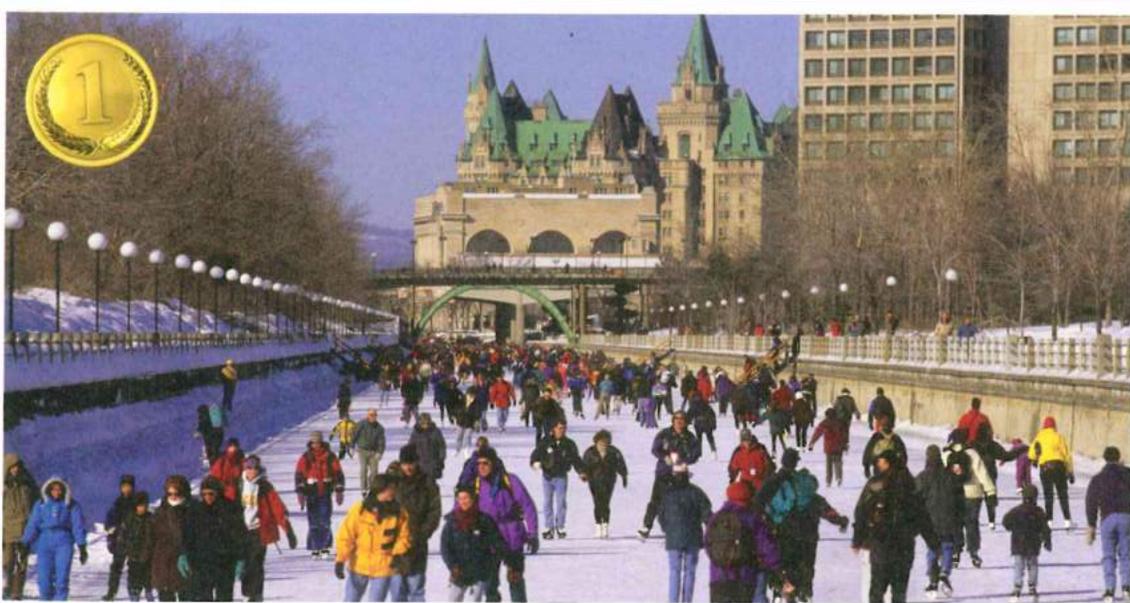


## UNIT 3

# Mobility, Migration, and Culture

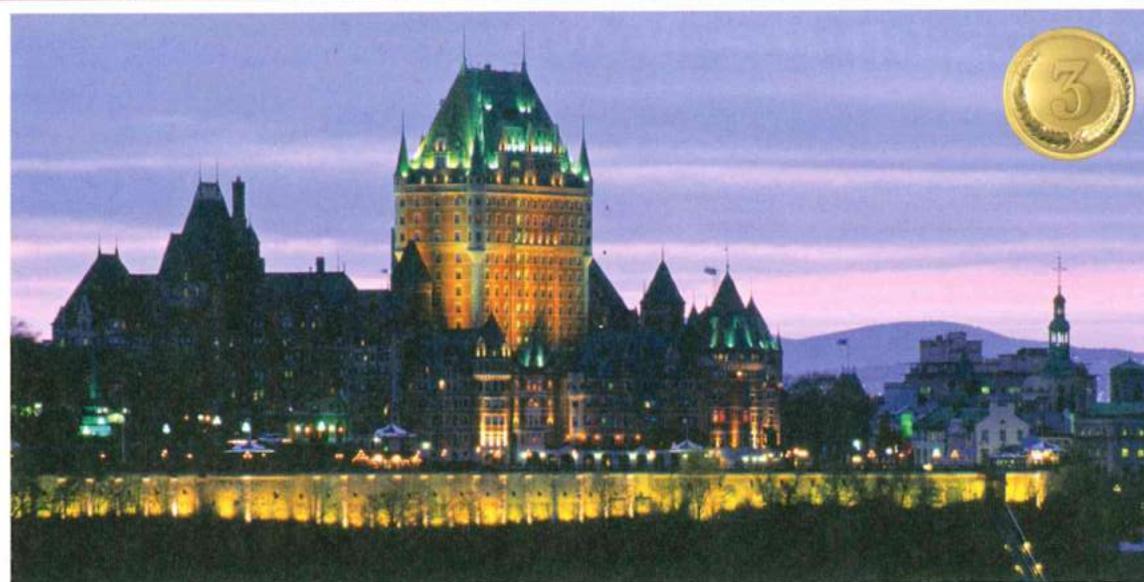
- > How do migration patterns affect people and communities in Canada and the world?



In 2007, *MoneySense* magazine chose Ottawa as the best Canadian place to call home. What do you think makes a community a good place to live in?



Halifax ranked second in the survey. What questions would you ask to identify the best place to live in Canada?



Québec City came third. The top three Canadian communities are all capital cities. How would you explain the attraction of a capital city as a place to live?

## What's the Big Idea?

For more than a century, about 20% of Canada's population has been made up of people born in other countries. Think about the original reasons your family, or someone else you know, came to Canada. Within the country, the Canadian population is very mobile—people often move to new locations. What effects would moving to a new home, community, province, or territory have on you? In this unit, you will learn about the challenges and opportunities migration presents for people around the world, and the effect it has on Canada's identity.

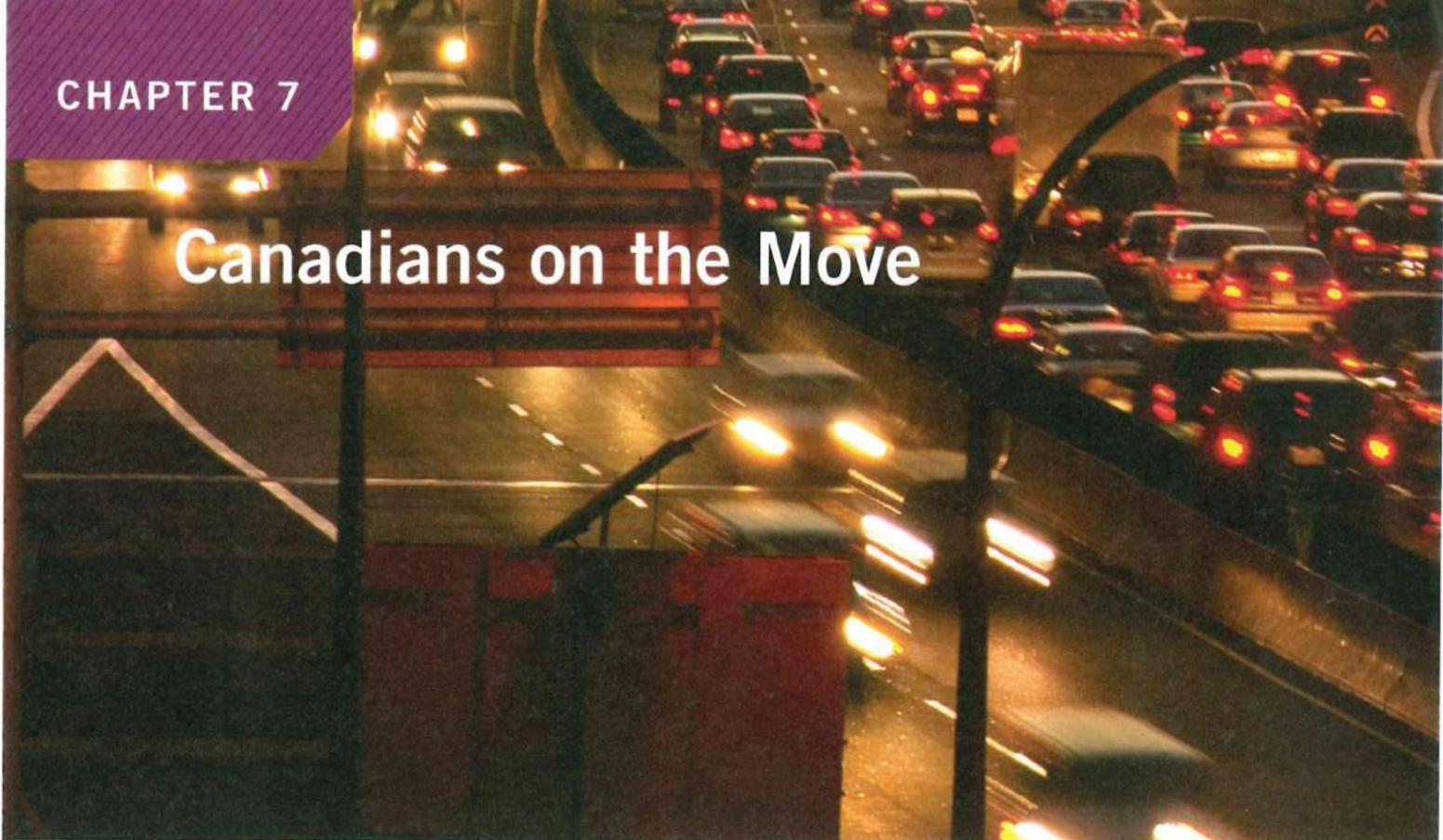
### Key Terms

accessible, barrier, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors

## What You Will Learn in this Unit

- Where would I most like to live in Canada?
- What are the main factors that affect the movement of people? How do these factors affect individuals and communities?
- How has technology increased human mobility?
- How does human migration affect Canada's geography and culture?
- How can I make and use thematic maps to show migration patterns?
- How could I promote Canada as a destination for immigrants?

# Canadians on the Move



Crowded highways are a common sight in Canada's big cities.

## Before READING

### Making Connections

How many times have you moved? Have you travelled to other communities, provinces, or countries? How are they the same or different than where you live now? Take a class survey. How many people in your class are from another country, have parents from another country, or grandparents from another country?

Canadians live in a mobile society. We could be shoulder-to-shoulder in the bus or subway, or driving down a quiet country road. We travel a great deal, and many of us move frequently too. On average, Canadians move to another home about every dozen years. Sometimes it is a move across town. Sometimes it is a complete change of scene to a different city or another province.

In this chapter, you will interpret data and construct maps and graphs using Canada's most recent census. You will learn that different factors play a role in people's decision to move. You will also find out about Canadians' favourite residential locations. In the process, you will explore many aspects of the unit Big Idea, **How do migration patterns affect people and communities in Canada and the world?**



What are the advantages and disadvantages of moving to a new place?

## Questions to Consider as You Read this Chapter

- How would I go about choosing an ideal place to live in Canada?
- How has the movement of people within Canada affected development?
- How can I explain the impact technology and mobility have on migration?
- How would I construct and use a map to show the flow of migrants between regions?

## Thinking About Literacy

### Ranking Information

A ranking ladder helps you add notes under headings, and rank each detail on a scale of 1–5. You can change these rankings as many times as you like before completing the ranking ladder at the end of the chapter. Use a chart like this one to prepare the information. Circle a number from one to five depending on how you feel about the importance of the information. Add more details or subheadings as needed.

	Important	Not Important			
Places to Migrate •	1	2	3	4	5
Reasons to Migrate •	1	2	3	4	5
Effects of Technology •	1	2	3	4	5

# How Do People Decide Where to Live?

## Where-to-Live Factors

- jobs
- weather
- housing prices
- cost of living
- safety
- health care

## During READING

### Checkpoint

Consider these factors when you rank each detail in your chart, and when you complete the ranking ladder at the end of the chapter. What do you consider most important on this list? Discuss with a classmate. Did you pick the same one?

### WEB LINK

Learn more about weather conditions in different regions of Canada. Visit our Web site.

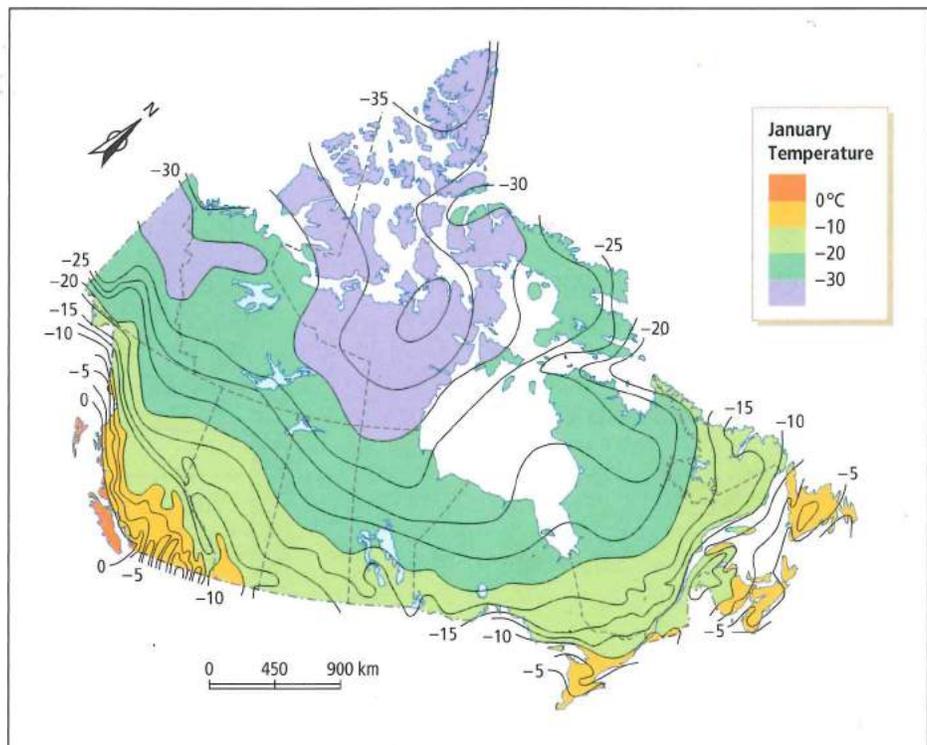
Do you consider your community a good place to live? Does it attract new families to move there, or is it a place people are leaving? What makes one place more desirable than another? There are many factors to weigh, but let's start with just six. Later, you will use these six factors to rate Canadian communities, including your own.

## Employment

Why do many people rate job prospects as the top factor in choosing a new community? Large urban centres attract people because they offer a variety of jobs and opportunities. Communities outside of densely populated areas are generally shrinking in size. Many are based on natural resources, and offer only a small percentage of the jobs in Canada. One major exception is Fort McMurray, a booming small city near the Alberta oil sands.

## Nice Weather, Eh?

Canada is a cold country in winter—one of the reasons that 90% of the population lives within 160 km of the country's southern border. Many people think that if a community has a mild winter, it's a better place to live in. What can you infer from the map below about Canada's winter temperatures? How does temperature affect where most people live in Canada?



Which temperature zone would you prefer to live in? Why? How does the map help you rank places to live in Canada?

## Affordable Homes

For most Canadian families, **shelter cost** takes over one-quarter of the monthly budget, sometimes more. Home prices and rents are very high in cities like Toronto and Vancouver. Home prices in British Columbia are especially high. Prices are also high in “boom” communities where there is a great demand for the little housing available.

## Cost of Living

A budget has two parts: income and expenses. Money left over after necessary expenses such as taxes, shelter, food, and transportation is called **discretionary income**. This income is usually spent on non-essential things like movies and vacations. Some places are more expensive than others in terms of necessary expenses. How might this affect the discretionary income of people who live there?

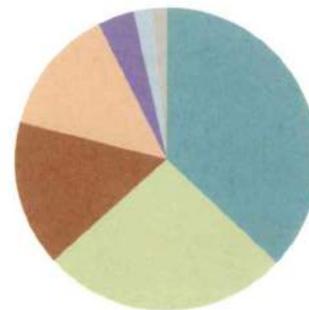
## Safe Neighbourhoods



Why would some people consider safety—a low crime rate, or a high police presence for example—the most important factor on the list?

## Health Services

Access to health care professionals is important to everyone, but especially to young families and seniors. Specialized services may be less available in areas with low populations. Urban places have hospitals, research laboratories, and teaching centres. While communities compete to attract doctors and nurses, most of these professionals are drawn to large cities.



- Food and Shelter
- Taxes, Insurance
- Discretionary Income
- Transportation
- Clothing
- Education
- Health Care

This graph shows typical divisions in a family budget. What is the largest single item in your own personal budget?

### WORDS MATTER

**shelter cost** the cost of owning or renting a home

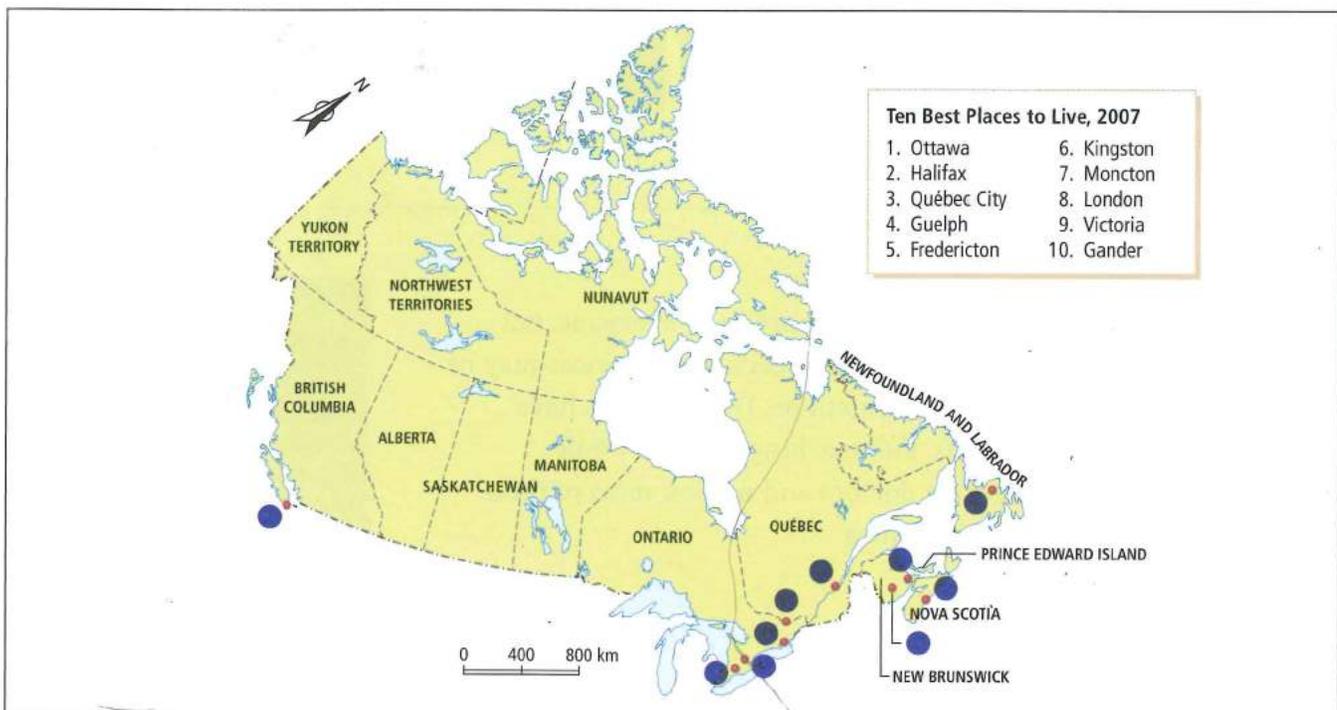
**discretionary income** part of the family budget that can be used on savings or non-essentials such as entertainment or vacations

## Canada's Top Ten

In 2007, *MoneySense* magazine ranked 123 Canadian communities with populations over 10 000. The places were ranked against one another, from best to worst, 1 to 123. A score of 1 was always the best situation: for example, safety and a low crime rate. The magazine also counted factors such as population growth rate and attractions such as sports teams and theatres. The results below show the score of the top ten cities in the six factors we have examined. Remember, a lower score is better. Are all these cities good choices for everyone? Why or why not?

