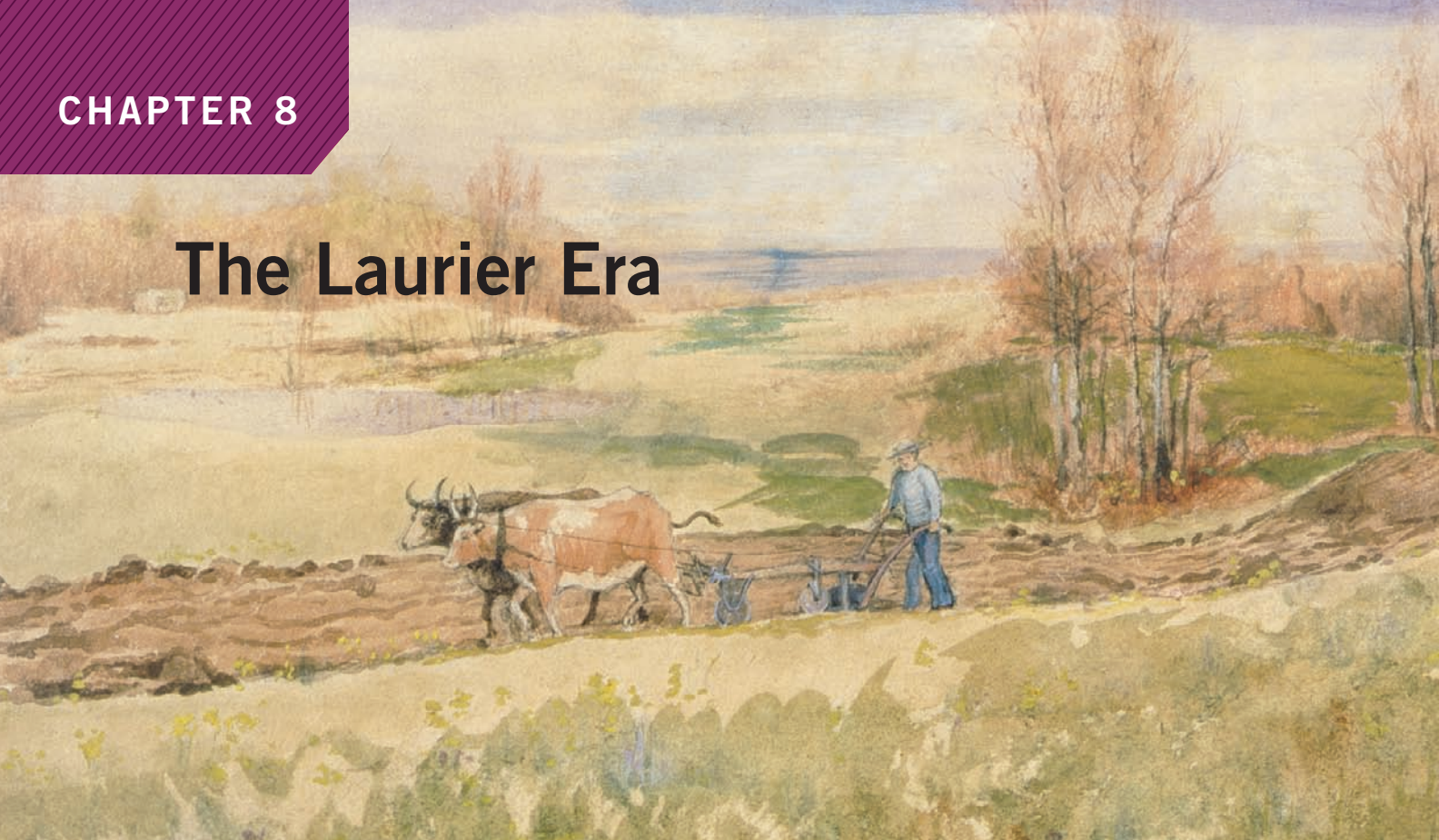


The Laurier Era



Homesteaders transformed raw Prairies into farms.

Before READING

Making Connections

Art tells us a lot about a time period. Look closely at the painting above.

- What do you see? What other things could the artist have added to the painting? Discuss your observations with a partner.

On July 29, 1910, Prime Minister Wilfrid Laurier bought a newspaper from a 15-year-old boy on the platform of a Saskatoon train station. The two spoke about the news. Then the newsboy said, “Well, Prime Minister, I can’t waste any more time on you. I must get back to work.”

Wilfrid Laurier served as Canada’s prime minister for fifteen consecutive years. He led the country during a time of great social and economic change. What effects did his political policies have on our nation?

Forty-seven years later, that same newsboy from Saskatoon became prime minister of Canada. His name was John Diefenbaker. How do you think this chance encounter might have influenced him?



