



5-6

# Canada:Day 1 Exhibiton

## Lesson Pack

Explore the exhibition at the  
**Borealis Gallery**  
Legislative Assembly Visitor Centre

**August 27 to  
December 4, 2016**



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# **Lesson packs for teachers of adult English language learners**

In this lesson pack you will find materials and teaching ideas for adult English language learners who are working at the Canadian Language Benchmarks level 5-6.

All of the texts and materials in this lesson pack are drawn directly from the Canada: Day 1 exhibit.

## Introduction to the Canada: Day1 exhibition

*Canada: Day 1* reflects the varied experiences of newcomers to Canada. It presents firsthand accounts of uncertainty, fear, excitement and hope – the mixture of emotions that can surround a newcomer’s arrival in Canada, from Confederation in 1867 to the present.

As you explore *Canada: Day 1* perhaps you will be reminded of your own similar journey to Canada. It may be that through someone else’s story you recognize your own.

*"My first day in Canada started at Toronto [Pearson] airport. I will never forget that day... There were so many people with different faces, skin colour, hair, clothes and languages."*  
– Jayavathana Kuganesan, arrived from Sri Lanka, 2000.

*"After a most unpleasant trip, my husband and I felt very happy to again stand on solid ground. Just looking at the large sign on the wall, which said WELCOME in many languages, made us feel warm."*  
– Elizabeth Anasiropoulos, arrived via Switzerland, March 6, 1952.

**What was the first thing you noticed when you arrived in Canada? Describe how your physical senses experienced those first moments. What did you see, hear, smell, touch and taste?**

For some, leaving home is bittersweet and painful. For others, it means hope and opportunity. It starts with goodbye – goodbye to all that is familiar as you prepare for the reality of a new land, a new culture, a new language and a new life.

**Write a list of the feelings you had when you first arrived in Canada. Discuss your list with a partner.**

Your immigration story is part of what defines us as a country. We hope you will participate in our national gathering of immigration stories. Personal and family experiences of immigration are an important part of everything we do and you can help the Canadian Museum of Immigration at Pier 21 grow by sharing yours. We invite you to learn more and to share your story online at [pier21.ca/share](http://pier21.ca/share).

## Oral History of immigrants to Canada

In the exhibit you will see and hear from people who have come to Canada as immigrants. Here are some of their stories. When you visit the exhibit, look for these people and listen to their stories.

### Vocabulary – synonym match

To help you better understand Aamir Mirza’s story, match the words found in the reading, to their synonyms.

#### Vocabulary word

1. \_\_\_\_\_ obtain
2. \_\_\_\_\_ pursue
3. \_\_\_\_\_ consider
4. \_\_\_\_\_ permanent
5. \_\_\_\_\_ acquainted
6. \_\_\_\_\_ intend
7. \_\_\_\_\_ relocate
8. \_\_\_\_\_ nominee

#### Synonyms

- a) propose, plan
- b) unmoving, fixed
- c) get, achieve
- d) move, change place
- e) candidate, prospect
- f) work towards, seek to accomplish
- g) familiar, aware of
- h) think about, take into account

## **Aamir Mirza**

Aamir Mirza was born on 9 April 1969 in Quetta, Pakistan. He moved with his family to the Punjab province of Pakistan at an early age where they remained until Aamir finished high school, after which time they moved back to Quetta. Aamir continued his education in Quetta, obtaining a bachelors of arts, a bachelors of law, and a Master's of Arts in international relations. Although Aamir's eldest brother encouraged him to pursue a career as a government bureaucrat, Aamir was more interested in community development and choose to work among villages and communities in Pakistan.

Aamir was also interested in studying abroad, and after considering Canada, Australia, England and the United States, he choose to apply to come to Canada to pursue additional education. Although he initially intended to go to Canada only to study, he was told it would be easier to come to Canada if he applied to become a permanent resident rather than apply as a student. Aamir applied through a Canadian immigration lawyer in Islamabad and waited for approximately two years to be interviewed by immigration officials. Following the interview, Aamir was approved to come to Canada within a few months.