**MoneySense Magazine Ranks the Top Ten Canadian Cities**

Top Ten Cities	Jobs	Weather	Housing Prices	Discretionary Income	Safety	Medical Services
1. Ottawa, ON	33	33	73	9	43	22
2. Halifax, NS	24	79	55	26	77	4
3. Québec City, QC	56	27	29	73	12 (tie)	15
4. Guelph, ON	30	49	77	17	12 (tie)	16
5. Fredericton, NB	37	77	24	7	44 (tie)	34
6. Kingston, ON	73	10	58	32	51	1
7. Moncton, NB	33	106	25	10	44 (tie)	41
8. London, ON	67	40	49	36	8	5
9. Victoria, BC	7	4	122	102	75	10
10. Gander, NL	44	118	7	51	1	3

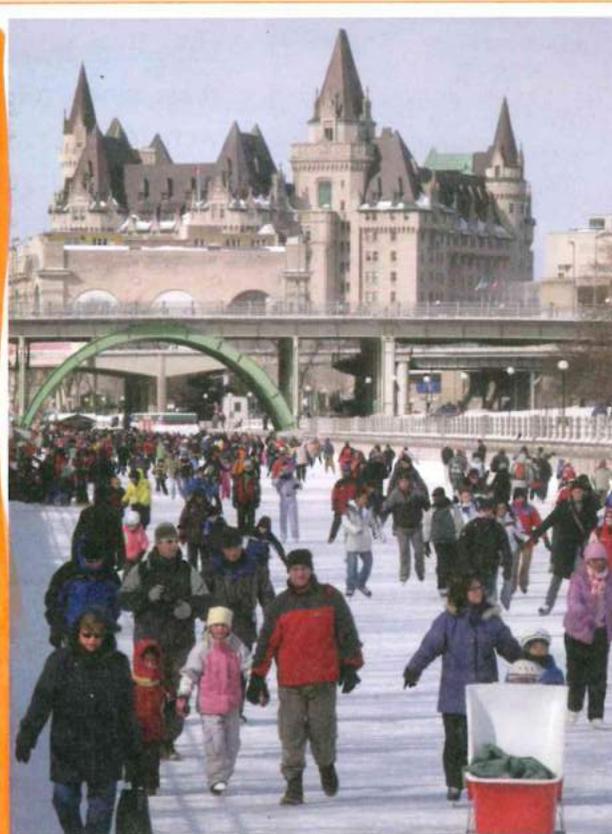




While Ottawa's winters can be very cold and snowy compared to those in some other Canadian cities, it is considered a wonderful place to live. The city did not score at the top of any single measure, but it did rank in the top third in almost all categories.

More than a million people live in the National Capital Region, which includes Gatineau, located across the river in Québec. As Canada's fourth-largest metropolitan area, Ottawa-Gatineau offers many attractions. A professional hockey team, museums and art galleries, and fine restaurants and shopping give it a "big-city" flavour.

Urban planners work to include parks, walking paths, and transportation links. The National Capital Commission (NCC) was set up in 1959 to build the region into a source of pride and unity for Canadians. It preserves green space within the city. For example, the historic Rideau Canal curves through Ottawa, offering pleasant walks and summer canoeing. When it freezes over in the winter, people can even skate to work on it!



How would access to recreation, restaurants, and public spaces influence your decision about where to live?

### THINKING It Over

1. Which of the six factors discussed in this section do you consider most important in choosing a place to live? Why? **k t**
2. The Top Ten would be different if only the six factors we examined had been used. Use the chart on page G 136 to add together the results. How do the cities rank now? How did Ontario communities rank? **t**
3. Rate your own community as a place to live. Use a scale from 1 (Excellent) to 5 (Poor) to rate each of the six factors discussed in this section. Are there other ranking factors you can suggest that would apply to where you live? **t a**
4. Where would you like to go for a one-day trip? First, make a list of four local possibilities. Then, decide on three criteria for judging each possibility (e.g., cost). Last, use a chart to rank each option. Which choice received the best score? **t a**

### Rate Your Community

1. Excellent
2. Very good
3. OK or not sure
4. Not very good
5. Poor

# Moving Within Canada

## WORDS MATTER

**migration** the movement of people from one place to another, for the purpose of settlement

**seasonal migration** moving from one place to another according to the seasons; e.g., temporarily moving south to enjoy warmer weather in winter

**rural-urban shift** the pattern of movement of people from rural areas to urban areas

## During READING

### Vocabulary Review

Remember that *urban* means city and *rural* means countryside or small town. Do you live in a rural or urban area? Has your area changed from rural to urban in the last five years?

Have you and your family moved in the past five years? Or have you lived in the same home for most of your life? About nine million Canadians moved to another home between 2001 and 2006. Most of those moves took place within the local community. Many others were to another location in the same province. However, over 300 000 Canadians moved to another province in 2006.

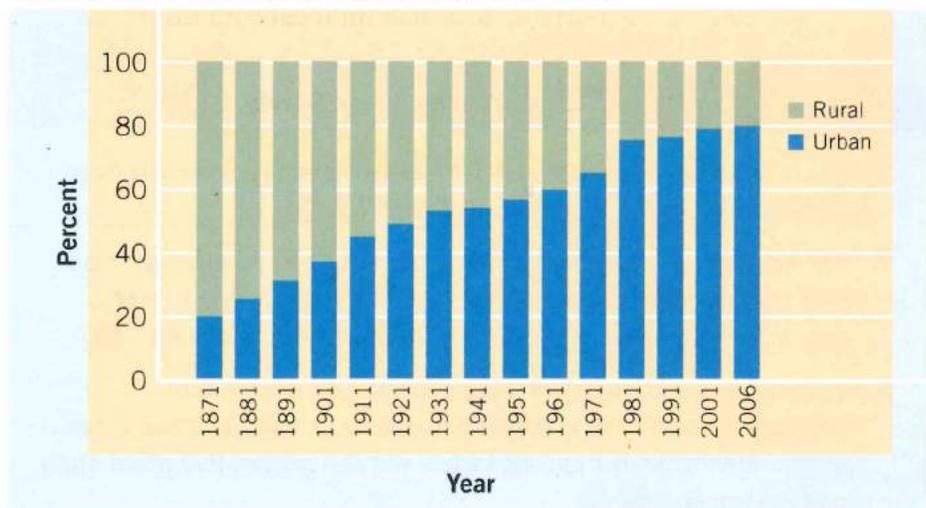
**Migration** is the movement from one place to live in another. Some migration is permanent, and some is temporary. For example, immigrants may come to Canada with no intention of returning to their home country. Meanwhile, some retired Canadians migrate to Florida or Arizona each winter, returning in April. This is called **seasonal migration**, and these people are nicknamed “snowbirds.”

Another example of temporary migration relates to seasonal workers, many of whom come to Canada from the Caribbean region and Mexico to help harvest fruit and vegetable crops in the summer. In this chapter, you will be examining migration within Canada.

## The Rural-Urban Shift

A great deal of movement from the countryside to towns and cities has occurred during Canada’s history. Because of this **rural-urban shift**, Canadian society is now overwhelmingly urban.

Canada: Rural and Urban Population, 1871–2006

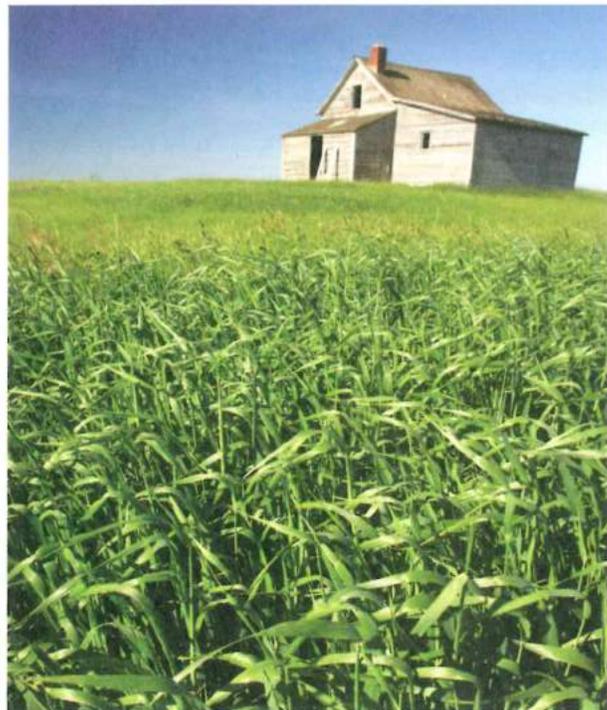


How has the rate of change been different in the last five years? What does this indicate?

In Chapter 1, you learned that an urban place is a cluster of at least 1000 people. Generally, this includes towns, cities, and metropolitan areas. Rural areas include farms as well as small settlement clusters like hamlets and villages. Rural areas are usually based on the primary industries: agriculture, fishing, mining, or forestry. A century ago, most people classed as rural were farming families, but today, only a tiny percentage of Canadians live on farms. Despite this great population shift, Canada's farmers are able to produce more food than ever. Let's look at these changes more closely.

### Why People Left the Land

In the past, rural families were usually large, because children could help out with the labour required in farming or fishing. As technology advanced, new inventions reduced the need for much of this tough work. By the early 1900s, for example, huge steam-driven threshing machines were doing the work of ten people at harvest time. During the 1900s, many rural families have sold their farms to more prosperous farmers or developers and moved into nearby towns and cities. In doing so, they gained better access to services such as schools and hospitals. Look at the following survey of Saskatchewan farmers. What effects do you think this rural-to-urban shift had on local communities?



Why have so many farm families left the land? Look at this image. Where do you think the people who farmed here live now?

#### Why Did Farmers Leave the Land? Saskatchewan Survey, 1953

Reasons for Moving to Town	Response (%)
Access to education: e.g., school too far away, closed	30
Roads: e.g., blocked in winter, poor roads	16
Health: e.g., must be near medical care	14
No conveniences: e.g., no power or water	12
Farm housing: e.g., poor repair, overcrowded	9
Isolation: e.g., neighbours gone	5
Employment: e.g., have business in town and a farm	5
Forced off farm: e.g., rental expired, went broke	3
Other reasons: e.g., son taking over farm	6

During

READING

#### Checkpoint

Add the factors on internal migration to your chart as you read this section.

### WEB LINK •

Find a description of the Canadian population in 2006 on our Web site.

## The Shift Continues

Canada's population is still growing in the 21st century, but not outside of the major cities. Most resource-based communities which rely on primary industries are either just holding on or slowly dying. Their mines, mills, and processing plants may be as busy as ever, but technology has replaced human labour with more efficient machines. (See Chapter 5, page G 107, for examples of technology in primary industry.) As a result, there are fewer and fewer jobs available. Often, only the most experienced workers have any measure of job security at all.

Across Canada, hamlets, villages, and small towns are shrinking as young people leave and do not come back. The only exceptions are rural communities close to cities. They have become what geographers call **dormitory towns**. Some use the term "bedroom community." People live in these places but commute to jobs, shopping, and services in the nearby large urban centres.

### WORDS MATTER

**dormitory town** a community that is mostly residential, from which people commute to jobs or shopping in another community



How are people affected when local businesses close?

## Make Pictou County Livable, Says Expert

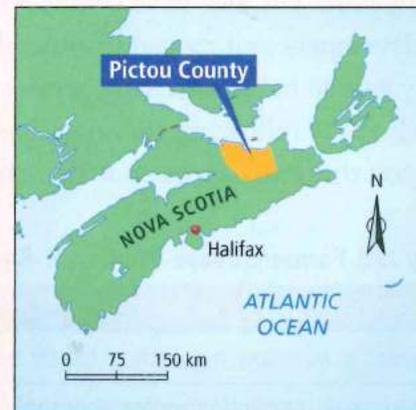
Jennifer Vardy, *The Evening News*, New Glasgow, Nova Scotia

In the past 20 years, about seven percent of Pictou County's population has left the area.

"It's part of the writing on the wall—there's a definite trend of out-migration of youth from rural areas and into urban areas," said David Bruce, the director of rural and small town programs at Mount Allison University. "There are so few people left behind when half or two-thirds of a graduating class leaves for Halifax or other urban cities."

That creates a challenge to rural municipalities to create a situation where they can attract youth to return and have families. "People choose to live where it's livable," Bruce said. "The challenge, I think, is not how to get more people here, but instead looking at what it takes to make Pictou County livable."

For some, he said, economic opportunities will convince them to return, while others want services and a good quality of life.



## Metropolitan Areas: Population Magnets

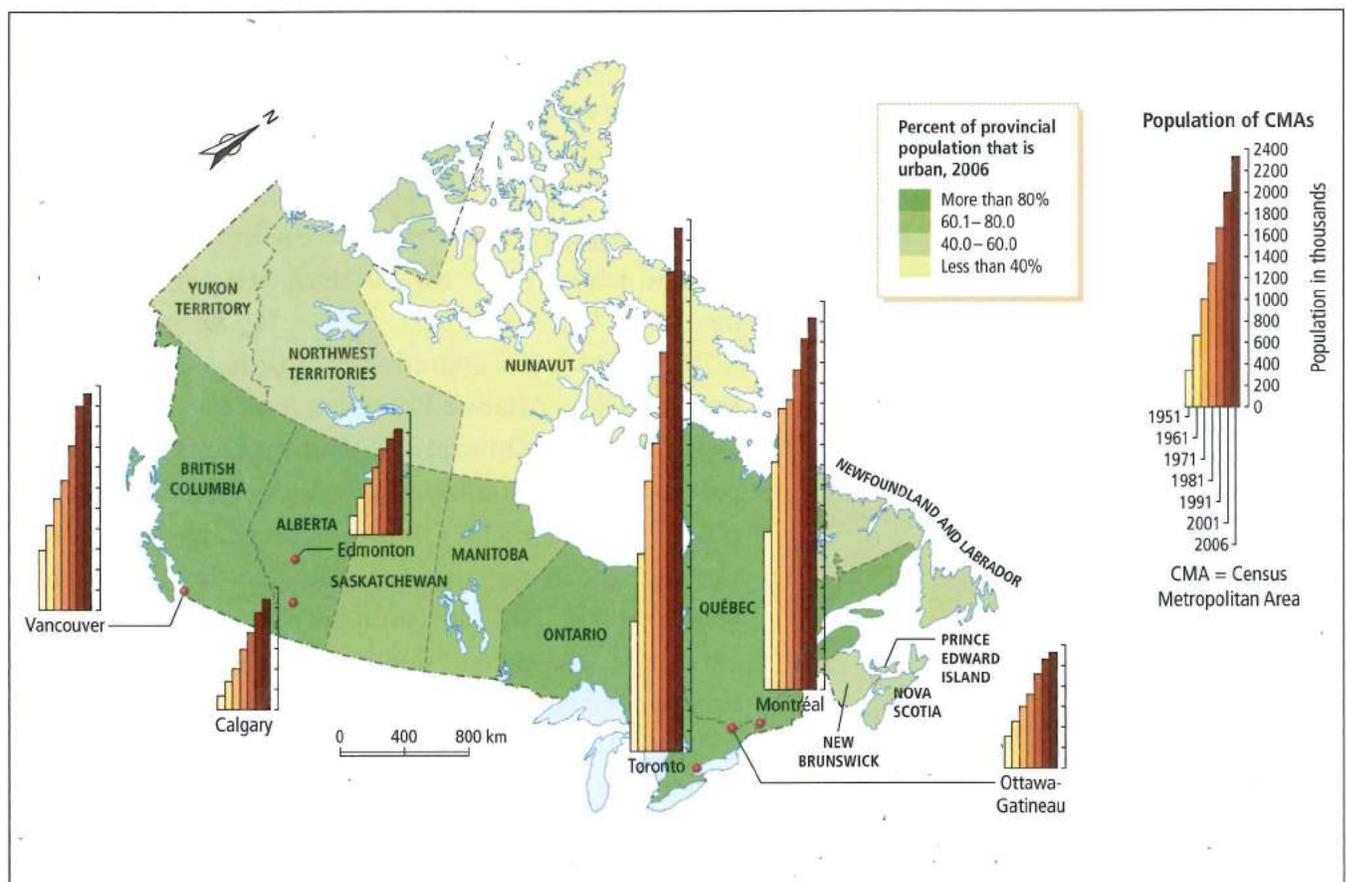
In the newspaper story, David Bruce mentions that half or two-thirds of the local graduating class was leaving for Halifax and other cities. Halifax is the largest city in the Atlantic region, fast approaching 400 000 in population. It is a metropolitan area, one of today's population magnets.

The six biggest metropolitan areas in Canada have nearly 45% of Canada's total population. Together, they accounted for almost all of Canada's population growth between 2001 and 2006. If the next three largest (Québec City, Winnipeg, and Hamilton) are added, more than half the people of Canada are clustered in just nine big urban centres!

Would you rather live in a small community or in a large metropolitan centre? Many young people are attracted to cities by opportunities for college and university educations and good jobs. Cities have entertainment attractions and shopping malls. They are lively, multicultural places that are interesting to visit and to live in. No wonder large urban areas are growing quickly.

**WEB LINK** • .....  
Read about why young adults choose to move to urban centres. Visit our Web site.

### Growth of Canada's Largest Cities, 1951–2000



Rank the top three cities from largest to smallest. Why are they growing so quickly?

## Interprovincial Migration

Try this: without talking to anyone else, decide whether or not you think each of the provinces listed below would be a good place to live. Give each province a number from 1 to 5, according to the ratings scale given in the margin. Record at least one reason for each response. Then, discuss your views with others and explain reasons for your opinions. How do your ideas compare? What was the basis of your opinions? How might such opinions affect migration between provinces?

### Rate the Provinces

- 1 An excellent place to live
- 2 A good place to live
- 3 It might be OK/I'm not sure
- 4 Not a good place to live
- 5 I would never live there!

Newfoundland and Labrador  
Nova Scotia  
Québec  
Ontario  
Alberta  
British Columbia

### WORDS MATTER

**interprovincial migration** moving from one province to another

At the beginning of this chapter, you read that getting a job is an important reason why people move to a new community.

**Interprovincial migration** is very much affected by employment prospects. About 1% of Canadians move to another province every year, and this percentage doubles among people between the ages of 20 and 29. Young people are often more willing to leave family and friends to get a good job. Some of them may only move temporarily. They may intend to return home after they have gained work experience or finished school, but some will decide to stay in their adopted province.

Interprovincial migration is directly shaped by the economy. The Atlantic Provinces have been steadily losing people to Ontario and western Canada for the past fifty years. Atlantic industries, such as fishing, do not offer enough jobs. Ontario either gains or loses interprovincial migrants depending on the state of its manufacturing. British Columbia's net migration also varies with the state of the economy. Only Alberta has experienced continual growth, because of the oil industry. In this chapter's Geo Skill feature, you will construct a map to show which provinces have gained or lost population.



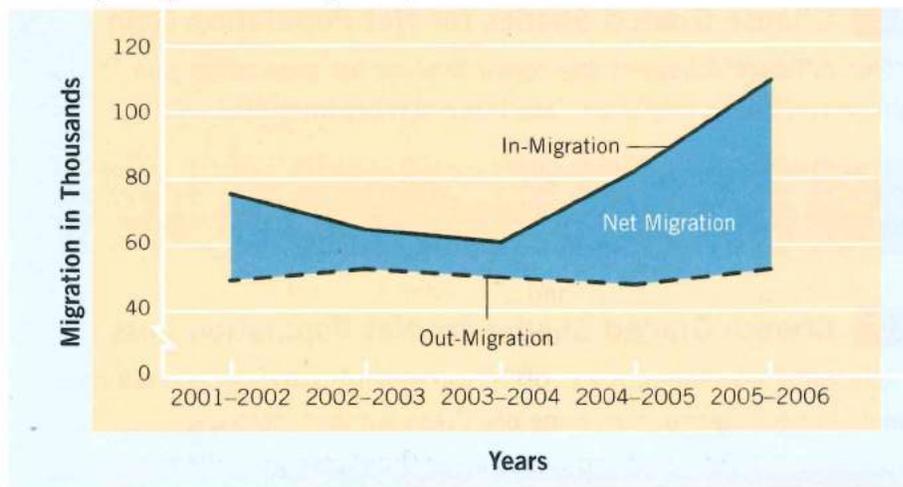
The 1992 closure of the cod fishery in Newfoundland and Labrador left thousands of people without work. Many stayed, finding work through government programs or catching other types of fish. However, many young people left the province.

## Alberta Bound

How did you rate Alberta as a place to live? It certainly is a good place to get a job, as the provincial economy is driven by the demand for oil. In 2007, world oil prices rose to almost \$100 a barrel, pushing the Alberta oil sands to maximum production. Edmonton is the oil capital of Canada. Calgary is the headquarters for Canada's natural gas industry—another fossil fuel found in Alberta. The multiplier effect is evident here: every job in Alberta's booming energy industry creates other jobs in retail, social services, and communications. No wonder so many Canadians have moved to Alberta! Alberta's population increased by more than 10% between 2001 and 2006. This was the fastest growth of any province in Canada.

**WEB LINK** • .....  
For more information about the Alberta economy, visit our Web site.

### Alberta, Interprovincial Migration, 2001–2006



### THINKING It Over

1. Analyze the newspaper story about rural Nova Scotia on page G 140. What is the main point that the expert makes? How does he suggest achieving this? What is your view of his advice? **LC**
2. Identify three important patterns on the urbanization map, page G 141. What do you notice about the population growth rates of the largest cities? Why is this happening? **T**
3. Research the six provinces listed on page G 142. Then rate them again. Explain your "best province to live in" choice to a group of classmates. **L**
4. Imagine that you are one of the people in Saskatchewan who left their farm. Write a one-page diary entry to express how you feel about leaving, and what you expect from the future. **RC**

# GEO SKILL

## Making a Thematic Map of Migration

A thematic map highlights one particular topic. Here you will use a political outline map of Canada's provinces and territories to show population changes caused by interprovincial migration.

