

---

---

# Canada's Treatment of Diverse Peoples

---

---

Discrimination & Inequality

---

---

# What is meant by “Canada” in this unit/context?

## Canada as entity or “being”:

- Canadian society
- Dominant culture of the country (i.e. white European settlers)
- The people who hold the power to make decisions that impact the lives of others
- Government at various levels & elected members of government
- A group of people who live in a nation that has a colonial (colonizing) history

There is a lot tied into Canada - “the nation” - and “Canada” means many different things to many different people!

# Has Canada treated diverse peoples fairly?

Class discussion...

Yes/No?

Examples?

**True Patriot Love?**

Has Canada treated diverse peoples fairly?

The corkboard features several items:

- Top Left:** A photo of blue signs hanging on a chain-link fence. The signs read "I WILL" followed by various phrases like "I will stand up for my rights", "I will be a good citizen", "I will be a good neighbor", "I will be a good student", "I will be a good worker", "I will be a good parent", "I will be a good friend", "I will be a good leader", "I will be a good follower", "I will be a good citizen of the world". A note below it says: "What can make us proud of Canada?" and "We can all participate in reconciliation!"
- Top Right:** A black and white photo of a group of people standing in front of a wooden fence. A note above it says: "What is the little-known story of Canada?" and a note below it says: "David Suzuki—going to an internment camp!"
- Bottom Left:** A photo of a man (Chanie Wenjack) standing next to a sign that reads "CHANIE WENJACK SCHOOL FOR INDIGENOUS STUDIES". A note below it says: "What are we not proud of about Canada's past?"
- Bottom Right:** A photo of a man (Chanie Wenjack) running. A note below it says: "Chanie Wenjack—died running away from a residential school"

**DISCOVER**

- ▶ The causes and consequences of the Indian Act
- ▶ Why we need Truth and Reconciliation
- ▶ How Canada Treated Asian immigrants
- ▶ How Canada has changed

© P.

Canada's policies and treatment of diverse peoples have **negative** and **positive** legacies.

**Big IDEA** Canada's policies and treatment of diverse peoples have negative and positive legacies.

**CANADA**  
**Canada's race problem? It's even worse than America's.**  
For a country so self-satisfied with its image of progressive tolerance, how is this not a national crisis?  
by Scott Clements Jan 22, 2015

**Activist Iman Bukhari battles racism in Canada**  
Calgary woman shares stories in order to build understanding  
Mckenzie Gellner - for CBC News - Posted: Apr 22, 2018 6:40 AM MT | Last Updated: April 22

**On a Vancouver SkyTrain full of people, just one came to help teen in religious attack**  
PATRICK JOHNSON & STEPHANIE SP - Updated December 1, 2017

**Is Canada really the country we imagine it to be?**

**Racism, still?**

**Has Canada changed?**

**VOTE**  
Wow, Women, Asian-Canadians, and First Peoples once had no vote.

**Find Out For Yourself**

Investigate a policy or action by a government or individuals in Canada that discriminated against a group in Canada. What were the causes and consequences of this treatment? Consider how we can help make Canada more fair or just.

True Patriot Love? 63



# Canada's Treatment of First Peoples - Treaties & the Indian Act

## Investigate How Have Government Policies Affected First Peoples?

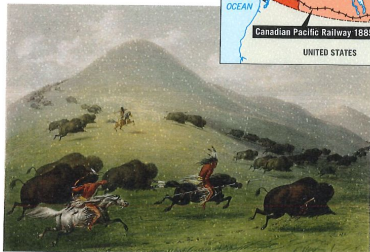


After Confederation in 1867, the Canadian government took control over First Peoples. This meant the government had control over their lands and futures. Traditional territories made up the vast areas of land that Canada purchased from the Hudson's Bay Company. The government promised to build a railway from Eastern Canada all the way to BC.

Canada negotiated treaties to get First Nations to give up their right to the prairie lands. First Nations were moved to tiny reserves, often far from their homes.

Look at the map and art on this page. How do you think government decisions about the land would affect First Peoples?

- Compare this map to a current map of Canada.
- What has changed in the past 150 years?
- What has not changed?



◀ George Catlin's *Buffalo Hunt*. The Plains First Nations depended on the bison.

## What Are the Consequences of the Indian Act?

In 1876, the Canadian government passed the **Indian Act**. The Indian Act controlled and restricted every aspect of the daily lives of First Nations people in Canada.

The Indian Act has changed over time, but much of the original Act is still in effect today.

**Indian** is an outdated, colonial term for a person from a First Nation.

## VOICES

The great aim of our legislation [is to] **assimilate** the Indian people in all respects.

—Prime Minister John A. Macdonald, 1887

To **assimilate** is to merge one group into another, so the first group disappears as a distinct people.

Why did the government want to assimilate the First Nations?

## It's About Status

The Indian Act says who is a "status Indian." Not all First Nations persons have this status, or registered standing. Before 1985, only those with a government-issued status card were permitted to live on a reserve. How would this affect communities?

Before 1961, a person lost their Indian status if they graduated from university, served in the armed forces, or lived off their reserve for over five years. Before 1985, a woman and her children lost their status if she married a non-status man. Why might First Nations people not want to lose their Indian status?

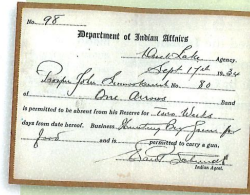


◀ Joye Walkus of the Kwakwaka'wakw First Nation graduates from the University of Victoria, 2015.



▲ A certificate of Indian status

# Consequences of the Indian Act



## Indian Agents

The government appointed agents to enforce the Indian Act and run the reserves. These agents were not Indigenous. The agents changed people's traditional names to European names. They would not let people leave the reserve or sell timber resources or farm products without their permission. In 1969, all Indian agents were removed from reserves. Why might the government have allowed these abuses for so long?

