



Source: Bettmann/Contributor/Getty Images

# ASIAN MIGRATION IN THE 19TH AND EARLY 20TH CENTURIES

A Resource for BC Social Studies Grade 9

The “Asian Migration in the 19th and Early 20th Centuries” resource supports the British Columbia (BC) Social Studies curriculum for Grade 9, which focuses on the major changes happening in Canada and the world from 1750–1919. It introduces students to a key content area—global demographic shifts, including patterns of migration and population growth.

The resource packet is comprehensive, and includes launch activities, lesson challenges, briefing sheets for migration from three parts of Asia (China, Japan, and South Asia), a case study on Chinese and Indian migration to Malaya, image sets, and all required activity and assessment sheets.

By engaging with these materials, students will not only learn about the historical forces that shaped Asian migration from China, Japan, and South Asia to Canada and other parts of the world, but they will also build the following curricular competencies that have been identified by the BC Ministry of Education as priorities ([see https://curriculum.gov.bc.ca/curriculum/social-studies/9](https://curriculum.gov.bc.ca/curriculum/social-studies/9)):

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assessing the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).
- Comparing and contrasting continuities and changes for different groups at the same time period (continuity and change).
- Assessing how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).

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*How does migration shape countries?*

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Lesson challenge: Create a graph to represent the relative importance of factors that influenced migration from Asia Pacific countries to British Columbia and Canada in the nineteenth and early twentieth centuries.

### Lesson summary

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1. Learn about the causes of migration
2. Develop the criteria for judging causes
3. Practise illustrating the relative importance of factors
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6. Assess the learning

### Supporting Materials

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## PART 2

Lesson inquiry question: *What are the most important effects of migration?*

Lesson challenge: Determine the most important effects of migration from Asia Pacific countries.

### Lesson summary

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Learning activities

1. Learn about the effects of migration
2. Develop the criteria for judging the importance of causes
3. Examine effects of migration on Asia Pacific countries
4. Determine the most important effects of migration from Asia Pacific countries

### Supporting Materials

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- Activity Sheet 6: Identifying the effects of moving
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## CASE STUDY: MIGRATION FROM INDIA AND CHINA TO MALAYA

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### Case study summary

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#### Learning activities: Part One

1. Illustrate the shape of personal history
2. Examine causes of migration from India and China to Malaya

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2. Illustrate the influence of migration
3. Assess the learning

### Supporting Materials

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- Background information for teachers: The history of migration in Malaya
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## Overarching inquiry question

*How does migration shape countries?*

### LAUNCH LESSON

#### LEARNING ACTIVITIES

1. Organize students into pairs and provide each student with a copy of *Activity Sheet 1, Exploring the Reasons for Moving*. Explain to students that their task is to determine why the people featured in each short source decided to move or migrate to Canada. Consider assigning each pair one of the sources from the activity sheet. Alternatively, pairs could identify the causes of migration in each source.
2. Explain that the reasons why people migrate can usually be grouped into two categories:
  - **Push factors:** events or conditions that prompt or push people out of a country
  - **Pull factors:** events or conditions that attract or pull people to a country
3. Draw students' attention to the right-hand column of the chart. Instruct students to read each source and to determine what factors might be pushing or pulling people to migrate. Remind students that there may be more than one push or pull factor in each scenario.
4. Invite students to share their decisions and thinking with the class.
5. After reviewing students' groupings of the reasons why people migrate, prompt students to revisit the scenarios on the activity sheet. Ask students to suggest what effects migration might have on the people featured in each scenario.
6. Invite students to share their thinking and reasons with the class.
7. Encourage students to think about their own experiences with moving and migration within Canada or migrating to or from Canada. As students share, invite them to identify factors that prompted these moves as either push or pull factors.
8. To conclude the launch activity, encourage students to suggest how migration might shape the countries people leave and the countries they move to. Consider inviting students to reflect on personal experiences or current examples of migration.
9. If the launch activity is being used to introduce other lessons from this resource, consider inviting students to suggest how migration has shaped Asia Pacific countries and Canada.



## Activity Sheet 1: Exploring the Reasons for Moving

Causes of migration	Sources
<p><b>Push:</b></p> <p><b>Pull:</b></p>	<p>My parents have been arguing a lot lately. Money is tight, and today my father was laid off from his job. I heard my mother say that we should immigrate to Canada. Her brother is there and says that there are jobs that pay well with benefits for immigrants who work hard.</p> <p><b>Possible effects of migrating:</b></p>
<p><b>Push:</b></p> <p><b>Pull:</b></p>	<p>My older brother told me that two of his friends were sent to fight in the war. They are only fourteen years old! I'm afraid my brother will be next. I hope our immigration papers come through quickly so we can live in a country with peace and stability.</p> <p><b>Possible effects of migrating:</b></p>
<p><b>Push:</b></p> <p><b>Pull:</b></p>	<p>I live in such a beautiful country but the political situation is getting worse by the day. Our elected president is acting like a dictator. There is so much corruption. When people speak out, the police crack down. One day I hope to live in a country where we have the freedom to speak our minds and where democracy is more than just a word.</p> <p><b>Possible effects of migrating:</b></p>
<p><b>Push:</b></p> <p><b>Pull:</b></p>	<p>No matter how hard I prepare for school examinations, I will probably not get into university. There are so few openings and so many students applying. It's really unfair. Last year a student at our school got the top marks in our region. She received a scholarship to a Canadian university. Maybe I can do the same.</p> <p><b>Possible effects of migrating:</b></p>
<p><b>Push:</b></p> <p><b>Pull:</b></p>	<p>Each year the storms are getting worse. Floods have destroyed so much of the good land for farming. Many people are hungry and are leaving for the city. Some who have relatives abroad are trying to get their immigration papers.</p> <p><b>Possible effects of migrating:</b></p>



*What are the main reasons why people left their home countries for Canada?*

## Overarching inquiry question

*How does migration shape countries?*

### Lesson Inquiry Question

What are the main reasons why people left their home countries for Canada?

### Lesson Challenge

Create a graph to represent the relative importance of factors that influenced migration from Asia Pacific countries to British Columbia and Canada in the nineteenth and early twentieth centuries.

### Lesson Summary

In this lesson, students learn about the factors that caused migration from Asia Pacific countries to B.C. and Canada in the nineteenth and early twentieth centuries. To begin the lesson, students read a short description of a family that has moved from one place in Canada to another. Working as a class, students identify the reasons for the family's move. Students use these reasons to learn about the factors that prompt or encourage migration. Students learn how to use a pie chart to illustrate the relative influence of the factors that prompted the family to move.

Students then examine descriptions of immigration from selected Asia Pacific countries to B.C. and Canada between 1750 and 1919. Students first identify the push and pull factors that influenced migration from their assigned country, then use criteria to determine the relative importance that each factor played in influencing immigration from their country. To conclude the lesson, students create a graph to visually represent the relative importance these factors.

## LEARNING ACTIVITIES

### Learn about causes of migration

1. Organize students into pairs and provide each group with a copy of *Activity Sheet 2, Rating the Reasons for the Move*. Explain to students that their task is to identify the factors that prompted a family to move across Canada.
2. Ask students to read the scenario and list the reasons for the family's move on the activity sheet.





*What are the main reasons why people left their home countries for Canada?*

3. Invite students to share their reasons with the class. As students share their thinking, explain that the factors that prompt people to move or migrate can be grouped into two categories:

- **Push factors:** Examples include a lack of jobs, limited safety, poor availability of basic necessities, natural disasters.
- **Pull factors:** Examples include better access to health care, greater safety, more economic and educational opportunities.

Consider displaying these factors for use later in the lesson.

4. Instruct students to return to the reasons for the family's move noted on their activity sheet. Instruct students to indicate if each reason is a push or pull factor.
5. Encourage students to think about their own experiences with moving and migration, either within Canada or migrating to or from Canada. As students share, invite them to identify the factors that prompted these moves as either push or pull factors.

**Develop the criteria for judging causes**

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1. Encourage students to share their decisions and reasons with the class. Ask students to suggest which factor may have had the greatest influence on the family's decision. As students share their conclusions, introduce or co-develop the criteria for determining the most important causes:
  - **Evidence of a causal connection:** Is the factor clearly connected to the event and not just a coincidence? If this cause were removed, how likely is it that the event would still have occurred?
  - **Degree of influence:** To what extent did the cause contribute to the event or make other causes more or less important?
  - **Absence of alternative explanations:** Is there no reason to suspect that some other factor can explain the outcome?

Consider displaying these criteria for use later in this lesson and in other lessons in this resource.

