

# **In Search of Your Immigrant Ancestor!**

**A Resource to Introduce Youth  
Ages 12 to 14 Years to Genealogy  
at Home, in School, or in Youth  
Groups**

**Created by John H. Althouse**



**ALBERTA  
HISTORICAL  
RESOURCES  
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### BOOKS IN THIS SERIES:

#### AGS Genealogy for Youth Project Series

*My Family Now and in the Past! A Resource to Introduce Children Ages 6 to 8 years to Genealogy at Home, in School, or in Youth Groups*

*Our Family Home - Here in Alberta and Far Away! A Resource to Introduce Children Ages 9 to 11 Years to Genealogy at Home, in School, or in Youth Groups*

*In Search of Your Immigrant Ancestor! A Resource to Introduce Youth Ages 12 to 14 Years to Genealogy at Home, in School, or in Youth Groups*

(additional books in future)

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# Introduction

*This is one of a series of resources developed by the Alberta Genealogical Society to introduce children and youth to the wonders of “genealogy” and “family history” - two disciplines enjoyed by millions. Our resources do not constitute a whole course of genealogy; nor do they cover every aspect of these disciplines. They are, instead, what might be regarded as “a sowing of seeds.” That is, it is an attempt to arouse within the young person an interest in his or her family and their past. This, we hope, may cause these young people to either continue on with this study or take it up again at a later, less busy time of life.*

*“In Search of Your Immigrant Ancestor!” has been prepared specifically for children within Division 3 in schools (that is ages 12 to 14 years). It begins by introducing the youth to this pivotal ancestor. The unit examines the terms needed in a discussion of the movement of this ancestor and provide the student with an opportunity to examine the documents which it generates. In this unit, the student begins with what he or she knows and moves to actively research and discover elements of his or her personal family history. The youth assesses the reliability of family records and works to solve genealogical based problems.*



# Introduction

## (continued)

*There are two situations where delving into “immigrant ancestors” may prove difficult for the youth, and this in turn can provide difficulties for the instructor, especially one who is unaware of them or chooses to ignore them.*

*One instance involves recently arrived families who may have experienced situations that make it difficult for them to discuss relocating here and recalling events from their past. I have provided some material that may be helpful and provide some guidance in these situations on pages 13 to 16 of this resource.*

*For students having First Nations and Métis background, the problem is the great gap of time between the arrival of their “immigrant ancestors” and the present. While you certainly can proceed with this resource, you might find it useful to work back to the family member first recorded on a treaty, and for those of Métis background, you might start with their earliest ancestor recorded in North America. We are preparing a resource that will provide additional activities and background in developing genealogical records for those of First Nations and Métis backgrounds. When complete, it might serve to supplement or be used in lieu of this unit. In either situation, I suggest that you discuss these with the youth involved to determine the best way to proceed when involving them in this unit.*





# Who Is an Immigrant Ancestor?

## For Students

This unit focuses on your **“immigrant ancestor,”** but exactly who is an “immigrant ancestor.” An “immigrant ancestor” is the first person from your family who left a place far away to come here to North America. That person may have come alone, giving you one “immigrant ancestor” or as a part of fami-



ly, giving you several “immigrant ancestors.” For some of you that family member came here long ago, perhaps so long ago that the family knows little or nothing about him or her. For others of you, that family member has arrived much more recently, and may even be someone within your immediate family, or you may even be one of the “immigrants” of your family, an “immigrant ancestor” for future generations of your family.

The man in the picture above is John. He is one of my friend Audrey’s “immigrant ancestors.”

John was Ukrainian and came to Canada from the village of Dzhuryn in the Austrian Empire in 1897. He came with his parents Philip and Ksenia, his brothers Josef and Onifry, and sister Magda(lena). John would have two sisters born in Alberta, Mary in 1898 and Julia in 1904. John was the eldest of the children. He was a teenager when he arrived in Alberta.



## Who Is an Immigrant Ancestor? ( continued )



John was not much older than you when he left the only home that he had known and traveled to a new land that he knew very little about, and that he would discover had ways and customs very different

from what he had known. He was 17 years old when the family arrived in Canada at the port of Halifax aboard the ship S.S. Labrador on February 21, 1897. His family would travel from there to Edmonton by train. One can only imagine what must have gone through John's mind as he and his family travelled through the bleak landscape of the Canadian Shield. However, eventually, they did see land that could be made into productive farms.

From Edmonton, the family traveled to the northeast, settling north of Lamont near a settlement known as Star Edna. Here, his father secured a homestead in late 1897, too late to put in a crop for that year. John's life was very different from that of teens today. First, he worked helping his father and at times neighbours to cut a productive farm from the virgin Parkland landscape often covered with large stands of aspen forest. Work was his constant lot. He had very little leisure time.

Once his father's farm was operating, and John was old enough; John secured his own homestead a few miles away at NE 25 56 20W4. Here, he again converted the untamed land





## Who Is an Immigrant Ancestor? ( continued )

Into a farm. He also married a young lady named Anna, a neighbor and with her would have a family of their own. He took an interest in the affairs of his community and would participate in many area activities during his lifetime. In many ways, John was typical not only of the "immigrant ancestors" of his day but also of all "immigrant ancestors."

However, John was different from many in at least one way. John wrote his experiences down in a journal in his native tongue. Years later, his son Stephen would translate his father's words into English and a generation later my friend Audrey would type out the words of her grandfather. Some of the entries stretched decades back into the family's past. On the one hundredth anniversary of John's homestead, his descendants would hold a reunion there. At the reunion, each family member was given a copy of the book containing all the word that their "immigrant ancestor" John had left for them. What marvelous gift for his descendants! (As it is rather unique, we will take a closer look at some of that book later in this unit.)



An "immigrant ancestor" is important as he or she is a bridge between two worlds, the traditional home of our ancestors and the world in which we now live. Many people are not as fortunate as John's descendants as they do not know who their "immigrant ancestor" is. This unit, we will examine this vital family member and explore how we can come to know our "immigrant ancestor" and his/her experience better.



# Your Ancestors

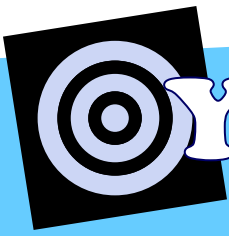


The members of your family from the past are called your **“ancestors”**. Perhaps, you already know a good deal about your ancestors especially here in North America. You may know names, dates, places, and other important pieces of your **“family history”** that is the actual story your family from as far back in the past as you can trace them until now.

K	W	L
---	---	---

## To the Instructor: Discover and Extend Your Knowledge Activity [Using a K - W - L Chart]

Have your students complete a K-W-L Chart on the next page. The left-hand column is labelled “K”. In this column, ask the students to list all that they now know about their family in the past. You might decide to have your students query their parents or grandparents about this in advance of this activity. It does not matter how much or little information students gather under “K”. What is important is that they realize how little they really know, that they have questions that need answers, and that they seek out some of those answers in this unit. The center column is labelled “W”. Here, students will list what they would like to know about their families in the past. The right-hand column is labelled “L”. In this column, students will list those facts about their family’s history that they learned as this study progressed. [ Complete “L” near the end of this unit.]



# Your Ancestors Work Sheet



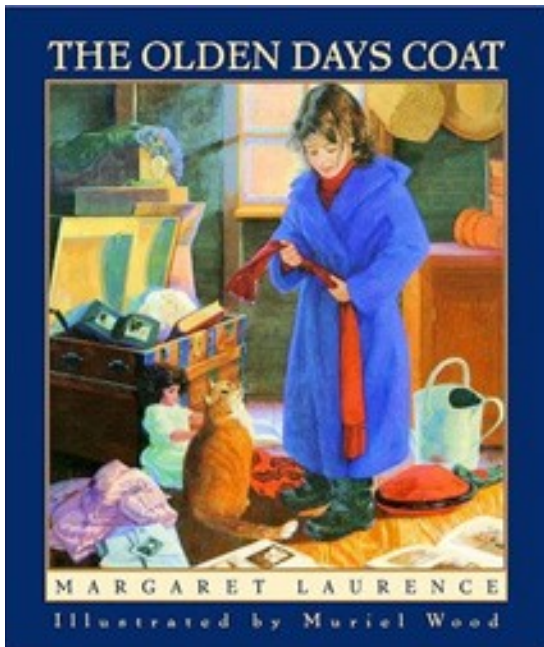
## Student Activity: K-W-L Chart: Instructions

Fill in the **K-W-L Chart** below on **“ancestors”** and **“family”** as indicated.  
**K** = what you know now. **W** = what you would like to know. Do these two columns now. **L** = what you’ve learned. Do this column when you complete this unit.

K	W	L



# Visiting Your Past



Sal has to spend Christmas at her grandmother's home. Sal is sad that she is unable to spend Christmas as she always has at home. All this changes when she goes out to a shed in her grandmother's back yard and puts on "the olden days coat." Read The Olden Days Coat by Margaret Laurence aloud to your young person or group of young people. After ask them, what questions they might ask their grandparents about their lives? Record these questions as on the board or other place where they may be easily viewed later as they are stated.

[You might do this activity in line with or as an extension to "Asking Powerful Questions" from Alberta Learning at [http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions\\_mt.html](http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt.html)

## **To the Instructor: Post Reading Activity**

"Unfortunately, we can not go back in time and experience the life of our ancestors in the past. However, it is possible to find out about these times from elder members of our family through discussion and interviews.