◀ This pass slip, signed by an Indian agent, gives permission to leave the reserve for two weeks to hunt for food.



▲ The chief and council of the Saik'uz First Nation, 2017

## Governance

The Indian Act forced First Nations to choose their leaders by voting, instead of in traditional ways. Only men could become chiefs or councillors. Many First Nations resisted and continued to recognize their hereditary chiefs and clan mothers or matriarchs. Why would First Nations have resisted this new system of governance?

## Reserves

The Indian Act gives the federal government or a provincial or municipal government the right to take away parts or all of a reserve for roads, railways, or other public works, such as oil pipelines. Whole reserves have been relocated against the will of the residents. What do you think about this system?



▲ Protesters in Vancouver in 2016 rally against the Kinder Morgan Trans Mountain pipeline expansion. It would cross many First Nations reserves and territories.



## Potlatch Ban

In 1884, the Indian Act made it illegal to participate in a potlatch. In 1895, traditional dances and cultural and spiritual ceremonies were banned. These laws stayed in effect until 1951. Despite the bans, potlatches and other ceremonies continued in secret. Why would the government enact these bans? How would these bans affect First Nations?

◀ Dancers at a Kwakwaka'wakw potlatch



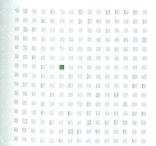
## Land Rights

From 1927 to 1951, the Indian Act made it a criminal offence for First Nations to raise money or hire lawyers to pursue land claims or to form political organizations. Why would the government want to prevent land claims and political activism by First Nations?

◀ Aboriginal title is a people's right to use and manage their traditional territories. On June 26, 2014, the Supreme Court of Canada granted to the Tsilhqot'in Nation the first declaration of Aboriginal title in Canadian history. Shown here are Tsilhqot'in and Secwepemc representatives with their respective legal counsel.

## Reserves in BC

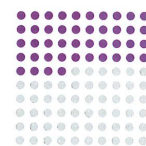
Why are BC reserves so small?



Reserves are a small part of BC's total land area.



More than half of Canada's reserves are in BC.



Close to half of BC First Nations people with status live on reserves.

▲ How did First Nations communities survive even though they were left with only small reserves to live on?

Source: Indigenous and Northern Affairs Canada, 2017



# Residential Schools

## In What Ways Are Residential Schools Evidence of Canada's Negative Legacy?

By law Canada had to provide education for First Nations children. The government turned the responsibility of running schools over to the churches. Some communities had day schools. However, many students had to go away to residential schools, operated by the Protestant and Catholic churches. Between 1883 and 1996, about 150 000 Aboriginal children attended 130 of these schools.

These boarding schools were off the reserves, often far from children's homes. The education given was mostly poor, with a focus on Christian religious instruction. Many of the schools were overcrowded, poorly heated, and

unsanitary. Food and health care were inadequate. Many students became ill. Thousands experienced abuse. It is estimated that more than 6000 died.

Indigenous children were forbidden to use their own language or practise their traditions. If they did, they were punished severely.

- Why did the government want to remove First Nations children from their families?
- What beliefs did the schools try to teach First Nations children?



▲ Residential school students usually spent more than half the day working, like these students farming at the Mohawk Institute in Brantford, Ontario. Why did the government allow this?

Many children ran away from their residential school and went home to their reserves. In 1920, the Indian Act was changed to allow the government to force First Nations children to attend residential schools. Many parents refused and were fined or even jailed.

In the 1970s, the government began closing the residential schools. The last federally run school closed in 1996. In 2008, the government apologized and acknowledged its role in running such schools.

What do you think a day in a residential school would be like?

What would you lose if you could not see your family or community for years?

▼ In the 1950s, the government expanded the residential schools system into the North. Inuit students were sent to schools far from their homes and went years without seeing their parents.



OP

## VOICES

We were always hungry. Grub was the beginning and end of all conversations.

—Enos Montour, Muncy, Ontario

There was a death every month on the girls' side and some of the boys went also.

—Louise Moine, Qu'Appelle, Saskatchewan

They took my language. They took it right out of my mouth. I never spoke it again.

—Rose Dorothy Charlie, Whitehorse, Yukon

They would just start beating you and lose control and hurl you against the wall, throw you on the floor, kick you, punch you.

—Geraldine Bob, Kamloops, BC

Why is it important to learn about residential schools today?

## What Are the Long-Term Impacts of the Indian Act and Residential Schools?

The Canadian government took First Nations' lands and resources, but did not honour promises made in the treaties. Reserves were too small and poor to sustain the number of people forced to live on them. The government failed to provide a good education.

Residential schools disrupted families and communities. Many languages were lost and cultural traditions weakened. The abuse suffered in the schools harmed mental health. Children separated from their parents could not develop good parenting skills.

Problems, such as overcrowded housing, contaminated water and land, and lack of access to education, health care, and other services, continue in many First Nations communities across Canada.

How do these conditions and problems affect children?

## Rallying for First Nations education funding in Ottawa

The per-student funding gap between federally funded on-reserve schools and provincial schools totals billions of dollars. The federal government promised more money for First Nations education beginning in 2016, but some of the funds (up to 31%) won't be available until 2020 and later.



School children in 2012 take part in a protest for fair funding for First Nations education.

# Truth & Reconciliation and the 94 Calls to Action

## Thinking Deeper

### Why Should All Canadians Participate in Truth and Reconciliation?

A truth is a fact or certainty. What does "reconciliation" or "to reconcile" mean?

### What Did the Truth and Reconciliation Commission Do?

The Truth and Reconciliation Commission (TRC) began its work in 2009. The commission invited residential school survivors and their families to tell their stories. It travelled all over Canada to listen and gather information. The TRC then wrote a report and made recommendations in 2015.