2. Prompt students to return to the activity sheet. Guide students in using the criteria to judge the importance of each of the factors that caused the family to move to Canada.
3. Invite students to share their ratings with the class.



*What are the main reasons why people left their home countries for Canada?*

### Practise illustrating the relative importance of factors

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1. Inform students that their next task is to determine the relative importance of the factors that prompted the family to move. Explain that most events and actions have a range of causes with varying degrees of influence. For example, if one factor significantly influenced the family's decision, students might decide that it was 75 per cent of the reason for the family's move, while other factors might receive 10 to 15 per cent.
2. Direct students' attention to the second page of *Activity Sheet 2, Rating the Reasons for the Move*, and the outline of the circle. Inform students that their task is to create a pie chart to illustrate the percentage of influence that each reason played in the family's decision to move. If students are unfamiliar with constructing pie charts, consider using *Activity Sheet 3, Creating Pie Charts*, for support. Remind students to record reasons to support their decisions.
3. Invite students to share their completed graphs and reasons with the class. Encourage students to discuss the reasons for any notable differences among their ratings.
4. Share the lesson inquiry question with students: *"What are the main reasons why people left their home countries for Canada?"* Explain to students that they will be using the same strategy to judge the reasons why people left Asia Pacific countries for Canada between 1750 and 1919. Discuss the question with students, encouraging them to consider the influence of various push and pull factors.

### Examine the causes of migration in Asia Pacific countries

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1. Organize students into small groups (2-4 students) and assign each group one of the Asia Pacific countries described in *Briefing Sheet 1*. Provide each group with the briefing sheet for their assigned country and a copy of *Activity Sheet 4, Determining the Important Causes of Migration*.
2. Inform students that their task is to judge which factor most influenced migration from their assigned country to B.C. and Canada between 1750 and 1919. Remind students to look for evidence in light of the three criteria for determining the most important causes introduced earlier in the lesson.
3. Encourage students to share with the class the causes behind migration from their assigned country. Prompt students to suggest which causes and factors were the most influential in encouraging migration from their assigned country.

### Respond to the challenge

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1. Provide each group with a copy of *Activity Sheet 5, Illustrating Importance*. Inform students that their final task is to determine which factor played the greatest role in encouraging migration from their assigned Asia Pacific country.



*What are the main reasons why people left their home countries for Canada?*

2. Draw students' attention to the outline of the pie chart on the activity sheet. Instruct students to use the pie chart to illustrate the percentage of influence each factor deserves. For example, if one factor played the greatest or most significant role, it might receive 60 or 70 per cent of the influence, while the others might receive 15 to 20 per cent. Remind students to provide the reasons for their conclusions.
3. Invite students to share their pie charts and evidence with the class.
4. To conclude the lesson, ask students to look for similarities among the reasons for migration from Asia Pacific countries between 1750 and 1919. Invite students to suggest what the commonalities might reveal about the political, economic, and social conditions in Asia Pacific countries and Canada during that time period.

### Assess the learning

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*Assessment Materials: Assessing the Thinking about Migration* may be used to assess students' ability to identify evidence about each factor's influence on migration from Asia Pacific countries and students' ability to explain the reasons for assigning the amount of influence each factor deserves.



*What are the main reasons why people left their home countries for Canada?*

## Activity Sheet 2: Rating the Reasons for the Move

Even though I miss my friends from back home and it has been a little lonely (and cold!), immigrating to Canada has been the best thing that has ever happened for my family and me. We live in a small apartment in Fort McMurray, Alberta. My father says we came to this city because there are well-paying jobs for him and my mother. Unfortunately, a few months after we arrived, my father got laid off from his first job. My mother now works two jobs to support the family. My parents are worried about jobs and money, but we all know that Canada is safer and more peaceful than where we came from. I am only in grade nine, but I believe that I will have more opportunities for school and jobs when I am older. This morning I heard my mother and father talking about possibly moving to Montreal where my uncle Rahim lives. In Montreal there is a big community of people from our home country, and my uncle Rahim can help us get settled. My father says that because we speak French, there will be more opportunities for us there. It will also be nice to see my cousins.

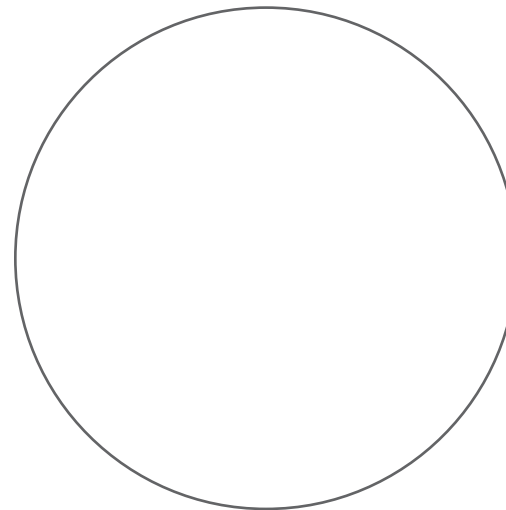
<b>Causes of migration</b>	<b>Evidence of a causal connection</b> If this factor were removed, how likely is it that the family would have moved?	<b>Degree of influence</b> To what extent did the cause contribute to the family's move?	<b>Absence of alternative explanations</b> Can another cause explain why the family moved?
<b>Push:</b>  <b>Pull:</b>			
<b>Push:</b>  <b>Pull:</b>			
<b>Push:</b>  <b>Pull:</b>			

*What are the main reasons why people left their home countries for Canada?*

## Activity Sheet 2: Rating the Reasons for the Move

Factor	Amount of influence	Reasons for the assigned amount of influence

**= 100%**



## Activity Sheet 3: Creating Pie Charts

### The situation

A teacher talks to her grade nine class about an inappropriate joke she overheard on the school bus told by a very young student. The class decides that it was wrong for the student to tell the joke, but that the student's age suggests the action was clearly influenced by the fact that it is cool to tell such jokes. The class also decides that the student's action was influenced to a lesser extent by the school's failure to actively discourage this kind of behaviour. They work to draw a pie chart to reflect the extent to which this action was influenced by each factor.

### 1. Determine the percentage of responsibility

• <b>Individuals:</b> poor personal judgment by the individual who told the joke:	25%
• <b>Ideas:</b> influence of societal habits and ideas:	40%
• <b>School:</b> failure to enforce rules against inappropriate jokes:	35%
	100%

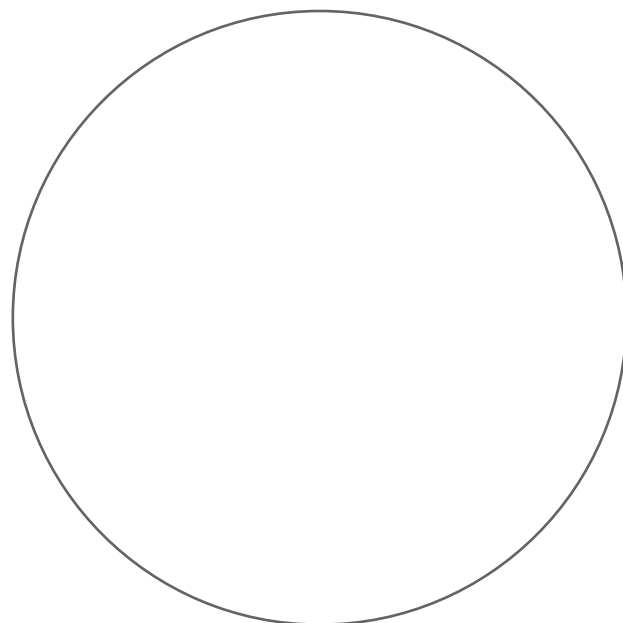
### 2. Calculate the angle for each factor

• <b>Individuals:</b>	$25\% \times 360^\circ = 90^\circ$
• <b>Ideas:</b>	$40\% \times 360^\circ = 144^\circ$
• <b>School:</b>	$35\% \times 360^\circ = 126^\circ$
	360°

### 3. Draw the pie chart

Use a compass and protractor to draw your pie chart.

Websites can help you draw an accurate graph: <http://nces.ed.gov/nceskids/Graphing/classic/pie.asp>



# Briefing Sheet 1a: Causes of Migration from Asia Pacific Countries

## China

From 1780-1850, the majority of Chinese immigrants to Canada came from Guangdong province in the south of China. During this time, the population in this region of China grew rapidly from 18 million to 28 million. There were many significant consequences of this population growth. While there were more people available to work, this also caused wages to decrease. It became far more difficult to feed the growing population. Although most people in this region worked in agriculture, there was not much high-quality arable land available to grow crops. With a shortage of good land, landlords increased rent, making it even more difficult for families to survive. Poverty, especially in rural areas, was widespread. At the time, the government of China discouraged people from leaving the country, but the possibility of finding better living conditions in other countries encouraged many people to leave.

