

IMMIGRATION:

The Canadian Experience



Inventory Check List

✓	✓	Item	Description	Comments
Suitcase #1				
		Teacher's Guide		
		Non-fiction Books	Pier 21: Gateway of Hope	
			Coming to Canada	
			Faith Communities	
			Island of Hope and Sorrow	
			Kids Book of Canadian Immigration	
			A Life like Mine	
		DVDs	Passport to Canada & Study Guide	
			<i>Talespinners Collection</i>	
			• Christopher, Please Clean Up Your Room	
			• Christopher Changes His Name	
			• From Far Away	
			• The Magic of Anansi	
			• Lights for Gita	
			• The Chinese Violin	
			• Roses Sing on New Snow	
			• The Friends of Kwan Ming	
		Canadian Charter of Rights and Freedoms	Your Guide to the Canadian Charter	
			• English/French	• Arabic
			• Somalian	• Central Cree
			• Serbian	• Chinese
			• Spanish	
		Statistics Canada	• Population by selected ethnic origins	
			• Recent immigration population in 1981	
			• Recent immigration population in 1991	
			• Recent immigration population in 2001	
			• Recent immigration population in 2006	
			• Place of birth of recent immigrants	
		Other Resources	Canada Welcomes Newcomers brochure	
			Canada's Immigration Plan for 2009	
			"Dutch immigrants joined land of liberators"	
			Passages to Canada: Teacher's Resource	
		Briefcase	Wooden statue	
			3 photos: 1970; c. 1950 & Date Unknown	
			Letter to Uganda	
			Wallet: Driving Permit, I.D. Card & Passport	

✓	✓	Item	Description	Comments
Suitcase #2				
		Archival Booklets:	#1	
			#2	
			#3	
			#4	
		Archival Posters (green poly-folder)	<ul style="list-style-type: none"> • Poster recruiting railroad workers • Uranium Steamship Company notice • Canada: the new eldorado 	
		Historical Photographs	16 laminated photographs	
		Postcards from Home	8 laminated postcards	
		Fiction Books (brown folder)	The Jade Necklace	
			Tales from Gold Mountain	
			The Colour of Home	
		Cultural Profiles (brown folder)	Hong Kong	
			China	
			Philippines	
			India	
			Ukraine	
			Taiwan	
		Audio CD	Interview with Annie & William Zylmans	
			Come From Every Way	
		Cotton Gloves	6 pairs	
		Artefacts	Gas Mask	
			Fish Can	
			Klompen (Wooden Shoe)	
			Fishnet & Net Needle	
			Apple Corer	
			Railroad Spike	
			Beaver Pelt	
			Wool Sock	
			Colonial Flag of Hong Kong	
			First Union Flag	
		Other Resource	Canada's Immigration Policy Timeline	

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Introduction

Introduction

This education kit is designed as a resource on Canadian immigration history. It contains primary and secondary sources as well as material specifically designed for the classroom.

This kit is not intended as a chronological or comprehensive interpretation of this topic. Rather, through artefacts, documents, maps and charts, the kit uses the experience of specific immigrant groups or periods of immigration to illustrate the discussion of:

- Who came to Canada and when?
- Why did/do people immigrate to Canada?
- What was it like to journey here?
- What did immigrants bring with them to Canada?
- The importance of primary sources in telling the story of immigration

The objective of this kit is to provide a rich array of resources and activity ideas that direct students to extend their study on immigration in Canada. This kit will tell some of the stories of those who have immigrated here, but nowhere near all of them. It is hoped that the museum kit will encourage a better understanding of our individual and national past, as well as a deeper sense of belonging to our present and future.

The purpose of the Richmond Museum's education kits are:

- To provide school & community groups with a collection of primary & secondary resources that will create a "museum experience" within the classroom.
- To highlight areas of interest to the Richmond community, including but not limited to agriculture, fishing & boat building, the built environment, early inhabitants of Richmond/Steveston, immigration, and multiculturalism.
- To complement the B.C. Curriculum with specifically designed lesson plans and activities, which support the Museum's education mission statement and are accessible for teachers & students in the targeted grade level.
- To support teachers with a wide array of objects, photographs, documents, audio-visual, and text with adaptable components to respond to diverse student needs.
- To be a current and relevant resource based on consistent evaluations and updates from feedback received formally or informally from teachers, students, volunteers or others involved.

Connections to the BC Curriculum

This education kit was designed specifically to complement the BC Ministry of Education’s Social Studies curriculum for Grades 5 & 6; however, suggestions for adaptation for use in the Social Studies 10 classroom and with ESL groups have been made along with the inclusion of additional worksheets. Suggestions for cross-curricular learning are emphasized in many of the outlined activities, integrating many of the Grades 5 & 6 Prescribed Learning Outcomes for Language Arts and Mathematics as well.

Social Studies Prescribed Learning Outcome Connections

Grade 5

1. Apply critical thinking skills to a range of problems and issues.
2. Use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada.
3. Gather a body of information from a variety of primary and secondary sources.
4. Create a presentation on a selected topic.
5. Defend a position on a selected topic.
6. Assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada.
7. Describe the contributions of significant individuals to the development of Canada’s identity.

Grade 6

1. Apply critical thinking skills to a range of problems and issues.
2. Interpret graphs and various types of maps.
3. Evaluate the credibility and reliability of selected sources.
4. Assess diverse concepts of Canadian identity.
5. Compare Canadian society with the society of another country.
6. Relate a society’s artistic expression to its culture.
7. Assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedoms.
8. Compare individual and collective rights and responsibilities in Canada with those in other countries.

Grade 10

1. Apply critical thinking skills.
2. Analyze Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts.
3. Evaluate the influence of immigration on Canadian society from 1815 to 1914.

Language Arts Prescribed Learning Outcome Connections

Grade 5

1. Use speaking and listening to interact with others for the purposes of:
 - ◆ contributing to a class goal;
 - ◆ sharing and explaining ideas, viewpoints, and opinions (e.g., debating);
 - ◆ improving and deepening comprehension;
 - ◆ solving problems;
 - ◆ completing tasks.
2. Select and use **strategies** when interacting with others, including:
 - ◆ accessing prior knowledge;
 - ◆ making and sharing connections;
 - ◆ asking questions for clarification and understanding;
 - ◆ taking turns as speaker and listener;
 - ◆ paraphrasing to clarify meaning.
3. Read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, including:
 - ◆ non-fiction books;
 - ◆ textbooks and other instructional materials;
 - ◆ visual or graphic materials;
 - ◆ reports and articles from magazines;
 - ◆ newspapers;
 - ◆ reference material;
 - ◆ appropriate web sites;
 - ◆ instructions and procedures.
4. View and demonstrate comprehension of visual **texts** (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising).
5. Write a variety of clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions.

Grade 6

1. Use speaking and listening to interact with others for the purposes of:
 - ◆ contributing to group success;
 - ◆ discussing and comparing ideas and opinions (e.g., debating);
 - ◆ improving and deepening comprehension;
 - ◆ discussing concerns and resolving problems;
 - ◆ completing a variety of tasks.
2. Use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**.

3. Read **fluently** and demonstrate comprehension and interpretation of a range of **grade-appropriate** literary **texts**, featuring variety in **theme** and writing techniques, including:
 - ◆ stories from Aboriginal and other cultures;
 - ◆ literature from Canada and other countries.
4. Read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts** with some specialized language, including:
 - ◆ non-fiction books;
 - ◆ textbooks and other instructional materials;
 - ◆ visual or graphic materials;
 - ◆ reports and articles from magazines and journals;
 - ◆ reference materials;
 - ◆ appropriate web sites;
 - ◆ instructions and procedures;
 - ◆ advertising and promotional materials.
5. Write a variety of clear, focused **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring:
 - ◆ clearly developed **ideas** by using effective supporting details, explanations, comparisons, and insights.
6. Use writing and representing to express personal responses and relevant opinions about experiences and **texts**.

Grade 10

1. Interact and collaborate in pairs and groups to:
 - ◆ explore experiences, ideas, and information;
 - ◆ gain insight into others' perspectives;
 - ◆ respond to and **analyse** a variety of **texts**.
2. Listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering:
 - ◆ purpose;
 - ◆ messages;
 - ◆ **tone**;
 - ◆ effects and impact;
 - ◆ bias;
 - ◆ **context**, including historical and cultural influences.
3. Use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including:
 - ◆ extending understanding by accessing prior knowledge;
 - ◆ making plausible predictions;
 - ◆ summarizing main points;
 - ◆ generating thoughtful questions;
 - ◆ clarifying and confirming meaning.

4. Read, both collaboratively and independently, to comprehend a variety of literary **texts**, including:
 - ◆ literature reflecting a variety of times, places, and perspectives.
5. Read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with increasing complexity of ideas and **form**, such as:
 - ◆ articles and reports;
 - ◆ biographies and autobiographies;
 - ◆ textbooks, magazines, and newspapers;
 - ◆ print and electronic reference material;
 - ◆ advertising and promotional material;
 - ◆ opinion-based material;
 - ◆ student-generated material.
6. Write effective **imaginative texts** to develop ideas and information to:
 - ◆ strengthen connections and insights;
 - ◆ explore and adapt literary **forms** and techniques;
 - ◆ experiment with increasingly sophisticated language and style;
 - ◆ engage and entertain.

Why Use Objects In The Classroom?

To learn about the present:

A major benefit of object-based rather than word-based learning is a greater appreciation of the role of 'things' themselves in our own lives. Things form our world and are as significant to us as language for comprehending it. Think about some common objects from our everyday lives; they aid us in obtaining food, water, warmth and shelter and they figure prominently in everyday activities such as communication, family life, religion, work, art and entertainment.

To learn about the past and other cultures:

In the same way that everyday objects from today tell us about our lives, looking at objects from the past can allow us to explore the lives of people long ago, especially those who provided no permanent written information about themselves (e.g. The urban poor, babies, prehistoric people,). Understanding how to interpret objects creates positive links between today's pupils and other societies throughout the world past or present. Objects from other cultures can tell us a lot about that society.

To motivate:

Objects can be used with all ages, levels and abilities. Handling objects is a form of active learning that engages children in a way that other methods often fail to do. Objects provide a concrete experience that aids or illuminates abstract thought. Objects provide creative and emotional stimulus. They provide material for art, imaginative writing and drama. They are real rather than abstract, and thus they aid the memory.

To develop critical thinking skills, knowledge and concepts:

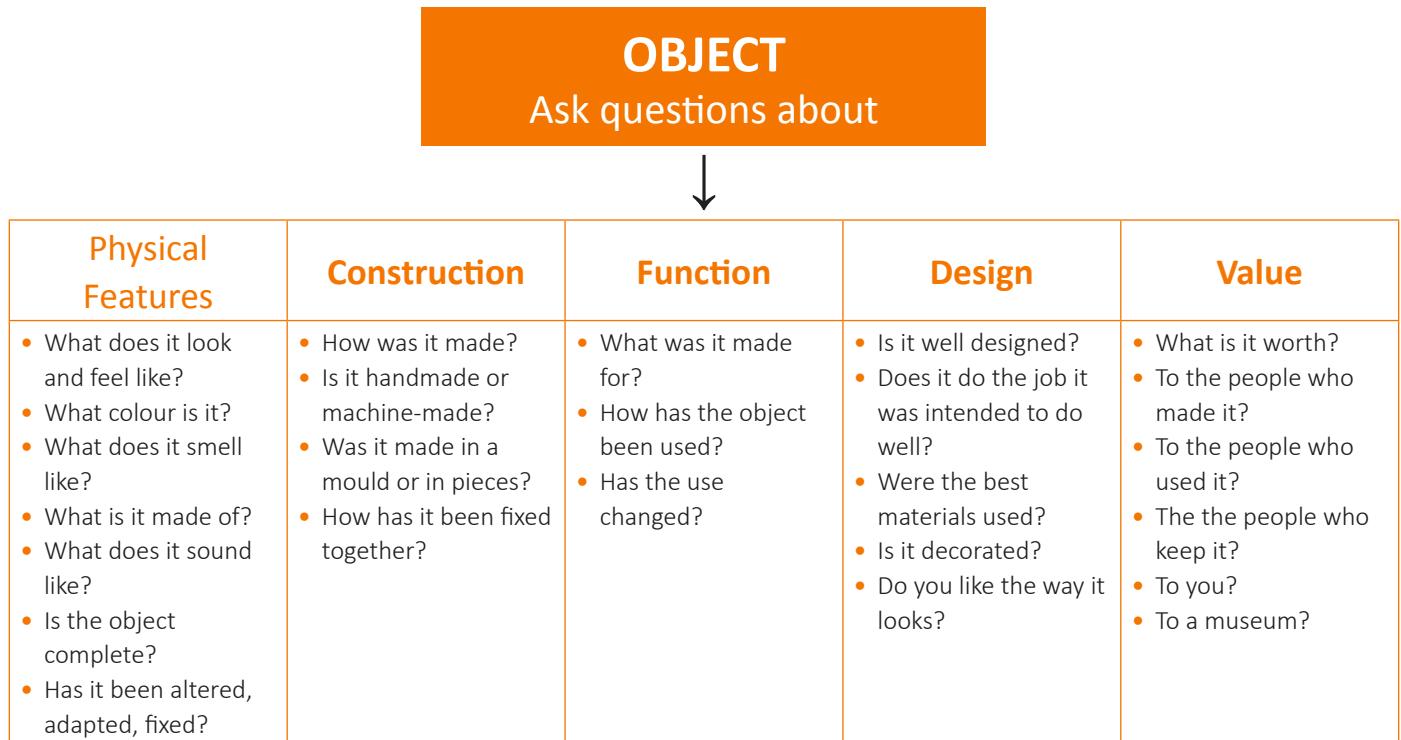
Skills, knowledge and concepts which can be developed by using objects include:

- locating, recognizing, identifying, planning
- handling, preserving, storing
- observing and examining
- responding, reporting, explaining, displaying, presenting, summarizing
- relating structure to function, classifying, cataloguing
- experimenting, deducing, comparing, concluding, evaluating
- appreciation of cultural values
- the meaning of symbolic forms
- the social, historic and economic context within which items featured
- the physical effects of time
- chronology, change continuity and progress
- design as a function of use, availability of materials and appearance
- fashion, style and taste

Adapted from A Teacher's Guide to Learning from Objects. (1990). English Heritage

A Framework For Investigating Objects

The diagram below outlines a method of investigating objects. You may want to give students a worksheet like this to help them analyse an object. Ultimately they should be able to frame their own questions and set about answering them.



Source: *A Teacher's Guide to Learning from Objects*. (1990). English Heritage

How To Handle Artefacts

Six pairs of light cotton gloves are included in the kit, and must be worn when handling the artefacts.

Not only must artefacts be safely stored, they must also be handled carefully. The following are examples of rules followed by museum personnel when handling artefacts. Please go over them with your students prior to handling artefacts:

General Rules

- Notify museum staff immediately of any loss or damage.
- Always use gloves when handling artefacts
- Cleanliness is essential: do not drink or eat around objects.
- Do not use pens or sharp objects around objects.

Before you pick up an object

- Are your hands clean?
- Are you wearing gloves?
- Are you wearing any jewellery that could damage the object?
- Examine the object carefully—are there any weaknesses or repairs that you need to be aware of?

When you pick an object up

- Use both hands.
- Never pick it up by the handle, rim or a projecting part.
- Pick it up by its most solid component.
- Handle only one object at a time.
- Never leave artefacts unattended or unsecured.

When you are finished with the objects

- Store artefacts in their places in the kit
- Please put some thought into storage arrangements so that objects are not leaning against one another or on top of each other.

* If students notice the catalogue number on an artefact, take this opportunity to explain how museums look after their artefacts. Each object in the collection receives a unique number. This number identifies the object's date of entry into the collection and is used on all documentation.

For example, at the Richmond Museum, 979.1.3. refers to: 979 is 1979, the year the object was accepted. 1 is the first donation of the year and 3 is the third object in that donor's donation.

Primary Sources and Secondary Sources

This education kit includes both primary and secondary sources and it is important for students to understand the difference between the two before analyzing these artefacts or documents.