The TRC released 94 Calls to Action. These actions call on all Canadians to work with First Peoples to achieve reconciliation.

► This is the Truth and Reconciliation Commission's bentwood box. A Coast Salish artist named Luke Marston made it from a single piece of red cedar. He carved it to represent First Nations, Inuit, and Métis cultures. People who attended TRC events put personal items into the box. How might putting objects into this box help survivors and their families to heal?



▲ Justice Murray Sinclair was the head of the TRC. Here he speaks in Ottawa, in 2015.



▲ Members of the TRC and more than 7000 participants march in Ottawa in 2015 at the end of the commission's work. A banner says: "A New Way Forward: What do you think this means?"

### How is Canada Answering the Calls?

#### Beyond 94

This is a website that reports on the progress of the Calls to Action. You can go online and see what is being done and what still needs to be done.



#### Orange Shirt Day

The first Orange Shirt Day took place in 2013. The day remembers the children who were forced to attend residential schools. Phyllis Webstad started this special day. Phyllis is Secwepemc. She was once a student at St. Joseph Mission School near Williams Lake, B.C. On her first day of school in 1973, when she was just six years old, she wore a new orange shirt. Her grandmother bought her the shirt. At the school, the shirt was taken from her and never given back.

Each year on September 30, people all over Canada now wear orange shirts. On this day, students and adults talk about racism and bullying and how we can all help end them. Why do you think the slogan is "Every child matters"? What can Orange Shirt Day help to achieve?



▲ Phyllis Webstad speaks at an Orange Shirt Day event.

#### A National Day for Truth and Reconciliation

In 2018, the Canadian government proposed a new statutory holiday to answer one of the Calls to Action. This holiday would commemorate, or remember, the victims and survivors of residential schools. Which Call to Action would this answer?

Do you think a national holiday is a good way for people to remember the past and honour the present survivors? Why, or why not?

#### The Indigenous Peoples Atlas of Canada

In 2018, the Royal Canadian Geographic Society launched a special educational tool called *The Indigenous Peoples Atlas of Canada*. The resource includes four books about First Nations, Inuit, and Métis, as well as Truth and Reconciliation. There is also a website and a large floor map of First Peoples. Which Call to Action does this project answer?

- On your own or with a partner, research the Calls to Action and select one of them. How has this call been answered? If it hasn't yet, how could it be answered? Share your research with a group.
- What project can you make, or activity can you do, to share what you know about reconciliation with First Peoples?



Despite the many efforts to destroy them, Indigenous cultures have survived. Individuals and communities are healing themselves. They are learning their languages and reviving their cultural traditions. They continue to fight for the right to govern themselves and control their lands and resources.

Why is it important for all Canadians to learn about the history and cultures of First Peoples?

## Voices into Action

### Harold Cardinal

Harold Cardinal was a Cree writer, leader, teacher, and lawyer. In 1969, when he was 24, the Canadian government proposed a new plan. It would close the residential schools and get rid of the Indian Act. In exchange, it would take away the First Nations' reserves and all treaty rights. The government would no longer honour its responsibility to protect the rights of First Peoples. In response, Cardinal wrote a bestselling book, *The Unjust Society*. In the book he states that this was a "thinly disguised programme of extermination through assimilation." Cardinal's book inspired First Nations to oppose the government's plan. The government backed off.

Why is the Indian Act still in place today?



▲ A large teepee stands in front of Parliament Hill in Ottawa, in 2017. What message does this image hold?

## Check Your Learning

1. How did the Canadian government's policies create inequality for First Nations?
2. What effects did residential schools have on First Peoples' families and communities?

### Make Connections

3. Why is reconciliation important for all Canadians? How can you contribute to reconciliation?



# Canada's Treatment of Chinese Immigrants & Labourers

## Investigate Why Did Canada Discourage Chinese Immigration and Settlement?

With the forced relocation of First Nations of the prairies onto reserves, Canada was ready to begin building the transcontinental Canadian Pacific Railway (CPR). To do this, it needed many more workers than the settler population could provide.

Thousands of Chinese men had come to California and BC during the gold rushes. When the gold rushes ended, they stayed rather than return to China. They worked in sawmills, coal mines, and canneries. They sent the money they made home to China to help their families. Now, Canada looked to these workers to help build the railway. But many more workers were needed. Over 15 000 more Chinese workers were brought to BC from California and China.

- Why did Chinese workers accept these conditions?
- Who benefited most from the building of the railway?

### ▲ DANGEROUS WORK!

The hardest part of building the CPR was getting through the Rocky Mountains. Chinese workers did the most dangerous work for less than half of the other workers' low pay. At least two Chinese workers died for every kilometre of track laid through the mountains.

▲ The railway bridge over Mountain Creek, BC, 1880s

### ▲ POOR LIVING CONDITIONS!

Chinese workers were kept on separate crews from the other railroad workers. Unlike the other workers, they had to pay for their own food, clothing, and medical care from their low wages. They camped in tents, even in the winter. The men who financed the building of the railway lived in huge mansions in far-off cities.

▲ Chinese workers' camp, 1880s

## What Happened Next for Workers in BC?

Work on the railway ended in 1885. With the railway finished, many workers had difficulty finding new jobs. Some of the Chinese railway workers left Canada. Many others stayed, and many more Chinese workers arrived.

Work in BC's resource industries was hard and often very dangerous. The pay was low. Workers joined together in unions to get better working conditions. Often, there were bitter strikes. Owners hired Chinese workers at much lower wages and used them during the strikes. This strategy turned other workers in BC against Asian workers.

Why might Chinese workers want to stay in Canada?

## THINKING LIKE... an Economist

The law of supply and demand says that when there is a low supply of something and a high demand for it, the price will rise. When there is a large supply and low demand, the price will drop. How would the arrival of large numbers of labourers from Asia affect the wages offered to all workers? Analyze the table below to see this effect.

