

UNDERSTANDING RELOCATION USING STORIES AND PHOTOS



CANADIAN GEOGRAPHIC EDUCATION'S

ONLINE
Classroom

Subject:

Social justice, Canada's history, cultural identity

Time:

60 minutes

Grades:

6-12

What to know before getting started:

The word "location" is often used to describe a specific area, place or region where people live. Therefore, the word "relocation" is used when describing the movement of people to a new place, such as the relocation of a company's headquarters to a new building, or the relocation of an entire community to a different part of the city. "Forced relocation" is a term that is used to describe the involuntary movement of people, homes, businesses and communities. Events such as natural disasters, war and industrial growth are examples of forces that can cause people to relocate their homes or businesses against their will. Many forced relocations have occurred throughout Canada's history. Use the following activity to explore some examples of forced relocations that occurred during the last 400 years of Canada's history, which is the time after Europeans first made contact with Indigenous Peoples living in North America.

Activity time!

Read this first...

The [Re:Location](#) website highlights several examples of the forced relocation of communities in Canada's past and the consequences that are still being felt today. However, these examples are just a few of many that could have been included. They were chosen to illustrate different reasons for relocation and a diversity of people who were forced into relocating. The examples do not represent all communities that have been forced to move nor all reasons for movement.

...then follow these instructions

Start by opening the [Re:Location](#) website. After the welcome video has finished playing, you will be brought to the interactive map that shows the locations of different communities that were forced to relocate.

Stop and think: What are the six categories of relocation that are shown on the map? What do each of these categories mean? Research any terms you do not recognize to understand them better.

Start by toggling the six categories of relocation on and off. Look at how the locations that are identified on the map change in connection to each of the six categories.

Stop and think: Do you notice any patterns or trends in the locations of the different communities that are identified?

Choose one category of relocation to investigate further and turn all the other categories off. Select the different markers displayed on the map. While doing so, pay attention to the name of the community associated with each marker, and look through the photos that are available. Do not play the videos or read the stories just yet. Choose the community whose story interests you the most based on the photos you saw.

Stop and think: Look at the photos from your chosen community again. Write down three statements that describe the story you think is being told with these photos. For example: "This community has a long history because the black and white photos seem to be quite old." "This community may have been forced to relocate as a result of a growing logging industry, since there were vast forests in the older photos that seem to disappear in the more recent photos." "The community has since rebuilt, but in a location that looks nothing like the one in the older photos." Now, write a fourth sentence that describes how these photos made you feel.



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Materials you will need:

- An electronic device with internet access
- The Re:Location website (accessible [here](#))
- A notebook and writing utensils

Now, read the story about the community you selected, paying close attention to any dates that are included and the reasons why this community had to move.

Stop and think: Reflect on how the actual story is similar or different to your first impression based on the photos you saw. How big was the community that had to relocate? Did the community find peace and comfort in their new location or were there troubles that persisted after the move? Did the community receive any type of support before, during or after the move? Did the community have any control over their relocation?

Notice how the photos that were provided affected your perception or understanding of what was going on. Your perception or understanding probably changed or improved after having read the story.

Stop and think: Pretend you were a photographer on location either a long time ago or in the more recent past. If you could add one or two more photos to the collection that would better reflect the information shared in the story, what photos would you take? Describe your photos while making sure you consider the background, foreground, subject matter and time period.

If you have time, explore some of the other stories included on the Re:Location website. Remember, there are six categories of relocation and several stories included in each category. Each story is unique and can help you understand the topic of relocation.

Share your learning adventure with us!

What did you learn by completing this activity? Do you have any questions? Do you have any photos of your own you would like to share with others? Tag @CanGeoEdu on Facebook, Twitter or Instagram and let us know using the hashtag #OnlineClassroom!

Other ways to complete this activity:

- Choose a second community to investigate by using only the photos, and answer the following questions in addition to the ones in the lesson:
 - Can you tell in which part of Canada this community is located based on the pictures? If so, how?
 - What do the pictures have in common?
 - Is there one picture that seems to stand out from all the rest? If so, why?
 - What are some questions you have after looking at these photos?
- Build a timeline of relocations that took place in Canada's history by reading the stories included on the map and drawing a timeline in your notebook.



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- Investigate the community you chose even further by using the internet. Check and see if the community has its own website or if you can find specific statistics like the total population size and area.

Interesting extras

- The National Film Board of Canada has made the *Broken Promises - The High Arctic Relocation* documentary available for free.
- The [Canadian War Museum](#) website includes a *War and the Foundation of Canada timeline*, which explores the forced relocation of Indigenous Peoples due to war and conflict.
- [Historica Canada](#) has a lesson plan on the relocation of the Mashuau Innu from coastal Labrador.