For an interview to be truly successful, it is necessary to begin with a list of strong questions that you would like to ask the person who you are interviewing. Make a list of at least ten questions that you would like to ask an elder member of the family about your family's life in the past. [Students may draft their own questions or select them from the list created.]"

[Alternate activity: as all students may not have immediate access to a family member, these students could interview an elder from their community to question them on their ancestors and the role that they have played in the community. This could be done as an individual project or as a group with a guest invited to class by the teacher.]



# Your Living Resources!



## **Student Interview Activity**

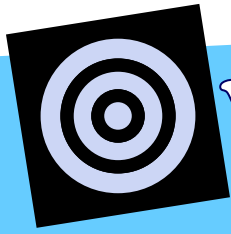
You have just heard the story The Olden Days Coat. It shows that in some ways life in the past when our grandparents were young was very different from ours and in other ways it was much the same.

While you can't go back in time and actually meet our grandparents as children, they do often have memories of their childhood and youth. These people and other senior members of our family are resources that we too often forget to take into account when doing our family history. They are our **"living resources"**.

## **Procedure**

1. Create a list of questions that you could use to guide an interview. [Page is provided for you to list them.]
2. You should also prepare a brief biography of the person you are interviewing that includes how you are related to that person to use when sharing your interview with your class.
3. Interview a senior member of your family about the history of your family using these questions that you have prepared in advance.
4. Record the answers that you get from the family member you interviewed.
5. Share with the class what you discovered in your interview that was most interesting and what was most surprising.





# Visiting Your Past



## **Interview Questions**

Below list the questions that you would ask an ancestor about his or her life and life in your family in the past in the interview.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_



# Your Living Resources!



## Work Sheet

**Students:** Below write a summary of what you learned about your family's past in your interview with your living family treasure. [Two ideas that it should include are what you discovered in your interview that was most interesting and what was most surprising.]



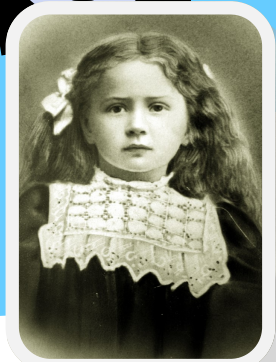
# A Case Study of Immigration!



This is Agnes Desideria Anderson. She travelled to Canada with her parents, two sisters, and two brothers aboard the Empress of Ireland. Passengers travelled in one of three classes on the Empress. Prices varied according to the class in which you travelled. A child 12 years of age and under travelled for half-fare. Agnes was five years old. Agnes's mother was sick during much of the voyage. Agnes played on the large staircase on the ship. The family arrived in Quebec City on May 13, 1910. From there, they travelled westward by train and eventually settled in Western Canada. What went through Agnes's mind as she traveled across a vast ocean and then traveled across her new homeland, Canada?

## **Students: Assessing Information Needs Activity**

1. As a group discuss: What details of Agnes's family's immigration story are given above? Where do you think these details would appear? What important details of their immigration story appear to be missing? Where might you search for these missing details?
2. Agnes travelled on a particular ship the "Empress of Ireland." Do some research to find out what is significant about this ship?
3. Where can you learn more about ocean travel on this and other ships as well as the ports through which they departed and arrived?
4. After discussing these as a group, have students complete the worksheet on the following page.



# A Case Study of Immigration! Work Sheet

## Locating Additional Information on the Life of a Family Member

Agnes remained and lived the rest of her life in Canada. Where might you look to find more information about her life after she arrived in Canada? What would you need to know in order to locate this information?

1. Below, list five pieces of information that you would need to know about Agnes's life after she came to Canada.

### Information That Would Help

1.

2.

3.

4.

5.

2. List five records or documents which could provide or help you locate this extra information on Agnes as she grew, matured, and lived her life.

### Documents or Records

1.

2.

3.

4.

5.



# Tracking Your Immigrant Ancestor Work Sheet

## How Genealogists Do It

Start with yourself.

Work back in time. Use documents to follow that ancestor.

Work one generation at a time in your direct line. After, you find out about your mother and father.

Follow one line at a time; that is, follow either your mother's or your father's family line back, doing one generation at a time.

Go back until you arrive at the very first member of your family to arrive in North America. This family member is your family's "immigrant ancestor."

See if you can find the precise name of the place where that ancestor came from. This place is called the family's place of origin.

It is not until you have the name of your family's "immigrant ancestor" and their "place of origin" that you will be able to do any meaningful research into your family outside of North America.

## The Documents We Use in Our Research

You need documents that provide evidence of the events needed for a family's history. Here are some of the common ones those researching family history use.

Vital Records: Birth, Marriage, and Death Records, and in earlier times before states kept these records, Church Records.

Census Records: for the places in North America where your family lived.

Immigration Records: ships' lists showing arrival at a port in North America, ships' lists showing departure from a port in Europe [or another continent].

Passports. Naturalization Records. If your family crossed from the USA to Canada or vice versa Border Crossing Records, although these were not always filled out.

Land Records, Military Records, Home Sources, Newspapers, and Others.



Our Stories are as varied as the leaves in autumn.



# Not All from Europe!

## Background

### To the Instructor

To this point, the experience of immigration noted has been largely one in which the "immigrant ancestors" travelled here from various places in Europe. While this was the most common case prior to the end of World War II, the Canadian immigration experience as experienced in Alberta was never totally this. People from destinations other than Europe and of non-European backgrounds came to our province almost continually throughout its history.

The first Chinese immigrants came to Alberta as workers on the building of our first Trans Canada railway in 1883. In 1892, the first person of Chinese ancestry arrived in Edmonton. In the first decade of the Twentieth Century, over 400 Chinese settled in Calgary. In addition, approximately 140 settled in Edmonton, and others found a livelihood in other settlements including Lethbridge and Medicine Hat.

Although the exact date of the first person with African ancestry to arrive in Alberta is unclear, it was before 1870. On the 1901 Census, there were 37 Afro American settlers in Alberta. Between 1908 and 1911, about 1 000 Afro American settlers arrived in Alberta from the state of Oklahoma in the USA. Many of them formed communities here at Amber Valley, Junkins (now Wildwood), Keystone (now Breton) and Campsie.

While people of Japanese heritage preferred to settle along the coast, some Japanese people came to Alberta. They first found work in sugar beet fields and coal mines in Southern Alberta. The sugar beet company had advertised for workers in Japan in 1908 and workers from Japan and the Japanese communities at the coast began to arrive shortly after this ad appeared.

People with roots in the Middle East also settled in Alberta. Al Rashid Mosque in Edmonton was Canada's first mosque built in 1938; Canada's second mosque was Al Kareem Mosque built in Lac La Biche.

**Our Stories are as varied as the leaves in autumn.**



# **Not All from Europe!**

## **Background [ continued ]**

The Jewish population of Alberta can also trace their ancestry back to the Middle East. They too have a long history in Alberta. The earliest record of a Jew in Alberta was a reference to a gold prospector noted in the factor's journal in 1869. In 1882, about 150 Jews from Russia were recorded to be "working building the railway." The majority of these people settled in the settlements of the province. Synagogues and cemeteries were soon established in these centers. However, there were a few Jewish rural communities where farming was their major source of income. The first of these were near Pine Lake and Fort Macleod. Similar settlements would later develop near Trochu, Rumsey, and Sibbald.

Immigration from areas other than Europe has been a reality throughout our province's history. However, during early years, such immigration was limited. Immigrants from all groups, both those from places in Europe and those who came from places outside of Europe frequently encountered overt prejudice and discrimination during these early years. It was even more so for those groups that might be described as "visible minorities." As a society and as a world in our earlier history, we were once much less understanding and accepting of cultural differences.

The greatest increase in the immigration from outside of Europe began shortly after World War II. First, people from Europe who were displaced by the war were the prevalent group of people coming to Canada. Since then, there have been a number of major waves of immigration. These waves have originated in almost every corner of the world. In Canada, we have welcomed people from all corners of South and East Asia, Latin America, the Caribbean, Africa, and the Middle East. These newer arrivals have come to Canada for many reasons. Many of your students may be descendants of immigrants who arrived in one of these later waves of new people, new possibilities.

**Our Stories are as varied as the leaves in autumn.**



# **Not All from Europe!**

## **Background [ continued ]**

Those students who arrived together with their entire family will become an "immigrant ancestor" for their descendants in the future. This is indeed a special distinction which very few can claim. So, in the study of "immigrants ancestors" and "family history," it is necessary to look beyond Europe and incorporate a much wider perspective and inclusivity.

There are some cautions that I must mention here. Yes, the student should be encouraged to become involved in the work on the immigration history of his family, but only if he or she wants to and is able to do so.

More recent arrivals may not be willing to do so. This discussion may open wounds and cause them distress. The reasons for this may be fear for their families here as well as those who remained behind, unpleasant memories, sense of loss when recalling their former home, and even personal trauma. They may simply not wish to stand out more than necessary when attempting to first integrate into a new society and culture. In such cases, they should not be obligated to take part in this unit. They should only be asked to share their story of immigration and the family's past if they wish to do so.

There are, however, a number of ways in which these students might employ this time under these circumstances.

1. They can begin to keep a family history of their new life and experiences in Canada.
2. They may study and learn about the community in which they now live.
3. They may study the history and culture of their new homeland.
4. They may use the time for extra English language education and practice.



**Our Stories are as varied as the leaves in autumn.**



## **Not All from Europe!**

### **Background [ continued ]**

You might provide any activity or focus that may better assist them transition into life in their new homeland, e.g. extra language education, discussions with someone who can help them navigate life here better, etc.