### Daily Wages (in cents) in the Vancouver Island Coalfield, 1875-1897

Year	"Whites"	Chinese	First Nations	Boys	Japanese
1875	200-500	121-125	100-150	—	—
1876	200-400	100-125	100-150	—	—
1877	200-400	100-125	100-150	—	—
1878	200-375	100-125	100-150	—	—
1879	200-375	100-125	100-150	—	—
1881	200-400	100-125	100-150	—	—
1882	200-400	100-125	125-250	—	—
1883	200-400	100-150	125-250	—	—
1886	200-400	100-150	200	—	—
1887	200-375	100-125	200	—	—
1888	200-500	100-175	200	—	—
1889	200-500	100-137	100-250	100-175	—
1890	250-600	100-200	100-250	100-200	—
1892	240-350	100-150	—	100-200	100-125
1893	200-350	100-150	—	100-200	100-125
1894	200-350	100-150	—	100-200	100-125
1895	225-350	100-150	—	100-200	100-125
1897	225-350	100-150	—	100-200	100-125

Sources: John Douglas Beishaw, "The Standard of Living of British Miners on Vancouver Island, 1848-1900," BC Studies, no. 64, Winter 1989-90, page 44; British Columbia Sessional Papers, Minister of Mines Reports, 1877-1900

## Workers Strike for Better Conditions



Many miners were injured or killed in mine accidents. Workers who tried for fair conditions were discriminated against, beaten, and jailed. Sometimes the army was called in to break up strikes. What questions would you ask the men in this scene?

▲ British and Chinese miners share a meal in a BC miners' cabin.



A picket line is a boundary set by workers on strike, often at the entrance to the place of work. Many BC workers lost their lives to gain Canadians the right to refuse unsafe work and to be treated fairly and without discrimination. Why might workers not want people to cross a picket line?

▲ A picket line in Vancouver in 1980



▲ Label of the Emblem brand of canned salmon

The first big strike in BC outside the mining industry was in the salmon-canning industry in 1900. The cannery owners hired Chinese workers to break the strike. British settlers, Chinese, Japanese, and First Nations people, many of them women, all worked in the canneries. Each group was housed separately and assigned separate tasks. How might this hurt their ability to work together for fair wages?

# The Chinese Head Tax

## What Was the Head Tax and How Was It Used?

Hostility to Chinese immigrants grew. BC labour unions and politicians pressed the federal government to restrict Chinese immigration. In 1885, Canada passed the Chinese Immigration Act, forcing each Chinese person who wanted to enter Canada to pay a \$500 head tax. This is equal to about \$2000 today.

Most Canadians strongly supported banning all Chinese immigrants. Why?



▲ These newspaper cartoons are from the United States (left) and Canada, 1870. What can they tell you about the views in both countries at that time?

## THINKING LIKE...

a Historian

Historians look at possible reasons for decisions that political leaders made in the past.

Political leaders have to balance the wants and needs of different groups in society and try to find solutions to problems that everyone can accept. Prime Minister Macdonald faced a political dilemma in BC.

- Company owners wanted Chinese workers. They said cheap labour was needed to develop BC's economy.

- Other workers said the Chinese were taking their jobs. They wanted all Chinese excluded from Canada.
- Many Canadians believed the Chinese would not be able to assimilate.
- BC and federal politicians wanted to be re-elected. Would the head tax satisfy each group? Who would it benefit most?

## What Were the Consequences of the Head Tax?

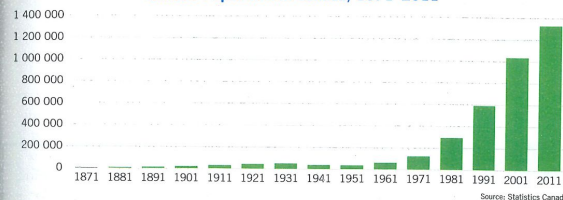
The head tax did little to stem Chinese immigration. In 1900, the tax was raised to \$100. In 1903, it rose to \$500. Despite the tax, the Chinese population in BC increased from 4000 to almost 40 000 between 1881 and 1921.

On July 1, 1923, Canada passed a new Chinese Immigration Act that removed the head tax but banned almost all Chinese immigrants until 1947.



▲ A \$500 Chinese immigration certificate. A quarter of the money raised by the head tax went to BC. After 1903, BC received half. Who would this money benefit?

## Chinese Population in Canada, 1871–2011



▲ Use the graph to compare the consequences of the 1923 Chinese Immigration Act and its repeal in 1947.

On June 22, 2006, Prime Minister Stephen Harper apologized to the Chinese Canadian community for the head tax and the exclusion of Chinese immigrants from 1923 until 1947. Why was it important for the government to apologize?

## Check Your Learning

- What were the conditions that led to the head tax?
- What were the intended and unintended consequences of the head tax?

## Make Connections

- When immigration was banned, many Chinese men were not able to bring their wives and children to Canada. What are the impacts of separating family members for long periods? How is this similar to what happened to First Nations families? How is it different?



# The 1907 Vancouver Riot

## Examine What Were the Causes of the 1907 Vancouver Riot?

Was racism the most significant cause of the riot?



After the Chinese head tax was imposed, employers looked to Japan and India for new sources of cheap labour. From 1904 to 1906, more than 4000 Japanese came to BC. By September 1907, another 8000 Japanese had arrived, and there were 2000 immigrants from India.

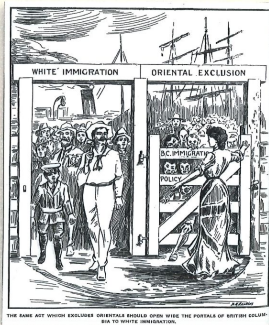
There was a shortage of jobs in Vancouver. The BC government demanded that the federal government stop all Asian immigration. However, the federal government did not want to do this because

- the owners of the resource industries insisted they needed more cheap labour
- Japan was an important military ally and trading partner of Britain
- people from India were British subjects

## Analyzing CAUSE and CONSEQUENCE

- Causes can be short term or long term.
- Causes may be social, political, or economic.
- Consequences can be intended or unintended.
- There can be different perspectives on an event.

