



LES

MONTREAL: IMMIGRANT CITY

OVERVIEW OF ACTIVITIES

OBJECTIVES

This LES aims to enhance students' knowledge of the many ethnic origins of Montreal's current population. It covers the periods of the French régime, British rule, and the present day.

The LES proposes several activities that culminate in the creation of a large-scale mosaic that illustrates the history of the different groups that constitute Montreal's population today (Activity 2 Three immigrant groups in Montreal, Activity 3 Research table and Activity 4 History pamphlet are designed to help elaborate the mosaic).

The LES also includes an application activity (Activity 5 Oral presentation), which allows students to present to the class the section of the mosaic they elaborated. Their section, or mosaic tile, needs to demonstrate, with the help of historical documents, the history of the immigrant group researched by the students.

TEACHING LEVEL

DURATION

EDUCATIONAL AIMS

- To learn about the history of immigration in Montreal
- To get to know the major immigrant groups that settled in Montreal from the city's earliest beginnings to the present day
- To become familiar with a variety of historical documents
- To introduce students to the historical research methodology
- To communicate research results orally and in writing
- To develop students' consciousness of citizenship through an enhanced understanding of the groups—including their history—that make up Montreal's population

MATERIALS REQUIRED

TEACHER

- Class-set copies of Activities 1–5 (Appendix 1)
- 30 cm² pieces of foam core
- 1m-wide paper roll
- Velcro or sticky tack
- Exacto knife or olfa cutter
- Activity answer keys (Appendix 2)
- Evaluation forms (Appendix 3)
- Montreal map template to be cut out (Appendix 4)
- Computers with Internet and printer access
- Video projector or overhead projector

STUDENT

- Scissors, glue stick, black felt-tip pens
- Student textbooks

PROPOSED ACTIVITIES

PREPARATORY ACTIVITIES

Lesson 1 and lesson 2
Part 1

Class discussion about the origins of Montreal's population, the composition of the city's current population, students' origins

Activity 1 *Montreal's population today*
Students perform Activity 1 individually
(summary evaluation optional)

Correction and review of Activity 1
(Answer key – Appendix 3)

MAIN ACTIVITIES

Lessons 2-6

Activity 2 *Three immigrant groups in Montreal*
Group students into pairs
Assign each pair an immigrant group to research

Activity 3 *Research table*
Preparation of the mosaic's constituent parts
(printing, photocopying, pasting)

Activity 4 *History pamphlet*
Composition of texts that situate each of the selected documents in its historical context. The texts will be attached to the mosaic tile assigned to each student pair

Mosaic tile assembly

APPLICATION ACTIVITY

Lesson 7

Activity 5 *Oral presentation*

Oral presentations of 2–3 minutes each on the history of each immigrant group, supported with visual documents

INDIVIDUAL LESSON PLANS

	CONTENT	MATERIAL AND RESOURCES
LESSON 1	<ol style="list-style-type: none"> 1. Introduce LES 2. Class discussion 3. Individual work 	<ul style="list-style-type: none"> • Activity 1 (Appendix 1) • Computers and Internet • Library • Student textbooks
LESSON 2	<ol style="list-style-type: none"> 1. Review Activity 1 2. Group students into pairs 3. Assign an immigrant group to each student pair 4. Pairwork 	<ul style="list-style-type: none"> • Activity 2 (Appendix 1) • Computers and Internet • Library • Student textbooks
LESSON 3	Pairwork	<ul style="list-style-type: none"> • Activity 3 (Appendix 1) • Computers and Internet • Library • Student textbooks
LESSON 4	<ol style="list-style-type: none"> 1. Pairwork continued and conclusion 2. Prepare the mosaic's constituent parts 3. Paste on historical documents 	<ul style="list-style-type: none"> • Activity 3 (Appendix 1) • Computers and Internet • Library • Printer, photocopier • Scissors, glue sticks, black felt-tip pens
LESSON 5	Composition of texts for the history	<ul style="list-style-type: none"> • Activities 1, 2, 3, 4 (Appendix 1)
LESSON 6	<ol style="list-style-type: none"> 1. Complete compositions for the history pamphlet 2. Assemble the mosaic tiles 3. Prepare oral presentations 	<ul style="list-style-type: none"> • Activities 1, 2, 3, 4 (Appendix 1) • Activity 5 (Appendix 1)
LESSON 7	Students' oral presentations	<ul style="list-style-type: none"> • Oral presentations in pairs • Mosaic

CONNECTION WITH THE QUEBEC EDUCATION PROGRAM

HISTORY AND CITIZENSHIP EDUCATION

SUBJECT-SPECIFIC COMPETENCIES	KEY AREAS OF APPLICATION IN THE LES IMPLICATED
<p>SSC1 – Examines social phenomena from a historical perspective</p> <ul style="list-style-type: none"> • Explores social phenomena in the light of the past (considers the origins of social phenomena, seeks information about the context) • Considers social phenomena in terms of duration (reflects on social phenomena using chronological reference points) 	<p>Activity 2 <i>Three immigrant groups in Montreal</i></p> <p>Activity 2 <i>Three immigrant groups in Montreal</i></p>
<p>SSC2 – Interprets social phenomena using the historical method</p> <ul style="list-style-type: none"> • Establishes the factual basis of social phenomena (finds information on facts, selects relevant documents, identifies actors and witnesses) • Explains social phenomena (seeks explanatory factors, establishes connections among these factors, identifies long-term consequences) • Critically assesses his/her process (identifies his/her learning, recognizes his/her strengths, identifies difficulties he/she experienced, identifies ways to improve his/her process) 	<p>Activity 3 <i>Research table</i></p> <p>Activity 4 <i>History pamphlet</i></p> <p>Activity 5 <i>Oral presentation</i></p>
<p>SSC3 – Constructs his/her consciousness of citizenship through the study of history</p> <ul style="list-style-type: none"> • Seeks the foundations of his/her social identity (identifies some aspects of his/her social identity, makes connections between aspects of his/her social identity and their origins, recognizes the diversity of social identities, respects differences in others) 	<p>Activity 1 <i>Montreal's population today</i></p>

