**Yes/No Cards**

Instructions: Cut out both the Yes and No boxes to make two separate cards.

YES

NO

The following are questions and scenarios to read to class. They are to choose the appropriate answer (yes/no) or rate the individual in the scenario based on whether the individual would have a rather easy time entering Canada (yes/no) based on the immigration laws prior to World War II. Q represents the question, S represents the scenario, and A represents the prospected answer. The scenarios and questions are application based (as per Bloom’s taxonomy) and assess students knowledge and understanding of previous lessons on immigration policies.

1. S: **A French European with protestant religious beliefs**.

A: This individual would find it relatively easy to gain access to Canada based on their race and religious beliefs.

1. S: **A male Sikh Indian with at least $150 cash on him during World War I**.

A: This individual would find immigration difficult due to the restrictions placed on individuals of certain races.

1. S: **A male of British decent with less than $150 cash on him during World War I**.

A: This individual would find immigration relatively easy due to the fact that he comes from a white race.

1. S: **A Chinese working class male during the depression**.

A: This individual would find immigration difficult due to the economic situation in Canada and the country’s views regarding immigrants and welfare systems.

1. S: **A Jewish refugee in the 1930s**.

A: This individual would find immigration difficult due to the fact that there were great anti-Semitic attitudes in Canada as a result of Adolf Hitler’s persecution of these individuals.

1. Q: **Would you say that Canada’s immigration policies were discriminatory**?

A: Yes, they singled out individuals based on race, religion, status, etc.

1. Q: **Would you say Canada was aiming to create a white society based on its immigration policies**?

A: Yes, they wanted to produce a white, British society overall.

Notes: What we see is that the immigration policies in place in Canada were very restricted, exclusive, and selective based on race, religion, etc. Some of the scenario outcomes may have been different had the individual been of the desired race, religion, etc. Essentially, the policies in place were attempting to create a white, British society overall and were blatantly discriminatory in the process.

**Aftermath of World War II**

**Immigration**

* New immigration patterns emerged after WWII – largely from Europe
* Large number of displaced persons who could not return home (destroyed, violence, oppression, economy)
* Between 1941 and 1961 roughly 2 million new immigrants to Canada vs. 850,000 emigrants

**Multiculturalism**

* New immigrants did not want to blend into “British culture” (melting pot idea)
* Canada no longer saw itself as a British colony
* Slowly began to develop its own multicultural look
* 70% of immigrants were Italian – brought their culture with them (food, language, etc.)

**Discriminatory Immigration Policies**

* Non-white immigration to Canada was limited
* Example – 1951 only 300 immigrants allowed from India, Pakistan, and Ceylon
* 1960s – Canadians pushed for non-racist immigration policies
* Points system introduced in 1967 in order to assess suitability of immigrants based on non-discriminatory criteria
* Criteria looked at: could you speak English or French? Were you of acceptable age to work? Did you have a relative or family living in Canada?
* No longer were there quotas or restrictions placed on numbers of immigrants
* Took the discriminatory measures out of immigration

**Resources**

Brune, Nick, et al. Defining Canada: History, Identity, and Culture. Toronto: McGraw-Hill Ryerson, 2003.

“Immigration Acts (1866-2001).” 2004. Canada in the Making: Specific Events & Topics. 10 Oct. 2010. <http://www1.canadiana.org/citm/specifique/specifique\_e.html>.

**Canada and Human Rights**

**“Canadian” Citizen**

* Prior to 1947 the concept of a “Canadian” citizen was unknown
* 1946 Canadian Citizenship Act recognized the definition of a Canadian
* Advanced women’s rights regarding status (no longer linked by marriage to their husband)
* 1st Canadian citizenship certificate bestowed upon Prime Minister King (Certificate number 0001)

**The Canadian Bill of Rights**

* WWII ignored human rights abroad and at home (freedom of religion, right to vote, etc.)
* No single piece of legislature ever combated the discrimination of all of Canada’s citizens until…



John Diefenbaker

Prime

Minister

* Considered himself to be an “unhyphenated” Canadian
* Proposed The Canadian Bill of Rights which would recognize:

***“The right of individuals to life, liberty, personal security, and enjoyment of property, as well as equality before the law, freedom of religion, speech, assembly, association, the press, and the right to legal counsel and to a fair hearing.”***

* Passed by a unanimous vote on August 10th, 1960 and would be legislated by Parliament
* Clear indication of the country Canada wanted to be

**Resources**

Brune, Nick, et al. Defining Canada: History, Identity, and Culture. Toronto: McGraw-Hill Ryerson, 2003.

Munroe, Susan. “Prime Minister John Diefenbaker.” About.com: Canada Online. 10 Oct. 2010. <http://

canadaonline.about.com/cs/primeminister/p/pmdiefenbaker.htm>.

Thought Card Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Did you change your mind? Why or why not?

2. Did you find any one argument particularly strong for or against?

3. Are there any underlying questions you still have following today’s lesson?