Net Migration, 2006	
Alberta	+ 57 105
British Columbia	+ 3 779
Nunavut	+ 104
Ontario	- 21 391
Saskatchewan	- 9 073
Manitoba	- 8 635
Québec	- 8 155
Newfoundland and Labrador	- 4 368
Nova Scotia	- 3 930
New Brunswick	- 3 788
Northwest Territories	- 1 327
Yukon Territory	- 194
Prince Edward Island	- 127

### Step 1 Review the Graded Shading Map Technique

On page G 141, four shades of green are used in the map to show provincial urbanization. The darker the colour shade, the more urban the province.

### Step 2 Choose Graded Shades for Net Population Gain

Select four different shades of one colour to show net population gain through interprovincial migration. Use these number intervals:

+10 000  
or more

+5000 to  
+9999

+1000 to  
+4999

+1 to  
+999

### Step 3 Choose Graded Shades for Net Population Loss

Select four different shades of a contrasting colour to show net population loss due to interprovincial migration. Use these number intervals:

-10 000  
or more

-5000 to  
-9999

-1000 to  
-4999

-1 to  
-999

### Step 4 Construct and Complete the Map

Use the number table as a guide to apply your colours to the map. Then, complete it with a legend, title, and other map requirements.

### APPLY It

1. Use the steps to colour and label a map of Canadian interprovincial migration. **m**
2. Describe the pattern of your completed map. Suggest possible reasons for this pattern. **k m**
3. Use the patterns to predict how you think population will change due to interprovincial migration over the next 10 years. **t a**

# How Do Mobility and Technology Impact Migration?

While migration means moving to live in a new place, **mobility** refers to the ease of travelling from one place to another. How do you travel to school? Walking, cycling, skateboarding, busing, and driving are all different **modes of transportation**. Each method has its own pros and cons, and new technology is always changing that balance. Improved running shoe designs can make the walk easier, while hybrid vehicles make the drive to school better for the environment.

Canada is huge, but during the past two centuries transportation developments have improved mobility. Today it is possible for people, products, and information to move around faster and more easily than in the past. Technological improvements enabled the growth of Canada's railways, highways, and air routes. Nineteenth century inventions such as steam engines made railways the best way to transport people across the country. The 20th century brought automobiles and the construction of paved highways. Today, cars and airplanes have largely replaced trains as primary passenger carriers.

## WORDS MATTER

**mobility** travelling from one place to another

**modes of transportation** different ways to transport people or goods

## During READING

### Checkpoint

Add factors from this section to your chart.

### Canada, Mobility Timeline



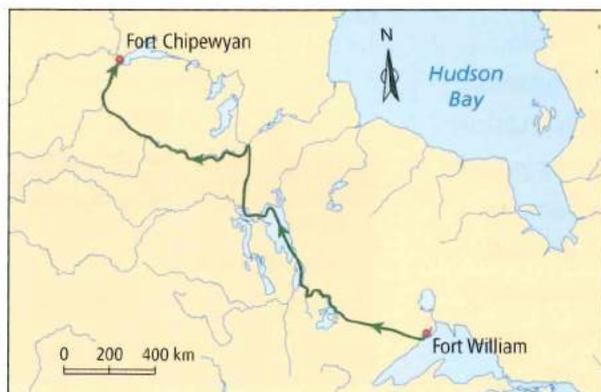
Why do you think railway passenger travel has dropped since 1952?

Examine the case studies of journeys in Canada on the next two pages. How has technology improved our mobility in the past 200 years?

## How Far Could Canadians Travel in One Day?

### Across the Prairies by Canoe, 1810

Fur traders of the North West Company left Fort William (today Thunder Bay, Ontario) in spring to travel to Fort Chipewyan, in what is now northern Alberta. On Lake Superior, the Métis traders kept a paddling rate of 45 strokes per minute, up to 18 hours a day. On one section of the Winnipeg River, each canoe and its heavy cargo had to be carried over 10 portages in a single day. In Fort Chipewyan, they rested for a few days and completed their business. They then began the return journey to Fort William, laden with furs.



Journey: Fort William to Fort Chipewyan and return, 1810

Total Journey Time: 75 days one way  
 Average Daily Travel: 35 km  
 Average Hourly Travel: 2.2 km  
 Distance: 2600 km

### Across Southern Ontario by Train, 1876

Passengers travelled by steam-powered Great Western Railway train from Windsor to Buffalo, New York. There, they could catch a New York Central passenger train headed east to Rochester. The whole trip took one day.



Journey: Windsor, Ontario, to Rochester, New York, 1876

	STATION	TIME	TRIP DISTANCE
Depart	Windsor	05:00	
Arrive	London	08:20	117 km
Arrive	Hamilton	11:20	298 km
Arrive	St. Catharines	12:27	350 km
Arrive	Niagara Falls	12:55	368 km
Arrive	Buffalo, New York	13:45	403 km
Depart	Buffalo	15:00	403 km
Arrive	Rochester	16:15	505 km

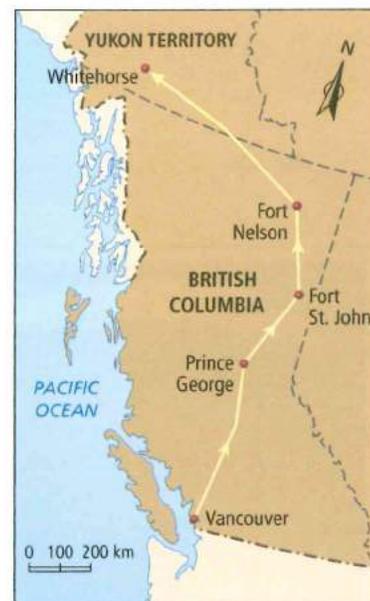
Total Journey Time: 11 hours, 15 minutes one way  
 Average Daily Travel: 505 km  
 Average Hourly Travel: 45 km  
 Distance: 505 km

## Across British Columbia by Airplane, 1943

By the early 1940s, airplanes were becoming an accepted method of travel in Canada. Although too expensive for the average person to consider, air travel was relatively safe and reliable in small twin-engine passenger planes. Regularly scheduled flights were offered by many airline companies, including Canadian Pacific Airlines.

	AIRPORT	TIME	TRIP DISTANCE
Depart	Vancouver	09:00	
Arrive	Prince George	11:30	540 km
Arrive	Fort St. John	13:00	830 km
Arrive	Fort Nelson	14:40	1140 km
Arrive	Whitehorse	18:00	1880 km

Total Journey Time: 9 hours one way  
 Average Daily Travel: 1880 km  
 Average Hourly Travel: 209 km  
 Distance: 1880 km

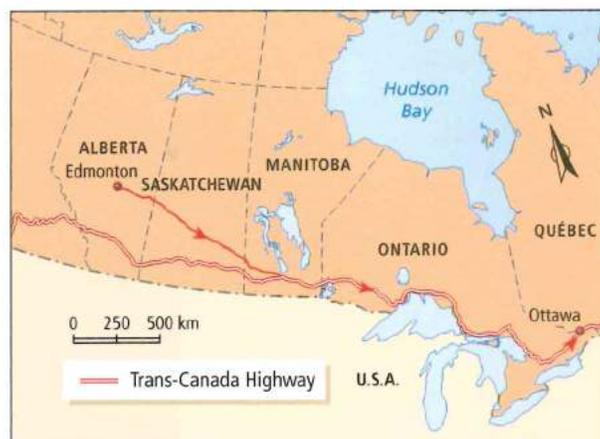


Journey: Vancouver, B.C., to Whitehorse, Yukon, 1943

## Across Four Provinces by Car, 1959

By the late 1950s, most of the Trans-Canada Highway system had been built. Very little of it was a four-lane divided highway, but there were plenty of gas stations, restaurants, campgrounds, and small motels or tourist cabins along the way. By driving thirteen hours per day, a vacationing family could reach Ottawa from Edmonton after four long days of driving.

Total Journey Time: Four days one way  
 Average Daily Travel: 895 km  
 Average Hourly Travel: 70 km  
 Distance: 3580 km



Journey: Edmonton, Alberta, to Ottawa, Ontario, 1959

## The Past Half-Century

The first satellite launched into space was Russia's Sputnik, in 1957. Today, there are hundreds of satellites orbiting the earth, monitoring the weather and transmitting television, radio, and other

communications signals. Mobility has been improved a great deal by satellites used for Global Positioning Systems (GPS). When a satellite picks up signals from a GPS unit, it can pinpoint the exact position of the unit. This can help a driver decide on the best route to a destination. It also allows trucking companies to keep track of vehicles. Hand-held GPS units can be essential devices for people finding their way in the wilderness.

Design technology has made great improvements in both the machines and the networks that help our mobility. The use of lightweight, space-age materials has increased the strength of airplanes. Larger and faster planes that can carry more passengers have helped to make airline flights cheaper than ever. New automobiles

make use of complex computer systems and lightweight parts to improve safety, performance, and fuel efficiency. Highway design has made it easier and quicker to get from one city to the next. Multi-lane divided highways with core lanes and exit ramps link nearly every community in Ontario with 50 000 or more people.



### New Airplane Technology: The Boeing 787 Dreamliner

Seating: 290 passengers

Speed: 1000 km/hr

Range: 15 000 km

Fuel Use: 20% more efficient than current airplanes of this type

Production: late 2008

### During READING

#### Topic Sentences

The topic sentence is often the first or second sentence in a paragraph. Can you find and note the technological improvements these paragraphs will be discussing?



A view of the interchange between Highways 407 and 427 in Ontario. What impact do additional highways have on people? The environment?



## New Technology on the Move: Hybrid Vehicles

The word “hybrid” means that something has features from two different origins. Hybrid vehicles combine fossil fuel (gasoline) and electric energy to achieve the lowest levels of fuel consumption on the road. The first hybrid vehicles were introduced to commercial markets in the late 1990s. Today, the most popular model is still the original one—the Toyota Prius. These energy-efficient vehicles sell as fast as manufacturers can produce them.

### Hybrid Vehicle Timeline

1997	The first commercial gasoline-electric hybrid, the Toyota Prius, is introduced to the Japanese market.
1999	Honda releases the lightweight two-door Insight coupe, the first hybrid car to hit the mass market in North America.
2000	Toyota releases the Prius in North America, a small four-door family sedan.
2002	Honda introduces the Honda Civic Hybrid, its second commercially available hybrid car.
2004	The Toyota Prius II wins Car of the Year awards from <i>Motor Trend</i> magazine and the North American Auto Show. Ford releases the Escape Hybrid, the first built in the U.S.
2008	Hybrids are available from other manufacturers, including Lexus, Nissan, Mazda, and Saturn.



Toyota’s concept vehicle, the Hybrid X, was introduced in 2007. What could the hybrid vehicle mean to car manufacturers in the future?

## THINKING It Over

1. Make a master chart to compare the four journeys described in this section. Put the four methods of travel across the top, and down the left side enter a) date, b) daily travel, and c) average speed. When your chart is finished, work with a partner to add sections d) advantages, and e) disadvantages, for each travel method. **K E**
2. Has improved technology made our lives easier or more complicated? Present your views either as a statement or as an editorial cartoon. **C**
3. Use the web link to learn more about hybrid vehicles. If you were buying one, which would you choose? Why?

### WEB LINK

Learn more about hybrid vehicles and alternative fuels. Visit our Web site.

## PUTTING IT ALL TOGETHER

Canada is a nation on the move. You learned that people often choose new communities by the quality of life they offer. Canadians move within their community, province, territory, or across the country to find better jobs, better health care, or better opportunities. Canada's rural-to-urban shift has been happening for more than a century. Small rural communities struggle to survive as their young people leave. Interprovincial migration has a general westward direction as people from the Atlantic region head for Ontario, while Ontarians move to Alberta. Technology continues to improve our mobility. Automobiles and airplanes have become our favourite means of travel. This chapter has introduced you to some important aspects of the unit question, **How do migration patterns affect people and communities in Canada and the world?**

After

### READING

#### Create Your Ranking Ladders

Use the information in your chart to create several ranking ladders. Write the least important factor/idea/effect on the bottom rung, and the most important on the top rung. Decide the order of the middle ideas.

You will want one ladder for each of the following topics:

- Where to live factors
- Migration: best cities or provinces to live in
- Internal migration
- Effects of technology

Your teacher may ask you to complete this in groups of 2–4. Then, discuss the charts with a partner in your class. How are your charts similar and/or different?

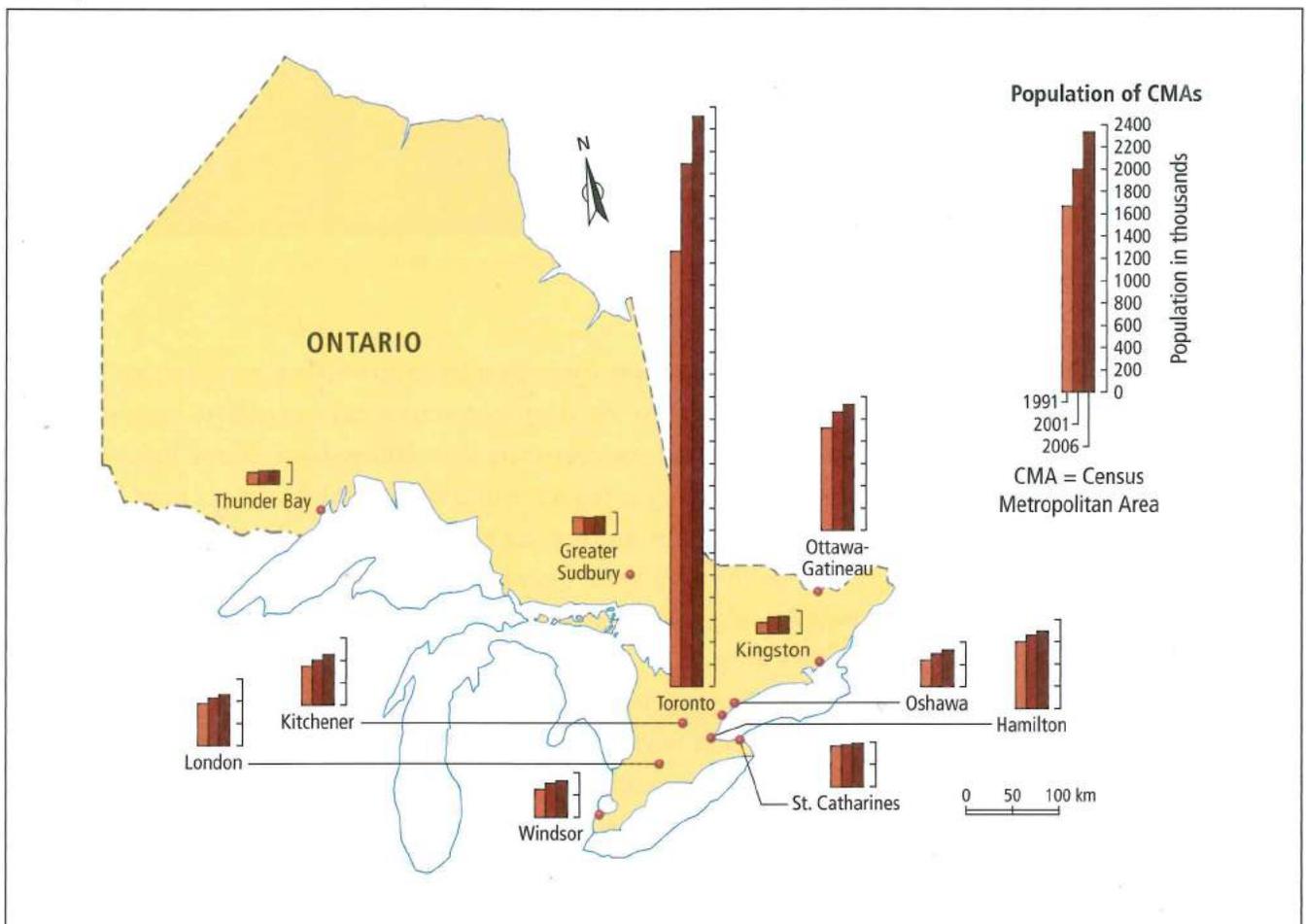
### THINKING It Through

1. Using the chart on the next page for data, draw and label a multiple line graph of Ontario's interprovincial migration. You can use the graph showing Alberta's Interprovincial Migration (page G 143) as a guide. **a**
2. Compare your completed graph to that of Alberta. Identify two important differences between the graphs. Use information from this chapter to explain the differences. **kt**
3. Look at the map and city graphs of Ontario on the next page. Divide the communities into a) those that grew fastest between 1991 and 2006, and b) those that grew more slowly. What pattern do you notice when you compare the size and location of the two groups? Suggest two reasons for your observations. **mt**
4. Write an organized paragraph about the effects of migration on Ontario. Consider both interprovincial migration and the rural-urban shift. Refer to the maps and graphs on the next page, and other information from this chapter. **kcm**

### Interprovincial Migration, Ontario, 2001–2006

Year	In-Migration	Out-Migration
2005–2006	64 000	86 000
2004–2005	59 000	71 000
2003–2004	57 000	64 000
2002–2003	64 000	64 000
2001–2002	70 000	65 000

### Metropolitan Growth in Ontario, 1991–2006



# The Decision to Migrate



Asia has become the leading source of immigrants to Canada.

## Before READING

### Making Connections

Look in the index of this book for *push* and *pull* in the History section (or skim Chapter 8 in History). Review push and pull factors that influenced people's decisions when moving to a new location. Write the information in the organizer provided in this chapter's Thinking About Literacy.

Throughout history people have moved around the world. Families have been uprooted in a rush to safety, or in search of economic opportunity. For 400 years, Canada has been a destination for people from around the world. You, a parent, or a grandparent may be among the millions of people who have left their homelands to come here. Except for Aboriginal peoples, Canadians all have immigrant origins. The main difference is how long ago our ancestors arrived.

In this chapter, you will learn why people want to move despite the barriers that may stand in their way. You will compare past and present Canadian immigration patterns. And you will come to know more about the unit Big Idea, **How do migration patterns affect people and communities in Canada and the world?**



In 2004, a tsunami devastated part of Sri Lanka, leaving over a million people without homes.

### Questions to Consider as You Read this Chapter

- How do push and pull factors influence people to move?
- What effects do different types of barriers have on the decision to migrate?
- What are the opportunities and challenges faced by past and present immigrants?
- How can I construct and use a proportional flow map of immigration to Canada?

### Thinking About Literacy

#### Make Connections Between Geography and History

Show how geography played a role in the history of Canada. As you read, note factors that affected immigration in the past and today. Note the impact each factor has had on Canada. You may want to refer to Chapter 7 in this Geography section, or to Chapter 8 in the History section.

Today	Past	Impact (including policies, past and present)

# Why Do People Migrate?

During

## READING

### Making Inferences

This paragraph and the photos below introduce the factors of push, pull, and policy. Based on what you know now, how do you think these factors affect migration?

People leave their homelands in search of better conditions. They want to improve their quality of life. However, people cannot simply pack up their belongings and move. Immigrants can act legally to move to a different place only if the government welcomes them. The photographs below shows the Three “P”s—push, policy, and pull—that affect migration. Read more about push and pull factors in the next few pages. Policy factors are found in “Barriers to Migration,” on pages G 161 to G 162.

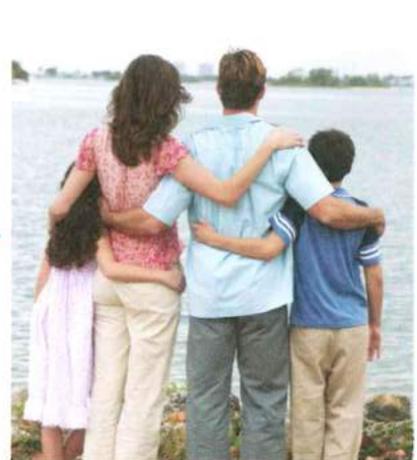
**PUSH**  
(Homelands)



**POLICY**  
(Government)



**PULL**  
(New Opportunities)



Look closely at the the photographs and the headings. What can you infer about the relationship between the Three “P”s?

