in the stores, and celebrate the customs of their cultures.

Today, these neighbourhoods are lively, interesting parts of our communities. We go there to shop, eat in the restaurants, or attend cultural festivals. They are good places to learn about the customs and traditions of other people.

was to charge a tax they could not afford. Starting in 1885, every Chinese coming to Canada had to pay \$50. Later on this tax went as high as \$500. It was called a “head tax” because it was charged per person.

Still, some Chinese could afford to pay the tax, so on 1 July 1923, the government passed a law banning Chinese immigration completely. Chinese Canadians remember that day as “Humiliation Day.” Other laws were passed making it impossible for immigrants from Japan and India to vote or to hold certain jobs.

A Change of Mind

After many years, attitudes toward the Asian newcomers became more welcoming. Laws were changed so that people from Asia could enter Canada just like anyone else. In 1947, the ban on Chinese immigration was lifted. That same year, Asian Canadians were granted the vote. They finally had the same rights that belong to all Canadians.

People who trace their background to countries in Asia play an important role in today’s society in British Columbia.

This photograph shows a group of Chinese railway builders. The work was hard and dangerous, and the wages were low. Chinese workers were forced to live apart in rundown shacks. Why do you think so many of them put up with these conditions?

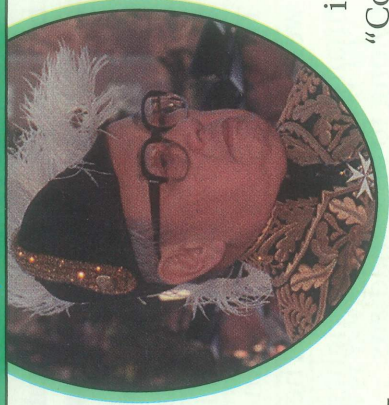


REAL PEOPLE: DAVID LAM

David Lam brought his family to live in Vancouver in 1967.

He was a successful banker in Hong Kong, but in Vancouver he began to buy and sell property. He became very wealthy. Along with his wife Dorothy, he set up a charity and gave a lot of his money away. The Lams have given money to universities, hospitals, and churches.

In 1988, David Lam became the **lieutenant-governor** [loo-TEN-unt GUV-ur-nur] of British Columbia. He was the first



Canadian of Chinese background to hold such a position anywhere in Canada. He served as lieutenant-governor for seven years.

Mr. Lam once compared immigration to a dinner invitation. "Coming to Canada is like coming to a potluck dinner. If everyone brings leftovers, we'll have a leftover dinner. But if one spends some of one's time, picks one's best recipe, and is prepared to give one's best, we will have a feast."

Find Out

In Chapter 2, you read about the queen's representative in Canada, the governor general. In each province, the queen is represented by a **lieutenant-governor**. Like the governor general, the duties of a lieutenant-governor are ceremonial.

In the photo on this page, David Lam is wearing the uniform of the lieutenant-governor. Find out

- who appoints the lieutenant-governor
- what some of the duties of a lieutenant-governor are

Think For Yourself

Discuss with a partner what David Lam meant when he compared immigration to a "potluck dinner." Then share your ideas with the class.

The Hutterites

Over the years, Canada has welcomed many religious groups. There has never been an official religion in Canada. All religions are allowed and respected. In some countries, this is not the case. Sometimes groups that are being persecuted (treated badly) in their own countries for their beliefs choose to move to Canada.

One example of such a group is the Hutterites [HUT-ur-ites]. Hutterites are named after the founder of their religion, Jacob Hutter. Originally, they lived in eastern Europe. Hutterites believe in a simple, farming lifestyle. They are **pacifists** [PAS-ih-fists]—they try to live peacefully and refuse to take part in wars. They believe that most possessions belong to the group, not to individuals.

Hutterites live in farming colonies consisting of several families. As much as possible, they avoid contact with the wider world. The colonies have their own schools and forms of government.



Because of their beliefs, Hutterites were badly treated in Europe. They moved from country to country, looking for a home where they would be allowed to live in peace. In 1918, a large number came to Canada and settled mainly in the Prairie provinces.

Today in Canada there are about 20 000 Hutterites, who continue to lead the traditional Hutterite way of life.

Most Hutterite colonies support themselves through agriculture.

Think For Yourself

What does the term *religious freedom* mean to you? How are the Hutterites an example of religious freedom? Do you think the government ever has the right to tell people what religious ideas they should have? Why or why not? Think about whether religious freedom makes Canada a better place in which to live. Discuss your ideas with a partner, then share them with the class.

Find Out

In this chapter, you have read about different groups of immigrants who came to Canada in the past. These included people from China, Black people from the United States, and Hutterites from Europe. Many other groups of people have immigrated to Canada. For example, Doukhobors [DOOK-uh-borz] came to Canada from Russia, as did Mennonites and Ukrainians. More recently, many newcomers arrived from Iran, a country in the Middle East.

Do a research project on one of these groups. Here are five questions you can use to focus your investigation:

- *When did most of the people in this group come to Canada?*
- *Why did they come?*
- *Where in Canada did most of them settle?*
- *What are two or three traditions or ceremonies belonging to this group?*
- *What contributions have they made to Canadian society?*

Once you have collected your information, decide how you will present it. Use the five questions to organize your ideas under headings.

Looking Back

In this chapter, you saw that Canada is made up of people from many different places. You had a chance to think about the contributions they make to Canadian society. You also learned that newcomers sometimes have to struggle against prejudice.

Do you think it is important for Canada to welcome immigrants from other countries? Why or why not?

Living Together

Think for a moment about the part each person plays in making your school a success. Your teachers lead the classes and organize the learning that goes in the school. The librarian helps you find the books you need. The custodians keep the school clean.

Do you have a role in making the school a success?

A country is something like a school. Every person who lives there has a role in making it an interesting and successful place. We are all different. Each of us has certain talents and backgrounds. Each of us has something unique to contribute to the community.

In this chapter, you can learn about the idea of citizenship. You'll discover how people of many talents, from many backgrounds, live and work together to create a successful country. You can begin to learn in class by discussing what qualities you think make a good citizen.