Primary Sources

- First-hand original accounts, records, or evidence about an object, person, or event
 - ◆ letters and diaries
 - ◆ personal experiences
 - ◆ interviews on tape, in print or in person
 - ◆ poems and songs from the time period
 - ◆ artefacts
 - ◆ sketches, illustrations, paintings, photographs
 - ◆ original maps
 - ◆ sculptures
 - ◆ film clips and cartoons
 - ◆ posters, pamphlets and advertisements
 - ◆ laws and proclamations, and treaties
 - ◆ census reports
 - ◆ records of court cases or legal documents

Secondary Sources

- An account, record or evidence derived from original or primary sources
 - ◆ reference books
 - ◆ journal articles
 - ◆ textbooks

Analyzing Artefacts

Analyzing Artefacts

This section contains descriptions of the artefacts housed in the kit, information on learning with artefacts, as well as a series of questions focusing on the specific artefacts contained in the kit.

The artefacts featured in the worksheets in this section have been chosen for their ability to represent some reasons why people immigrated to Canada at various points in history. They represent either the “push” or “pull” factors of immigration. Use these objects as a springboard for a discussion on push and pull factors.

Artefacts and complementary archival materials form an excellent resource in the study of past and present societies and events.

There are a few ways to analyze the artefacts in the kit:

1. General Activities for Using Objects in the Classroom (Hook or Prep):

These activities work particularly well for younger students. You may also want to use one of these activities as a “hook” to engage students before analyzing the actual artefacts. Finally, use one of these activities with a common classroom object to prepare students for working with the actual artefacts.

2. Analyze artefacts as a class (Limited class time):

Analyze the artefacts as a class using the “Strategic Questioning” or “5 Ws” model. Start with general observations, such as the physical properties of the object. Then build on this knowledge with more analytical questions, for example, its purpose.

Focus on: the process of investigation and using evidence to support their answers.

3. Analyze artefacts in small groups (1-2 classes):

In small groups, students are given an object to analyze using the “Analyzing Artefacts” worksheet as a guide (worksheet is at the end of this section). Don’t forget your gloves! Present results of the investigation in a written report, oral presentation, or in a class discussion.

Extension: Research questions that were raised and present their findings in a written or oral report.

Focus on: the process of investigation, using evidence to support their answers, and working cooperatively to reach conclusions.

NOTE: “Analyzing Artefacts” worksheets are contained in the blue folder in the kit.

General Activities for Using Objects in the Classroom

Grouping Skills

Find a group of objects and have students choose criteria by which to sort the objects, e.g. colour, size, materials, etc. In each case, they must name the individual item, sort and label the group appropriately.

Story/Drama

Use a set of artefacts to illustrate a story or invent a play that would reveal something about the artefacts (function, era, value etc.). Have students do the same.

Art

Use artefacts as models in the art program. The material, function, decorative motif and so on may be explored in a variety of artistic methods.

Cultural Themes

Look at artefacts to form cross-cultural comparisons. What do we use instead of this tool/instrument, implement/apparel? Describe differences and similarities. Never assume they have the same meaning/significance in each culture.

Exhibits

Have the students bring in some of their collections from home and create their own display or exhibit. Such elements as label-writing, graphic interpretation, mount making can be investigated prior to setting up the exhibit. They can use the rules of handling artefacts when setting up a display of their collections. A visit to the Museum would be beneficial to discuss the conscious choices museums make when constructing an exhibit.

Conservation

How many of us have left our bike out in the rain later to find it rusted? Or left a computer or laser disk in the sun or cold later to find it no longer useful? Use these two examples to begin a discussion around the causes of damage to objects. Make a list of the factors leading to the deterioration of objects. This should include light, heat, and so on.

Source: [A Teacher's Guide to Learning from Objects](#). (1990). English Heritage

Strategic Questioning

Use this activity with your class as an engaging introduction to looking at objects.

Even the most ordinary object can reveal a range of information if you learn to look hard and ask the right questions!

Take the chair you are sitting on...

- Is it comfortable? Why? Why not?
- What is it made of? How do you know?
- Why do you think those particular materials were chosen?
- What does it smell like? What do those smells tell you about it?
- Has it ever been repaired? How? Why?
- Is it clean? Who cleans it, and what do they use?
- Is it decorated in any way?
- Does it match anything else in the room?
- Why are you sitting on that particular chair? Was it the only one available or did you choose it? Why?
- Who bought the chair? Why did they choose this type? Is it the same or different from the other chairs in the room?
- Are the other chairs being used for other purposes?
- Have you looked underneath the chair yet, or run your fingers down the side of it? Does this alter any of your answers?
- Now add another ten questions of your own!

Can you see the diverse the range of questions an ordinary household object can raise?

Can you see how much the answers tell you about your society, its tastes, preferences, aesthetics, design sense, level of craftsmanship, standard of living etc?

Imagine if the chair was found 100 years from now. What would people be able to find out about us?

Now you can group the questions into categories according to what aspect of the object you are concerned with.

Source: A Teacher's Guide to Learning from Objects. (1990). English Heritage

Object Fact Sheets

The following object fact sheets contain a list of possible questions (along with answers) that students should ask while examining the objects included in this kit. Each of the objects have been chosen for their ability to represent a reason why people immigrated to Canada at various periods in history. For example, an old railroad spike can be used to introduce the topic of the building of the Canadian Pacific Railway and the thousands of labourers who were brought in from around the world to help build it.

All objects represent either a “push” or “pull” factor related to immigration. Use these objects as a springboard for discussion on why people have come to Canada throughout various periods in history. Please note: These objects are by no means a comprehensive representation of all the immigration push and pull factors – merely a small sample.

Railroad Spike



What:

is it made of? Iron

does it feel like? Rough and rusty

industry would this have been used in? Railroad building

How:

has the object been used? Steel spikes were used to fasten rails to railroad ties (or sleepers). They were hammered into place.

has the use changed? Today on high-speed lines bolts are used instead to keep rails secure. Spikes are not strong enough for high-speed modern trains.

is it decorated? No. This utilitarian object was made for industry and not decoration.

Why:

is it roughly marked? Workers used a hammer to drive the spike into place making dents in the nail.

might museums find this object valuable? It shows how railroads were built in the late 1800s. Today the laying down of tracks is done with machines so railroad spikes are not dented.

Who:

would have used this? Railway workers. Newly arrived immigrants did most of the work building the Canadian Pacific Railway. Two-thirds of the workers were Chinese.

would have benefited from this? The entire country. Before the Canadian West could be populated with farmers and its resources exploited, it was necessary to build railroads to bring in the settlers and workers, and to take out the goods they would produce.

What immigration “pull” factor does this railroad spike represent?

The building of the Canadian Pacific Railway. Thousands of labourers were brought in from central, southern and Eastern Europe, and Asia in the late 1800s to do the rough work of building the railroad. Two-thirds of these labourers were Chinese. The CPR wanted labourers who would work hard for little pay and preferred immigrant labour for several reasons. One was that it was cheaper to hire newcomers. New arrivals to Canada accepted low wages because their choice of jobs was limited. Another reason why contractors preferred immigrant labour was because they often did not speak English or French and because they worked alongside people from different countries they could not talk to each other. If the workers did not share a language, they could not unite to change bad working conditions, or get better safety, food, housing, or pay.

Read: “I’ve Been Working on the Railroad” in *Coming to Canada* by Susan Hughes

Fishnet and Needle



What:

is it made of? Wood and rope

industry would this have been used in? Fishing
does it tell us about early times in Richmond?

Fishing was an important industry. Early fishermen made new nets or repaired old ones using a needle like this one. It would take about one and a half months to make a new net.

How:

is it different from what we would use today?

Fishermen still use net needles today but they are made of plastic and the nets are made of nylon. Most nets are made by machines today.

have these objects been used? The needle was used to repair torn fishing nets or make new ones. The fishermen moved the needle in and out to reweave the net. The size of the mesh on the net must differ according to the species of fish to be caught.

Why:

was mending important? So the fish don't escape through the holes in the net.

would a museum find these objects valuable?

To remember what net needles and fishnets used to be like.

What immigration “pull” factor do these objects represent?

Economic opportunities in the Fishing Industry. Among the earliest Europeans to come to Canada were fishermen. From the 1500s and for several centuries later, fishermen were shipped from Portugal, France, Spain, and England to the Canadian coasts for the summer fishery, and shipped back home in the fall. The first settlers of Newfoundland were seasonal fishermen who had to hide in the many coves and inlets because the British government did not want to lose them as fishermen by allowing them to settle. In the 1800s, settlement in Newfoundland became legal. Soon after, fishermen from Europe and Asia came and established communities along the east and west coasts.

In British Columbia the fishing industry provided employment to thousands of immigrants from all over the world. Men and women from Japan, China, India, and Sweden, for example, came to British Columbia to work in the hundreds of canneries that lined the Pacific coast.

For more information, see “In Their Words: The Story of BC Packer” www.intheirwords.ca

Beaver Pelt



What:

is it made of? Beaver fur

does it feel like? Soft and thick

does the object tell you about the period or culture that it's from? Furs were in great demand and were used for a variety of purposes.

was it used for? The fur of the beaver was a major source of riches for Europeans. Early explorers traded European goods such as weapons and tools in exchange for fur with First Nations people. Beaver fur was worn by First Nations before being traded with Europeans.

Who:

was involved in the fur trade? European (mostly French and English) traders and First Nations.

Why:

was beaver fur used? There were many beavers in Canada and the beaver fur was particularly good for making hats. Although hat styles changed many times, almost all hats were made of beaver fur. The beaver hat was once the rave of the fashion world in Europe. Wearing a “beaver,” as these hats were known, showed that its owner was important and rich.

might a museum find this valuable? It is a reminder of the fur trade. The colonies that had been founded partly on the strength of the

demand for beaver fur continued to grow to become the Canada of today.

What immigration “pull” factor does the beaver pelt represent?

The Fur Trade. Both England and France were very involved in the fur trade. Furs were exchanged at trading posts or forts throughout Canada. Many of these posts later developed into Canada’s earliest towns and housed Canada’s first European immigrants.

Profits to be made in the fur trade were a big attraction to early settlers from France. In the seventeenth century, Henry IV of France granted the first of a series of fur trade monopolies in the hope of securing part of the lucrative business for France. In return for these trading privileges, the fur merchants were to promote permanent settlement in New France. At the same time that what is now Canada was being settled by the French, the area just to the south, now in the United States, was being settled by the English and others. The English obtained furs from the Iroquois. As furs became scarce in the Iroquois area, the English encouraged the Iroquois to attack the French and Huron in order to gain control of the rich fur areas to the north. By the middle of the nineteenth century, silk hats came into fashion and the demand for beaver fur fell.

Read: *Explorers and Furs* in “The Kids Book of Canadian Immigration” by Deborah Hodge

Gas Mask



What:

is it made of? Rubber and metal

was it used for? To protect people from breathing poisonous gases often used during wars

does this object tell about the period or culture it is from? It tells us that the culture that it is from was engaged in war.

kind of people used it? People in the military. Sometimes these were handed out to civilians by the military to protect them against poisonous gases.

When:

was it made? In the 1980s

was it used? In the 1980s until 1990s

Why:

was it made? To protect soldiers and civilians from inhaling poisonous gas and smoke during wars.

is this particular object no longer in use? As technology progresses and new weapons are made so do the protective gear. Safety equipment, such as this gas mask, should be updated frequently to make sure that it is still working. A gas mask from WWII would no longer be safe to use today.

What immigration “push” factor does this represent?

War. War is a reason why many people leave their home country and immigrate to Canada. During the Second World War many European women had married Canadian soldiers. After the war these women came to Canada to join their husbands. War brides were the largest group of immigrants to come to Canada since the 1930s. There were also many refugees who came after the second world war since they were homeless and jobless. Over one million immigrants were admitted to Canada following the second world war.

Refugees are still welcomed to Canada today to help those who are fleeing war torn countries. About 200 000 immigrants arrive in Canada each year and about 10% of these are refugees.¹

¹ Source: *Citizenship & Immigration Canada, Facts & Figures 2000.*

Apple Peeler



What:

is it made of? Almost entirely of cast iron.

differences do you think a domestic worker would find in a Canadian home today compared to a Canadian home a hundred years ago? Most of the domestic items today use electricity and save time. Before dishwashers, vacuum cleaners, and washing machines all of these things had to be done by hand. This was a full time job and usually required several people to do it. Households were also generally larger than they are today so there was more work.

When:

was this used? This invention was used in Canadian kitchens in the nineteenth and early twentieth century. Some people still use it today although it has generally been replaced by a smaller hand peeler.

How:

was it used? It was clamped to a table and an apple was stuck on the fork. When the handle was turned, the apple was peeled as it revolved around a cutting knife.

is this similar to what we use today? Today apples are peeled with a smaller hand held peeler. In high production kitchens an automatic peeler would be used.

Who:

would have used this? Domestic workers. Most of the household workers were women. In British Columbia, some were Chinese men, who were hired to do household work.

would find this valuable today? Some people might still find this useful to use in a kitchen. Museums would find it valuable because of what it tells us about the past.

What immigration “pull” factor does this apple peeler represent?

Economic opportunities as domestic workers. Canadian kitchens were important centres of work. There was too much work for one person to do in the kitchen. Those who could afford it tried to find someone to come in and do all or most of the work. Most were women but in BC some were Chinese men. Chinese men were hired to do household work because they were efficient workers, and were willing to do the work for low wages. It was hard work and did not pay well. Until more domestic servants could be induced to immigrate to Canada, households had to try to get along without them. Bringing over domestic servants from Europe was an important part of Canadian immigration policy from the early nineteenth century to the middle of the twentieth. Government pamphlets such as “Women’s Work in Canada” (see “Analyzing Historical Documents”) emphasized the endless demand for these workers.

First Union Flag



What?

is it made of? Nylon.

are the shapes and colours of the parts?

Red, white and blue. The flag consists of a red cross on white background (representing England), and a white cross on blue background (representing Scotland). These were the two countries that made up the United Kingdom in the 1700s

was it used for? The flag could only be flown by Loyalists under the protection of the British Army or while serving in a Loyalist Regiment. It symbolizes allegiance with the United Kingdom.

Who?

is this associated with? Loyalists and the British.

When?

was this made? How can you tell? In the 1980s. This is a replica and not an original flag dating from 1700s. An original First Union Flag would have been made from cotton and not nylon and it would be too fragile to have in the education kit. A flag that is 300 years old would be torn up and weathered from use.

Why?

was it made? The flag would be placed anywhere where the Loyalists were. Flags

represent countries and territories under the control of a country.

How?

is this flag different from the Union Jack? The Union Jack has a red “x” representing Northern Ireland. The First Union Flag only represents Scotland and England. Ireland wasn’t incorporated into the United Kingdom until 1801.

What immigration “push” factor does this flag represent?

Refugees. The Loyalists were among the first refugees to come to Canada. Loyalist immigrants came to Canada from the United States during and after the American Revolution in the 1780s. They were called Loyalists because they supported the British government during the war. They faced persecution from the Revolutionists; their lands and homes were seized and many faced the humiliation of being tarred, feathered, and run out of town. The Loyalists settled in parts of Ontario, Nova Scotia, and New Brunswick. At this time, most of the inhabitants of Canada were either French or First Nations. As the government wished to make Canada a British country, settlers of British origin like the Loyalists were desirable. **The London family, Richmond pioneers who established London Farm, belonged to this group of immigrants.**

Colonial Flag of Hong Kong (1959 – 1997)



What:

is it made of? Nylon

do you notice about the symbols? The flag is contains a Union Jack and a coat of arms with the words “Hong Kong” in the middle.

When:

was this made? How can you tell? Between 1959 and 1997 because this design was used from 1959 until Hong Kong was handed over to China in 1997. Now Hong Kong has a new flag. Probably made in the 1990s because the flag is in very good condition and the colours are still bright.

Why:

might this be valuable? This flag is no longer in use because Hong Kong is now part of the People’s Republic of China and they have a new flag.

What immigration “push” factor does this object represent?

Political uncertainty in home country. In the 1980s, a new type of immigrant was added to the Immigration Act: those who belonged to a “business” class. That is, anyone wanting to bring significant entrepreneurial or business funds to Canada could immigrate here.

Many of this new class of immigrants were of Chinese origin and came from the island colony of Hong Kong. During the 1980s and ‘90s, capitalist business people living in Hong Kong were anxious over the Chinese government’s impending treaty take-over of the island from Britain, which occurred in 1997. They looked to Canada as a place to resettle and do business, since China had been a communist country since the late 1940s.

