



A journey to Canada

Exploring child emigration and
the history of the Together Trust

**TOGETHER
TRUST**

Registered charity number 209782

Content



Click on below titles to go to the page

Page 3 About this resource

Page 4 Teacher's notes

Page 6 The history of child emigration

Page 8 Manchester and Salford Boys' and Girls' Refuges and Homes and Children's Aid Society

Page 10 Timeline of child emigration

Page 11 Lesson 1 Child emigration past and present

Page 20 Lesson 2 Manchester in the 19th Century

Page 32 Lesson 3 Views on child emigration

Page 42 Lesson 4 Life in Canada

Page 53 Lesson 5 Child experiences

Page 61 Glossary

About this resource

This education resource has been created by the **Together Trust**, a charity based in Greater Manchester which delivers individual care, support, and education services across the North West of England and surrounding areas. We care for and champion the rights, needs, and ambitions of looked-after children and people with disabilities, autism, and mental health differences.

This resource was funded in 2020/2021 by the National Heritage Lottery Fund as part of 'The Ever Open Door – 150 Years of the Together Trust' project.



To find out more about the Together Trust or about how your school can get involved with our work please contact us on **fundraising@togethertrust.org.uk**

The Together Trust, Central Offices, Schools Hill, Cheadle, Cheshire, SK8 1JE
0161 283 4848 | enquiries@togethertrust.org.uk

Teacher's notes

This education resource aims to introduce upper KS2 (Year 5 and 6) pupils to an area of history not widely known. Consisting of five 45 minute to an hour lessons, the resource allows cross-curricular study.

This pack investigates a range of social and economic issues in Victorian Britain, which led to the emigration of **British Home Children**, and provides the opportunity to follow two young people, Ada and James, as they start a new life in Canada. Their stories are taken from real case studies in the Together Trust archive.

The resource has been written to enable pupils to understand and work through the pack themselves or with the guidance of a teacher. There is a selection of recommended optional resources in the lesson plans to give pupils background and enhance their understanding of the issues raised in the pack.



Aims and objectives

Learn how to use books, libraries and artifacts to learn about a historical period

Begin to identify primary and secondary resources

Examine causes and results of great events and the impact on people

Bring knowledge gathered from several sources together to give a fluid account

Use a range of sources to find out about an aspect of a period

Know a few key dates of period studied

Write an explanation of past event using evidence to illustrate cause and effect

Enrichment activities

There are several places in the North West which your school can visit to enhance learning and engagement with themes and topics relevant to this resource:

Salford Museum and Art Gallery (Lark Hill Place)

Merseyside Maritime Museum and Liverpool Docks (Emigrants to a New World Gallery)

Macclesfield Silk Museum

Weaver Hall Museum and Workhouse

Bury Transport Museum

Museum of Transport Greater Manchester

The history of child emigration

Between 1860 and 1970 more than 100,000 children were sent from Britain to Canada, Australia and other Commonwealth countries through child emigration schemes.



In England's major cities, the population had suffered the aftereffects of the **Industrial Revolution**. Housing was poor and overcrowded, disease was rife, and employment, if found, often meant long hours in dangerous conditions. In an age before the welfare state, it was often up to charities and other welfare organisations to provide help to the poor. For children, this help was often found in the form of children's homes and **Ragged Schools**. Many families applied for their children to be admitted to these institutions to prevent them from having to enter the workhouse.

Hover on **bold coloured words** for the definition or go the glossary on page 61

The history of child emigration



Amidst these poor conditions (and with the belief that it would improve their situation), charitable and religious organisations began to send children overseas. Emigration schemes supplied much needed labour for Britain's overseas territories.

The lives of those emigrated changed dramatically and fortunes varied. Some succeeded in creating new lives. Others suffered lonely and harsh childhoods. All experienced disruption and separation from their family and homeland.

Child emigration schemes received criticism from the outset, yet they continued until the 1970s. In 2009 and 2010 the Australian and British Governments, respectively, made formal apologies for their roles in the displacement of thousands of young people. Many former child migrants and their families are still coming to terms with their experiences.



Manchester and Salford Boys' and Girls' Refuges and Homes and Children's Aid Society

The Manchester and Salford Boys' and Girl's Refuges and Homes and Children's Aid Society (Manchester Refuges) began in 1870 as a night shelter for homeless boys. The charity was founded by Leonard Shaw and Richard Taylor, two Ragged School teachers who had become aware of the number of children living on the streets of Manchester.



As one of the better-known charities in Manchester in the late nineteenth and early twentieth centuries, it received thousands of pounds of donations from the public every year. By the turn of the century the charity provided homes for orphan boys and girls, a home for children with disabilities, a seaside convalescent home, and numerous services and trade opportunities including a summer camp.