CONNECTIONS WITH THE OTHER COMPETENCIES IN THE QUEBEC EDUCATION PROGRAM

OTHER COMPETENCIES IN THE QUEBEC EDUCATION PROGRAM	KEY AREAS OF APPLICATION IN THE LES
<p>Intellectual competencies</p> <ul style="list-style-type: none"> • Uses information • Exercises critical judgment 	<p>Activity 2 <i>Three immigrant groups in Montreal</i></p> <p>Activity 3 <i>Research table</i></p>
<p>Methodological competency</p> <ul style="list-style-type: none"> • Uses information and communications technologies 	<p>Activity 1 <i>Montreal's population today</i></p> <p>Activity 2 <i>Three immigrant groups in Montreal</i></p> <p>Activity 3 <i>Research table</i></p>
<p>Personal and social competency</p> <ul style="list-style-type: none"> • Cooperates with others 	<p>Activity 3 <i>Research table</i></p> <p>Activity 4 <i>History pamphlet</i></p> <p>Activity 5 <i>Oral presentation</i></p>
<p>Communication-related competency</p> <ul style="list-style-type: none"> • Communicates appropriately 	<p>Activity 4 <i>History pamphlet</i></p> <p>Activity 5 <i>Oral presentation</i></p>

CONNECTION WITH THE QUEBEC EDUCATION PROGRAM

LES—INTRODUCTION

The LES aims to familiarize students with the migrations that contributed to shaping the territorial and demographic face of Montreal. The LES is carried out through individual and pairwork activities. It guides students to work with a variety of historical documents and to hone their critical assessment skills. It can be readily integrated into the curriculum of the Quebec Education Program's History and Citizenship Education, Secondary Cycle Year Four.

This Learning and Evaluation Situation culminates in the creation of a large-scale mosaic in the shape of the geographical map of the Île de Montreal. Each of the mosaic's constituent elements represents the history of a community that emerged from one of the immigrant waves in the course of Montreal's history. Each student pair must produce a collage of images and texts of approximately 30cm², representing 6–8 historical documents connected to the history of one immigrant group (for example, one image, one photograph, one caricature, one symbol, key words, etc.). The documents presented in the collage are paired with a pamphlet, written by the students, that situates the documents in their historical context and lists references appropriate to the standard methodology used in historical research. Students must also present the results of their work in an oral presentation.

PREPARATORY ACTIVITIES

Introduce the LES to students.

The teacher leads a class discussion to guide students to identify the various origins of Montreal's current population.

Students may contribute their own origins and personal and family histories to the discussion. The completed list (between 10 and 15 immigrant groups) can be used later on to share out these groups among the student pairs.

LESSON 1

Activity 1 Montreal's population today

In order to complete Activity 1, students will need access to computers and an Internet connection. Alternatively, the activity may be carried out with a documentary resource file prepared by the teacher containing demographic data from a variety of resources (Census Canada, Institut de la statistique du Québec, Ville de Montreal publications). If desired, the activity may be summarily evaluated.

MAIN ACTIVITIES

Correction and review of Activity 1

Students are grouped into pairs

LESSON 2

— Activity 2 *Threes immigrant groups in Montreal*

Students complete Activity 2 in pairs

In order to complete Activity 2, students need to have access to computers, an Internet connection, a library and the student textbook. This section of the LES lets students familiarize themselves with the major migrations in the course of Montreal's history.

After sharing the results obtained in Activity 2 with the class, the teacher—taking into consideration students' preferences and ensuring a sensible distribution—assigns an immigrant group to each of the student pairs. Due to the larger size and historical relevance of certain immigrant groups, these may be assigned to more than one student pair. This will obviously be the case for the immigrants that came from France, but also for the groups that originated in the British Isles.

— Activity 3 *Research table*

LESSON 3

Students complete Activity 3 in pairs. To do this, they must have access to computers and an Internet connection, a library and the student textbook. Based on the 12 elements they list and analyze in this table, they select the various documents that will make up their assigned mosaic tile. Students will refer to this table again later, when composing the short texts (Activity 4 History pamphlet) that situate the documents in their historical context and listing their sources (bibliographic references, web sites, etc.).

Continued work on the Research table and preparation of the different documents selected (photocopies, print-outs, cut-outs, etc.)

— Preparation of the mosaic tile's constituent parts

LESSON 4

For esthetical reasons, students should colour in the outer margins (1.5 cm wide) of their mosaic tile with a black felt-tip pen. When they paste on their documents, they must leave a 0.5 cm margin along the outer edge of their foam core piece. The felt-tip pen may also be used to colour in the spaces between the pasted-on documents.

Students must paste on and number a total of 6–8 historical documents.

Students will need a glue stick, scissors and black felt-tip pens.

— Activity 4 *History pamphlet*

Composition, in pairs, of the texts for the pamphlet

Each page of the pamphlet must indicate the number and title of each of the 6–8 documents. A text of roughly 50 words each presents the historical context of the documents to be included in the mosaic tile. Students must illustrate the cover page of their pamphlet (drawing or photograph connected to the chosen immigrant group).