Poster encouraging immigration to Canada, circa late 1800s

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 3 Big Idea: **How did social and economic factors, technology, and people promote change in Canada?**

- How did Laurier address the challenge of boosting Canadian immigration?
- How and why did English–French tensions further develop during this period?
- How did the public react to Laurier’s wish for closer economic ties with the United States?
- What factors led to Laurier’s defeat in the 1911 election?
- How have Canada’s campaigns to attract immigrants changed in the past century?

Thinking About Literacy

Identifying Points of View

In this chapter, you will learn about people and groups who sometimes wanted opposing things.

As you read, use an organizer like the one below. Write the name of the person or group in the “somebody” column, what they wanted in the “wanted” column, any obstacles or what others thought in the “but” column, and the result (positive or negative) in the “so” column.

Somebody	Wanted	But	So

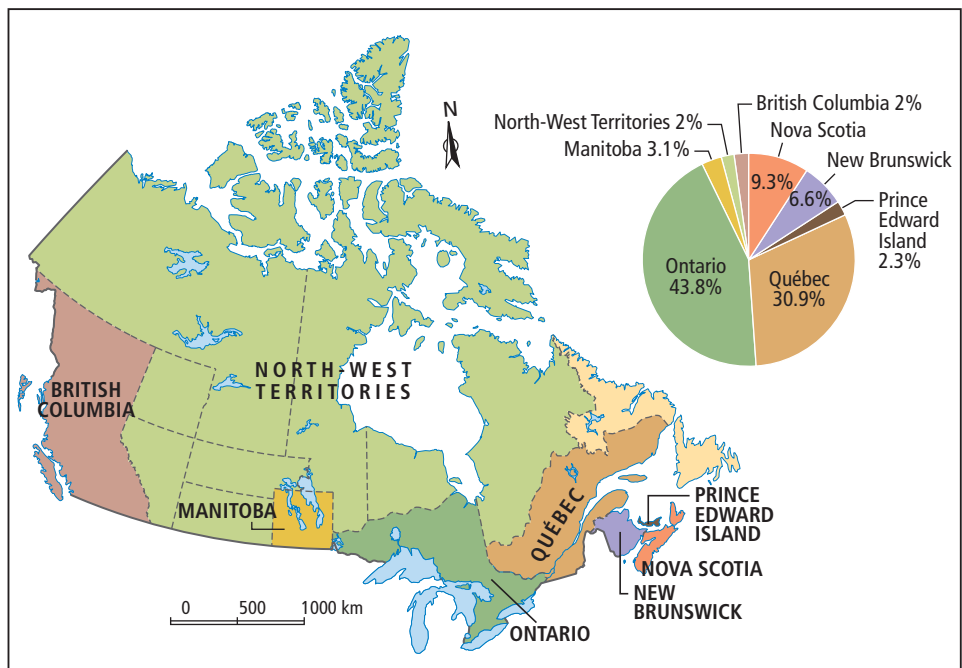
The Challenge of Boosting Immigration

In 1896, Wilfrid Laurier led the Liberals to power when they defeated the Conservatives in a national election. John A. Macdonald had died in 1891, and the government had since lacked direction. Laurier was determined to deal with what he saw as important issues for Canada's future.

The Population Challenge

The first challenge Laurier faced was the issue of Canada's small population. Despite the country's huge size, Canada had only grown from about 3.5 million people in 1867 to about 4.9 million in 1891. There was another problem as well: the population was divided unequally amongst the provinces and territories. Look closely at the map below. Where did more than 90 percent of the population live?

Population Distribution in Canada, 1891



Which would be the most convenient trading partners for each province? Why might Canada still view the U.S. as a threat?

Almost 93 percent of the population lived east of the Manitoba–Ontario border. As you have learned, the Canadian government was eager to populate the West. Although immigrants had arrived, few had the skills necessary to start and maintain homesteads. What might Laurier's next plan of action be to attract more immigrants?

Clifford Sifton's Immigration Plan

Clifford Sifton (1861–1929) was a lawyer and politician in Manitoba. Laurier appointed him minister of the interior in 1896. Most of the people settling in the West were of British and Irish origin. Sifton realized that Canada needed to change its immigration policy. He thought that people from other areas might be better suited for the hardships of farming on the Prairies. To him, the ideal Prairie farmer was

A stalwart peasant in a sheepskin coat, born on the soil, whose forefathers have been farmers for ten generations, and a stout wife and half-a-dozen children...

Immigration Campaigns

Sifton organized immigration campaigns in many European languages to attract the settlers he was looking for. The government prepared pamphlets telling immigrants of the advantages of what it called “The Last Best West.” These included free land, rich soil, government assistance to get started, a healthy climate, and freedom from oppression for themselves and their families.

Sifton's immigration plan also actively recruited American farming families, as these people were experienced in prairie farming. They also brought with them equipment and capital. There was an exception to this welcome, however: no black farmers were recruited. Even though Canada already had numbers of black immigrants, especially Loyalists and slaves who had arrived on the Underground Railroad, there was still a prevailing anti-black sentiment. Social views at the time were often **prejudiced** and **racist** and many people were considered undesirable as immigrants.