## Push Factors

Did you ever feel unsafe because of some very real danger? Have you ever felt threatened by someone bigger than you, or by a menacing group of people? You probably made the wise choice to get away immediately, if that was possible. Each of these situations is an example of a **push factor**. Think of more examples from your life at home or in school. In migration terms, a push factor is a negative situation that drives people from their homeland:

- a natural disaster that claims lives and destroys communities
- political violence and war that threatens safety and disrupts the economy
- poor living conditions such as poverty, which people can no longer tolerate

## WORDS MATTER

**push factor** the social, political, economic, and environmental forces that drive people away from where they live

## Natural Disasters

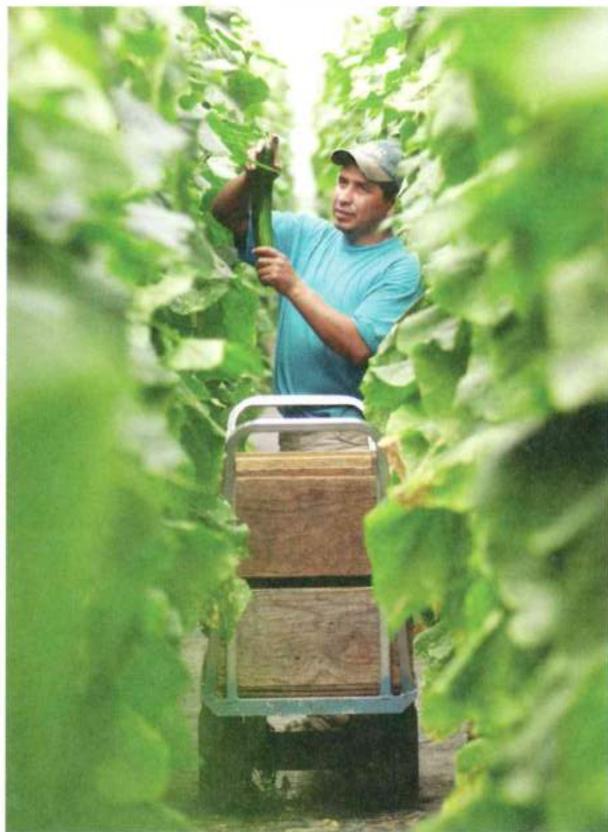
Nature can unleash tremendous energy. It can provide the force to move people from their homes. Volcanoes, earthquakes, and tsunamis create instant widespread destruction. In December 2004, an earthquake in Southeast Asia caused massive tsunami waves. These waves took 230 000 lives and left millions homeless. Many people who worked near the sea chose to move farther inland, where they felt safe. However, they have now lost their livelihoods. Extreme events such as tsunamis, hurricanes, or floods can create this kind of mass migration as survivors struggle to regain their lives.

## Political Violence

It is hard to follow world news without seeing images of war or terrorism. It is even harder for farmers, store owners, and other business people to maintain their livelihoods in war-torn lands. Political upheaval can ruin businesses and disrupt lives. It can lead to discrimination and loss of freedom, which are also push factors for many people. Many current examples are found in South Asia, Africa, and the Middle East. Command economic systems have also been the cause of mass migrations. For example, more than 6.5 million people fled Vietnam in the late 1970s when the country fell to communism.

## Poverty

Poverty can be made worse by natural disasters and political violence. In Chapter 3, you learned that poverty in developing countries can be the result of too many mouths to feed from too little land. Debt from loans to pay for seed, animals, and basic necessities often takes away any surplus a farmer produces. To find work, many **guest workers** from North Africa and the Middle East arrange temporary permits to take jobs in Europe. Canada also employs seasonal farm labourers from Mexico, Central America, and the Caribbean.



About 18 000 guest or migrant workers come to Canada to work in fields, orchards, and greenhouses every year. This man lives and works for six months in Ontario, sending money home to his family.

### WEB LINK

Learn more about Vietnamese refugees in the 1970s. Visit our Web site.

### WORDS MATTER

**guest worker** a person who works temporarily in a foreign country

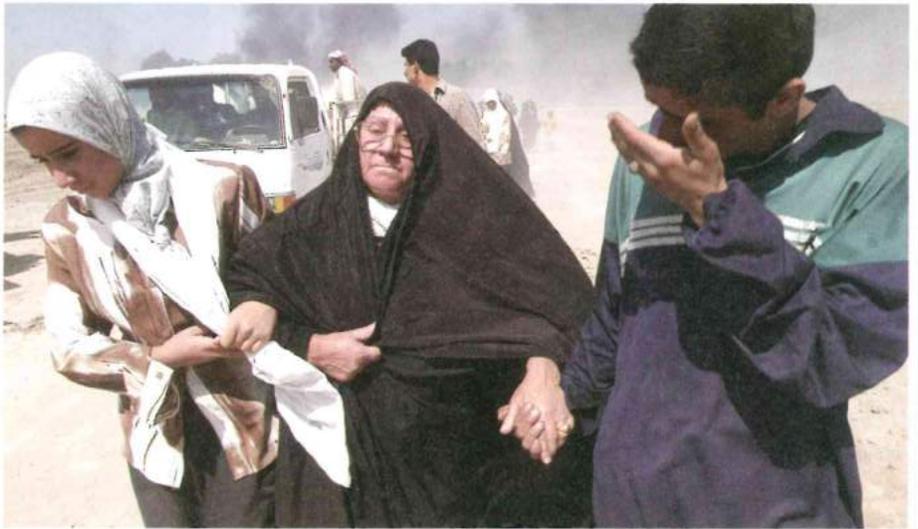
### Natural Disaster: Escaping Katrina

Hurricane Katrina flooded New Orleans, Louisiana, in August of 2005. The Superdome football stadium became a refuge for downtown residents who could not leave the city before the storm hit. This photo shows people leaving the Superdome after the storm. Hundreds of buses were sent to evacuate thousands of people. Most people were taken to communities in Texas and Oklahoma. Many have not returned to New Orleans. Why do you think that is the case?



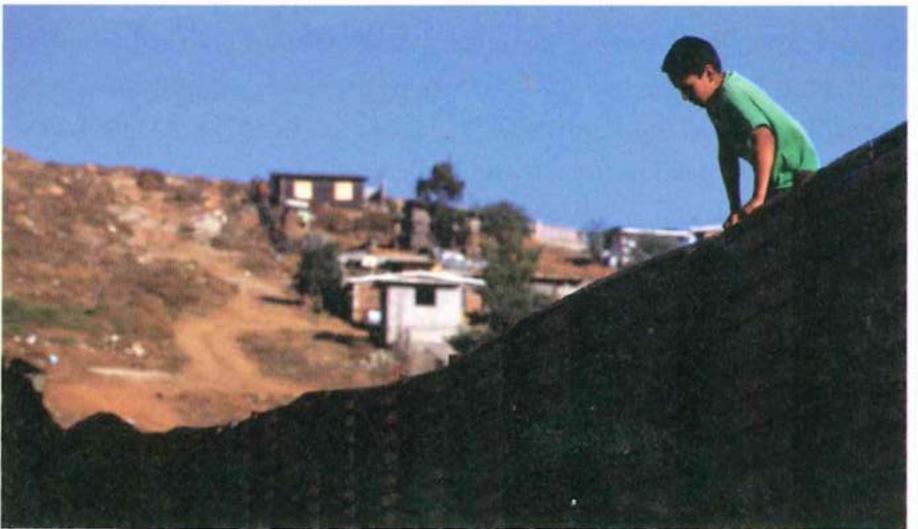
### Political Violence: Fleeing Iraq

Since the 1990s, about 2 million of Iraq's residents have fled the country due to violence and war. Most have escaped to neighbouring countries, such as Jordan, Lebanon, and Syria. Many people continue to sell their possessions and journey through the desert to United Nations refugee camps. More than a million people have also fled to safer communities within Iraq. Why is this issue significant to Canadians?



### Poverty: Leaving Mexico

The U.S.–Mexico border is almost 3200 km long, crossing mountains and deserts. It is marked by walls and fences. Living standards are very different on either side of the border. Most of the 11 million illegal immigrants in the U.S. come from Mexico. Every day hundreds more make their desperate bid for the “American dream” by crossing the border any way they can. What might Mexican immigrants—both legal and illegal—believe they will achieve in the United States?



## Pull Factors

In Chapter 7, you learned that certain Canadian cities scored better than others on job prospects, safety, and discretionary income. These are examples of **pull factors**—the characteristics of a place that attract migrants. Pull factors offer some solutions to the problems shown in the previous pages.

### Safety

Natural disasters and human conflict are life-threatening situations. People may need to be evacuated to places where they can find shelter, food, medicine, and water. Armed violence sends families into hiding or across borders to safer areas. People who move because of a need for protection from danger or persecution are called **refugees**. People arriving in Canada claiming refugee status are allowed to stay here until their case can be judged.

### Economic Opportunity

People constantly strive to improve their living conditions. In History class, you may have learned that Canada attracted immigrants by offering free land to settlers in Ontario and the West. Many who came were British, European, and American farmers, eager for land. There were also those who received land but were not experienced farmers. They were full of hope for a new life, but some of them failed. Many of today's immigrants are drawn by opportunities for jobs, or the chance to start a successful business in Canada.

### Reuniting Family

As people immigrate, something called **chain migration** often happens:

- young adults, usually males, will emigrate to find work in a new country. They will then
- send money home to help support direct family members left behind, and also
- save money to help pay for the eventual immigration of additional family members.

Canada supports **family reunification** through family class immigration. Currently, about one-quarter of immigrants who enter Canada are sponsored by relatives who agree to support them for three to ten years, depending on the newcomer's age.

## During READING

### Summarize

Create a paragraph summary. First, find the topic sentence. Find two or three details that support the topic sentence. Conclude with a point stating the impact of this information. Write your notes into a short statement, creating your summary.

### WEB LINK

For more information about Canada's refugee policies, visit our Web site.

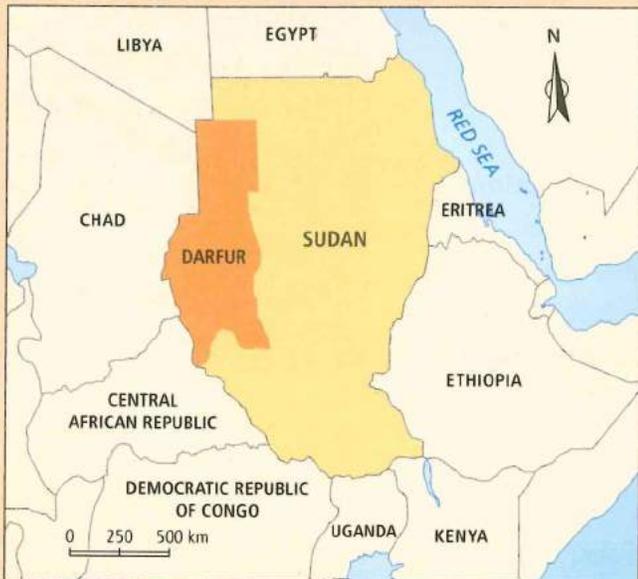
## WORDS MATTER

**pull factor** the social, economic, and environmental attractions that draw people to move to a particular place

**refugees** people who flee to a foreign country for safety from political upheaval or war

**chain migration** when people immigrate to a new country after relatives have already established citizenship there

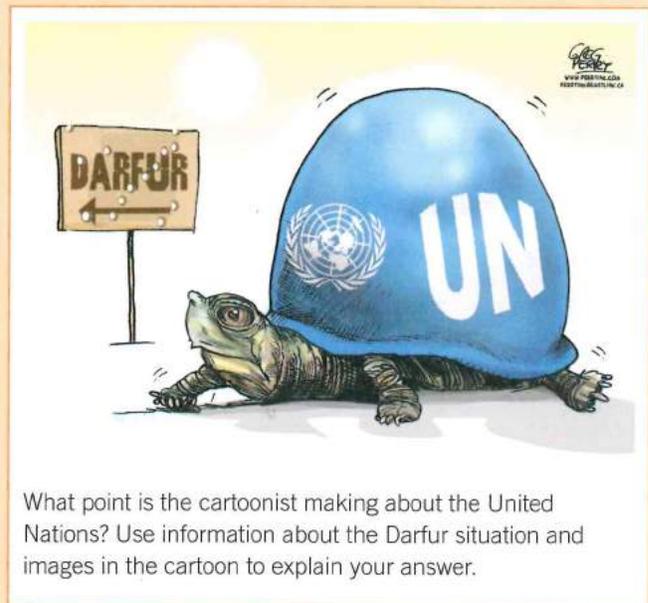
**family reunification** an immigration policy that acknowledges the right of a family to be together



Darfur is an isolated region in North Africa, and the scene of a devastating humanitarian crisis. At least 400 000 people died between 2003 and 2007, and another 2 million to 2.5 million have been forced to migrate. They have fled their homes into safer territory. Most have moved to refugee camps in Chad.

The Darfur crisis is complicated, with racial, environmental, and political roots. Both Arab and non-Arab peoples live in Sudan, and there is a long history of conflict between the groups. Darfur, an arid territory on the western edge of Sudan, has suffered from decades of drought and famine. This created conflict over the remaining water sources. The recent crisis between Darfur's farmers and nomadic Arab herders began over land and water rights.

In 2003, rebel groups in Darfur declared independence from Sudan, stating that the government was oppressing non-Arab peoples. The government replied with army and air force attacks on rebel villages. The government has also been accused of supplying weapons to the mostly Arab Janjaweed fighters, who attack non-Arab villages and refugee camps. The United States government has called their actions **genocide**. International aid workers have been killed, and food and medical supplies stolen. However, the United Nations has been slow to take action because the Sudanese government denies any connection with the Janjaweed. A small African peacekeeping mission was attempted with little success. When full UN involvement was announced in June, 2007, many felt that it came much too late.



What point is the cartoonist making about the United Nations? Use information about the Darfur situation and images in the cartoon to explain your answer.

### WEB LINK •

For more information on the crisis in the Sudan, visit our Web site.

### WORDS MATTER

**genocide** the deliberate and systematic extermination of a national, racial, political, or cultural group



The environment of the Darfur region has been greatly affected by climate change. Drought has been identified as one of the root causes of the conflict. Ban Ki Moon, appointed Secretary General of the United Nations in 2007, has discussed how the problem of global climate change has affected Darfur.



As the drought continues, experts fear that continued conflict and the refugee camps may do even more harm to the environment. Millions of refugees use up scarce water supplies and cut down trees for firewood. How could this affect the future of the region?

### A Climate Culprit in Darfur

By Ban Ki Moon  
Saturday, June 16, 2007  
*Washington Post*

...Amid the diverse social and political causes, the Darfur conflict began as an ecological crisis, arising at least in part from climate change.

Two decades ago, the rains in southern Sudan began to fail. According to UN statistics, average precipitation has declined 40 percent since the early 1980s. Scientists at first considered this to be an unfortunate quirk of nature. But subsequent investigation found that it coincided with a rise in temperatures of the Indian Ocean....from man-made global warming.

It is no accident that the violence in Darfur erupted during the drought. Until then, farmers would welcome herders as they crisscrossed the land, grazing their camels and sharing wells. But once the rains stopped, farmers fenced their land. For the first time in memory, there was no longer enough food and water for all. Fighting broke out. By 2003, it evolved into the full-fledged tragedy we witness today....

### THINKING It Over

1. Work with a partner to apply the Three "P"s to an example of natural disaster, political violence, or poverty found in the media today. **K E**
2. a) Explain the factors pushing people from the Darfur region. Discuss the environmental cause in detail. **K**  
b) Make a poster or write a letter to draw attention to the situation in Darfur. **G**
3. Work with a small group of students to make a dramatic presentation based on one of the migration situations described in this section. **C**

# What Are Barriers to Migration?

## WORDS MATTER

**barrier** something that may discourage or prevent a person from migrating

**entry visa** a document that grants a person the legal right to immigrate to a country

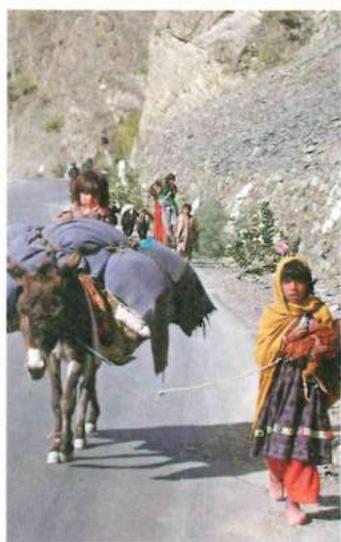
### Personal Barriers

- emotional
- financial

You may want to go to a sports event or a shopping centre, but cannot get a ride. This is a barrier in the way of your plans. You must overcome this obstacle, or give up your outing. The same is true with moving from one country to another. Personal, national, and legal migration **barriers** often stand in the way of people's plans.

## Personal Barriers

Immigration is a huge risk. No one knows what life will be like in another country. The thought of leaving friends and relatives behind is a real emotional barrier. When families move to another continent, they may never see their loved ones again. Immigration is very expensive too, and many people cannot afford the cost of applications, **entry visas**, and airplane tickets. Immigrants often need a sponsor in the new country to provide good advice and financial support until they find work. Above all, people find it very difficult to start life over again at the bottom of the economic ladder. Barriers to migration can discourage or prevent a person from moving to another country. Government immigration and refugee policies can act as major barriers. This is why “Policy” is one part of the Three “P”s model you examined on page G 154.



A family carries their possessions as they cross the Khyber Pass from Afghanistan into Pakistan in 2001.

## A Dangerous Journey: Refugees Flee Afghanistan

The country of Afghanistan is currently one of the top sources of refugees coming to Canada (the others in the top five are Sudan, Iran, Colombia, and Congo). The refugees from Afghanistan who are fleeing the oppressive rule of the Taliban also seek refuge from political upheaval and civil war.

Most Afghan refugees undertake a dangerous journey to find freedom and peace. With no visas or passports, they have to enter another country illegally. Those going into Pakistan face long climbs on foot through mountain passes. Some families have to hide from the Taliban in mountain caves for days or even weeks.

Once in Pakistan, the most dangerous part of their journey is over. Now, they can think about where to go next. Some will stay in Pakistan, and some hope that one day they will be able to return to Afghanistan. Others have a different dream—a home in Canada, where they can work, go to school, and raise their children without fear.

## National Barriers

Physical and political factors present major obstacles to migration. Two countries may be located very far apart, or they may be separated by mountains or deserts. Physical separation makes it more difficult, dangerous, or costly to migrate. You just read that many Afghan refugees had to make their way across a mountain range to reach the border of Pakistan.

The greatest national barrier to overcome is political **policy**. For example, a command society may not let people leave the country.

This was the situation in Russia and communist-controlled Eastern Europe between 1945 and 1989, although it is quite different now. In the same way, opportunities in a new country can only be a dream when that country's entry doors are closed.

Before 1967, Canada accepted very few immigrants from regions other than Europe and the United States. That year a **points system** was introduced to assess potential immigrants, almost like a report card. This "test" was based on language skills in English or French, education and useful work experience, age, and sponsorship by residents. The graphs below show how this policy change opened immigration doors that were closed before 1967.

### National Barriers

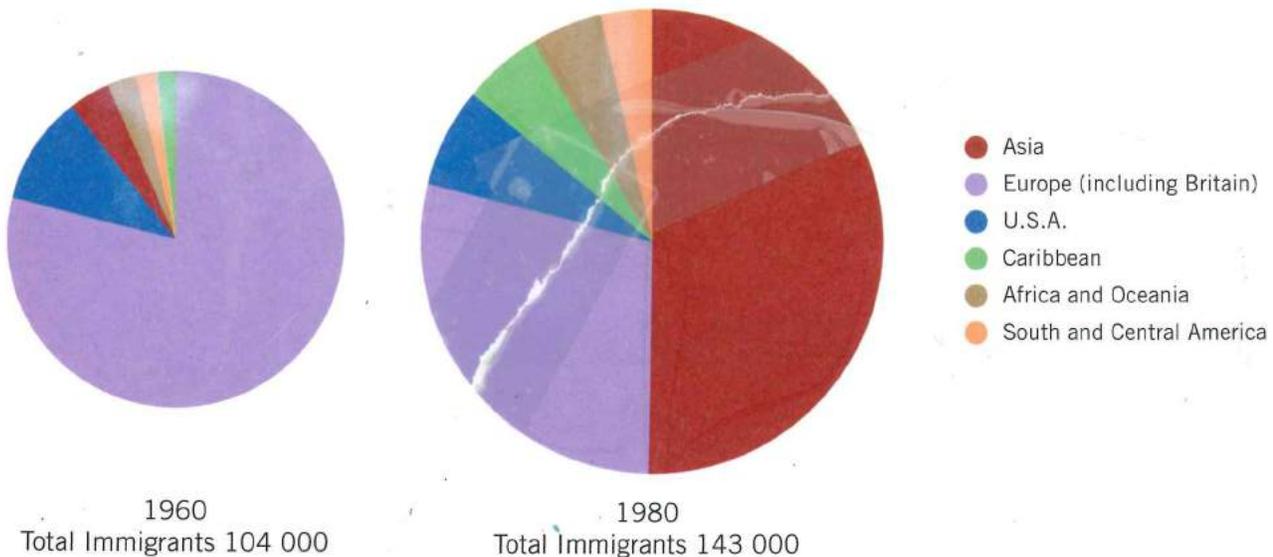
- physical
- political

### WORDS MATTER

**policy** government laws and regulations that may create a barrier to immigration

**points system** an assessment system used to evaluate potential immigrants

### Immigrants to Canada, 1960 and 1980



Why is one circle larger than the other? What do the other major differences between the graphs tell you?