Attention: the pamphlet template provided in Appendix 5 contains only two pages, which allow for just four documents to be analyzed. The electronic version of the LES includes a template with four pages so that students can work on 6–8 documents.

LESSON 5

Completion of the compositions to be included in the pamphlet, mosaic tile assembly and preparation of students' oral presentations (Activity 5).

The mosaic tile may be attached to the wall with Velcro, sticky tack, etc.

LESSON 6

APPLICATION ACTIVITY

— Activity 5 *Oral presentation*

Students' oral presentations

LESSON 7

Each student pair gives a 2–3-minute presentation introducing the history of their immigrant group as well as their supporting documents. Students must also critically assess their work. The history pamphlet (Activity 4) may be used during the presentation, but rather than just read out its contents, students must make an effort to present their work in a dynamic manner.

NOTES TO TEACHER

- Hand out documents in Appendix 1 to students

- Activity 1 Montreal's population today
- Activity 2 Three immigrant groups in Montreal
- Activity 3 Research table
- Activity 4 History pamphlet
- Activity 5 Oral presentation

- Reserve facilities as needed: library, computer room

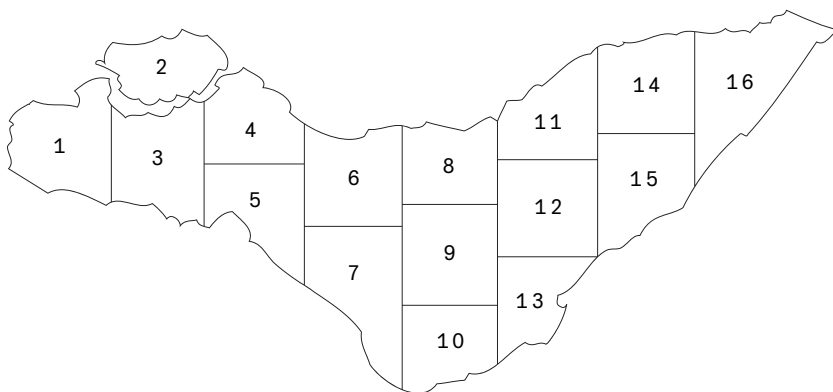
- Preparation of the large-scale mosaic's structural framework (Lesson 4)

Each of the student pairs receives a differently-shaped, but otherwise similar, piece of foam core (30 cm²).

The foam pieces will have been cut out earlier by the teacher or the students. The template provided in Appendix 4 can help with this task.

One easy way of cutting the foam pieces is to use a video projector or overhead projector: Project the image of the map of the Île de Montreal on a large paper surface 2.5 m wide and 1.5 m high that has been attached to the wall. Trace the outline of the map.

Use a pencil to divide the surface area into 15 numbered sections (the exact number may vary depending on how many student pairs there are in class). This paper drawing can then be used to cut the foam core pieces, which also must be numbered. The numbers will help facilitate the final assembly of the whole mosaic, while also ensuring that students paste on their documents the right side up.



MEDIA RESOURCES LIST

BOOKS

BEAUDOIN, Marie-Louise. *Les premières et les filles du roi à Ville-Marie*, Maison Saint-Gabriel, Montréal, 1996, 71 p.

BUMSTED, J.M. *Les Écossais au Canada*, Société historique du Canada, Ottawa, 1982, 20 p.

CHIMBOS, Peter. *L'Odyssée canadienne: histoire des Grecs du Canada*, Cercle du livre de France, Ottawa, 1981, 197 p.

DORAIS, Louis-Jacques et Éric RICHARD. *Les Vietnamiens de Montréal*, Presses de l'Université de Montréal, Montréal, 2007, 235 p.

HELLY, Denise. *Les Chinois à Montréal 1877-1951*, Institut québécois de recherche sur la culture, Louiseville, 1987, 315 p.

KING, Jos. *Les Juifs de Montréal*, Carte blanche, Outremont, 2002, 304 p.

LABELLE, Micheline et al. *Histoire d'immigrées: itinéraires d'ouvrières colombiennes, grecques, haïtiennes et portugaises de Montréal*, Boréal, Montmagny, 1987, 275 p.

LABELLE, Micheline, François ROCHER et Antonius RACHAD. *Immigration, diversité et sécurité*, Presses de l'Université du Québec, Québec, 2009, 180 p.

LARIN, Robert. *Brève histoire du peuplement européen en Nouvelle-France*, Septentrion, Sillery, 2000, 326 p.

LANGLOIS, Michel. *Montréal 1653, La Grande Recrue*, Septentrion, Sillery, 2003, 268 p.

LINTEAU, Paul-André. *Histoire de Montréal depuis la Confédération*, Boréal, Montréal, 2000, 627 p.

MACKEY, Frank. *L'esclavage et les Noirs à Montréal 1760-1840*, Hurtubise, Montréal, 2013, 662 p.

MEDRESH, Israël. *Le Montréal juif d'autrefois*, Septentrion, Sillery, 1997, 272 p.

PERPETUA, Belmira. *Les Portugais: 50 ans à Montréal*, Les Intouchables, Montréal, 2004, 107 p.

RAMIREZ, Bruno. *Les premiers Italiens de Montréal: l'origine de la Petite Italie du Québec*, Boréal express, Montmagny, 1984, 136 p.

RAMIREZ, Bruno. *Les Italiens au Canada*, Société historique du Canada, Ottawa, 1989, 28 p.

TAN, Jin et Patricia E. ROY. *Les Chinois au Canada*, Société historique du Canada, Ottawa, 1985, 23 p.

WILSON, David A. *Les Irlandais au Canada*, Société historique du Canada, Ottawa, 1989, 26 p.