During

READING

Checkpoint

Remember to add this to your chart. Think about what Sifton wanted.

WORDS MATTER

prejudice unfavourable feelings, opinions, or attitudes toward a racial, religious, or national group

racist intolerance of other races or the belief in the superiority of one race over another



Compare these images of the Canadian Prairies (left) and the Roztocze region in southeast Poland (right). Why might Canada encourage immigrants from agricultural areas in other countries?

Where Did They Come From? Immigration in 1903

Country of Origin	Number of Immigrants
Britain	41 775
Poland	8656
Russia	5505
Scandinavia	5448
The Balkans	4273
Italy	3371
Other countries	9783
Total	78 811

A Typical Immigrant Family

Here is what one Canadian has written about his ancestors:

[Around 1900], Nicholas Kitzan came to Canada from Bukovyna, now part of Ukraine, to make enough money to bring his family to the New World. In 1911, his wife Nettie and their children followed. Together, they settled a homestead in Saskatchewan that was near friends and family and in a setting that reminded them of home. Eking out a living, however, was never easy. They arrived with little money, few possessions and no ability to speak English. The land they chose was marginal, and the Canadian environment unpredictable. Despite these challenges they persevered.

Nicholas and Nettie were... just two out of hundreds of thousands of immigrants... who arrived in the Canadian West between 1896 and 1914.

Together these men and women from different countries and cultures played an important role in developing the Prairie West and its unique identity. In so doing, they also contributed to the development of the country as a whole.

WEB LINK •.....

For more information on Canada's immigration policies, visit our Web site.



Write a caption that captures what you think these immigrants were feeling.

Why the Immigrants Came

Immigrants came because of two sets of factors. “Push” factors encouraged them to leave their homelands. “Pull” factors encouraged them to choose Canada.

Push Factors	Pull Factors
<p>People left their homelands for the following reasons:</p> <ul style="list-style-type: none"> • Lack of land: There was a shortage of good farmland. Industrialization was spreading rapidly throughout Europe, forcing many to work in dangerous and unhealthy factories. • Lack of personal freedoms: Many people were persecuted for religious or political beliefs in their countries of birth. Above all else, people want to ensure a safe life for their families. • Threat of war: The first half of the 20th century saw European nations embroiled in two World Wars. War brings death and destruction to all in its path. 	<p>Many immigrants chose Canada for the following reasons:</p> <ul style="list-style-type: none"> • Free land: Families could get homesteads of 65 hectares for free. They could buy another 65 hectares for \$480 once they developed their homestead. • Good farming conditions: Rich soil and the development of wheat strains especially suited to the Prairies, such as Marquis wheat, ensured successful crops for farmers. • Ethnic communities: Immigrants of particular ethnic groups tended to congregate in similar regions. There, they could live as they had in their homelands, surrounded by people who spoke their language and shared their customs.

The Growth of the Prairies

These immigration campaigns were successful. Within 10 years, the population of the Prairies rose by 195 percent.

Population of the Prairies, 1901 and 1911

Province	1901 population	1911 population
Manitoba	255 211	461 394
Saskatchewan*	91 279	492 342
Alberta*	73 022	374 295
Total	419 512	1 328 121

*Officially part of the Northwest Territories until 1905

During the Laurier years, Canada’s population expanded rapidly through immigration. Immigrants came from a variety of countries. Many did not speak English or French when they arrived. These people brought with them new languages, customs, and cultures. This was the point when Canada started to become a more **multicultural** nation.

WORDS MATTER

multiculturalism many culturally distinct groups living within a society

Dispersal of the Métis

WEB LINK •.....

For more information on Métis farming, visit our Web site.

The increasing flow of immigrant settlers to the Prairies further disrupted the lives of the Métis. Waves of settlers moved into an area, established farms, and developed large towns and cities. The Métis moved out in search of land where they could hunt, fish, and trap. The Métis population became dispersed across the Prairies. At the same time, however, some Métis people were settling and farming or working as ranch hands. The Métis of Saskatchewan were known for their skill in breeding livestock.



Schoolchildren on a Métis farm in Saskatchewan. Some Métis families remained on their homesteads and became successful farmers.

By 1900, although the scrip system was still in use, its failure was becoming apparent. Many Métis sold their scrip because their land was far from family and friends or because it was poor land without access to water. Others were cheated out of their scrip by land speculators. This left Métis people without much of a land base and contributed to the disruption and scattering of Métis communities.