For those who wish to continue in this unit, there are also matters of which you will need to be aware. Family history is often built on sound documentation. These students may not have access to documentation. In these cases, you will need to be more accepting of oral history even when it can not be verified. The student is keenly aware of being in many ways unlike his or her fellow students and may not wish to be placed in situations where this might be accentuated. If you wish to call upon the student or even a member of his immediate family to act as resource or focus in a discussion, check to see that he or she is comfortable with this.

We have several resources and a number of accompanying activities that will allow you to provide your students with greater insight into the more recent waves of immigration and the basic information needed to more fully understand these massive movements of people but as well as perhaps a better understanding and appreciation of the "immigrant ancestor" and the world he or she experienced.

These resources may be useful with students who have recently arrived in Canada:

Making Canada Home How Immigrants Shaped This Country by Susan Hughes, Toronto: Owlkid Books, 2016.

The Day I Became a Canadian a Citizenship Scrapbook by Jo Bannatyne-Cugnet, Toronto: Tundra Books, 2008.



# “I’m an Asylum Seeker!”

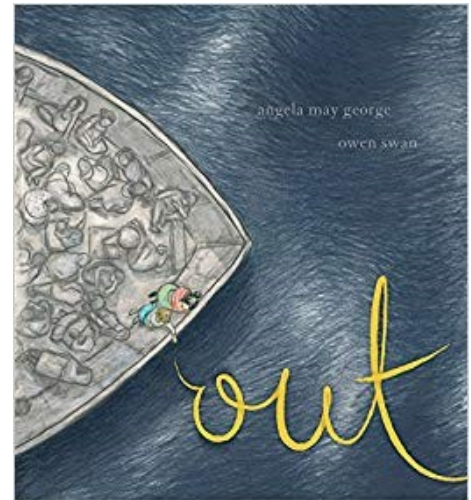
## For the Instructor

**Out** by Angela May George and Owen Swan

### Introduction for the Instructor

This story is told by a girl who notes in introducing herself, “I’m called an asylum seeker, but that is not my name.”

Strangely, we do not find out her name in the book, nor do we discover where she is from, why she has come here from that place, nor of what groups she is a member. Neither the text or the art used to tell her story provide clues to these either. The book provides, through her story, the story of many “asylum seekers.” It is the story of any person who is forced to leave one place and make a life in a strange new place. It is a story that demands serious discussion.



### Discussion Procedure

1. After reading the book by yourself and studying the introduction above, read this book with or to the group. Also, have students develop meanings of the terms “immigrant” and “asylum seeker” and determine how these two terms relate to each other.
2. Either as groups or individually have your students respond to the questions on the worksheet on the next page.
3. When they are done, go over the responses with students having them share their conclusions.
4. Extension: Have your students attempt to capture the immigrant experience in a work of art, poetry, or prose.

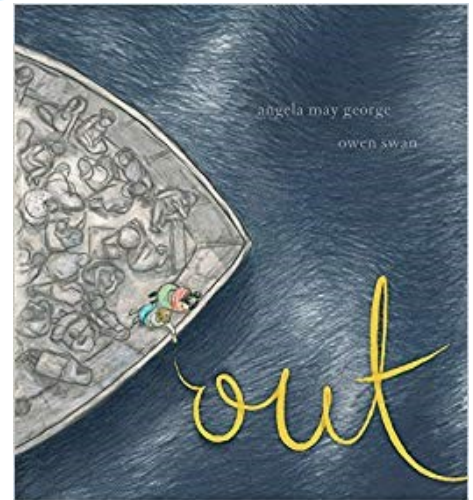




# “I’m an Asylum Seeker!”

## Discussion Guide

You have just read the book Out by Angela May George and Owen Swan with your teacher. Below is a series of questions that you should read over carefully, think about, and answer in the manner that your instructor has outlined. When you have had time to develop meaningful answers, you will be asked to share them with your classmates in a guided discussion.



### Questions

1. What is an “asylum seeker”? How is an “asylum seeker” different from other immigrants? like other immigrants?
2. Based on the book, what are the common experiences of an “asylum seeker” as indicated in the story and art?
3. How do you, here and now, feel about their experiences? How do you think the storyteller [or you if you had experienced them] would have felt about them?
4. Many “asylum seekers” have over many decades come to Canada. Can you provide examples of a group that came to Canada as asylum seekers?
5. Why do these people leave their “homeland”? Why have they come to Canada in particular?
6. What does this book tell you generally about all immigrant experiences?
7. A book's title has meaning. Why do you think “Out” was selected as the title? What does it mean here?



# “Stormy Seas”

## For the Instructor

### Background

This book provides an introduction to some major groups of people who came here as immigrants. The book begins by providing a time line showing a number of groups who chose to abandon their homeland and settle elsewhere for a variety of reasons between 1670 and 1914. Perhaps, some of your students may have ancestors who were part of these earlier migrations.

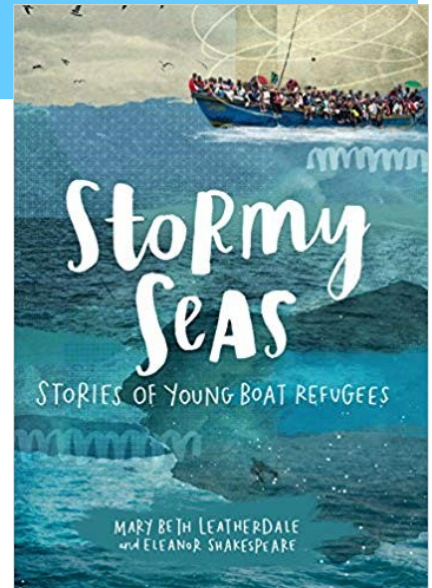
The majority of the book presents several examples of more recent migrations from around the world that have occurred between 1939 and the present [with some still happening]. These chapters are presented largely in the words of a young person who was a part of one of these journeys. The book concludes by providing a continuation of the initial time line covering the years 1939 to 1999.

### Procedure

People have reasons for leaving a place that they have called home for generations. Brainstorm with your students to develop a list of these reasons. Examine the first time line with your students. Have the students draw examples from that time line that fit the reasons they suggested.

Note that this book provides accounts and background on five major waves of more recent immigration. These accounts include statements by a young person who made this journey.

Organize your students into five groups and assign each group one of the chapters from the book. Each group will become experts on their chapter. Have them complete the student assignments on the “Worksheet” appearing on the next page.



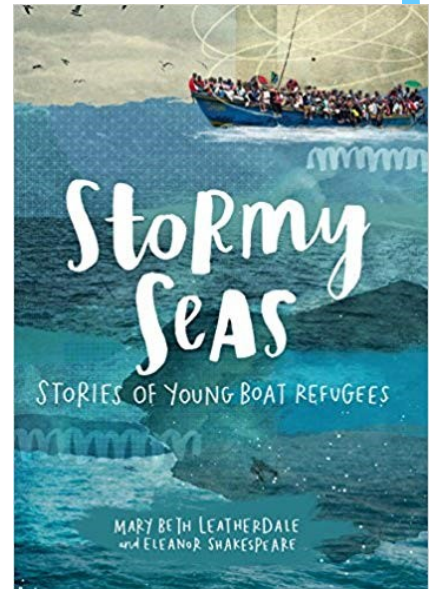


# “Stormy Seas”

## Worksheet

### Assignment

Your group has been assigned one of the chapters from “Stormy Seas”. Your group’s task is to become expert reporters of the journey presented in your assigned section. Read your section carefully. Discuss within your group what you find out about the migration and the people who migrated in your assigned section of the book. [A guide for some topics you might discuss is provided below.] You will report the details of it to your class.



### Areas for Possible Group Discussion

1. What is the basic background about the example of migration presented in your chapter?
2. Examine the words of the young person quoted in the chapter [a person about your age]. What do their words tell you about the migration, the people who made this journey and the young person providing the details her/himself? In his or her account, what surprised you most and what impressed you most?
3. There is a section at the end of the section that you have been assigned about what happened to the young person quoted in the article. What does it tell you about this person featured in the chapter and the people who made the journey in general? How did you feel about what you read in your assigned chapter?





# “Stepping Stones”

## For the Instructor

### Background

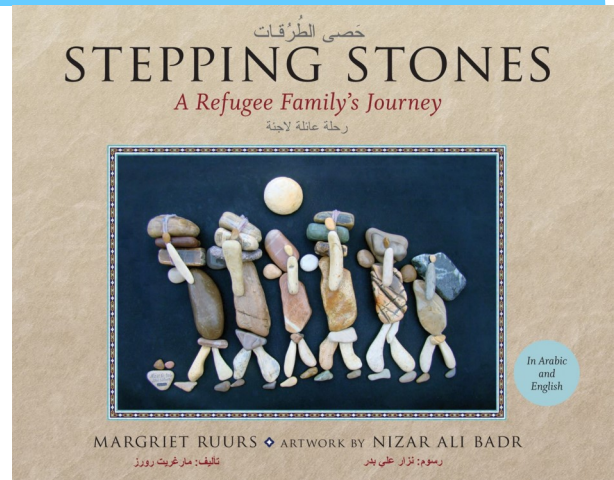
This book Stepping Stones by Margriet Ruurs and art by Nizar Ali Badr examine the recent Syrian migration from their homeland in simple language and interesting artworks. The text for this book is provided in two languages - English and Arabic. Is this significant? Why or why not?