► Cartoon in the *BC Saturday Sunset*, August 24, 1907. What is the message of this cartoon? What does the cartoon tell about the views at the time?



## How Did Events in the United States Affect Canada?

In 1905, the Asiatic Exclusion League was formed in San Francisco. Its goal was to drive all Asians from North America. In 1907, a branch of this group was formed in Vancouver. It planned a parade for September 7 and advertised it around the city.

On September 4, in Bellingham, Washington, a mob of about 500 men, most of them members of the Asiatic Exclusion League, raided the mills where Sikhs and Hindus worked. They invaded their lodging houses, dragged them from their beds, and hauled them to the edge of town. Many of the Sikhs headed for Canada.



▲ How might being close to the Canada-United States border have influenced the events in Vancouver in September 1907?

## What Were the Events of September 7 to 10?

In Vancouver, the Asiatic Exclusion League parade attracted more than 5000 marchers. They marched to City Hall wearing ribbons that said "Stand for a White Canada" and listened to a speech given by an American from the United States Asiatic Exclusion League.

City Hall was next to Chinatown. A boy threw a rock through the window of a Chinese store. The crowd quickly turned into a mob. Every window in Chinatown was broken. The mob then turned toward Japantown. The Japanese were ready for them and they fought back.

The attacks continued off and on for two more days. All Japanese and Chinese workers went on strike for three days and patrolled their neighbourhoods.

Politicians and the media condemned the violence but not the ideas that had caused it. Some said the Asiatic Exclusion League and the events in Bellingham had caused the riot. Do you agree? Were economic conditions a more important cause? Give reasons.

▼ Smashed windows in Vancouver's Japantown after the riot



True Patriot Love? 81

## What Were the Consequences of the Riot?

Are these intended or unintended consequences of the riot?

Chinese merchants received \$26 000 for damages, and Japanese merchants received \$9000. Chinese and Japanese workers organized their own unions and began to strike for shorter work hours and better pay.

Prime Minister Laurier immediately apologized to Japan. He did not want to upset Japan by banning Japanese immigrants. Japan and Canada agreed on a compromise. Japan would limit the number of Japanese citizens it allowed to emigrate to Canada each year.

How might this agreement help to keep BC happy?



◀ On September 12, 1907, only days after the riot, a large group from Asia arrived in BC on the SS Montevideo: 901 workers from India, 65 from Japan, and 60 from China. What impact might this have on anti-Asian feeling in BC at the time?

In 1908, Canada changed the Immigration Act. Under a new "continuous journey" rule, immigrants now had to enter Canada directly from their country of origin. No ships came straight from India to Canada, so immigrants from India were now shut out.

Why would Canada choose this approach?

## Check Your Learning

1. What were the causes of the 1907 riot? What was the most significant cause?
2. What were the consequences of the riot? Who was affected by these changes?

## Make Connections

3. What does it mean to compromise? When are compromises necessary? When should compromise be avoided?

<https://www.youtube.com/embed/wn8X1uHwPZs>

<https://www.youtube.com/embed/BwEeWSYhpCw>

## VIEW POINTS on...

### How Can We End Racism?



Could a riot like the one in Vancouver in 1907 happen again? How can we make sure the past is not repeated? Is there still racism in Canada today?

◀ On August 19, 2017, more than 4000 people met at Vancouver's City Hall. They held an anti-racism counter-protest. They were responding to an anti-Muslim and anti-immigration rally.

Racism is caused by ignorance.  
We all need to get to know one another better.

We need to speak out against racism. Every. Single. Time.

We can never eliminate racism.  
People are just going to believe whatever they hear or read.

*When you find yourself making an assumption about a group of people, ask yourself, Is this true, or is it just something I've been taught to believe?*

Racism is used to divide people. We need to all say no to racism and join together to create change.

#### REFLECT

- What does the 2017 rally shown above tell you about how Canada has changed since the Vancouver riot of 1907?
- What are the challenges in ending racism?
- What can you do to help end racism?

# Racism - end in sight?

Class discussion...

How can we end it?



# Canada's Treatment of East Asian Immigrants

## The Komagata Maru Incident

### Examine What Was the Media's Role in the Komagata Maru Incident?

How does media coverage shape our understanding of events?

In 1914, Gurdit Singh, a Sikh businessman, tried to challenge Canada's immigration law. He chartered the *Komagata Maru* to transport 340 Sikhs and 36 other men from India to BC. The ship left Hong Kong on April 4, stopping in China and Japan before arriving in Vancouver on May 23.

Government authorities would not let the ship dock. The *Komagata Maru* and its passengers spent two months anchored in the harbour. On July 23, a Canadian military cruiser escorted it out to sea and it returned to India.

The Canadian government apologized for the *Komagata Maru* incident in 2016. None of the passengers were still alive when the apology was made. Who would this apology benefit?

▼ This was the headline on the front page of the *Vancouver Sun* the day the *Komagata Maru* reached Vancouver. How might these words affect readers? How might they affect the Sikh passengers?



▲ News of the approaching ship reached BC ahead of the *Komagata Maru*. This cartoon appeared in the *Vancouver Sun* on May 21, 1914. What does the cartoon seem to be saying about Asian immigration to Canada?

VOLUME 3, NUMBER 711

### HINDU INVADERS NOW IN THE CITY HARBOR ON KOMAGATA MARU

Vessel Arrived Here This Morning before Daybreak—Excited Crowd of Hindus Assemble on Waterfront—Newcomers Seem Assured of Being Admitted—Gunget Singh Issues Statement Containing Veiled Threat.



