

## Leaving Home: Migration Into and Out Of Atlantic Canada

### Lesson Overview

Students will examine factors that attracted settlers to and forced them away from Atlantic Canada in two historical periods. After examining these factors, students will draw conclusions about the cultural impact of these migrations upon this region. Knowledge about these movements should reinforce empathy for these “real” people and allow comparisons with more recent migrations.

### Grade Level

Grades 6-8 (Junior High).

### Time Required

One or two classes

### Curriculum Connection

#### Curriculum Connection (Province/Territory and course)

Atlantic Provinces Curriculum for Social Studies: Council of Atlantic Ministers of Education and Training (**CAMET**): **Nova Scotia** General Curriculum Outcomes (Can be adapted for any province).

#### Link to the Canadian Atlas Online (CAOL)

<http://canadiangeographic.ca/atlas>

Explore by themes: *The People: Settling Canada*  
*Natural Resources: Farming*

#### Additional Resources:

- Computers and Internet
- LCD projector
- Copies of student activity sheets 1-5 (attached)
- Assessment questions (attached)
- The following URLs:

<http://www.canadainfolink.ca/maritimegc.jpg>

[http://www0.umoncton.ca/maum/mainframe\\_an.html](http://www0.umoncton.ca/maum/mainframe_an.html)

<http://museum.gov.ns.ca/arch/infos/info.htm>

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0011510>

[http://www.landrystuff.com/timeline\\_acadian.htm](http://www.landrystuff.com/timeline_acadian.htm)

<http://www.girouard.org/cgi-bin/page.pl?file=Ahistory&n=9>

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=a1ARTA0004796>

<http://www.naturaltourist.com/content/content.asp?CGYID=11&CID=261&LID=5>

(Note: video)

<http://atlanticportal.hil.unb.ca/acva/blackloyalists/>

<http://atlanticportal.hil.unb.ca/acva/loyalistwomen/>

<http://museum.gov.ns.ca/blackloyalists/index.htm>

<http://www.uelac.org/PDF/loyalist.pdf>

### Main Objective:

Students can identify push and pull factors that influenced the migration of peoples into and out of the Atlantic Provinces during certain historical periods and develop empathy for these immigrants.

### Learning Outcomes:

Students will be able to:

- access online information
- understand through map study where Atlantic Canada is located
- understand which parts of Atlantic Canada were settled by the Acadians
- understand which parts of Atlantic Canada were settled by the United Empire Loyalists
- understand what is meant by push and pull factors in immigration
- understand how culture is influenced by the arrival and departure of migrants
- identify which resources were exploited and formed a basis for permanent settlement

### The Lesson:

	Teacher Activity	Student Activity
Introduction	<p>Be familiar with the web sites.</p> <p>Distribute "Worksheet #1: <b>Brainstorming</b>"</p> <p><b>Ask, "What might make you leave your home and move somewhere else?"</b></p> <p>Have students fill out:</p> <ol style="list-style-type: none"><li>1. Top three blocks of brainstorming web: explain the difference between <b>push factors</b> – items that make you want to leave, and <b>pull factors</b> – items that attract you to somewhere else.</li><li>2. Have students complete rest of web, listing on the left side material possessions that might be taken to the new home, and on the right side, non-material possessions.</li></ol> <p>After completion of "Worksheet #1: <b>Brainstorming</b>", discuss:</p> <ul style="list-style-type: none"><li>• <i>What are some factors that might force a person to leave his/her homeland?</i></li><li>• <i>What are some factors that might attract a person to a new homeland?</i></li><li>• <i>What are some challenges will immigrants have to face in the new homeland?</i></li><li>• <i>How do the possessions, both material and non-material, that immigrants take with them form a new culture in their adopted homeland?</i></li></ul>	<p>Students will complete brainstorming web about migration either individually or as a member of a group.</p> <p>This information is starting point for lesson. Students will present conclusions in class on factors that might force them to leave their homes and move to another country. They will also discuss the possessions that they might take with them to their new home (material and non-material).</p>