To use this book, I would suggest that you not tell students what it is about initially and that you begin with the artworks without revealing the text and have students speculate what each story tells. After all have been considered individually, ask what story they tell when considered together in order. Ask them to share their thoughts as they consider the individual pieces of art and again when they are reflecting on the story they tell. Are there indications in the art of where this story took place?

Next, read the story to or with them. Have them summarize the story in a paragraph so you check for their understanding. Are there indications in the text of where this story took place? What do they notice about the story as it is written in the book that is not common in most books?

Have the students, in groups, examine the story closely. Have them suggest what sections the story seems to be divided into and list them in the order they occur. [Answer: Home, Decision, Journey, and Arrival. You might suggest that there is another stage of such a journey not mentioned here “Adapting to a new home.”] Why do students think a place is not mentioned in the story? Have student indicate where these stages exist within the history of their immigrant ancestor or of another immigrant character they have read about in this unit.

Ask students, “What would you expect is the experience of the person who wrote this book and the person who made the beautiful artworks contained in it. Why?” If time allows, read the books introduction to your students. Then, ask them, “What was surprising about the writer and the artist who created the book images?”





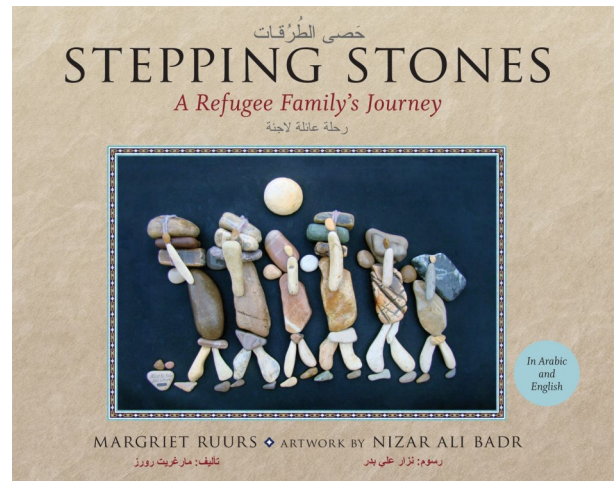
# “Stepping Stones”

## Worksheet

### Pre-Reading Activity

Your teacher is going to show you the images that appear in the picture book in order one at a time. Reflect on what you see taking place as each is shown. Your instructor will ask you to share what you find.

After you have considered all the pieces of book art, take a few minutes to consider story these artworks tell when linked together in order. You will be called upon to share your ideas. Do the artworks tell the precise place where the story occurs?



### Reading Activity

Your instructor will now read the story with you. When he/she concludes, you will be asked to provide a brief summary of part of it. Again, do the words tell the precise place where the story occurs? What do they notice about the story as it is written in the book that is not common in most books?

### Post Reading Activity

You will be placed in groups to examine the story closely. What type of story is this? List what sections the story seems to be divided into and list them in the order they occur. Be able to explain what suggested your choices. Why do you think a place is not mentioned in the story? Find a photo or quote that you think best illustrates each of these sections of the “immigrant experience.” Be able to explain why you chose it to others.





# Your Immigrant Ancestor



## For the Instructor

"All Canadians came here from somewhere else at some point in the past. Some came long ago; others very recently. The first person (or in some cases people) who arrived in North America are known as our

**"immigrant ancestor"**.

For recent arrivals especially those over the last two hundred years, it is possible to name that immigrant ancestor. In other cases, that will not be possible as that ancestor arrived too long ago or perhaps no records were kept of his / her arrival."

Introduce the concept of "immigrant ancestor" to your students. As a group discuss with them the concepts in "Research Activity" below. Then, provide them with the list of terms related to immigrants ancestors that appear on the next page. Have them individually work on "My Immigrant Ancestor Profile" on page 25 entering as much of the information indicated as they can find.

## Research Activity

If possible, discover the name of your **"immigrant ancestor"**. If not, discover the name of your earliest known ancestor in Canada. [Note this does not need to be your immigrant ancestor, simply the family member known furthest back in your family's history in Canada.] Create a profile of this important family member.

How did you learn the name of this person? Items like this written or oral that tell us details of our family members are called **"sources"**. It is important to have reliable sources to prove that your genealogy is correct.

Name other sources which you feel might provide important details about your family.



## Terms



These are important terms that you may see or hear when studying the immigration of your family.

**Place of origin** = is the place where your ancestors had lived (often for a long period of time before they came here to North America).

**Port of departure** = is the place where they boarded a ship (or more recently a plane) for their trip here.

**Date of departure** = the exact date on which the ship (or plane) on which they were on left the port of departure,

**Port of arrival** = is the place in North America where the family landed ending their trip across the ocean.

**Date of arrival** = is the exact date on which they arrived here.

**Passenger list** = is a list that shows the names of the people on a particular ship along with a number of other pieces of information on each person listed.

If possible, find these pieces of information for either your father's [ **“paternal”** ] family or mother's [ **“maternal”** ] family.



# My Immigrant Ancestor Profile



**My Immigrant Ancestor** (place a star beside information which you found on documents.)

Name of My Immigrant Ancestor \_\_\_\_\_

My Immigrant Ancestor's Relationship to Me \_\_\_\_\_

My Immigrant Ancestor's Place of Residence in Canada or the USA  
\_\_\_\_\_

My Immigrant Ancestor's Place of Arrival \_\_\_\_\_

My Immigrant Ancestor's Date of Arrival \_\_\_\_\_

My Immigrant Ancestor's Place of Departure \_\_\_\_\_

My Immigrant Ancestor's Date of Departure \_\_\_\_\_

My Immigrant Ancestor's Place of Origin \_\_\_\_\_

My Immigrant Ancestor's Nationality \_\_\_\_\_

My Immigrant Ancestor's Native Language \_\_\_\_\_

My Immigrant Ancestor's Occupation There \_\_\_\_\_

My Immigrant Ancestor's Occupation Here \_\_\_\_\_

My Immigrant Ancestor's Place of Birth \_\_\_\_\_

My Immigrant Ancestor's Date of Birth \_\_\_\_\_

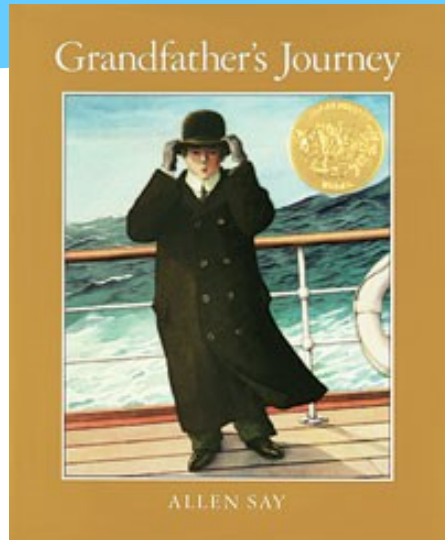
Did my Immigrant Ancestor Come Alone or with Other Family Members?  
\_\_\_\_\_

The Name of My Immigrant Ancestor's Spouse \_\_\_\_\_ with the maiden name [ that is, her surname before she married] of the wife if known. (This latter task may be a tough one that even genealogists have trouble finding at times.) Why do you think this is the case?

Other information that genealogists commonly place in family trees are the place of marriage, the date of marriage, the place of death, and the date of death.



# A Person Between Two Worlds! For the Instructor



## Background

"Your **"immigrant ancestor"** is a very important person because he or she is the family bridge linking two worlds - the world that he or she came from, our family's **"place of origin"** and the place in which we now live, a place where he or she settled with the hope of creating a new home."

Read the book Grandfather's Journey by Allen Say. This book is the story of the emigration of Allen's grandfather. While it is certainly not your story, it tells of the "immigrant experience"

shared by all immigrants quite accurately.

This story shows very well the struggle that was experienced by most "immigrants" including your "immigrant ancestor". In this struggle, the immigrant must balance the familiarity and heritage of his or her "place of origin" and the opportunity available and surprises in his new home. This book illustrates how these forces would affect any immigrant, even our immigrant ancestor. It is important to understand the background of immigration as well as the dates and places connected to it. The background to immigration is as important, perhaps even more important, than the data connected to the immigration event."

## Procedure

Read parts of introduction and then read the book to your students.

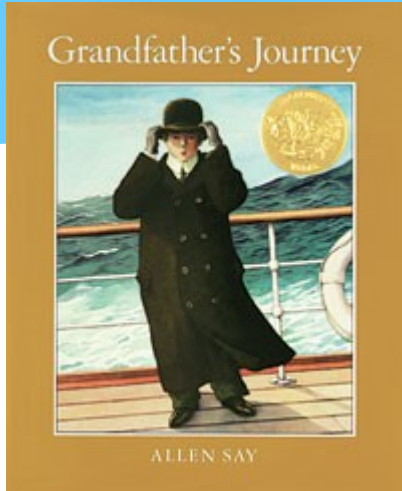
Place your students into groups and state, "As a group, discuss what you believe this book tells about the experience of the author's "immigrant ancestor" and of any 'immigrant.' You will be asked to share your group's findings with the whole class."

Extension: Ask students what similarities they see in the main character of this book and the two photographs of the statue of the man shown on the back cover of this resource.





# A Person Between Two Worlds! Work Sheet



After reading and discussing, Grandfather's Journey by Allen Say, complete the following chart individually.

How do you think these two places influenced Allen's grandfather?

**What does the grandfather enjoy and value in Japan?**

**What does the grandfather enjoy and value in his new homeland?**

Blank area for writing answers to the question about Japan.

Blank area for writing answers to the question about the new homeland.





