

## **Student Handout: Unit 3 Lesson 4**



### **How Immigration Created a Multicultural Foundation**

Suggested time: 2 Hours

#### **What's important in this lesson:**

Other than our aboriginal peoples, Canada was founded and built by immigrants. This lesson will provide you with an opportunity to understand the changing face of immigration in Canada.

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### Complete these steps:

1. In discussion with your teacher and classmates or in your notebook, answer these questions:
  - “What is your heritage?”
  - “Where are your ancestors from?”
2. Either participate in a discuss with your teacher and classmates or write thoughtful answers to the following questions:
  - “How do immigrants contribute to our country?”
  - “What do you think life is like for new Canadians – especially ones that come from a totally different culture to ours?”
3. Read the handout, “Immigration – The Lifeblood of Multiculturalism”, Handout 1.
4. Get a piece of paper and divide it in half. On one half of the paper put the heading “Struggles Immigrants Have Had” and on the other half put the heading “Contributions Immigrant Have Made.” Use the information you have just read to fill in information under each heading.
5. Brainstorm with your teacher and classmates or answer on paper the following questions:
  - “What restrictions could block an immigrant coming to Canada?”
  - “What are the circumstances where Canada would need more immigrants?”
6. Using the internet, available textbooks, and any other material you are provided with, research Ellen Fairclough. Type in key words “Ellen Fairclough and Immigration Policy in Canada”. Focus on her policies on immigration (multiculturalism).
7. Write a one-page friendly letter to Ellen Fairclough expressing your opinion as to how her policies have helped create the multicultural Canada they now live in. Your teacher can show you the Letter Rubric so that you can address the criteria that will be used to evaluate your letter.

### Hand-in the following to your teacher:

- Friendly letter to Ellen Fairclough

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Questions for the teacher:

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## Rubric for Ellen Fairclough Letter

Criteria	Level 1	Level 2	Level 3	Level 4
Layout/Design	Letter is unattractive or inappropriate. Text is difficult to read.	Letter appears busy. Text may be difficult to read.	The letter is eye-catching and attractive. Text is easy to read.	The letter is creatively designed with easily read text.
Information, style, audience, tone	Information is poorly written, inaccurate, or incomplete.	Some information is provided, but it is limited or inaccurate.	Information is well written and interesting to read.	Information is accurate and complete.
Accurate parts of the letter	Improper form is used.	Most elements are missing.	Some elements are missing.	Letter is complete with all elements.
Grammar, punctuation, and choice of words	Grammar, punctuation, and choice of words are poor.	Inaccurate punctuation or grammar.	Grammar and punctuation are fair.	Excellent job on punctuation and grammar.

Additional comments:

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## Immigration—The Lifeblood of Multiculturalism

--by Jack Nahrgang

Canada is a nation build by immigrants, but in the years after World War II, Canada began to be reshaped by immigration from Europe. Earlier in the twentieth century, European immigrants arrived in Canada and filled up the western prairies with their farms and farming communities. That wave of immigration really made Canada a land “from sea to sea”.

Surprisingly, in the ten years between 1931 and 1941, more people actually left Canada than arrived (241 000 out, 149 000 in). With such a movement in and out, immigration did not have as much of an effect on shaping Canadian culture as the numbers of immigrants might suggest. However, in the worldwide dislocation of World War II, a new blueprint of immigration was forming.

In Europe, the war had destroyed whole cities; many people had nowhere to live. These immigrants to Canada were accepted into the country on humanitarian grounds. For example, at the close of the war, hundreds of thousands of Europeans were living in camps for “displaced persons”. The term *displaced person*—or DP for short—referred to the enormous numbers of Europeans who could not return home, either because of the destroyed cities, or due to the violence or oppression awaited them in countries that now had new governments that were not as accepting. Canada took in more than 165 000 DPs between 1947 and 1952.

There were also other waves of immigration many years after the war’s end in 1945. In 1956, for example, the people of Hungary revolted against the control by the Soviet Union over their country, but the rebellion was crushed. When large numbers of Hungarians fled the country, Canada admitted 40 000 refugees. Similarly, in 1968, Czechoslovakia was invaded by the Soviet Union, and Canada admitted 12 000 persons from Czechoslovakia. Many people who were not displaced persons or refugees were also seeking to leave Europe after the war, mainly for economic reasons. From 1941 to 1961 immigration to Canada far out-weighted emigration (more than 2 000 000 in, only 850 000 out).

The new immigrants who came to Canada after World War II moved mostly to the cities and took jobs in the expanding industrial economy. Unlike the immigrants who came to Canada in the early 1900’s, these post-World War Two immigrants did not wish to be re-educated to fit into “British” culture in Canada. They wanted to feel comfortable with their own culture while at the same time enjoying the freedom and peace provided by a Canada not ravaged by war.