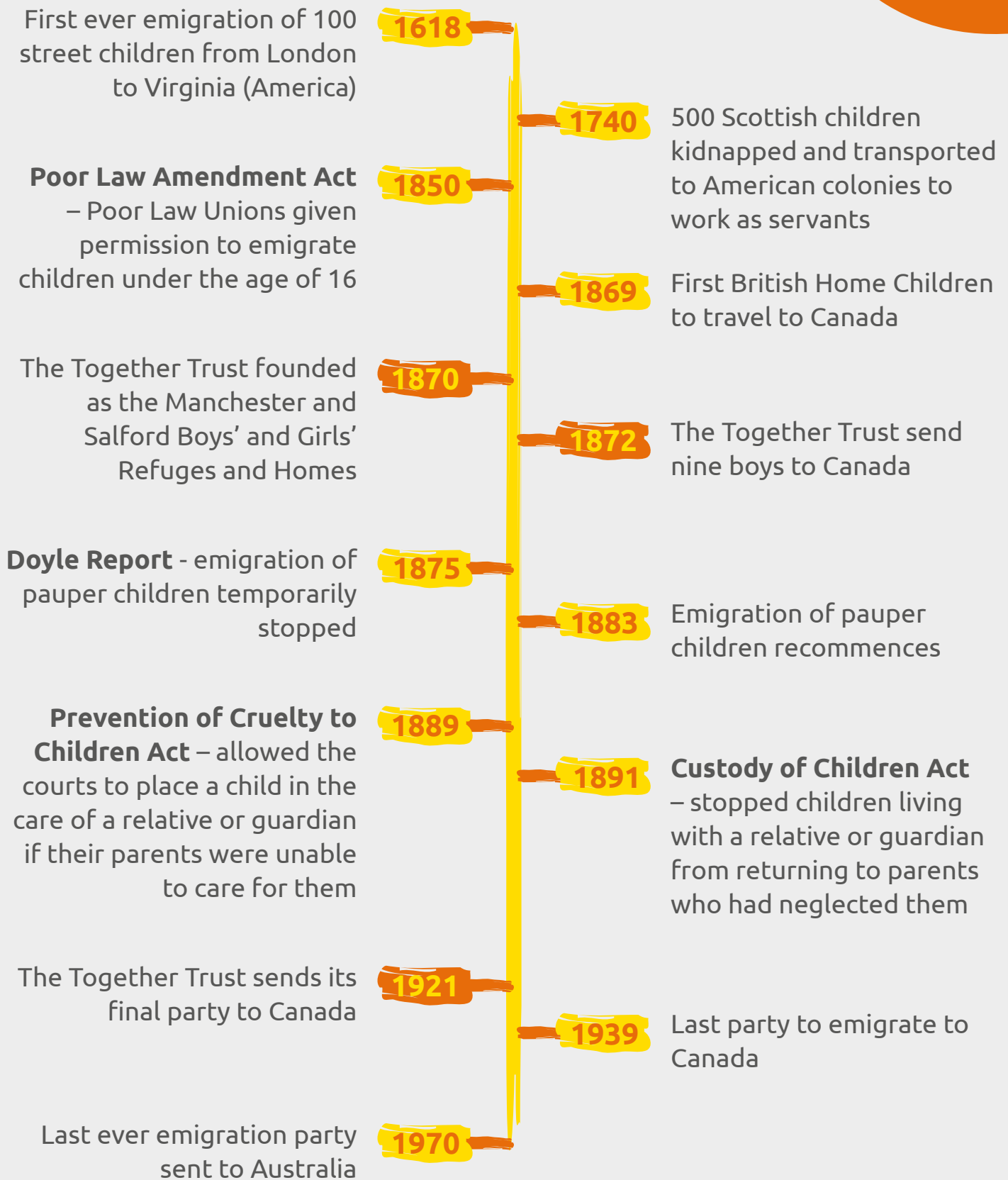


Manchester and Salford Boys' and Girls' Refuges and Homes and Children's Aid Society

The charity carried out work like other well-known organisations at the time including Barnardo's, The Children's Society, and Action for Children. Like some of these charities, the Manchester Refuges took part in the emigration of British Home Children to Canada from 1878. Using a receiving home called Marchmont (based in Belleville, Ontario) children went on to be placed in farming communities with families who they would work for.

The Together Trust, as the charity is now known, has a treasure trove of archives relating to its emigration activities. These include reports written about the children sent to Canada as well as letters written by them to the charity and family back home.

Timeline of child emigration



Social policy

Manchester Refuges

Lesson 1

Child emigration past and present

Learning objectives

I can explain what emigration is

I can understand why people emigrate and identify whether they have a choice in the matter

I can empathise with and show cultural sensitivity towards people who are forced to leave their home or country

I know some key dates relevant to child emigration

I can identify key locations on a map of the United Kingdom and understand their relevance to emigration

I can understand some basic historical terminology

Curriculum objectives

Examine causes and results of great events and the impact on people

Know a few key dates of period studied

Write explanation of past event using evidence to illustrate cause and effect

Keywords

Migration
Emigration
Immigration

SMSC and British values

Mutual respect
Tolerance
Individual liberty

Suggested activities

Starter

Video – watch an explanation of migration
PSHE

Task A

List reasons for migration on spider diagram

Task B

Consider 'push' and 'pull' factors for migration

Task C

Use an atlas to identify location on the map and consider why these are relevant to child emigration
GEOGRAPHY

Task D

Introduce and examine the timeline of child emigration
HISTORY

Suggested resources

Timeline of child emigration - [page 10](#)

Map of England - [page 18](#)

 [History KS1 / KS2: Migration - BBC Teach](#)

Lesson 1 Child emigration past and present

Starter

▶ [Watch this video on migration](#)

What is migration?