# Emigration, Immigration, and Naturalization



## For the Instructor

These three terms are very often confusing to those who study them. Present them to students and have them develop a method of making them more memorable to others e.g. a rap, a poem, a mnemonic, a song, a diagram, etc.

## Terms in Common Use

The process of a person or a family leaving a place and traveling to another place is called

**“emigration”**.

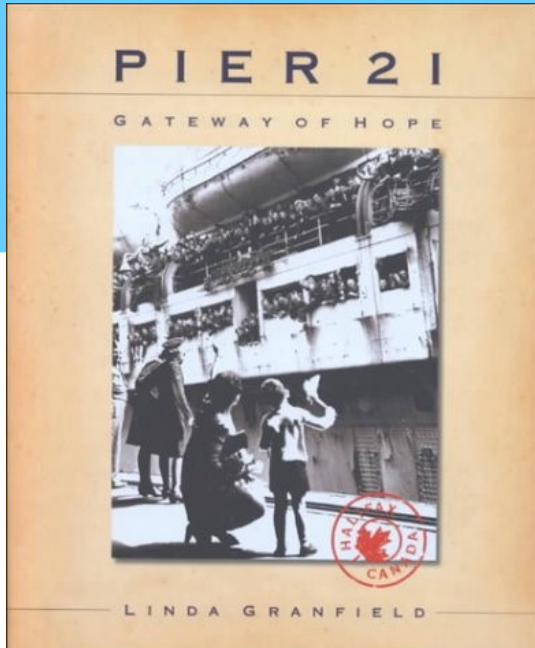
The process of a person or a family coming to a place after traveling from another place is called

**“immigration”**.

The process by which a person becomes a citizen of his new country (as in the case of Canada or the USA) is called **“naturalization”**.



# The Door to Canada



## For the Instructor

### Pier 21: Gateway of Hope by

Linda Granfield provides an excellent introduction to the immigration process in Canada especially from 1924 onward. It examines not only the process but many of the special examples such as the "home children", "war time evacuees", and "war brides". It provides text that explains many of the concepts and topics that young people may encounter in a study of Canadian immigration history.

You can use this book as a read aloud book or as material to stimulate student discussion and activities related to Canadian immigration either in small group or large group settings. A number of suggested activities have been included on the following pages of this resource.

There are a number of websites and films available which may enhance and extend a young person's understanding and appreciation of immigration in its Canadian context. You may chose some of these either to use with your young people or to use as resources to challenge them or extend their study of the topic.

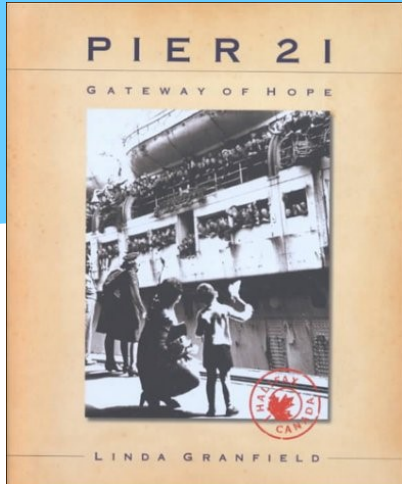
There is an excellent website developed by Pier 21 at <https://pier21.ca/home>

[Alternate Activity: the NFB film "Strangers at the Door" examines the journey of a family to Canada at an earlier time and may be used here in place of this book. There are also many You Tube videos on Pier 21 which you can locate via a GOOGLE search which might serve as an alternate here as well.]

[Check to see if these resources are a good fit for your students.]



# The Door to Canada Worksheet



## **Student Introduction**

Many immigrants who came to Canada by sea from 1924 onward entered at Pier 21 in the port of Halifax. The place where a person or family enters a country is known as their **“port of entry”**.

## **Pier 21: Gateway of Hope**

Read **Pier 21: Gateway of Hope**.

After you have read it, discuss the experience of immigration with others. Decide on the one happening in the book that impressed or shocked the members of your group the most.

As a group take this happening and develop a short skit or play around it (allow sufficient time for students to prepare).

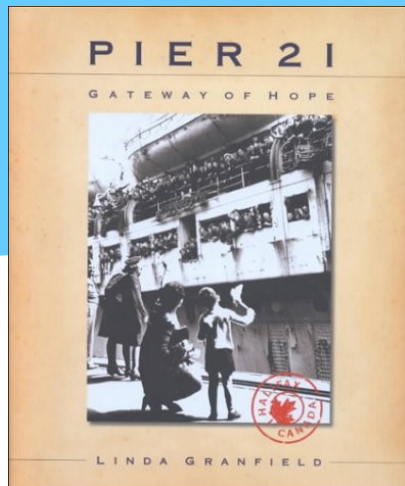
Present to your class or any other selected group.

Once all the groups have presented, discuss as a whole class what you have discovered about immigration.

**What one thing about immigration as presented in the skits that you just viewed made the greatest impression on you? Why?**



# Entering the Gateway!



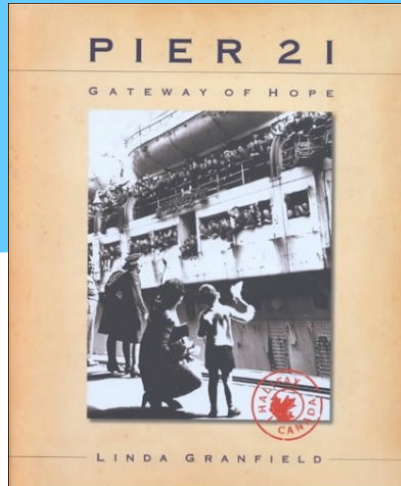
Pier 21: Gateway of Hope clearly describes the process that immigrants had to complete to enter Canada through Pier 21.

## **Pier 21: the Process of Entry**

**Using information provided in this book, list the steps of the process in order in this box.**



# Be the Expert!



As you can see, our immigrant ancestors did not have many of the conveniences which we have. They certainly did not have the internet. The internet allows us to find information on a wide range of topics including immigration to Canada. Become an expert on one of the topics below and be prepared to share your findings with others through a poster or short presentation.

## **Pier 21: Areas of Study**

**Here are a number of topics that you may choose from. (If you have a topic related to immigration to Canada that you would like to cover which is NOT listed here, bring it to your teacher to see if you might do it as your choice.)**

- **Canadian ports of entry**
- **Quarantine**
- **Passports**
- **Immigration before Pier 21**
- **Routes to Canada**
- **Travelling inland from the port**
- **What the records tell us**
- **A timeline of immigrant people**
- **Ports of entry crossing the border [USA to Canada]**

N.B.: The teacher may decide to do this activity on an individual basis or in small groups.





# Immigration: a Quest Story!



## A Search for Something Very Special

"In quest story, the hero finds that he needs something and sets out on a long and difficult journey in search of it. Your ancestors often left a place that had been **"home setting"** for a long time because something was lacking there. There were factors both negative and positive that caused your ancestors to immigrate. Your ancestors were on a **"quest"** seeking something that was missing in the place that they once called home. Therefore, your family history is most often a **"quest story"**, a story in some ways like the stories of all heroes who seek something that is missing yet in other ways different."

## Compare and Contrast Activity

1. What quest stories do you know, have you read, or have you seen movies about? What are the characteristics of a quest story?
2. What are the details of your family's immigration story as you know it?
3. What are the factors that may have brought them to Canada or the USA?
4. Consider a quest story that you have read or seen as a movie and **"compare"** (that is, tell how it is like) and **"contrast"** (tell how its is different from) the immigration story of your family or any other family. Use the Venn Diagram on the back of this page to do this.
5. In a quest, the main participant is hoping to find something. What is it that immigrants including your immigrant ancestor hoped to find at the end of their journey?