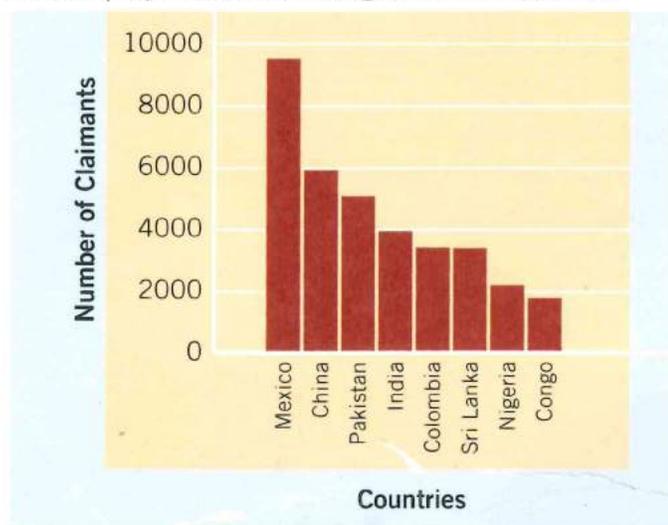
## Legal Barriers

Migration within and between countries is regulated by international law. The United Nations Universal Declaration of Human Rights includes freedom of movement. However, these statements have not always been practised by individual countries.

Article 13: 1) Everyone has the right to freedom of movement and residence within the borders of each state. 2) Everyone has the right to leave any country, including his own...

Article 14: 1) Everyone has the right to seek and to enjoy in other countries asylum [protection] from persecution....

Canada: Top Sources of Refugee Claimants, 2006



In 1951, the UN expanded these statements in the Convention Relating to the Status of Refugees. When refugees come to Canada, they declare refugee status under this Convention. They are allowed to stay in Canada until their case is presented at a legal hearing. If immigration officials decide that a person or a family can safely return to their country of origin, they are sent back, or deported. On average, Canada accepts between 15 000 and 50 000 refugees each year, roughly half the people who claim refugee status. To successful refugees, Canada is **accessible**. The others must leave Canada, although they are free to re-apply under the same or another immigration category.

### WORDS MATTER

**accessible** in terms of migration, when a person is able to gain entry to their desired destination

### THINKING It Over

1. How did Canadian immigration patterns differ in 1960 from those in 1980? Explain why. **6**
2. What makes the news story and photo on page G 160 interesting? Do you or other students in the class have family immigration stories? Write out either your story or an interview with a classmate in about 150 words. **6**
3. Make a world map showing the top countries of origin of people who claim refugee status in Canada. Discuss the reasons you think the refugees came to Canada. If you are unsure, what resources might you use to find out more? **6 7**

Overcome immigration barriers to reach Canada first.

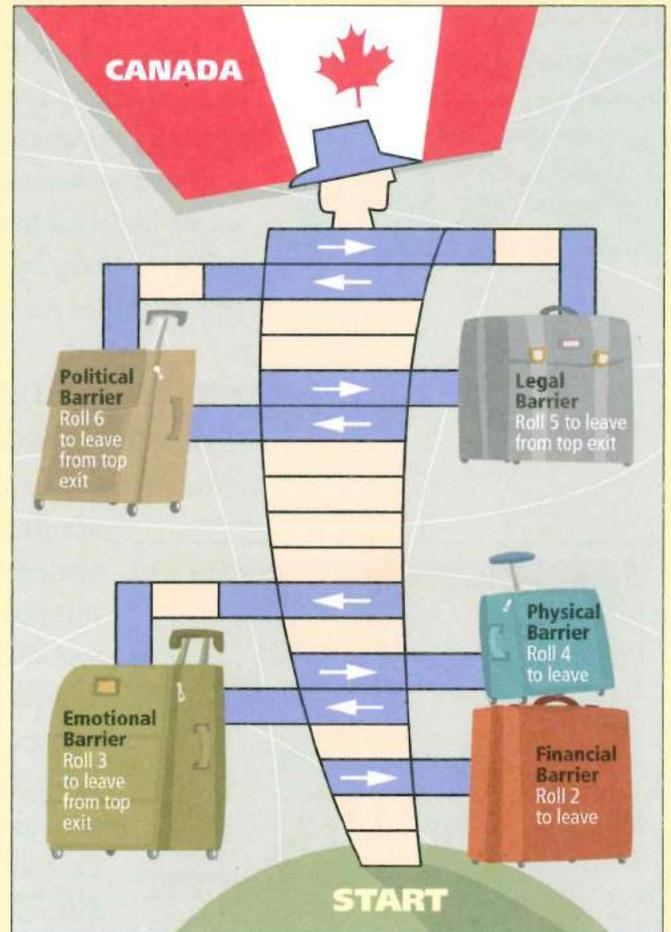
### What You Will Need:

- One die, game board, small marker for each package

### How to Play:

**A.** Roll one die and move a marker along the direct route to Canada. If you land on a coloured Detour Space, you must visit that Barrier Zone on your next turn. However, if you roll a 1 on your next turn, continue to Canada. You need an exact roll to land on Canada.

**B.** An exact roll is not required to enter a Barrier Zone. However, each zone tells you the number that must be rolled to leave. If you land on a Detour Space on the way out of a Barrier Zone, you must turn around and go back on the next turn (unless you roll a 1).



### What Do YOU Think?

1. Describe your experiences in this game. Did you find it frustrating at times? Explain. 👍
2. How might your experiences in this game compare to the real world? Identify some similarities and differences. 👍 👍
3. Ask three questions to create discussion about the main barriers to Canadian immigration today. 👍

# Immigration to Canada

## During READING

### Checkpoint

Include this information in your organizer. What barriers existed in the past, and what impact did they have on Canadian policy?

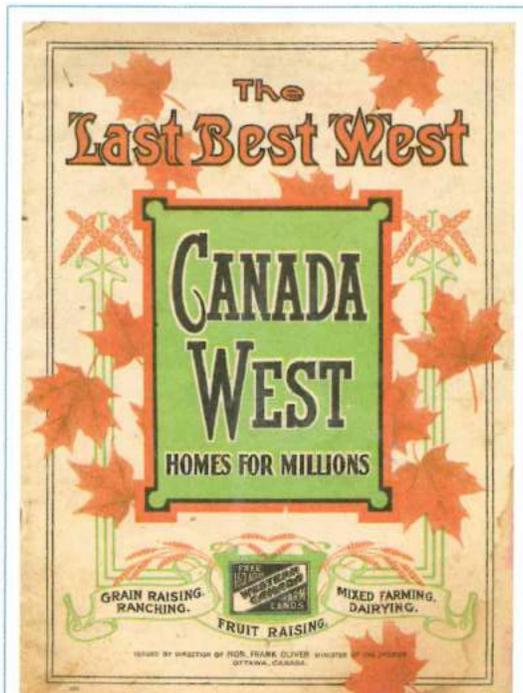
In the early 21st century, Canada's population has grown faster than all the leading developed countries. Much of this growth came from net migration, with about 250 000 new immigrants arriving each year (and relatively few people leaving). During this time, the Canadian economy grew steadily and the government's policy was to welcome qualified newcomers. If a quarter-million more people each year seems like a lot to you, remember that Canada is the world's second-largest country by area. Canada still has plenty of room and many opportunities for people to start a new life.

## Past Immigrants

In the 50 years following Canada's Confederation, there was a major effort to populate the vast prairie region with settlers. Immigration

agents went to Europe and the United States to lure settlers to the "Last Best West." Advertising posters used this phrase because by 1890 there was no more land available in the American plains. Immigrants could get 65 hectares (160 acres) of prairie land by paying a small registration fee and farming for three years. It was a powerful pull factor. The policy doors were open—to those who came from approved areas, such as Central and Eastern Europe. The Minister of the Interior, Clifford Sifton, wanted farmers. He especially wanted those from Ukraine, Romania, Hungary, and Poland, where agricultural and climatic conditions were similar to those in western Canada.

The population graph on the next page shows the success of Canada's campaign to attract immigrants. More than 8 million people came during the first century after Confederation, with the greatest number of them arriving between 1900 and 1930. After 1930, there were serious problems that slowed immigration to a trickle. The Great Depression brought the Canadian and world economy to a standstill. The Second World War almost halted international movement completely.

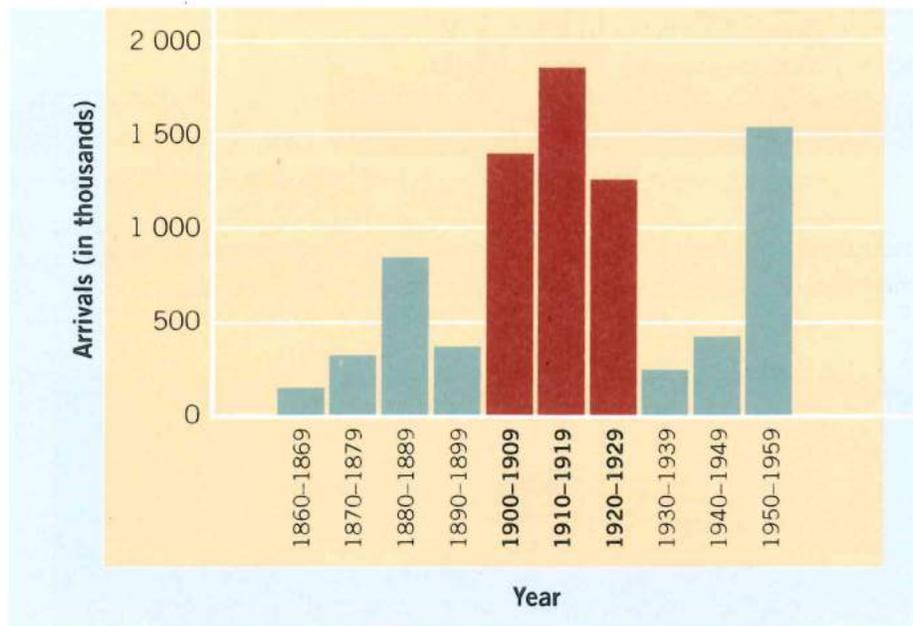


Which potential immigrants would be drawn by this advertisement? Why? What impact do you think this policy of increasing immigration to Canada would have on people already living here, such as Aboriginal peoples?

### WEB LINK

Look at a multimedia presentation about immigration to Canada. Visit our Web site.

## Immigrant Arrivals in Canada, 1860–1959



A century ago, almost all of Canada's immigration came from the U.S., Britain, and Europe. Canadian policy at that time blocked most immigration from Asia, Africa, and South and Central America. Open hostility toward Chinese, Japanese, and Sikh migrants led to entry restrictions, such as the "head tax" Chinese immigrants were required to pay from 1885 to 1923. People with disabilities were not welcome either. Even immigrants from Central and Eastern Europe could never be sure how they would be treated by their neighbours.

### Olga Seibot Remembers

*My parents knew war was coming. I was 13 when they sold everything and went by ship to Halifax. In 1937, we bought a farm near Alvinston, Ontario, where there were other Slovaks. We helped each other, but we were so isolated. Canada was cold and snowy, and we had to live on white beans and milk at first.*

*There were seven in our family and we all joined in the farm work. Friends from our country shared machines at harvest time and helped us to fix broken equipment. We went to the same church, and that brought us together too.*

*I didn't know English, so I was put into Grade 1. I felt so awkward. We couldn't speak Slovak in public because people thought we were Nazi spies. Some boys even shot pellet guns at us.*

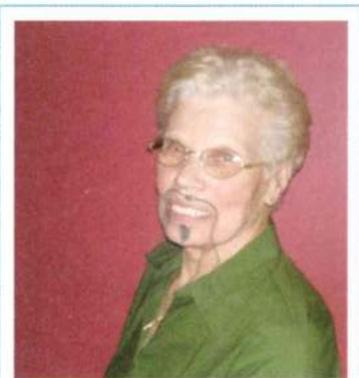
*Life was hard for everyone. There's a saying: "If the countries were connected by a bridge, people would have walked back."*



## WORLD RECORDS

### The Irish Migration

Irish farmers relied on potatoes, both to take to market and for their families. From 1845 to 1847, the Irish potato crop completely failed, and 750 000 people starved. Huge numbers of survivors filled any ship bound for North America in one of the biggest mass migrations ever. Irish immigrants swelled the populations of Boston, New York, Montréal, and Toronto. Today, their descendants form large populations in the United States and Canada.



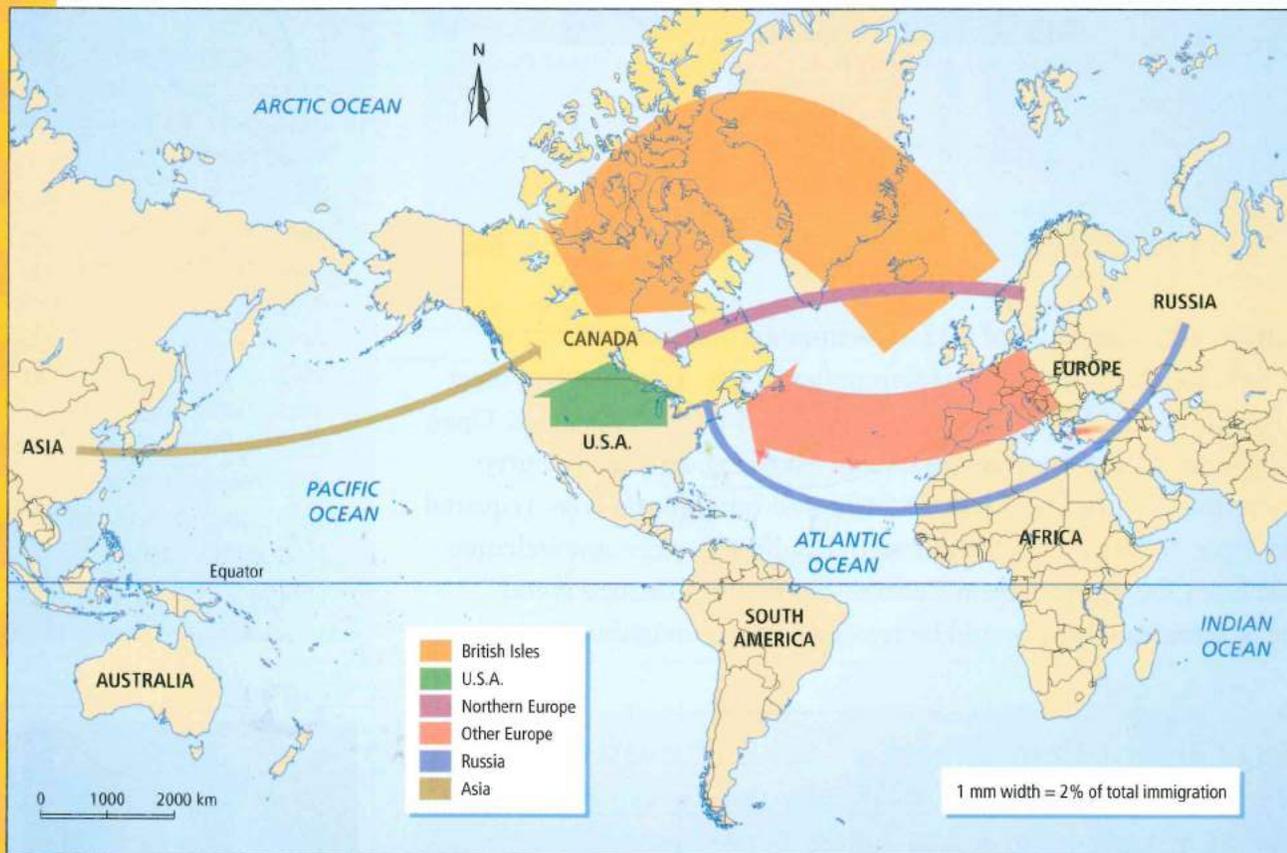
Olga Seibot came to Canada in 1937. Later she married a Canadian war veteran, raised a family, and worked as a nurse's aid. She still participates in local Slovak activities. Why is community so important to most Canadian immigrants?

## GEO SKILL

### Making a Proportional Flow Map of Immigration

This map shows the flow pattern of immigrants to Canada a century ago. Is immigration the same today? Follow the steps below to find out.

#### Immigration to Canada: 1901–1911



#### Tip:

- For a review of proportional flow maps, go to the Geo Skill in Chapter 6, pages G 120–G 121.

#### Step 1 Label the Source Countries

To show worldwide immigration to Canada, choose a map that places North America and South America in the middle. Label Canada and the source countries on the map.

#### Step 2 Draw Flow Lines to Canada

Flow lines look best as smooth, curving lines ending at Canada's western, southern, or eastern borders, depending on the location of the source country. Do not space the flow lines too close to one another, because you will be widening them in Step 4.

### Step 3 Create a Flow Scale

The flow lines will be widened to represent the number of immigrants from each country. In this map, every millimetre of width represents 2000 people. Since China was the source of about 33 000 people in 2006, the flow line will be 16.5 mm wide ( $33\ 000 \div 2000 = 16.5$ ). These widths have been calculated for you in the immigration chart below.

### Step 4 Apply the Flow Scale to the Lines

Use a ruler to measure the width of each flow line. Then, carefully draw them onto the map. Finish them with colour, with an arrowhead at the Canadian end.

#### Tip:

- Remember to finish your map with a title, a legend, and a scale.
- Use the example flow map as a guide.

#### Canada: Top Ten Sources of Immigration, 2006

Source countries	People	Flow line width
China	33 080	16.5 mm
India	30 753	15.4 mm
Philippines	17 717	8.9 mm
Pakistan	12 332	6.2 mm
United States	10 943	5.5 mm
Iran	7073	3.5 mm
United Kingdom	6542	3.3 mm
Korea, Republic of	6178	3.1 mm
Colombia	5813	2.9 mm
France	4915	2.5 mm
Top 10 countries	135 346	—
Other countries	116 303	—
Total	251 649	—

### APPLY It

1. Follow the steps to make a flow map of immigration to Canada. Use the chart above to construct your arrows. 
2. Describe the pattern of your completed 2006 immigration map. Which continent is Canada's major source of immigrants? 
3. Compare this pattern to the map on the previous page, showing Canadian immigration a century ago. Suggest reasons for the differences between the patterns.  

## Immigration Today

Do you have family or friends overseas? Would you like them to think about moving to Canada? Here is some good advice that you can give them. They need to apply at a Canadian visa office outside of Canada before coming here (unless they qualify as refugee claimants, or are caregivers to people already in Canada). Tell them that Canada accepts immigrants who qualify under these criteria:

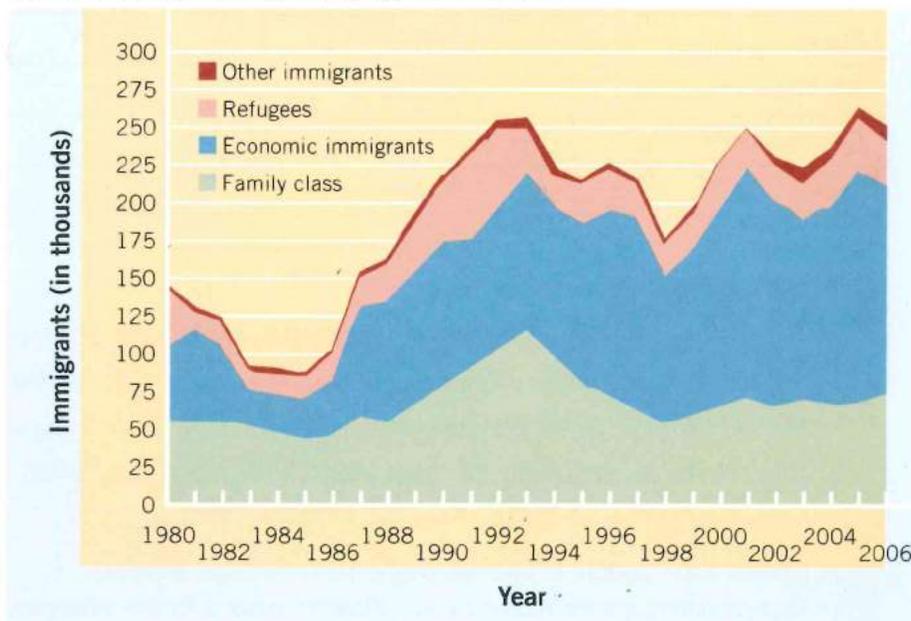
- Skilled workers and professionals with education and experience
- Investors or entrepreneurs who can start a business in Canada
- Family members sponsored by permanent residents of Canada

Canada's *Immigration and Refugee Protection Act* has three main aims: protecting refugees, contributing to the economy, and reuniting families.

### Patterns Since 1980

What conclusions can you make by examining the graph below? Economic immigrants are those accepted because of their skills, education, investments, or entrepreneurship. This class of immigrant has grown significantly since the mid-1980s. However, the numbers vary a great deal from year to year. This is because fewer economic immigrants are accepted when Canadian unemployment rates are high. This explains the small number in this class entering Canada between 1982 and 1986.

Canada: Immigrants by Category, 1980–2006



#### WEB LINK

Learn more about the experiences of new immigrants in Canada on our Web site.