Today many people decide to move from one country to live in another. **Migration**, **emigration**, or **immigration** are words you may hear when discussing the movement of people across countries.

Many children migrate, as well as adults. Some children travel with their parents or other relatives. Some may travel alone or with strangers.

There are many reasons why people move countries. This may be because their parent has a new job, or they want to live nearer to family and friends. Some people also choose to migrate because they believe they will have a better life elsewhere.

In some countries people may be forced to leave because of war or natural disaster. People who flee countries for these reasons are often called refugees because they seek refuge or safety.

Lesson 1 Child emigration past and present

Task A

Fill out the spider diagram with reasons why a person or family may move countries. Discuss your answers as a class. Can you think of any other reasons?



Lesson 1 Child emigration past and present

Task B

Causes for migration can be separated into two categories – ‘push’ and ‘pull’ factors. Push factors are negative things which may force someone to leave their country. Pull factors are positive things which may encourage someone to move to a particular country.

Can you divide the reasons why people migrate into push and pull factors?

Push	Pull

Lesson 1 Child emigration past and present

In the past, many children emigrated from Britain for **economic** reasons – poverty was the biggest factor. In Victorian Britain, some children who were homeless or had no family were looked after by charities. Sometimes these children, or those who had families but were very poor, were emigrated. Churches, charities, and local authorities arranged for this to happen. These organisations thought it would help poorer children have a better life because:

They would live in the countryside where the air was cleaner

They would be away from criminal influences

They would gain a new family (if they no longer had one to look after them in Britain)

As early as 1618 organisations arranged for children to emigrate to other countries. The first child migrants were sent to settlements in America, but from the Victorian period onwards many were sent to Canada, Australia, Rhodesia (now Zimbabwe) and New Zealand.

These countries were part of the **British Empire**, a term used to describe all the places around the world that were once ruled by Britain. Those who emigrated to these countries were often called British Home Children.



Lesson 1 Child emigration past and present

Task C

Mark on the map where you think the below towns and cities are. In groups discuss why you think this is where they are. Are there any geographical reasons for this?

- ① Manchester
- ② Hull
- ③ Birmingham
- ④ Liverpool
- ⑤ London



Check your answers in an Atlas.

Lesson 1 Child emigration past and present



Between 1870 and 1914, around 80,000 children were emigrated to Canada. A charity known as the Manchester and Salford Boys' and Girls' Refuges and Homes (Manchester Refuges) was one of many organisations which sent British Home Children to Canada.

In the next series of lessons, you will learn about their lives in Britain and Canada. You will also find out what they and others at the time thought about child emigration.



Meet Ada and James who were looked after and emigrated by the Manchester Refuges.

Lesson 2

Manchester in the 19th Century

Learning objectives

I can explain what life was like in a Victorian city

I can define population growth and list causes for increases

I can explain the Industrial Revolution and how it affected people

I can explain who helped the poor in Victorian Manchester

I can examine historical records and devise questions based upon them to aid historical research and understanding

I can understand some basic historical terminology

I can interpret and present numerical data

Curriculum objectives

Begin to identify primary and secondary resources

Use books, library and artefacts

Examine causes and results of significant events and the impact on people

Use a range of sources to find out about an aspect of a period

Know a few key dates of period studied

Write explanation of past events using evidence to illustrate cause and effect

SMSC and British values

Mutual respect
Tolerance
Individual liberty

Keywords

Century
Population
Paupers
Orphaned
Workhouse
Industrial Revolution

Suggested activities

Starter

Interpreting data and graph plotting
MATHS

Task
A

Split into groups and complete
comprehension tasks and
present findings
ENGLISH

Task
B

Watch the BBC Teach video
on industrialisation and move
through the station
HISTORY

Task
C

Annotate the picture, thinking
about what it was like to grow
up in Manchester in this era

Task
D&E

Comprehension tasks on case
studies

Suggested resources

 [History KS1 / KS2: Industrialisation - BBC Teach](#)

Documents:

Case Study – James (document A)

Case Study – Ada (document A and B)

Optional:

[The Manchester Local Image Collection](#)

[The Historic England Archive](#)

Optional activities

Visit a workhouse

[Weaver Hall Museum and Workhouse](#)

Visit a Victorian street

[Lark Hill Place – Salford Museum and
Art Gallery](#)

Lesson 2 Manchester in the 19th Century



The growth of Manchester

Today Manchester is a city where lots of people live and work, but at the beginning of the 18th Century Manchester was a small market town with a population of less than 10,000 people. By 1851, it was a city of more than 300,000 making it the third largest city in England, behind Liverpool and London.

