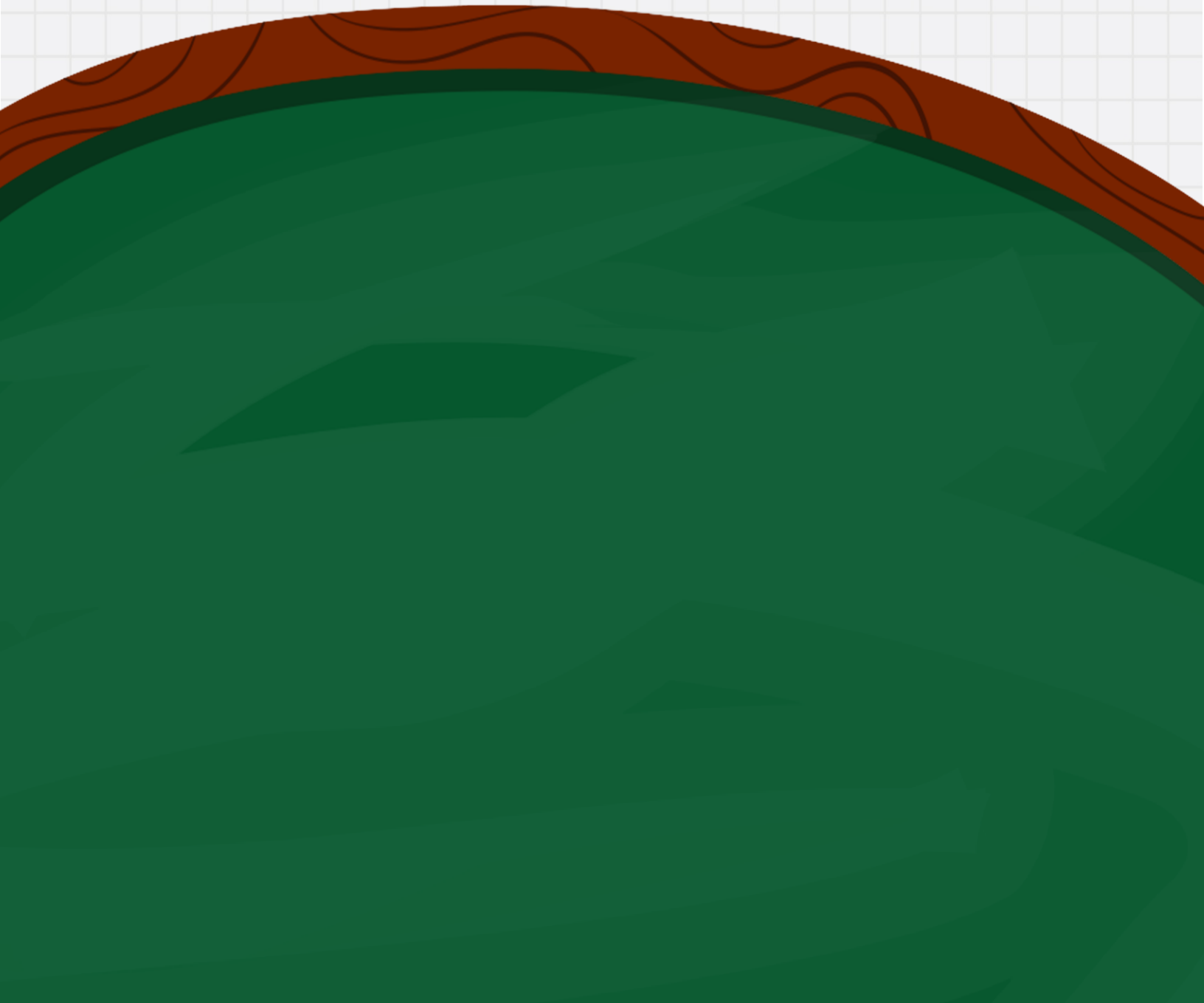




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GRADE 6 SOCIAL STUDIES







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Lesson 1 – Early Settlers

Discussion:

 Ever since French and British explorers came to Canada to explore and settle here, people from across the globe have chosen to make Canada their new home.

 What is immigration?

- ✓ Immigration: coming to live permanently in a foreign country.
- ✓ Immigrant: someone who has moved from another country to a new country

 Why did Early Settlers and Immigrants come to Canada?