THINKING It Over

1. Review the “push” and “pull” factors that led to the settlement of the Prairies. Which single factor do you think would most encourage you to immigrate to Canada around 1900? Explain the reasons for your choice. **k t a**
2. In a small group, compare the attractions of the Prairies with those of your community around the 1900s. Which location do you think would be more attractive to immigrants? Why? **k t**
3. What features of your community would attract immigrants today? Write a short speech you might give if you were sent on tour as a recruiting agent for your community. **t c a**
4. Select what you think was the most important cause of the dispersal of the Métis. It may help to make a cause-and-effect chain. See page S 19. Do you think the Métis could have done anything to resist this cause? Explain your reasons. **k t**

English–French Tensions

English–French tensions have been an issue throughout Canada’s history. You will recall the disputes between the early fur-trading companies and the Seven Years’ War. You have examined the disputes between Canada East and Canada West over representation. You have seen the tensions following the Métis resistance and the execution of Louis Riel. Laurier saw that English–French issues could divide Canadians. He wanted to prevent those issues from destroying the Liberal party. So he always sought to find a compromise when these tensions mounted.

The Manitoba Schools Crisis

The most serious English–French crisis of the time erupted in Manitoba.

The Manitoba Act

The Manitoba Act of 1870 gave guarantees to both English- and French-speaking people. The province, it stated, would be bilingual. In education, too, guarantees were made to both sides.

- English- and French-language rights were guaranteed in the legislature and courts.
- There would be religious schools—Protestant and Roman Catholic.

Although language rights were not guaranteed in schools, a system evolved in which schools were either English and Protestant or French and Catholic. This seemed to satisfy both populations.

Manitoba Schools

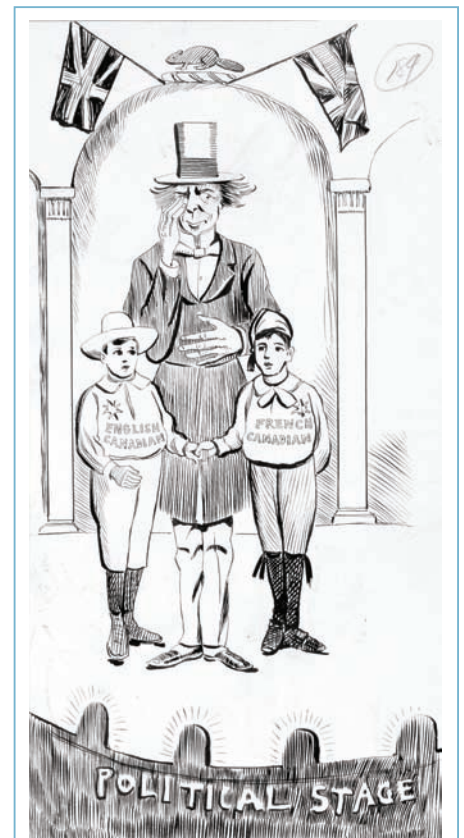
Manitoba received many immigrants during the 1880s, most of whom were English speaking and Protestant. By 1890, there was a large English-speaking majority. Anglophones began to press for Manitoba to review its language laws. In 1890, the provincial government passed laws that changed the rules.

- It abolished French as an official language. Debates in the legislature and proceedings in courts had to be in English only.
- It passed an act that removed government support from Roman Catholic schools. Now they would run as private schools and parents would have to pay fees for their children to attend.

During READING

Checkpoint

Look for points to add to your chart. List each person and group of people (French and English) in your chart, then continue to look for what they wanted and what got in their way.



Comment on what this political cartoon says about Laurier’s role in the Manitoba schools crisis.

The First Francophone Prime Minister

Sir Wilfrid Laurier was the first bilingual Canadian prime minister whose first language was French. He showed Canadians that speaking both languages is an important asset in Canadian politics. Other Francophone prime ministers have been Louis St. Laurent, Pierre Trudeau, and Jean Chrétien. All recent prime ministers have been bilingual.

The Legal Ruling

Opinions tended to run along language lines. English speakers across Canada supported Manitoba's reforms. French speakers were strongly opposed. The legal system could not offer a clear solution. In 1895, a ruling in the courts stated that Manitoba had the power to make these changes, but the federal government had the power to step in and overrule them if it wished.

The Political Situation

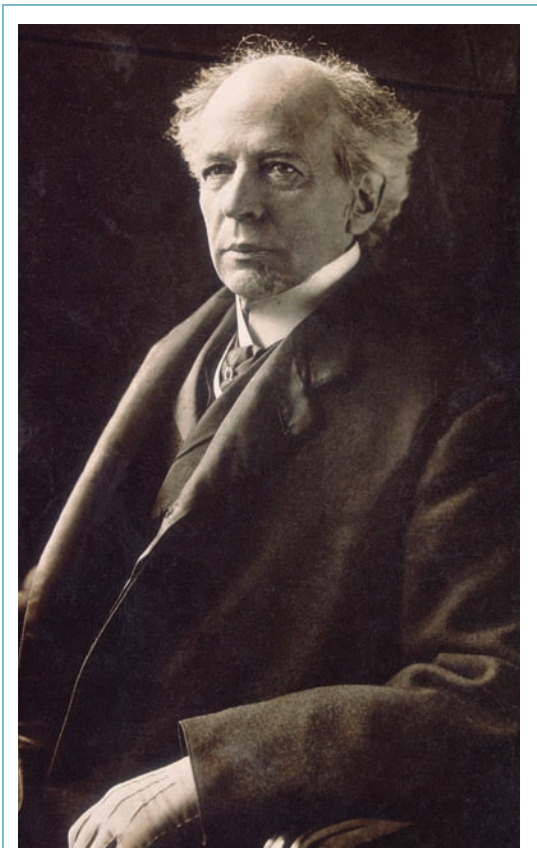
The Conservative government in Ottawa decided to introduce legislation to restore the old system in Manitoba; however, Laurier, the Liberal opposition leader, was opposed to it. You might think that because of his background, he would support the reintroduction of French and Catholic rights, but Laurier was also a politician. He wanted to become prime minister. He recognized that if he opposed the government, the French would call him a traitor to their cause. If he supported the government, the Liberals would not win many English votes in the next election.