Lesson 2 Manchester in the 19th Century

Starter

Look at the table below and create a 'line graph' which shows the population growth from 1700 – 2020.

Population of the City of Manchester						
Year	1700	1801	1851	1901	1931	2020
Population (thousand)	10	80	300	700	766	552





Look at the graph you have just made and answer the following questions:

1. When was the population at its highest?

.....

2. When was the population at its lowest?

.....

3. Within how many years had the population grown from 10,000 to 300,000?

.....

4. By how many people had the population grown between 1851 and 1901?

.....

Lesson 2 Manchester in the 19th Century

Why did the population of Manchester increase?

From 1750, people migrated to Manchester during a period known as the Industrial Revolution. Before this many people lived in the countryside and made goods by hand. The period saw the creation of new inventions that changed the way things were powered. One of the most important inventions was the steam engine. This powered machines and new modes of transport which enabled goods to be made quicker and in larger amounts. Manchester became the centre of the cotton industry and was nicknamed 'Cottonopolis'.

Task B

▶ Watch this BBC video on Industrialisation

Make stations around the classroom for the below topic areas using large pieces of paper and lots of pens.

After watching the video, move round these stations and make notes on how the Industrial Revolution impacted on these areas. At the end, share your ideas with the class.

- Jobs
- Housing
- Health
- Poor vs. Rich

Lesson 2 Manchester in the 19th Century

Manchester struggled to house the thousands of migrants who moved to live and work there during the industrial revolution. Crowded and unsanitary conditions were common. Some families had to share small rooms with others, and disease and illness spread quickly. Houses which accommodated the city's poorest people became known as slums.

If the main wage-earner in a family died or could not work because of illness or injury a whole family could be plunged into terrible poverty. The government believed that people should be responsible for themselves, so there was little support for those who struggled to buy food and rent a place to live.

The only relief available for paupers was to enter a workhouse. Here they were given food and accommodation in exchange for several hours work each day. Many people feared the workhouse as conditions were intentionally hard so that only those who desperately needed help would go there.

The most desperate of families sometimes sent children on to the streets to beg or sell items such as matches and newspapers. Some children had no option but to do this because they were orphaned and had no family or home.



Fact

Begging, selling, and even sleeping on the streets were crimes which could result in children being sent to adult prisons.

Lesson 2 Manchester in the 19th Century

Task C

Look at the pictures and imagine you are the subject – working around the class or in groups take turns to express what can you see, smell, and how you feel, or annotate the image in small groups.



Who helped poor and vulnerable children?

Charities and religious groups helped those who were most in need. The Manchester Refuges was a charity set up to help children who were very poor, homeless, ill-treated, or neglected. The charity offered an alternative to the workhouse. It provided shelter, food, and education. The charity also aimed to prevent children from committing crimes which they were forced into by peers or out of desperation.





Read the admission records (document A) from Ada and James's case files and answer the following questions:

1. Why do you think the records were created?

.....

.....

2. What does the 'condition' of each child suggest?

.....

.....

3. Why did they enter the care of the Refuge?

.....

.....

4. Do their photographs tell you anything?

.....

.....

5. Who do you think James is pictured with in the first image?

.....

.....



Read document B in Ada's case file and answer the following questions:

1. What do you think this record is?

.....

.....

2. Who was it created by?

.....

.....

3. What do the terms in section 4 mean for Ada and her father?

.....

.....

Lesson 3

Views on child emigration

Learning objectives

I can explain why children were emigrated in the past

I can understand that people had different views on child emigration and explain why

I can relate what I have researched to present day emigration

Understanding feelings and emotions of those who emigrated – self-awareness

Understanding differing views and articulating opinions

Curriculum objectives

Begin to identify primary and secondary resources

Use books, library and artefacts

Examine causes and results of significant events and the impact on people

Use a range of sources to find out about an aspect of a period

Know a few key dates of period studied

Write explanation of past events using evidence to illustrate cause and effect

SMSC and British values

Mutual respect
Tolerance
Individual liberty

Keywords

Poor Law Guardians
Magistrate

Suggested activities

Starter

Reasons for child emigration

Task
A

Statement match-up

Task
B

Venn diagram - for, against or undecided about child emigration

Task
C

Comparison table on emigration from then to now

Suggested resources

Documents:

Case Study – Ada (document A)

Optional:

Visit [Merseyside Maritime Museum and Liverpool Docks \(Emigrants to a New World Gallery\)](#)

Lesson 3 Views on child emigration

Fact

Until the Prevention of Cruelty to Children Act in 1889 there were no laws to protect children. Some children lived in places where they were not looked after properly or did not feel safe. The Manchester Refuges saw emigration as a way to ensure that children most at risk of harm were removed from negative influences.

What did people think of emigration and why did it happen?

The Manchester Refuges began to emigrate children to Canada in 1872. The belief was that emigration would give children better opportunities and help keep children who were in danger or involved in crime safe. Many organisations also believed that poor or orphaned children would have healthier and happier lives in the Canadian countryside where they would live and work on farms.

Starter

Look at Ada and James's admission records (document A). With a partner, list the reasons why they emigrated to Canada.