Between 1983 and 1996, about 700,000 Chinese business people (mostly from Hong Kong) came to settle in Canada and mostly in Vancouver. It was easy for them to enter Canada due to their Commonwealth of Nations connections. According to statistics compiled by the Canadian Consulate in Hong Kong, from 1991 to 1996, about 30,000 Hong Kongers immigrated annually to Canada, comprising over half of all Hong Kong emigration and about 20 percent of the total number of immigrants to Canada.

Klompen



An example of what immigrants brought with them to Canada. To be studied in conjunction with the Oral History excerpt.

These Klompen, or wooden shoes, come from the Netherlands. Holland is a low-lying country and much of its farmland was covered by the sea before the famous dikes were built. This makes the soil very moist and rather sticky. Leather shoes would not be practical, for they would be damaged by the moisture and quickly rot. Therefore, the rural people wore wooden shoes.

When the Dutch first began to come to Canada, they brought their klompen with them. Most of them had been farmers at home and expected to be farmers here. They expected that their klompen would be as practical and necessary a part of farming here as at home. But that was not the case. The soil conditions in the Prairies are different from those in Holland, and the climate in Canada is much more severe. Wooden shoes are not very warm in winter, and not very good for walking on snow and ice.

So the Dutch in Canada began to use other types of footwear, and their klompen came to be used for special, ceremonial occasions. The klompen changed from a practical object, used in the work of everyday life, to a symbol of the culture, the way of life, that the immigrants had left behind.

Kit Connections

Listen to track 7 of the interview with Annie Zylmans as she describes bringing her wooden shoes to Canada.

Analyzing Artefacts Worksheet 1

Properties of Man-made Artefacts	Observe & Discuss <i>What can you find out about this object by using your senses?</i> <i>What can your group find out by talking about this object?</i>	Research <i>What questions would you like to answer about this object?</i>
History <ul style="list-style-type: none"> • Who made it? When? Why? • Who has owned it? • Is there writing on it? • Has it been changed since it was made? 		
Physical Features <ul style="list-style-type: none"> • What is it made of? • Describe its shape, size, weight, smell, and sound. • Is this a complete object or part of one? 		
Construction <ul style="list-style-type: none"> • How was the object made? • Would this have needed special skills or equipment? • Describe the materials it is made from. 		
Function <ul style="list-style-type: none"> • What was it made to do? • Does it have a practical function? • Is it a toy? Is it decorative? 		
Design <ul style="list-style-type: none"> • Does it do what it should? How well? • Has the design of similar objects changed over time? 		
Value <ul style="list-style-type: none"> • What is it worth? How do we establish value? • Who would find it valuable? Why? • Has its value changed? Why? • Does it have sentimental value? To whom? Why? 		

Source: Museum Magnet Schools. *The State of Queensland, Dept. of Education. 2004*

Analyzing Artefacts Worksheet 2

1. What is it made of?

2. What do you think it was used for?

3. Who would have used it?

4. Do we still use objects like this?

5. What are some good ways to record information about artefacts?

6. What does this object tell you about the reasons why people immigrated to Canada?

7. How would you find out more information about the artefact? What resources would you use?

Analyzing Artefacts Worksheet – ESL/Primary

1. Write down 10 adjectives that come to mind when you look at the artefact (think about its shape, colour, size, material...):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write down 3 questions that you would like answered, after you have looked at the artefact:

3. Is the artefact:

- a) Decorative?
- b) Functional?
- c) Symbolic?

4. Why do you think so?

Analyzing Historical Documents

Analyzing Historical Documents

Historians use different types of primary sources when studying the past. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you better evaluate the reliability of the source.

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

Remember, just because something was published does not make it truthful, accurate, or reliable. Every document has a creator and every creator has a point of view, blind spots, and biases. Even biased and opinionated sources, however, can tell us important things about the past.

The following are a set of documents related to Immigration and a worksheet to guide your analysis. When you are finished, you may want to discuss your analysis as a class or present your analysis as a report.

“Say Something”: A Reading Strategy

This is a useful reading strategy to help students better understand the material and prepare them for more meaningful analysis. The instructions below are for pairs, but can be adapted for a class or small group activity. Alternatively, use these strategies for individual reading and have students record their thoughts in a journal.

1. With your partner, look over the piece of text and decide together how far you will read silently before stopping to “say something” – the ‘something’ might be a question, a brief summary, a key point, an interesting idea or a new connection.
2. Once you have reached the chosen stopping point, both partners “say something”.
3. Continue the process until the selection is completed.

Prompts:

- I think that...
- Why did...
- At first I thought...but now I think...
- This is confusing because...
- I like this part because...
- This reminds me of...
- I wonder if...
- Do you think that...
- I don’t like this part because...

Source: Wellman, B. and L. Lipton (2004). *Data-driven dialogue: A facilitator’s guide to collaborative inquiry*. MiraVia, LLC: Sherman, CT.

Questions To Help You Analyze Historical Documents

In general, here are a few questions to enhance your class discussion of historical documents.

1. Who wrote the document?
2. Who was the intended audience?
3. What was the story line?
4. Why was the document written?
5. What type of document was it, or what was its purpose?
6. What feelings does this document attempt to convey to the audience?
7. What were the basic assumptions made by the author?
8. Can I believe this document? Provide evidence for why or why not.
9. What can I learn about the society that produced this document?
10. What does this document mean to me?

Historical Documents In This Kit

The following documents can be found inside the brown folder. They include:

- **Booklet 1:** “Come to Canada” – a collection of pamphlets, intended to attract immigrants to Canada from various periods in history.
- **Booklet 2:** “Classes Canada Wants” – a collection of posters and pamphlets aimed at attracting a certain kind of immigrant.
- **Booklet 3:** “Passports”
- **Booklet 4:** “Papers Please” – papers, regulations and immigration procedures.
- **Posters** – a collection of replica historical posters.
- “Dutch immigrants joined land of liberators” – newspaper article recounting the story of local Richmond, BC immigrant.

Detailed descriptions of documents:

Booklet 1: “Come to Canada”

This collection of pamphlets, intended to attract immigrants to Canada, gives an idea of the methods of recruiting settlers. Pamphlets were used by individuals, organizations, private companies, and provincial and federal governments.

All of these pamphlets have the same purpose, but they are slightly different methods. One kind of pamphlet was aimed at persuading people to come here. It might point to features that would be attractive to immigrants, such as easy-to-get land, or good job opportunities. Another kind was aimed at telling future settlers about Canadian conditions and how to prepare for them. This would usually include descriptions of economic, geographical and social conditions here. Some emigrants’ guides were detailed and complete, and therefore helpful. Others were not. These pamphlets were printed in many languages as can be seen by the covers of the examples included in this selection.

Booklet 2: “Classes Canada Wants”

In addition to the types of advertising provided in the pamphlets shown in Booklet 1, there was a third type of pamphlet aimed at attracting a certain kind of immigrant. Classes Canada Wants, for example, was the title of a series of little pamphlets published by the government around the turn of the century. The series appeared under a variety of titles and lasted for many years. In the example, it states that Canada is interested only in settlers with capital, experienced farmers and farm workers, and domestic servants. These three types of workers were always in demand here. Other types have been recruited or rejected over the years, depending upon such things as the state of the Canadian economy and the immigration laws at various times. At different times Canada has rejected people on the basis of race, class, education, sex, political or religious beliefs, and for various other reasons. This is called a selective immigration policy.

Government pamphlets such as “Woman’s work in Canada” emphasized the endless demand for domestic workers. Canadian and British women formed organizations to select, transport and place servants in Canadian homes. British servants were preferred by these organizations, which reasoned that the servants could help to build a British Canada by eventually marrying and establishing British families.

Also included in this section is Citizenship and Immigration Canada’s Immigration plan for 2009 listing targeted numbers of immigrants defined by class. This makes for an interesting comparison with historical immigration policy documents.

Booklet 3: “Passports”

Both these passports belonged to Ruza Meiselova, a young Czechoslovakian Jew from Germany. Passport A was genuine: her nationality and her religion were accurately identified. This was her schoolgirl passport with which she travelled through Europe. After the beginning of the Second World War, however, it was dangerous to be a Jew in Europe. Meiselova managed to get to North Africa where she obtained passport B. This passport was false. In it she was identified as a stateless person of non-German, non-Jewish origin. Had she been identified as either German or Jewish, she would not have been able to leave. By following the intricate trail of the lies and half-truths that Meiselova had to tell at various stages of the journey, we can see how she made her way to Canada. The details of her unusual journey gives us an idea of the problems some immigrants travelling during wartime had to solve. Her experience was unusual in another respect: Canada did not have a very good record for opening doors to Jews in danger throughout the thirties. Meiselova was admitted because she was qualified as an immigrant under the regulations at that time, not because she was a refugee. Her family had started a business here; they had capital to invest. But during the thirties, thousands of other persons in grave danger were not admitted to Canada, because they did not qualify.

Booklet 4: “Papers Please”

In addition to passports the immigrant is often faced with what must seem a confusing array of papers, regulations and procedures. This collection of documents includes such items as a Declaration of Support, medical examinations, immigration stamps and even an early train ticket. It also includes examples of instances of people who did not complete the entry process, or who were not allowed to remain.

Booklet 5: Posters – a collection of replica historical posters

A selection of three posters: Western Canada: The New Eldorado; Uranium Steamship company notice; Poster recruiting railroad workers.

“Dutch Immigrants Joined Land of Liberators”

Vancouver Courier article recounting the journey of Annie and Wim Zylmans who came to Richmond, BC from Holland after the Second World War. A success story in terms of the contribution this family has made to farming in Richmond. The oral history included in this kit is of an interview with Annie Zylmans.

Analyzing Historical Documents Worksheet – Elementary

1. Type of document (Check one)

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Press Release |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Government Record |
| <input type="checkbox"/> Map | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Telegram | <input type="checkbox"/> Other _____ |

2. Unique physical characteristics (Check one or more)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Seals |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other _____ |

3. Date(s) of document (if unknown, estimate the date): _____

4. Author or creator of the document: _____
Position (Title): _____

5. Who is the audience (who was the document written for?) _____

6. Document information (write your answers on a separate sheet of paper)

- ◆ List three things the author said that you think are important.
- ◆ Why do you think this document was written?
- ◆ What evidence in the document helps you know why it was written (include quotes from the document)?
- ◆ List two things the document tells you about immigration to Canada at the time it was written.
- ◆ Write a question to the author that is left unanswered by the document.

Analyzing Historical Documents Worksheet – Secondary

Guiding questions	Observable facts (answers found through looking)	Inferences (possible answers to remaining questions)	Evidence	Questions to be researched
<p>What:</p> <ul style="list-style-type: none"> • type of document is it? Map? Letter? Newspaper? Advertisement? Report? Memo? • interesting/unique features can you find? Letterhead? Notations? Stamps? Seals? • type of paper was originally used? • condition is it in? Has it been altered, adapted, mended? • is missing from it? • is its worth? To the people who created it, used it, kept it, to you, to an archives? • are the most important parts of the document? • does it tell us about the time in which it was created? • does it tell us about the life and times of the people who created or used it? 				

Guiding questions	Observable facts (answers found through looking)	Inferences (possible answers to remaining questions)	Evidence	Questions to be researched
<p>How:</p> <ul style="list-style-type: none"> was it created? Written by hand, written on a typewriter? Computer? was it used? is it different or similar to what we do today? 				
<p>Why:</p> <ul style="list-style-type: none"> was it created? How do you know? was it kept? 				
<p>When:</p> <ul style="list-style-type: none"> was it produced? Other dates are on the document? What do they tell you? is it kept now? 				
<p>Where:</p> <ul style="list-style-type: none"> would such a document be useful? Home? Work? would you store it? 				
<p>Who:</p> <ul style="list-style-type: none"> authored or created it? What did they do? was it created for (audience)? else used it? Did this change over time? 				

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Analyzing Historical Documents Worksheet – ESL

1. Type of document (Check one)

Newspaper

Letter

Patent

Memorandum

Map

Telegram

Press Release

Report

Advertisement

Government Record

Census Report

Other _____

2. When was it written?

3. Who wrote the document?

4. Who was the document written for?

5. List 3 reasons why an historian would find this document interesting (what does it tell us about the past?).

Poster Analysis Worksheet

(To be used when analyzing posters found in brown folder)

1. What are the main colours used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
 - a) clear (easy to interpret)?

 - b) memorable?

 - c) dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the organization that made the poster hope the audience will do?

7. What purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

Analyzing Historical Photographs

Analyzing Historical Photographs

Historians use different types of primary sources when studying the past. Different primary sources were created for different reasons. Knowing the different types of primary sources will help you better evaluate the reliability of the source.

Some primary sources are **photographs**. These images capture a moment in time and can convey quite a powerful message without using any words. Some of the most important events in history conjure up very specific images in people’s minds. One must be very careful with photographs because they are simply a snapshot of a moment and cannot be taken as representative of the time. For example: the photograph of “A McPherson Child” included in this kit shows the positive transformation of a British orphaned immigrant child to Canada. The picture shows a dishevelled looking 9 year old juxtaposed with the same child wearing his Sunday best after five years spent in Canada. One must not infer from this photograph that all British orphaned child immigrants did better once they came to Canada – in fact some would argue that the opposite is true.

As with the published documents you analyzed earlier, every photograph has a photographer, and every photographer has a point of view, blind spots, and biases. Sometimes, what is not captured on film can tell us a lot about history.

The following pages are designed to encourage a more meaningful analysis of photographs. We recommend that you discuss how photographs can be unreliable using the following worksheets and suggested activities.

Note: This kit also includes various photographs of religious buildings in Richmond. These photographs have been included as a reminder that when people immigrate to a new country, along with their culture and customs, they bring with them their faith. From the earliest Christian churches to more recent Mosques and Buddhist Temples, each one of these buildings has an immigration “story” associated with it. See: *Faith Communities* by Jon Henderson included in this kit for more information.

Laminated copies of the photographs can be found in the red folder.

Photographic Evidence and Reliability

Photographic evidence may be unreliable in four ways:

1. **Staged Photographs:** Photographers may arrange subjects or objects in a photo in order to deliver a particular message.
2. **Unrepresentative Images:** Photographs may depict an atypical situation or event, one which is not representative of the people or circumstances shown.
3. **Altered Photographs:** Photographs may be deliberately altered now that digital technology allows us to move people from one location to another, place or remove objects in the photo.
4. **Selective Focus:** Photographs may exclude important aspects of a situation.

Source: Penney Clark, "Training the Eye of the Beholder: Using Visual Resources Thoughtfully", *The Canadian Anthology of Social Studies*.

If Photographs Could Speak...: Suggested Activities for Analyzing Photographs

Staged Photographs

Examine a family album. What are some examples of staged photographs where the subject(s) of the photo are asked to pose in a certain way. What is the purpose of this? What assumptions might be drawn based on these photographs?

Unrepresentative Images

Role-play particular historical events while another student takes photographs at particularly dramatic moments. Have students examine the photographs and discuss what they convey about the event and what is misleading.

Altered Photographs

Apply to L-shaped frames to photographs in various ways in order to see firsthand how the meaning of the photograph can be altered by cropping.

Selective Focus

Students can take their own photographs to help them understand that photographs are a selective view of the world.

- Assign a word which describes a quality of their community – then take a photograph that captures that particular quality.
- Tape photographs and captions separately and have the class members guess which caption belongs with each picture.

Photo Analysis – Elementary

Step 1: Observation

1. Look at the entire photograph for 1 minute.
2. Next, divide the photograph into four sections and study each section individually.
3. What new details become visible? List your observations using the chart below:

People	Objects	Activities

Step 2: Inferences

Based on what you have observed above, list three things you believe to be true about this photograph:

1. _____
2. _____
3. _____

Step 3: Questions

1. What questions does this photograph raise in your mind?

2. Where could you find answers to them?

Photo Analysis – Secondary

For each photograph that you analyze, answer the following questions:

1. **What is the subject of the photograph?**
2. **What does the photograph reveal about its subject?**
3. **Whose story is being told and whose is left untold?**
4. **What is the setting for the photograph?**
5. **When and where in the past do you think the photograph was taken? How can you tell?**
6. **How would you describe the photographer's point of view?**

Photo Analysis Worksheet – ESL

1. List all of the things that you see in the photograph (people, places, and objects).
2. Write down 5 words that come to mind that describe the mood of the photograph.
3. Imagine yourself in the photograph. Make notes about **where** you would be, **what** you would be doing, **who** would be involved with you and **how** you might interact with them.

