On January 29, 2017, Alexandre Bissonnette killed six worshippers and injured nineteen others at the Quebec City Mosque. He was convinced that there was to apologize to former students of residential schools. The government provided $2 billion in compensation to former residential students.

A statement of reconciliation and apology was issued by the Canadian government to people of “Asiatic Heritage” who had experienced physical and sexual abuse in residential schools—this was not a formal federal apology. The government provided $2 billion in compensation to former residential students.

Bill C-36, the Canadian Anti-terrorism Act, was passed. One impact of the Act was racial profiling of specific individuals at Canadian borders.

As a result of Bill C-31, the Protecting Canada’s Immigration System Act, the government set a quota to remove status from 875 refugees with no process for appeal.

The year begins with the deportation of a Toronto secondary school student, Daniel Garcia. Students and community members rallied together to try and prevent his deportation.

The Manitoba First Nations asked the Queen to apologize to former students of residential schools. The apology was not given.

Grise Fiord—as part of a northern sovereignty agenda, the government forced settlement of eight Inuit families to the northernmost settlement in Canada on Ellesmere Island.

Canada refused entry to thousands of Jewish refugees escaping persecution by Nazis. They were sent back and 3/4 of them died at the hands of the Nazis.

The Chinese Immigration Act was passed, stopping Chinese immigration entirely.

Ukrainian Canadians were branded as “enemy aliens.” Thousands were interned and 50,000 had to wear special identification badges.

Immigration Act Section 38 allowed the government to prohibit landing of immigrants “belonging to any race deemed unsuited to the climate or requirements of Canada, or of immigrants of any specified class, occupation, or character.”

Persons of “Asiatic Heritage” were prohibited from voting in BC.

The Potlatch and other ceremonies were banned by the federal government.

British Columbia enters Confederation. Many groups are denied the vote.

Vancouver Mayor Gregor Robertson apologized to the Chinese community for policies in effect between 1886 and 1948 that banned Chinese Canadians from voting.

Quebec’s Bill 62, the religious neutrality law, banned face coverings for public workers and anyone receiving public services.

The Conservative government passes Bill C-51: The Anti-terrorism Act, which grants excessive powers to government agencies and departments. It was denounced by First Nations, saying it would further target their communities, and refugee rights groups nicknamed it the “Refugee Exclusion Act.”

The Omnibus Budget Bill C-38 forced changes to the environmental assessment review process that violates federal government’s obligation to consult with First Nations on projects that affect their land, water, and treaty and Aboriginal rights.

Tamil refugees arrived by ship to Vancouver Island. They were detained by the government that claimed they might be terrorists or criminals.

Redress for the Chinese head tax—the Canadian government apologized and gave symbolic payments of $20,000 to the 20 surviving head tax payers and the approximately 200 living spouses of deceased head tax payers.

World War II

Japanese-Canadians being relocated to internment camps—Tak Toyota / Library and Archives Canada / C-046350.

Photo credits:
- Modified slave girl advertisement—Nova Scotia Archives and Records Management, Royal Gazette 24 June 1800 p. 3
- Komagata Maru—Canadian Photo Company photo, Vancouver Public Library, VPL 136.
- Head tax certificate—Vancouver Public Library, Special Collections, VPL 30625.
- KKK burning cross—Original photograph by Paul M. Walsh. Modified photo used under the terms of a Creative Commons Attribution-Share Alike license.
- Japanese-Canadians being relocated to internment camps—Library and Archives Canada / C-046350.
Institutionalized Racism in Canada Timeline
Lesson Plans for Grades 10–12

Links to the Curriculum

Grade 10 Social Studies

Big idea
Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Curricular competencies
Students are expected to be able to do the following:
• assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
• compare and contrast continuities and changes for different groups at particular times and places (continuity and change)
• assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
• explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).

Content
Students are expected to know the following:
• discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
• advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission.

Grade 12 Social Justice

Big ideas
• Social justice issues are interconnected.
• Individual worldviews shape and inform our understanding of social justice issues.
• The causes of social injustice are complex and have lasting impacts on society.
• Social justice initiatives can transform individuals and systems.

Curricular competencies
Students are expected to be able to do the following:
• compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)
• determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)
• explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)
• make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment).

Content
Students are expected to know the following:
• self-identity and an individual’s relationship to others
• social injustices in Canada and the world affecting individuals, groups, and society
• processes, methods, and approaches individuals, groups, and institutions use to promote social justice.

Lesson Plan
A Look at Incidents of Institutional Racism in Canadian Society

This assignment is aimed at helping students learn more about the history of institutionalized racism in Canada.

Assignment
In groups of two or three, review the Racism in Canada timeline and choose one case study from the list of Canadian government policies that directly or indirectly targeted certain racialized groups. You may want to explore events or policies that are not on this list.

Use the following questions to guide your research and to briefly describe the historical context of these events:
• What happened?
• Identify the government laws and/or policies that legally sanctioned this racism.
• Describe the treatment, discrimination, and injustices that resulted from this event/policy.
• What were the acts of resistance and resilience either by the targeted group, or their allies?
• Have the laws changed? When? How?
• Was there a government apology and/or compensation offered?
• What is the legacy of this event? Is the targeted group still experiencing the effects today?
• Were you familiar with this historical event? What is the significance of you not knowing about that event?

Present your research by creating a PowerPoint presentation (5–10 slides) or poster. Be prepared to present your work chronologically to the class or a wider audience if possible. You can find a printable version at www.teachbc.bctf.ca.

Resources
• BCTF—Racism in Canada timeline poster: bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/RacismTimeline.pdf
• Show Racism the Red Card, found here: https://bit.ly/2R9uT43 for additional lesson plans.