- ✓ Explore/Adventure
- ✓ Start a new life
- ✓ Have a home with land
- ✓ Escape war in their homeland
- ✓ Escape famine, disease or natural disasters
- ✓ Escape slavery and poverty
- ✓ Job opportunities

Practice Work:

Complete Canadian Curriculum 6, pg. 236

Lesson 2 – Timeline of Immigration

Discussion:







-  At different times in Canadian history immigration changed.
-  Different ethnic groups came due to conditions in home countries or programs being offered to entice them here in Canada.
-  Read and complete the timeline in the “Practice Work” section, and do any additional research needed to find the answers.

Practice Work:

Complete Canadian Curriculum 6, pg. 237

Lesson 3 – Communities in Early Canada: British Home Children

Discussion:

-  In the late 1800s, due to poverty, disease, and social inequalities in Britain, thousands of children who were poor, abandoned, or orphaned were living in terrible conditions
-  The British government decided to send these children to Canada, in hopes of a better life for them
-  The intention was that they would be “adopted” by Canadian families, help them with farm and household work, and in exchange grow up in a nicer environment, have more opportunities, and live a better life
-  However, the plan didn’t work exactly as hoped. Some children were adopted and lived better lives, but many were exploited and abused, basically treated like slave labour.
-  The British Home Children contributed to Canadian society, by being a major labour force in those years. Canadian industry and agriculture succeeded on the backs of these children.
-  In 2010, the government of Canada recognized the contributions of the British Home Children.

Activity:

Using a dictionary, write out the definitions of the following words (plus any others in today’s lesson or book work you don’t know):

exploit: _____

orphan: _____

descendant: _____

acknowledge: _____

Practice Work:


Complete Canadian Curriculum 6, pg. 238-239

Additional Activity:

Imagine you are a British Home Child. Write a one page journal entry about any part of your experience.

Lesson 4 – Communities in Early Canada: Chinese Canadians


Discussion:


 In the late 1850s, many people from China began immigrating from China to British Columbia, Canada in order to dig for gold in the Fraser Canyon Gold Rush

- ✓ By the mid-1860s the Fraser Rush had collapsed, and British Columbia sank into a deep recession.

 In the 1880s, immigration from China to Canada began increasing again, this time as there was lots of work for Chinese immigrants on the construction of the Canadian Pacific Railway.

- ✓ Over 15,000 Chinese workers built the CPR, under terribly inhumane and dangerous conditions. Over 600 of them died due to the dangerous conditions.
- ✓ The CPR was completed ahead of schedule, and its contribution to the development of Canada was immense, and thanks mainly to the hard work of the Chinese Canadian immigrants.



 Despite all their contributions, Chinese immigrants were generally looked down on in Canadian society at this time, and a lot of people didn't want Chinese immigration to be allowed to continue.

 In 1885, the Chinese Immigration Act passed a head tax, requiring \$50 charged for every person wanting to immigrate.

- ✓ That's about the equivalent of \$1300 per person today. You can imagine how difficult it would be for someone living in poverty, especially families, to immigrate under this law.
- ✓ This became the first piece of Canadian legislation to exclude immigrants solely on the basis of their ethnic origin.

 Despite the high duty placed on Chinese immigrants, they continued to come as business in British Columbia increased and so did demand for workers. The government put the head tax up to \$500 but it did little to reduce immigration.

- ✓ After World War I, racist and nationalist tensions grew, as a lot of people blamed visible minorities for economic hardships in the country.

- ✓ Demand to limit or completely deny any Chinese immigration increased across the country
-  In 1923, after several amendments to the Chinese Immigration Act to increase the head tax. The government of Canada introduced the Chinese Exclusion Act, the legislation virtually restricted all Chinese immigration to Canada by narrowly defining the acceptable categories of Chinese immigrants.
- ✓ This law wasn't repealed until 1947.
-  In 2006, the federal government of Canada issued an official apology for the mistreatment and discrimination faced by Chinese immigrants, and recognized their many important contributions to Canada.

Media Recommendation:

Heritage Minute on YouTube-

<https://youtu.be/EE3ISzalVuo?list=PL1848FF9428CA9A4A>

Practice Work:

Complete Canadian Curriculum 6, pg. 240-241