Where	What	Who	How



Japanese Hospital.



Ten Nationalities.



After the Steveston Fire.



May Day Dutch Folkdance.



Ukrainian Catholic Church.



Class photo.



International Buddhist Temple.



Nanaksar Gurdwara Gursikh Temple.



Richmond Shia Muslim Mosque.

Oral History

Oral History

The Value of Oral History:

Historians and history teachers have a wide range of primary sources upon which to draw when approaching the past. Newspapers, census data, diaries, letters, photographs, memoirs, and other documents all surely have their place in both the historian's research and the classroom. But oral history has several unique benefits that no other historical source provides:

Oral history allows you to learn about the perspectives of individuals who might not otherwise appear in the historical record. While historians and history students can use traditional documents to reconstruct the past, everyday people fall through the cracks in the written record. Politicians, activists, and business leaders may show up regularly in official documents and the media, but the rest of us very seldom do. Chances are, if someone had to reconstruct your life story from the written record alone, they would have very little to go on — and the information they would be able to gather would reveal very little about the heart and soul of your daily life, or the things that matter most to you.

Oral history allows you to compensate for the digital age. Historians of the eighteenth and nineteenth centuries can rely on extensive correspondence and regular diary entries for information about life in the past. But in today's world, telephone, email, and web-based communication have largely replaced those valuable written records. Without oral history, much of the personal history of the late-twentieth and twenty-first centuries would be lost to future historians.

Oral history allows you to learn different kinds of information. Even when we do have extensive written sources about someone — such as a politician — we may not have the kind of information we want. Newspaper articles, speeches, and government documents may reveal significant useful information, but those kinds of sources often neglect more personal and private experiences. Through oral history, you can learn about the hopes, feelings, aspirations, disappointments, family histories, and personal experiences of the people you interview.

Oral history provides a rich opportunity for human interaction. History, after all, is all about the human experience. Through oral history, researchers and interviewees come together in conversation about a commonly shared interest — as with all human interactions, this has the potential to be tremendously rewarding for both parties.

Source: Kathryn Walbert, "The Value of Oral History." LEARN NC 2002.

Oral History and Student Learning:

Oral history not only enriches our understanding of the past, but also holds the potential to dramatically enrich the classroom experience. Oral history projects can help students from early elementary grades through the university level learn an amazing range of content knowledge and skills.

Oral history can help students learn new historical content.

Through oral history, students can reinforce their knowledge of historical content by hearing about historical events from people who remember them and can make a personal connection for them. But they can also extend their knowledge of history beyond what's in their textbooks. Through oral history, students can learn about the everyday people who don't appear in history books, uncover the ways in which major historical events reshaped their own communities, and document history that is too new to appear in books, recording events that are still unfolding.

Oral history can help students learn research skills.

Oral history is a valuable historical research tool, one that students could use in research projects for classes in junior high, high school, college, and beyond. Done well, oral history also involves a substantial amount of background research prior to each interview, enabling students to gain familiarity with more traditional written sources and the use of library resources.

Oral history can support good writing skills.

When students write up their projects, whether in a formal research paper, an informal reaction paper, or a journal entry, they can develop writing skills that will serve them well in the future. While it's easy to dismiss the importance of a paper about the causes of World War II, for example, it's much harder to write a thoroughly disinterested and sloppy essay based on riveting stories your much-loved grandfather told you about his immigration experience to Canada after the war (especially when that grandfather has asked if he can read the paper when you're done with it!).

Oral history can teach students valuable critical thinking skills.

By its very nature, oral history raises important questions about what matters about the past. By focusing on everyday people, oral history fundamentally challenges the historical canon which, too often, assumes that the only important stories about the past are those that are told by or happened to powerful and "important" people like Prime Ministers, generals, business leaders, and activists.

Oral history also introduces contradiction into the historical record. If you ask twenty people of various races and economic classes what it was like to arrive in Canada as an immigrant in the 1970s, they will invariably tell you twenty different stories, many of which conflict with one another. Despite their differences, however, each of these stories may be thoroughly true from the perspective of the teller. Oral history, then, questions the idea that there is a single truth about the past and, instead, posits that there are multiple truths that bear consideration, each of which can tell us only a piece of the whole story.

Oral history can help all students feel included.

Oral history can allow students with less well-developed reading and writing skills to learn a great deal about the past and produce successful, motivating projects. Oral history projects that allow students to interview family members or people in their own communities can also help international students and recent immigrants share their community's story and educate their classmates about their culture, perhaps easing the transition to Canadian schools.

Oral history can help students feel a personal connection to the past and to the life of their community.

When students sit down to talk to an older person in their community about the past, history ceases to be that anonymous sequence of meaningless names and dates and starts being something that happened to (and because of!) real people like themselves — people with feelings, hopes, and aspirations much like their own. Oral history allows students to understand the past in a first-person way and to gain a palpable sense of the joy, pain, sorrow, fear, and hope that others experienced as history unfolded.

Source: Kathryn Walbert, "Oral History and Student Learning." LEARN NC 2002.

Oral History Interview with Annie & William Zylmans

This kit contains an interview, along with full transcripts, with Annie and William Zylmans conducted by Marilyn Clayton of the Richmond Museum.

The Zylmans immigrated to Canada from Holland in 1948 and settled in Richmond, BC. The following tracks from the interview will be of particular interest to students studying immigration:

- **Track 1:** Annie describes the journey over to Canada from Holland in 1948
- **Track 6:** William and Annie describe a typical day and the challenges of working in a new country.
- **Track 7:** Annie mentions the socks and wooden shoes included in this kit and the journey to Vancouver on the train.
- **Track 9:** Socializing with new friends in a new country.
- **Track 15:** Advice from Annie about coming to Canada.

The following artifacts and document included in this kit are directly related to the Zylmans' story. You may wish to use these objects to help illustrate the Zylmans' story:

1. **Artifact - Klompen** (wooden shoes)
2. **Artifact - Woollen sock** (hand knitted by Annie Zylmans)
3. **Document – The Vancouver Courier** “Dutch immigrants joined land of liberators”.

Share this story with your class and use the “**Listening to Oral History**” worksheet to help direct students’ listening. After listening to this interview students may wish to conduct their own interviews with family members or other members of the community to find out about their immigration stories. See the “**Oral History Checklist**” worksheet for tips on how to conduct a student interview.

Listening to Oral History Worksheet

Step 1. Pre-listening

- Whose voices will you hear in this recording?
- What is the date of the recording?
- Where was this recording made?

Step 2. Listening

1. What type of sound recording is this?

- | | |
|---|--|
| <input type="checkbox"/> Speech | <input type="checkbox"/> Panel discussion |
| <input type="checkbox"/> News report | <input type="checkbox"/> Entertainment broadcast |
| <input type="checkbox"/> Arguments before a court | <input type="checkbox"/> Other |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Press conference |

2. Unique physical qualities of the recording:

- | | |
|---|--|
| <input type="checkbox"/> Music | <input type="checkbox"/> Special sound effects |
| <input type="checkbox"/> Live broadcast | <input type="checkbox"/> Background sound |
| <input type="checkbox"/> Narrated | |

3. What is the mood of this recording (e.g. informal, serious, happy and joking...)?

Step 3. Post-listening (or repeated listening)

List three things in this sound recording that you think are important:

1. _____
2. _____
3. _____

List two things this oral history tells you about the experience of immigrating to Canada after World War II:

1. _____
2. _____

What question would you have asked the interviewee that wasn't already asked?

Adapted from the worksheet by the Education Staff, National Archives and Records Administration, Washington, DC 20408

Oral History Checklist Worksheet

Tips for students doing interviews:

Oral history is a picture of the past in people's own words. Today it is associated with audio- or video-recorded interviews, but oral history is as old as humanity.

The Interviewer:

To get the best results as an interviewer, you must try to:

- be understanding and sympathetic;
- show interest and respect for the person and what they know;
- listen carefully, not asking questions that have already been answered;
- not impose your own ideas and opinions.

Preparation:

Know the purpose of the interview. Are you interested in a person's life, a place, an object, an event or a theme such as immigration? Find out as much as you can about the topic beforehand. This will help you to ask useful questions, and convince the interviewee that you have a genuine interest in the topic.

Preliminary Contact:

Contact your subject before the day of the interview; this will help both of you to be prepared. Explain the purpose of the interview and the sort of information you want to find out. Ask about photos, objects, newspaper cuttings etc so they can hunt them out before the interview.

Legal Release:

Legal releases are an essential part of oral history. They confirm to the interviewer and the interviewee that the information will be used in an agreed way. A simple release might look like this:

*I, _____ (Interviewee's name) give my permission to _____
(name of interviewer or project) to use this interview, or part of it, for research, publication and/or
broadcasting (delete one of these if required) and for copies to lodged in _____
(name of library or archive) for the use of other bona fide researchers.*

Signed: _____ (Interviewee)

Date: _____

Interviewer: _____

Possible Questions for the interview:

1. When and why did you decide to come to Canada?
2. Did you come with family members or travel alone?
3. How did you get here?
4. What do you remember about the journey?
5. What were your first impressions of Canada when you arrived?
6. What were some of the problems you encountered when you first arrived?
7. What are your strongest memories of your country of origin?
8. Where do you call 'home'?

Johanna (Annie) Zylmans
&
William Zylmans Jr.

(Tape No. 05-108)

Interview with Marilyn Clayton

December 14, 2005

Recorded at the home of Annie Zylmans

FULL TRANSCRIPTION OF TAPE

MC The date today is December 14, 2005. We're at the home of Annie Zylmans and about to speak with Annie and her son William. My name is Marilyn Clayton and I am the Exhibits Coordinator for the City of Richmond, Richmond Museum and Heritage Services.

The City of Richmond through Richmond Museum and Heritage Services, is conducting a series of oral history interviews. Each taped interview will be transcribed and the released transcriptions and tapes will be housed in the Richmond Archives. We will provide a completed transcription and copy tape of this interview. So thank you for giving us permission to conduct this interview with you today.

Now, I'm just going to begin by asking you Annie, to share some of your earliest memories of coming to Canada. So start by telling us when you came, and how you came, and just share your memories.

Track 1: the Journey

AZ Well, we left Holland on the 16th of August 1948, by boat, a freight ship, of the Tabinta from Rotterdam. We left the farm and home by bus, with the whole family in the bus. So that's how we went to Rotterdam to the boat and then we left there. And it was... We thought it was going to be a beautiful trip but it was the 16th of August, real hot on the ship and on the, . . . but anyway, it was a freight ship and we thought it was going to be a nice cruise, but we were sleeping in hang mats. The men in the front, the ladies in the back and the D. Pers, (Displaced Persons) I don't know what they call them here but we called them the D. Pers, they slept with the families in the middle of the ship with children and men and wives and everything. The ship went about church towers high up, up and down, it was really . . . see as soon as I got up in the morning, we got dressed, I kept all my same clothes on all week; nine days and nine nights (changed into nighties), on the ship. And I didn't like to change anything out of my suitcases. I said that's it. So soon, as I got up, I went up on the deck and lay there all day. And all we were eating, the first day we had a meal. But that was finished, the rest of the time on the ship I had crackers, apples, bananas and that's it, or an orange. I couldn't eat nothing anymore, because it all came out and you were sick in no time.

Well, then we arrived in Quebec. It was a nice . . . We arrived there and we all went off the ship by those planks or what you call them, and first before we left the ship, they played the music, the (Dutch) National Anthem, is that what you call it? (*Wilhelmus van Nassouwe*). And everybody started to cry. And actually, we were all over the leaving from Holland, and we arrived in Canada and everybody was so sad and cried their head off because now we felt we were leaving Holland.

So we came in Quebec and then we went on a train. Now that was another joke! No meals, no food tickets, and we paid the full price in Holland and so we went. . . And we have to jump off the train all the time, to pick up some food on the stations where the train stopped. And if you had a bun or something there . . . you could kill somebody with it. It was all so hard as a rock. I said that's it too. So we started on the fruit again, banana, or apple or something.

Then we stopped in Winnipeg with the train. We had about an hour in Winnipeg to stop. So we thought we were going to go and get something nice to eat quick. Everybody off the ship (train) and we all went . . . but we didn't know what to ask for. . . because we were Dutch and didn't know the language. Finally we found chips, chips. We liked chips, potato chips. Now they was just pieces baked potato, and cut in four . . . we never had seen those kind of things. Nobody liked them . . . so anyway, we have to go back to the ship (train).

Track 2: Uncle

AZ And when we arrived in Vancouver, . . . there was Uncle . . . Bill (Wim) had an Uncle (Kees de Jong) here and he was . . . when he was 27 years old, he left Holland as a bachelor, and he

never got married here in Canada, he never looked at a woman, he never drink any alcohol, never did, and he always said, "I always work 3 days a week and took 5 days off". But he never lived from welfare, he said, "I always looked after myself".

But he worked through whole Canada on the trains (building the railroad), in the logging up to Alaska. And he had a ménagerie (horse stable) here in Vancouver on Marine Drive. He had an ambulance driving from Vancouver Hospital, because he had a little bit of an accident and he landed in the hospital. He found out he could get a job driving with the horses, what you call it, the ambulance. And he loved it because everybody was going on the side when he came through with the horses, and he really liked it. And he was a big man and he was always so straight and (tall) and he really liked it.

He was working at Essendale in the barns, he was manager there for a couple of years. But it was too bad, Uncle was 74. . . We were here about, Audrey (daughter) was a year old, we were here about 7 years and Uncle got – kidney poison, you know why? When we came in his house after we brought him to the hospital, he had a tobac (tobacco) tin on the stove with coffee grinds in it . . . he was drinking coffee out of the tobac (tobacco) tin. Because he was so lazy that he couldn't get another coffee pot because the other coffee pot was leaking. Never said nothing to us. . . . because he always goes on the bike to Steveston and does his own shopping and everything. But that killed him. And he was in the hospital about five weeks.

And then we asked Dr. Tamley, we said, . . . "Do we have to go and look for Uncle for a place when he comes home from the hospital?, because I can't handle that big man to take him over" . . . And the Doctor said, "no – no, he's doing good . . . and like you're living so close there – you can easy look after him."

OK, but it was New Year's Eve and we went to visit Oome Kees, (him) in St. Paul's hospital and then I said, "Hey Wim, he's calling me, I better go back". So I went into the hospital, in his room and then he said in Dutch, it's a bad word but I can't help it, that's what he said, "donder op, donder op" Dutch phrase. (Translation: "get the hell out of here, get the hell out of here"). I said, "Do we need something yet? And he said, "no – no" – so OK . . . and that was his last words – In the morning, doctor Tamley phoned us, and he was dead, eight o'clock. He, the koorts (fever), the fever went so high that burned him up. So he was about six weeks in the hospital – so then Uncle was gone and we never had time hardly to talk to him because we didn't have a penny – we picked up all the work we could get on Gilbert Road.

Track 3: Early years

AZ And they all came to get us too, . . . and Bill (Wim) the first job that Bill has to do was making septic tanks and cleaning septic tanks. Somebody came to him and because he was a big strong man – so they figured . . . hey . . . and Wim, took everything he could have and I went on the farms all over on Gilbert Road – like the Oesers and the Cougats and the Moores and they had all strawberries a little bit – and they had a little bit potatoes and some vegetables and I was used to working in the field because we were brought up like that at home. So we always worked in the field and we never looked at the clock. So that's how (it) went up farther and then Bill (Wim) bought nine acres on Gilbert Road and Finn (Road)– well then we still kept on working. We got up at 4 or 5 o'clock in the morning, and start working ourselves in the fields. And then 8 o'clock, we have to be at the boss and Bill (Wim) worked for a boss too. So we had to go at 8:00.