To find the number of immigrants of each type, look at the width of the band in one year. For example, in 1980, the economic immigrants zone starts at 50 000 and ends at 100 000. There were 50 000 in this class that year. How many economic immigrants were there in 2006?

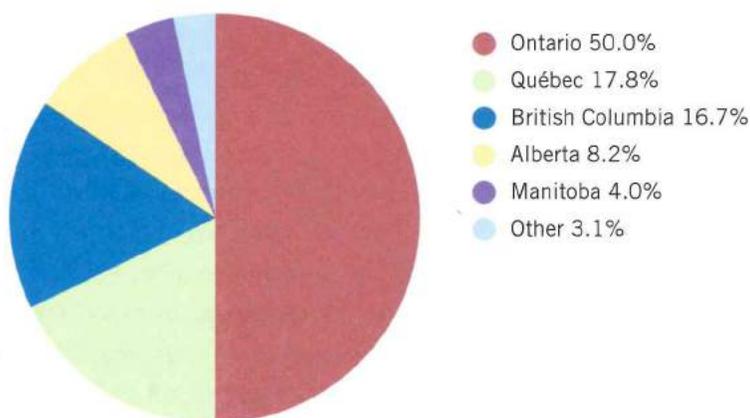
## Big City Bound

Between 2001 and 2006, about 1.2 million people immigrated to Canada. The graph below shows that half of them came to Ontario in 2006, mostly in the region around the west end of Lake Ontario, from Oshawa to Niagara Falls. The Greater Toronto Area (GTA)—in the centre of this Golden Horseshoe region—has Canada’s greatest concentration of new immigrants. Altogether, about 85 % of newcomers chose just three provinces—Ontario, Québec, and British Columbia. It is no coincidence that Canada’s three biggest cities—Toronto, Montréal, and Vancouver—are located there. Immigrants go to these places for jobs and to join family and friends already in Canada. Here, they can live and work within a cultural community with familiar language and customs.

### WEB LINK

Read about services and information offered to immigrants arriving in Vancouver, Montréal, and Toronto. Visit our Web site.

### Immigrant Destination by Province or Territory, 2006



Which four provinces are the main immigrant destinations? Why are these provinces so popular with newcomers?

### THINKING It Over

- Compare the origins of immigrants to Canada in the past and today. How do policy changes explain the difference?
  - Compare the destinations within Canada of immigrants a century ago and today. How can you explain the difference?
- Make a Venn diagram to show either, a) similarities and differences between the experiences of Afghan refugees and Olga Seibot, or b) comparisons between your family’s immigration experiences and an Afghan refugee’s or Olga’s.

### Is Canada Failing Its Immigrants?

Immigration can be a difficult experience. Read the following information to help you decide whether or not Canada is failing its immigrants.

#### **Immigration Targets Go Beyond Numbers**

Editorial, *Toronto Star*  
March 18, 2007

Canada has done a remarkable job of attracting new immigrants from around the world to offset the brewing demographic storm sparked by an aging population and a declining birth rate.

Despite our growing need for immigrants, though, Canada does not always offer a warm welcome to these newcomers. Many white-collar professionals wait for years to have their credentials recognized. Their talents go unused because too many of Ontario's 34 regulated professions throw huge barriers in the way of qualified foreign-trained applicants, denying them the chance to practise their skills in fields which the province desperately needs.

In the meantime, they must struggle to hold two or three part-time jobs in order to pay the rent and feed their families.

At the same time, they face language barriers, racial discrimination and an insistence on "Canadian experience." Given the increasing importance of immigration to the country's future, Canada must do more to welcome these needed immigrants or risk losing them to other countries. As University of Toronto demographics expert David Foot put it: "Just bringing in immigrants and dropping them down in Canada is not sufficient."

#### **Immigrant Welcome Centres**

In June 2007, a new immigrant Welcome Centre opened in suburban Toronto. It is the first of five Ontario centres planned by the provincial and

federal governments. An extra \$920 million will be spent over five years to help newcomers find homes and jobs and improve their language skills. The Vaughan location expects to help about 3500 new immigrants in its first year alone.

#### **What Do YOU Think?**

1. What is the main idea of the news editorial? List three examples of evidence used to support this idea. **k**
2. To what extent do you agree with the editorial—completely, partly, a little, or not at all? Write down two reasons for your views. **t**
3. Is Canada failing its immigrants? Discuss your opinion and reasons with others in a small group. How is Canada aiming to improve the situation? What barriers remain? **t c**

## PUTTING IT ALL TOGETHER

In this chapter you have investigated this unit's Big Idea: **How do migration patterns affect people and communities in Canada and the world?** You have read information in this chapter to help you find your answer to this question. You have learned that people have come to Canada because of various push, pull, and policy factors. Immigrants have had to overcome personal, national, and legal barriers to complete the journey.

In the past, Canadian policy favoured British, American, and European applicants. Today's immigrants come from around the world, particularly from Asia. More than 80% of immigrants settle in big cities in Ontario, Québec, and British Columbia.

After

### READING

#### Summarize Your Connections

Use the information in your chart to summarize this chapter and show the connections between history and geography. Information from the impact column can be used to write the conclusion to your summary. Remember that a summary should be fairly short and in your own words. Use only a few quotations from the chapter.

You may want to organize your summary this way:

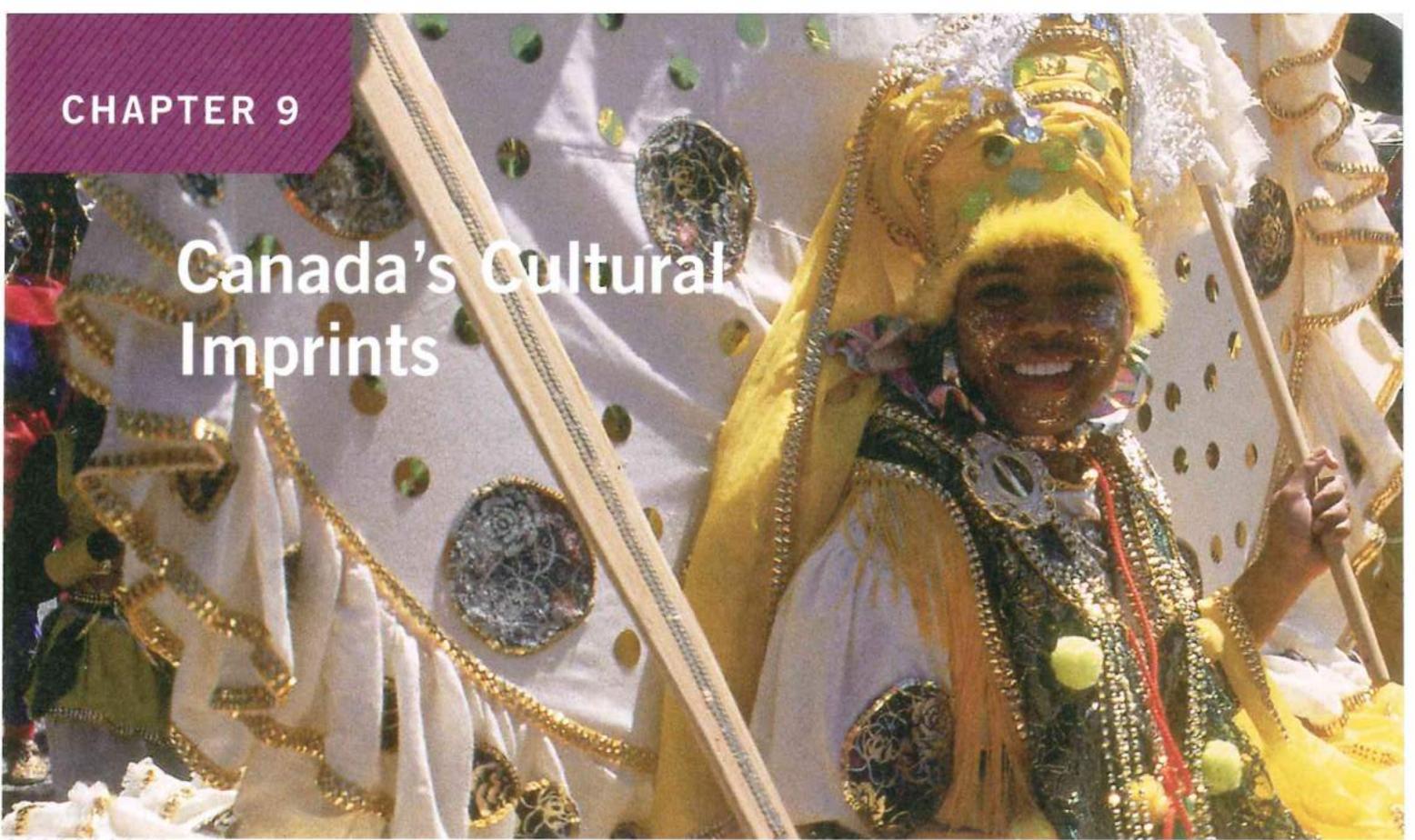
- Topic sentence (topic plus opinion)
- Three to five details that support the topic sentence
- Conclusion, based on the impact column, stating what important changes were made to Canadian policies around immigration

### THINKING It Through

In which period would it be more difficult for people to migrate to Canada—now, or a century ago? Consider the barriers faced by immigrants as you follow the steps below to answer this question.

1. Write down some good questions to help you form an opinion. For example, you could ask “When was the journey to Canada more difficult?” **t**
2. Write a three-paragraph report to answer the question. Clearly state your viewpoint in the opening sentence of the first paragraph, then use factual information to support it. Restate your view in the last sentence of the third paragraph. **k c t a**
3. Create a graph, map, or graphic organizer to illustrate your report and support your view. **m a**
4. Provide a detailed bibliography of three sources of information you used to answer the question. At least one must be a primary source. **c t**

# Canada's Cultural Imprints



Toronto's annual Caribana Parade and festival

## Before READING

### Making Connections

Canada is often called a mosaic, while the United States is often called a melting pot. What do each of these terms suggest to you?

In 1995, U.S. President Bill Clinton said, “Canada has stood for all of us as a model of how people of different cultures can live and work together in peace, prosperity and understanding.” At the time, he was talking about how Canada’s English and French populations work together in one country. He could also have been talking about Canada’s current policies, which encourage cultural understanding.

At one time, Aboriginal peoples and immigrants were expected to blend in with the majority groups—the English and French. Most cultural practices were discouraged or banned. Today, both the federal and provincial governments support a wide range of cultural events, such as Caribana. As you explore these changes, you will continue to investigate the unit’s Big Idea: **How do migration patterns affect people and communities in Canada and the world?**



Canada's Governor General Michaëlle Jean congratulates new Canadian citizens in 2007.

## Questions to Consider as You Read this Chapter

- How does migration affect Canada's culture?
- What comparisons can be made between the experiences of minority groups in Canada, past and present?
- How can I become more aware of the cultural origins of people in my community?
- How can I interpret a map of population distribution and cultural origins?

### Thinking About Literacy

#### Inferences: Making Meaning Through Context Clues

Create a personal dictionary. You will use the words and phrases in your dictionary at the end of this chapter. Write any bold or italicized words in the first column (and any other words you are not sure of) then write the definition. In the third column, explain how you actually see this in Canada.

Word/Phrase	Definition	How do I see this in Canada?
culture		
core values		

# What Is Culture?

## WORDS MATTER

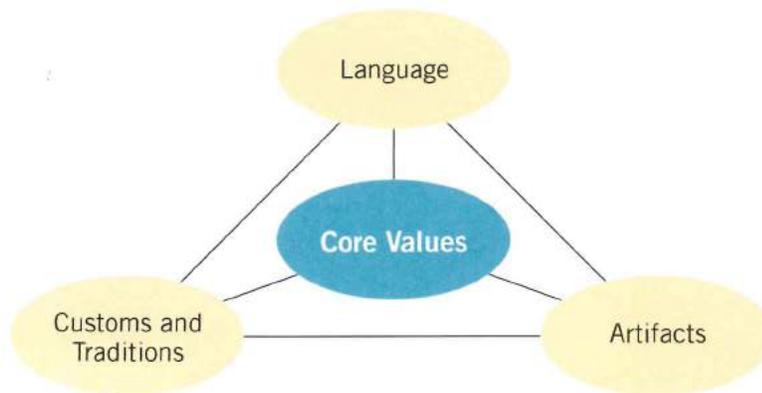
**culture** learned behaviour of people, which includes their belief systems, social relationships, organizations, and material goods (e.g., food, clothing, buildings)

**core values** the central beliefs that influence how a group thinks and acts

**secular values** ideas that are based on an individual's morals, reason, and experience, instead of religion

Culture has different meanings to different people. To some it means art or music, while others think of it as food or clothing. Others connect culture with language and beliefs. In fact, culture is all of these things and more. A **culture** is the collected values, customs, beliefs, artifacts, and arts of a group of people. In this section, you will examine culture and consider how it has shaped Canada.

## A Model of Culture



## Core Values

**Core values** are the basic ideas that explain how a group thinks and acts. Does a culture value success above happiness? Does it strive for conquest or peace? Religious beliefs remain very important in shaping core values. Major world religions include Hinduism, Islam, Buddhism, Judaism, and Christianity. There are also people with **secular values**, which are not based on religious beliefs (although their values may not always be different). Secular values can include the belief that religion and politics should be separate.

## Customs and Traditions

Cultural customs and traditions come directly from core values. In December, you may participate in Hanukkah, Kwanzaa, or Christmas, depending on your cultural roots. Cultural celebrations would be incomplete without traditional foods, such as those eaten at the Passover seder or Christmas dinner. In Canada today, it is common for cultural groups to invite the whole community to share in some of their customs.

## During READING

### Making Connections

Brainstorm public celebrations or festivals that take place where you live.

## Artifacts

You may think that artifacts are old objects, such as arrowheads or Roman coins. In fact, an **artifact** is any object produced within a cultural group. This includes buildings, clothing, and tools. Artifacts often provide clues about the core values of the culture which produced them. In some cultures, women wear specific clothing that covers their hair or face. These artifacts reflect core religious values. The same is true for head coverings worn by men.

## Language

Language is extremely important to culture. It is one of the ways in which values and customs are passed between generations. Young people learn their culture through language. Their parents, relatives, and Elders are their first teachers, long before they go to school. When children do not learn the important stories, lessons, and songs of their culture, they cannot pass them on to their own children later. The culture may begin to die.



These students in Iqaluit can learn using their first language, Inuktitut. Along with English and French, Inuktitut is recognized as an official language in Nunavut.

English and French are the two official languages of Canada. Many families find it hard to preserve other languages after a few generations in this country. Typically, grandparents speak the **heritage language** best. Sometimes children have little interest in learning the language because they do not need it at school or with their friends. That's why some groups have organized heritage language classes. By teaching the language, they hope to keep the culture alive.

## During READING

### Connecting Text to Self

Elders can include family or community members. In Aboriginal communities, Elders are those who pass on their wisdom and experience to others. Who would that include for you?

### WEB LINK •

For information about many different cultural groups in Canada, visit our Web site.

## WORDS MATTER

**artifact** an item that reflects the culture of a group, either modern or historical

**heritage language** a language that originates in another country, and which is learned and used at home; it may not be the dominant language of the community in which the speakers live

### Linking Literacy and Numeracy

If 3% of the population was about one million, what was the approximate population of Canada?

#### WEB LINK

Learn more about Aboriginal cultures in Canada by taking a virtual tour on Canada's Aboriginal Portal Web site. Visit our Web site.

#### WORDS MATTER

**reserves** land that is set aside for the exclusive use of First Nations people

**residential schools** schools where First Nations children were expected to give up their language, spirituality, and culture

## Canada's Aboriginal Cultures

The Aboriginal peoples of Canada include the First Nations, the Inuit, and the Métis peoples. In the 2006 Canadian census, these three groups numbered more than one million—about 3% of Canada's population.

### The Inuit

The Inuit live in northern Canada—Nunavut, the Northwest Territories, the Yukon, and northern Québec and Labrador. The Inuit first encountered European explorers and traders about 400 years ago. In recent years, the Inuit have successfully negotiated shared control of Nunavut and a large area of northern Labrador. A national organization called Inuit Tapiriit Kanatami (ITK) works to preserve Inuit language and culture. This is difficult because the Inuit way of life has changed a great deal.

### The First Nations

The First Nations are found throughout Canada. They have negotiated land treaties for traditional territories with Canadian government officials. More than half of the First Nations live on **reserves** as part of those land agreements. Further treaty discussions and land claims disputes have yet to be settled. Only about 19% of First Nations people can still speak the language of their ancestors. This is largely a result of the **residential schools** system, which began as early as 1874 in Canada, and lasted until the 1990s. First Nations children were taken from their families to be educated in English or French. They were forbidden to speak their first language.

### The Métis

The Métis are people of mixed First Nations and European ancestry. Their culture draws on their diverse origins, including Scottish, French, Ojibwe, and Cree. The Métis have no treaty agreements with the government of Canada. You may have learned in Grade 7 that the Métis culture was closely tied to the fur trade, especially in the West, where many Métis people worked as traders or transporters. In the past, the Métis struggled for their land rights, and were often cheated out of lands to which they were entitled. Today, many live in urban communities where their cultural traditions may be lost.



The summer solstice—the longest day for the Northern Hemisphere—usually falls on June 21. Some Aboriginal groups in Canada have always celebrated the **solstice**. The idea of a nationally recognized day for Aboriginal peoples in Canada was first proposed in 1982 by the National Indian Brotherhood (now the Assembly of First Nations). A Royal Commission on Aboriginal Peoples also recommended a National First Peoples Day. In 1996, then-Governor General Romeo LeBlanc made it official.

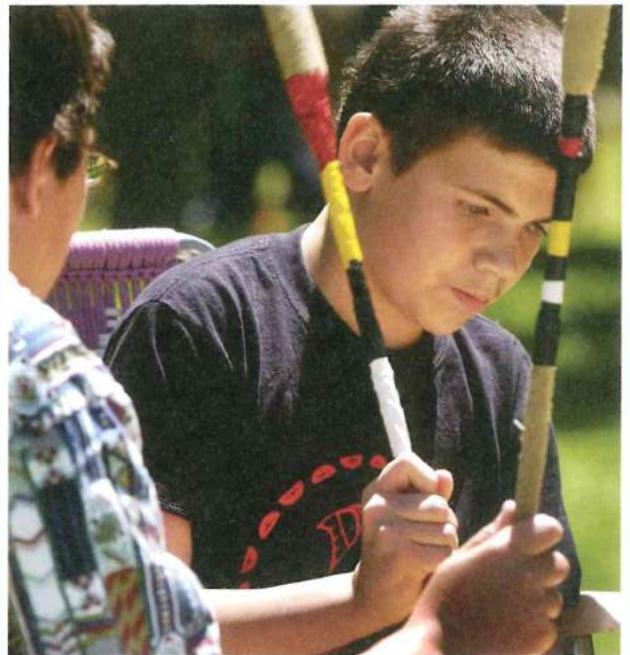
*WHEREAS the Aboriginal peoples of Canada have made and continue to make valuable contributions to Canadian society and it is considered appropriate that there be, in each year, a day to mark and celebrate these contributions and to recognize the different cultures of the Aboriginal peoples of Canada....*

*THEREFORE, His Excellency the Governor General in Council... hereby directs that a proclamation do issue declaring June 21 of each year as "National Aboriginal Day."*

*"Everything that is going on today is in recognition of the contributions made by Aboriginal people. It's a day to come together and celebrate. A day to educate non-Aboriginal people about the different cultures and diversity."*

**Lisa Nidosky, Métis, Regina**

National Aboriginal Day is an invitation for all Canadians to learn about Aboriginal heritage by attending their celebrations. The day reflects Canada's commitment to **multiculturalism**—recognizing the value of all cultures.



Boys drum during National Aboriginal Day at Curve Lake First Nation near Peterborough, in 2006.

### THINKING It Over

1. Apply the four parts of culture to your own background or to secular society in Canada. **ka**
2. Work with a small group to apply the model of culture on page G 174 to the Inuit, the Métis, and the First Nations. Use the Web Link (page G 176) to find out more information to share with your group. **lc**
3. What effect does learning about other cultures have on you? Do you now see great differences, or appreciate the other culture more? Explain. **t**

### WORDS MATTER

**solstice** the name given to the longest day (summer solstice) and the shortest day (winter solstice) of the year

**multiculturalism** the preservation of culturally distinct groups within a society

# Culture and the Environment

## Our Environment

### Ecological Footprints

An ecological footprint measures the imprint which people have on the environment. Aboriginal hunters and fishers had very limited effects on the earth. However, modern peoples can leave a much deeper ecological footprint. Some people view the earth as an endless storehouse of natural resources. This attitude contributes to today's environmental problems.

Work with a partner to make a Venn diagram comparing resource use in past and present societies.