1. Provide Plates 29 and 30 (v.1) of **Historical Atlas of Canada** using computer and LCD projector or via Internet or printed copies of parts referring to the Acadians.
  2. Pass out "Worksheet #2: **The Acadians in Atlantic Canada**" for students to complete.
  3. Discuss the history of the Acadians and the reasons for their deportation. Use some of the web sites listed to provide background information.
  4. Pass out "Worksheet #3: **Life in an Acadian Settlement Before 1755**" for students to complete.
  5. Students will present conclusions about this period in the history of the Maritimes. Ask: "**How did the Acadians mainly make their living?**" "**What possessions would have been important to you?**"
  6. Pass out "Worksheet #4: **The Acadian Deportation – 1755**" for students to complete.
  7. Students will present conclusions about the deportation of the Acadians. Ask: "**Why do you think they refused to swear an oath of loyalty to the British?**" "**How would you feel if you were forced to leave your home, maybe without all of the members of your family?**"
  8. Provide Plate 32 (v.1) and Plate 7 (v.2) of **Historical Atlas of Canada** using computer and LCD projector or via Internet or printed copies of parts referring to the United Empire Loyalists.
  9. Use information from some web sites referenced as background information on the United Empire Loyalists.
  10. Pass out worksheet #5 (**The United Empire Loyalists**) to individual students (or groups) to complete.
1. Go to Plates 29 and 30 (v.1) of **Historical Atlas of Canada**.
  2. Complete Worksheet #2: **The Acadians in Atlantic Canada**".
  3. Write a conclusion about the areas settled by the Acadians and the British.
  4. Complete "Worksheet #3: **Life in An Acadian Settlement Before 1755**"
  5. Discuss your ideas about the Acadians in class.
  6. Complete Worksheet #4: **The Acadian Deportation – 1755**".
  7. Discuss in class your ideas about the deportation of the Acadians. How would you have felt if this had happened to your family?
  8. Go to Plate 32 (v.1) and Plate 7 (v.2) of **Historical Atlas of Canada**.
  9. Discuss background information gathered from suggested websites.
  10. Complete "Worksheet #5: **The United Empire Loyalists**"

11. Discuss issues raised by the questions including the impact of the environment on the new settlers; the material and non-material possessions brought to the new land; the fact that not all of the Loyalists were white and the special problems faced by these non-white settlers. Discuss the fact that some of our images and stereotypes of early settlers may not match actual historical research.

11. Discuss your answers in class.

Discuss results of worksheet activities.

Complete assessment questions.

### Lesson Extension

Have students read an historical novel about these migration periods and do a report or diary entry or other creative activity. Examples:

- ***Smoke over Grand Pré.*** Marion Davison and Audrey Marsh. St. John's, NL: Breakwater Books, 1983/2004.
- ***With Nothing But Our Courage, The Loyalist Diary of Mary MacDonald:*** Karleen Bradford, Scholastic Canada Ltd., Dear Canada Series, 2002 (set in Quebec)  
Published in French as *Une vie à refaire; Mary MacDonald, fille de Loyaliste.* Éditions Scholastic.

Have students study the geography and history of the Acadians on **the Tantramar Marshes.**

Have students do an architectural study of the types of homes built by the Loyalists, such as **The Ross-Thomson House** in Shelburne, Nova Scotia. What geographical factors came into play in the design of these homes?

### Link to Canadian National Standards for Geography:

#### Essential Elements #2:

#### Places and Regions

- Changes in places and regions over time
- How culture affects places and regions (e.g. Cultural Landscapes)

#### Essential Element #4:

#### Human Systems

- Demographic transition of a country
- Human migration patterns (forced/voluntary)
- Processes of cultural diffusion

- Regional development in Canada and the world

**Essential Element #5:**

**Environment and Society**

- Limits and opportunities of the physical environment for human activities

**Essential Element # 6:**

**The Uses of Geography**

- Effects of physical and human geographic factors on major historic events

**Geographic Skill #1:**

**Asking Geographic Questions**

- Identify geographic issues, define geographic problems and pose geographic questions.