Sous la direction de W. Stanford REID. *La tradition écossaise au Canada*, Le cercle du Livre de France, 1980, 401 p.

ELECTRONIC DOCUMENTS CONSULTED

L'Encyclopédie canadienne,
<http://www.thecanadianencyclopedia.ca/fr/>

Gouvernement du Québec: Institut de la statistique,
<http://www.stat.gouv.qc.ca/>

Ville de Montréal, Montréal en statistiques,
« Annuaire statistiques de l'agglomération »,
http://ville.Montreal.qc.ca/portal/page?_pageid=6897,68149701&_dad=portal&_schema=PORTAL

Gouvernement du Canada, Statistique Canada,
<http://www.statcan.gc.ca/start-debut-fra.html>

Héritage Montréal « Montréal en Quartiers »,
<http://www.memorableMontreal.com/heritage.html>

Historica Canada, « Histoire des Noirs au Canada »,
<https://www.historicacanada.ca/fr/content/programs/histoire-des-noirs-au-canada>

Montréal arabic, Portail de la communauté arabe à Montréal, La communauté arabe à Montréal,
<http://www.Montrealarabic.com/wp/>

Société historique du Canada « Immigrant Voices »,
<http://www.canadianhistory.ca/iv/main.html>

Musée canadien des civilisations
« À la croisée des cultures »,
http://www.museedelhistoire.ca/cmc/exhibitions/tresors/immigration/index_f.shtml

CREDITS

PUBLISHER: MONTRÉAL EN HISTOIRES
AUTHOR: MARIO BISSONNETTE
PROJECT MANAGER: MARTIN LANDRY
PROJECT EXECUTION: IMAGE2
GRAPHICS: PAPRIKA
INFOGRAPHICS: OLIVIER ARSENAULT
FURTHER INFORMATION: MONTRÉALENHISTOIRES.COM

NAME _____

CLASS _____

Activity 1 *MONTREAL'S POPULATION TODAY*

ANSWER THE FOLLOWING QUESTIONS ABOUT MONTREAL'S POPULATION TODAY.

/30

1. What is Montreal's current population?
(Several possible answers depending on whether you refer to the Ville de Montreal, Île de Montreal or Metropolitan Montreal). Make this clear in your answer.)

/1

2. In the 2006 Census, how many persons claimed French, English, Scottish, Irish or Jewish ethnic origins?

French : _____
Scottish : _____
Jewish : _____

English : _____
Irish : _____

/2

3. What percentage of the population of the Île de Montreal have French as their mother tongue?

/1

4. What percentage of the population of the Île de Montreal have English as their mother tongue?

/1

5. Find five other languages that are spoken in Montreal.

/2

6. How many different cultural communities are there in Montreal?

/2

7. What percentage of Montreal's population are foreign-born?

/1

8. In which Montreal borough can the largest number of Haitian-born immigrants be found?

_____ /1

9. In which Montreal borough can the largest number of Italian-born immigrants be found?

_____ /1

10. In which Montreal borough can the largest number of Algerian-born immigrants be found?

_____ /1

11. Complete the following table showing the evolution of Montreal's population.

YEAR	POPULATION
1660	
1760	
1841	
1901	
1951	
2011	

/2

12. What was Montreal's net international migration in 2011–2012?

_____ /1

13. Which continent did the majority of immigrants to Metropolitan Montreal in 2006 come from?

_____ /1

14. What percentage of the Ville de Montreal's immigrants live in the Côte-des-Neiges–Notre-Dame-de-Grâce borough?

_____ /1

15. Which Montreal borough has the highest percentage of immigrants among its population?

/1
16. Name the countries (2) that immigrants living in the Ville de Montreal Census area most often listed as their birthplace, in 1996 and in 2001.

/2
17. What percentage of recent immigrants to Metropolitan Montreal claim to be able to maintain a conversation in French?

/1
18. Write down two requirements immigrants need to meet in order to become Canadian citizens.

/2
19. How many persons are granted Canadian citizenship every year?

/1
20. What observations can you make about Montreal's current population?

/5

NAMES _____ CLASS _____

Activity 2 **THREE IMMIGRANT GROUPS IN MONTREAL**

1. Describe the historical context of the arrival of French immigrants in Montreal.
(Time frames, situation in native country, means of transportation used, language(s), religion(s), areas settled in Montreal, settlement conditions, housing, and professions).

In your text, you must underline each of the elements you describe.

/8

2. Describe the historical context of the arrival of **English, Scottish** or **Irish** immigrants (choose just one group) in Montreal. (Time frames, situation in native country, means of transportation used, language(s), religion(s), areas settled in Montreal, settlement conditions, housing, and professions).

In your text, you must underline each of the elements you describe.

/8

3. Describe the historical context of the arrival of another immigrant group (your choice) in Montreal. (Time frames, situation in native country, means of transportation used, language(s), religion(s), areas settled in Montreal, settlement conditions, housing, and professions).

In your text, you must underline each of the elements you describe.