Political and economic issues in China in the second half of the 19th century also contributed to increased migration. In 1851, food shortages and challenging living conditions prompted peasants to revolt against landowners and the government. Between 1851-1868, more than 20 million people were killed in the peasant wars and rebellions that took place across the country. It took many years for the Chinese government to stop the conflicts, and this ongoing political and military upheaval made life for farmers extremely difficult.

Political and military forces from other countries also contributed to the instability and upheaval in China. Britain and France competed with one another to expand their empires all over the globe. As a result, conflict and wars occurred as nations tried to protect their lands and resources from being taken over by European countries. As parts of China were annexed (taken over) by European countries, Chinese immigration from these areas to Britain, the United States, and Canada soon increased. For example, the Opium Wars, which China lost to Britain in 1842 and again in 1860, resulted in foreign countries having greater access to Chinese ports. Initially, many Chinese workers found work in the port cities, but when work on the ports was completed, the workers lost their jobs. Many of these workers began to seek work in other countries.

After losing the Opium Wars, China was forced to make a significant financial payment to Britain. To get the money for this payment, the Chinese government increased taxes, which many workers could not afford to pay. This increased poverty and encouraged more people to consider emigrating. By 1900, more than 100 000 people were leaving southern China every year. Often coming from rural villages, many of these migrants left China to find work in tobacco and rubber plantations in Southeast Asia or in North America.



*What are the main reasons why people left their home countries for Canada?*

Early Chinese immigrants to North America were often initially attracted by the news of the discovery of gold in California in 1848. After the gold rush ended in 1855, many Chinese immigrants traveled north to British Columbia and the Fraser River Valley, following the news of another gold discovery. In the 1860s, many Chinese immigrants moved on to prospect for gold in the Cariboo Mountains in the interior of British Columbia. While the first Chinese immigrants came to Canada in search of fortune and land, the vast majority built roads, cleared land, and did other manual labour jobs.

The next large migration from China took place when the Government of Canada allowed Chinese immigrants to work in the construction of the Canadian Pacific Railway (CPR). From 1880 to 1885, about 17,000 Chinese labourers helped build the British Columbia section of the CPR. Chinese workers were usually paid less than half of what other workers were paid, even though they often did the most dangerous work. While exact numbers are not known, it is estimated that between 600 and 1,200 Chinese workers died building the CPR through British Columbia. When the railway was finished and Chinese workers returned to local communities to look for work, they often faced discrimination and racism.

Despite the promise of greater economic and social opportunities in Canada, Chinese immigrants faced many challenges. Beginning 1885, Chinese migrants were made to pay a \$50 "head tax" before being allowed into Canada. The Chinese were the only ethnic group forced to pay a tax to enter Canada. In 1900 the head tax was increased to \$100, then raised again in 1903 to \$500. On July 1, 1923 the Chinese Immigration Act banned most Chinese immigrants from entering Canada. The only exceptions to these rules were Chinese merchants, diplomats, and foreign students.

In 1860, the Chinese population of Vancouver Island and British Columbia was estimated to be 7,000. That number grew to 17,312 by 1900. The 2011 census indicated that there were 1,324,700 people of Chinese ancestry living in Canada.

### Sources

<http://www.iupui.edu/~anthkb/a104/china/chinamigration4.htm>

<https://www.collectionscanada.gc.ca/settlement/kids/021013-2031.3-e.html>

<https://www.thecanadianencyclopedia.ca/en/article/chinese-canadians>





## **Briefing Sheet 1b: Causes of Migration from Asia Pacific Countries**

### **Japan**

The term Nikkei refers to Japanese immigrants and their descendants. The Nikkei came to Canada in two waves of immigration. The Issei, or first generation of Japanese immigrants, arrived between 1877 and 1928. Approximately 10,000 Issei immigrated to Canada from 1877 to 1914, the beginning of the First World War.

The first wave of Japanese immigration was inspired by great change in Japan. From the 1630s to the mid-19th century, Japan had an official policy of isolation, and was mostly closed off from the rest of the world. The Japanese were forbidden by law to leave the country and there was very little contact between outside countries and Japanese subjects. This changed when Western countries began to search around the world for natural resources and new markets to sell their goods. In 1853, the United States used its naval power to force Japan to open its ports to American trade. Other European countries did the same, and this ended Japanese isolation and led to the fall of Tokugawa rule in Japan.

Many years of great political and economic change followed the fall of the Tokugawa government, and this changed living conditions for many people in Japan. Japan's new leaders believed that to advance as a nation, the country had to follow the path taken by the United States and other European countries. This led to a push towards industrialization, which in turn led to a decline in agriculture. With industries concentrated in cities, more and more people left smaller rural villages and went to cities in search of work.

These changes opened Japan up to other countries and paved the way for Japanese migrants to leave the country to find more opportunities. In 1871, the new Japanese government sent a group of scholars and officials to the United States and Europe to learn about their economies, cultures, and political systems. After 1884, the Japanese government began to permit working men to leave the country in order to work abroad. These first migrants left Japan and settled in many countries around the world including Canada.

Until 1907, virtually all first wave immigrants coming to Canada from Japan were men. They left fishing and farming villages and settled in Vancouver and Victoria. While most were poor farm workers attempting to escape poverty, some were skilled fishermen. A few found work in the fishing industry on the West Coast, either in the boats or at one of the many canneries where fish were processed and canned. Some found work on farms in the Fraser Valley, while others worked in logging, mining, and in the sawmill and pulp mill towns along the coast of British Columbia.



*What are the main reasons why people left their home countries for Canada?*

Japanese immigrants worked long hours in mostly seasonal jobs that paid poor wages. As new immigrants to Canada, they were often taken advantage of by business owners who knew they were desperate for work. As a result, they did not accumulate as much money as they had hoped. Also, as more Japanese immigrants came to Canada the more discrimination they faced.

During this time, many white Canadians feared that the Japanese would take their jobs, so they began to pressure governments to restrict Japanese immigration. In 1908, Canada and Japan signed the Gentlemen's Agreement that restricted the immigration of Japanese men to 400 per year. However, more Japanese women were allowed into Canada than before. This allowed Japanese Canadian families and communities to take root in Canada, which laid the foundation for the second wave of Japanese immigration that occurred in 1967.

By 1914, 10,000 people of Japanese ancestry had settled permanently in Canada. The 2011 National Household Survey estimated that there were 109,740 Canadians of Japanese ancestry.



# Briefing Sheet 1c: Causes of Migration from Asia Pacific Countries

## South Asia

The term South Asian is used today to describe people from India, Pakistan, Bangladesh, and Sri Lanka, and includes many different nationalities, languages, cultures, and religions. The history of South Asian migration to Canada traces back to the beginning of the 20<sup>th</sup> century.

The first South Asians to arrive in Canada were Indian soldiers who were visiting British Columbia in 1897 on their return trip after celebrations commemorating Queen Victoria's Diamond Jubilee in London. In 1902, another group of Indian soldiers, this time part of military regiment on their way to the coronation of King Edward VII in England, traveled through the country. Following both visits, the soldiers, who were mostly of the Sikh faith, returned to India and praised what they saw as a land of opportunity for immigrants, particularly in British Columbia.

By 1903 thirty men, most having connections to the Indian military, had arrived in British Columbia. By 1904-1905, the number increased to approximately 300. Once these first immigrants established themselves in Canada, they sent letters to family and friends in India encouraging others to join them. This led to a significant increase in the number of South Asian immigrants arriving in Canada. It is estimated that by 1908, 5,209 South Asians immigrated to Canada, of which ninety percent were Sikhs. Attracted by high wages in Canada, the vast majority came from the northern agricultural region of Punjab.

While the first immigrants largely had military connections, those who came between 1905 and 1908 were mostly farmers and labourers. Just as it was to other immigrants, the promise of land attracted many migrants from South Asia. While Punjab was a fertile agricultural region, there wasn't enough land for all who wanted to farm. The hope of having their own land in Canada to farm made the sacrifices of leaving family and country seem worthwhile.

However, political forces in Canada in the early 20<sup>th</sup> century dashed these hopes for many South Asian immigrants. The large influx of South Asian immigrants in the years between 1905 and 1908 occurred at the same time the Government of Canada was restricting immigration from China. Chinese immigration slowed as the Head Tax was increased to \$500. However, industries and businesses in Canada still wanted cheap labour, so immigrants from South Asia began to meet this need. Instead of owning land to farm, South Asian immigrants found themselves working long hours for low wages in big companies such as The Hudson's Bay Company and the Canadian Pacific Railroad. Others found work in mining, lumber, and agricultural industries.