Every culture is affected by its surroundings—the land and the climate. People make tools, gather food, and build homes according to their needs and their level of technology. When European explorers first encountered Canada's Aboriginal peoples, they found cultures well-adapted to an environment that was sometimes harsh.

Many of the ways the Inuit, First Nations, and Métis adapted to the environment have become part of Canadian society today. Originally, all of the items below were drawn from the natural resources available to Aboriginal peoples. Today, some are produced using newly developed materials, such as Kevlar or titanium. Many are still made using traditional materials and methods.

- **Transportation:** canoes, snowshoes, and kayaks
- **Clothing:** moccasins, boots, parkas, and beaded clothing
- **Foods:** pumpkins, squash, corn, and beans
- **Tools and equipment:** paddles, bows and arrows, lacrosse sticks, and woven baskets
- **Remedies:** herbal medicines to cure many common illnesses, aches, and pains

European and Aboriginal cultures were both changed by their contact with one another. The First Nations and Inuit hunters received useful manufactured products, such as pots and cloth. In

return, they traded furs, which were sent to Europe. The First Nations became working partners in the fur trade for the next several hundred years. They also passed along important cultural knowledge about the environment to Europeans. For example, during the winter of 1535–1536, members of Jacques Cartier's settlement at Stadacona (Québec) had scurvy, an illness caused by a lack of vitamin C. Ten men had already died. The Mohawk First Nations saved the rest by showing them how to make a tea from white cedar bark, a traditional remedy.



Lacrosse, a game invented by First Nations peoples in North America, is now played all over the world. This photo shows a Canada vs. Finland game at the Lacrosse World Championships, held in Ontario in 2006.

## What Is a Cultural Imprint?

Cultures also have an impact on the environment. The way that culture affects the earth's surface is called **cultural imprint**. This imprint can last for a long time. Today, the imprints of many cultures can be seen on the land, giving a distinctive character to Canada's different regions.

The Canadian environment presented Aboriginal peoples, explorers, and immigrant settlers with many obstacles. Canada's climate can be extreme, with hot summers and frigid winters. The maritime coastal climates can be very wet, while the interior may be very dry. Add extreme weather such as blizzards, hailstorms, and the occasional Atlantic hurricane into the mix. Landforms also presented challenges. Many pioneer farmers spent years trying to farm the Canadian Shield. Nature is still reclaiming all of their abandoned cabins and stony fields. Soon their cultural imprint will be gone forever.

Canada's environment also provided opportunities for Aboriginal peoples and newcomers to feed, clothe, and shelter themselves. Different cultures found ways to make a living by farming, fishing, forestry, and trading. They created **cultural landscapes**—areas of the land changed by human activity. Their homes, communities, and ways of life have all contributed to the unique regional character of Canada. On the next two pages, you will see photos that show how different cultures, past and present, have left their imprint on six regions of Canada.

### WORDS MATTER

**cultural imprint** ways in which culture has shaped the land

**cultural landscapes** landscapes which have been changed by human societies



The Welland Canal, built to allow large ships to bypass the Niagara Escarpment, is an example of a cultural landscape.

### THINKING It Over

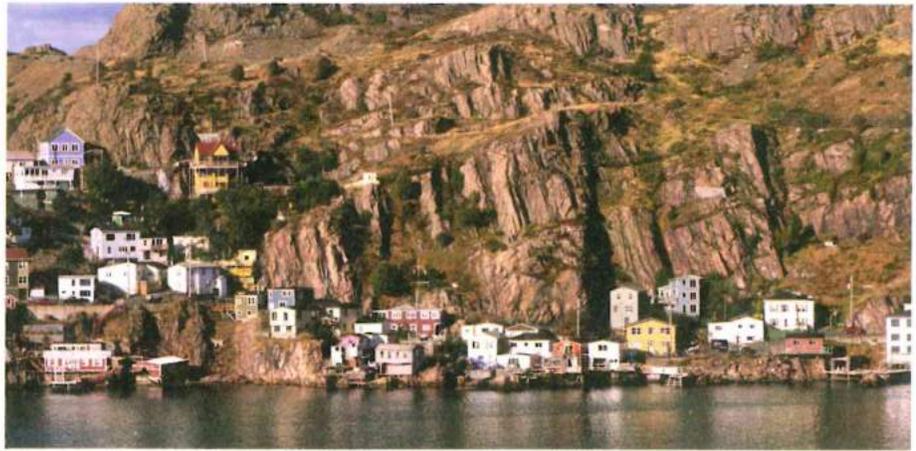
1. How can the environment be an obstacle to culture? How can it be an opportunity? **K**
2. Use examples to explain the terms *ecological footprint* and *cultural imprint*. **K**
3. How did the arrival of Europeans affect Aboriginal societies? Create a chart using the same headings as the list on the previous page to show the trade of cultural knowledge, materials, and tools between European and Aboriginal peoples. **LC**

## Cultural Imprints from Coast to Coast

The cultural makeup of each region of Canada is different. This reflects Aboriginal settlement and the waves of immigrants that have entered the country in the past 500 years. These pictures highlight cultural differences which give each region its own unique character.

### The Atlantic Provinces

Newfoundland attracted seasonal European fishers five centuries ago. Just as the First Nations had, the European fishers settled along the rocky coast. Most communities are Irish, English, or French in origin. With the collapse of the cod fishery in 1992, these places fell on hard times. Some now use their unique cultural imprint to attract tourists. This photo shows the Battery, a neighbourhood of the city of St. John's.



### Québec

Québec was settled by France four centuries ago. Montréal and Québec City have often been described as a bit of Europe in North America. The combination of cafés, historic buildings, and the French language and culture can make visitors feel that they are overseas. This photo was taken in downtown Montréal.



### Ontario

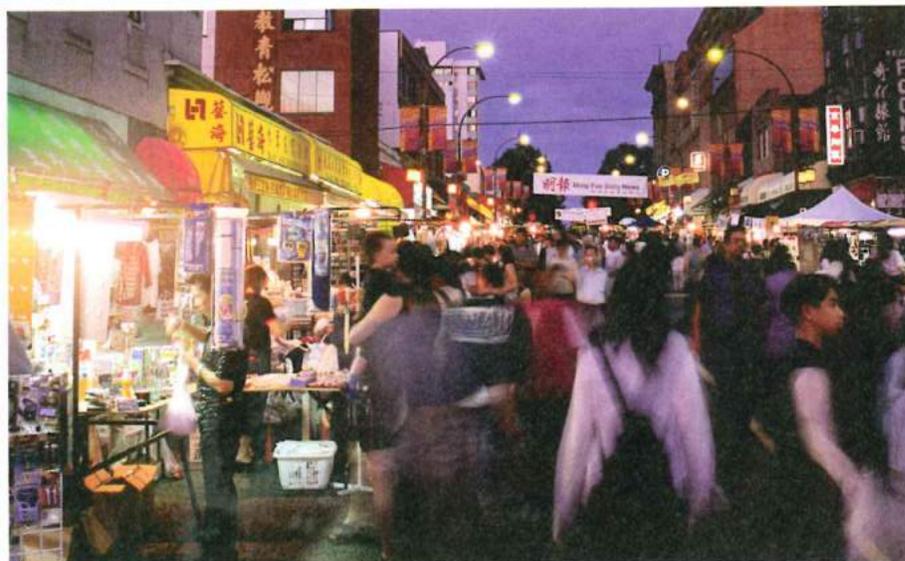
The Toronto area was home to the Huron and the Iroquois before the arrival of European settlers. It has become the favourite destination of immigrants to Canada since the mid-1900s. Today, 49% of the city's population was born in another country. International events send many Toronto neighborhoods into wild celebration, such as in this Greek neighbourhood after the EuroCup in soccer.





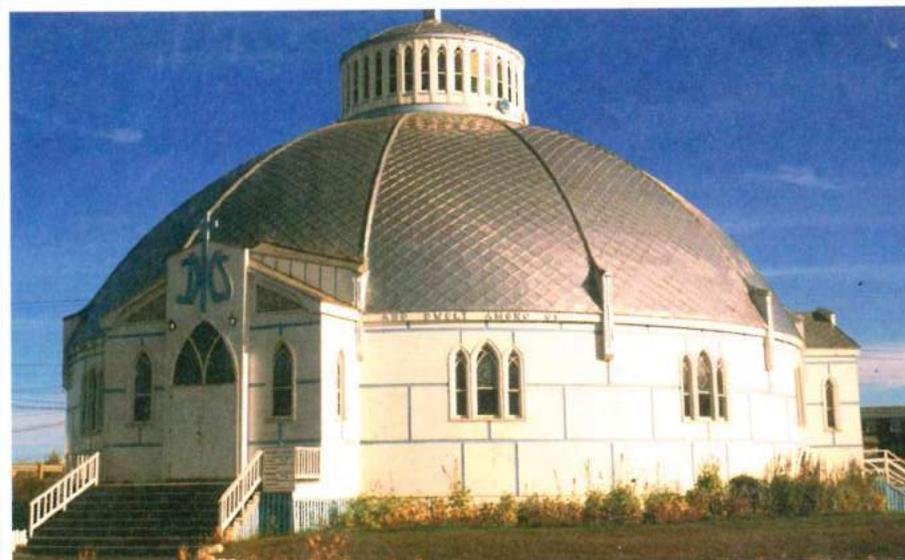
### The Prairie Provinces

There are more than one million Canadians of Ukrainian origin, with the greatest numbers found in the Prairie Provinces. They were among the groups that Clifford Sifton favoured for western settlement. Ukrainian settlers built homes of sod to live in during their first years on the land. Soon, they were building traditional churches across the Prairies. This church is in Insinger, Saskatchewan.



### British Columbia

British Columbia has a large Chinese population, much of it in Vancouver. The first wave of Chinese immigrants came as railway workers in the late 1800s. In the early 1900s, the Canadian government discouraged Chinese immigration with the “head tax”—a fee imposed only on Chinese immigrants. Most of Canada’s Chinese immigrants have come in the past twenty-five years. Vancouver has the largest Chinatown district in Canada.



### The North

Communities in the North are often based on traditional camping or meeting places where the Inuit people would hunt and fish. The town of Inuvik, in the Northwest Territories, was first built in the 1950s. The most well-known building in Inuvik is the church, built in the shape of an igloo. Now more than 40 years old, the building reflects the traditional heritage of the Inuit population, as well as the ingenuity and creativity of the community.

## Interpreting a Map of Population and Culture

The map and circle graphs on the next page will help connect what you have learned about Canada's population patterns (in Chapter 2) and cultural origins. Use this information to see why each of the photos on the previous pages was chosen to represent a particular cultural imprint.

### Step 1 Become Familiar with the Map

Identify the meanings of the symbols and colours used on the map. Note that the map has divided Canada into six large regions, divided by heavier boundary lines than the provincial or territorial boundaries.

### Step 2 Identify Population Patterns by Region

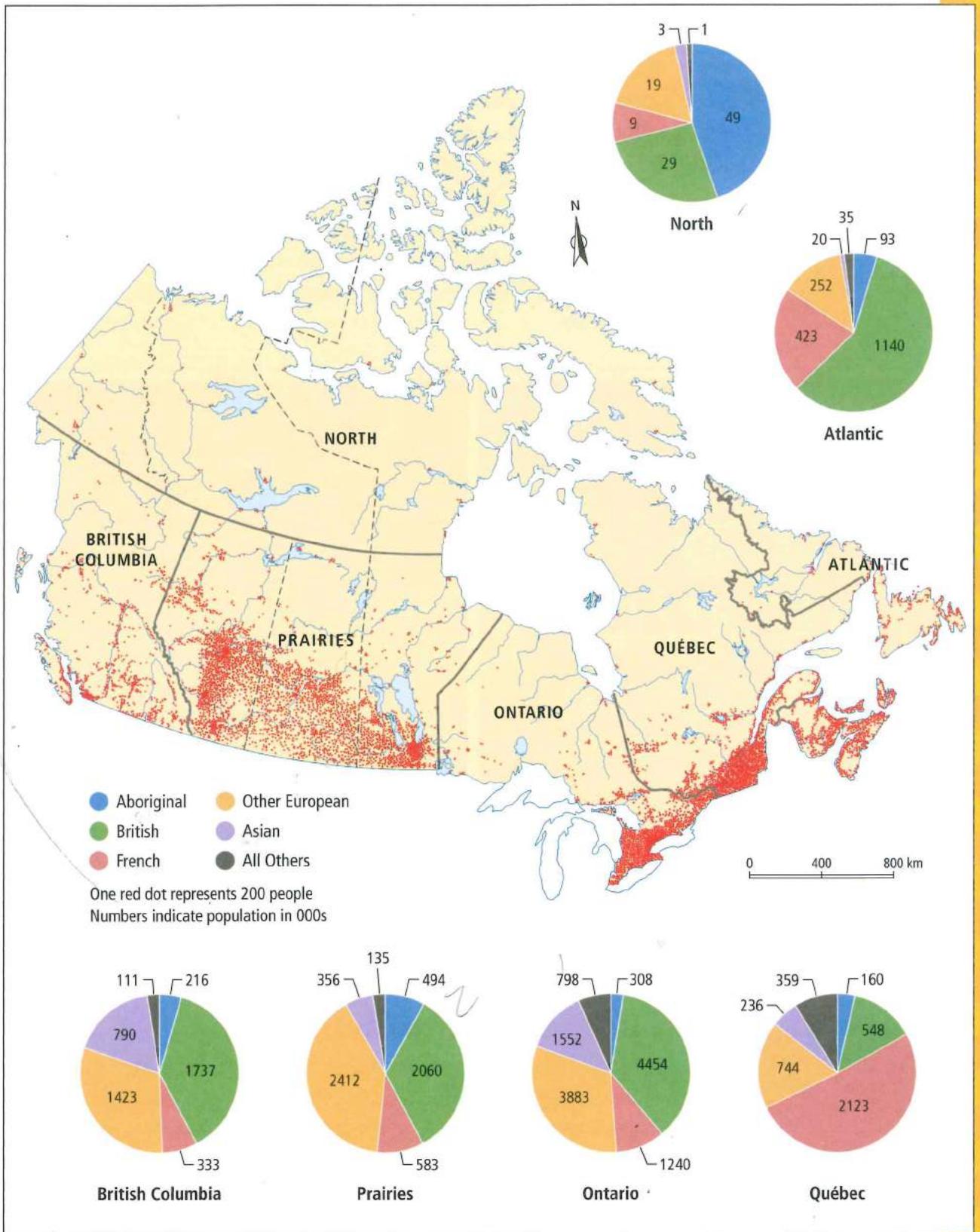
Review the small maps on pages G 27 to G 28, where you learned to identify scattered, clustered, and linear population patterns. These terms can be used to describe the most common population pattern(s) in each of Canada's six regions.

### Step 3 Compare Cultural Origins by Region

Look at the circle graphs positioned close to each region. They do not show the number of people in each region, just their cultural origins. Note how the cultural origins follow the same order in each circle. This makes it easier to compare the six different regions.

## APPLY It

1. Review the terms *clustered*, *scattered*, and *linear* population in Chapter 2. Then describe the main population pattern(s) of each region using these terms. Suggest reasons for these regional population patterns based on your knowledge of Canada's land and people. **K M**
2. Use the circle graphs to record one unique cultural characteristic of each region. **K**
3. Use either the map or the circle graph to explain why each photo on pages G 180 and G 181 was chosen to represent the culture of the region. **L M**
4. Which of these six regions do you find most interesting? Is it the physical landscape or the cultural imprint that affects you? **L**



# What Happens When Cultures Meet?

When cultures meet, various things can happen. Some cultures, such as the Amish and the Hutterites, want to keep their core values and beliefs unchanged by secular values. They do so through **cultural isolation**—for example, by speaking mainly German or living together in close-knit communities. Contact with other cultures is kept to a minimum by more conservative groups. At the opposite extreme is **globalization**, a world trend that is changing cultures. International trade has spread products, values, music, and language worldwide.



Why have familiar restaurants and cafés expanded globally? When and where have you experienced eating international foods in Canada?

## WORDS MATTER

**cultural isolation** the preservation of a distinct culture by avoiding contact with other cultures

**globalization** the idea that the entire world is becoming one community with interconnected needs and services

**assimilation** when one culture is absorbed by another

## Cultural Assimilation

When cultures meet, one is sometimes overcome by the other. This is called cultural **assimilation**. For example, English and French are the two official languages of Canada's federal government.

Government services are available in both of those languages, but not in every language spoken in the country. Although people are not expected to give up their heritage language, it is easier to get by if they learn English or French. People also join Canadian society when they become citizens. While Canada does not expect immigrants to completely assimilate, it was not always this way.

In 1867, 80 % of Canada's population was either British or French in origin. For the next century, all other cultures were expected to adopt British language and customs, except in Québec, where French language and traditions dominated. There was little interest in learning about other cultures, and only limited tolerance for public displays of other traditions. Schools taught children "Canadian" ways. It was common for immigrant teenagers to learn basic English by attending classes with much younger children. English as a Second Language (ESL) classes were a thing of the future.

Aboriginal children were often separated from their families and cultural surroundings by being placed in residential schools, which operated until the 1990s in Canada. Abuse was a serious problem in the schools. Children were taken far from home and could not wear traditional clothing, speak their own language, or practise their spiritual traditions without being punished. They were expected to earn their keep through physical labour. Hunger, illness, and overwork were common. Total assimilation was the real aim of these institutions.

## WORDS MATTER

**enemy alien** a person who is a citizen of a country that is at war with the country in which they currently live. In the case of the Japanese Canadians in World War II, this was not completely true, as the majority were Canadian citizens.

## WEB LINK

Read more about residential schools, and watch videos about this issue. Visit our Web site.

## Heroes and Villains | Mackenzie King and His Ministers

William Lyon Mackenzie King served 22 years as prime minister of Canada between 1921 and 1948. King and his ministers led Canada through part of the Depression and all of the Second World War. His government introduced unemployment insurance and the family allowance. However, many of his government's policies were prejudiced, even racist. Unfortunately, their views reflected the views of many, but not all, Canadians at the time.

**Prime Minister King:** During the Second World War, Japan was an enemy of Canada. King ordered all people of Japanese ancestry be moved from the west coast into isolated camps. Although most were Canadian-born citizens, they

were called **enemy aliens**. Their possessions were confiscated and never returned.

**Frederick Charles Blair, Director of Immigration:** During the Second World War, Jewish refugees escaping Nazi Germany asked to be admitted into Canada. Blair refused them.

**Duncan Campbell Scott: Deputy Superintendent of Indian Affairs:** In a speech supporting the assimilation of Aboriginal peoples, Scott declared that "Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic...."

What were the consequences of these leaders' beliefs and actions? How would you respond to their ideas about other races and cultures?

During

## READING

### Checkpoint

Remember the last section that talked about assimilation. Why would the government now have to vote on multiculturalism?

## Multiculturalism

By the time the last residential schools closed, a lot of damage had been done to individuals and to the cultures of Aboriginal peoples. Since then, the outlook favouring assimilation has been mostly replaced. Instead, the government, and most Canadians, have become committed to multiculturalism. This new perspective on culture and citizenship has become an important characteristic of Canada today. When Prime Minister Pierre Trudeau brought a new policy of multiculturalism to a vote in 1971, everyone in Parliament supported it! Here is what the prime minister said:

*It is the view of the Royal Commission, shared by the government...[that] there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly....A policy of multiculturalism...[is] the most suitable means of assuring the cultural freedom of Canadians.*

Just what did the prime minister mean? And where did he get his ideas? During the 1960s, there were many social changes occurring in Canada. Canada was busy revising its immigration policy to a points system that would open the country to migrants from all continents. Canada was also trying to cope with a more independent attitude from Québec. In 1963, Canada set up a Royal Commission on Bilingualism and Biculturalism (i.e., two languages and two cultures) to develop new government policies. The Commission travelled across

### WEB LINK

What is the Canadian government doing to support multiculturalism? Visit our Web site.

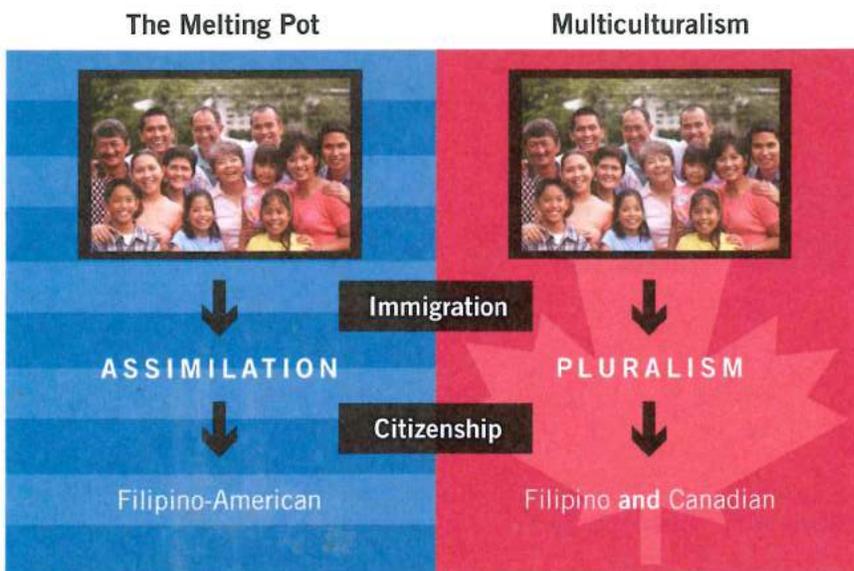


This monument in downtown Toronto was donated to the city by the Italian Canadian community as a tribute to multiculturalism. It was unveiled on Canada Day in 1984. How is multiculturalism recognized and celebrated in your community?