And then we came home, quick, eat, and start at home again. And that went fine. And then Wim – did for ten years, he did – he drove a big truck, a sawdust truck from Marpole WoodYard. And that work was from 2:00 o'clock in the afternoon till at night one o'clock. And he worked every day like that for the last years. And then finally we could buy, Westminster Highway, because it was not big enough there (Gilbert Road). And people couldn't find us, and I like to sell at the barn and it was too far out. So soon this farm came, for rent. . . for sale. . . and we bought it right

away. I said – “Right on the highway”, I said, “That’s the place to be”; selling at the house. Was in no time we bought it, and it was a little new house on it – it was 3 years old, for me and it was a palace, because we were living in a shack on Gilbert Road with two rooms.

We had Mr. and Mrs. Janssens living on Gilbert Road, and Albert was a really handyman, and he built quick a room on already on Gilbert Road because we had no bathroom, no place for a wash machine, or no nothing. We had an outside toilet and just light and water and that was it. The water was outside and Albert brought the water inside, also, so he helped us quite a bit, anyway it worked and then when we came out here, well for me (to Westminster Highway), well

WZ What year was that Mom that you moved to Westminster Highway?

AZ Audrey was a year and a half, I think. We were six years married before Audrey was born, and Audrey was born in 1954 (and that was about 1960 . . . 1955) and . . . oh yah that’s right ‘55, . . . and then we kept on working. Because Bill was still working for Marpole Woodyard, because you get all kinds of insurance with it and sickness and everything and he said, “If there was no work he got paid”. Then it was about a year ago and I said to Wim, “That can’t go on like this, I am all by myself, all the time, day and night” and I said, “Now you better start quitting at Marpole Woodyard.” And so he did.

But they still kept on phoning, if he couldn’t come out in the winter time to help them out ‘cause they trusted him. And he was a good worker and he liked to drive the trucks alright, but so anyway, he still did it once and a while, until all of a sudden, he said that’s it, no more now. And that’s how we made it.

It worked good, here on Westminster Highway, we started selling at the door and it really worked and I really liked it, but like I said and like Dad said too, we never looked at the clock, we always kept on going.

We have to work with the weather and that is the biggest thing on the farm eh.

Track 4: Crops

MC Maybe you can tell us, what some of the crops were that you started out producing and are they the same style and types of crops?

AZ Oh ya, but we still have to learn, but it still was a little bit different. Bill had to learn the land that was close to the same that we had in Holland on the river, but it still was a little bit different.

But in Holland we did all the plowing in the fall for next year. Here you can’t do it because you get too much rain in the winter, but we found out that later on, that the land becomes like cement. So we couldn’t do it, so that’s why the difference was there. So we learned all the time.

MC I love the fact that you worked so closely with Wim that is a beautiful sentiment. I know you have many talents because I have seen some of your handiwork, tell me a little bit about these woolen articles that you produce and right from the get go. So you start with the wool from the sheep ...

AC It started in the war, and then everything was on coupons, so we started with socks, mittens. So I learned to spin. My older sister started to learn, but then she got fed up. So then I said, “I am going to learn it” and she is only a year older and I did it. And I was spinning every night until 10:00.

And then in the war time, we got that song of Lili Marleen, every night on the radio, and I have to wait, until after that song was over. And it was so beautiful and the music from Lili Marleen. And

that lady who was always singing; she died only a couple of years ago. But I have to wait for that song and that was all in the war time, every night Lili Marleen,

So and then Dad, he was calling me every time, and he said, "Tomorrow morning is 5:30 in no time. Get going, get to bed." I said, "Ya, I have to wait until that song is over." It was a nice time. I love to spin, I loved it, and I had farmers coming to me, and saying "Annie can you do it for me too?", . . . skin, 'cause they all got sheep and they eat sheep too by that time, and so I did the wool for them too. And then I had one gulden for one ball (one ball of knitting wool), there was about, a ball is just as much . . . I needed four balls (knitting wool) for a pair of socks. So but I was every time, when I had a spool finished that was a ball. That was nice money, but I never thought about it to keep it, it always went to Dad. . . . always.... We never thought about keeping money for ourselves.

MC You showed me a beautiful hand knit sweater, and there was something quite unique about it, tell me about the buttons on the sweater.

AZ Yah that was . . . sheep . . . toes, I think they call it. I don't know how they call them here. The buttons are made out of the sheep toes in the war time, I still got them and they are still beautiful. But by that time, that was just normal because it was all natural, and the sheep wool was natural and the knitting we did ourselves. Oh no, we worked and worked and we all loved it. And we were always singing also. Always singing, when we were spinning and when we were milking cows. And I miss that so much when I came here. When we went to the field to work, my brother Quirinus (van Dongen) and me, we were always singing the songs, and here there was nothing, I was here on Gilbert Road and it was so quiet.

The only thing what I liked on Gilbert Road, was I heard the ships from the fishers from the canneries, hammering, working like we had in Holland, on the shipyards. And then there was a house standing right on the river, and that is the museum (London Farm), and that really looked like a house from Holland that was close in the neighbourhood. And I saw once in awhile the ships, and I had no idea that I was in Canada, the only thing was the language. But the work and everything, the ditches, and the river, and the shipyard, it was all like back home.

And then that singing, and the Sunday, oh, I couldn't get used to it, there was never a Sunday here. The Sundays were all gone, right in the beginning. And in Holland they always said, the Sundays, you could see it on the bricks or on the street that it was Sunday, because everybody was in white shirts because they all went to church and the children were all in Sunday clothing and the people were all dressed up in Sunday clothing. That was gone as soon as we came here. The people were washing and doing the laundry and everything and there was no Sunday, and that took us years before we got used to that. But later on we found out that we have to do the selling with the weekends, because the people with the family they all had only one car and when we were selling vegetables they have to come over the weekends because otherwise they could never come, and then they brought all the children over and they really liked it on the farm, to see all this, and then we usually had some rabbits, and then the kittens, and the calves, and the cows and that is how the business started to go and we really liked it. .

I was brought home already because when my mother died when she was 42 of cancer, father was left with 8 children, I was the third from the top, I was 14, mom was sick for two years, the youngest one was only 3 years old when mom died, he never knows mom, and we were peddling milk from door to door, my mother brought that business along when she got married, she was the youngest and the last one of 24 children.

But a lot of them died, I heard that just lately, they all had a little stomach, that couldn't handle the milk, mom's milk, and they all split and they found that out after six or seven children died, what was going wrong with her. So anyway, there was only ten or 12 children left; two died yet when they were 18 and 19, of heart troubles. And so we had that milk route to do; and we were only 14

years old. Always with money, and with everything, and I was still going to the elementary school, so then the last places, that I always then gave my wallet to the teacher and my cans were empty so they were standing in the hallway.

But then the war started, and when Hitler was the boss, he said, "Farmers you can do farming or peddling milk, but you have to stop peddling milk or you have to stop farming." So my Dad said "Well, with all the girls at home, we are going to keep the farm and then we let the milk route go." So that is how it slowly went, so we have to let. . . so I was always brought up with people and customers, from little on. But we always kept on selling at home, we did sell hay and straw because people at that had time had rabbits, had a dog, or they had chickens. We were selling hay, straw, and we were always selling kindling wood, because by that time everybody had no other kind of stoves then coal or wood. So, my Dad always went and get three loads in the big village (Breda), to buy kindling wood, then we were selling them at home for 65 cents or 75 cents a bundle to get your stove going, and so, we were selling eggs and butter milk and we were always busy from morning 'til night.

Track 5: Singing

MC I would like to hear a little bit more about this singing. Were they . . . what kind of songs did you sing?

AZ That was . . . came on the radio, when there was a new song in no time, the kids were singing it on the street, we had a lantern in the front of our house, in the neighbourhood, and the kids were always singing underneath that lantern, so I learned it also, so in no time, we all learned every time, when there was a new song on the radio.

What was an example, do you remember any particular song that you sang?

Well there are so many, but the only one, but if I have to explain it in English. You are not gonna, "I even can't pay you in the gold or something. . . "Jij bent met goud niet te betalen" . . . who moet ik dat zeggen? (How do I say that?)

WZ "You are so good that even gold will not pay what you are worth".

MC Do you remember the melody? Could you hum it for me?

AZ sings: *Jij bent met goud, met goud niet te betalen,
Geen diamond, zal ook je licht uit strallen*

MC That's beautiful.

WZ So gold and then diamonds was the other verse; so gold and diamonds.

AZ Then you get another song:

AZ sings: *Daar bij de molen, de mooie molen,
Daar wont en meisje, waar ik zo veel van hou,
Daar bij de molen, de mooie molen,
Daar wil ik wonen, als jij eens wordt mij vrouw.*

WZ So you want a translation of that?

It's by the beautiful windmill is where there is a beautiful girl, and
By that beautiful windmill is a girl that I would like to marry, and
That is where I would like to live, with that beautiful girl.

WZ And that was one of my Dad's favorite songs.

MC Now when you came, was it just the two of you traveling from Holland?

AZ Yah, yah, because we got married and a week later we left eh?

MC You got married and one week later you left?

AZ We left, yah,

WZ My Dad always commented that one of the things was they went on a honeymoon from Holland to Canada and he has never gone back, so technically they are still on a honeymoon in Canada.

AZ But we have been back many times but we never (went) back, a lot of immigrants did not handle it here in the beginning

Track 6: Typical Day

MC So now tell us a little bit about a typical day, you said it was 14 hours, when it was just farm work there must have been chores for everyone to do and may be Bill you can tell us some of the chores?

WZ So are you saying here in Canada, when they first started?

MC Yes

WZ They would work for three or four hours at home on their own little farm, and then my Dad would go off to the sawmill and work, or for another farmer, and mother would go to another farmer locally, because of the language, she couldn't get a job in the city, and so she would work, which is the work she was used to. So she would work on farms in the area, around Gilbert Road and No. 3 Road. In those days, there was the Blairs, the McNairs, the McKinneys, a lot of the old time farmers there, so they felt really close to home, being there, as she has said, so her days, and once she got finished in her day, working for someone else, they would go home, and do some more work, on their own little farm.

And once and awhile, when Dad had some cauliflower, one of the first things they started off growing, he would have some cauliflower, he would take them to the market at night with his sawdust truck that, he could borrow to use, and he would peddle downtown on Cordova Street, is where all the little wholesalers were, and basically you bartered for a case of cauliflower, and so that's how they started off. And when they were growing it, when irrigation was not in the cards for them, and so they began by, mother had a little can, a watering can, a juice can, wasn't it?, and she would give every plant a little shot of water.

AZ We found them on the river.

WZ They found little cans, and that's how they got started, water kettles or a little teapot, or water kettle and that is how they gave a little liquid fertilizer, or a little bit of water to each plant, individually to make them grow. Today, you wouldn't think of something like that any longer.

AZ And then we have to dust them also, the cauliflower and the cabbage for the worms, on the roots, and so I used pepper cans, pepper and salt, with the holes in it, and give everyone a shot, every plant, and it went nicely around the roots.

MC A shot of salt and pepper?

AZ Yah, on the roots

WZ No she used the powder,

AZ It was the dust, the dust, but it was the salt and pepper

WZ She used the salt and pepper container.

AZ Oh, the salt and pepper shakers? Yah, and it all worked. And it all worked, and it was all working by hand, and with the head on the ground, never was sitting on my knees, and I was so lucky, because I was hard working brought up at home, we always worked on the farm milking cows, we got sugar beets, potatoes, all kind of things, peas, beans,

Track 7: Socks

MC Now I have seen those wonderful heavy woolen socks, that you knit, what kind of footwear did you wear?

AZ In the boots? Dad and Willem they both wear them always in the rubber boots, and in the wooden shoes,

MC Ah the wooden shoe, that is the part, I wanted

WC They were from Holland, they were always worn in wooden shoes, and they gave you a bit more padding around, to think that you walk in a block of wood, but they were a thick sock, so they gave a little more stability in there. And then of course, here we started wearing them in gum boots and of course, we did still wear some wooden shoes, but not to the same degree that they do of course in Europe.

MC Did you bring those shoes with you?

AZ We still got lots. Yah, I brought them every time we went to Holland

MC And you also brought your spinning wheel, didn't you?

AZ Oh yah. And that was made in the war, and it is not a fancy one, it just did its job and that's it. I still got it, and I still use it, because I don't like to lose the spinning, the process, yah.

WZ So she started off with raw wool, right from the sheep, not washed, pure oily, greasy, dirty, dirty, made her yarn with it, and then she would take it off her spools, wash it in water, at that point, because the oils are very important to make the proper size of thread, to hold the texture of the thread, and then she would sit down, after she had washed it, and let it dry, and then she would use that to spin into socks or knit into socks.
That is a natural

AZ And in the war time, we made everything, scarves, mittens, sweaters, underwear, because in the winter time in Holland, was cold, always on the bikes and outside. Yah

MC Did you bring bikes with you when you came? Or did you use . . . ?

AZ Yah, yah, we brought each one along, because we couldn't bring money, so we needed a bike.

MC You weren't allowed to bring, no money...

AZ No money . . . \$100 dollars for the trip...? And that was it.

AZ And that was what you needed on the train, and we hardly spent anything, because there was nothing to eat or to drink, and what we had on the train was a hard bench with a board underneath, when we went to sleep at night, we have to took out the board and the people, we had two more people sitting across from us, in the same, what do you call it, cabin, and we each had one green blanket and one little green pillow, and that is how we slept all night, and sometimes we run into the other ... what do you call it ... next door (next train car) but we had a big star on like the Jews in the war, and it was "*Immigrant BC Vancouver*", and we don't know where BC was and Vancouver, so we didn't like to take that thing off our clothes, because we didn't know where we were going, but then the conductor came and he said, ec ec, "Immigrant, over there, over there", and we have to get out, and they had all nice chairs, and . . . and with cushions and everything but we were not allowed to sit there even.

WZ So they were actually treated as second class citizens.

AZ So that's why I said, when Queen Beatrix came here, and then they asked me from the Consul, "Annie can you say hello to Beatrix when she comes?", I said, "well with my dialect, and only seven classes". I said, "I am not scared to do it, but I don't know if I do the right thing and I say the right thing". So when I came home, I said to my husband, "Wim, I have to make a speech for Queen Beatrix, how shall I do it?" I said, "You know what?, I am gonna tell her that we had a terrible trip from Holland, and we have to pay everything, the whole trip, and five and six years later, people came from Holland **free**, with pocket money, by plane. I said, "And we have to pay everything. And it was a terrible trip. And the rats were on the ships." And I told the little man who were working in the kitchen, behind the chicken wiring, in the kitchen, and then I told him, "Do you know, you have rats on the ship?", because the tails were all hanging down, where we were sleeping. And he said, "Oh, those are our friends, and if they leave the ship, we better go too." And I said, "Oh no!" So I thought they were tame rats, so I kept myself, otherwise I could not sleep anymore, so I thought they have to live here, but I couldn't believe it, and then later on they say, no it was just all rats just from all the water, and there is so much food, and there is not even one ship without rats, they say.

Track 8: Queen Beatrix

MC So now the part where you were speaking with Queen Beatrix, where was this?

AZ At the ship, there in Vancouver, how you call it? Canada Place. BC Place. That new hotel there on the ship, I never can keep track of those names.

MC When was this?

AZ In....Yah, when was this? When was this? In the sixties and seventies, I think, I think it was in the late sixties.

WZ I think it was in the late sixties when that was.

AZ Then when Queen Beatrix was there, then they told me, that because Queen Beatrix had a circle with people, who uh ...who had something made out here, like they had greenhouses, or they got a radio station or they got . . . they all had a business, so anyway, and then they came to me, and they said to me, now Annie you have to speak to Claus because Beatrix has got enough people to talk. So well, I have to tell him then the same thing, so then I got Claus.

So when it was my turn to talk to him, then I told him, I said, "I am so glad we went to Canada because we would have never seen you people because we were living too far away close to the Belgian border that was all the way down in Holland. I said, "And now here, we saw Queen Julianna, we saw Margaret van Volenhoven, and I said, "now we are seeing you people," (Claus and Beatrix), and then I said, "When I go to Holland and I arrive in Schiphol, Amsterdam, then

always they call themselves on the plane, fasten your seatbelt, you are arriving Schiphol Amsterdam, then I said, I still get that shock in my body just like “mij blood wort karnemelk”, but here they call it “my blood goes like buttermilk”. I get that shock all the time, still that they say Holland.