Laurier's Compromise

In the House of Commons, he offered another solution. It had two parts. If elected to government, the Liberals would

- not restore government support for separate schools in Manitoba
- pass a law allowing French instruction in any school if there were at least ten children requiring it
- allow for religious instruction of Catholic children by priests at the end of the school day

This was an effective compromise. Each side felt that it was getting enough of what it wanted to support the position. Laurier's opposition forced the government to withdraw its bill from parliament and to call an election. Laurier's compromise was hard on Francophone groups such as the Métis, however, because nearly all of them were Roman Catholic. It weakened the identity of such groups who had previously enjoyed separate schools.



In your opinion, what was Wilfrid Laurier's most significant accomplishment? Explain.

The Election of 1896

The most important issue in the campaign was the Manitoba schools situation. Support for Laurier's compromise grew. The Conservatives seemed confused and divided. If you compare the results of the elections of 1891 and 1896, you can see how large the Liberal victory was.

Election	Liberals	Conservatives	Others	Total
1891	92	123	0	215
1896	117	89	7	213

The Laurier–Greenway Compromise

In 1897, Laurier worked out a compromise with Thomas Greenway, Premier of Manitoba. The law would be changed along the lines of Laurier's solution. Anglophones and Francophones would get some of what they wanted, but not everything. Similar laws had been passed in New Brunswick (1871), Prince Edward Island (1877), the Northwest Territories (1892), and Saskatchewan and Alberta (1905).

Reactions

Not everyone agreed with Laurier's compromise. Archbishop Adélarde Langevin of St. Boniface, a Catholic church near Winnipeg, lamented

Today is the saddest day of my career as a Bishop. It is with a broken heart that I stand before you. I protest with all my strength against the use of that word:

Agreement... Instead of negotiating with us, the government dealt with those that oppressed us.



Others thought the issue had been blown out of proportion. *Grip* magazine had earlier carried a cartoon about the same issues in the North-West Territories (see page H 170). Language and religion play powerful roles in politics. Laurier managed to find compromise on these issues, even though he had a great deal of opposition. This ability to find the middle ground was one of the reasons he remained prime minister for 15 years (1896–1911).