# Immigration: a Quest Story! Work Sheet

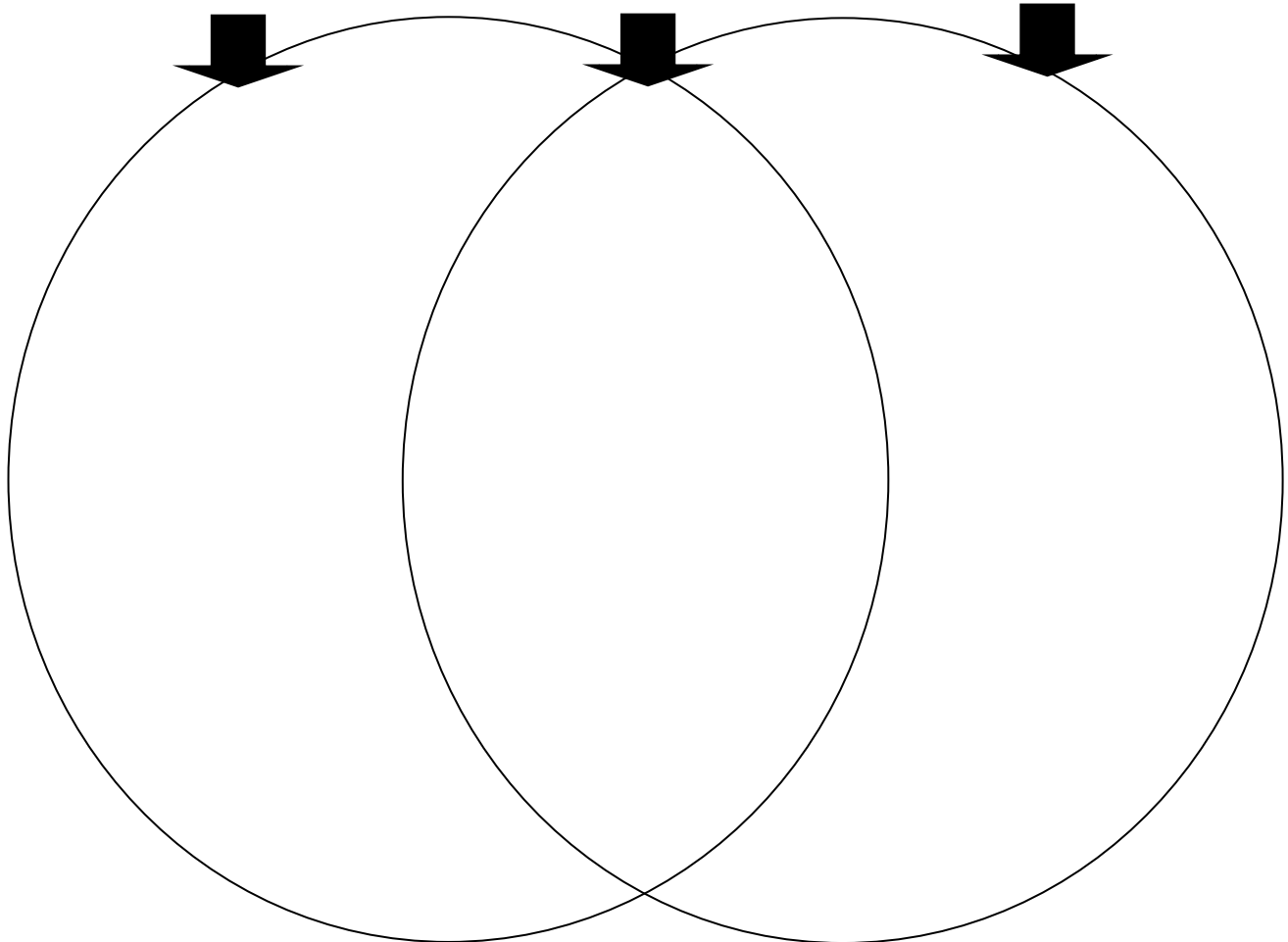
## Compare and Contrast Activity

Compare and Contrast a quest story that you know with the story of your family's immigration by completing the Venn Diagram below. Are the two stories similar in certain ways or totally different?

**Quest Story Only**

**Both**

**Immigration Story Only**



**Quest Story \_\_\_\_\_ vs. Family Immigration Story**



# Family Lore or Family History



"The story of the events which a particular family lived as shown through documents, records and other sources is known as **"family history"**. However, all families have many stories, oral and written, about their history. These stories are often very engaging and stir up interest in the family, but they can not be proved or disproved as no documents, records, or other resources have been found that

will either support or refute them. These stories are what we call **"family lore"**. Strangely, they are considered both a blessing and a curse by genealogists."

## A Writing Activity

Play the **"telephone game"**. Start with a single sentence containing details of a family story. In large group, organized into a circle whisper it to the person next to you (You only get one chance to do this). Each person whispers it to the next until everyone has heard the message. The last person repeats what he has heard and it is compared to the original statement.

Report on what happened and why it happened. Go back along the line and find specific places where the message was changed. Find the reason why this happened in each case. Explain how this relates to **"family lore"**.

Create a booklet, photo essay, or PowerPoint presentation titled **"Immigration Is..."** using examples from your family history and stories you have studied. It should have a cover and ten to twelve pages. Each page will need a caption "Immigration Is (blank)" and an appropriate photo or drawing.



# “My Grandmother Ironed the King's Shirts”



## A Video Study For Instructors

Have the students view the short NFB film “My Grandmother Ironed the King's Shirts” (about 10 minutes). When you have finished viewing it, review the descriptions of **“family history”** and **“family lore”** as described on the previous page. Then, have the young people in groups answer the following questions:

### Discussion Questions for the Students

1. Do you think the story the narrator tells might best be described as “family history” or “family lore”?
2. Why?
3. What might make this story more likely to be “family history”?
4. Where might you look for this information?
5. Some people want to study family history to find if they have ancestors who have connections to some royal family. Is this a good reason for studying family history? Why or why not?
6. There are episodes in the history of what one might call ordinary families that can inspire us. Create a list of these episodes.





# Family Lore Recording Work Sheet



## Introducing the Activity

We have many stories in either our “**family lore or family history**”. Write out one story of an important family event from the past as you remember hearing or reading it. Once you have completed writing this story, do the following post writing activities.

## Post Writing Activities

1. State whether you find it to be family history or family lore. Give the reasons for your choice.
2. Tell why the story is an interesting one.
3. List what it tells you about your family in the past as well as what it tells you about them now.
4. Indicate what it told you about your family that you did not know before hearing it.
5. In genealogy and family history, there is a belief that when you find what you need to answer a particular family question you also raise at least two new questions. Write the questions related to your family that this story raises for which you would like answer.
6. Suggest what documents or other resources might provide that answer and where you would look for them.





# Every Picture Tells a Story!



## **Photo Study Activity**

Immigrant families would often have family photos taken after they arrived and were settled in Canada. These photos were often sent overseas to the relatives "back home" to show them how the family was doing in their new home. The taking of such a photo was an important family event; one that a family member would not miss. Here are two such photos taken in late 1919 or early 1920.

What do these two photos tell you about this family and the place and time in which they live? What questions do you have that you would like to ask one of the members of this family if you could?



# Every Picture Tells a Story! Work Sheet

## **Photo Study Activity**

**Select an old family photograph that is available to you.  
( If possible, get a copy of it.) View it carefully. Then, answer the  
following questions:**

1. What is it that drew you to this particular picture for this assignment?
2. Who are the people, especially the family members, in this photograph?
3. What does this photo tell you about your family? What are the clues that show you this?
4. What does it tell you about the place and time in which they lived when the photo was originally taken? Can you provide the name of the place where it was taken and a date or date range for when it was taken?
5. What questions do you have that you would like to ask one of the members of this family if you could? What arouses these questions? Who may be able to best answer those questions about your family now?
6. Is there anything that you consider unusual or surprising in this photo?
7. Why do you think that it was taken?
8. Is there anything else about this photograph that you consider interesting?



# Your Immigrant Ancestor's Journey!



## Introduction

As earlier noted, your **“immigrant ancestor”** is a very important person **“a bridge between two worlds”**. He / She took a long and very often difficult journey, often leaving all he or she once knew and loved behind. He / She had little idea in many cases of what

awaited them on route and at his or her intended destination. This is the person who connects our past in a place across an ocean to our present, now, in Canada. The **“immigrant ancestor”** is important to genealogists and family historians as this person is our best link through which we can find again that place from which our family came; our family's **“place of origin”**. He or She can be your link to your family's origin, too.

## Collecting and Building Background Activity

Very often we know little of the actual journey our immigrant ancestor took aside from the details on ships' passenger lists. Unless, your ancestor kept records or a journal of his or her journey, it is unlikely that you will find much. However, you may be able to develop a sense of his / her journey using what historians call **“first hand historical sources”** accounts by who shared the same or similar experiences about the same time as your ancestor. These are accounts and records left by others that provide details of similar voyages, and perhaps, if you are really lucky details of the specific voyage that included your immigrant ancestor. On the next page, you will do a few activities that will help you develop background that will better help you understand your ancestor's journey.



# Your Immigrant Ancestor's Journey!

## Research Worksheet

### Background of the Journey

Begin your search with your **"immigrant ancestor"** and list what you already know about his / her voyage.

While you are reminded to spell words correctly in school, when it comes to names on documents, names are often spelled "incorrectly". Write your family name as it is spelled today. If the name was spelled differently in the past, write down that spelling as well. There are also other forms of the name called **"variants"** which are names similar to our name or other forms of the name that a person might create if he listened to how it is pronounced alone. List a such forms for your family name occur to you.

Do a Google search [if it is available to you, search on a genealogy site such as [ancestry.com](http://ancestry.com) or [familysearch.org](http://familysearch.org)] for your immigrant ancestor using his given and surname and details of the voyage (his port of departure or his ships' name) e.g. "Josefa Obodiak" + "Bulgaria" (or "voyage" or "Hamburg" or "Galicia").

Also, locate online sites on the ship your ancestor travelled, your ancestor's port of departure at the time of his / her voyage, your ancestor's port of arrival at the same time, emigration from your ancestor's place of origin in that period, ships' sites relating to sea journeys similar to the one that your ancestor would have made, and the sites of maritime museums. [Unfortunately, ships' passenger departure lists for only a few ports exist today.]

Make a list of the details that you find in these searches. What do these details tell you about your "immigrant ancestor's voyage".

**Note:** When doing searches related to the genealogy or background of a family member, many promising looking websites will appear. A good number of these will have a web address ending in ".com". Ignore these as they most often will require you to pay to retrieve the information that they indicate.





## In Your Ancestor's Own Words!



### Introduction

Here again is John who we introduced you to in the introduction of this book. Remember, he came to Alberta from a part of the Austrian Empire in 1895. He was just 15 years old at the time. John's family was very fortunate because he wrote of his experiences in his own words in a **“memoir.”**

His memories of his early experiences were recorded in Ukrainian, but were later translated into English. All the members of his family received a copy of his own words at a **“family reunion”** which was held on his original homestead 100 years after he arrived in Canada. What a wonderful legacy to leave his family!