So I said, Claus, he was standing across from me, and he didn't know what I was talking about, and the people were all laughing their head off, but Claus he was not that well anymore eh, but I explained it so beautiful that everybody heard it so nicely. But then later on we, oh yea, then I said, but Wilhelmus, when I hear the National Anthem, I said the Wilhelmus, always do me something if I hear it, he said, thus “You are homesick?” I said, “no” because what we have made here, what we have made out here, we could never have done in Holland, we could never have built such a nice place and a farm and everything, and we could never have done that there. So I said, “No, No.”

I said, “But Holland is my home, still stays my home.” Anyway that was the end of Claus. And then Claus went, and then I said, “Come on Wim, now you have to talk to Claus yet.” Because Claus was walking all by himself yet, and Beatrix had everybody around her, but Claus was all by himself, so I stepped in the front of Claus, and I said, “This is my husband who grows all those seed potatoes, and we are here in Canada already from 1948.” So my husband, Wim, he gave Claus a hand and he said, “wat hebt” Claus was telling to Wim, “Wat hebt u grooten handen!” That means “What do you have big hands!” Because my husband got big hands and he gave him a real strong hand (shake) and Claus was a little bit different, and so Wim, my husband said, “Yah and lots of pootaardappelen (seed potatoes) went through it. . . aardappelen (potatoes) went through it already”. Seed potatoes went through those hands already”, he said, so then he went again, so I mean, so it was so nice that Claus said, “What do you have big hands!”.

WZ Through his life, through industry, and everywhere, my Dad did have exceptionally large hands and he did give a strong firm handshake, so they still talk about his hands today at different functions when they recall what my Dad was like. And they still commented on his hands, 'cause he hand large, strong hands, so it was sort of interesting of course, being a professional, you know, from one of the honoured people from Europe, they come in practically without any callous on their hands, and you get this gentlemen, who grabs your hand and he shakes it, it is like it's been broken, anyway, it's sort of neat little tale of when they went to meet them.

AZ But I was not allowed from Wim , when I had that speech made, I was going to start with telling about our trip, to Koningen Beatrix, he said, “Oh no, that is not going to go through, you better throw that out”, he said, “Don't let people laugh about you.” I said, “Yah but Wim, don't you think we should let them know, that we, that we came here so terrible on the ship and on the train?” He said, “Forget it, he said, “Don't do it.” So I was not allowed to say anything about it. So then, I was going to made it up that we are glad we came to Canada, and that we made so well, and all that...

MC And you do enjoy it here, don't you?

AZ Yah, yah,

MC It looks like you are enjoying your life.

AZ We love to go back home once and a while to Holland, just to see everyone and then I am satisfied again, 'cause if I go in Holland, on Friday, it is the market, in our village, and we do have a nice big market, and if I go there, they say, “Annie, are you coming over for a cup of coffee?, or a cup of tea? Come over, come over.” You miss that here, because we haven't. . . . , and then everybody of the village is on the market that Friday afternoon, so I always. . . that is why I always like to go, always on Friday, to see all the people again.

Track 9 Socializing new friends

MC Now you mentioned some of the other families, around here, did you socialize together? Did you get together for birthdays, or Christmas or ...

AZ You mean here from Canada

MC In Canada you mentioned.

AZ Mr. and Mrs. Moore died, the Cougats are gone, we are here 57 years, those people they are all gone, Mr. and Mrs. Oeser was there.

MC But when you were first here,

AZ In 1948?

MC Probably, you didn't live that close to anybody, did you?

AZ Oh yah; on Gilbert Road already. Oh yah.

WZ There were quite a few people that lived relatively close proximity to them, but in the first few years though, when you are an immigrant, you still are an immigrant,

MC OK

WZ And probably, the immigrants today are feeling the same thing that they felt, when they came to this country, in 1948. You socialize but you are not really close, you have to find your own friends, and they were very fortunate, that they did meet a couple of people who did speak a little bit of broken Dutch, and they got along with German, the Oesers, German, and then the Janssens, and then later on they became very close friends with them. But it is still different.

AZ Oh yah, oh yah. But a lot of them are gone.

And then the first time that I had to go on the bike to Steveston for something, and then Mr. and Mrs. Moore, they had a couple of cows, and they had a little farm on Gilbert Road. And they were always selling butter, so Uncle always said, "Annie you pick up the butter when you come on your way back from Steveston, cause we need butter again". I said "OK".

So I went on my bike, and Uncle said, just tell them, "I call on the way back and pick up a pound of butter." And I am on my bike, and I came to Mrs. Moore, and I didn't, I couldn't say it. I forgot I was so scared. And so I said, "Steveston . . . and butter." I just did it with my hands, OK Annie, OK Annie. And Mrs. Moore understood it right away. So she told me too, she said, "Annie, you should come over here, and do some knitting. Bring your knitting along, and then we have a family here, and then you can learn the language." I said, "yah that's right", and I was not scared. And I did that, I took my socks, or I did my knitting. And then, one time I said, "I better go home and make breakfast", she said, "Annie, that is not breakfast, it is supper." Those kind of things, I liked to start to say something already, but it was so difficult.

First, and then one time I came to Steveston, and I had a flat tire with my bike. And I know that bicycle shop . . . bicycle shop . . . that was all I could remember. So I asked the people, "bicycle shop", and then I went in the bicycle shop and there was my bicycle. But the man liked me to leave the bicycle there, and then I was supposed to take another bike home. And then I could pick up the bike the next day. But I didn't know what to do, I didn't understand nothing, so he finally understood that I did not know nothing so he phoned a lady. And then he gave me the phone, and I thought . . . oh no! And she was a Dutch lady, and her name was Bouwman. And she worked in the bank somewhere, and she was from Holland, and I was so happy. And she

explained that the man, he likes to give you another bike, and then you can pick up your bicycle tomorrow. But I said, "can't I wait for it? I can wait for it, 'cause then I don't have" . . . 'cause those bikes from here, were such terrible things, with the steering wheels. I was not used to that, so I said, "even if it takes an hour, I like to wait." So I made it, I could wait, he made the bike, and then I could go home. But those things you never forget eh?.

Track 10: Speaking English/Singing

MC So when you came, you didn't speak English, at all?

AZ Nothing. Well we, Wim and I, we took about 10 lessons each in Holland. Yah, from the principal, from the elementary school in Geertruidenberg, where I lived. So Wim came also, to learn 10 lessons, so we know yes and no, coffee and milk, and sugar and

MC But basically, you learned with conversations with others? My goodness,

AZ Yah, yah,

AZ Then the first Sunday, we went to church in Steveston 'cause we are Catholic, there was about sixty parishioners, and I went right away into the choir, cause the priest found out that I liked to sing, and Wim was in the choir right away.

But the only thing was, we have to go and sing at the places for practicing, for learning for the church for the mass. And we really liked the mass, because it was just like at back home in Latin, and we felt like back home when we went to church. We could sing along because we were in the choir in Holland and we knew all the songs. So it was easy.

But one time, and then I was supposed to always sing the solos, but one time it was Easter, and it was a week before Easter, and I had a bad cold, and I had no voice, no voice, I couldn't sing. And then we had the Sisters, over in Steveston yet, and then the Sisters phoned me and they said, "Annie, can't you come and practice maybe it is better to open it up, and try it, try it." I said, "Well, well", so I was actually dumb, and I went to try it out. But you know what happened after Easter? I had to go for a whole year for treatments, every two weeks in Vancouver. And they told me that I had stretched my vocal (cords) voices. He said, "The best singers will get that", and the doctors showed me that the vocal voices is straight where you sing through, and mine was this, it was stretched. And he said, "If you have to make a living with your voice, we can operate, but we don't love to do it". He said, "Because it is so touchy that you can lose all together the voice." So he said, "I don't have to live from it so I said, "Forget it." So I went every two weeks for treatments, and it was just like you were sitting under a dryer in a beauty shop, and then they put things through your nose and it went right into your .. I don't know, but it was not nice. But I thought yah . . . it has to go, it was bitter, it was funny, it was not nice to do it, but I kept doing because I liked to get my voice back. But I never could sing after that no more. And I tell everybody, "Don't sing if you have a cold -- don't sing." And I always loved it, and I still love to sing. I play the accordion but I can't read music. So, I am a street player, street player, like I play the songs from the street, but I never was.

MC Where did you learn to play the accordion?

AZ At home, in the war, because there was nothing else in the war. You couldn't go nowhere. You had to be at the house at 8:00 o'clock. And it started actually that a priest from our parish, he had an accordion, and he asked if anyone likes to learn the accordion. Then he had one, and then we could borrow it. So I went every week to borrow it. And then my Dad said, "Oh I tried it too Annie, but I never made it." He could play nicely the mouth organ, and he was a good singer too, all of the family were singers. So, anyway, than the accordion, but then all of a sudden when I went to get my accordion, the people who . . . he bought it from the priest. And

then I couldn't borrow it no more. He was one of the group from the young people, they bought the accordion, so father said, "Yah, I can't give it to you anymore because it is sold."

So then Sinterklaas, was coming 5th of December, 6th of December, so mom was gone, and my youngest brother was still young, and he still believed in Sinterklaas. So he said . . . he was going to make the list of what we all liked to have. I said, "Put mine on accordion", I will never get it anyway, but I said, "Put accordion on." So all of a sudden, 6th of December, in the morning, there was no accordion, Eh? So I said yah, there was a little bottle of cologne, and some sweets because my older sister and me, we have to help . . . to work for the rest of the family to get everything for the Sinterklaas. So we never did anything for ourselves, just a little bit just

So, but then that day, my Dad said, "Annie go and get the bicycle in the hallway, in the front there", because we had a long hall, and there was a little cupboard in there for people who always came down to get milk and eggs. So I went to the hallway and there . . . there was my accordion standing on the table where the people always put their cans on for the milk. I couldn't believe it, I still got it, so by that time, I think, I was sixteen or seventeen.

WZ Yah, she still has it and she can still play it.

MC That is wonderful!

AZ And when they broke into the house here, yah I better not say it, they moved it out of my cupboard upstairs, and they left it in the hallway. And I was so glad that I found that back, ... but we always have loved singing, music, dancing, we always went to all the Dutch clubs all the time, we still belong to Je Maintiendrai (Dutch social club).

The Coffee Club every Thursday afternoon in False Creek, in Vancouver, I still go. I can still drive so that is nice. And then you get the business association, we always went, no Bill and I were always the same, and we always went together. And he always loved to go and I loved to go. And we always loved company together in the house too. There was never that. . . I said, no, no, no . . . we were always happy that the people came. We were both exactly the same. Brought up and that makes so much difference and that makes it so easy eh?

Track 11: W & A Farms

MC So now Bill, you're pretty much take over all the responsibilities of the farm. Can you tell me, I notice that W & A out front, tell us the history behind that, your farm.

WZ Well, the history behind that was and it goes back and it is sort of an interesting scenario, because when Mom and Dad moved to Westminster Highway and got started, and they really put their heart and soul into farming, they did very well.

Then one day, a person from the tax department came, and he said, "You are basically doing too well", and they wanted to see everything my dad had done. And of course, because he didn't have a lot of extra money, he had done all of his own books. And he said, "Well that's it, he said, "I have done everything the way it is supposed to be", and they couldn't find anything wrong with his books and everything was fine. And he said, "That's it, now I am not doing this anymore, I don't need to go through this." So he went out and got an accountant and they decided to develop a business.

And of course, "What are we going to call this business?" Where does this come from? We need a name and so they finally decided they would use their initials. So the "W" came from my dad's name "William", and the "A" came from my mother's name "Annie". So then when they had the two children which, we were already around, they automatically worked it into the same. My sisters' name was "Audrey" and my name was "William", so it fit perfectly. So technically, all four of us were shareholders at that time, and all four of us was included in the name. So thinking

back, I believe, this year, we will be 40 years incorporated, something like that. So this year, in June, 2006, W & A Farms will be 40 years incorporated, which is quite well. If you think of where we started from, the one cauliflower plant and the one watering can, to what we do now, we are approximately farming just under (less than) 500 acres in Richmond now.

And then now of course, now my children, of course my wife is a different name, her name is Sandra, but now my children's name my son is "William" and my daughter's name is "Angela". So maybe down the road it may continue, with the initials. So it is really an interesting thing.

Now the one conflict that we have had with it over the years is that people know A & W Restaurants but we are W & A Farms. The Bank has even learned that if a cheque is written out to A & W Farms, it is really W & A Farms, and it still passes.

AZ But we were gonna have first the Triple 7 because we had 1777, but there was one farm here, around or in BC already and they don't take that in Victoria, so that is why we have to get another name.

Track 12: Early crops and farming

MC So you went from cauliflowers and a watering can, so give me a basic idea of the crop variety that you...

WZ Well they started off with, like I said, Mother of course as she has explained was, she was from a cash crop farm operation in Europe, so she liked the fact that they could receive money every day. They started off with a cauliflower, a cabbage, tomato plant, a little bit of strawberries that she knew how to market, with very little language needed, I mean, your cauliflower is self explanatory, and you just put a price tag on it and you hope to sell it, but that part didn't work very well on Gilbert Road. Of course, you're sort of off the beaten track; you are out in the back. So when they decided to move and they saw Westminster Highway's location, where we are now, Westminster Highway at that time was the only road in Richmond that covered the whole Island. It was the link between New Westminster and the Fraser Street Bridge, and then later the Oak Street Bridge. But it was the only road and it is still is the only main road that covers the Island from one point to the other end; all the way, from the West to the East. So they said, "This is an awesome location to have a roadside stand." So that's where they started. So it only got larger and larger and larger from there on.

Umh . . . At the height, I think, cauliflower was probably about a 10-12 acre portion of the farm, strawberries we went as high as 38 acres. Umh . . . cabbage and other vegetables, they became a big portion of the farm for many years. I think it wasn't until I came around and became a part of the farm that we really mechanized and increased our acreage in seed potato production and that would have been in the mid-seventies.

So to get a focus, they did it by watering can and a bicycle to now we have nine tractors, almost 500 acres, a fleet of five trucks, umh . . . we store over 2000 tons of seed potatoes annually. We sell right across Canada and all through the US. Umh . . . I guess our seed potatoes are on every store shelf in BC, if it is seed holdings, in other words, in Garden Centers, or in the Supermarket Stores. Whoever can handle a seed potato has our product. We have expanded in the last three years into Alberta, in all our repackaging of seed potatoes and that means, in a little two pound bag, you will get W & A Farms seed potatoes.

MC That is pretty amazing!

WZ That is!

WZ To think back that they came with \$100 in their wallet, when they left Rotterdam. And the big dilemma in their whole trip that she never really focused on was the fact that you were proud

to have a sticker that said that you were an immigrant. But all the way through, you belonged to the back of the ship and you belonged to the back of the train, first class citizens were at the front, but you were an immigrant, you were treated second class. Today we call that discrimination, back then, you didn't know better and you did what you had to do.

The luck was that they came to Richmond, to my dad's uncle, and he had told him, he had been all across Canada, but he said, "But the best place is right here in Richmond." And he said, "You can do what you want, but he said, I know." So they took his word for it. So Richmond has been very, very good to this family and Vancouver in general, because our market is there.

And the other portion of the operation is that we have had, as I have said, is that we have gone from absolutely no employees to a full blown 65 employees at the heap of our biggest time of the year. Umh . . . Yah, it has just blossomed. And so we are very proud and very honoured to really have had this business grow and develop into what it is today. And myself, with my wife by my side in a similar manner, that my mom and dad started, we are basically carrying on the tradition.

Track 13: Boards and Committees

MC And I know you are involved on Boards and Committees and things, just a brief synopsis there, because you are giving back in knowledge. I know you feel really proud and grateful, for what your family is receiving but you are giving back too, just a little bit there.

WZ Yah, I guess at this point, you know, over the years, I have been involved, now I am on, a director of the Richmond Farmers Institute, I sit on the Agriculture Advisory to the alderman (Mayor) . . . to Council of Richmond, I sit on the Farm Safety Board for all of BC, I sit on the GVRD representing Agriculture for Richmond, umh . . . I am the president of the BC Seed Growers Association, I represent BC potatoes on a national level, umh . . . those . . . those are the main ones. I have had a 4-H Club that I was a leader of for fourteen years, umh . . . now that's all really changed because agriculture is really diminishing in Richmond; it is dropping rapidly, but what is still here, is still a good strong core.

Track 14: Tomatoes

MC Now Annie, you said that there was another crop that you wanted to tell us about.