Bilingualism in Canada

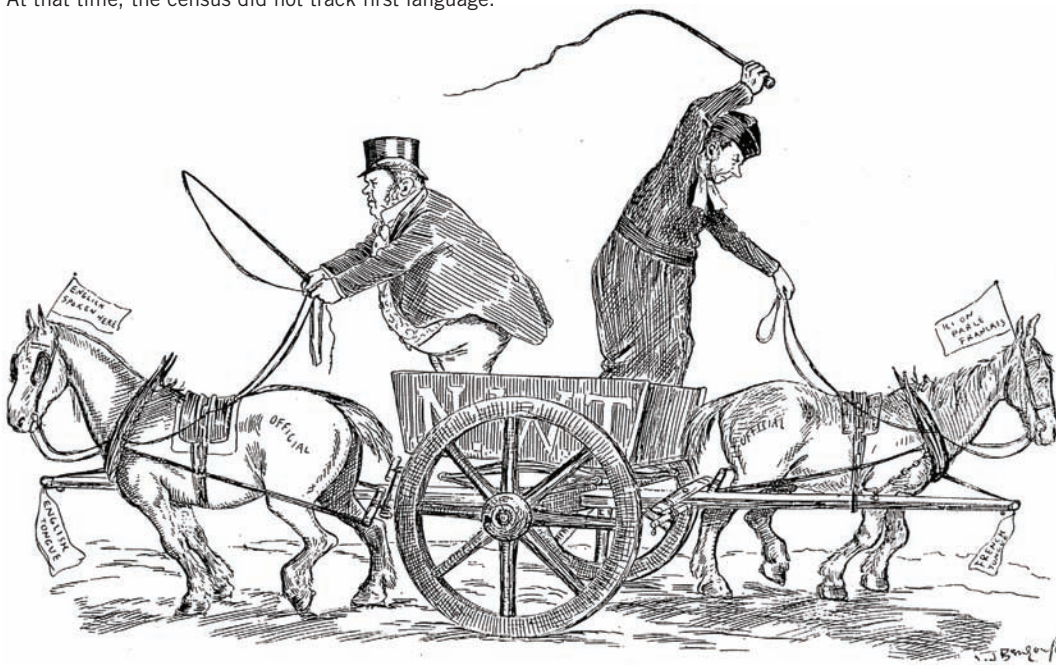
Then

In 1881, 58.9% of Canada's population was of British origin, and 30% was of French origin*. Bilingualism was limited. Both languages could be used in the parliament in Ottawa and in the New Brunswick and Manitoba legislatures. The use of French was discouraged outside of Québec and Acadian parts of New Brunswick, and most Canadians did not have a right to government services in French.

*At that time, the census did not track first language.

Now

In 2001, 59.2% of the population spoke English as their first language, and 22.7% spoke French as their first language. The use of both languages is guaranteed in dealing with the federal, Québec, New Brunswick, and Manitoba governments. The use of French is encouraged in English-speaking areas. For example, in Prince Edward Island in 2000, 20% of students were enrolled in French immersion.



Analyze this illustration. What perspective does the artist have on bilingualism?

THINKING It Over

1. Make a copy of the following organizer and fill it in with information from this section. **k t**
2. Look at the cartoon above. What is the cartoonist trying to say about the issues? See page S 12 for help in analyzing images. Draw your own cartoon to illustrate your view about the issue. Compare cartoons with a classmate and discuss the issues they raise. **t c a**

Group	What They Wanted	Why They Might Support Laurier's Compromise	My Reactions to Their Position
English			
French			

How Important Was International Trade?

As a new country with a growing population, Canada had a small economy. It needed strong economic partners in order to increase its prosperity. Who should be Canada's main trading partner?

Canada's Economic Patterns

If you examine Canada's trade patterns, you will see how important the United States and Britain were to Canada's economy.

Exports and Imports

In Canada, there was divided opinion on whether Canada's economic future lay with Britain or the United States. The debate had a lot to do with the nation's existing patterns of exports and imports. The table below illustrates Canada's trade patterns with these two countries. The **balance of trade** column refers to the difference between exports and imports. A positive balance means Canada exported more than it imported. A negative balance is the reverse.

Canada's International Trade, 1910

Country	Exports To	Imports From	Balance of Trade
Britain	\$140 500 000	\$107 722 000	\$32 778 000
U.S.	\$108 198 000	\$262 142 000	-\$153 944 000

WORDS MATTER

balance of trade the difference between a country's imports and exports

foreign investments money invested in companies in a country other than one's own

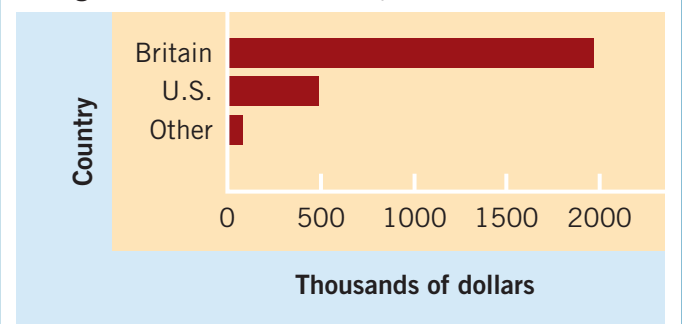
International Investments

Economics involves more than just trade between two countries. Nations need money to build their economies. **Foreign investments** are a highly important part of economic relationships. The following table shows you the major sources of foreign investment in Canada.

Where Did Canada's Future Lie?

Britain was the richest country in the world, but the U.S. was not far behind and was growing quickly. The U.S. and Canada share a long border, so trading was quick and easy. Trading with Britain required a long Atlantic voyage. Some people in Canada began to recommend closer economic ties with the U.S.

Foreign Investment in Canada, 1910



Laurier and Reciprocity

By 1911, Laurier was convinced that Canada's economic future lay with the United States. Although Britain was still a more important economic partner, the U.S. was growing much more quickly. It would soon be Canada's most important partner. Laurier wanted closer economic links between the two nations. His representatives reached a reciprocity agreement with the Americans. This would allow natural products to cross the border duty-free. Duties on manufactured goods would be reduced. The agreement had to be approved by both governments before it came into effect. The U.S. welcomed the agreement. Its government quickly accepted the treaty. In Canada, however, there was a sharp division of opinion on the subject. Many people thought Britain should remain Canada's main economic partner. A battle soon erupted in the House of Commons.

Trade with Britain and the U.S. Today

Exports to Britain	\$11 559 900 000
Imports from Britain	\$9 543 000 000
Exports to the U.S.	\$360 963 300
Imports from the U.S.	\$264 889 200 000



What does this lineup of trucks waiting at a border crossing tell you about trade between the U.S. and Canada today?