◀ This photo of passengers on the *Komagata Maru* appeared on the front page of the *Vancouver Daily Province* on May 26, 1914. How do you think the *Daily Province* wanted readers to feel as they looked at this photo? What choices by the photographer help create this reaction?

► Crowds of Vancouver residents came down to see the *Komagata Maru*. Compare the people in this photo with the passengers (above). What similarities and differences do you see?



#### Some Victoria Daily Colonist Headlines, May 19–July 24, 1914

ORDERS AGAINST HINDUS LANDING	STRICT WATCH ON KOMAGATA	VANCOUVER PUBLIC GROVS IMPATIENT
WILL INTERCEPT KOMAGATA MARU	HUNGER STRIKE ON KOMAGATA	REQUEST ACTION BY GOVERNMENT
KOMAGATA MARU REACHES CANADA	ATTEMPT MADE TO BOARD MARU	EXPECT TROUBLE ON KOMAGATA
KOMAGATA GOES TO VANCOUVER	KOMAGATA STAYS AT VANCOUVER	KOMAGATA CASE BEFORE PREMIER
NONE ALLOWED TO BOARD SHIP	WILL NOT MOVE KOMAGATA	KOMAGATA MAY DEPART SHORTLY
STRONG REQUEST FOR EXCLUSION	SUPPLIES SENT TO KOMAGATA	RAINBOW SAILS FOR VANCOUVER
URGES ENFORCEMENT OF IMMIGRATION LAW	KOMAGATA CASE TAKEN TO COURT	KOMAGATA MARU TO LEAVE TODAY

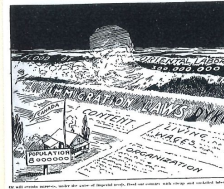
▲ The *Victoria Daily Colonist* provided a front-page update on the *Komagata Maru* situation almost every day. Many newspaper readers only scan the headlines. Analyze the headlines here. What story do they tell?

How might this media coverage make Sikhs in Canada feel? Why are the Sikhs referred to as Hindus?

True Patriot Love? 85



Will the Dyke Hold?



▲ This cartoon ran in the *Vancouver Sun* on June 26, 1914. Its title read: *Will the Dyke Hold? A dyke is a wall to hold back floods of water. The cartoon compares the population of India (nearly 300 million in 1914) and Canada (about 8 million). How does this cartoon try to persuade readers?*

▲ The Canadian government ordered the Navy cruiser *Rainbow* (left) to force *Komagata Maru* (right) to leave. This photo was on the front page of the *Daily Province* on July 21, 1914. The headline read: *EXTRA! Hindus Finally Reply They Are Ready to Surrender Rather Than Chance a Fight and with this large caption: Two "Ships of War"—Rainbow and Komagata Close Together. What message is given by these words and this image?*

► Vancouver Winter Olympics, 2010. Compare this photo with the one of the *Komagata Maru* passengers on page 85. How has Canada changed?



### Check Your Learning

1. How did media coverage shape the public's response to the *Komagata Maru* situation? How reliable do you think the information presented was?
2. What does this media coverage tell you about how common and accepted anti-Asian attitudes were at the time?

### Make Connections

3. Why is it important to understand how media can shape our views?

# Internment of Ukrainian-Canadians during World War I

## Investigate Why Did Canada Intern People During the World Wars?



Enemy aliens who had become Canadian citizens after March 1902 lost their right to vote, unless they had relatives serving in the Armed Forces. Was this law justified?

To control the First Nations, Canada confined them to reserves. In World War I and II, Canada used a similar strategy to remove and control certain groups of Canadian citizens and immigrants.

World War I began on August 4, 1914, when Britain declared war on Germany. This meant Canada was at war, too. On August 22, Canada enacted the War Measures Act. Under this Act, the prime minister, with a few advisors but without getting approval from Parliament, could restrict where any person in Canada could go, imprison them without a trial, seize their property, and expel them from the country.

### Ukrainian Internment

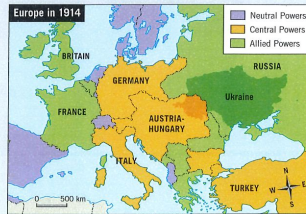
Prime Minister Borden used the War Measures Act to force 80 000 of Canada's 170 000 Ukrainian immigrants to register as **enemy aliens**. Over 5000 Ukrainian men were confined in **internment** camps across the country.

Were the internees really enemies of Canada?

An **enemy alien** was a person from an enemy country. **Internment** is imprisonment for political or military reasons.

## THINKING LIKE... a Historian

Historians use maps to help them understand conflicts in the world. In World War I, Britain, France, and Russia (joined by Italy, Japan, and the U.S.) fought Germany and Austria-Hungary (joined by Turkey). At the time, Ukraine was split between Russia and Austria-Hungary. How does this map help you understand why many Ukrainian immigrants might have been considered enemies of Canada?



True Patriot Love? 87

### Labour Issues

There was a severe shortage of work in Canada between 1913 and 1915. Many people were laid off. Ukrainian immigrants were leaders in strikes and protests. Worldwide, the Russian Revolution of 1905 had both inspired workers with hope for change and terrified business owners and governments. There was fear that workers would revolt.

Why would Ukrainian immigrants have chosen to come to Canada?

Why might the government fear that Ukrainian workers would revolt?

The Canadian government had encouraged farmers from Eastern Europe to immigrate to Canada. Many Ukrainian immigrants had replaced Asians as cheap manual labour. Now these immigrants were forced to work for free, building roads and railways. Many died in captivity from injuries or disease, and several were shot while attempting to escape.

By 1916, the need for soldiers to fight in the war had led to a shortage of workers. The government provided the owners of factories, mills, and mines with thousands of Ukrainian internees. Many were not set free from this work until two years after the war ended in 1918.