/8

NAMES _____

CLASS _____

Activity 3 *RESEARCH TABLE*

IMMIGRANT GROUP _____

1. Reasons for immigration	2. Means of transportation used	3. Montreal areas settled and settlement conditions
Historical document title	Historical document title	Historical document title
References	References	References

Activity 3 *RESEARCH TABLE*

4. Jobs, professions in Montreal	5. Historical and current population date	6. Languages
Historical document title	Historical document title	Historical document title
References	References	References

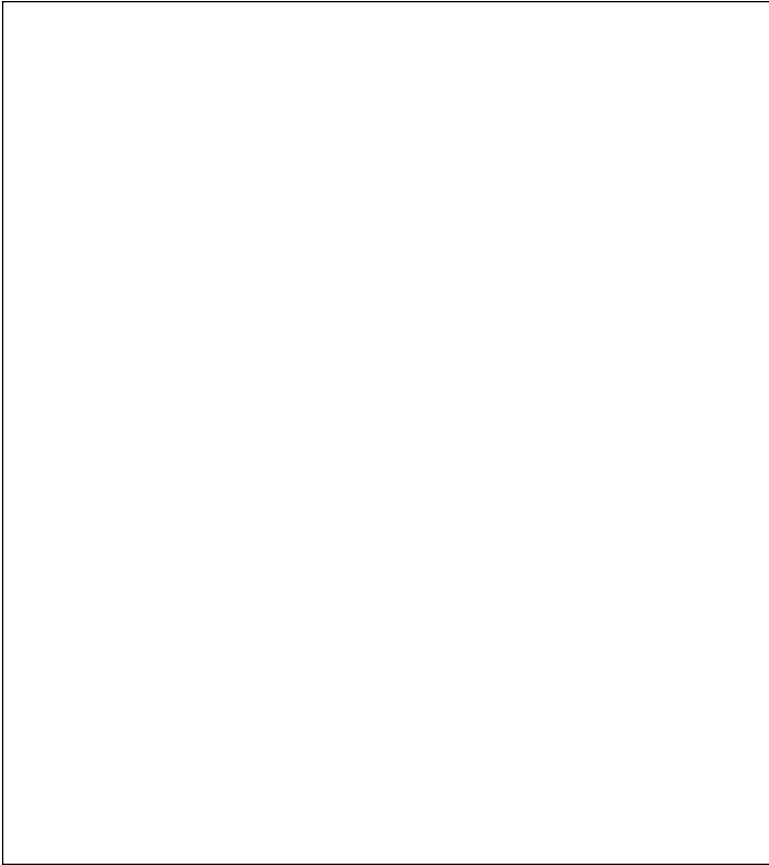
Activity 3 *RESEARCH TABLE*

7. Religions	8. Historical figure or prominent personality associated with this group	9. Major historical events for this group
Historical document title	Historical document title	Historical document title
References	References	References

Activity 3 *RESEARCH TABLE*

10. Memory site in Montreal	11. Cultural references	12. Other
Historical document title	Historical document title	Historical document title
References	References	References

MONTREAL: IMMIGRANT CITY



NAMES _____

CLASS _____

/20

Document number _____

Document title _____

Historical context

Document number _____

Document title _____

Historical context

Document number _____

Document title _____

Historical context

Document number _____

Document title _____

Historical context

Activity 5 *ORAL PRESENTATION*

INSTRUCTIONS

- Your presentation needs to be 2–3 minutes long.
- Both students in your pair must participate in the presentation.
- When performing your oral presentation:
 - briefly introduce the history of your group's immigration to Montreal.
 - when presenting your mosaic tile, use the historical documents you selected.
 - explain why you made these selections.
 - critically assess your work.
- You may use your history pamphlet (Activity 4) during your oral presentation. However, you should not simply read out what you have written, but rather make an effort to present your work in a dynamic manner.
- When you have finished your presentation, you and your pair partner will attach your tile to the mosaic on the board.

When all the oral presentations have been performed, the class will be able to see the whole mosaic, representing the Île de Montreal's cultural diversity.

ANSWER KEY

ACTIVITY 1 MONTREAL POPULATION TODAY

ANSWER THE FOLLOWING QUESTIONS ABOUT MONTREAL'S POPULATION TODAY

Sources: Census Canada, 2008 and 2011 Census

1. What is Montreal's current population?

(Several possible answers depending on whether you refer to the Ville de Montreal, Île de Montreal or Metropolitan Montreal). Make this clear in your answer.

**Ville de Montreal (1 649 519 inhabitants), Île de Montreal (1 886 481 inhabitants),
Metropolitan Montreal (3 824 221 inhabitants)**

2. In the 2006 Census, how many persons claimed French, English, Scottish, Irish or Jewish ethnic origins?

French: **946 295 persons**

Scottish: **119 365 persons**

Jewish: **68 485 persons**

English: **148 095 persons**

Irish **216 415 persons**

3. What percentage of the population of the Île de Montreal have French as their mother tongue?

49 %

4. What percentage of the population of the Île de Montreal have English as their mother tongue?

16 %

5. Find five other languages that are spoken in Montreal.

Italian, Portuguese, Spanish, Arabic, Mandarin, Hindi, Vietnamese, Creole, etc.

6. How many different cultural communities are there in Montreal?

More than 120

7. What percentage of Montreal's population are foreign-born?

20,6 %

8. In which Montreal borough can the largest number of Haitian-born immigrants be found?

Villeray–Saint-Michel–Parc-Extension

9. In which Montreal borough can the largest number of Italian-born immigrants be found?

Saint-Léonard

10. In which Montreal borough can the largest number of Algerian-born immigrants be found?

Ahuntsic-Cartierville

11. Complete the following table showing the evolution of Montreal's population.

YEAR	POPULATION
1660	407
1760	8 300
1841	40 356
1901	325 653
1951	1 021 520
2011	1 649 519

12. What was Montreal's net international migration in 2011–2012?

33 320 persons

13. Which continent did the majority of immigrants to Metropolitan Montreal in 2006 come from?

Asia

14. What percentage of the Ville de Montreal's immigrants live in the Côte-des-Neiges–Notre-Dame-de-Grâce borough?

15,7 %

15. Which Montreal borough has the highest percentage of immigrants among its population?

Côte-des-Neiges–Notre-Dame-de-Grâce

16. Name the countries (2) that immigrants living in the Ville de Montreal Census area most often listed as their birthplace, in 1996 and in 2001.