Canada, listening to people's views. They heard from many immigrant groups who argued that Canada was not bicultural, but *multicultural*. They knew that their ancestors had also contributed to the building of the nation.

## What Is Multiculturalism Policy?

There are many multicultural countries around the world. For example, Brazil has a very wide mix of peoples and cultures. Britain, France, and Australia are all becoming more multicultural. The United States has an even greater cultural mix than Canada, including many people of African and Latin American heritage. These are all multicultural countries, but Canada is the only one with an official policy of **multiculturalism**. Look at the diagram below to compare the policies of Canada and the United States.



Having a multiculturalism policy means that Canada officially recognizes and supports all cultures living in Canada. The government gives financial support for parades, festivals, and other events. The government also supports cultural exchanges between different groups, and actively fights racism.

In Canada, immigrants become citizens without having to leave their own culture behind. In other words, a person can be Polish or Arab *and* Canadian. This is different from the **melting pot** of the United States, where newcomers are assimilated. In the U.S., there is no federal multicultural policy to support cultures. Instead, it is seen as a personal matter. People can call themselves Polish-American or Arab-American if they feel it is important. In fact, many do.



Campaigns against racism are an important part of Canada's multiculturalism policy.

**WORDS MATTER**

**multiculturalism policy** government policy which supports the preservation of distinct cultural groups

**melting pot** a system which supports the blending together of many cultures

**During READING**

**Checkpoint**

Return to what you said about the melting pot in the Before Reading section of this chapter. Were you right?

## What Do You Think?

You live in a multicultural society. What do you think about Canada's multiculturalism policy? How important is your own cultural background to you? Compare your thoughts with those of your classmates.

*I've been to other parts of the world, and none of them have nearly the level of diversity we have. But some people don't believe we have any problems. Like they've been blinded by the accolades [praise] we've received from the world.*

**Robert Haggon, Toronto high school student, 2001**



*The future is bright for Canada. In fifty years, because of our multicultural mix, we will all be called Canadians. This will be our unique Canadian experiment for the future, a far cry from the past.*

**Fred Concisom, a retired teacher who immigrated from Malaysia in 1970**

*What it is to be a Canadian, I think, ultimately becomes what it is to be a citizen of this earth. And how we do as a country is going to be judged globally.*

**Baltej Dhillon, a Sikh who immigrated to Canada in 1983. When he joined the RCMP, he won the right to wear his turban on the job.**

### THINKING It Over

1. How did Canada's multiculturalism policy come about? What does the government do to support it? What do you do? **K**
2. What are the cultural imprints in your community? Choose a community in another region that is about the same size as yours. Do some research to find out how the cultural imprints of each community compare. **K T**
3. With a small group, discuss the quotations about Canada today on this page, along with the quotation from Bill Clinton on page G 172. What does each one mean? Which one do you agree with most? Write your own group statement about multiculturalism. **T C**

## PUTTING IT ALL TOGETHER

This chapter completes your investigation of the unit key question: **How do migration patterns affect people and communities in Canada and the world?** In this chapter, you examined culture closely, using a model to show how values, customs, artifacts, and language are connected. You applied these ideas to Canada's Aboriginal peoples, then used maps, graphs, and photos to compare cultural imprints in different regions of Canada. The chapter ended with a comparison of assimilation and multiculturalism in Canada.

After

### READING

#### Show Meaning Using Words and Visuals

Draw a picture or create a collage of Canadian identity. Use your own photos or those from magazines to create your collage. Then write a poem using at least 10 words from your personal dictionary that explains what your work says about Canadian identity.

### THINKING It Through

Work with a partner for this assignment, ideally someone with a different cultural background from your own. Each person will have the opportunity to ask questions and exchange information.

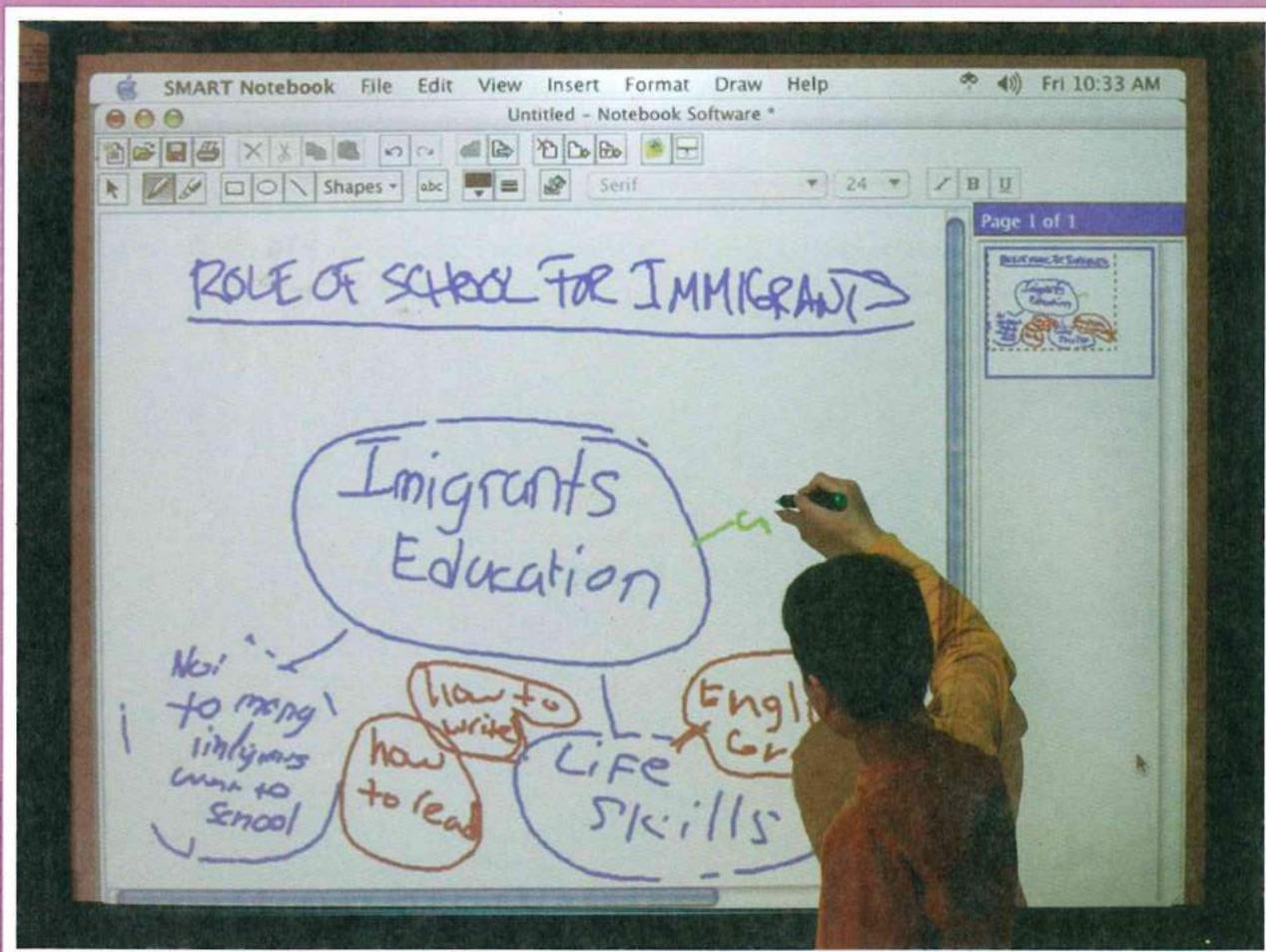
1. Use different print and electronic sources to gather information about the cultural heritage of your partner. Use the model on page G 174 as a guide. Draw a model of the culture to show your information. Carefully record your sources. **kca**
2. Interview your partner to find out how their culture may have been changed by experiences in Canada. What parts of their culture remain unchanged in Canada? How long have they, their family, or their ancestors been living in Canada? **kc**
3. Prepare an organized report based on your findings from this interview. **kc**

# Back to the Big Idea

Throughout this unit, you have:

- Examined the forces that affect migration, both within Canada and around the world
- Identified the Three "P"s (push, pull, and policy)
- Looked at how technology affects migration and mobility
- Compared and studied multiple cultures in Canada

Look back over the unit to assess what you have learned. Use a graphic organizer to answer the question: **How do migration patterns affect people and communities in Canada and the world?** Consider mobility, migration, and immigration.



## Show That You Know

Canada is a very promising destination for people wanting to start a new life. Imagine that you have been hired to produce promotional material to attract immigrants to Canada. You can work alone on a limited assignment or as part of a team on a big production. Your work will be judged on both your research and your creativity.

### Step 1 Choose your medium

The choices for the assignment include a large poster, a folding brochure, a computer slide show, a video, or a dramatic presentation. Choose the medium with which you are most comfortable.

#### Tip:

- See pages S 4–S 5 of the Skills Tool Kit to review primary and secondary information sources

### Step 2 Research the topic

Use a variety of sources to research the pull factors and immigration regulations involved in drawing immigrants to Canada.

**Tip:** Review map skills using the Skills Tool Kit, pages S 14–S 15.

### Step 3 Construct a map

Make a map of either Canada or Ontario to include in your promotional materials. Include the following information:

- population distribution
- major urban centres
- 2007 best places to live

#### Tip:

- Poster: Use bold images and a simple message, both of which can be seen clearly from a distance.
- Brochure: Plan a different topic or theme for each panel, using bold titles and clear visuals.
- Computer presentation: Use projection software and test the computer equipment before your presentation.
- Video: Edit your material so that the best information is shown in just 5 to 10 minutes.
- Dramatic presentation: Keep your scene(s) simple and be sure that everyone speaks clearly, projecting their voices toward the audience.

### Step 4 Use unit vocabulary

Terms about migration and mobility from Unit 3 will improve the quality of your promotional materials and your score on the activity.

### Step 5 Appeal to your audience

Communication skills are very important in this assignment. Plan your presentation to appeal to your classroom audience, and practise it ahead of time.

# GLOSSARY

Words that appear in **blue** are your unit key terms.

**absolute location** the position of a place that can be expressed by a grid reference

**accessible** in terms of migration, when a person is able to gain entry to a desired destination

**AIDS epidemic** the occurrence of AIDS and HIV. In parts of Africa, more than 20 million people live with HIV, the virus that causes AIDS. AIDS has also been called a pandemic, because it affects populations worldwide.

**alphanumeric grid** an interlocking system of letters and numbers used to determine location

**appropriate technology** technology that is suited to the environmental, cultural, or economic situation it is intended for

**artifact** an item that reflects the culture of a group, either modern or historical

**assembly-line technique** a construction method in which the item is moved along a production line to stations where workers add one part or a group of parts

**assimilation** when one culture is absorbed by another

**balance of trade** the relationship between the value of a country's exports and imports; also called trade balance

**barrier** something that may discourage or prevent a person from migrating

**bilateral aid** given by the government of one country directly to another

**biogas** fuel produced from organic matter

**birth rate** the number of births per 1000 people per year

**capital** money available to be invested to increase production or wealth

**capital goods** goods such as factories or transportation systems, that are used in the production of other goods

**cartel** a group of suppliers who agree with each other to maintain high prices and control production

**census metropolitan area** an urban area with a population of at least 100 000

**chain migration** when people immigrate to a new country after relatives have already established citizenship there

**clustered population** a population distribution in which many people live in a small area of closely spaced houses or communities

**command economy** an economic system in which the government controls all production and distribution of goods and services

**communism** a system that supports common ownership of the means of production

**compass rose** a figure showing the major directions pointed out by a magnetic compass

**consumer** a person or organization that purchases and uses products or services

**consumer advocate** a group or person who protects consumers from fraud, inferior products, false advertising, etc.

**core values** the central beliefs that influence how a group thinks and acts

**correlation** the connection, or relationship, between two things. Finding this correlation can help geographers study cause and effect.

**cultural imprint** ways in which culture has shaped the land

**cultural isolation** the preservation of a distinct culture by avoiding contact with other cultures

**cultural landscape** landscapes which have been changed by human societies

**culture** learned behaviour of people, which includes their belief systems, social relationships, organizations, and material goods (e.g., food, clothing, buildings)

**death rate** the number of deaths per 1000 people per year

**democracy** a form of government in which elected people fill government offices

**developed nation** a country where there is a higher level of income, industrialization, and modernization

**developing nation** a country where most people have a lower standard of living and less access to goods and services than people in developed nations

**discretionary income** part of the family budget that can be used on savings or non-essentials such as entertainment or vacations

**diversified economy** an economy that is based on more than one resource

**distribution** the marketing, transporting, merchandising, and selling of any item

**dormitory town** a community that is mostly residential, from which people commute to jobs or shopping in another community

**dot distribution map** a map that uses dots to show population

**duties/tariffs** taxes on imported goods

**economic depression** a time of unemployment, low prices, low profits, and loss of business

**economic resources** factors (land, labour, capital, and entrepreneurship) needed for the economic success of a region

**economy** the system of production, consumption, and trade of goods and services

**emigration** the departure of people from an area or country to live elsewhere

**enemy alien** a person who is a citizen of a country that is at war with the country in which they currently live. In the case of the Japanese Canadians in World War II, this was not completely true, as the majority were Canadian citizens.

**entrepreneur** a person who starts or organizes a business

**entrepreneurial** having the ability to recognize business opportunities, take on the risk of starting a new business, and combine the factors necessary to make the business successful

**entry visa** a document that grants a person the legal right to immigrate to a country

**exports** goods or services that are sold to another country

**fair trade** trade that gives fair prices to small, independent producers of a wide variety of goods

**family reunification** an immigration policy that acknowledges the right of a family to be together

**feedback** the last stage of manufacturing, in which the product and process are judged

**foreign aid** economic help provided to countries as a response to disaster or to achieve a larger goal

**foreign investment** money invested by people or organizations in a country other than their own

**free trade** trade without duties or tariffs

**GDP per capita** gross domestic product per person

**genocide** the deliberate and systematic extermination of a national, racial, political, or cultural group

**geography** the study of the earth and people's relationship to it

**globalization** the idea that the entire world is becoming one community with interconnected needs and services

**goods** physical objects or merchandise

**gross domestic product (GDP)** the value of all goods and services produced in a country in one year

**gross national product (GNP)** the value of goods and services produced by a country in one year, including those produced outside the country

**guest worker** a person who works temporarily in a foreign country

**heritage language** a language that originates in another country, and which is learned and used at home; it may not be the dominant language of the community in which the speakers live

**high technology** equipment and methods based upon computers, robotics, and space research

**Human Development Index** a comparison of countries that measures health, education, and wealth of each nation's citizens; life expectancy, literacy, and standard of living are measured

**immigration** the arrival of people into an area or country to live

**industry** work that provides income for people

**imports** goods or services that are brought into the country

**infant mortality rate** the rate of death for infants less than one year old

**input** the first stage of the manufacturing system, in which decisions are made

**interprovincial migration** moving from one province to another

**land** natural resources which are the raw materials of industry and business

**land use** the purpose for which people use a particular area

**landmark** a prominent object or landform, such as a hill or building, that identifies a place

**latitude and longitude** locations measured in degrees north and south from the equator (latitude) and east and west of the prime meridian (longitude)

**life expectancy** the average number of years a person is expected to live

**linear population** a population distribution which is arranged in a narrow line, perhaps along a road, river, or valley

**literacy rate** the percentage of people with the ability to read and write

**living standard** the amount of goods and services people can purchase

**malnutrition** an often fatal condition caused by an inadequate diet

**marginal lands** areas too hilly, rocky, or dry for large-scale commercial use

**market** the area of trade or business

**market economy** a system in which businesses and consumers decide what they will produce or purchase

**marketing board** an organization created by producers to promote their product and to maintain fair prices by controlling supply

**melting pot** a system which supports the blending together of many cultures

**microchip** a tiny integrated circuit on which computer technology relies

**migration** the movement of people from one place to another, for the purpose of settlement

**military dictatorship** a form of government in which the military holds political power

**mixed economy** an economy that combines different economic systems, such as the market and command systems

**mobility** travelling from one place to another

**modes of transportation** different ways to transport people or goods

**multiculturalism** the preservation of culturally distinct groups within a society

**multiculturalism policy** government policy which supports the preservation of distinct cultural groups

**multilateral aid** given by the government of a country to an international organization, such as the World Bank

**multiplier effect** the effects of spending in a local economy

**natural increase** the birth rate minus the death rate

**net migration** the effect of migration on the population of a region or country

**NGO (Non-Governmental Organization)** an aid agency that is independent of any government

**offshore companies** foreign firms that supply goods and services for export to companies in other countries, such as Canada

**output** the third stage of manufacturing, in which products are distributed to customers

**outsourcing** sending work to an outside provider, usually to cut costs

**points system** an assessment system used to evaluate potential immigrants

**policy** government laws and regulations that may create a barrier to immigration

**population density** number of people occupying a certain area, calculated using the following formula:  $\text{Population} / \text{Area in km}^2 = \text{People per km}^2$

**population distribution** the pattern of where people live

**population pyramid** a graph showing the distribution of population by age and gender

**primary industry** the collecting of raw materials for use in industry

**process** the second stage of manufacturing, in which the product is made

**production** the creation of products and services for consumption

**production team method** an assembly technique in which the item remains in one place for a small team of highly skilled workers to add parts

**proportional flow map** a type of thematic map which shows the movement of goods, people, or information

**protectionism** the policy of adding taxes to imported goods to protect a country's home industries

**pull factor** a social, economic, or environmental attraction that draws people to move to a particular place

**push factor** a social, political, economic, or environmental force that drives people away from where they live

**refugees** people who flee to a foreign country for safety from political upheaval or war

**relative location** the position of a place described in relation to another place

**reserves** land set aside for the exclusive use of First Nations people

**residential schools** schools where First Nations children were expected to give up their language, spirituality, and culture

**revenue** the amount of money a company or government receives as income

**robotics** mechanical arms which can repeat simple operations over and over with precision

**rural areas** sparsely settled areas

**rural-urban shift** the pattern of movement of people from rural areas to urban areas

**scale** on maps, the measurement that represents an actual distance on the earth's surface

**scatter graph** a graph that shows the relationship between two related sets of data

**scattered population** a population distribution in which there are few people in a large area. Vast areas with scattered resources can produce a scattered population pattern.

**seasonal migration** moving from one place to another according to the seasons; e.g., temporarily moving south to enjoy warmer weather in the winter

**secondary industry** manufacturing and construction activities

**secular values** ideas that are based on an individual's morals, reason, and experience, instead of religion

**services** the performance of any duties or work for another person; a helpful or professional activity

**shelter cost** the cost of owning or renting a home

**site** the specific physical features defining the location of a place

**situation** the location of a place in relation to other places or larger features

**solstice** the name given to the longest day (summer solstice) and the shortest day (winter solstice) of the year

**subsistence farmers** people who work their own small farms to feed their families

**suburban settlement** newer communities found at the edges of established cities

**supply and demand** the relationship between the production and consumption of goods and services

**sustainable** the use of resources at a rate which meets the needs of the present generation but also ensures plenty for future generations

**sustainable yield** the amount that can be taken from a natural resource (e.g. cod stocks) without reducing the resource's ability to maintain itself

**technological revolution** sweeping changes brought about by new technology

**technology** the application of mechanical arts and sciences to producing goods and services

**tertiary industry** the providing of services, such as customer support, distribution, or retailing

**thematic map** a map which shows one subject or theme, such as population or climate

**tied aid** economic aid that has conditions on where and how it must be used

**topographic map** a very detailed map showing physical and human features through the use of contour lines and other symbols

**trade advisory group** an organization that supervises trade

**trade bloc** a large free trade area made up of two or more countries

**trade deficit** a negative trade balance (more imports than exports)

**trade sanctions** trade penalties imposed on one country by another

**trade surplus** a positive trade balance (more exports than imports)

**traditional economy** an economic system in which decisions are based on customs, beliefs, or religion, within a strong social community

**traffic artery** a major street along which there is a large volume of traffic

**urban planners** people who are trained to design communities and public spaces

**urban settlement** a community where 1000 or more people live close together

**urbanization** the increase of urban areas, usually the spread of cities and large communities into rural areas

**World Bank** an international banking organization with a mandate to reduce world poverty