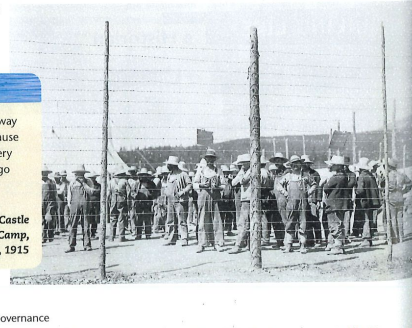
Who benefited from the Ukrainian internment?

► Ukrainian internees. What do you think conditions were like in these camps?

### VOICES

There are men running away from here every day, because the conditions here are very poor, so that we cannot go much longer, we are not getting enough to eat...

—N. Olynik, prisoner at Castle Mountain Internment Camp, writing to his wife, 1915



88 Canadian Issues and Governance

### Ukrainian Soldiers

During World War I, more than 10 000 Ukrainians enlisted in the Canadian Armed Forces.

► Filip Konowal enlisted in 1915. He was awarded the Victoria Cross, Britain's highest award for bravery in war. He was not considered an enemy alien because he was from the part of Ukraine that was in Russia. How might Canada's different policies for Ukrainians from Russia and Austria-Hungary have contributed to divisions within the Ukrainian community in Canada?



Ukrainians who had been interned or forced to register as enemies were left confused and disappointed in Canada. They had committed no crime, and yet they had been punished. In 2005, the Canadian government apologized for its internment of Ukrainian immigrants. It set up a \$10 million fund to be used to honour the suffering of the internees and raise awareness.

Why did Canada call some Ukrainians enemies and take away their freedom?

► The Castle Mountain Internment Camp in Banff National Park was the largest camp in the Rockies. The internees built the roads through Banff National Park, working through bitterly cold winters. The statue at this memorial to them has one word on it: "Why?"



True Patriot Love? 89

<https://www.youtube.com/embed/UY4vTBQTpUA>

<https://www.youtube.com/embed/2bE9o3m9P5k>



# Internment of Japanese-Canadians during World War II

## Japanese Internment

World War II lasted from 1939 to 1945. Japan attacked Pearl Harbor in Hawaii on December 7, 1941. The United States and Canada both declared war on Japan the next day. People from Japan were now enemy aliens, along with Germans and Italians.

In BC, newspapers and radio stations falsely reported that Japanese spies were hiding in communities, ready to help the Japanese when they invaded. Military leaders said there was little danger of a Japanese invasion. The RCMP reported there was no evidence of any spying or sabotage among the Japanese in BC. But Prime Minister Mackenzie King used the War Measures Act to allow the relocation of Japanese Canadians away from the BC coast and the seizure of their property.

The Royal Navy seized 1200 Japanese-owned fishing boats in BC and suspended Japanese fishing licences. The government sold off all the boats to other fishermen, for much less than they were worth.

▼ Japanese-Canadian fishing boats taken by the government are docked on the Fraser River in December 1941. What effect would the loss of their boats have on fishermen's families?

Was there evidence that Japanese Canadians were a threat to the security of Canada during World War II?

## VOICES

I will never forget the overwhelming sadness and sense of disbelief I felt...as I patted my boat and tied it up securely one last time.

—Harry Yonekura

<https://www.youtube.com/embed/CWJ-yg6RE6s>

In January 1942, all Japanese-Canadian males between the ages of 18 and 45 were taken to old logging camps throughout the BC interior. They were told it was just a temporary measure that would show their loyalty to Canada.

Six weeks later, 21 000 more Japanese Canadians, two-thirds of them Canadian-born, were taken by train to camps and abandoned mining towns in the BC interior. They were put to work. Men were often separated from their wives and children.

All of their property—houses, farms, businesses, personal possessions—was taken from them. Everything was sold off without the owner's consent.

At this time, BC did not allow Asian Canadians to vote in elections. Why might BC have had such a law?



## Relocation



<https://www.youtube.com/embed/SPCzTJlosOc>

On September 2, 1945, Japan surrendered to the United States after the bombings of Hiroshima and Nagasaki. World War II was over. Japanese Canadians were given the choice of returning to Japan or going east of the Rockies. Most chose to stay in Canada.

In 1949, Japanese Canadians were finally allowed to return to the Pacific coast. However, their homes and livelihoods were gone.

What gave the government the power to order this?

## Japanese-Canadian Population, 1945 and 1947

	1945	1947
British Columbia	15 610	6 776
Alberta	3 550	4 180
Saskatchewan	157	505
Manitoba	1 052	1 186
Ontario	2 914	6 616
Québec	716	1 247

Source: *Redress: Inside the Japanese Canadian Call for Justice* by Roy Miki

▲ Where in Canada did the most Japanese Canadians go after the war? Why? What happened to the Japanese-Canadian community in BC?

## THINKING LIKE...

### a Sociologist

Can art influence change in society? Many Canadians did not know about the Japanese internment until they read Joy Kogawa's *Obasan*. The novel was published in 1981. It played an important role in building public support for a formal government apology and compensation, which finally came in 1988. What books or works of art have changed the way you think or feel about something?



## Check Your Learning

1. What do you think was the government's motive for the Japanese internment and relocation? Why?
2. Compare the causes and consequences of the Ukrainian and Japanese internments.

## Make Connections

3. How do you feel when someone breaks your trust? What might it take for that trust to return?

<https://www.youtube.com/embed/wBv-MYAf9P0>

## Why Did Canada Deny Some Groups the Vote?



**1867**  
Only men aged 21 or older who own property and have a good income can vote. Most workers earn very little and few own their own homes. Virtually no First Peoples own property.