Italy and Haïti

17. What percentage of recent immigrants to Metropolitan Montreal claim to be able to maintain a conversation in French?

74 %

18. Write down two requirements immigrants need to meet in order to become Canadian citizens.

Be a permanent resident, have lived in Canada for at least three years, a demonstrated ability to speak one of the two official languages

19. How many persons are granted Canadian citizenship every year?

About 150 000 persons

20. What observations can you make about Montreal's current population?

- **There are many different origins.**
- **There is a large percentage of immigrants.**
- **The group of French origin is the most numerous.**
- **Nearly three quarters of the population can speak French.**
- **Some boroughs have a very large percentage of immigrants.**
- **Certain groups historically settled in specific areas of the city.**

ANSWER KEY

ACTIVITY 2 *THREE IMMIGRANT GROUPS IN MONTREAL*

FRENCH IMMIGRANTS

TIMES FRAME	From 1642 to 1760
SITUATION IN NATIVE COUNTRY	<p>They left France under the Ancien Régime and were</p> <ul style="list-style-type: none">• Peasants, often impoverished• Orphans (Filles du Roi)• Clergy• Soldiers• Merchants
MEANS OF TRANSPORTATION	<ul style="list-style-type: none">• On foot and by horse-drawn carriage to reach the ports of departure• From the 17th to the 18th century in sailing ships of varying cargo sizes• By rowboat and canoe
LANGUAGE(S)	French
RELIGION(S)	Almost exclusively Roman Catholic
AREAS SETTLED	<ul style="list-style-type: none">• Settlement in what is Old Montreal today• During the period of the French régime, the territory occupied by French colonists and their descendants gradually increased
SETTLEMENT CONDITIONS	<ul style="list-style-type: none">• Adaptation to the climate• Pioneer life• Iroquois threat
HOUSING	<ul style="list-style-type: none">• The earliest dwellings were modest wood structures• After 1727, houses were built of stone• Housing evolved under the French régime, became better adapted to the climate
PROFESSIONS	<ul style="list-style-type: none">• Censitaires (tenant farmers)• Fur trade• Artisans• Clergy• Soldiers

ENGLISH AND SCOTTISH IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • After 1760 • During the American Revolution (American colonists of English and Scottish origins) • Major migration waves from 1815 onwards until the middle of the 20th century
SITUATION IN NATIVE COUNTRY	<p>Following the Conquest, they were</p> <ul style="list-style-type: none"> • Soldiers • Merchants • Administrators • Clergy • Victims of persecution in the United States (Loyalists) • Impoverished farmers after 1815
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • On foot and by horse-drawn carriage to reach the ports of departure • By sailing ship • During the 19th and 20th centuries by train • From the end of the 19th and into the 20th century by steam boat
LANGUAGE(S)	English
RELIGION(S)	Overwhelmingly Protestant
AREAS SETTLED	<ul style="list-style-type: none"> • Generally in the west of the city • During the 19th and 20th centuries, in specific areas of the city (Mile-End, Westmount, Golden Square Mile)
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • The members of the colonial elite came from this group • Very prominent in the merchant class and among the wealthier social class
HOUSING	Various—from opulent mansions to simple working-class dwellings
PROFESSIONS	<ul style="list-style-type: none"> • Merchants • Workers • Independent professionals • Bankers

IRISH IMMIGRANTS

TIMES FRAME	From 1815 onwards, peaking during the 1840s
SITUATION IN NATIVE COUNTRY	Largely impoverished peasants, and during the 1840s, driven from their homeland by famine
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • By horse-drawn carriage and train to reach the ports of departure • On frequently very crowded 19th-century sailing ships called “coffin ships”
LANGUAGE(S)	<ul style="list-style-type: none"> • English • Gaelic
RELIGION(S)	Mostly Roman Catholic
AREAS SETTLED	<ul style="list-style-type: none"> • The Montreal port area • Griffintown (near the Canal de Lachine)
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Difficult living conditions • Competition with French Canadians in the labour market • Orphans adopted by Canadien families • Settlement assistance from the Catholic Church
HOUSING	Working-class housing
PROFESSIONS	<ul style="list-style-type: none"> • Workers • Day labourers (Canal de Lachine) • Dockworkers

JEWISH IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • Jews were not allowed to immigrate to New France • Following the Conquest in 1760, Jewish officers in the English army settled in Montreal • After 1880, the number of Jews in Montreal increased considerably
SITUATION IN NATIVE COUNTRY	They fled miserable conditions and pogroms, particularly in Russia, but also came from other countries in Eastern Europe
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • By train • By steam boat
LANGUAGE(S)	<ul style="list-style-type: none"> • Language of their native country (Russian, Polish, Hungarian, etc.) • Yiddish • English • French
RELIGION(S)	Various branches of Judaism
AREAS SETTLED	<ul style="list-style-type: none"> • Near the Boulevard Saint-Laurent (formerly the Jewish quarter) • Later on, in specific areas of the city (Côte-des-Neiges, Côte-Saint-Luc, Hampstead, Outremont)
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Poor immigrants could rely on the philanthropy of community members already well-established in Montreal • Victims of discrimination and anti-Semitism
HOUSING	Working-class housing and mansions
PROFESSIONS	<ul style="list-style-type: none"> • Retail trade • Grocery trade • Garment industry

