

# FACES®

## PEOPLE OF CANADA

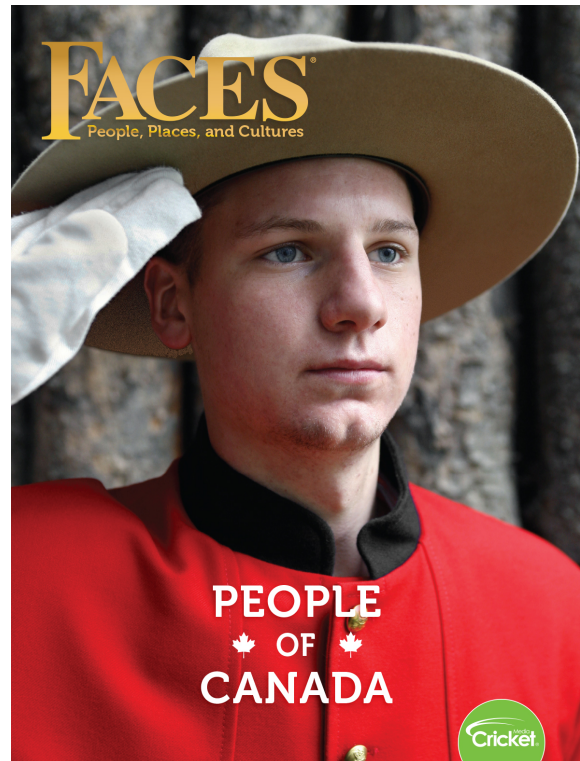
Explore Canada's history and learn about its widely diverse population, which includes First Nations people indigenous to the region as well as groups that immigrated to Canada from other parts of the world.

## CONVERSATION QUESTION

How did people of different cultures influence the history of Canada?

## TEACHING OBJECTIVES

- Students will learn about Canadian history and culture.
- Students will learn about indigenous cultures.
- Students will learn about the effects of catastrophic events on human migration.
- Students will explain how and why perspectives of people have changed over time.
- Students will explain how cultural characteristics explain the movement of people.
- Students will use details from a text to write a story.
- Students will write informative texts.
- Students will conduct research using print and digital sources.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Welcome Home to Canada**  
Expository Nonfiction, ~1050L
- **A Dark Chapter in History**  
Expository Nonfiction, ~1050L
- **Crossing the Border to Freedom**  
Expository Nonfiction, ~950L

## Welcome Home to Canada

### pp. 8–11, Expository Nonfiction

Discover what early immigrants to Canada experienced upon arrival and the role that immigration centers play in modern Canadian society.



## RESOURCES

- Canadian Immigration

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Canadian history and culture.
- Students will analyze the effects of catastrophic events on human migration.
- Students will use details from a text to write a story.

## KEY VOCABULARY

- **immigration (p. 9)** the action of coming to live permanently in a foreign country
- **quarantine area (p. 8)** a place where people are isolated to prevent the spread of disease
- **epidemic (p. 10)** an occurrence in which a disease spreads very quickly and affects a large number of people

## ENGAGE

**Conversation Question:** How did people of different cultures influence the history of Canada?

Explain that levels of immigration to Canada during the 1800s and 1900s went through high and low phases. Ask students to hypothesize why this is true. Then discuss the challenges new immigrants in these time periods probably faced after arriving in Canada.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below. Have students complete the sentences using the vocabulary words. Go over responses. Then remind students to look for the vocabulary words as they read the article.

- Many people who came to Canada had to wait in a/an \_\_\_\_\_ first in order to prevent a/an \_\_\_\_\_ from occurring.
- \_\_\_\_\_ to Canada sometimes spiked due to the presence of natural and human-made disasters elsewhere in the world.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What could immigrants expect when they arrived at a Canadian immigration port?
2. Why did the immigration facility in Halifax eventually close?
3. How do historical immigration ports in Canada play a part in modern Canadian culture?

## SKILL FOCUS: Analyze Effects

**INSTRUCT:** Explain to students that human migration occurs due to two types of factors: push factors and pull factors.

- **Push factors** cause people to want to leave a specific area.
- **Pull factors** cause people to want to go to a specific area.

Have students hypothesize some different push and pull factors for immigration today. Then distribute copies of the *Canadian Immigration* organizer and review the directions and the information in the chart.

**ASSESS:** Have students work independently or in pairs to complete the chart. Then have students gather in small groups to discuss answers and respond to the question below the chart. Ask volunteers to share ideas.

## EXTEND

**English Language Arts** Point out that the article mentions challenges immigrants to Canada faced. Have students write a short story from an immigrant's point of view—using *I*—about arriving in Canada. Encourage them to use dialogue and details from the article to convey the immigrant's thoughts, feelings, and experiences.

## Canadian Immigration

In the chart below, record details from the article about catastrophic events that pushed different groups of people to immigrate to Canada. Also write the number of people in each group that immigrated. Then respond to the question below the chart.