*What are the main reasons why people left their home countries for Canada?*

As the number of immigrants from India increased, many British Columbians feared that newcomers would take their jobs in factories, mills, and lumber yards. Calls to stop the “brown invasion” added to strong anti-Chinese and Japanese sentiment in British Columbia. Steamship companies were pressured by the Canadian government to stop selling tickets to people wanting to emigrate from India.

The most severe restriction to curb Indian immigration to Canada was the passage in 1908 of the Continuous Passage Regulation. This law stated that immigrants must “come from the country of their birth, or citizenship, by a continuous journey and with tickets purchased before leaving the country of their birth, or citizenship.” Such laws severely restricted the number of South Asian immigrants until 1920, which led to a sharp decline in the number of people from India living in British Columbia. By 1918, many immigrants left Canada because of the harsh conditions they faced.

2011 Census figures reported that there were more than 1.6 million South Asian Canadians in Canada, with more than one million people having Indian ancestry.

## Sources

<https://www.bac-lac.gc.ca/eng/discover/immigration/history-ethnic-cultural/Pages/east-indian.aspx>



# Activity Sheet 4: Determining the Important Causes of Migration

## Assigned Asia Pacific country:

### Criteria for determining the importance of causes

- **Evidence of a causal connection:** Is the factor clearly connected to the event and not just a coincidence? If this factor were removed, how likely is it that the event would still have occurred?
- **Degree of influence:** To what extent did the cause contribute to the event or make other causes more or less important?
- **Absence of alternative explanations:** Is there no reason to suspect that some other factor can explain the outcome?

Cause of migration	Rating and reasons
	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>



*What are the main reasons why people left their home countries for Canada?*

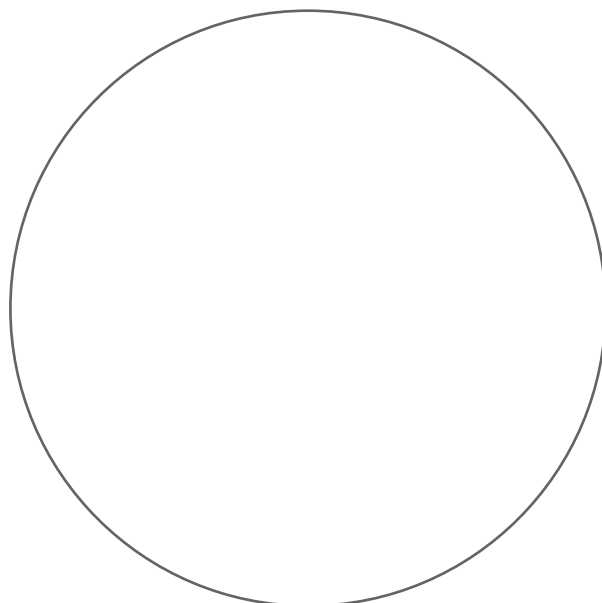
## Activity Sheet 5: Illustrating Importance

### Assigned country:

Divide the circle to represent the number of factors that influenced migration from your assigned Asia Pacific country to Canada. Draw each part to show the relative importance of each factor.

Factor	Amount of influence	Reasons for the assigned amount of influence

**= 100%**



*What are the main reasons why people left their home countries for Canada?*

## Assessment Materials: Assessing the Thinking About Migration

	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Identifies evidence about each factor’s influence on migration</b>	Identifies the most important and relevant evidence about each factor’s influence on migration.	Identifies several relevant pieces of evidence, including most of the important information about each factor’s influence on migration.	Identifies some relevant evidence about each factor’s influence on migration.	Identifies some evidence about each factor’s influence on migration.
<b>Assigns the amount of influence for each factor</b>	The assignment of credit to each factor is highly plausible and clearly justified by the reasons provided.	The assignment of credit to each factor is clearly plausible and justified by the reasons provided.	The assignment of credit to each factor is plausible and somewhat justified by the reasons provided.	The assignment of credit to each factor is somewhat plausible.



## Overarching inquiry question

*How does migration shape countries?*

### Lesson Inquiry Question

What are the most important effects of migration?

### Lesson Challenge

Determine the most important effects of migration from Asia Pacific countries.

### Lesson Summary

In this lesson, students learn that some effects of migration are more significant than others. Students begin the lesson by reading about a family that moved across Canada. Working individually or in small groups, students suggest possible effects of the family's decision to move. Students use these effects to learn about various categories of effects of migration. Students then examine the effects of migration to Canada between 1750 and 1919 on an assigned Asia Pacific country. To conclude the lesson, students use criteria to decide which effect was most important for their assigned country.

## LEARNING ACTIVITIES

### Learn about the effects of migration

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1. Organize students into pairs and provide each group with a copy of *Activity Sheet 6, Identifying the Effects of Moving*. Explain to students that their task is to determine the effects on a family of a move across Canada.
2. Ask students to read the activity sheet and to look for evidence of how moving across Canada affected the family. Invite students to share their suggestions with the class. Consider recording student ideas on chart paper or a whiteboard.
3. Encourage students to look for common features among the impacts. As students share their ideas, guide them in grouping the impacts they have identified.





4. Explain to students that the effects of moving or migration can be grouped into three categories:
  - **Social:** includes changes in the number or origins of people in a community and the relationships among people. For example, for the country losing people, migration can lead to fewer young people, fewer workers and divided families. For the country gaining people, migration can lead to more young people, more workers, and more cultural diversity.
  - **Economic:** includes changes in the paid jobs people hold, how much money they have, and the goods and services available to them. For example, for the country losing people, migration can lead to less pressure on jobs and resources. For the country receiving people, increased migration can provide workers for less-desirable jobs, but also more pressure on services and resources.
  - **Political:** includes changes in the rights available to people and the opportunities to participate in decision-making. For example, for the country losing people, migration can lead to policies that restrict movement and travel, and policies that are designed to attract businesses and jobs. For the country gaining people, migration can lead to increased tensions among different groups of people and policies that limit migration.

Consider displaying these factors for use later in this lesson.

5. Invite students to revisit their groupings of the effects. Working as a class, direct students to reorganize their ideas into the three categories. Remind students that there could be positive and negative effects in each category.
6. Ask students to share their thinking and reasons with the class.

### Develop the criteria for judging the importance of causes

1. Explain to students that their task is to decide which effect of moving was the most significant for various members of the family and for the family as a whole. Invite students to speculate on which of the effects recorded earlier in the lesson might be the most significant.
2. As students share their ideas, introduce or co-develop the criteria for judging which effects are more important than others:
  - **Depth of impact:** How deeply felt or profound were the effects?
  - **Breadth of impact:** How widespread were the effects?
  - **Duration of impact:** How long-lasting were the effects?

Consider displaying the criteria for use later in the lesson.

3. Encourage students to use the criteria to decide which effects recorded earlier in the lesson were the most significant. Invite students to share their decisions and reasons with the class.



*What are the most important effects of migration?*

4. Share with students the lesson inquiry question, *“What are the most important effects of migration?”*, and the lesson challenge, *“Determine the most important effects of migration from Asia Pacific countries.”* Explain that they will be using the same criteria to judge the effects of migration on Asia Pacific countries between 1750 and 1919. Discuss the question with students, encouraging them to consider the three categories of effects.

**Examine effects of migration on Asia Pacific countries**

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1. Organize students into small groups (2-4 students) and provide each student with a copy of *Activity Sheet 7, Determining the Important Effects of Migration*. Assign each group one of the Asia Pacific countries featured in the *Briefing Sheet 2*. Inform students that their task is to identify the effects of migration from their assigned country between 1750 and 1919.
2. Draw students’ attention to the left-hand column of the activity sheet and instruct students to look for evidence of effects and impacts in each of the categories. Remind students to look for evidence in light of the three criteria for judging effects.
3. Encourage students to share the effects of migration from their assigned country with the class.

**Determine the most important effects of migration from Asia Pacific countries**

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1. Draw students’ attention to the right-hand column of the activity sheet. Inform students that their task is to determine the overall impacts of migration for their assigned country in each category. Prompt students to reflect on the evidence and criteria, then circle the rating that best represents the impact of migration.
2. Invite students to share their ratings and explanations with the class.
3. Instruct students to work on their own, and draw their attention to the bottom of the second page of the activity sheet. Inform students that their task is to determine the overall effect of migration on their assigned Asia Pacific country. Prompt students to consider the impacts and evidence from all categories as they determine an overall rating for the effect of migration.
4. Invite students to share their ratings and explanations with the whole class. As students share their ratings and evidence, encourage them to look for similarities among the effects of migration on Asia Pacific countries between 1750 and 1919.
5. To conclude the lesson, encourage students to revisit the lesson inquiry question, *“What are the most important effects of migration?”*, and the overarching question, *“How does migration shape countries?”* Invite students to suggest how migration from Asia Pacific countries between 1750 and 1919 may have contributed to current situations in those countries.