AZ Yah, we did grow on Gilbert Road, tomatoes, and so Bill (Wim) and I went every time we had a little bit of time, we would get some sticks on the river and split them there. And every time we had 50, then Wim would say that is enough for today. We better go home now. And we split them there and everything for the tomato sticks. Yah, we couldn't buy nothing, there was nothing, so we did everything we . . . and the river was so well, they go it all, because they throw everything away on the dyke there.

MC The sticks supported the tomato plants?

AZ Yah, you needed them because by that time there was no plants, now you get plants that you can let them grow on the ground. But by that time, we have to tie them all up and trim them, because it was too damp to let them grow on the ground. But now it is all inside in the greenhouses there is now no more outside tomatoes or cucumbers or nothing, but we grow everything outside, on Gilbert Road. We had a little green house yet, built on, Wim built on the barn with some glass, and we grow some plants in there too. He built that on himself. And I was doing the transplanting and things like that, to grow our own plants. But now, we are that far that we have to buy them every year.

MC One question, oh yes,

WZ One other area that we probably haven't even touched upon, and it is sort of an interesting little scenario because we have talked a little bit about the finance part of the farm.

If we go back to about 1950, when my dad first had his dissent crop of cauliflower and cabbages, and the sawmill was not happy to give him a truck anymore to utilize, he had to go and buy his own truck. So he thought, well that was relatively good. He talked to the people that he knew very well, and he thought he would go. He saw a truck for \$900 dollars, he had \$600 dollars in his pocket. He needed \$325 dollars to buy this truck. He had a crop valued at approximately \$5000 dollars which is a lot of money in those days; but he needed \$325 dollars to buy this truck. So he went to the bank, went to farm credit, no money, no money. No one would give him that \$325 dollars. So he couldn't buy that truck. He had to buy one for \$475 dollars (*correction \$125 dollars*); that he had to build a ramp in his barn, so he could push it on the ramp, and when he let it run down the ramp it would start and that was how he could take his first crops to town. Today there is no way of stopping a person who needs money from a bank. So to think, you know, how financially, how strapped you were to get ahead, but they pushed on and they persevered.

That was an old International (truck)

MC An old International?

AZ Yah.

Track 15: Advice

MC Your story is, it's colourful, heartfelt, do you have any advice that you would like to share with us Annie?

AZ Yah, for who...

MC Well about, how about raising a family, or coming to Canada...

AZ Well it is pretty hard to say anything 'cause we did it, and we can't advise anybody else to do it, because we were both the same and we did everything what we have to do. But in Holland, when we went for trips, Bill (Wim) had four brothers at home, and we were doing OK, but he was not going to tell his brothers, why don't you come too. Because you have to get a wife that likes to do it, and that is the most important, you can't do it alone. That is what Wim said too, you can't do it on the farm or anything alone.

MC So there is some advice.

AZ That's right.

WZ Team effort is what it takes and perseverance,

MC Team Effort and a good partner.

WZ A good partner, hard work,

AZ And we did everything together, sing together, everything together . . . work together, and we were exactly the same brought up, especially with no mother in the family.

MC So if you had to single out a special memory, what would that be, can you think of something really special?

AZ Well you have to associate when you do something like this. And you don't have to be shy because when they told me to go on Gilbert Road and I can talk to anybody, and I was not scared. Even if I couldn't say my language, I tried it and the people all liked it, and they all said, "Oh Annie, you are doing fine, you are doing fine". But I was at home, already a different one, with six girls at home. But I was always a little bit different than the other ones. I never did any reading, I didn't like school but I always liked to work. I like dancing, I liked music, and I was always on the go, but yah . . . the same thing as Dad (Wim); he couldn't tell his brothers you should come because there is lots of room and there is lots of land and everything. He said, "I am not going to tell nobody, everybody has to... otherwise they blame you." We did well, but we understood each other and we. . .

Track 16: Special Memories

MC It sounds like your special memories have to do with being with people, family, friends, interacting?

AZ Yah, yah, I like people. Yah,

MC Interacting. Yes, we can see that Annie,

AZ Especially after my car accident that is eleven years ago already, than William said, "Mom you did it long enough, now you better stay home." Because it took me a half year before I get . . . I never thought I was going to come through that accident, on the Oak Street Bridge.

MC Oh dear!

AZ A 45 year old lady, hit me and she came in my lane. And I had four cars hitting me on the bridge, and so I didn't know nothing about it, but as soon as I was standing at the railing up, I thought, eh, I better loosen my seat belts, turn off the key, open the door because if it goes in fire, than I can let myself fall on the ground. My memory came back when I was standing like this, I said, "Oh, this looks like an accident, but I never felt 'em hitting me, so after that accident, they say. . .yah . . . they give me twice the sacraments in the hospital. So they never thought....I had four ribs broken, one was sitting in my lungs, and internal bleedings. And the specialist said too, he said: "The seat belt saved you, but it damaged your whole body."

MC Annie you are a miracle.

AZ And that was with Christmas and that will be eleven years on the 13th of December, that is today, isn't it?

WZ That was yesterday. Oh.

MC Annie, I could just sit and listen to you forever, but unfortunately that is just not possible. At this point, I would like to thank both of you so much for giving us permission for coming into your home like this, and hearing your wonderful story.

And in closing, I'd just like to say, I hope you realize that because you have shared this beautiful story of your life, your lives, that you are helping to ensure another part of Richmond's history will be preserved.

Thank you both so very much.

AZ You're welcome.

WZ You're welcome.

Unit Plans

Unit Plan Based on the Kit

The following pages contain suggested lessons on immigration using the education kit as a guide. A lot of thought has been put into creating a unit plan that uses the kit to its full potential. That being said, feel free to pick and choose lessons to fit into an existing unit plan on immigration. Alternatively, you may want to add additional lessons on analyzing historical documents and analyzing historical photographs.

This unit plan was designed to be adaptable to any classroom, elementary to intermediate secondary. Some lessons are necessarily vague to allow teachers to adjust it as they see fit. Primary classes may want to modify the lessons so that artefacts are analyzed as a class and the research project is carried out as a group activity.

Lessons 1 & 2: Pack Your Bags – an Immigrant’s Journey to Canada

Objectives:

- To develop student knowledge and understanding of the history and experience of immigration to Canada.
- To understand some of the reasons for immigration and the challenges faced by immigrants to Canada
- To appreciate the contributions that immigrants have brought, and still bring, to Canada.

Materials:

- Leather briefcase and contents
- “An Immigrant’s Story” worksheet
- Book “[The Kids book of Canadian Immigration](#)”: See page 53 on Ugandan Refugees
- Background information on Joe Da Silva

Background Information:

During this lesson, students will unpack the suitcase belonging to an actual refugee who came to Canada from Uganda in 1972. Students will develop a profile of the refugee whose belongings they unpack and use “An Immigrant’s Story” worksheet as a guide.

This suitcase and most of the documents contained within it are all original and belonged to Joe Da Silva, a Richmond resident. We strongly recommend that you read the [Teacher’s Notes](#) on Joe’s life before this activity.

With the aid of the objects and worksheet, students will be able to construct a story of the migrant and present specific information on where they came from, what motivated them to leave their country, and how they arrived in Canada.

Activity:

1. Use the Internet to find a variety of definitions of “refugee” from a Canadian and an international perspective.
2. Hand out “An Immigrant’s Story” worksheets to students.
3. Place the contents of the suitcase at the front of the class. You may want to create “stations” sorted by documents, journal, photos and objects or assign one student to unpack the objects and show them to the class.

Please make sure that students use the gloves provided with this kit when handling the artefacts.

4. Have students look at the belongings contained in the briefcase and develop a profile using “An Immigrant’s Story” worksheet as a guide.
5. Read the section on Ugandan Refugees (page 53) in the “[Kids Book of Canadian Immigration](#)”.
6. Ask students to imagine that they have been forced to leave Canada to journey to a new country. Like Joe, they have 48 hours to leave Canada. What would they take with them?
7. Invite the students to illustrate one object that they would like to pack in their bag. Have students take turns discussing their item, stating its purpose and the reason for choosing it.

Extensions:

- Engage students in a discussion about how people become refugees. How did Joe Da Silva become a refugee? Ask them to explore whether or not they know refugees, have family members who were refugees, or they think of themselves as refugees.
- Have students visit web sites of major newspapers and search for stories on refugees. Encourage them to view the Human Rights Watch website at www.hrw.org. Using a web or cluster tool have students collectively represent their understandings of refugees.
- Have students explain how their new knowledge has impacted their own perceptions about refugees and have them reflect on such questions as:
 - ◆ What would you feel like if circumstances changed dramatically in Canada and you felt forced to leave?
 - ◆ Where would you go?
 - ◆ If you were a refugee from another country why would you choose Canada?
 - ◆ If you had lived in Canada for many years as a refugee and had to return to your home country how would you feel?

Teacher's Background Notes

Joseph Francis Stephen Da Silva – Journey to Canada as a refugee

Ancestry/Roots

Joe was born to Julius and Esther Da Silva on Sept 2, 1947 at the Asian hospital in Kampala, Uganda.

The family originated from the former Portuguese colony of Goa, on the west coast of India. In the 1930s they were stationed in Uganda to work in the British Civil Service. The East African colonies at that time were Uganda, Kenya, and Tanzania. Joe's father, Julius, was stationed in Kampala, the Capital of Uganda and was a superintendent of water works; a senior position in the engineering department of the city.

The Da Silva family comprised of 4 siblings: 2 daughters and 2 sons. Joe is the eldest of the boys.

Goa was ruled by the Portuguese for over 450 years and was taken over by the Indian army in 1961. Many Goans were given Portuguese names like Da Silva and were predominantly Catholic. At the turn of the 19th century the Goans immigrated to East Africa in search of jobs and found them in the British Civil Service and the East African railways.

Uganda/Pre-independence

The Da Silva family attended an Asian Goan school called Norman Godinho School. They also attended a social club called the Kampala Goan Club.

Before leaving Uganda for Canada in 1972, the family lived in Jinja, a town 50 miles from the capital Kampala. Jinja is famous for being the point where the river Nile starts on its long journey to Egypt. The Da Silva family also lived for a time in Masaka, a town on the equator. On their drive to town they would stop at a point on the road marking the Equator and straddle one leg on the northern hemisphere and the other one on the southern hemisphere, just for fun.

Uganda/Idi Amin's Time

After independence, Idi Amin came into power in 1971. Idi Amin was one of Africa's (and the world's) most brutal dictators responsible for the murder of around 300,000 Ugandans. In 1972 he expelled 80,000 Asians from Uganda, and they were given 90 days to leave the country. Can you imagine having only 90 days to pick up all your belongings and to leave the country of your birth, not knowing where to go?

For some Ugandans, like Joe, it was more traumatic, as he had to leave in 48 hrs with only hand luggage. In October 1972, Joe and his family left everything behind. They had no time to pack in the last 48 hrs and did not have the luxury to think of material stuff to take with them. Joe was not scared nor angry about leaving. He was so afraid to stay because it was so dangerous under Idi Amin that he wanted to leave. He wanted to escape and Canada was going to provide him with a safe future that he did not have in Uganda.

During the Asian exodus, countries like Canada, UK, Australia and some European countries agreed to accept Asian refugees from Uganda.

Canada flew in planes to Entebbe to pick up the refugees on a daily basis until the exodus was complete. At least 4000 Asians came to Canada during this period.

Arriving in Canada

Joe's family arrived in Montreal. The refugees were put up in Army bases before they were sent to various cities and towns in the country, such as Toronto, Montreal, Vancouver, Edmonton and Calgary. Joe and his family went on a train to Vancouver. Arriving in Vancouver was not as much of a culture shock for Joe as one might expect. The city of Kampala was modern and cosmopolitan like any other city in Europe and North America so leaving Kampala to live in Vancouver was not much of a transition or culture shock for Joe. Once in Canada, each refugee was given warm clothes for the winter. Joe was taken to Woodward's and the Army & Navy Stores on Hastings Street in Vancouver for his outfits. Each refugee was given \$20.00 every week for food. It was enough as the cost of a Big Mac was only 25 cents in 1972 and an occasional beer at the Nelson hotel was also 25 cents. Joe lived off of McDonalds for the first few months as this was the only food he could really afford.

Most of the Asian communities that left Uganda and settled in Canadian cities left with families and communities intact. They were not split up from their family so that helped with the transition to a new country and life. All the immigrants from East Africa, including the Ugandan exiles, had experience functioning in a Western business environment, and many of them had British education and professional experience. In an amazingly short time most of them had established themselves in business or the professions, in jobs in the government sector or in small manufacturing, or in skilled trades. None of the Ugandan refugees remained on welfare.

Today Joe lives in Richmond, BC and is the corporate communications manager for Ebco Industries.

An Immigrant's Story Worksheet

Whose suitcase does this belong to? What immigration story does it tell? As you unpack the suitcase, examine the objects and documents inside and try to answer the following questions:

1. What is the name of the immigrant?
2. How did this person come to Canada?
3. What country is this person from?
4. When did they arrive in Canada?
5. Why did they leave their country?
6. Write down three things that the person experienced during their voyage?
7. Where did this person go to live in Canada?

8. What was their first impression of the new country?

9. What hardships did they face?

10. Write down anything else that you found interesting about this person's experience.

Now imagine that you have been forced to leave Canada to journey to a new home in a new land. You have two days before you must leave:

1. What would you take with you?

2. How would you feel?

Lessons 3 & 4: Becoming a Canadian Citizen

Objectives:

- Show how over time, different immigration policies have made entry into Canada easier for some people than others
- Enhance understanding of the experiences of immigrants
- Create an awareness of the process and requirements of immigrating to Canada

Materials:

- Poster: Canada, The New Eldorado
- Booklet 1: Come to Canada
- Booklet 2: Classes Canada Wants
- Canadian Charter of Rights and Freedoms Poster
- Immigration Policy Timeline
- Immigrant profile cards
- “Application for Permanent Residence in Canada” forms
- “Immigration Points System” worksheet
- “Citizenship test” worksheet
- “Applying for Citizenship” worksheet

Introduction

1. As an introduction to this lesson, discuss the following vocabulary words and concepts with your class:

Immigration: The act of entering and settling into a new country

Refugee: Refugees are people in or outside Canada who fear returning to their home country. Canada offers refugee protection to people in Canada who fear persecution or whose removal from Canada would subject them to a danger of torture, a risk to their life or a risk of punishment.

Emigration: The act of leaving ones country for another

Permanent Resident: A permanent resident in Canada is someone who is not a Canadian citizen but has the right to enter or remain in Canada. A permanent resident must live in Canada for two years of every five years or risk losing his or her permanent resident status.

Citizenship: A permanent resident can apply to become a Canadian Citizen after three years. Canadian Citizenship means being a part of Canada and having certain rights and responsibilities based on Canadian laws, traditions and shared values.

Canadian Charter of Rights and Freedoms: All Canadians have certain rights and responsibilities. They are based on Canadian laws, traditions and shared values. Some of these rights and freedoms are:

- legal rights, such as the right to a fair trial;
- equality rights, such as the right to protection against discrimination;
- mobility rights, such as the right to live and work anywhere in Canada;
- Aboriginal peoples' rights; and
- basic freedoms, such as freedom of thought, speech, religion and peaceful assembly.

Citizenship rights: Under the Canadian Charter of Rights and Freedoms, Canadian citizens have the right to:

- be candidates in federal, provincial and territorial elections;
- be educated in either official language;
- apply for a Canadian passport;
- vote in federal and provincial or territorial elections;
- and enter and leave Canada freely.

Immigration Policies

1. Discuss with the class the idea that Canada has always tried to attract immigrants to the country. You may wish to include the Immigration Policy Timeline (found in this kit) in this discussion.
2. Have students examine the following archival documents:
 - ◆ Poster: Canada, The New Eldorado
 - ◆ Booklet 1: Come to Canada
 - ◆ Booklet 2: Classes Canada Wants

These documents show some of the ways that Canada recruited immigrants in the past and who Canada was targeting. Have students find out, based on the documents, what types of people Canada was actively recruiting. You may wish to use the **Analyzing Historical Documents** worksheets as a guide. From these documents they should conclude that during the early 20th Century Canada wanted: Farmers, Farm Labourers, and Female Domestic Servants from the US, England, and other Northern European Countries.