Aamir arrived in Canada on 31 May 1999 on a flight from Quetta to Toronto, via Karachi, Dubai and London. He initially lived with his father's cousin in Cambridge, Ontario but after five months of living there and being unable to find work, he moved to Mississauga, Ontario where a friend from Quetta was already living. His friend was able to find him work, first in a factory painting car doors and then in packaging factory. He later found work at a factory assembling mother boards, a job he remained at for approximately one year. While working there, he became acquainted with an employment counsellor from Pakistan who helped him find work supporting newcomers through a non-governmental organization (NGO). Aamir was able to continue working for various organizations assisting newcomers for the next two or three years. In 2002, Aamir returned to school, taking one year program at Humber College in international project management.

Following the devastating earthquake in Pakistan in 2005, Aamir returned to Pakistan to work with the Save the Children organization and offer aid, relief and support. By this time, Aamir had a wife and daughter and lived with them in Pakistan for the next two and a half years. The family returned to Canada in 2008, this time moving to Saskatoon, Saskatchewan. Aamir chose to relocate to Saskatchewan because he wanted his parents and siblings to immigrate to Canada and it would be easier for them to qualify for immigration under Saskatchewan's provincial nominee program. His parents, brother and sister eventually joined him in Saskatoon while one brother remained in Pakistan. At the time of the interview, Aamir worked as an employment counsellor at the Saskatoon Open Door Society and lived in the city with his wife and three children.

**Read the sentences about Aamir Mirza .**

**Decide if each one is true or false.**

**Circle true or false..**

1. \_\_\_\_\_ Aamir was born and raised in Quetta, Pakistan.
2. \_\_\_\_\_ After completing his education, he wanted to pursue a career in community development.
3. \_\_\_\_\_ Aamir first got the idea of coming to Canada from his eldest brother.
4. \_\_\_\_\_ Aamir applied for a student visa, rather than applying for permanent residence.
5. \_\_\_\_\_ It took more than two years for Aamir to apply and be accepted to come to Canada.
6. \_\_\_\_\_ His flight to Toronto made four stops along the way.
7. \_\_\_\_\_ Aamir moved to Mississauga, after spending 5 months in Cambridge Ontario.
8. \_\_\_\_\_ He had a variety of factory jobs before he found work supporting newcomers at an NGO.
9. \_\_\_\_\_ Aamir and his family returned to Pakistan after the 2008 earthquake to help the people.
10. \_\_\_\_\_ The family later moved to Saskatoon to take advantage of the province's nominee program.
11. \_\_\_\_\_ The plan was unsuccessful because they were not able to bring family members to Canada.
12. \_\_\_\_\_ Today Aamir is a husband, father and an employment counsellor in Saskatoon.

**Discussion Question**

How does Aamir's immigration story compare to your own? Are there any similarities?

## **Clarecia Christie**

Clarecia Christie was born and raised in Kingston, Jamaica by her parents Ivy and Clarett with her four brothers and her sister. Following high school, Clarecia attended the University of the West Indies in Kingston, obtaining both an undergraduate and Master's degree at the school. Her first degree was in management studies with a minor in accounting and economics, while her Master's degree focused on international business management. She also did additional schooling in Maastricht, Netherlands, studying marketing for a period of four months.

While completing her Master's degree, Clarecia moved to Barbados to complete an internship at a CARICOM (Caribbean Community and Common Market) export agency. She ended up staying in Barbados for eight years, working first as a marketing researcher and then as a marketing specialist. It was during her time in Barbados that Clarecia first considered immigrating, deciding that she wanted to work in a developed country in her field of international trade. Canada appealed to her the most based on its foreign policy and its safety and security.