Immigrant group	What catastrophic events pushed this group to immigrate to Canada?	How many immigrated?
Refugees coming to Canada from Ireland, 1847		
Women coming to Canada from Europe, 1946–1948		
Refugees coming to Canada from Europe, 1950s		

**Write or Discuss:** Describe any pull factors that also played a role in the decision to immigrate to Canada.

## A Dark Chapter in History

pp. 12–15, Expository Nonfiction

Learn about Canada's residential schools—religious, government-sponsored schools that at one time were used to force First Nations children to adapt to European-Canadian culture.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the history and culture of Canada.
- Students will explain how and why perspectives of people have changed over time.
- Students will write informative texts.

## KEY VOCABULARY

- **assimilate (p. 13)** to cause a person or group to become part of a different society or culture
- **cultural genocide (p. 15)** the deliberate destruction of the cultural heritage of a people or nation for political, military, religious, ideological, ethnic, or racial reasons

## ENGAGE

**Conversation Question:** How did people of different cultures influence the history of Canada?

Ask students to share what they know about how indigenous people in the Americas were affected by European colonization and settlement of the region. Then tell them they'll be learning about a specific policy implemented by the Canadian government that aimed to destroy the culture of First Nations people.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did the Canadian government build residential schools for indigenous children?
- What actions were taken at residential schools in Canada to assimilate indigenous children into Canadian culture?
- In what ways were the residential schools an example of cultural genocide, based on the definition of this term?

## SKILL FOCUS: Analyze Perspectives

**INSTRUCT:** Review the definition of *perspectives* (ideas, attitudes, and beliefs of a people at a given time in the past or present). Explain that perspectives often change over time. As an example, briefly discuss how perspectives on women's roles in society have changed in the last 100 years. Then have students refer to the article to discuss how perspectives toward residential schools have changed over time.

**ASSESS:** Have students work in pairs and use details in the article to create a timeline to show the history of and perspectives on residential schools in Canada. Explain that timelines should begin in 1897, end in 2015, and include all dates mentioned in between. Then have them summarize how and why perspectives have changed. Explain that they may have to use details to help them infer why perspectives changed.

## EXTEND

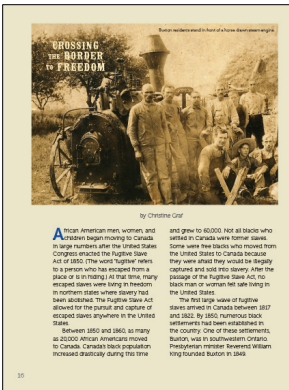
**Research** Read the quote on article page 12 from Canadian Prime Minister Sir John A. Macdonald ("If anything is to be done . . . civilized conditions"). Tell students to find and read Prime Minister Stephen Harper's 2008 apology to former students of residential schools, available online. Have students create a report or presentation to show how government perspectives on the idea of assimilation have changed.

## Crossing the Border to Freedom

### pp. 16–19, Expository Nonfiction

Learn why the town of Buxton, Ontario, became one of the primary destinations for African Americans fleeing the United States during the 1800s.

Lexile Score: ~950



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about indigenous cultures.
- Students will explain how cultural characteristics explain the movement of people.
- Students will conduct research using print and digital sources.

## KEY VOCABULARY

- **abolished** (p. 16) officially ended or stopped something, such as a law or a policy
- **settlement** (p. 16) a place where people have come to live and where few or no people lived before
- **discrimination** (p. 17) the practice of unfairly treating a person or group of people differently from other people or groups of people

## ENGAGE

**Conversation Question:** How did people of different cultures influence the history of Canada?

Ask students to hypothesize why many African Americans fled from the United States and went to Canada during the mid-1850s. Explain that slavery in the United States had not yet been outlawed, while in Canada it had. Tell them they'll be exploring why those who fled settled in Canada and what life was like for them there.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did the Fugitive Slave Act of 1850 affect African Americans' movement?
2. What opportunities and challenges did African Americans face after arriving in Canada?
3. How did the school William King established in Buxton help change attitudes toward African Americans who settled in Canada?

## SKILL FOCUS: Explain Movement

**INSTRUCT:** Explain that a society may change its laws or policies in ways that cause people to move, either within the society's boundaries or to a new place outside of those boundaries. Point out that the legality of slavery in the American South in the 1850s in combination with the passage of the Fugitive Slave Act in 1850 made life dangerous for African Americans, and many wanted to move out of the country.

**ASSESS:** Have students work in pairs to reread the article and locate two details about the 1850 Fugitive Slave Act that help explain why some African Americans moved away from the United States. Then have pairs identify at least one cultural characteristic of Canada that might have also encouraged some African Americans living in the United States during the mid-1800s to move there.

## EXTEND

**Social Studies** Remind students that the article describes how some African Americans fled the United States and settled in the town of Buxton, Ontario. Have students conduct research using print and digital sources to identify other towns or settlements in Canada that African Americans fled to for safety. Invite students to create a short oral report to share their findings with the class.