## Activity Sheet 6: Identifying the Effects of Moving

When we first immigrated to Canada, there was no one to meet us at the airport in Fort McMurray. Then, after we lived in Fort McMurray for a few months, we decided to move to Montreal. The day we arrived in Montreal there were so many people waiting for us: my uncle and aunt, my cousins and some of my parents' friends who came to Canada two years ago. They had sweets from back home to welcome us, but it feels like we've moved to a whole new world! The only thing that is the same as Fort McMurray is the cold weather. We are staying at my uncle's place until my parents get jobs. My father is having a hard time because they say he needs to upgrade his education and skills from back home so that he can work as a doctor here, which is what he did before we moved to Canada. He will have to drive a taxi at night so he can take citizenship classes during the day. He is hoping that one day he can become a citizen of Canada and even vote, which he was never able to do in the country we moved from. My mother goes to the community centre every day to look at the job board so that she can find work, too. My aunt enrolled my brother and me in the school that my cousins go to. Most of the kids are nice but some are mean. One of them told me that they don't like immigrants and we should go back to where we came from. I'm glad my cousins are here!

Effects of the move	Evidence	Category
		<input type="checkbox"/> Economic <input type="checkbox"/> Social <input type="checkbox"/> Political
		<input type="checkbox"/> Economic <input type="checkbox"/> Social <input type="checkbox"/> Political
		<input type="checkbox"/> Economic <input type="checkbox"/> Social <input type="checkbox"/> Political
		<input type="checkbox"/> Economic <input type="checkbox"/> Social <input type="checkbox"/> Political

# Activity Sheet 7: Determining the Important Effects of Migration

## Assigned Asia Pacific country:

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
<b>Economic</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
<b>Political</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						



# Activity Sheet 7: Determining the Important Effects of Migration

## Assigned Asia Pacific country:

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
<b>Social</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
<b>Other</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
<b>Overall effects</b> (consider evidence from all categories)	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						

## Briefing Sheet 2a: Effects of Migration From Asia Pacific Countries

### China

Immigration, or leaving one's homeland for life in another country, can have many significant effects. In addition to changing the lives of the people who leave a country, immigration also affects other people and even entire countries. This was particularly true for immigration from China, a country that did not have a significant history of mass migration until the mid-1800s.

The opening of port cities in China in the 1850s, combined with the discoveries of gold in California in 1848, Southern Australia in 1851, and British Columbia in 1858, contributed to the beginning of migration from China. Most Chinese migrants to North America during this time period came from four districts in southern China that were close to ports and transportation. The vast majority of migrants were never involved in gold mining, instead finding work in other manual labour jobs. Migrants that returned to China described what life was like in other countries, and these stories encouraged more people to consider migrating from China.

The departure of many young men affected the social and economic structures of small towns. Although some migrants were able to send money back their families, the departure of many young men meant fewer workers in families, towns, and villages. Men left their families in the care of other family members and local communities. The effects on families were significant, but the prospects of being able to send money to families back home in China, return to their country with riches, or bring family members over to Canada encouraged many people, especially young men, to leave China.

The mostly poor, unskilled single men, who left families behind in search of riches in other countries, did not return to their homeland as they had planned to. For example, those who made Canada their home sought brides from China in order to start families. This disrupted village life in southern China as many women made the journey overseas to settle in countries like Canada.

Migration from China also affected Canada. From their earliest arrival, Chinese immigrants experienced xenophobia (dislike of or prejudice against people perceived as foreign), racial discrimination, and exclusion in Canada. Chinese workers often worked longer hours for lower wages than non-Chinese workers, and did some of the most dangerous work. In spite of their contributions to local communities, there was a great deal of prejudice against the Chinese.



Discrimination against Chinese immigrants increased after the railway through British Columbia was completed in 1885 and Chinese workers were no longer needed. Believing that Chinese workers were a threat to their jobs, some Canadian workers pressured the Canadian government to further restrict Chinese immigration. This led the Canadian government to pass a law in 1923 banning all immigration from China to Canada.

Beginning 1885, Chinese migrants were made to pay a \$50 "head tax" before being allowed into Canada. The tax on Chinese Canadians was a consequence of anti-Asian feelings in Canada, especially in British Columbia. The head tax made it more difficult for Chinese families to succeed after arriving in Canada, and reinforced their status as "outsiders." This tax also became a large source of income for British Columbia and the Government of Canada. According to a United Nations report, the Canadian government collected \$23 million through the head tax between 1885 and 1923 (this would be about \$1.2 billion in 2018 dollars).

Chinese immigrants made many important contributions to the Canadian communities in which they settled. Most settled in larger cities such as Victoria, Vancouver, and eventually Toronto. Canada was growing rapidly, and newcomers from China did many of the most demanding and difficult jobs: some worked in the gold mines, others became labourers, cooks, laundry workers, and household servants. Although Chinese immigrants were not allowed to be lawyers, doctors, accountants, or government workers at this time, many became entrepreneurs and operated businesses including small markets, groceries, shops, and restaurants.

## Sources

Ronald Skeldon, "Migration from China," *Journal of International Affairs*, Vol. 49, No. 2, pp. 434-455.

<https://www.thecanadianencyclopedia.ca/en/article/chinese-canadians>



## Briefing Sheet 2b: Effects of Migration From Asia Pacific Countries

### Japan

The vast majority of early Japanese immigrants, known as the Issei, were men. Even though they departed a country undergoing major changes and went in search of new opportunities, they had strong ties to the country they left behind. Leaving family, community, and a deep-rooted culture that emphasized the importance of honour and right conduct was no easy task, even with the promise of a better life abroad. As Japanese immigrated in larger numbers to various countries around the world, including Canada, the bonds to the local communities they left were frayed but not broken.

Until 1907, almost all immigrants from Japan were young men. Most had no intention of settling in Canada long term. Instead, they arrived with a strong work ethic and desire to make enough money in Canada to return to Japan richer than when they left. While many did not return to Japan, the effects on their home villages were quite minor because so few Japanese immigrants were allowed into Canada. In 1908, the Government of Canada limited the number of males migrating from Japan to Canada to 400 per year. After that time, most immigrants from Japan were women joining their husbands or unmarried women engaged to Japanese men in Canada. These limits were lowered even further in 1928 when Canada allowed only 150 immigrants from Japan per year.

As a new nation, Canada appeared as a land of opportunity for Japanese immigrants. With an abundance of fertile land to farm and many coastal areas where experienced Japanese fishermen could work, there seemed to be many opportunities for work. However, the realities of immigrant life in Canada were far more challenging than anticipated, particularly for those coming from Asia.

Like the Chinese and other immigrants arriving from Asia, Japanese immigrants faced two opposing realities as immigrants in Canada. On the one hand, they were sought after by business owners because of their willingness to work long hours for low wages, sometimes in jobs that Canadian citizens were unwilling to do. On the other hand, the majority white working class population, who saw them as a threat to their livelihood, often rejected them. Asians were regarded as inferior to those of European descent, and these beliefs created a hostile environment for Japanese immigrants in Canada.

Anti-Asian sentiment, particularly in British Columbia, where the majority of Asian immigrants resided, reached its peak in 1907, when nearly 8,000 Japanese immigrants arrived in Canada. The phrase "Asian invasion" became common, along with the term "yellow peril." Many white workers viewed Japanese immigrants as threats to their jobs. This led to the formation of the Asiatic Exclusion League (AEL).





*What are the most important effects of migration?*

On September 7, 1907, the AEL organized a protest in Vancouver. An angry crowd rioted and destroyed property belonging to immigrants from Asia. Later that year, the Government of Canada investigated the Vancouver Riots and concluded that the riots were caused by increases in Asian immigration to Canada. As a result, the government decided to place greater restrictions on immigration from Asian countries, including Japan. Japanese Canadians also lost the right to vote and were not allowed to be lawyers, doctors, accountants, or government workers at this time.