What elements of a political cartoon help convey a message better than a paragraph might? What do the people in this cartoon represent?

Laurier's Position

Laurier realized that he could not find a compromise on reciprocity, so he took the treaty to the House of Commons to get the House's approval. On March 7, 1911, he told the House of Commons,

If my voice could be heard that far, I would presume to say to our American friends: There may be a spectacle perhaps nobler yet than the spectacle of a united continent, a spectacle which would astound the world by its novelty and grandeur, the spectacle of two peoples living... along a frontier nearly [6400 km] long, with not a cannon, with not a gun frowning across it, with not a fortress on either side, with no armament one against the other, but living in harmony, in mutual confidence, and with no other rivalry than a generous emulation in commerce and the arts of peace.

Borden's Position

Conservative leader Robert Borden launched a savage attack on the idea of a trade agreement with the U.S. He accused Laurier of abandoning Britain, which, he said, had done much to develop and assist Canada. All the Conservatives and some of the Liberals supported Borden's position. It looked unlikely that the House would approve the treaty if the members voted on it.

The Election of 1911

Laurier decided that the best tactic was to call an election and make reciprocity the issue. If the voters returned the Liberals to office, he would be able to get the House's approval for the treaty. Laurier no longer wanted compromise on the issue. He was going for victory. However, the voters showed a great deal of support for Britain and suspicion of the U.S. People of British origin were by far the largest group in Canada. They voted to maintain traditional ties with Britain. In Québec, Francophone voters did not particularly like the U.S. either. They feared that reciprocity would lead to a U.S. takeover of Canada. Francophones would be such a small minority in the larger country that their culture and language would be further threatened. So they did not support Laurier either. The election was held on September 21, 1911. Its results were eagerly awaited by the voters and politicians.

During

READING

Checkpoint

Add each of the positions taken to your chart. At the end, consider why reciprocity was a controversial issue for Canadians.



Sir Robert Borden



William Lyon Mackenzie King, who would later become prime minister, speaking at a Liberal Party rally during the 1911 election campaign

Would Reciprocity Benefit Canada?

The reciprocity issue had been around for many years when Laurier raised it as a political issue for the election of 1911. The following extracts from the 1880s and 1890s summarize the key differences of opinion that still existed in the 1910s. It had stirred up political debate for a generation and there was still no general agreement on the subject.

J.W. Longley, a journalist and author from Nova Scotia

The proposition to take down the custom houses between the United States and Canada... is the most wide-reaching... political matter demanding the consideration of... North America...

[N]o one can honestly say that there is any natural commercial relationship between [Canada's provinces]. Between the Maritime Provinces and Ontario there is but little trade. Between British Columbia and the rest of the [provinces] there is scarcely any trade at all.

On the other hand, between the Maritime Provinces and the New England States there is the most natural... commercial relationship... British Columbia finds its [best market] in California and Oregon...

Sensible Canadians recognize plainly enough that unrestricted trade with the United States would be of immense value, and they are anxious to secure it.

Letter from J.W. Longley to Erastus Wiman, 1887

Louis-Georges Desjardins, a politician from the Québec City area,

In my opinion, the most complete evidence shows that... unrestricted reciprocity [between Canada and the United States]... would surely lead to commercial union...

All those in the [United States] who declared themselves... in favour of... unrestricted reciprocity... expressed the opinion that [it] would result in [an American takeover of Canada].

I can [confirm]... that nearly all of those in Canada who fought [it] did so because they were convinced it would quickly pave the way to political union...

[If Canada became part of the United States], it is said that Québec would have a population of three or four million because of European immigration, but would it be more French?

There is no mistake. [Being part of the United States] would give [Québec] a much inferior political situation than we now have in [Canada]. We now make up one-quarter of the population. We would scarcely make up a fortieth after union with the United States.

Louis-Georges Desjardins,
Considérations sur l'annexion, 1891

What Do YOU Think?

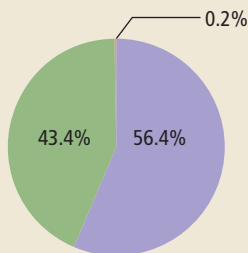
1. Which writer favoured reciprocity? Which one was opposed? What reasons did each writer give for his position? **k t**
2. If the same arguments were being made today, which writer's position would come closest to your own? Why? **k t**

Voting Patterns in the Elections of 1904 and 1911

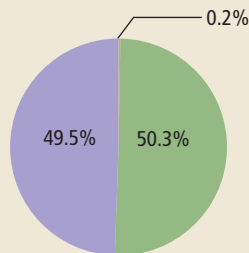
When historians compare the elections of 1904 and 1911, they can observe changes in the voting patterns. Each pie graph below represents the percentage vote for the parties in the provinces shown.