Clarecia began the process of moving to Canada in 2005. She left Barbados and briefly returned to Jamaica to say goodbye to family and friends before flying directly to Toronto from Kingston on an Air Canada flight. Although Clarecia obtained permanent residency status in Canada in 2005 and intended to settle in Toronto, she actually spent the next two years going back and forth between Toronto and Barbados. Clarecia was initially unable to find work in Toronto and decided to return to her work in Barbados until she found employment in Canada. In June 2007, Clarecia moved to Toronto on a more permanent basis to avoid losing her permanent residency status. (Canadian permanent residency rules state that a permanent resident must live in Canada for two years out of every five or otherwise risk losing their status). Through her volunteer work on a provincial political campaign, Clarecia was hired as a policy advisor in the office of Ontario's Minister of Health Promotion in March 2008, a job she held until October 2011. In March 2012, Clarecia accepted a position at Ryerson University.

Since arriving in Canada, Clarecia has held numerous volunteer positions, serving as a board member for the Organization of Women in International Trade and becoming involved with the Canadian and African Business Women's Alliance. Clarecia became a Canadian citizen in 2011.

## Comprehension Questions

1. What university degrees does Clarecia have?
2. Where did Clarecia do her education?
3. Why did Clarecia originally go to Barbados?
4. Why was her time in Barbados life -changing?
5. Why did Clarecia choose Canada, and not another country, to immigrate to?
6. How long did it take Clarecia to complete the immigration process?
7. Why did Clarecia return to Barbados shortly after arriving in Canada?
8. What influenced Clarecia's decision to return to Canada in 2007?
9. How did Clarecia get her foot in the door when she returned to Canada? (What does the idiom *get one's foot in the door* mean?)
10. What kind of Canadian work experience has Clarecia attained since arriving in Canada?
11. How many years after she arrived did Clarecia become a Canadian citizen?

## Writing

Write an email to a friend from your home country who is planning to immigrate to Canada. In your email, offer advice and suggestions about how to find a job in Canada. You should consider Clarecia's story as well as ideas and advice from your classmates.

## Issues in immigration (Part 1)

In Canada, as in many countries, attitudes towards immigration and policies of the government have changed over time. At different times since 1869, the Government of Canada has regulated immigrants from different parts of the world. Below is one example of a selective immigration policy.

### Vocabulary

Look at the words and their definitions. Use the words to complete the sentences below.

**restrict** – to not allow something to happen

**amendment** – a change of the law

**exempt** – not affected by a restriction; exception to a rule

**stringent** – prohibitive or strict

**exclude** – to not include or accept someone

**leprosy** – an infectious skin and nerve disease

**exert** – to use power or influence to control something

**merchants** – persons selling goods

1. Many governments have (or had) laws that control or even \_\_\_\_\_ immigration.
2. By using laws, governments try to \_\_\_\_\_ influence over the flow of immigrants.
3. Not all people are treated equal under the law, because some people are \_\_\_\_\_ from certain laws.
4. When people realize a law is unfair, they may request or fight for a(n) \_\_\_\_\_.
5. Some countries have more \_\_\_\_\_ laws than others.
6. Many countries try to protect their citizens' health by denying entrance to people with \_\_\_\_\_.
7. Governments also try to support their country's economy by giving certain privileges to \_\_\_\_\_.
8. Today Canada's immigration policy does not \_\_\_\_\_ anyone based on their ethnic origin.

## What is the “Chinese Head Tax”?

Following the recommendations published in the Royal Commission on Chinese Immigration in 1885, the federal government passed a bill to restrict Chinese immigration to Canada. The *Chinese Immigration Act* imposed a duty of \$50 on every Chinese person seeking entry into Canada, a significant increase from the \$10 duty recommended by the commission. This became the first piece of Canadian legislation to exclude immigrants on the basis of their ethnic origin.

The only Chinese individuals exempted from the entrance fee were diplomats, government representatives, tourists, merchants, “men of science” and students. Vessels carrying Chinese immigrants to Canada were only permitted to transport one Chinese person for every fifty tons of the ship’s total weight. In comparison, ships transporting European immigrants were authorized to carry one person for every two tons of the ship’s total weight. The act also reflected a preoccupation with the health and morality of Chinese individuals, denying entry to any Chinese immigrant found to be suffering from leprosy or an infectious disease, as well as any Chinese woman known to be a prostitute.