ITALIAN IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • First major migration wave after 1880 • Immigration interrupted by World War I, the economic crisis of the 1930s, and World War II • Significant migration wave following the end of WWII
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • The first immigrants came from northern Italy • Most were impoverished farmers from southern Italy
MEANS OF TRANSPORTATION	By (transatlantic) passenger liner
LANGUAGE(S)	Italian
RELIGION(S)	Roman Catholic
AREAS SETTLED	<ul style="list-style-type: none"> • Near the Boulevard Saint-Laurent (Petite Italie) • Later on, Saint-Léonard and Montreal-Nord
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Many arrived penniless with just their ability to work as a resource • Various religious and community organizations founded by the first immigrants provided settlement assistance to the immigrants that followed
HOUSING	As their living conditions gradually improved, they left their working-class dwellings and bought or built bigger homes with backyards
PROFESSIONS	<ul style="list-style-type: none"> • Railway company workers • Factory workers • Construction workers and entrepreneurs • Retail trade • Food service industry

GREEK IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • The first Greek immigrants, from Arcadia and Laconia, arrived in Montreal during the 19th century • Greek immigration increased in the early 20th century • A significant wave of Greek migrants arrived in Montreal after 1967
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • Difficult economic and political situation in their native country • Between 1967 and 1974, Greeks fled the military dictatorship.
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • By ship • By airplane
LANGUAGE(S)	Greek
RELIGION(S)	Orthodox
AREAS SETTLED	Prominent presence in the Parc-Extension district
SETTLEMENT CONDITIONS	Immigrants were often sponsored by family members or the Greek community already established in Montreal
HOUSING	Depending on their socio-economic status, from simple working-class dwellings to luxury mansions
PROFESSIONS	<ul style="list-style-type: none"> • The first Greek immigrants in Montreal did not have a lot of education and worked as labourers or in restaurants • The immigrants arriving between 1960 and 1970 were better educated and worked in higher-paying jobs

PORTUGUESE IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • First Portuguese person documented in New France in the 17th century • Portuguese immigration began in earnest in 1953
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • During the post-war period, Portugal suffered major economic and political problems (Salazar dictatorship) • Many immigrants were impoverished peasants from the island of Madeira or the Azores, but also from mainland Portugal
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • By ship • By airplane
LANGUAGE(S)	Portuguese
RELIGION(S)	<ul style="list-style-type: none"> • Overwhelmingly Roman Catholic • Jewish minority
AREAS SETTLED	On the Plateau Mont-Royal, within the area bounded by Rue Sherbrooke, Rue Saint-Denis, Boulevard Saint-Joseph and Avenue du Parc
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Many came to work in the agricultural sector and then went on to settle in Montreal • Many Portuguese immigrants were sponsored by already established family members • Following their arrival, the first immigrants were victims of discrimination
HOUSING	Relatively low-rent housing upon their arrival, moving on to various types of housing depending on their socio-economic status
PROFESSIONS	<ul style="list-style-type: none"> • Following their arrival, agricultural labourers or railway workers • Later on, factory workers, grocery trade, food service industry, and retail trade

VIETNAMESE IMMIGRANTS

TIMES FRAME	After 1975
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • They abandoned their native country after the Republic of South Vietnam fell to the military • Impoverished, destitute peasants
MEANS OF TRANSPORTATION	They fled their native country on shaky vessels (“boat people”), and then travelled onwards to Canada by airplane
LANGUAGE(S)	<ul style="list-style-type: none"> • Vietnamese • Various Chinese dialects • French • English
RELIGION(S)	<ul style="list-style-type: none"> • Nearly 50% Buddhist • About 22% Roman Catholic • The remainder belonged to various Protestant churches
AREAS SETTLED	They settled in many Montreal districts, however businesses and places of worship associated with the Vietnamese community can still be found within the area bounded by Rue de Castelnau, Rue Beaubien, Rue Christophe-Colomb and Avenue du Parc
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Victims of a serious humanitarian crisis, the first Vietnamese immigrants that arrived in Montreal were absolutely destitute • Later on, the sponsorship of immigrants by established members of the community assisted the settlement process
HOUSING	Modest apartments for first-generation immigrants, moving on to various types of housing depending on their socio-economic status
PROFESSIONS	<ul style="list-style-type: none"> • Factory workers • Scientific professions • Retail trade • Food service industry

CHINESE IMMIGRANTS

TIMES FRAME	The first Chinese arrived in Montreal at the end of the 19th century
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • Most immigrants came from southern China, often by way of British Columbia • They left behind miserable living conditions in their native country
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • By ship (sailing ships and steam boats) • By train
LANGUAGE(S)	<ul style="list-style-type: none"> • Cantonese • Mandarin • Other Chinese languages • English • French
RELIGION(S)	<ul style="list-style-type: none"> • Buddhist • Protestant • Roman Catholic • No religion
AREAS SETTLED	The Chinese quarter bounded by Avenue Viger, Rue Saint-Urbain, Boulevard René-Lévesque and Boulevard Saint-Laurent
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • They settled in Montreal after the construction of the Canadian Pacific Railway was completed • Victims of discrimination and xenophobia
HOUSING	The first immigrant wave lived in substandard dwellings
PROFESSIONS	<ul style="list-style-type: none"> • Railway workers • Laundries • Food service industry • Retail trade