Lesson 3 Views on child emigration

There were lots of people with different opinions on why child emigration was a good thing. Many thought it would solve issues in Britain such as overpopulation, crime, poverty, and finance.

Task A

Can you match the statement with the person who might have said it?
In pairs explain your answers to your partner.

Police officer

Local government official

Health inspector

Manchester has too many people and so much pollution. It is not a good place for a young person to live. In Canada they have clean air and need people to pick crops on the farms.

It costs £10 to emigrate a child but £15 to keep them in a children's home for a year. The Canadian government are willing to pay us two dollars for each child we emigrate.

There are too many bad influences for poor young people in Britain. Emigrating children is the best way to stop them from falling into a life of crime.

Lesson 3 Views on child emigration

Did everyone think emigration was a good idea?

Not everyone thought that children should be emigrated. Some groups were against it.



Canadian doctors believed emigrated children could bring disease to the country.



Poor Law Guardians were worried that children were being sent to Canada as cheap labour.



Employers in England disagreed with children being sent abroad as it reduced the number of available children to work in England.

Lesson 3 Views on child emigration

Task B

Read the profiles below and place the names of each person into the diagram on the next page according to whether they may be for, against, or undecided about child emigration.



My name is Samuel. I am a labourer in Canada. I am worried that I will not be able to find work on the farms once young people come over from Britain, as employers will not be willing to pay me a fair wage when they can pay them less or nothing at all.



My name is Edith. I am the wife of a farmer in Canada. My husband struggles to manage the farm on his own and I need help around the house. We cannot find people to help us as most young people have moved to the cities to find work.



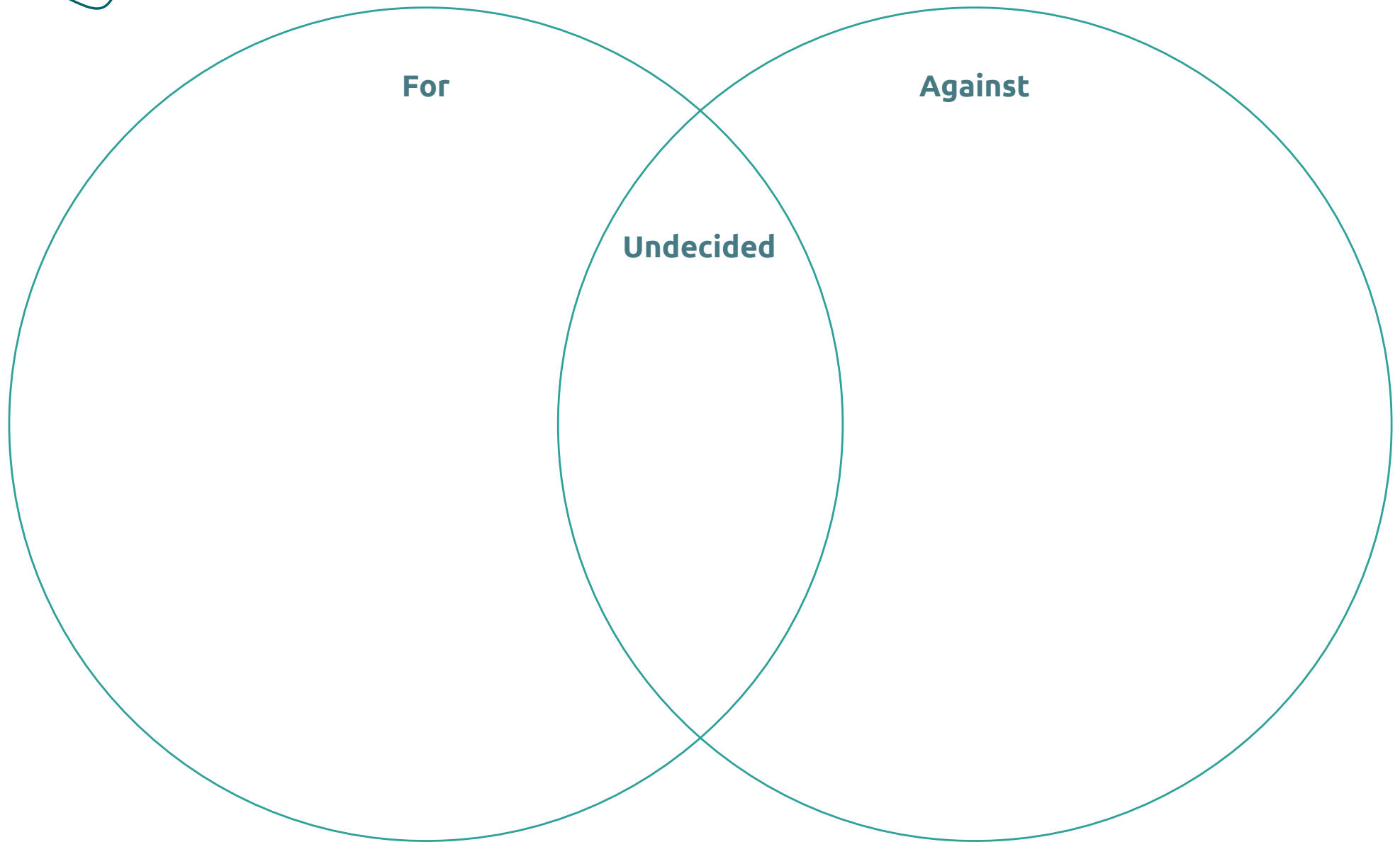
My name is John. I run a refuge for street lads. We have so many boys seeking help that we cannot provide food and shelter for them all. We simply do not have the space or the funds to help them. It's much the same across Britain.