Amendments to the act in 1887 expanded the list of individuals exempted from the duty. Chinese women married to non-Chinese men were considered the same nationality as their husbands and therefore excused from the fee, as were Chinese individuals passing through Canada via railway. An additional amendment in 1892 required every Chinese resident of Canada wishing to temporarily leave the country to register with an immigration official prior to their departure.

The implementation of the duty only temporarily reduced the number of Chinese immigrants arriving in Canada. Continued economic growth in British Columbia created a demand for labour, and by the 1890s, Chinese immigrants were once again arriving in Canada by the thousands. Increased Chinese immigration intensified the demands for more stringent regulations against the Chinese. The government of Prime Minister Wilfrid Laurier responded by introducing the *Chinese Immigration Act of 1900*, raising the entrance duty to \$100 per person. This increase did little to deter Chinese immigration and levels remained as high as they had been in previous years. By 1903, the number of Chinese arriving in Canada on an annual basis had grown to 5,000. It was not until the government raised the duty to \$500 per person in 1903 that immigration to Canada became prohibitive for most Chinese individuals. With cheap Chinese labour in short supply following 1903, some Canadian labour contractors found it worthwhile to advance money to Chinese immigrants to facilitate their entrance into Canada. By 1907, Chinese immigration was once again increasing. The interests of business and industry continued to exert considerable influence over the flow of immigration despite the implementation of restrictive immigration policies.

## Guided notetaking

Read about the Chinese Head Tax and take notes about the reading on the outline provided

<b>Chinese Immigration Act</b>	- \$50 _____ - First Canadian legislation to exclude _____ - Exemptions:  - Vessels from China _____ - Entry denied to _____
<b>Amendments in 1887</b>	- More exemptions:
<b>Amendment 1892</b>	Every Chinese wanting _____
<b>Immigration in the 1890s</b>	Chinese immigration _____
<b>Chinese Immigration Act of 1900</b>	Prime Minister _____  Increase the entrance duty _____
<b>Amendment 1903</b>	5000 _____ Increased the duty _____ Many businesses were _____
<b>1907</b>	Businesses and industries _____

## Discussion questions

Have you experienced any discrimination since you arrived in Canada?

What can we do to elevate discrimination in our society?

## Issues in immigration (Part 2)

Another significant period in the history of Canadian immigration took place after the Second World War. This became known as the period of the 'war brides'.

### Vocabulary

Before you read about Canada's War Brides, match the vocabulary word below with their definition, to help you become more familiar with words used in the reading.

#### Vocabulary word

#### Definition

- |                        |   |
|------------------------|---|
| 1. _____ dependents    | a) working together with                            |
| 2. _____ repatriation  | b) persons for whom one is responsible for          |
| 3. _____ deduct        | c) support or sponsorship                           |
| 4. _____ collaborating | d) welcome excitedly                                |
| 5. _____ auspices      | e) returning a soldier to his/her country of origin |
| 6. _____ affirmation   | f) to subtract or take away from the total          |
| 7. _____ hailed        | g) a statement that something is true               |

### Reading Strategies

#### Skimming skills

- Read the title of the article and try to answer the question.
- Predict what the article will be about.
- Read the first sentence of every paragraph.
- Think about the sentences and predict what the article will be about.

#### Intensive reading

- Read the article carefully.
- Circle words you do not understand.
- Underline the main ideas.

#### Critical thinking

- Do you think the question in the title was answered in the reading?

### Who were the "War Brides" and why are they so important?

During and just after the Second World War, almost sixty-five thousand dependents of Canadian soldiers travelled from their countries of origin to Canada to join their husbands. Almost all of these dependents were women and children of Canadian soldiers who had served overseas. While the soldiers were on leave or billeted for service, they met local people and struck up relationships. For about fifty thousand soldiers, courtship led to wartime marriages. Their spouses were known as the "War Brides." Responsibility for the care and well-being of these dependents was not well-established until late in the war. At the outbreak of the war – and despite previous experience with transportation demands for soldier dependents after the First World War – there existed "no scheme for free or assisted passage for dependents of service personnel who served overseas."