Forced to cope with racism and exclusion, Japanese Canadians created tight knit communities in British Columbia that included schools, hospitals, temples, churches, and social support groups. Japanese Canadians also made important contributions to the economies of British Columbia and Canada. Many became successful farmers, fishermen, canners, loggers, miners, sawmill workers, and gardeners. As entrepreneurs they operated lodging houses, grocery stores, restaurants, and cleaners. The most significant advances may have been made in the fishing industry, where Japanese Canadians began to own their own boats and business, not just work for others. These successes came at a cost, however, for as the Japanese immigrants became increasingly successful, the more they were resented and attacked by local populations.

## Sources

<https://www.thecanadianencyclopedia.ca/en/article/japanese-canadians>



## Briefing Sheet 2c: Effects of Migration From Asia Pacific Countries

### South Asia

Despite their hard work and contributions to nation building, early immigrants from India (who mostly came from the Punjab region and were predominantly of the Sikh faith) began to experience harsh treatment, racism, and discrimination shortly after they arrived in Canada. For example, the mostly male immigrants wore turbans as part of their Sikh faith and became easy targets of hostility as the hysteria over immigration from Asia intensified in the early 20th century. In Western Canada, where the vast majority of immigrants from India arrived and resided, a bill was passed in 1907 denying all Indians the right to vote, thus denying them basic rights of citizenship.

Daily life was difficult for these newcomers. Considered outsiders with few rights, Indian immigrants were vulnerable to employers, who often paid them low wages for long difficult hours of work. While businesses and industries were eager to have cheap labour, local residents began to put pressure on governments to stop what they referred to as the “brown invasion.” This led the government of British Columbia to pass laws restricting immigration from India.

For example, in 1907 South Asian immigrants lost the right to vote and were not allowed to be lawyers, doctors, accountants, or government workers. Then 1908 the Government of Canada passed the Continuous Passage Act that stated that prospective immigrants had to come directly from India, without stopping at other ports along the way. There were no other routes or forms of transportation to Canada, so this change limited immigration from South Asia. Also, immigrants from India had to have at least \$200 enter British Columbia, an amount that further limited immigration. These restrictions made it much more difficult for immigrants from South Asia to successfully enter and integrate into Canada.

These restrictions had the effect of increasing discrimination and hostility towards immigrants from South Asia. On May 23, 1914, the ship Komagata Maru from Hong Kong arrived in Vancouver’s Burrard Inlet carrying 376 mostly Sikh Punjabi passengers. The passengers on the over-crowded ship were violating the Continuous Passage Regulation, so port authorities prevented the ship from docking. The boat was not allowed to dock or leave the harbour, so the passengers had to remain on board for two months. Conditions on the boat quickly deteriorated and became unsafe. Passengers lost whatever money they had paid to take the journey. Only twenty Canadian residents returning to Canada and the ship’s doctor and his family were eventually allowed to stay in Canada. On July 23, 1914 the Komagata Maru was escorted out of the harbour by the Canadian military and forced to sail back to India.



The Komagata Maru incident exposed deep-rooted anti-Asian/Indian feelings in British Columbia and Canada. Immigrants from South Asia continued to face great obstacles to creating a life for themselves and their families in Canada. As a result, racism and discrimination caused many immigrants from South Asia to leave and the population of South Asians in British Columbia decreased noticeably by 1918.

Despite these many obstacles, early immigrants from South Asia showed tremendous resilience and courage. They persevered and laid the foundations for future immigrants from South Asia by establishing, schools, newspapers, and other community support systems. Sikh temples, known as Gurdwaras, became the centre of activities in Canadian communities. Not only were they a source of support for new immigrants and members of the community, they also became the site of Sikh political activity, which focused on changing government restrictions on immigration.

Much like immigrants from China and Japan, immigrants from South Asia made significant contributions to the economies of British Columbia and Canada. In addition to working in agriculture as labourers, they operated grocery stores, restaurants, and cleaners. The most significant advances may have been made in lumber industry, where immigrants from South Asia began to own their own lumber mills.

## Sources

<https://www.thecanadianencyclopedia.ca/en/article/south-asians>



## Overarching inquiry question

*How does migration shape countries?*

### Case Study Inquiry Question

How did migration shape India, China, and Malaya?

### Case Study Challenge

Create a visual representation of how the important causes and effects of migration shaped India, China, and Malaya.

### Case Study Summary

In this two-part case study, students learn how migration from India and China to Malaya between 1750 and 1919 shaped each country. Students begin the case study by reviewing the push and pull factors that can influence migration between countries. Working in small groups, students examine factors that contributed to immigration from India and China to Malaya between 1750 and 1919. Students use this information to decide which of the push and pull factors played the greatest roles in encouraging migration from each of the countries to Malaya.

In the second part of the case study, students begin by learning about the various effects of migration. Working in small groups, students examine a set of consequences of immigration from India and China to Malaya between 1750 and 1919. Students then rate the significance of these consequences. To conclude the case study, students create a visual representation of how the important causes and effects of migration shaped India, China, and Malaya.

## LEARNING ACTIVITIES: Part one

### Illustrate the shape of personal history

1. To prepare for this lesson, provide each student with a blank sheet of 8.5 x 11-inch paper. Encourage students to have on hand a variety of coloured pencils or pens.



### *How did migration shape India, China, and Malaya?*

2. Display or project the images from *Migration Image Set 1*. Invite students to indicate which image best represents what a day in the life of a grade nine student might look like. Emphasizing that all answers are plausible, encourage students to share their decision and thinking with the class. Prompt students to point out features in the images that might symbolize specific feelings or events that would occur during the day of a grade nine student.
3. Explain to students that their first task is to create an illustration of the shape of their personal history, similar to the shapes used to represent a day in the life of a grade nine student. Remind students that their illustration can be abstract and any colour, as long as it includes important events from their lives. Encourage students to label parts of their illustration that symbolize specific feelings or events in their history.
4. Invite students to share their illustrations with a trusted partner.
5. Share the case study inquiry question, *“How did migration shape India, China, and Malaya?”*, and the challenge, *“Create a visual representation of how the important causes and effects of migration shaped India, China, and Malaya.”* Explain to students that they will use the same strategy to create these visual representations.

### Examine causes of migration from India and China to Malaya

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1. Explain to students that Malaya was a British colony that became a multicultural society. For more information about the influence of migration on the development of the national identity of Malaya, see *Background Information for Teachers*.
2. Organize students into small groups (2-4 students) and provide each student with a copy of *Activity Sheet 8, Determining Important Causes of Migration*, and *Briefing Sheet 3, Migration from India and China to Malaya, 1750-1919*. Inform students that their task is to identify the most important causes of migration from India and China to Malaya between 1750 and 1919.
3. Consider instructing some of the groups to look for causes of migration from India and the remaining groups to look for causes of migration from China. Alternatively, groups could consider migration from both countries.
4. Remind students that the causes of migration can be grouped into two categories:
  - **Push factors:** Examples could include a lack of jobs, limited safety, poor availability of basic necessities, natural disasters.
  - **Pull factors:** Examples could include better access to health care, greater safety, more economic and educational opportunities.

If these factors are unfamiliar to students, consider using the *“Learn about causes of migration”* learning activities in the lesson called *What Are the Main Reasons People Left Their Home Countries for Canada?*



5. Instruct students to note in the left-hand column of the activity sheet the causes they found in the briefing sheets. Remind students to indicate whether each cause is a push or pull factor.
6. Encourage groups to share their ideas with the whole class. Invite students to suggest what the common causes might reveal about the political, economic, and social conditions in India, China, and Malaya during this time period.
7. As students share their ideas, invite them to speculate which cause may have been the most important in encouraging migration.
8. Inform students that their next task is to judge the importance of the causes of migration. Remind students of the following criteria for judging which causes are more important than others:
  - **Evidence of a causal connection:** Is the cause clearly connected to the event and not just a coincidence? If this factor were removed, how likely is it that the event would still have occurred?
  - **Degree of influence:** To what extent did the cause contribute to the event or make other causes more or less important?
  - **Absence of alternative explanations:** Is there no reason to suspect that some other factor can explain the outcome?
9. Guide students' attention to the right-hand column of the chart on the activity sheet. Prompt students to judge each of the causes using the rating scales. Remind students to provide the reasons for each rating.
10. Encourage groups to share their ratings of the causes of migration with the whole class. Prompt students to discuss reasons for any notable differences among their ratings.
11. To conclude part one of the case study, ask students to look for similarities among the reasons for migration from Asia Pacific countries to Canada between 1750 and 1919. Invite students to suggest what the common causes might reveal about the political, economic, and social conditions in these Asia Pacific countries and Canada during this time period.



