Critical Question: Was the Canadian Dream a Myth or a Reality?

Critical Challenge 4: Supports and Barriers to Realizing Dreams

Select four powerful statements from primary sources. Combined, these statements should clearly reflect the two most important factors affecting immigrants' realization of their dreams, as well as the two greatest barriers.

Synopsis

This critical challenge asks students to consider the factors that had the greatest impact on whether immigrants were able to realize their dreams. Considering a variety of factors, from race and religion to economic status, students will determine what most influenced the nature of the immigrant experience in Canada.

Suggested Activities

Step 1: Remind students that immigrants from diverse backgrounds chose to make Canada their home and that they achieved their dreams of life in Canada with varying degrees of success. While some people flourished in their new home, others encountered barriers that either delayed the realization of their dreams or shattered them all together. Inform students that their challenge is to identify the two most important factors contributing to immigrant success and the two greatest barriers.

Step 2: Assign students primary documents to examine. Instruct them to look for evidence of what factors contributed to immigrant success in Canada (such as government support, community support, family support and economic opportunity). Instruct students to also look for the barriers or hurdles immigrants had to overcome (such as racism, poor land, harsh climate and isolation). To assist students in their analysis of the primary sources, ask them to complete the “Both Sides Now” template (Document 4.1).

Step 3: Students share their findings with the class. The teacher can compile the factors identified by students on a large version of the “Both Sides Now” template.

Step 4: Considering all the evidence compiled by the class, students individually arrive at a decision and provide reasons for their selection of the two most important factors in success and the two greatest barriers to success.

Step 5: Finally, students should select four powerful statements from the primary sources to support their conclusions. These statements can be incorporated into panel three of their displays.
### Document 4.1

#### Both Sides Now

<table>
<thead>
<tr>
<th>Evidence of Factors Contributing to Immigrant Success</th>
<th>Evidence of Factors Preventing Immigrant Success</th>
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<tr>
<td><strong>Question:</strong></td>
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<td>What were the two most important factors that contributed to immigrants realizing their dreams?</td>
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<td>What were the two greatest barriers to realizing their dreams?</td>
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<td><strong>Decision:</strong></td>
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<td><strong>Reasons:</strong></td>
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<tr>
<td><strong>Powerful Statements:</strong></td>
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Head Tax Certificate for Wong Yam, April 8, 1908
Letter from Dymtro Byckalo, Fish Creek Colony, circa 1900

Translation

We heard in Galicia that we can find in Canada, truth and I sold my property and went to Canada. I live now in Canada with my wife and children. I have nothing to eat because I spent all my money on journey from Galicia to Canada. I put a small house on my farm and went on work. I found work. I worked nearly three months but I didn't get one cent for my work. After while I worked one month and 6 days I earned $4 but I got only $1 from Mr. Bos in Rostharn. I earned second month $24 and near Moose Jaw $3.25 but for all my work I got only $1. I have to starve because I cannot write English or speak and I have here nobody to ask in that case. I could buy a cow for that money that I made. Now I have some more trouble. I sent my daughter in service for $5 per month to one Garvan, but I didn't get one cent. I don't know what I can do. Now I write to you and ask you to help me because that is only my hope. As Ruthenian people let you know about our trouble, we can't get our wages for our work I write you only truth. I don't understand Canadian law. I know only that I worked whole summer for nothing. Now I have to ask you if I can't get one piece of oxen on payment I know to farm best I have not money to buy cattle.

Yours truly,

'St' Dymtro Byckalo
Fish Creek Colony.
Office of His Majesty’s Chief Agent for the Superintendence of Settlers and Emigrants in Upper and Lower Canada.

Quebec, 1st May, 1832.

ADVICE TO EMIGRANTS.

Séminaire de Québec, 1832.

Québec:
Printed by Thomas Cary & Co.
Freemasons’ Hall, Buade Street.
1832.
Example of a deportation notice and form, circa 1926

ORDER FOR DEPORTATION

CANADA

THE IMMIGRATION ACT, SECTION 33

To .............................................. (Transportation Company)

and to .............................................. (Person rejected.—Name in full)

of .................................................. (Last place of residence)

Port of Entry .................................. Province of ..................................

This is to Certify that the rejected person above named, a person seeking to enter Canada at this Port ex .............................................. (Ship or Train)

from ..............................................

which arrived at this Port on .............................................. 19 ...

at ..............................................o’clock.............M. has this day been examined by the Board of Inquiry (or officer in charge) at this Port, and has been rejected for the following reasons:

..................................................

(Here state reason in full)

And the said rejected person is hereby ordered to be deported to the place from whence he came to Canada. Such conveyance shall be by the first available ship or train of the Transportation Company which brought the said rejected person to Canada.

Dated at .............................................. this ..............................................

day of .............................................. 19

..................................................

Immigration Officer in Charge of Chairman of the Board of Inquiry (See Oves)

INFORMATION FOR TICKET AGENT

Issue .............................................. Ticket No. .............................................. Form ..............................................

From .............................................. To ..............................................
Information for Intending Settlers Regarding the Homestead Regulations of Western Canada