As the war progressed, Allied forces began to modify their repatriation policies to provide travel for military dependents, and Canada followed suit. In January of 1942, a plan for transportation of soldier dependents was adopted by Cabinet, based on the payment of a single low cost. This plan, administered under the Immigration Branch, remained in place until August of 1944. At that point, the Department of National Defence assumed complete responsibility for the dependent transportation. This decision reflected the fact that the Army had been deducting pay to an amount of \$200 for some time to cover costs for repatriation of dependents, and had also arranged dependent allowances. This combination of factors was thought to create a "moral responsibility on the Services as to the type and method of transportation of the dependents." The services met this by collaborating with the Canadian Red Cross and setting up an internal unit, the Canadian Wives Bureau. The result of this attention to organization and support for dependents travelling under military auspices was generally positive.

The movement of the War Brides was the earliest major civilian movement linked to the Second World War. 64 446 soldier dependents came to Canada from 1939 through 1946. The vast majority traveled by way of Pier 21, although some arrived by way of other ocean ports or by air travel. The efforts to smooth the path for integration of the soldier dependents into Canada extended to legislative and executive considerations. For example, in 1947, female British subjects married to natural-born Canadian citizens were made citizens as part of the adoption of the *Canadian Citizenship Act*, as were all children born in Canada or abroad to a Canadian parent. Further, Orders-in-Council were passed to affirm the citizenship of soldiers' children. These acknowledgments, though, were either temporary or required affirmation – information that was not clear to many of the dependents. This has resulted in many of this group, hailed at the time as a signal movement of desirable new Canadians, discovering over the years of their residence that they were not Canadian at all. Most had in fact entered Canada as "Landed Immigrants," a status requiring further action before one could become a citizen.

**Chronological Order** – Put the following sentences in the correct order they occurred in time.

\_\_\_\_\_ The Red Cross and the Military Services worked together to set up the Canadian Wives Bureau.

\_\_\_\_\_ During WWII Canadian soldiers developed relationships with women in other countries.

\_\_\_\_\_ The Department of National Defense took over the transporting of dependents because they were subtracting money to pay for the repatriation of the soldier.

\_\_\_\_\_ There were transportation demands for dependents of soldiers in WWI, but not policies were developed.

\_\_\_\_\_ British citizens married to Canadians were given Canadian citizenship, as were the soldier's children.

\_\_\_\_\_ The Immigration Branch of the Canadian government copied other countries and made a plan to transport the soldiers' dependents.

### **Discussion Questions**

As new global situations arise, governments have to make amendments to existing laws. What are some more recent global events or situations that governments have had to respond to?

How did the Canadian government respond the Syrian refugee crisis? How did the government of your home country respond to this situation?

What more should governments around the world do to meet the growing demands of immigration?

## While you are at the *Canada: Day 1* Exhibit

Look for the following items or people. In the space provided, write what the picture represents and why the artist chose to use it in the exhibit. Rank the photos from 1-9 with #1 being the photo you feel was the most powerful symbol of immigration and #9 being the least powerful symbol. Explain your rankings.

"After a most unpleasant trip, my husband and I felt very happy to again stand on solid ground. Just looking at the large sign on the wall, which said **WELCOME** in many languages, made us feel warm."

Elisabeth Anastropoulos,  
arrived via Switzerland, March 6, 1953

« Après un voyage des plus pénibles, mon mari et moi avons




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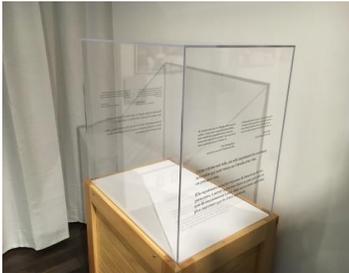
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