**Eastern European Immigration**

***Local History Teaching Aids Project II.1.***

**Introduction to the Local History Teaching Aids (LHTA) Materials**

The Local History Teaching Aids (LHTA) materials provide a comprehensive, critical, and easily-accessible resource for presenting the history of our area in the classroom. This package of free resources from the Red River North Heritage (RRNH) website (redrivernorthheritage.com) offers teachers multiple layers of material that can be adapted to meet the needs of individual class settings.

The LHTA cover five subject areas: Indian and Metis culture; Eastern European immigration; early industries; river and lake history; and local institutions (churches, schools, government, etc.). Each unit contains one or more complete lessons that present the theme as it manifested in the Red River North area (Selkirk, St. Andrews, and St. Clements). Opportunities arise for both content examination and critical thinking about sources and other areas.

The foundation of each lesson is a lesson outline which includes lists of materials and goals, a lesson initiator, an outline of content, review questions, optional learning activities, and a list of key terms for reference, quizzing, or review. For the teacher's reference, a separate text file gives the instructor the information necessary to teach the lesson. This file has been based primarily on materials available on the RRNH website, but includes other accessible resources online and in library. The third part of each lesson's resources is the PowerPoint presentation that adds that visual component that is so helpful to learning and memory. Of course, content from each of these three parts can be easily extracted to fit time constraints. The best way to do this is with reference to the natural breaks evident from the lesson outline.

**Advantages of the Local History Teaching Aids**

* Flexibility - can be used in part or in whole to fit teacher's needs and time
* Accessibility - all necessary material in one place for ease of use
* Clarity - learning goals stated for each lesson
* Thoroughness - background information, outline for application, and aids for visualization
* Key points - central people, events, and themes made clear for teaching, memory, and quizzing

***Visit   
Red River North Heritage (redrivernorthheritage.com)   
for your   
one-stop guide to local history!***

**I. The New Immigration**

**Materials and Resources**

* Visuals: PowerPoint
* Sources: LHTA II.1. text resource from Red River North Heritage website (redrivernorthheritage.com)
* Videos: RRNH Website, "Site 02: East Selkirk Immigration Hall," https://redrivernorthheritage.com/historic-sites-activities/experiential-geocache/site-2-east-selkirk-immigration-hall/.

**Learning Goals**

1. Students will be able to explain the context of the new immigration.
2. Students will be able to identify reasons different groups came.
3. Students will be able to associate key themes or events with the local settlements discussed.

**Lesson**

1. Quick Initiator: Give an advertisement for the Last Best West. Would you like to go? Who can give a more convincing pitch? Convinced yet? How about we add that you have to go through religious persecution, ethnic discrimination, insufficient land, and forced military service if you do not go?
2. Canada's Immigration Initiative
   1. Before Sifton
      1. Dominion Lands Act of 1872
      2. Closing of the American Frontier
   2. Sifton (1896)
      1. The hardy farming "peasants in sheepskin coats"
      2. Advertising campaigns
3. Inbound Groups
   1. Ukrainians and why they came
      1. Galicia and Bukovina ruled by Austro-Hungarian Empire
      2. Land
      3. Religious persecution by Polish landlords
      4. "Russification" in Russian Ukraine
   2. Doukhobor pacifists from Russia
   3. Poles
4. The East Selkirk Roundhouse
   1. Built for the railway in 1876
   2. Repurposed in 1898-99; the railway turned south and immigrants were coming
   3. Dismantled 1906; bricks used in first Happy Thought School (1916)
5. New Settlements
   1. Ukrainian settlements (1890s)
      1. East Selkirk
      2. Narol and Gonor
         1. Market gardeners
         2. Galician and Bukovina style houses
      3. Men's work at CPR, Garson Quarry, Lockport Dam, lake timbering
   2. Latvians and Germans of Libau
      1. Liepaja
      2. Building homes, churches, schools
   3. Little Britain Commune (1927-1930s)
      1. Post-war inflation in Germany
      2. Co-operative model and its un-workability
      3. Strife results - split in 1928
      4. Improvement after communalism discarded

**Review**

1. What act offered settlers 160 acres of land for $10 and the promise to cultivate it? [Dominion Lands Act of 1872]
2. Who was Wilfred Laurier's Minister of the Interior? What is he known for? [Clifford Sifton promoted Eastern European immigration and was minister during the new wave of mass immigration.]
3. What were two reasons why Ukrainians came to Canada? [Land pressures, religious persecution, "Russification"]
4. What were the people of Narol and Gonor known for working as? [Market Gardeners]
5. From what country did the settlers of Libau come? [They left the port of Liepaja in Latvia]
6. Describe what made the Little Britain settlement unique. Why did it fall apart? [It was a communal settlement. It was unable to provide for or motivate its individual members. The colonists grew to distrust each other and disillusioned settlers left to provide for themselves.]

**Student Assignments or Learning Activities**

* Assignment: Have students research the settlement history of their family or area.
* Activity: Have students come up with a plan for a settlement, including where they would settle, what they would look for in a site, and how they would plan to get themselves established.

**Key Terms**

* Dominion Lands Act of 1872 - 160 acres
* "Last Best West"
* Wilfred Laurier
* Clifford Sifton, Minister of the Interior (1896)
* "Peasants in sheepskin coats"
* Galicia and Bukovina
* Austro-Hungarian Empire
* Land pressures
* Religious persecution
* "Russification"
* Doukhbors
* East Selkirk Roundhouse, 1876
* East Selkirk Immigration Shed, 1899-1906
* Happy Thought School (1916)
* Narol and Gonor - Market Gardeners
* Galician-style and Bukovina-style
* Libau
* Little Britain Schneider Commune
* 1927
* Father Kierdorf
* Frederick Schneider
* 1928