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Since the 1930's, British culture had been losing its grip on Canada. We were discovering our own political identity—we no longer saw our country as a British colony. With the arrival of all these immigrant groups, Canada was slowly beginning to plant roots for a future multicultural growth.

The largest single group of immigrants to Canada during the postwar period was from Italy. After the war, the Canadian economy boomed, but there was a severe labour shortage. Italian labourers gladly filled the new needs in construction and manufacturing, accounting for approximately 7 percent of all immigrants to this country. Extended family groups (grandparents, parents, and children) typically immigrated to urban centres in Canada, where they introduced to many cities a new vibrant culture that was neither English nor French. One outcome was that they launched significant cultural changes to Canada. For example, Italian immigrants greatly broadened Canadian eating habits by introducing pizza and pasta. Some of the first multicultural dining experiences for Canadians happened in Italian restaurants. This successful blending of Italian immigrants into urban Canadian life, like that of Chinese and many other immigrants started the idea of a multicultural, and eventually global, Canada.

Before World War II, Canada's immigration policy was racist in nature and practice, permitting little immigration from Asia, or from any other non-white country. New non-white immigrants experienced severe discrimination. In 1947, Prime Minister Mackenzie King told Parliament that his government was determined that the national character of Canada would not change, and he said we had the right not to open our doors to any person who was not a "desirable citizen".

These policies reduced immigration from non-white countries to miniscule totals. In 1951, only 300 Asians from India, Pakistan, and Ceylon—in total—were allowed into the country; in 1955, only 100 immigrants from the British West Indies—and they all had to be single women between twenty and thirty-five years old who would agree to work as domestic helpers for at least one year.

This racist policy was short-lived, thanks in part to the death of King in 1950, and the fact that Canada was starting to contribute to global concerns about human rights. The Immigration Act of 1952 required sponsorship of immigrants from Canadians living in the country. Almost two million immigrants arrived between 1946 and 1958. In one year alone, 1957, a total of 282 163 immigrants came. Canada, with her positive future and desire to behave responsibly internationally opened her doors to them. Europe's hardships were Canada's gains as technicians, carpenters, businessmen and teachers sought new challenges.

Immigration can often be an upsetting element. This was not true of postwar immigration for several reasons. The economy absorbed the new immigrants easily, and the immigrants were willing to take those jobs which

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Canadians tended to avoid. Initially, immigration came from traditional sources—Great Britain and Europe—and due to sponsorship requirements, many of those who came often had relatives already in Canada. This helped in the process of adjustment.

In the years 1951-57, 29.88 percent of immigrants came from the United Kingdom, 34.75 percent from northern Europe, 14.2 percent from other parts of Europe, and 5.47 percent from the United States. Talented and energetic immigrants, cheap mortgages, paved highways, cheap gasoline and hundreds of new schools created a sense of progress within society.

Throughout the 1960's, there were rumblings of more change in immigration policies. Most Canadians, regardless of origin, were beginning to insist on non-racist immigration guidelines. In 1962, Minister of Citizenship and Immigration Ellen Fairclough eliminated racial criteria from the new Immigration Act. The number of sponsored immigrants arriving in Canada dropped as Fairclough's policies placed new emphasis on occupational skill and education in the selection of immigrants. Fairclough's ideas were highly controversial and she alienated both public and official support. In 1962, however, she managed to introduce the new immigration regulations, which for the most part removed racial discrimination from Canada's immigration policy.

In 1967, the "points system" was introduced, in an attempt to provide an objective means for immigration officials to assess the suitability of applicants, thus removing the last racial and ethnic barriers to Canadian immigration. The "points system" established nine factors or criteria for applicants, to enable skilled and unskilled immigrants, including third World hopefuls, to enter Canada. The nine factors could total a maximum of 100 points, and each independent applicant required fifty points to be accepted into Canada. The points system established five long-term criteria, including the applicant's personal qualities, education and training, occupational demand for the applicant's skills in Canada, applicant's skills, and age. Four short-term criteria could also help to satisfy immigration officials of the applicant's suitability to Canada. These included: arranged employment, knowledge of English or French, the presence of a relative in Canada, and the general status of employment opportunities in Canada.

The result was a dramatic change in the sources of immigrants. Non-Europeans, especially immigrants from Asia and the Caribbean, arrived in increasing numbers. It is this time period that Canadians look back on as the beginning of our current multicultural status. Today, immigrants and refugees from the developing world and from other non-European sources outnumber European immigrants by about three to one. As a result, visible minorities have become an increasingly important part of the Canadian society.