**Geographic Skill #2:**

**Acquiring Geographic Information**

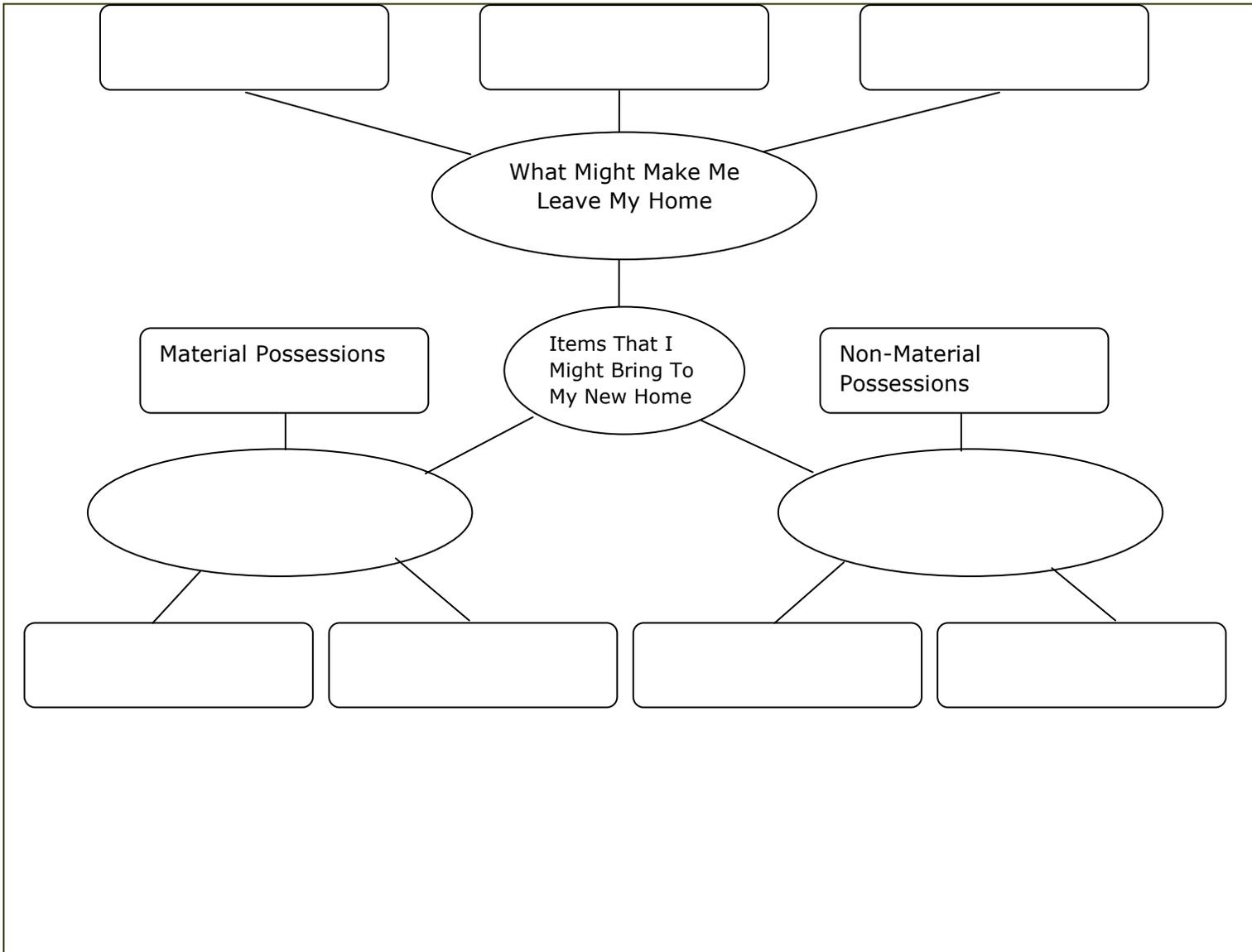
- Use a variety of research skills to locate and collect geographic data.
- Use maps to collect and/or compile geographic information.