## Part two

### Examine the effects of migration

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1. Organize students into small groups (2-4 students) and provide each student with a copy of *Activity Sheet 9, Determining the Important Effects of Migration on India, China, and Malaya*, and *Briefing Sheet 3, Migration from India and China to Malaya, 1750-1919*. Inform students that their task is to identify the most important effects of migration on India and China between 1750 and 1919. Consider instructing some of the groups to look for the effects of migration on India and the remaining groups to look for the effects of migration from China. Alternatively, groups could consider migration from both countries.
2. Remind students that the effects of moving or migration can be grouped into three categories:
  - **Social:** includes changes in the number or origins of people in a community and the relationships among people. For example, for the country losing people, migration can lead to fewer young people, fewer workers, and divided families. For the country gaining people, migration can lead to more young people, more workers, and more cultural diversity.
  - **Economic:** includes changes in the paid jobs people hold, how much money they have, and the goods and services available to them. For example, for the country losing people, migration can lead to less pressure on jobs and resources. For the country receiving people, increased migration can provide workers for less-desirable jobs, but also more pressure on services and resources.
  - **Political:** includes changes in the rights available to people and the opportunities to participate in decision-making. For example, for the country losing people, migration can lead to policies that restrict movement and travel and policies designed to attract businesses and jobs. For the country gaining people, migration can lead to increased tensions between different groups of people and policies that limit migration.

If these factors are unfamiliar to students, consider using the “*Learn about the effects of migration*” learning activities in the lesson called *What Are the Most Important Effects of Migration?*

3. Instruct students to note the effects they found in the briefing sheet in the left-hand column of the activity sheet.
4. Encourage groups to share their ideas with the whole class. As students share their ideas, invite them to suggest which effect of migration may have been the most important.
5. Inform students that their next task is to judge the importance of the effects of migration in their assigned country.



6. Guide students' attention to the right-hand column of the activity sheet. Instruct students to circle the rating that best represents the impact of migration in each category. Remind students of the following criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long-lasting were the effects?

If these criteria are unfamiliar to students, consider using the “*Develop the criteria for judging the importance of causes*” learning activities in the lesson called *What Are the Most Important Effects of Migration?*

7. Encourage groups to share their ratings of the effects of migration with the whole class. Prompt students to discuss the reasons for any notable differences among their ratings.

### Illustrate the influence of migration

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1. Provide each student with a blank sheet of 8.5 x 11-inch paper. Encourage students to have on hand a variety of coloured pencils or pens.
2. Display or project the images from *Migration Image Set 1*. Inform students that their final task is much like the one that began the case study, but rather than illustrating their personal histories they will create an illustration of how migration shaped China, India, and Malaya. Remind students that the shape can be abstract and any colour, as long as their illustration includes the most important causes and effects of migration on the three countries. Prompt students to annotate their illustrations with the most important causes and effects of migration.
3. After students have completed an initial draft of their illustration, guide them in sharing their early ideas and using the criteria to provide feedback on their classmates' work.
4. To conclude the case study, invite students to suggest how migration shaped India, China, and Malaya between 1750 and 1919.

### Assess the learning

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*Assessment Materials: Assessing the Visual Representation* may be used to assess students' ability to visually represent how migration shaped India, China, and Malaya between 1750 and 1919.





## Background Information for Teachers: The History of Migration in Malaya

Chinese migration to Southeast Asia has occurred for centuries; some of the earliest migration can be traced back to the 3rd century and Chinese merchants from the coast of South China. Today, all countries in Southeast Asia have ethnic Chinese populations who emigrated from China at different points in time. Some historical accounts of this migration refer to these migrants as the Nanyang Chinese (“Nanyang” literally means “South Ocean,” a Chinese term mostly used to describe Southeast Asia). One of the main destinations for Chinese migrants was British Malaya, present day Malaysia and Singapore.

Understanding the internal conditions within China helps reveal the factors that contributed to migration. Between the 18th and 20th centuries, famine, population pressures, revolutionary upheaval, and oppression all prompted migration from China to other countries.

### Early History

- The country known today as Malaysia evolved through centuries of geopolitical dynamics and mass migrations. During the period of British colonization and migration from China and India, the territory of Malaya included the southern part of the Malay Peninsula and what is today the city-state of Singapore. Today, the country’s territory includes Peninsula Malaysia – roughly the same part of the Malay Peninsula, minus Singapore – and East Malaysia, on the northern part of the island of Borneo.
- Archaeological evidence suggests that indigenous peoples inhabited the Malay Peninsula 35,000 years ago.
- Traders and travelers from India, China, and Africa have been in contact with the Malay population for centuries. Many Malays did not resist these encounters and exchanges, which laid the foundation for future mass migrations and cultural pluralism.
- Hinduism and Buddhism were the first major religions to take hold in Malaya. In the 13th century these religions were gradually and replaced by Islam.

### European Colonial Era

- Portugal was the first European country to colonize Malaya (1511-1641), followed by the Dutch, who overthrew the Portuguese in 1641 and ruled until 1824.
- As European traders settled in the Malay Archipelago, they implemented colonial structures of governance and integrated Malaya into their transnational networks.
- During the time of British colonialism (1824-1957), Malaya was transformed from a predominantly Malay society to a more multi-ethnic society. This was the result of mass migration from China and India to Malaya.
- As with its other colonies, Britain’s main objective was to extract resources from Malaya in order to fuel its growing industries at home and also expand its empire.



- Rubber and tin, which were instrumental to the Industrial Revolution, became the “twin pillars” of the Malayan economy.
- The colonial resource extraction economy developed by the British required a large workforce. This resulted in the large-scale recruitment of Chinese and Indian workers from the 1850s to the 1930s.
- Chinese merchants began to play more prominent roles in the Malayan economy, followed later by Indian merchants.
- The Malay population was relegated to the rural and agricultural economy, which delayed their economic prosperity compared to that of Chinese and Indian immigrants.

## Additional readings

More information about the history of migration in Malaya can be found in the following readings.

- The *Mandarin Capitalists in Nanyang* summarizes the social conditions in early twentieth century China:
  - Chapter one (pp. 9-31) presents some of the personal stories of early Chinese migrants, including a famous entrepreneur, Thio Thiau Siat, who was active in Malaysia and Singapore.
  - Chapter three describes the conditions during the Qing Dynasty and some of the migration patterns in more detail.
- *China and Southeast Asia's Ethnic Chinese*, especially the chapter “Overseas Chinese Remittances and Investments in China: A Historical Survey” (pp. 37-52), concisely summarizes some of the internal issues that contributed to increased migration during the Qing Dynasty and the Republican era.
- “The Economic Life of the Chinese in Late Nineteenth-century Singapore” (pp. 126-129) in *Early Chinese Immigrant Societies: Case Studies from North American and British Southeast Asia* reviews the economic conditions that prompted many people to leave China for Southeast Asia.
- *Planting Empire, Cultivating Subjects: British Malaya, 1786-1941* presents a short and concise review of the colonial history of British Malaya in the introduction to Part II (pp. 167-170).
- A Short History of the Nanyang Chinese presents a general history of the Chinese in Southeast Asia. The introduction (pp. 1-6) is followed by a quick synopsis of the history of the Nanyang Chinese from 1842 to 1941 (pp. 23-32).
- “Emporium in Imperio: Nanyang Networks and the Straits Chinese in Singapore, 1819-1914” highlights the roles early Chinese merchants played in shaping Singapore.
- *Chinese Business In the Making of the Malay State* includes a history of Southeast Asian Chinese migration, notably in Chapter 2, “Setting” (pp. 17-22).



- *The Chinese in Southeast Asia and Beyond* presents more detail about Chinese migration to Malaysia:
  - Chapter 1 (pp. 11-18) provides a brief overview from 1903 until 1957, contextualizing modern day Chinese migration to Malaysia.
  - Chapter 2, "A Century of Chinese Business in Malaysia (1904-2004)" (pp. 37-43) describes the arrival of Chinese businessmen in Malaysia and their history of trade.
  - Chapter 3, "The Roles of Hokkiens in the History of Malaysia and Singapore" (pp. 63-75) includes a detailed review of early Hokkien migrants and their patterns of migration.

## Sources

Bolt, Paul J. *China and Southeast Asia's Ethnic Chinese: State and Diaspora in Contemporary Asia*. Westport CT: Praeger Publishers, 2000.

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Wu, Xiao An. *Chinese Business in the Making of a Malay State, 1882-1941*. New York: Routledge, 2003.

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# Activity Sheet 8: Determining Important Causes of Migration

Criteria for determining the importance of causes:

- **Evidence of a causal connection:** Is the factor clearly connected to the event and not just a coincidence? If this factor were removed, how likely is it that the event would still have occurred?
- **Degree of influence:** To what extent did the cause contribute to the event or make other causes more or less important?
- **Absence of alternative explanations:** Is there no reason to suspect that some other factor can explain the outcome?