BLACK IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • Presence of black slaves during the period of the French régime • Following the Conquest (1760) and the American Revolution (1776–1783), black slaves began to arrive from other English colonies and the United States • The U.S. Civil War (1861–1865) and the construction of the railway connecting Montreal with the United States led to further waves of black immigration
SITUATION IN NATIVE COUNTRY	<ul style="list-style-type: none"> • Slaves from Africa, the West Indies and the United States • Workers, impoverished victims of segregation in the United States
MEANS OF TRANSPORTATION	<ul style="list-style-type: none"> • On foot, by horse-drawn carriage • By ship • By train
LANGUAGE(S)	<ul style="list-style-type: none"> • During the period of the French régime: French • Later on, mostly English
RELIGION(S)	<ul style="list-style-type: none"> • During the period of the French régime: Roman Catholic • Later on, mostly Protestant
AREAS SETTLED	During the 19th century, in the Little Burgundy district
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • During the period of slavery, they arrived with their masters • Later on, although there was no systematic segregation, they were victims of discrimination and racism
HOUSING	<ul style="list-style-type: none"> • Various dwellings, depending on the living conditions of their masters during the period of slavery • Low-rent housing in working-class districts
PROFESSIONS	<ul style="list-style-type: none"> • Domestic helpers • Train station porters • Arts sector

HAITIAN IMMIGRANTS

TIMES FRAME	<ul style="list-style-type: none"> • Beginning during the 1960s • Major migration wave from 1977 onwards
SITUATION IN NATIVE COUNTRY	They fled economic misery and the Duvalier dictatorship
MEANS OF TRANSPORTATION	By airplane
LANGUAGE(S)	<ul style="list-style-type: none"> • Haitian Creole • French
RELIGION(S)	<ul style="list-style-type: none"> • Mostly Roman Catholic • Protestant
AREAS SETTLED	Specific districts in Montreal: Saint-Michel, Montreal-Nord, Saint-Léonard
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • They often arrived by way of the United States • Some stayed for good after completing their studies in Montreal • Their settlement was encouraged in 1977 with the signing of an agreement between the Federal Government and the Québec Government
HOUSING	Various housing types depending on socio-economic status
PROFESSIONS	<ul style="list-style-type: none"> • Teaching • Healthcare • Taxi drivers • Factory workers

NORTH AFRICAN IMMIGRANTS

TIMES FRAME	Beginning in the late 1980s, immigration from Algeria, Tunisia and Morocco increased significantly
SITUATION IN NATIVE COUNTRY	The situation depended on the respective native country, but in general, they fled authoritarian political systems that disregarded certain fundamental freedoms; high unemployment rates
MEANS OF TRANSPORTATION	By airplane
LANGUAGE(S)	<ul style="list-style-type: none"> • Arabic • French • Berber language (Tamazight)
RELIGION(S)	Muslim
AREAS SETTLED	<ul style="list-style-type: none"> • Various districts in Montreal • Larger concentrations in Ahuntsic-Cartierville and Villeray–Saint-Michel–Parc-Extension • “Petit Maghreb”: along Boulevard Jean-Talon between Boulevard Pie-IX and Boulevard Saint-Michel
SETTLEMENT CONDITIONS	<ul style="list-style-type: none"> • Immigrant group with above-average educational qualifications • Integration made easier by the use of French
HOUSING	Various types depending on socio-economic status
PROFESSIONS	<ul style="list-style-type: none"> • Engineering • Technical professions • Teaching • Daycare • Healthcare • Retail trade

NAMES _____

CLASS _____

EVALUATION FORM: ACTIVITY 1

MONTREAL'S POPULATION TODAY

Questions	Grading scale
1	
2	5 correct answers: 3-4 correct answers: 1-2 correct answers:
3	
4	
5	5 correct answers: 3-4 correct answers: 1-2 correct answers:
6	
7	
8	
9	
10	
11	6 correct answers: 3-4-5 correct answers: 1-2 correct answers:
12	
13	
14	
15	
16	2 correct answers: 1 correct answers:
17	
18	2 correct answers: 1 correct answers:
19	
20	The student makes 5 accurate observations about Montreal's current population: The student makes 3 or 4 accurate observations about Montreal's current population: The student makes 1 or 2 accurate observations about Montreal's current population: The student does not make any observations about Montreal's current population:
Total points	

Comments: _____

EVALUATION FORM: ACTIVITY 2 THREE IMMIGRANT GROUPS IN MONTREAL

	The team's 6–8 historical context descriptions are:		The team's 3–5 historical context descriptions are:		The team's 1 or 2 historical context descriptions are:		The team does not provide any historical context descriptions.
	Accurate	Often accurate	Accurate	Often accurate	Accurate	Often accurate	
French							
English Scottish Irish							
Other group							
Comments:							Total points

EVALUATION FORM: ACTIVITY 3 RESEARCH TABLE

The team lists 10–12 elements in the research table that are:		The team lists 7–9 elements in the research table that are:		The team lists 4–6 elements in the research table that are:		The team lists fewer than 4 elements in the research table that are:		The team does not list any elements in the research table.
Accurate	Often Accurate	Accurate	Often Accurate	Accurate	Often Accurate	Accurate	Often Accurate	
Comments:								Total points

NAMES _____

CLASS _____

EVALUATION FORM, ACTIVITY 4 *HISTORY PAMPHLET*

The student team presents documents and situates them in their historical context in a manner that is:		
Accurate or usually accurate	Often accurate	Rarely accurate
Comments :		Total points

NOMS _____ GROUPE _____

EVALUATION FORM: ACTIVITY 5
ORAL PRESENTATION

Expected length of presentation respected	
Both team members participated	
Presentation of the chosen immigrant group’s history	
Presentation of the historical documents	
Critical assessment of work	
Total points	

Comments: _____

LES SUMMARY EVALUATION FORM

Activity	Points	Weighting
1 Montreal's population today		
2 Three immigrant groups in Montreal		
3 Research table		
4 History pamphlet		
5 Oral presentation		
	Total points	Total points

Comments: _____

TEMPLATE

MONTREAL MOSAIC