**Geographic Skill #4:**

**Analyzing Geographic Information**

- Interpret information obtained from maps, aerial photographs, satellite-produced images and geographic information systems.
- Interpret and synthesize information obtained from a variety of sources – graphs, charts, tables, diagrams, texts, photographs, documents and interviews.

**Worksheet #1: Brainstorming**



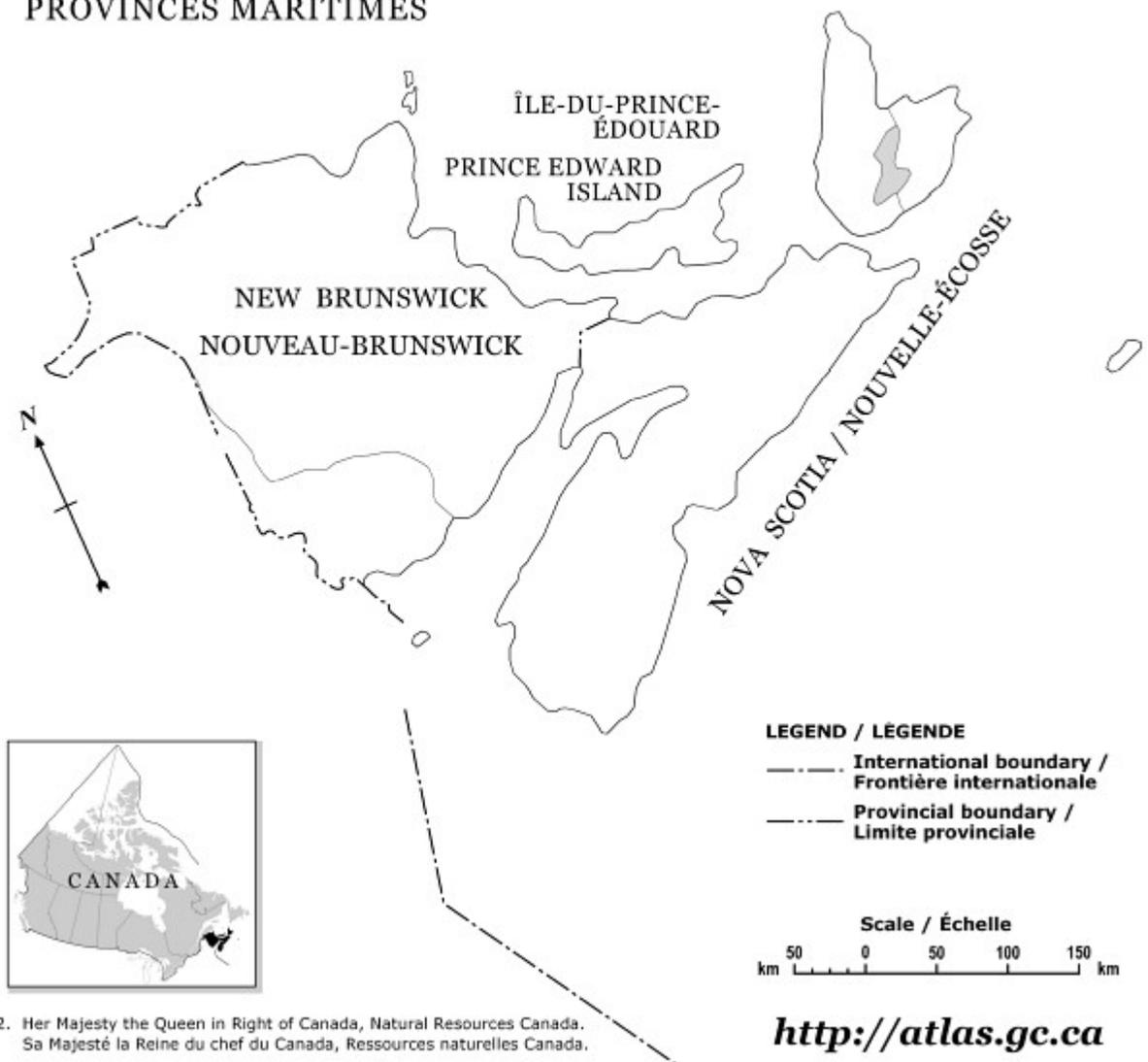
**Worksheet #2:**

**The Acadians in Atlantic Canada**

Using Plate 30 (v.1) of *Historical Atlas of Canada* for information, colour in blue areas of Acadian settlement by 1755. Colour in red areas of British settlement. Label major towns for each group. Label forts established by the French and the British.

**Worksheet #2**

**MARITIME PROVINCES  
PROVINCES MARITIMES**



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Sa Majesté la Reine du chef du Canada, Ressources naturelles Canada.

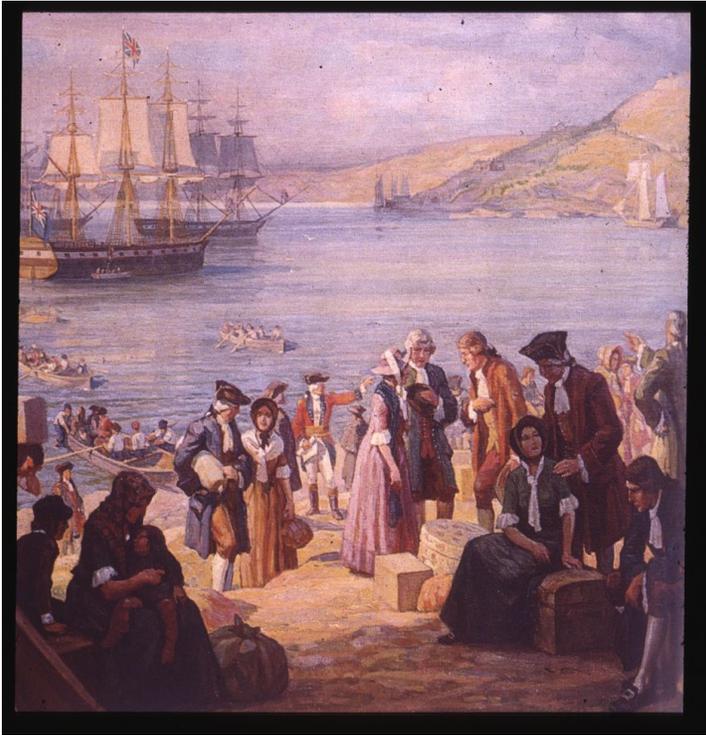




**Worksheet # 5**

**The United Empire Loyalists**

On another copy of the map from Worksheet # 2, colour in green areas settled by the United Empire Loyalists.



**"Loyalists Landing"** by Adam Sherriff Scott shows loyalists landing at mouth of the Saint John River in May 1783.

1. How do you think these people felt about leaving their homes and moving north?
2. Make a list of items that you think these settlers will need to survive their first winter in New Brunswick.
3. Do you think that the artist changed anything in this picture from the actual event? Explain.



**"Bedford Basin"** by Robert Petley depicts a family of Black Loyalists in NS (courtesy National Archives of Canada/C-115424).

1. What geographical challenges would this family have to face?
2. What other challenges would they face in this new land?

## Student Activity

### Assessment Questions

Answer the following questions:

1. What are similarities between the Acadians and the United Empire Loyalists?

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2. What are differences between these two groups of migrants?

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3. How did these groups of migrants add to the culture of Atlantic Canada?

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4. In what way would the geographical environment of the new homeland be a challenge for the migrants?

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5. How do you think other groups already settled in an area would respond to the migration of either of these two groups?

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6. Imagine that you were a young boy or girl in one of the historical periods that you studied. Taking into account the geography of your old and new homelands, write in three or four paragraphs a description of your experience.

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