The Election of 1904

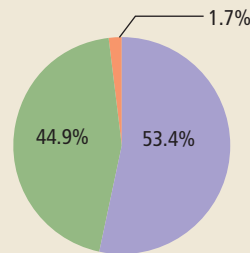
Québec



Ontario

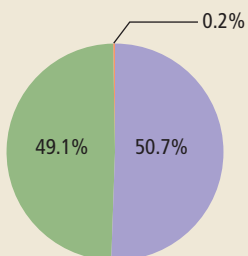


Rest of Canada

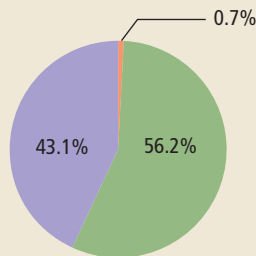


The Election of 1911

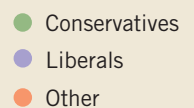
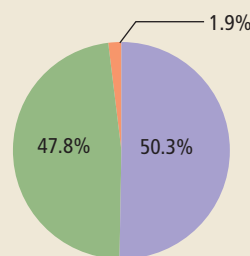
Québec



Ontario



Rest of Canada



THINKING It Over

- In which part of Canada did a) the Liberals and b) the Conservatives win the highest percentage of votes in 1904? Now do the same for 1911. k
- a) In which part of Canada did the Liberals' percentage fall the most from 1904 to 1911?
b) In which part did the Conservatives' percentage rise the most from 1904 to 1911? k
- Examine the voting patterns shown above for the election of 1911. Which party do you think won the election? Give reasons for your answer. Keep this information, as you will need it later in the chapter. t

The Results of the Election of 1911

On page H 175, you learned how voting patterns changed between 1904 and 1911. Canadian elections are decided by the number of seats each party wins, not the percentage of votes each party gets. Here is what the numbers showed.

Party	Number of Seats (1904)	Number of Seats (1911)
Conservatives	75	133
Liberals	139	86
Independents	0	2
Total	214	221

Laurier had won victories in 1896, 1900, 1904, and 1908. He had been prime minister for 15 years. This time he was defeated. He was 69 years old. Many thought he was finished as a politician, but he remained leader of the Liberals for almost eight more years until his death in 1919.

Reciprocity had no future in Canada. The voters had returned the Conservatives to power, and they were opposed to the issue. For the immediate future, Canada would still be economically tied to Britain. The election of 1911 was critical in Canadian history. Voters chose British ties over American ones. Within three years, Canada was at war on the side of Britain against Germany.

WEB LINK •.....
For more information on reciprocity and free trade, visit our Web site.

THINKING It Over

1. Which country—Britain or the U.S.—do you think was more important to Canada in this period a) as a market and b) for foreign investment? Explain your reasoning. **k t**
2. a) Which party won the election of 1911? What was the main issue?
b) Return to the prediction you made earlier in the chapter about the election's result on page H 175. How accurate was your answer? Explain. **k t**
3. Create an organizer, picture, mind map, or another visual to illustrate the differences between the Liberals and Conservatives on the subject of reciprocity. Show your work to a classmate. Discuss how effectively both pieces of work show the differences. **k t c a**

PUTTING IT ALL TOGETHER

In this chapter, you have looked at social and economic factors, and people that promoted change in Canada. You have examined some of Sir Wilfrid Laurier's major political decisions and their effect on Canada's development. These included boosting immigration, trying to calm tensions between English and French speakers, and promoting economic reciprocity with the United States. You have also learned that Laurier generally sought political compromise.

The years from 1896 to 1911, when Laurier was in power, saw the growth of Canada's population, cities, and international trade. Canada's role in the international arena became more prominent. As global tensions mounted, Canada had to make some tough decisions.

After

READING

Identifying Points of View

Use your notes in your organizer (below) to write a news article about one event from this period. Also review the organizer to see whether it helps you answer the Big Idea question posed at the beginning of this unit.

Somebody	Wanted	But	So

THINKING It Through

- Do some research into i) the type of immigration campaigns that Canada operated around 1900 to attract immigrants to settle here, and ii) the types of campaigns that Canada organizes today to attract immigrants. Pay particular attention to the following points.
 - the region(s) of the world on which the campaign is focused
 - the nationalities of the people that the campaign is trying to attract
 - the types of people (farmers, tradespeople, city workers, business owners, professionals, etc.) that the campaign is trying to attract
 - the images of Canada the campaign contains and its possible impact on the groups being targeted
 - the design and presentation of the campaign**k t**
 - Create your own immigration campaign for i) around 1900, and ii) today. Select media that are appropriate for each period. For 1900, a poster or pamphlet is appropriate. For today, television advertisements or computer-generated graphics are also appropriate. Be sure to address all the points in the bulleted list above. **k t a**
- Engage in a classroom discussion about how immigration campaigns have changed in the past century. Use key terms from the chapter to illustrate your ideas. **a c**

For help with the research, see page S 6.