Cause of migration	Ratings and reasons
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>

# Activity Sheet 8: Determining Important Causes of Migration

Cause of migration	Ratings and reasons
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>
<input type="checkbox"/> Push <input type="checkbox"/> Pull	<p style="text-align: center;">Not Important <span style="float: right;">Very Important</span></p> <p style="text-align: center;">(0) ← (1) — (2) — (3) → (4)</p> <p><b>Reasons:</b></p>

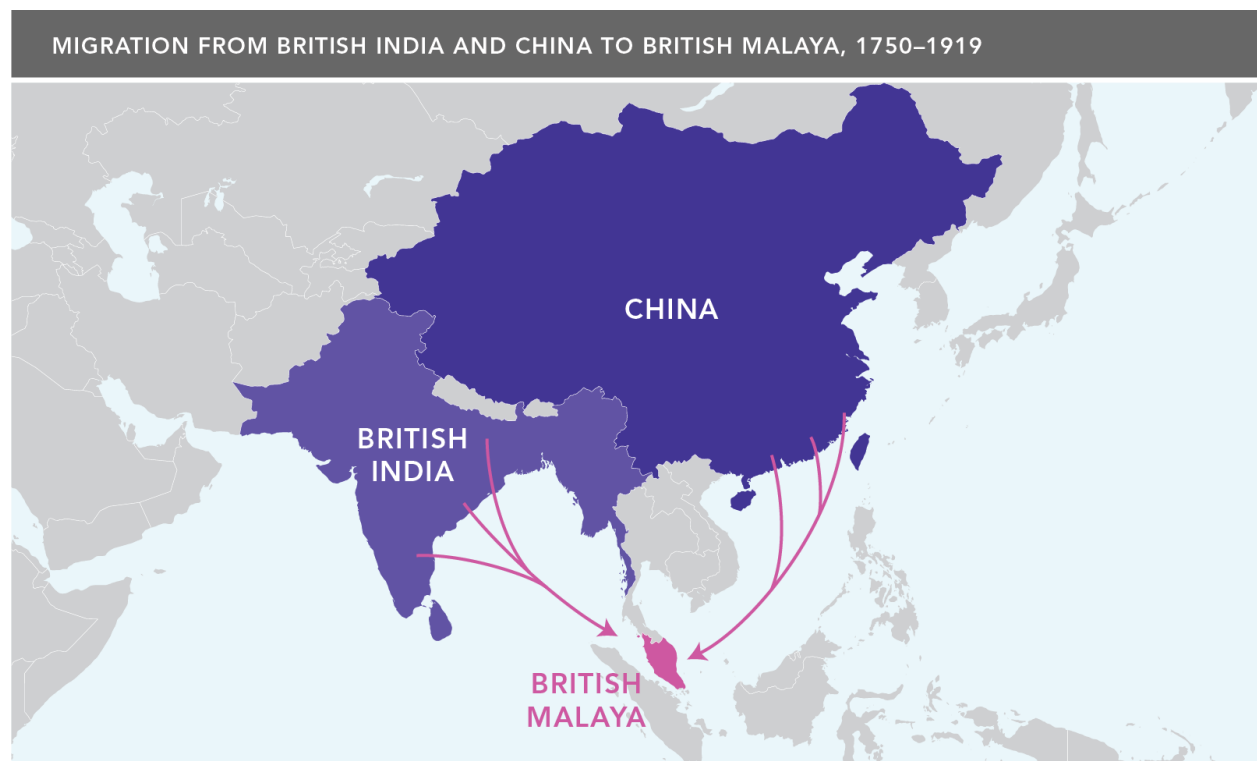


## Briefing Sheet 3: Migration from India and China to Malaya, 1750-1919

While small-scale Indian and Chinese immigration and settlement in Malaya has occurred for hundreds of years, the transformation of Malaya from a largely Malay and indigenous society to a more multi-ethnic society began in the 19th century.

Beginning in the mid-1700s, British trading companies began to do more and more business in Malaya. When Malaya came under the control of Britain in 1824, its economy, politics, and society were profoundly changed. Britain began to exploit Malaya's natural resources, particularly tin and rubber, which were very important to the British Industrial Revolution. This change required many more workers than were available in Malaya. To fill this need, many workers were recruited from China and India from the mid-1880s to the 1930s.

The majority of Indian immigrants to Malaya were Tamil men from South India. They were poor farmers and labourers in search of better wages and opportunities. Natural disasters had destroyed farmland in the southern part of India resulting in the loss of jobs and wages, which also prompted immigration. In addition, British business owners often preferred Indian labourers because they were considered to be hard workers who would do long gruelling hours of work for low wages.



Note: Borders and migration routes are approximations only.



Many of the workers recruited by the British for jobs in resource industries and on plantations came to Malaya as indentured labourers. An indentured labourer would have to work for a single employer for five years and pay off a debt or price that was charged for them to immigrate. Many hoped they would be able to send money home to family and, over the course of their contract, save enough money to return to India richer than when they left. This did not usually happen because the labourers were paid very low wages.

Although immigrants did not make as much money as they hoped to, their presence began to reshape Malaya. As workers settled in Malaya and had families, they developed communities with support systems for future immigrants from India. In addition to being labourers, future generations of Chinese and Indians in Malaya became merchants, teachers, professionals, and government workers.

At the same time that immigrants from India began making their way to Malaya, large-scale Chinese immigration to Malaya also was taking place. Chinese migration to Southeast Asia had occurred for centuries. For example, Chinese merchants from the coast of South China traveled to Malaya in the 3rd century.

Like immigrants from India, the Chinese came to Malaya in search of job opportunities and riches. Many immigrants came from South China, an area that had food shortages, peasant uprisings, and wars. Mostly poor men, these immigrants worked long hours in resource industries, particularly rubber plantations, for low wages. Most of these men had not planned on staying in Malaya. Instead, their goal was to make a fortune and return to China.

Unlike immigrants from India, the majority of Chinese immigrants did not come to Malaya as indentured labourers. This gave them many more economic opportunities. Some Chinese immigrants became very wealthy by developing large businesses in Malaya. Under British rule, the banking and insurance industries were controlled by the Chinese. Chinese merchants and businessmen began to settle in cities and began to take control of the Malayan economy, becoming important business and land owners.

New communities were created when Chinese workers married Malay women. Later, women from China were brought to Malaya to marry Chinese men. This led to the development of schools, places of worship, and support for future Chinese immigrants in Malaya.

The arrival of migrants from India and China had many effects on life in the cities and countryside of Malaya. In the early 1800s, most Chinese immigrants settled in smaller rural towns, but as they became more successful they moved to cities. For example, by 1891 almost 70 per cent of the population of Singapore was from China. The rapid growth of cities also meant increased crowdedness, food shortages, and higher prices for housing.

## Sources

*Chinese Consular Representatives and the Straits Government in the Nineteenth Century* by Lee Lai To. (pp. 64, and 80-86).



# Activity Sheet 9: Determining the Important Effects of Migration on India, China, and Malaya

## Assigned Asia Pacific country:

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
<p><b>Economic</b></p>	<p>Very negative impact</p>						<p>Very positive impact</p>
	-3	-2	-1	0	+1	+2	+3
	<p>Explanation:</p>						
<p><b>Political</b></p>	<p>Very negative impact</p>						<p>Very positive impact</p>
	-3	-2	-1	0	+1	+2	+3
	<p>Explanation:</p>						





## Activity Sheet 9: Determining the Important Effects of Migration on India, China and Malaya

### Assigned country:

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
<b>Social</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
<b>Other</b>	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						



## Assessment Materials: Assessing the Visual Representation

	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Identifies relevant and important evidence about how migration shapes countries</b>	Easily identifies the most relevant and important information that communicates and reveals significant details about how migration shapes countries.	Usually identifies relevant and important information that communicates and reveals significant details about how migration shapes countries.	Identifies most of the relevant and important information that communicates and reveals significant details about how migration shapes countries.	Identifies some relevant and important information that communicates and reveals detail about how migration shapes countries.
<b>Visually represents how migration shapes countries</b>	Develops a visual representation that very clearly and creatively represents the most important ways in which migration shapes countries.	Develops a visual representation that quite clearly and creatively represents the most important ways in which migration shapes countries.	Develops a visual representation that clearly represents some of the important ways in which migration shapes countries.	Develops a visual representation that somewhat clearly represents some of the ways in which migration shapes countries.