Below is a short excerpt from John's memoirs:

*“All at once I felt very alone in the thick bush and became frightened. I shivered as the bush animals came to mind, such as bears, wolves, and other such scary things. I had heard so many tales about what people had experienced at one time or another in the bush. How some people were attacked and devoured by wolves, leaving only parts of their feet in the boots and other incredible tales only added to my fright. In desperation, I began to cut up all the logs I could before Fedor got back, all the time looking around for any preying animals. I shuddered at the least loud noise....”* (From “Reminiscing with Dido” by John Nimchuk)



# In Your Ancestor's Own Words! Work Sheet

## To the Students

Has one or more of your family members left a record of your family's past in his or her own words? Such records can take forms other than a memoir. They may be diaries, journals, letters, tape recordings, newspaper interviews, or other forms.



If a family member did leave such a record, read it or listen to it. While you listen, record in print the things that you learn about this ancestor and your family. What surprises you in his / her account? Provide, a written summary of your answers.

If you do NOT have such a record, find one left by someone who lived in Alberta at some past time (especially from the time that your family first arrived in the province). While you read, in point form list the things that you learn about Alberta and its people at that time. What things would have most affected your family at this time? Provide a written summary of your answers.





# In Place and in Time

Althouse Family - 1911 - 1920		
YEAR	LOCATION	DOCUMENTS
1911	Mary born at Bettendorf, Canada SK SW 2 32 1912 Family at SW 2 32 1912	1911 Canada Census
1912	Helen born at Farm near Canada SK SW 2 32 1912	28 November 1912 as shown on her tombstone in Victoria la Cemetery SE 12 32 1912
1913		
1914	WW I begins War Museum Act in Canada Family travels to SD in 1914 Henry's sister Marie Ruch dies & is buried in Kearsburg SD	11 August 1914 22 August 1914 Eulogies mentioned in Watertown newspaper in 17 December 1914 SD death records & Holy Rosary Parish Cemetery records November 1914
1915	Franz is born & baptized in Kearsburg SD Family living with Henry's parents in Kearsburg SD	17 May 1915 born 28 May 1915 baptized baptismal card 1915 SD Census
1916		
1917	USA enters WW I Carl is born & baptized in Kearsburg SD	8 April 1917 12 June 1917 born 17 June 1917 baptized baptismal card
1918	Joseph's father dies near Canada Family crosses US-Canada border WW I Armistice	7 March 1918 on tombstone 8 April 1918 Brother's wedding photo 11 November 1918
1919	Stephen born in Yorkton SK (near Holy Canada)	11 September 1919 letter for admission to Dominican Institution made in 1967
1920	Helen dies & is buried in Victoria la Church Cemetery Last of family crosses Canada 1918 or 1921?	1 March 1920 on tombstone 1921 Canada Census in Canada

## There Is More!

To understand our ancestors, it is important to know more than simply who they were. We must also establish **“where they lived”** (as exactly as possible) and **“when they lived there”** (again as precisely as possible).

A great way to do this is by creating charts, tables, and timelines to show family events. These forms allow you not only to see the material you put into it easily, but also can allow you to see events in the order they happen. This will often allow you to see connections that exist that you might otherwise not see.

By seeing what information you have, you may often be able to see what information gaps (i.e. what is missing) exist in the history of your family. It is a good idea to write down the questions that you find unanswered when you develop any chart like this. These can provide you with indications of what you may need in your future family history research.



The next few pages will provide you with opportunities to develop one chart, a “family time line.” You will also study organization and learn a few different forms ways to organize the information that you discover about your family including one called a “family unit sheet.”



# In Place and in Time



Create a timeline for an important ten year period in the life of your family along with the major historic events of that period.

**AGS Genealogy for Youth Project**

<b>Year</b>	<b>Family Events</b>	<b>Historic Events</b>





# Organizing the Facts!

### To the Instructor

It is important for researchers to organize the family history information that they find as they find it. This must be done right from the start of the research project. Introduce students to these terms which they will encounter in family history but almost any type of study that appears on this and the next page. After this, provide your students with the materials that they will need to do "An Exercise" at the bottom of the next page and lead them through it.

### Terms

**"Organization"** is the practice of putting objects or information into specific groups. A genealogist not only gathers facts, but he or she also "organizes" these facts making them easier to examine and understand.

In order to understand the term "organization" better, you will need to understand the following terms and put them to work for you.

**"Set"** is a specified group of objects, data or information e.g. all the family birth certificates.

**"Category"** is a group taken from a collection of information with one common characteristic which you will use to select and group that specific set of information, e. g. information from the exact day, month, and year on which each person is born.

**"Classify"** is to provide a name for a category or other group of information having a specific characteristic e.g. "Date of Birth".

**"Sort"** is to take the various pieces of information and classify them that is place them into the determined category or categories. A birth certificate gives the exact date of birth of Anne Frank as June 12, 1929. You would sort this piece of information by placing it into the "Date of Birth" category.

**"Order"** is to place information in a consistent arrangement according to some criteria e.g. placing the children of the family in the order of their births from eldest to youngest.



# Organizing the Facts! (continued)

## **Terms (continued)**

**“Chart”** is a sheet which organizes specific pieces of information in a particular way that makes the information easy to find e.g. a hockey scoring leaders list or a family unit sheet.

**“Citing a Source”** While the information that you list is important, the document from which the information was taken is equally important. When you list on the chart (usually on the back of it) where you found the information, you are “citing the source” e.g. April 3, 1934, Valerie Jane Morris-Goodall (more commonly known as Jane Goodall) was born in London, England. Her parents were Mortimer Herbert Morris-Goodall, an engineer, and Vanne Joseph, an author. If you noted that you found this information on her “Birth Certificate” issued by the United Kingdom, you are “citing a source.”

## **An Activity in Organizing**

Organize the students into small groups to work on this activity. Give them a large collection of several objects that have a number of varied traits e.g. Lego blocks of various colours and shapes, various types and colours of pasta, a collection of a variety of hardware such as nuts, bolts, screws, and nails, or any similar group of objects. Once the students are in their groups and ready, give them these directions.

1. In your group, decide on a minimum of five categories into which you can sort all of the objects that you were given.
2. Once your group has decided on the categories, sort all the objects into these categories.
3. Make notes on any problems that arise during the process.
4. After about 15 minutes, I will ask you to stop all activity, and as a whole class, we will discuss the work that you did.



# Organizing the Facts! Discussion

## Instructions

When the student groups have completed organizing the items, have them present the method in which they organized them. Then, have them discuss the following:

## Questions to Discuss or Respond To

1. What are the ways in which we can organize sets of items?
2. Is there a single method of organizing things which can truly be described as "best"?
3. What can help you decide which type of organization to use on any particular occasion?
4. Why is it important to organize the events of the history of a family?
5. What can occur if you do not organize the events of a family history?
6. If you were writing the history of your family, you might organize it using "chronological order" that is telling that history step-by-step in the order by date in which the events happened. Why would this method be an effective one to use in writing a family history?
7. Create a list of the major events in your life in "chronological order." [Alternative: provide a number of strips containing single events familiar to students and have them arrange them chronologically based on group consensus.]
8. Can you suggest other ways you could organize the family history that you would write?



# Organizing the Facts! The Family Unit

**“Family Unit Sheet”** is a chart on which the information of interest to a genealogist is organized for a single specific family.

Your teacher will now give you a copy of a blank “family unit sheet”. Look it over carefully, and then your instructor will ask the class some questions about it. You may look at the sheet to help you answer these questions.

## QUESTIONS

1. Why might a genealogist use a “family unit sheet”?
2. What “categories” does a genealogist plan to fill in on this type of sheet?
3. What information do you need to “sort”?
4. What items do you need to “order”?
5. In what records or other sources would you likely find this information?
6. Which of these sources do you see as being most likely to be accurate?

## Family Unit Sheet Exercise

Your teacher will now give you another sheet. This sheet will give you some information on a famous family, the family of Charles Ingalls (The Little House on the Prairie) along with some directions on how to fill out the family unit sheet. You will fill this one together as a class or together within small groups.

You will read the instructions, take all the data from the information sheet and place it on the family unit sheet in the correct place and in the correct order.





# Organizing the Facts! The Family Unit

## Information on the Ingalls Family

Caroline Lake Quinier was the daughter of Henry Quinier and Charlotte Tucker. She was born on December 12<sup>th</sup>, 1839 in Brookfield, Waukesha County, Wisconsin.

Charles Phillip Ingalls was the son of Langford Whiting Ingalls and Laura Louise Colby. He was born on January 10<sup>th</sup>, 1836. He was born in Cuba, Allegany County, New York.

Charles and Caroline were married on February 1<sup>st</sup>, 1860 in Concord, Jefferson County, Wisconsin.

Their children were:

Grace Pearl Ingalls born on May 23<sup>rd</sup>, 1877 in Burr Oak, Iowa. She married William Dow on October 16<sup>th</sup>, 1901 and died on November 10<sup>th</sup>, 1941 in Manchester, Kingsbury County, South Dakota.

Laura Elizabeth Ingalls was born on February 7<sup>th</sup>, 1867 in Pepin, Pepin County, Wisconsin. She married Almanzo James Wilder on August 25<sup>th</sup>, 1885 in South Dakota at De Smet, Kingsbury County. Laura dies on February 10<sup>th</sup>, 1957 in Mansfield, Wright County, Missouri.

Caroline Celestia Ingalls was born in Rutland, Montgomery County, Kansas on August 3<sup>rd</sup>, 1870. She married David N. Swanzey (the exact date and place are unknown) and died on June 2<sup>nd</sup>, 1946 at Rapid City, Pennington County, South Dakota.