My name is Mary. I am living in a workhouse. I did not want my son to enter the workhouse, so I applied for him to enter a refuge. I have been told that he will be emigrated to Canada. I do not want him to go as I will never see him again, but he will have the opportunity for a better life there.

Lesson 3 **Views on child emigration**

Task B



Lesson 3 Views on child emigration

Importantly, whilst children were chosen to emigrate by charity committees and Poor Law Guardians, children did have a say in the matter. All children had to give their consent to emigrate in front of a magistrate. Some children wanted to move to Canada and even asked to do so, but others may have felt pressured to agree.

For parents like Mary or Ernest, Ada's father, once they signed a child over to the care of the Refuge, they had no choice but to accept that their child was leaving the country.





When comparing migration in the present day to the past can you think of any similarities or differences?

Similarities	Differences

Lesson 4

Life in Canada

Learning objectives

I can recognise different means of transport from the Victorian period

I can compose a piece of creative writing following a narrative of a real person from history

I can explain geographical and economic differences between Britain and Canada

Curriculum objectives

Use books, library and artefacts

Examine causes and results of great events and the impact on people

Bring knowledge gathered from several sources together to give a fluid account

Use a range of sources to find out about an aspect of a period

Know a few key dates of period studied

Write explanation of past event using evidence to illustrate cause and effect

SMSC and British values

Mutual respect
Tolerance
Individual liberty

Keywords

Receiving homes
Economy

Suggested activities

Starter

Watch BBC Bitesize video on the development of transport in the Victorian era and complete transport venn diagram

Task A

Compose a diary extract writing in first person as a British Home Child

Task B

Image/writing comparison – bird's eye view map

Task C

Create a poster to persuade people to emigrate to Canada

Optional

► A Journey to Canada – watch young people experience activities relating to child emigration

Visit Bury Transport Museum

Visit Museum of Transport Greater Manchester

Suggested resources

Documents:

Case Study – James (document A, B and G)

Case Study – Ada (document A and B)

Document 1 – Harriet Smethurst account of the journey to Canada

Document 3 - Bird's Eye View - Belleville 1874

Document 4 - Bird's Eye View - Manchester 1889

Optional

Visit Merseyside Maritime Museum and Liverpool Docks (Emigrants to a New World Gallery)

Lesson 4 Life in Canada

How did children get to Canada?

The journey to Canada started by train from Manchester to Liverpool. Once at Liverpool docks the children underwent a medical examination by a doctor. This was to ensure they were healthy and well enough to travel.


The parties then boarded a steam ship to take them on a long and difficult journey across the Atlantic Ocean. It often took around seven to 14 days to sail to Canada. Sea sickness was an unpleasant side effect. Small cabins with beds for each child made the journey a little more comfortable.