**1907**  
BC takes away the right to vote of Canadians from India, so now they can no longer vote in federal elections.

**1917**  
Conscientious objectors, such as the Doukhobors, lose their right to vote until the end of the war. Doukhobors also lose the right to vote from 1934 to 1955, when the ban on conscientious objectors is lifted.



**1918**  
Most women gain the right to vote in federal elections. Which women still cannot vote?

**1934**  
Inuit are disqualified from voting.

**1944**  
Japanese Canadians forced to leave BC and move to other provinces are nevertheless still denied the right to vote in federal elections.



**1950**  
Canada wants to protect its Arctic sovereignty. Inuit are given back the right to vote. But there are no ballot boxes in the North until 1962.

For many years, Canada denied the right to vote to women, First Peoples, and Asians. Voting rights were also denied to enemy aliens during the wars.

- What brought change for each group of voters?
- How does having the right to vote help make Canada more representative?

**1876**  
The Indian Act says First Nations have to give up their status if they want to vote.

**1900**  
People who can't vote provincially are no longer allowed to vote in federal elections. First Nations, Chinese Canadians, and Japanese Canadians can't vote in BC, so now these residents of BC can't vote in federal elections, either.

**1917**  
Canada needs more soldiers to fight in Europe. It introduces conscription (forced military service). This is very unpopular with voters. The government gives the vote to all active members of the Armed Forces, including women and First Nations. Enemy alien citizens cannot vote, unless they have relatives serving in the Armed Forces.



**1948**  
The United Nations says voting is a human right. All Asian Canadians regain the right to vote.

**1960**  
All First Nations are given the right to vote without having to give up status.

**1982**  
The *Charter of Rights and Freedoms* guarantees all Canadian citizens over 18 the right to vote.

# Who got to vote & when?

# What does this tell us about Canada's past treatment of minority peoples?




# Summative Task


**Find Out For Yourself**

Select one of the groups below or a group you read about in this topic. Conduct research, or additional research if you choose a group you have already read about. Analyze the causes and consequences of the policy, action, or treatment. What were the intended consequences? What were the unintended consequences? What can we learn from this history? How can we help create a more fair and better Canada?


**German Canadians**  
We were labelled enemy aliens and interned in both World Wars.



**Doukhobors**  
They took our land and put our children in school in an old sanatorium.



**Inuit**  
We were relocated from Northern Québec to the High Arctic.



**FINDING SOURCES**

- ☐ Use keywords when searching.
- ☐ Use an encyclopedia to get an overview.
- ☐ Use an online image search to find photos.
- ☐ Ask your librarian for leads.

**EVALUATING SOURCES**

- ☐ Is the source reliable?
- ☐ Do you have more than one source?
- ☐ Which source is more reliable?
- ☐ What is the author's perspective?

True Patriot Love? 95

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Scaffolded Inquiry: Has Canada Treated Diverse Peoples Fairly?

### Essential Question

Has Canada treated diverse peoples fairly?

### Big Idea

Canada's policies and treatment of diverse peoples have negative and positive legacies.

### Inquiry Idea

My group is going to select and research one group of people who faced discrimination from the Canadian government.

### Engage and Question

- Look throughout this topic for examples of groups who faced discrimination in Canada. What group would we like to find out more about?

### Investigate

- Find out more about your selected group using a variety of reliable sources.
- Find out:
  - immediate and underlying causes of the discriminatory policy or action
  - intended and unintended consequences of this discrimination
- After completing your research, discuss this question: What could people learn from this history?

### Construct and Create

- Decide on the best way to share your findings about the causes and consequences of a discriminatory policy. Your group could
  - design a poster
  - give a presentation
  - compose a written or graphic story
  - create a Heritage Minute-style video
- As part of what you create, include your group's thinking on the following:
  - whether you think Canada treated your chosen group fairly
  - what Canada could learn from this history

### Communicate

- Present your ideas to class.

### Reflect

- What could you do personally to make sure that Canada becomes a fairer and better country?

# Unit Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Assessment

Read the text in each box. Circle one box in each row that best applies to you.

Has Canada treated diverse peoples fairly? Developing Competence in Inquiry Skills and Processes			
Getting Started	Emerging	Developing	Extending
Engage and Question			
With support, I can explain that the Japanese internment during WWII was unfair treatment.	I can identify one or two groups of people that Canada has treated unfairly.	I can identify three or four groups of people that Canada has treated unfairly.	I can identify three or four groups of people that Canada has treated unfairly, and explain how.
Investigate			
With support, I can identify at least two causes and two consequences of the Japanese internment.	I can identify at least two causes and two consequences of a discriminatory policy in Canadian history.	I can identify an immediate and underlying cause and an intended and unintended consequence of a discriminatory policy in Canadian history.	I can use evidence to explain what Canadians can learn from its history of discriminatory policies.
Construct/Create			
Given support, I can create a cause-and-consequence web of the Japanese internment.	With a team, I can make a presentation that explains the causes and consequences of a discriminatory policy.	I can make a presentation that explains the causes and consequences of a discriminatory policy.	I can make a presentation that clearly shows what Canada could learn from its history of discriminatory policies. I suggest ways that we can create a fairer and better Canada.

Communicate			
I can share my work with the rest of the class through a gallery walk.	I can share my work with the rest of the class with my group.	I can share my work by giving an interesting presentation.	I can share my work in a unique format and explain what Canadians could learn from its history of discriminatory policies and how we can create a fairer and better Canada.
Reflect			
I can tell what I did.	I can respond to questions or prompts about my work.	I can tell something I am proud of in my work and something I would like to work on.	I can reflect on my work and use feedback to help me plan or adjust my learning goals.
Collaborate (if students work in pairs or groups)			
With support and structure, I can work with a partner on parts of the activity.	I can work with a partner.	I can work with a group and contribute to completing the task.	I do my share in contributing to the group's work. I encourage and add to others' ideas to make plans and solve problems.