Charles Frederick Ingalls was born on November 1<sup>st</sup>, 1875 in Walnut Grove, Redwood County, Minnesota. He died on August 27<sup>th</sup>, 1878 in Troy, Pipestone County, Minnesota.

Mary Amelia Ingalls was born in Pepin, Pepin County, Wisconsin on 10 January 1865. She never married and died on October 17<sup>th</sup>, 1928 in Keystone, Pennington County, South Dakota.

Charles Phillip Ingalls died on June 6<sup>th</sup>, 1902 in De Smet, Kingsbury County, SD.



# Organizing the Facts!

## The Family Unit Sheet

### Ingalls Family Unit Sheet

CHART NO. \_\_\_\_\_

HUSBAND _____	WIFE _____ ?
Son of _____ and Wife _____	Daughter of _____ and Wife _____
Birth Date _____	Birth Date _____
Place of Birth _____	Place of Birth _____
Death Date _____	Death Date _____
Place of Death _____	Place of Death _____
Residence _____	Residence _____
Occupation _____	Occupation _____
Church _____	Church _____
Other Wives _____	Other Husbands _____
Date of Marriage _____	Place of Marriage _____

M. F.	CHILDREN'S NAMES	BIRTH		DEATH		MARRIAGE		NO.
		WHEN	WHERE	WHEN	WHERE	WHEN	TO WHOM	

SOURCES:



# Organizing the Facts! The Family Unit

CHART NO. \_\_\_\_\_

## Your Family's Family Unit Sheet

HUSBAND _____ Son of _____ and Wife _____ Birth Date _____ Place of Birth _____ Death Date _____ Place of Death _____ Residence _____ Occupation _____ Church _____ Other Wives _____ Date of Marriage _____	WIFE ? _____ Daughter of _____ and Wife _____ Birth Date _____ Place of Birth _____ Death Date _____ Place of Death _____ Residence _____ Occupation _____ Church _____ Other Husbands _____ Place of Marriage _____
---	---

M. F.	CHILDREN'S NAMES	BIRTH		DEATH		MARRIAGE		NO.
		WHEN	WHERE	WHEN	WHERE	WHEN	TO WHOM	

SOURCES:



## My Ancestral Reflection

So, you are now ending your study of the chapter on family history which focuses on your "immigrant ancestor". Briefly explain the important ideas that you learned during this unit. Also, explain why the "immigrant ancestor" is important to the history of a family. Place your answer in the boxes on this page and the next.



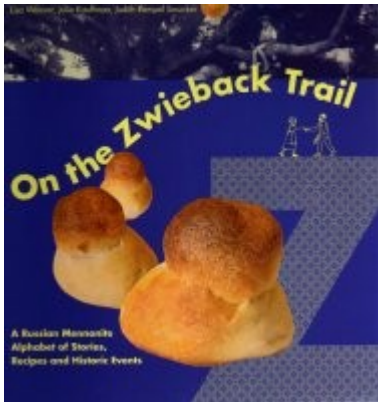


# My Ancestral Reflection (continued)

A large, empty rectangular box with a blue border, intended for writing a reflection.



# My Ancestral Reflection Alternative Activity



On the Zwieback Trail by Lisa Weaver, Judith Kouffman, Judith Rempel Smucker is an interesting book. It is basically an alphabet book. However, its cover describes it as "A Russian Mennonite Alphabet of Stories, Recipes and Historic Events." It uses words in both the English and German languages for each of the letters. On its pages, it tells the history of the authors' Russian Mennonite ancestors. In addition, this book provides insight into the

culture of this group of people. Components of the culture of the family's "place of origin" are also included in the story. These were among the most important gifts that "immigrant ancestors" brought with them to Canada. These precious gifts have been passed on in some families to the present day.

1. Have students examine this book.
2. Discuss with them what it contains and what makes it interesting.
3. Discuss how the graphic illustrations enhance it.
4. What works in this account? What does not work in it?
5. Have students discuss how they might individually use a similar format to tell the story of one of their immigrant ancestors. This will lead to each of them collecting part or all of a book in this format. OR Have students determine who they share a common cultural background or place of origin with in the class. Then, within small groups sharing some common background, have them develop an alphabet book on that culture. [Students may use words in from your ancestor's spoken language or English. They may use single word for a letter or a short phrase that fits beginning with the letter used on the page just as has been done in the picture book studied for this lesson.]

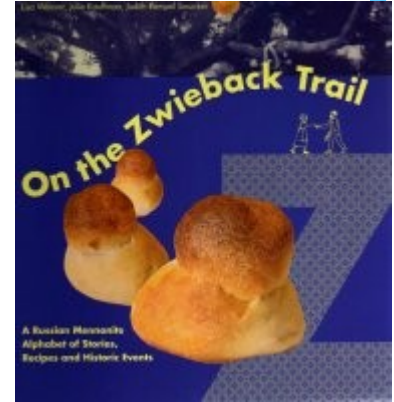


# One More Ancestral Reflection

## Alternative Activity

### Student Activity

Your instructor has given you an opportunity to study On the Zwieback Trail by Lisa Weaver, Judith Kouffman, Judith Rempel Smucker. Then, you have been taken through a discussion of the book with the instructor.



Now, as the instructor indicates, develop a similar alphabet book in whole or in part, individually on the history and background of your immigrant ancestor, or in a small group on the cultural or historic background of a cultural group which all members of the group share.

Here is what you will need to do:

Determine what word or phrase you will use for each letter.

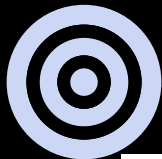
Consider what you might already have that might help you in this task.

Decide what text you will like to include to develop the term used on each page.

Decide what visuals [pictures or art] can be used to illustrate and enhance what is written there.

Create the 26 pages [or whatever number of pages the instructor has indicated that you should develop for the book assignment.]

Once, you have completed your work determine a title for the book. Make it one that is interesting. For example, "On the Zwieback Trail" is certainly much more interesting than "Mennonite Alphabet Book. Assemble your book and share it.



# Resources

## BOOKS

The Olden Days Coat by Margaret Laurence , Toronto: Tundra Books, 1979.

Out by Angela May George and Owen Swan, Toronto: Scholastics Canada, Ltd., 2016.

Stormy Seas by Mary Beth Leatherdale and Eleanor Shakespeare, Toronto: Annick Press, 2017.

Stepping Stones by Margriet Ruurs and art by Nizar Ali Badr , Orca Book Publishers, 2016.

Making Canada Home by Susan Hughes, Toronto: Owlkids Books Inc., 2016.

The Day I Became a Canadian by Jo Bannatyne-Cugnet, illustrated by Sung Nan Zhang, Toronto: Tundra Books, 2008.

Grandfather's Journey by Allen Say, Boston: Houghton Mifflin, 1993.

Pier 21: Gateway of Hope by Linda Granfield, Toronto: Tundra Books, 2000.

On the Zwieback Trail by Lisa Weaver, Judith Kouffman, Judith Rempel Smucker, Winnipeg, CMU Press, 2011.

## OTHERS

"Asking Powerful Questions" from Alberta Learning at [http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions\\_mt.html](http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt.html)

Pier 21 website at <https://pier21.ca/home>

"My Grandmother Ironed the King's Shirts" (about 10 minutes) NFB video.

## SUPPLEMENTARY RESOURCES

Refugees and Migrants by Ceri Roberts and Hanane Kai. Barron's Educational Service, Inc., 2017.

Where Will I Live? by Rosemary McCarney, Toronto: Second Story Press, 2017 [a photo essay]. This might provide an exemplar for a photo essay assignment as a possible extension activity.

Adrift at Sea by Marsha Forchuk Skrypuch with Tuen Ho, Toronto: Pajama Press, 2018.

"Strangers at the Door" (about 28 minutes) NFB video examines the journey of a family to Canada at an earlier time.

The Giver by Lois Lowry, Boston: Houghton Mifflin, 1993. This novel touches on many themes involved in an immigrants journey, ending with Jonas leaving all he has known.





# Credits

## **Photographic Credits**

All photographs not specifically listed below are from the personal photo collection of John H. Althouse. (2018)

Cover Photo: British immigrant children from Dr. Barnardo's Homes at landing stage, Saint John, N.B, ca. 1920, Source: Library and Archives Canada/Department of the Interior fonds/a041785

P. 1, 3, and 42 Photos: Courtesy of Audrey [nee Nimchuk] Waseylenko and Family, Edmonton

P. 4 and 5 Photo: Courtesy of Stony Plain Multicultural Centre.

P. 8 Photos: Courtesy of Lynne Duigou, Edmonton Branch, AGS Vice President.

P. 10, 11, and 12 Photo: Courtesy of Neil and Mavis Nelson, AGS Wetaskiwin Branch.

P.33, 34 Photo: Young Galician immigrant holding envelope labelled "Red Star Line". Saint John, NB. May, 1905 Source: Library and Archives Canada/Department of Employment and Immigration fonds/c063254

P. 39 Photo: Courtesy of Peter von Pazatka Lipinsky, Edmonton Branch AGS member.

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Rear cover photos from Printerest.

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# In Search of Your Immigrant Ancestor!



**“An immigrant was a man between worlds, so two places shaped every immigrant experience. The complex reasons why he found himself in such an ambiguous circumstances lay in both his country of origin and Canada.”**

**- Robert F. Harney and Harold Troper, Immigrants A Portrait of the Urban Experience, 1890 - 1930**