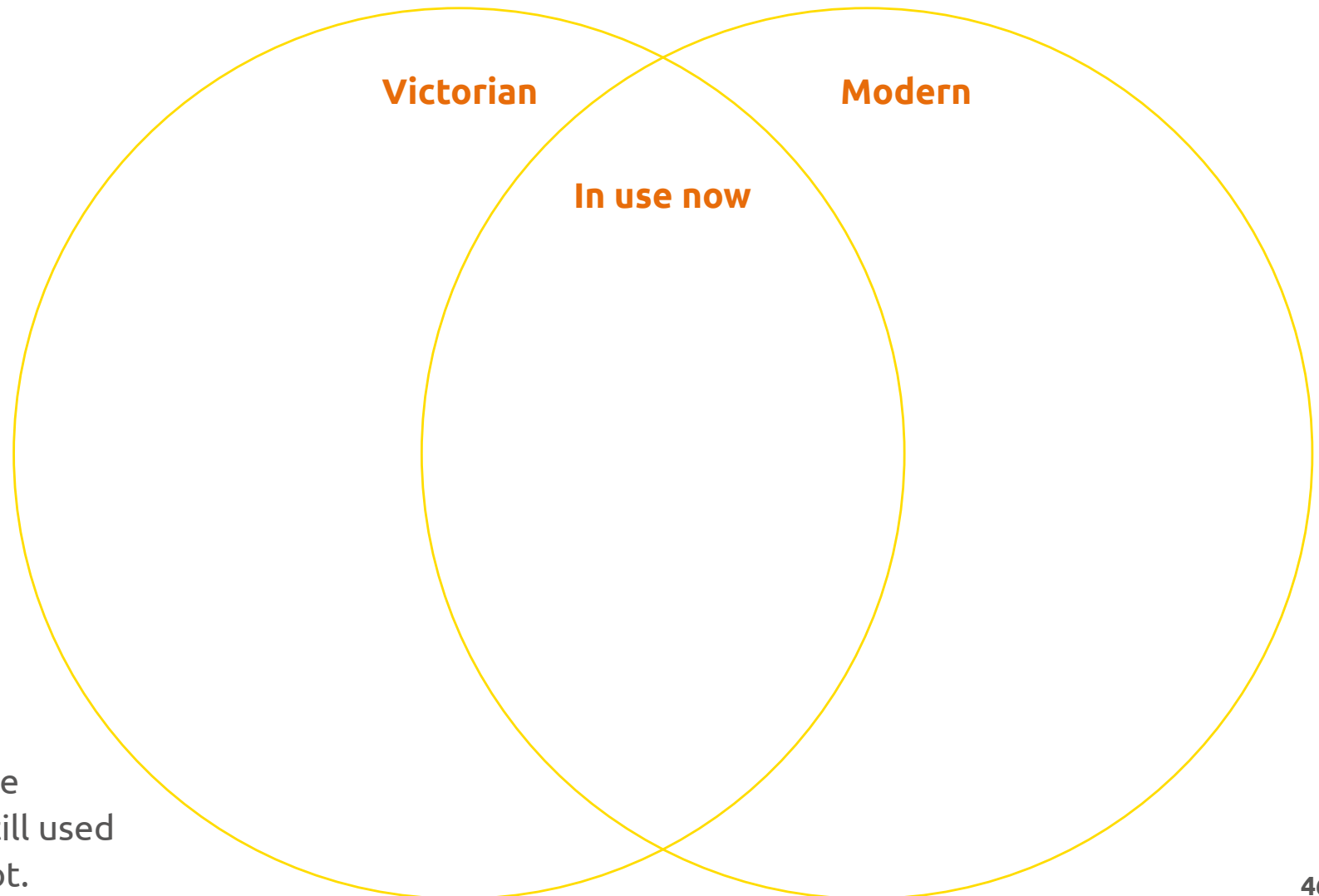
Fact

Before departure young people enjoyed a farewell get together. They also had their photograph taken as a group to document their departure. Boys gathered outside the grand entrance of Manchester Town Hall for their photograph. Their groups were larger compared to the girls who were photographed in the grounds of the Rosen Hallas Emigration Training Home where they lived.

Starter

Watch  [BBC Bitesize video on the development of transport in the Victorian era](#) and look at the types of transport listed below. Which are forms of transport used in the Victorian era and which are modern modes of transport?

- Horse drawn carriage
- Car
- Train
- The Penny Farthing
- Horse drawn bus



Discuss why some of these modes of transport are still used now and why some are not.

Lesson 4 Life in Canada

Task A

Read Harriet Smethurst's account of the journey. Imagine what it was like to travel by sea and write a diary entry in first person describing your journey on board the ship and what your thoughts and feelings are as you move to a new country without your family.

1 June 1888

Dear Diary,

Lesson 4 Life in Canada

Once the ships docked in Canada the journey continued by steam train or horse bus. It took several more days before the children finally arrived at their new home.

What was it like to live in Canada?

Upon their arrival in Canada children were admitted to receiving homes. These were houses which accommodated lots of children for short periods of time until permanent homes were found for each of them with local families. Receiving homes were run by the charities and churches who arranged for children to travel from Britain. There were several receiving homes across the west of Canada.

The Manchester Refuge's receiving home was called Marchmont. It was located in Belleville, a city in Ontario, Canada. Belleville's population stood at 9,516 in 1881. Manchester's population at the time was closer to 341,500.



Task B

Compare the bird's eye view maps of Manchester and Belleville (see document 3 and document 4 in the resource bank). **As a class or in groups discuss what differences you can see. You may want to circle them or write them down below.**

Think about the following:

- Buildings
- Population
- Natural environment
- Air quality

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 4 Life in Canada

British Home Children were sent to live with families who managed farms. Canada's economy was a largely agricultural during this time. This means that the country produced and sold more natural resources such as fruit, vegetables, and cattle than manmade goods like those produced in factories across Manchester. In the 1880's there were approximately 55 million acres of farmland in Canada, a huge number compared to Britain, which meant that there was a great need for farm workers.

Some children were given training in a specialist home before emigrating. Children learned practical skills which could be used on the farms or in their new homes. Boys working on farms ploughed fields, chopped wood, or milked cows. Girls usually looked after the homes by cleaning, cooking, and doing laundry.

Fact

The Manchester Refuges had two homes which provided training: the William Stevenson Training Home taught blacksmithing and woodwork to the boys, and the Rosen Hallas Emigration Training Home taught domestic duties such as sewing and laundry to girls.



Lesson 4 Life in Canada

Fact

Children often attended school in the winter as farms required as many people as possible to work the land during the spring and summer harvests.