3. Discuss with the class how Canada actively sought immigration from Britain, US, and Northern European Countries. Do they think this is fair? Why do they think that these groups were actively recruited?
4. Introduce the concept of the Point System. This System was introduced in 1967 as a way of eliminating racist immigration policies. The Points system is used by the Canadian government to determine whether potential applicants will be admitted to Canada. Rather than being assessed by country of origin, applicants are assessed on how well they will assimilate into Canada and what skills they bring with them.

Applying to Immigrate to Canada

As seen from the previous group discussions, Canada's immigration policy has not always been an open door. Today is much different:

Inform the class that most immigrants to Canada today apply under three main categories:

- Family Class
- Independent
- Refugees

Discuss the definitions of these categories with your class. Definitions are listed below:

- **Family class** applicants have a family member who is already a Canadian citizen or permanent resident who sponsors them to come to the country.
- **Independent** immigrants are skilled workers, entrepreneurs, investors and the self-employed. Skilled workers under this class must pass the points system. They must also show that they have enough money to support themselves after they arrive in Canada.
- A **refugee** is someone who has a well-founded fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group. In Canada, new immigration rules approved in June 2002 state that a refugee is also someone who, if returned home, faces: a risk of torture as defined in the Convention Against Torture, cruel and unusual treatment/punishment or a risk to his/her life.

Ask students which class they think makes up the majority of immigrants to Canada today. Write down the answers. Now compare class results with findings from 2005 Stats Canada: 56.1% came in as independent class (skilled workers, entrepreneurs etc.); 28.5% were family sponsorships; 12.8% as refugees; 2.6% came in as live-in caregivers, retirees and other smaller categories of immigrants

Activity – Becoming a permanent resident

1. Tell students that they will be applying to come to Canada as a skilled worker. The skilled worker class has been chosen because this is the class that the majority of immigrants belong to today.
2. Have students work in pairs. One student will be the immigrant and one will be the immigration officer. Give each student "immigrant" one of the "immigrant profile" cards found in this section.
3. Have students fill out the "Application for Permanent Residence in Canada" forms, also found in this section, using their immigrant profile as a guide.
4. Hand out the "Immigration Points System" sheets to the students in the role of "immigration officer". The "immigration officers" will then tally up their partner's points based on their application for permanent residence.

Activity – Becoming a Canadian Citizen

Explain to the class that three or four years have now passed. The immigrants who gained permanent residence would now like to become Canadian Citizens.

Go over with the class the requirements to becoming a Canadian Citizen. They are:

- Must 18 years of age
- Must have been a permanent resident of Canada for at least 3 years.
- Must be able to speak French or English.
- Must pass the Canadian Citizenship Test.

Have students fill out the mock citizenship test (found at the end of this section). Explain that this is only a sample of the kind of test that people have to take before they can become a Canadian Citizen. Remind students that they are not expected to know all the answers to the questions. You may also wish to do an online practice citizenship test (through the Richmond Public Library) which can be found at the following web address: www.yourlibrary.ca/citizenship/.

After the test find out what the class thought of the test? Was it hard? What questions might they like to add? Do they think the questions are important? Why/why not? What questions would they add?

Now have students put themselves in the shoes of a young person who has recently immigrated to Canada and now has decided to apply for Canadian citizenship. Use the “Applying for Citizenship” worksheet included in this section. Students may wish to visit Citizenship and Immigration Canada’s website to answer some of the questions: www.cic.gc.ca

Extensions:

As an extension have students host a Citizenship ceremony in the class.

This is the final step in becoming a Canadian citizen. Students can take the oath of citizenship, sign the oath form and design their own Canadian Citizenship Certificates.

Immigrant Profile Cards

Name	Chan, Liang
Age	39
Home Country	China
Education	Diploma Trade
Occupation in China	Carpenter
Languages	Cantonese (fluent); English (written fluent; spoken intermediate)
Family in Canada	None
Work Experience	16 years
Additional Notes	Liang would like to immigrate to Canada to find better work opportunities. He does not have a job lined up but he is hopeful that once in Canada he will find work quickly. 12 years ago he studied English in Canada for one year. He is applying to come to Canada with his wife.

Name	Agarwal, Sunita
Age	34
Home Country	India
Education	PhD Mathematics
Occupation in India	University Professor
Languages	Hindi (fluent); English (written fluent; spoken fluent); French (written basic; spoken intermediate)
Family in Canada	Sister (permanent resident)
Work Experience	3 years
Additional Notes	Sunita would like to immigrate to Canada to live with her sister. She has heard many wonderful things about Canada and she wants to escape the overcrowded conditions in Mumbai. Sunita has been offered a teaching job from the University of British Columbia but only if she can get permanent residency. Sunita is not married.

Name	Krawchenko, Yuri
Age	45
Home Country	Ukraine
Education	Bachelor's Degree
Occupation in Ukraine	Elementary School Teacher
Languages	Ukrainian (fluent); English (written basic; spoken intermediate); French (written fluent; spoken fluent)
Family in Canada	Aunt and Uncle
Work Experience	20 years
Additional Notes	Yuri has always wanted to move to Canada. He worked in Montreal 15 years ago for two years as an exchange teacher. Ever since then he has hoped to eventually return to Canada as a permanent resident. Yuri is divorced and would be coming to Canada alone.

Application for Permanent Resident in Canada Worksheet

1. Your full name: _____
 Family name: _____
 Given name(s): _____

2. Your age: _____

Points: _____

3. Sex: M F

4. Your country of citizenship: _____

5. Your native language: _____

6. Your current marital status: _____

7. Do you have an offer of employment in Canada? _____

Points: _____

8. What is your first Canadian Official Language?

English French

9. Your Proficiency in English:

	Fluent	Intermediate	Basic	None
Spoken				
Written				

Points: _____

10. Your Proficiency in French:

	Fluent	Intermediate	Basic	None
Spoken				
Written				

Points: _____

11. Education: What is your highest level of education?

- | | |
|---|--|
| <input type="checkbox"/> Elementary School | <input type="checkbox"/> Bachelor's Degree |
| <input type="checkbox"/> High School | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Diploma Trade/Apprenticeship | <input type="checkbox"/> PhD |

Points: _____

12. Work Experience

- | | |
|----------------------------------|--|
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 4 years or more |

Points: _____

13. Have you ever worked in Canada?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Points: _____

14. Have you ever studied in Canada?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Points: _____

15. Do you have a confirmed job offer in Canada?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Points: _____

16. Do you or your spouse have a relative who is living in Canada and is a permanent resident or Canadian citizen?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Grandfather | <input type="checkbox"/> Spouse |
| <input type="checkbox"/> Grandmother | <input type="checkbox"/> Sibling (brother or sister) |
| <input type="checkbox"/> Mother | <input type="checkbox"/> Cousin |
| <input type="checkbox"/> Father | <input type="checkbox"/> Aunt or Uncle |

Points: _____

Add up all your points.

Total Points: _____

Applicants scoring 67 points or more on these factors are eligible to obtain Canadian permanent resident status in Canada's *Skilled Worker* program.

Immigration Points System Worksheet

Attention Immigration Officers: Use the charts below to determine the number of points the immigration applicant is eligible for:

Remember! Pass mark is 67

Age (maximum 10 points)

Age	Score (Maximum = 10)
21 to 49 years	10 points
Over 49 or under 21 years	Subtract 2 points for each year

Education (maximum 25 points)

Education Level	Score (Maximum = 25)
University – PhD or Master’s	25 points
University – Bachelor’s Degree	20 points
Diploma, trade certificate or apprenticeship	15 points
Completed high school	5 points

Language Proficiency (maximum 24 points)

English	Score (Maximum = 24) for English and French scores combined			
Spoken	Fluent 6 points	Intermediate 4 points	Basic 2 points	None 0 points
Written	Fluent 6 points	Intermediate 4 points	Basic 2 points	None 0 points

French	Score (Maximum = 24) for English and French scores combined			
Spoken	Fluent 6 points	Intermediate 4 points	Basic 2 points	None 0 points
Written	Fluent 6 points	Intermediate 4 points	Basic 2 points	None 0 points

Work Experience (maximum 21 points)

Work Experience	Score (Maximum=21)
1 Year	15 points
2 Years	17 points
3 Years	19 points
4 Years +	21 points

Arranged Employment (maximum 10 points)

If you have a job offer in Canada **10 points**.

Adaptability (maximum 10 points)

Adaptability	Score (Maximum=10)
Minimum one year previous work experience in Canada	5 points
Minimum two years study in Canada	5 points
Family in Canada If applicant or applicant's spouse has a close relative who is a citizen or permanent resident of Canada they may be awarded up to 5 points . Close relatives include: grandparents, parents, children, siblings, aunts, uncles.	5 points

Canadian Citizenship Test Worksheet

To become a Canadian citizen you must first pass a Canadian Citizenship Test. The test asks you general questions about Canada and the responsibilities and privileges of being a Canadian citizen. You must know:

1. What Canada's government is like
2. The rights and responsibilities of Canadian citizenship
3. Your right to vote in elections and run for office
4. How voting works
5. Canadian history and geography

Politics

1. In Canada, do people have the right to express their opinions?
 Yes No
2. Canada's type of government is a democracy. This means that Canadian citizens have the right to _____ and _____ .
3. The laws that govern Canada are found in the _____ , which was passed in 1982.
4. The rights and freedoms that Canadians have are protected in the _____
5. Every Canadian citizen has rights. Five of these are:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
6. Canada has two official languages: _____ and _____
7. The Prime Minister of Canada is _____ of the _____ party.

Symbols

1. What does the Canadian flag look like? _____
2. Give the first two lines of Canada's national anthem: _____

3. Which animal is an official symbol of Canada? _

Geography and History Section

1. What is the name of the people who lived in Canada before the settlers came? _____
2. From which two countries did settlers first come to Canada from:
_____ and _____ .
3. What important trade did the Hudson's Bay Company control? _____
4. Where do most new Canadians come from today? _____
5. How many provinces and territories are there?
6. Name two provinces on the East coast of Canada.
_____ and _____ .
7. Which country borders Canada on the south? _
8. Name two of the coldest provinces/territories.
_____ and _____ .
9. Which province is famous for its oil reserves? _

Questions about your Region (BC & Richmond)

1. What is the capital city of BC? _____
2. What is the name of your mayor? _____
3. List three natural resources important to the BC economy: _____ ,
_____ and _____ .

The first time I took this quiz, I answered _____ questions correctly.

The second time I took this quiz, I answered _____ questions correctly.

Applying For Citizenship Worksheet

Scenario:

You are 18 and immigrated to Canada with your family from _____ four years ago. Your family lives in _____ and you have been attending the local high school. You now feel very much at home and have decided you want to be a citizen of Canada. Along with the rest of your family, you have decided to apply for Canadian citizenship. Since you attend school and have lots of friends, you are very comfortable speaking English.

1. Give some of your reasons for applying for citizenship.

2. Make a checklist of the things you will have to do before you can send off your application. Visit www.cic.gc.ca/ to help you find out what you need to do.

Lesson 5: Diversity Café

Objectives:

- To explore the concept of diversity as it pertains to the classroom, the community, and the country.
- To learn about some of the customs and traditions that immigrants bring with them to a new country
- To collect data from a variety of sources and to present and interpret findings in graph format

Materials:

- Phone Book
- Internet
- Local newspaper
- Cultural Profile booklets
- “Population by selected ethnic origins” laminated sheet

Food and Immigration:

Of all the customs that people give up when settling in a new land, those concerning food and eating are the most difficult to let go, and they last the longest. Today you will find, in most cities, a variety of restaurants and grocery stores selling food and produce that reflect the ethnic diversity of the area. Each group of immigrants brings with them many of the customs and traditional ways of preparing the foods they are used to eating. Sometimes, immigrants are able to find or grow the kind of foods they are used to eating back home and sometimes not.

Canadian Diversity:

1. Discuss with students how the Canadian classroom of today is much like Canada. You will find children of many different races, religions and nations. Canada is a multicultural country – a country of many cultures.
2. Through a class poll or survey, make a list of the number of different nationalities represented in the class. Plot the findings on a pie graph.
3. Now compare with the ethnic origins of people in Vancouver on the 2001 census sheet. Plot the findings on a pie graph.
4. How do the two graphs compare?

Restaurant Diversity:

1. Using a variety of sources, such as phone books, internet and newspapers have students research the types of multicultural eateries found in Richmond. Create a grid showing the results of this research.
2. Compare the results from the first class poll with the results from the restaurant poll. Are the restaurants representative of the nationalities found in the class? Do the findings represent the cultural diversity of Richmond?
3. Create a recipe book of dishes representing the cultures from the class. These can be family recipes or from cookbooks. You may use the [Cultural Profile Booklets](#) included in this kit for inspiration as well.

Lessons 6 & 7: Postcards From Home

Objectives:

- To understand some of the reasons why people immigrate to Canada
- To gain a deeper appreciation of some of the challenges and experiences that new immigrants face
- To compare Canadian society with the society of another country

Materials:

- Photocopies of Postcards from Home (green folder)
- Cultural Profiles Booklets
- Artefacts and associated fact sheets
- Oral History Checklist

What is home?

1. Give each student a blank piece of paper. Ask them to draw “home” – ask if home is just the roof over their heads, or is it something larger? Does it have different meanings in different contexts – for example, if you are travelling is home your house or Canada?
2. Take a class poll. How many students have left their home country to come to Canada? How about parents or grandparents? Briefly discuss the idea that there are some things which prompt people to leave their home countries (PUSH factors) and others which lead them to choose a particular new country over another (PULL factors).

Push and Pull Factors:

1. Using the artefacts included in the kit as a guide, discuss what might cause people to move to another country (PUSH factors). Some examples may include:
 - ◆ to escape conflict (as represented by the gas mask)
 - ◆ to escape political instability (as represented by the old Hong Kong flag)
 - ◆ to escape persecution (as represented by the suitcase contents of Joe Da Silva)
2. Using the artefacts included in the kit as a guide, discuss why people pick one country (with particular reference to Canada) over another to move to (PULL factors). Some reasons may include:
 - ◆ better jobs
 - ◆ to be with other family members
 - ◆ more money

Postcards from Home:

1. Read the immigration stories found in the Postcards included in this kit. These stories are written by Richmond children and talk about their personal experiences. Discuss the following with the class:
 - ◆ What would be some of the difficult things about leaving your home?
 - ◆ What could you do to make your move easier?
 - ◆ What could a country do to make life easier for new immigrants?
2. Compare Canadian society with the countries mentioned in these postcards and with countries from which student's families are from. Compare in terms of characteristics such as history, daily life, work, language, family structure, age roles, gender roles, and religion and beliefs (use the **Cultural Profiles Booklets** included in the kit as a guide).
3. Using the **Oral History Checklist** sheet as a guide, have students conduct mini interviews with one another about their immigration story or the story of their family. For some students, such as First Nations students or 4th generation Canadians, this exercise may be more difficult. An optional activity would be for those children to write their family story as it was, and is, in Canada or for them to interview someone from their community who may have an immigration story.
4. Have students share their or their family's story of their journey to Richmond on the postcard included in this kit. On the front students may want to create a picture with photographs or art materials that illustrate the story.
5. The postcards included in this kit were part of an exhibit at the Richmond Museum in 2007. Have students create their own "museum" exhibit in the classroom using their completed postcards.

Resources

Resources

See inventory at the front of the teacher's manual for a complete list of reference materials that are included in the kit for your class to use as you see fit.

Richmond Museum: The Museum offers a variety of interpretive programs and education kits that focus on issues of particular relevance to Richmond. Please see school programs brochure included in this kit, or visit www.richmondmuseum.ca.

Websites:

NFB of Canada Talespinners Collection website: <http://films.nfb.ca/talespinners/>

SUCCESS: www.successbc.ca

In their Words: The Story of BC Packers: www.intheirwords.ca

Citizenship and Immigration Canada: www.cic.gc.ca

Pier 21; Canada's Immigration Museum: www.pier21.ca

Open Hearts, Closed Doors: The War Orphans Project: www.virtualmuseum.ca/Exhibitions/orphans/english

Canada in the Making: Pioneers and Immigrants: www.canadiana.org/citm/themes/pioneers_e.html

Classroom Connections: Cultivate your Commitment to Canada Series: www.classroomconnections.ca/en/othresources.html