Many conditions had to be met to ensure that a child was placed in a suitable household (see document 2). Church officials or respected people from the local community had to provide good references for the host families. Farmers agreed to provide housing, food, and clothing for a child. They also had to ensure the child attended Sunday School and was educated for part of the year.



**Task
C**

Create a poster to persuade people to move to Canada. In pairs, groups, or as a class present your poster and explain why Canada is a good place for British Home Children to live.



Lesson 5

Child experiences

Learning objectives

I can empathise with and understand how children felt living in a new country

I can apply my knowledge of this topic to newspaper writing

I can summarise a period and write about an establishments impact on it

Curriculum objectives

Use books, library and artefacts

Bring knowledge gathered from several sources together to give a fluid account

Use a range of sources to find out about an aspect of a period

SMSC and British values

Mutual respect
Tolerance
Individual liberty

Keywords

Empathise
Perspective

Suggested activities

Starter

Emigrating to Canada – scale and questioning

Task A

Letter from an individualised perspective

Task B

Comprehension task using primary sources

Task C

Reflections on the positives and negatives of emigration

Task D

Newspaper article about child emigration

Suggested resources

Documents:

Case Study – James (document C-F, G, H)

Case Study – Ada (document C-F, H, I)

Document 1 – Harriet Smethurst account of the journey to Canada

Lesson 5 **Child experiences**

How did children feel about moving to Canada?

Often children sent letters back to Britain to inform their family or the emigration charity of their progress. These give us an idea as to how the child felt and what their experiences were in their new homes.

Starter

Imagine you are emigrating to Canada tomorrow. How are you feeling about going and why? Your teacher will mark out three points in the room. One end of the room is 'wanting to go', the middle point is 'not sure' and the other side is 'not wanting to go'. Stand at a point on the scale that describes how you are feeling about emigrating. Discuss why you feel this way.

Lesson 5 Child experiences

Task A

Read the letter by James's brother (document G). How do you think John felt being apart from his twin brother James and vice versa? Now imagine you are either a parent, sibling, someone that works at the Manchester Refuge, a Canadian in Belleville or a British Home Child. Write a letter from their perspective about the experience of British Home Children emigrating to Canada.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 5 Child experiences

Some children found adapting to their new family, home, and work difficult. When this happened, a child returned to the receiving home and awaited a new placement. Other children settled well and remained with a family for a long time. Some were adopted and stayed with a family permanently.

An inspector from the receiving home visited each child once a year. Inspectors then wrote reports on how the child adapted to life in their new home and work. Many of these reports still survive.

Task B

Skim and scan read Ada and James's emigration reports and answer the following questions:

1. Are there any common themes?

2. Do they give you a good idea about how the children felt living in a new home?

Was emigration a positive or negative experience?



Read Ada's emigration reports (document C-F, H, I)

1. How many different families did Ada live with?

.....

2. What was the most common reason for her moving homes?

.....

.....



Write a newspaper article about child emigration, detailing everything you have learnt about this topic. Make sure to cover the who, what, where, when and why.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Page 4	British Home Children	Children born in Britain who were emigrated to Canada, Australia, New Zealand or South Africa by a church or charity because they were orphaned, abandoned, or very poor
Page 6	Industrial Revolution	A period in the 18th and 19th centuries, when Britain changed from a mainly agricultural society into a society based on larger scale manufacturing in mills and factories
	Ragged Schools	Ragged schools were charitable organisations dedicated to the free education of destitute children in 19th century Britain
Page 9	Receiving home	A place where child migrants lived until a permanent home was found for them to work and live with a native family
Page 12	SMSC	Spiritual, moral, social and cultural development
Page 14	Migration	The movement of people from one place (e.g. a town, city, or country) to another to live in permanently or temporarily
	Emigration	The movement of people out of a country to live in another
	Immigration	The movement of people into a country to live there permanently
Page 17	Economic	The system of how money is made and used within a country or region usually through the production of goods
	British Empire	A term used to describe all the places around the world that were once ruled by Britain
Page 26	Cotton industry	The business of spinning and weaving cotton
Page 27	Paupers	A very poor person, often receiving relief under the Poor Law
	Workhouse	A place where very poor people used to work in exchange for food and shelter
	Orphaned	A child without parents
Page 37	Poor Law Guardians	A group of church parishes which oversaw relief given to the poor in a specific region. Unions were responsible for building workhouses
Page 40	Magistrate	A person who administers justice in a court of law

About this resource

This education resource has been created by the **Together Trust**, a charity based in Greater Manchester which delivers individual care, support, and education services across the North West of England and surrounding areas. We care for and champion the rights, needs, and ambitions of looked-after children and people with disabilities, autism, and mental health differences.

This resource was funded in 2020/2021 by the National Heritage Lottery Fund as part of 'The Ever Open Door – 150 Years of the Together Trust' project.



To find out more about the Together Trust or about how your school can get involved with our work please contact us on **fundraising@togethertrust.org.uk**

The Together Trust, Central Offices, Schools Hill, Cheadle, Cheshire, SK8 1JE
0161 283 4848 | enquiries@togethertrust.org.uk